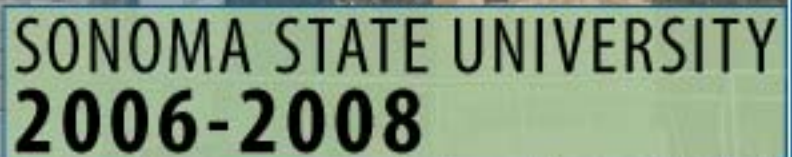
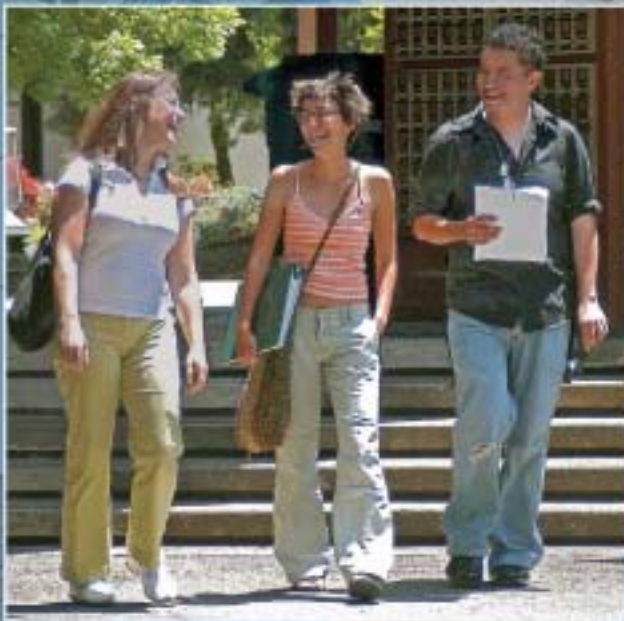


The logo for Sonoma State University, featuring a stylized white wave above the word "SONOMA" in white serif font, all on a blue rectangular background.

SONOMA

The title "General Catalog" in a bold, black, sans-serif font, centered within a light green rectangular box.

General Catalog

The text "SONOMA STATE UNIVERSITY" and "2006-2008" in a bold, black, sans-serif font, centered within a light green rectangular box.

SONOMA STATE UNIVERSITY
2006-2008



WELCOME TO SONOMA STATE UNIVERSITY

www.sonoma.edu

When planning your academic career at Sonoma State University this *General Catalog* will serve as one of your main reference tools. Another source of information is the website — www.sonoma.edu — which should be consulted in conjunction with the catalog, in case there have been any changes since publication of this book. You should also check with individual academic departments and administrative offices, either by phone or in person, to make sure that you have the most current information.

ABOUT THIS CATALOG

Changes in Regulations and Policies Published in the Catalog

Although every effort has been made to assure the accuracy of the information in this catalog, students and others 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 state legislature or rules and policies adopted by the board of trustees of the California State University, by the chancellor or designee of the California State University, or by the president or designee of the campus. It is not possible in a publication of this size to include all the rules, policies, and other information that pertain to students, the institution, and the California State University. More current or complete information may be obtained from the appropriate department, school, or administrative office.

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

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A WORD FROM THE PRESIDENT



It is no secret that I am proud of Sonoma State University! This truly remarkable institution located in the heart of California's famous Wine Country holds so much to investigate and discover.

As you seek the best environment in which to further your frontiers of knowledge and experience, come explore SSU. Wander our beautiful campus. Hear our students and faculty discussing the day's lectures. Scan the hundreds of course offerings in the *SSU Catalog*. They are the foundation of our high-quality educational programs designed to develop your intellect, increase your understanding of yourself and others, and prepare you for the diverse challenges ahead.

Sonoma State University's deep commitment to the teaching and learning of the liberal arts and sciences has shaped a top-notch university experience. Our enrollment is increasingly competitive because we have developed a reputation for excellence. And our selection to represent California as a member of the nationwide Council of Public Liberal Arts Colleges stands as further proof of our quality. Known as COPLAC, this group of colleges has been called the "Public Ivies" since these institutions are dedicated to promoting the values of superior undergraduate education in a public college setting. We think this selection is a testament to our strengths and our mission of enlightening students and creating the foundation for lifelong learning.

Sonoma State University is an ideal place to live and learn. This campus is student-centered, and our faculty and staff have three main goals: student satisfaction, retention, and graduation. We are eager to help you choose your personal goals and design a course of study.

Like all exploration, the pursuit of knowledge is rigorous and demanding. But if you take up the challenge, you will find your life is immeasurably enriched. I invite you to join us in our common adventure and wish you the greatest success, because your success is our success.

Ruben Armijana, Ph.D.

SSU SNAPSHOTS

Where is SSU?

Sonoma State University occupies 269 acres in the beautiful wine country of Sonoma County, in Northern California. Located at the foot of the Sonoma hills, the campus is just an hour's drive north of San Francisco and 40 minutes away from the Pacific Ocean.

What's special about SSU?

Sonoma State University, a small campus of 7,500 students, is dedicated to the liberal arts and sciences. Our students enjoy a high-quality education that features close interactions with faculty due to our size and SSU's status as one of the premier public undergraduate institutions in the state.

SSU strives to graduate students who are ready to navigate the intricacies of our modern world and who are prepared to make informed decisions that benefit their own lives, as well as the lives of their families and communities.

How and when do I apply?

Sonoma State University is part of the California State University System and uses admissions procedures established by the CSU. Electronic versions of the CSU undergraduate and graduate applications are accessible on the World Wide Web at www.csumentor.edu/. The CSU Mentor system allows students to browse through general information about CSU's 23 campuses, view multimedia campus presentations, send and receive electronic responses to specific questions, and apply for admission and financial aid.

Applications also may be obtained online or at any California high school or community college or from the Office of Admission at any of the campuses of the California State University. The SSU Office of Admissions and Records is located on the second floor of Ruben Salazar Hall and the phone number is (707) 664-2778.

Admission at Sonoma is competitive and students are encouraged to apply during the specified filing period. For entry in the 2007 fall semester, the filing period is October-November 2006 with the final date to file November 30, 2006. For entry in the 2007 spring semester, the filing period is August 2006, with the final date to file August 30, 2006.

Some of the programs in the highest demand are called "impacted programs." These programs receive more applications during the filing period than can be accommodated. In such cases, you must meet supplementary admission criteria if applying to an impacted program.

Applications will be accepted after the initial filing period on a rolling basis provided space is available in the student's preferred major.

Where will I live?

The Residential Community provides comfortable, convenient campus housing for 2,460 single students. The Community is a unique

mix of nontraditional residence hall suites and campus apartments, all located just seconds from the campus classroom buildings. All suites and apartments are fully furnished and carpeted and have their own living rooms, bathrooms, and kitchens with all appliances. The suites and apartments are wired into the University's computer network, giving residents direct access to University computing resources, the library, and the Internet. The Community has its own dining hall, swimming pools, study rooms, convenience store, post office, meeting rooms, game room, and outdoor recreation areas.

Thirty percent of our students are housed on campus. For those students who choose to live off-campus, the Housing Services Office maintains a listing of available rental accommodations in the local area. This listing, accessible online on Housing's website, includes rental houses, apartments, and rooms in private homes.

What are my annual costs?

For the 2006-07 academic year, fees for students who are California residents enrolled in 6 units or fewer is \$1,296 per semester. For a class load of 7 units or more, the cost is \$1,824 per semester. Nonresident tuition is an additional \$339 per unit. For a complete list of fees and other charges, see the 2006-07 fee schedule under the heading "Fees and Expenses" or go online to www.sonoma.edu/ar/registration/Fees.shtml.

With other costs, such as housing, books, meal plans, various course fees, and incidentals, an in-state student can expect to pay between \$15,000 and \$16,500 each year. Fees for international students are listed in the section of this catalog on admissions procedures for international students.

What about financial aid and scholarships?

Nearly 45 percent of our students receive some type of financial aid, while 27 percent receive grants or scholarships. We participate in all state and federal financial aid programs. The University's merit, athletic, and talent scholarship programs total more than \$600,000 in awards.

You should apply for financial aid in January. Each year, the priority filing date for the FAFSA (Free Application for Federal Student Aid) is March 2. Some types of financial aid are available if you apply after that date.

You should apply for scholarships at the same time you apply for admission to the University. If you are applying for spring admission, you should apply for scholarships for the following fall semester. The scholarship applications are available in October of each year, and the deadline for your application and any supporting materials to be received or postmarked is January 15 of each year.

For complete information on Sonoma State University fees and our financial aid and scholarship programs, see the Fees, Expenses, and Financial Assistance section in this catalog.

How do I register for my classes?

All registration is conducted online. For new students at Sonoma, your first experience is Summer Orientation. This optional program gives you an opportunity to register for your first classes online, make friends with fellow students, and become acquainted with the campus and the area. Faculty and staff advisors assist you before the registration process. Other orientation programs are available for transfer students.

All entering students are assigned an advisor in their academic department. One-third of new students who enroll do not have a declared major and receive academic advising from professional staff members in the Advising Center.

The Educational Mentoring Team is a highly recommended program that provides advising and orientation for all first-time freshmen. Each EMT consists of a faculty member, student services professional, and a peer advisor. The EMT program helps students begin their educational career with the appropriate coursework and career planning.

Advising for upcoming semesters for continuing students takes place in the departments at the end of the previous term. Students register for classes on the Web. For more details on registration, see Admissions; for details on advising, see Student Academic Services. The section on Degree Requirements will help you plan your course of study.

What about technology?

One of the first universities in California to require computer access of all its entering freshmen, Sonoma State continues to lead the curve in its use of technology. Our designation as one of the Top 100 Wireless Universities in the United States is just one example of the highly sophisticated technological environment you will discover at Sonoma.

In addition to registration via the Web, you will receive all official communication from the University online. And, as you progress through your coursework, you will experience technology in a variety of settings: in an online chatroom from your room in the residence halls, in a class on how to conduct research using the Internet in the Schulz Information Center, in a wireless computer lab, and in a classroom that allows the professor to send and receive screenshots to and from students, to name a few.

How can I personalize my education?

There are a number of ways to pursue your interests. Each year, many students take advantage of the study abroad programs, traveling to a host University or special study center in one of 19 countries.

Through a variety of internships, students may gain practical experience or academic credit in settings that are related to their career.

Many volunteer opportunities are available, such as the JUMP program offered through Associated Students. In some situations, credit may be earned for volunteer experiences, while providing valuable service to the community.

How can I become involved?

The more you're involved in the life of the campus, the more rewarding your college experience will be. Sonoma has more than 100 registered student clubs and organizations on campus. Whether your interests are student government, athletics, recreational sports, Greek organizations, or the arts, you will find many opportunities to develop leadership roles.

Sonoma State University is a Division II member of the NCAA and sponsors 13 intercollegiate programs, five for men – soccer, basketball, baseball, tennis, and golf – and eight for women – soccer, cross country, volleyball, basketball, softball, tennis, water polo, and track and field. SSU teams have been extremely successful at all levels, capturing two national championships and 25 conference championships since 1990.

Another way for students to get involved is through the Student Ambassadors. These students represent SSU at the campus and community levels, and work with the Alumni Association to keep current students and alumni connected.

The performing arts are alive and well at SSU. More than 140 performances in drama, dance, and music are given each year. Whether you prefer to sing Bach or gospel or play modern jazz or classical guitar, there is a place for you at SSU. A wide variety of ensembles are open to students of all majors and members of the community.

What fun can I find off campus?

With the coast and the mountains within easy reach, there is always plenty to do outside the classroom. Recreational Sports sponsors a variety of activities all year, including hiking, biking, skiing, river rafting, and camping.

The local area and the communities of Santa Rosa, Petaluma, and Sebastopol offer an abundance of activities – from festivals and farmers' markets to several symphonic, chamber music, and theater groups. And the campus is just an hour's drive from beautiful San Francisco and the Bay Area.

Already thinking about graduation?

On a beautiful day in May, you will join the thousands of Sonoma State University graduates who have come before you.

SSU Career Services works closely with new graduates and offers several job placement programs. Graduates have access to informational resources, such as job listings, workshops, job fairs, and other employment search services. Whether you are just beginning your major or searching for a full-time job, the center helps you define and achieve your career goals.

Today, there are more than 40,000 Sonoma State alumni. The SSU Alumni Association works to maintain a strong bond between the University and its alumni. In addition to offering the many advantages of membership in the organization, the Association sponsors student scholarships and special events for alumni throughout the year, including the Distinguished Alumni Awards.

MISSION, HISTORY, ACCREDITATION

Our Mission

The SSU mission is to prepare students to be learned men and women who:

- have a foundation for lifelong learning,
- have a broad cultural perspective,
- have a keen appreciation of intellectual and aesthetic achievements,
- will be leaders and active citizens,
- are capable of pursuing fulfilling careers in a changing world, and
- are concerned with contributing to the health and well-being of the world at large.

To achieve its mission, Sonoma State University recognizes that its first obligation is to develop and maintain excellent programs of undergraduate instruction grounded in the liberal arts and sciences. Instructional programs are designed to challenge students not only to acquire knowledge but also to develop the skills of critical analysis, careful reasoning, creativity, and self-expression. Excellence in undergraduate education requires students to participate in a well-planned program that provides both a liberal education and opportunities for specific career preparation.

The University offers a wide range of traditional disciplines, as well as interdisciplinary programs, so that students are able to explore diverse modes of inquiry, the understanding gained within the various disciplines, and a global spectrum of ideas, institutions, values, and artistic expressions.

The University offers selected professional and graduate programs leading to master's degrees, teaching credentials, and certificates in various career fields. These programs respond to regional and state needs within the academic, business, education, and professional communities.

The quality of the educational experience relies on close human and intellectual relationships among students and faculty to foster the open exchange of ideas. The University is committed to creating a learning community in which people from diverse backgrounds and cultures are valued for the breadth of their perspectives and are encouraged in their intellectual pursuits. The University's special character within California education emerges from its small size; its commitment to high standards of scholarship and ongoing professional development; and its promotion of diversity in the faculty, staff, and student populations.

The University also recognizes its obligation to serve as an educational and cultural resource for people in the surrounding communities. It offers courses, lectures, workshops, and programs that are open to the public. Special events in the arts, the sciences, and athletics contribute to the intellectual and cultural life of students and the community.

Our History

The California state legislature established Sonoma State College in 1960.

The college opened in temporary quarters in Rohnert Park in fall 1961 under the leadership of founding president Ambrose R. Nichols, Jr., with an enrollment of 265 upper-division students. Most of the faculty and administrators of the Santa Rosa Center of San Francisco State College, which had served the region since 1956, joined the new college. The center's elementary education, psychology, and counseling programs were the principal offerings.

The college grew steadily, developing academic programs based in the traditional liberal arts and sciences, as well as in career and professional programs, all the while emphasizing close student-faculty interaction. The college moved to its present 274-acre site in 1966, upon completion of Stevenson and Darwin halls. Excellent new facilities have been constructed and the grounds have been extensively landscaped, creating one of the most attractive, modern, and well-equipped campuses in the state. In 1978, University status was granted and the name was changed to Sonoma State University.

The University now enrolls more than 7,500 students and offers 41 bachelor's degrees, 14 master's degrees, and 9 teaching, specialist, and service credentials.

Accreditation

Sonoma State University is fully accredited by the Western Association of Schools and Colleges. In addition, individual program accreditations have been granted by the American Chemical Society, the National Association of Schools of Music, the National League for Nursing, the National Association for Schools of Art and Design, and the Council for Accreditation of Counseling and Related Educational Programs. The School of Education is accredited by the National Council for Accreditation of Teacher Education and its programs are approved by the California Commission on Teacher Credentialing.

The University is also a member of the prestigious Council of Public Liberal Arts and Colleges (COPLAC), an association of public colleges and universities whose primary mission is ensuring that fine undergraduate liberal arts and sciences education is available to students in the public systems of higher education. SSU is the only California member of COPLAC.

WASC Contact Information:

Western Association of Schools and Colleges
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
(510) 748-9001
Fax: (510) 748-9797
E-mail: wascsr@wascsenior.org
Website: www.wascweb.org

ACADEMIC CALENDAR 2006-08

For the most current calendar information, see the website:
www.sonoma.edu/university/calendars.shtml.

2006-07 Academic Year

FALL SEMESTER 2006

- Aug. 18 University Convocation
- Aug. 21 Orientation and Advising
- Aug. 22 Instruction begins**
- Sept. 15 Deadline to apply for December 2006 graduation
- Dec. 1 Last day to submit master's theses and projects to Graduate Studies Office

Dec. 8 Last day of instruction

Dec. 11-15 Final examinations

Dec. 20 Semester ends

Holidays

- Sept. 4 Labor Day, campus closed
- Nov. 10 Veterans Day observance, campus closed
- Nov. 22-24 Thanksgiving, campus closed Thursday and Friday
- Dec. 25-
Jan. 1 Holiday recess, campus closed

Intersession 2007 (special session)*

- Jan. 3-23 Intersession classes in session
- Jan. 15 Martin Luther King Jr. Day, holiday observed, campus closed

SPRING SEMESTER 2007

- Jan. 24 University Convocation
- Jan. 25 Faculty Development Day
- Jan. 26 Orientation and Advising
- Jan. 29 Instruction begins**
- Feb. 15 Deadline to apply for May 2007 graduation
- April 1 Deadline to apply for August 2007 graduation
- May 4 Last day to submit master's theses and projects to Graduate Studies Office

May 18 Last day of instruction

May 21-25 Final examinations

May 26 Commencement

June 1 Semester ends

Holidays

- Feb. 19 Presidents' Day, campus closed
- March 30 Cesar Chavez's Birthday, holiday observed, campus closed
- April 9-13 Spring recess, classes not in session
- May 28 Memorial Day observance, campus closed

SUMMER TERM 2007

Dates to be announced

** Brochure and course schedule are available in the School of Extended Education, Stevenson Hall 1012.*

2007-08 Academic Year

FALL SEMESTER 2007

- Aug. 17 Convocation
Aug. 20 Orientation and Advising
Aug. 21 Instruction begins
Sept. 15 Deadline to apply for December 2007 graduation
Dec. 2 Last day to submit master's theses and projects to Graduate Studies Office
Dec. 7 Last day of instruction
Dec. 10-14 Final examinations
Dec. 19 Semester ends

Holidays

- Sept. 3 Labor Day, campus closed
Nov. 12 Veterans Day, observed, campus closed
Nov 21-23 Thanksgiving, campus closed Thursday and Friday
Dec. 25 Christmas, campus closed

Intersession 2008 (special session)**

- Jan. 3-23 Intersession classes in session
Jan. 16 Martin Luther King Jr. Day, holiday observed, campus closed

SPRING SEMESTER 2008

- Jan. 23 Convocation
Jan. 24 Faculty Development Day
Jan. 25 Orientation and Advising
Jan. 28 Instruction begins
Feb. 15 Deadline to apply for May 2008 graduation
April 1 Deadline to apply for August 2008 graduation
May 2 Last day to submit master's theses and projects to Graduate Studies Office
May 16 Last day of instruction
May 19 - 23 Final examinations
May 24 Commencement
May 30 Semester ends

Holidays

- Feb. 18 Presidents' Day, campus closed
March 31 Cesar Chavez's Birthday, holiday observed, campus closed
March 24-28 Spring recess, classes not in session
May 26 Memorial Day observance, campus closed

SUMMER TERM 2008

Dates to be announced

** Brochure and course schedule are available in the School of Extended Education, Stevenson Hall 1012.*

ADMISSIONS

Welcome! Thank you for your interest in Sonoma State University. You are probably attracted to Sonoma because of our success in academic programs, the intellectual accomplishments of our students and faculty, our exciting curricula, or perhaps the location and beauty of the campus. Whatever spurred your interest, we are delighted you've taken the time to glance through our catalog. Here you will learn how to apply, what documents are needed, and the admission requirements.

Application Filing Periods, 2006-2008

For admission in	Priority filing	File no later than
Fall Semester 2006	October-November 2005	November 30, 2005
Spring Semester 2007	August 2006	August 30, 2006
Fall Semester 2007	October-November 2006	November 30, 2006
Spring Semester 2008	August 2006	August 30, 2006

Applications are accepted until capacities are reached. Many CSU campuses limit undergraduate admission in an enrollment category because of overall enrollment limits. If applying after the initial filing period, consult the campus admission office for current information. Similar information is conveniently available at www.csumentor.edu/filing_status/.

Admission Procedures and Policies

Requirements for admission to Sonoma State University are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Code of Regulations. If you are not sure of these requirements, you should consult a high school or community college counselor or CSU campus admission office.

Electronic versions of the CSU undergraduate and graduate applications are accessible on the World Wide Web at www.csumentor.edu/. The CSU Mentor system allows students to browse through general information about CSU's 23 campuses, view multimedia campus presentations, send and receive electronic responses to specific questions, and apply for admission and financial aid.

Applications may be obtained online, at any California high school or community college, or from the Office of Admission at any of the campuses of the California State University. Applying online via www.csumentor.edu is encouraged, and many CSU campuses will facilitate use of online applications for admission.

Mandatory systemwide fees are waived for those individuals who qualify for such exemption under the provisions of the California Education Code (see section on fee waivers).

Importance of Filing Complete, Accurate, and Authentic Application Documents

Sonoma State University advises prospective students that they must supply complete and accurate information on the application for admission, residence questionnaire, and financial aid forms.

Further, applicants must submit authentic and official transcripts of all previous academic work attempted. Failure to file complete, accurate, and authentic application documents may result in denial of admission, cancellation of academic credit, suspension, or expulsion (Section 41301, Article 1.1, Title 5, California Code of Regulations).

Undergraduate Application Procedures

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

Impacted Programs

The CSU designates programs as impacted when more applications are received in the initial filing period (October and November for fall terms, June for winter terms, August for spring terms, February for summer terms) than can be accommodated. Some programs are impacted at every campus where they are offered; others are impacted only at some campuses. You must meet supplementary admission criteria if applying to an impacted program.

The CSU will announce during the fall filing period those programs that are impacted and the supplementary criteria campuses will use. That announcement will be published in the *CSU Review*, distributed to high school and college counselors, and available online at www.calstate.edu/AR/csureview/. Information about the supplementary criteria is also sent to program applicants. Detailed impactation information is also available at www.calstate.edu/AR/impactioninfo.shtml.

You must file your application for admission to an impacted program during the initial filing period. If you wish to be considered in impacted programs at more than one campus, you must file an application to each.

Supplementary Admission Criteria

Each CSU campus with impacted programs uses supplementary admission criteria in screening applicants. Supplementary criteria may include ranking on the freshman eligibility index, the overall transfer grade point average, completion of specified prerequisite courses, and a combination of campus-developed criteria. If you are required to submit scores on either the SAT I or the ACT and

are applying for fall admission, you should take the test as early as possible and no later than October of the preceding year if applying for fall admission.

The supplementary admission criteria used by the individual CSU campuses to screen applicants appear periodically in the *CSU Review* and are sent by the campuses to all applicants seeking admission to an impacted program.

Unlike unaccommodated applicants to locally impacted programs who may be redirected to another campus in the same major, unaccommodated applicants to systemwide impacted programs may not be redirected in the same major but may choose an alternate major either at the first choice campus or another campus.

Each year, Sonoma State attracts a talented pool of applicants. From this pool we use selective admissions standards to admit an academically talented and diverse entering class. Supplementary admission criteria for first-time freshmen include, but are not limited to, high school grade point averages, test scores (SAT I or ACT), high school course preparation, and/or a supplemental questionnaire or essay. For transfer applicants, supplemental admissions requirements may include transfer grade point average, grade point averages in specific courses, and course preparation. The specific criteria utilized depend on the number of applications received by each class level and major. To maximize your chance of admission, you are strongly urged to view the basic requirements outlined in the CSU Admission Requirements section above as just that: basic requirements. Higher grade point averages, submission of test scores, and completion of additional required course preparation increase your chances for admission.

Graduate and Postbaccalaureate Application Procedures

All graduate and postbaccalaureate applicants (e.g., Ed.D. applicants, master's degree applicants, those seeking credentials, and those interested in taking courses for personal or professional growth) must file a complete graduate application as described in the graduate and postbaccalaureate admission booklet. Applicants seeking a second bachelor's degree should submit the undergraduate application for admission. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the \$55 nonrefundable application fee. Since applicants for postbaccalaureate programs may be limited to the choice of a single campus on each application, redirection to alternate campuses or later changes of campus choice will be minimal. To be assured of initial consideration by more than one campus, it will be necessary to submit separate applications (including fees) to each. Applications may be obtained from the Graduate Studies Office or the Admissions Office of any California State University campus. An electronic version of the CSU graduate application is available on the World Wide Web at www.csumentor.edu/. Applications submitted by way of www.csumentor.edu are preferable.

Reapplication for Subsequent Semesters

If you apply and are admitted to the University for a given semester but do not register, you will forfeit your admission. Should you later wish to undertake work at the University, you must file a new application, pay a new application fee, and meet all of the current requirements for admission. Materials supporting an application for admission, such as transcripts and entrance examination scores, will be held for one year only and may be used during this time to meet the requirements for admission. After one year, these materials will be destroyed.

Application Acknowledgment

You may expect to receive an acknowledgment from your first choice campus within two to four weeks of filing the application. The notice may also include a request that you submit additional records necessary for the campus to evaluate your qualifications. You may be assured of admission if the evaluation of your qualifications indicates that you meet CSU admission requirements and campus requirements for admission to an impacted program. Unless specific approval/confirmation is received, an offer of admission is not transferable to another term or to another campus.

Hardship Petitions

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

Undergraduate Admission Requirements

Freshman Requirements

Generally, first-time freshman applicants will qualify for regular admission if they

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

Eligibility Index - The eligibility index is the combination of your high school grade point average and your score on either the ACT or the SAT. Beginning with admission for Fall 2004, your grade point average is based on grades earned in courses taken during your final three years of high school that are college preparatory "a-g" subject requirements, and bonus points for approved honors courses (excluding physical education and military science).

Up to eight semesters of honors courses taken in the last two years of high school, including up to two approved courses taken in

the tenth grade, can be accepted. Each unit of A in an honors course will receive a total of 5 points; B, 4 points; and C, 3 points.

You can calculate the index by multiplying your grade point average by 800 and adding your total score on the SAT I. If you took the ACT, multiply your grade point average by 200 and add ten times the ACT composite score. If you are a California high school graduate (or a resident of California for tuition purposes), you need a minimum index of 2900 using the SAT I or 694 using the ACT; the Eligibility Index Table illustrates several combinations of required test scores and averages.

If you neither graduated from a California high school nor are a resident of California for tuition purposes, you need a minimum index of 3502 (SAT I) or 842 (ACT). Graduates of secondary schools in foreign countries must be judged to have academic preparation and abilities equivalent to applicants eligible under this section.

You will qualify for regular admission when the University verifies that you have graduated from high school, have a qualifiable eligibility index, have completed the comprehensive pattern of college preparatory "a-g" subjects, and, if applying to an impacted program, have met all supplementary criteria.

Provisional Admission

Sonoma State University may provisionally admit first-time freshman applicants based on their academic preparation through the junior year of high school and planned for the senior year. The campus will monitor the senior year of study to ensure that those so admitted

complete their senior year of studies satisfactorily, including the required college preparatory subjects, and graduate from high school. Students are required to submit an official transcript after graduation to certify that all coursework has been satisfactorily completed. A campus may rescind admission decisions for students who are found not to be eligible after the final transcript has been evaluated.

Subject Requirements

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

- 2 years of social science, including 1 year of U.S. history, or U.S. history and government.
- 4 years of English.
- 3 years of math (algebra, geometry, and intermediate algebra).
- 2 years of laboratory science (1 biological and 1 physical, both with labs).
- 2 years in the same language foreign language (subject to waiver for applicants demonstrating equivalent competence).
- 1 year of visual and performing arts: art, dance, drama/theater, or music.
- 1 year of electives: selected from English, advanced mathematics, social science, history, laboratory science, foreign language, and visual and performing arts.

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

High School Students

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

Transfer Requirements

Students who have completed fewer than 60 transferable semester college units (fewer than 90 quarter units) are considered lower-division transfer students. Student who have completed 60 or more transferable semester college units (90 or more quarter units) are considered upper-division transfer students. Students who complete college units during high school or through the summer immediately following high school graduation are considered first-time freshmen and must meet those admission requirements. Transferable courses are those designated for baccalaureate credit by the college or university offering the courses.

Lower-Division Transfer Requirements

Visit the SSU Admissions website to find out if Sonoma State is taking applications from lower-division transfer students:

www.sonoma.edu/ar/.

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

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

Applicants who graduated from high school prior to 1988 should contact the Admissions Office to inquire about alternative admission programs.

Making Up Missing College Preparatory Subject Requirements

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

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

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

Upper-Division Transfer Requirements

Generally, applicants will qualify for admission as an upper-division transfer student if:

1. They have a grade point average of at least 2.0 (C or better) in all transferable units attempted; and
2. They are in good standing at the last college or university attended; and they have completed at least 60 semester units of college coursework with a grade of C or better in each course to be selected from courses in English, arts and humanities, social science, science, and mathematics at a level at least equivalent to courses that meet general education requirements. The 60 units must include all of the general education requirements in communication in the English language (both oral and written) and critical thinking (at least 9 semester units) and the requirement in mathematics/quantitative reasoning (usually 3 semester units) **OR** the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

Provisional Admission

Sonoma State University may provisionally admit transfer applicants based on their academic preparation and courses planned for completion. The campus will monitor the final terms to ensure that those admitted complete all required courses satisfactorily. All accepted applicants are required to submit an official transcript of all college level work completed. Campuses will rescind admission for all students who are found not to be eligible after the final transcript has been evaluated. In no case may such documents be received and validated by the University at any later than a student's registration for his or her second term of CSU enrollment.

Test Requirements

Freshman and transfer applicants who have fewer than 60 semester or 90 quarter units of transferable college credit must submit scores, unless exempt (see "Eligibility Index"), from either the ACT or the SAT I of the College Board. If you are applying to an impacted program on campus and are required to submit test scores, you should take the test no later than October or November. Test scores also are used for advising and placement purposes. Registration forms and dates for the SAT I or ACT are available from school or college counselors or from a CSU campus testing office. Or students may write to or call:

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

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

TOEFL Requirement

All undergraduate applicants whose native language is not English and who have not attended schools at the secondary level or above for at least three years full time where English is the principal language of instruction must present a score of 173 or higher on the computerized Test of English as a Foreign Language, (500 on the paper form or 61 on the Internet form). Some majors may require a higher score.

Systemwide Placement Test Requirements

The California State University requires each entering undergraduate, except those who qualify for an exemption, to take the CSU Entry Level Mathematics (ELM) examination and the CSU English Placement Test (EPT) prior to enrollment. These placement tests are not a condition for admission to the CSU, but they are a condition of enrollment. They are designed to identify entering students who may need additional support in acquiring basic English and mathematics skills necessary to succeed in CSU baccalaureate-level courses. Undergraduate students who do not demonstrate college-level skills both in English and in mathematics will be placed in appropriate remedial programs and activities during the first term of their enrollment. Students placed in remedial programs in either English or mathematics must complete all remediation in their first year of enrollment. Failure to complete remediation by the end of the first year may result in denial of enrollment for future terms.

Students register for the EPT and/or ELM at their local CSU campus. Questions about test dates and registration materials may be addressed to Testing Services, (707) 664-2947, Ruben Salazar Hall 1070.

English Placement Test

The CSU English Placement Test is designed to assess the level of reading and writing skills of entering undergraduate students so that they can be placed in appropriate baccalaureate-level courses. The CSU EPT must be completed by all entering undergraduates, with the exception of those who present proof of one of the following:

- A score of “Exempt” on the augmented English CST (i.e. the CSU Early Assessment Program) taken in grade 11.
- A score of 550 or above on the verbal section of the College Board SAT I Reasoning Test taken April 1995 or later.
- A score of 24 or above on the enhanced ACT English Test taken October 1989 or later.
- A score of 680 or above on the recentered and adjusted College Board SAT II: Writing Test taken May 1998 or later.
- A score of 3, 4, or 5 on either the Language and Composition or the Composition and Literature examination of the College Board Scholastic Advanced Placement program.

- Completion and transfer of a course that satisfies the General Education-Breadth or Intersegmental General Education Transfer Curriculum written communication requirement, provided such course was completed with a grade of C or better.

Entry Level Mathematics Placement Examination

The Entry Level Mathematics Placement Examination is designed to assess the skill levels of entering CSU students in the areas of mathematics typically covered in three years of rigorous college preparatory mathematics courses in high school (Algebra I, Algebra II, and Geometry). The CSU ELM must be completed by all entering undergraduates, with the exception of those who present proof of one of the following:

- A score of “Exempt” on the augmented mathematics CST taken in grade 11.
- A score of “conditionally exempt” on the augmented CST, i.e. the CSU Early Assessment Program plus successful completion of a Senior-Year Mathematics Experience.
- A score of 550 or above on the mathematics section of the College Board SAT I Reasoning Test or on the College Board SAT II Mathematics Tests Level I, IC (Calculator), II, or IIC (Calculator).
- A score of 23 or above on the American College Testing Mathematics Test.
- A score of 3 or above on the College Board Advanced Placement Mathematics examination (AB or BC) or Statistics examination.
- Completion and transfer of a course that satisfies the General Education-Breadth or Intersegmental General Education Transfer Curriculum quantitative reasoning requirement, provided such course was completed with a grade of C or better.

Nonbaccalaureate Courses in English and Math (courses with numbers lower than 100)

The University offers courses in English and mathematics for students who need to improve their proficiency in these areas. These classes carry units of credit that apply to students' unit load for a given semester but do not apply toward graduation.

CSU systemwide and SSU policy require that all entering students needing remediation take and complete all remedial courses within their first year of enrollment. Failure to do so results in administrative academic disqualification from the University.

Enrollment in nonbaccalaureate classes, as appropriate, is thus required during the first semester of enrollment. Students who fail any of these courses must repeat them in the next semester of enrollment. Failure to pass after the second attempt will result in administrative academic disqualification. Students who pass these courses must take the next appropriate course in their next semester of enrollment.

Students who fail to complete remediation within the first year of enrollment will be placed on administrative academic disqualification and will be required to complete remediation at a community college or other university before they will be allowed to return to SSU.

Adult Students

As an alternative to regular admission criteria, an applicant who is 25 years of age or older may be considered for admission as an adult student if he or she meets all of the following conditions:

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

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

Graduation Requirement in Writing Proficiency

All students must demonstrate competency in writing skills as a requirement for graduation. Information on currently available ways to meet this graduation requirement may be obtained from the SSU Writing Center, (707) 664-2058, or at Sonoma State University on the Web at www.sonoma.edu/programs/writingcenter/. See also the section under Degree Requirements titled "Completion of the Written English Proficiency Requirement."

Graduate and Postbaccalaureate Admission Requirements

Admission Requirements

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

- **General Requirements** - The minimum requirements for admission to graduate and postbaccalaureate studies at a California State University campus are in accordance with University regulations as well as Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations. Specifically, a student shall: (1) have completed a four-year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or shall have completed equivalent academic preparation as determined by appropriate campus authorities; (2) be in good academic standing at the last college or university attended; (3) have attained a grade point average of at least 2.5 (A=4.0) in the last 60 semester (90 quarter) units attempted; and (4) satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying ex-

aminations, as appropriate campus authorities may prescribe. In unusual circumstances, a campus may make exceptions to these criteria.

If you meet the minimum requirements for graduate and postbaccalaureate studies, you will be considered for admission in one of the four following categories:

- **Postbaccalaureate Unclassified** - To enroll in graduate courses for professional or personal growth, you must be admitted as a postbaccalaureate unclassified student. By meeting the general requirements, you are eligible for admission as a postbaccalaureate unclassified student. Some departments may restrict enrollment of unclassified students because of heavy enrollment pressure. Admission in this status does not constitute admission to, or assurance of consideration for admission to, any graduate degree or credential program; or
- **Postbaccalaureate Classified** - If you wish to enroll in a credential or certificate program, you will be required to satisfy additional professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus; or
- **Graduate Conditionally Classified** - You may be admitted to a graduate degree program in this category if, in the opinion of appropriate campus authority, you can remedy deficiencies by additional preparation; or
- **Graduate Classified** - To pursue a graduate degree, you will be required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus.

Graduate-Postbaccalaureate TOEFL Requirement

All graduate and postbaccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a minimum score of 213 or higher on the computerized Test of English as a Foreign Language, (550 on the paper form or 79 on the Internet form). Some programs may require a higher score.

Returning Students

If you were previously enrolled at Sonoma State University but have not registered for two or more semesters, you must file an application for readmission online at www.csumentor.edu and submit the application to Sonoma State University. If you missed only one semester, you need not reapply. If coursework was attempted at another college or university, two official transcripts reflecting this work must be filed with the Office of Admissions and Records.

Previously enrolled students who are reapplying are subject to the same application dates and fees as new applicants. If you attended Sonoma State as a visitor, concurrent enrollee, or exchange student and you wish to continue your enrollment at Sonoma, you must file a new application for admission at www.csumentor.edu and submit the application to Sonoma State University.

Information for International Students

Students now entering or enrolled in higher education will be the leaders of industry, commerce, government, education and the arts in the 21st century. The global marketplace, affordable air travel, extraordinary levels of human migration, and the rise of transnational communications systems dictate that the valuable university graduates will be those who are prepared to live and work in an international setting in a rapidly changing world. Sonoma State University recognizes its responsibility to be an active part of this new, international reality and to ensure that its graduates are prepared to meet the challenges of a new century.

International students are central to Sonoma State University's outreach to the world. They bring to our campus and to its surrounding communities new perspectives and invaluable experiences to share with California students. At the same time, they take home with them, at the end of their studies, a deep understanding of America and its people. Sonoma State University has welcomed students from more than 50 countries, representing virtually every continent and island area in the world. These students come here to experience a traditional American liberal arts education, but in an untraditional academic setting, where teachers are guides to learning. They want to live in a beautiful and safe environment, and they also want a challenging, intellectually stimulating academic program taught by a distinguished faculty.

International (Foreign) Student Admission Requirements

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

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

The CSU uses separate requirements and application filing dates in the admission of foreign students. Verification of English proficiency (see the section on TOEFL Requirements for Undergraduate Applicants), financial resources, and academic performance are all important considerations for admission. Academic records from foreign institutions must be on file by the close of the application period for the semester for which entry is desired and, if not in English, must be accompanied by certified English translations.

Sonoma State University welcomes applications from qualified international students. The application and admissions process

for international students is distinct from the process for domestic students. Please read the following information carefully.

Sonoma State University International Student Application forms and University information are available on the Internet at www.sonoma.edu/sas/is. The admission application is available in PDF format.

If you are unable to access this information, please contact us

- By e-mail at international.inquiry@sonoma.edu;

OR

- By mail at:
Sonoma State University
International Admissions
Salazar 1010A
1801 East Cotati Avenue
Rohnert Park, California 94928
United States of America

SSU admits international students twice a year for entry into either the fall or spring semesters. Application periods are as follows:

For fall semester entry

October 1 through May 31

For spring semester entry

August 1 through October 30

Academic Qualification

Undergraduate applicants must provide evidence of graduation from an appropriate secondary educational institution or successful study at a recognized institution of higher education with a minimum cumulative grade point average of at least 2.50 on a 4.00 scale, or the equivalent. Admissions to some fields of study may be competitive.

Graduate applicants must meet the standards applicable to the University and to each SSU graduate program as indicated elsewhere in this catalog.

Housing

International students who file complete applications (including transcripts and financial affidavits) prior to the end dates of the respective application periods should be able to obtain on-campus housing. It should be noted, however, that housing can fill up fast and applicants who file toward the end of the application period may have more difficulty obtaining on-campus housing.

International Services and Activities at SSU

The Office of International Services provides essential support for international students to ensure that they make a quick and successful adaptation to university studies and to the student community at SSU. International Services provides administrative support, cultural adjustment support, academic advising, personal counseling, and assistance with all issues relating to university life.

In addition, International Services is the home base for the SSU International Student Association, one of the largest and most active student clubs on the campus, which offers on-campus and off-campus activities, trips, and community volunteer programs. With a relatively small international student group, Sonoma State University puts the emphasis on the quality of the student's experience first.

International Student Fees and Expenses (Academic Year)

Sonoma State University offers international students an outstanding education at a very attractive price; however, it does not, in general, offer them financial assistance. For this reason, applicants must describe their plans for financing their studies in some detail. Instructions on financial certifications are in the application packet. There are limited opportunities to apply for small scholarship awards. Part-time employment on campus is permitted, but work opportunities are very limited. Off-campus employment is generally not permitted under U.S. immigration statutes. Having a good financial plan is, therefore, extremely important. Fees and tuition amounts are subject to change.

Registration Fees	3006.00
Non-Resident Tuition (based on \$282/unit X 30 units)	8460.00
Food and Housing	8600.00
Books and Supplies	1224.00
SSU Health Insurance	622.00
Personal Expenses	<u>3000.00</u>
TOTAL:	24912.00

Other Applicants

Intrasystem and Intersystem Enrollment Programs

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

There are two programs for enrollment within the CSU and one for enrollment between CSU and the University of California or California Community Colleges. Additional information about these programs is available from the Office of Admissions and Records, (707) 664-2778, Ruben Salazar Hall 2030, and in the "Regulations and Policies" section of this catalog.

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

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

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

Health Screening

Entering CSU students are required to present proof of the following immunizations to the CSU campus they will be attending before the beginning of their first term of enrollment.

Measles and Rubella: All new and readmitted students born after January 1, 1957, must provide proof of full immunization against measles and rubella prior to enrollment.

Hepatitis B: All new students who will be 18 years of age or younger at the start of their first term at a CSU campus must provide proof of full immunization against Hepatitis B before enrolling. Full immunization against Hepatitis B consists of three timed doses of vaccine over a minimum 4- to 6-month period. If you need further details or have special circumstances, please consult [name of office or campus personnel]. Each incoming freshman who will be residing in on-campus housing will be required to return a form indicating that they have received information about meningococcal disease and the availability of the vaccine to prevent one from contracting the disease and whether or not he or she has chosen to receive the vaccination. These are **not** admission requirements but shall be required of students as conditions of enrollment in CSU.

Reservation

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

General Information About Admission and Evaluation of Academic Records

Advanced Placement

Sonoma State University grants credit toward its undergraduate degrees for successful completion of examinations of the Advanced Placement Program of the College Board. Students who present scores of three or better will be granted up to six semester units (nine quarter units) of college credit.

Credit by Examination

Students may challenge courses by taking examinations developed at Sonoma State University. Credit shall be awarded to those who pass them successfully.

Credit by Challenge Examinations

You may earn unit credit for an SSU course that you successfully challenge by examination. The University, in the interest of accelerating the academic progress of capable students with special interests and experience, encourages the earning of such credit. The following regulations govern the challenging of courses:

1. Students may challenge only those courses that are listed in the SSU catalog and for which the challenger has not otherwise received credit. A course may be challenged only during the semester in which it is regularly offered.
2. Only students in resident study may challenge a course.
3. Examinations are set and administered by the instructor of the course challenged or by a faculty designee of the appropriate department chair. Completed examinations are filed in the department offices.
4. Application for Unit Credit by Challenge Examination must be approved by the appropriate department chair.
5. For summer sessions only, challenge examinations must be taken within the first two weeks of the Six Week Summer Session.
6. When students pass the examination for credit, a CR will be recorded on their permanent record but will not be posted to students' records until 30 units have been earned in residence. No resident credit is earned, and units graded CR do not affect the grade point average. Forms for Application for Unit Credit by Challenge Examination are available in department offices.

Credit for Noncollegiate Instruction

Sonoma State University grants undergraduate degree credit for successful completion of noncollegiate instruction, either military or civilian, appropriate to the baccalaureate degree, that has been recommended by the Commission on Educational Credit and Credentials of the American Council on Education. The number of units allowed are those recommended in the Guide to the Evaluation of Educational Experience in the Armed Services and the National Guide to Educational Credit for Training Programs.

Credit for Prior Learning

Sonoma State University grants up to 30 units of credit for learning, knowledge, or skills-based experience that has been documented and evaluated according to campus policy. Students should be aware, however, that policies for earning credit for prior learning vary from campus to campus in the CSU.

Credit for Faculty-Evaluated Prior Learning

Office

Rachel Carson Hall 62, (707) 664-2273

Coordinator

Barbara Lesch McCaffry

Sonoma State University grants credit for learning, knowledge, or skills-based experience that has been documented and evaluated according to campus policy. Sonoma State University subscribes to the principles recognized by the California State University and by the Western Association of Schools and Colleges and offers its Faculty-Evaluated Prior Learning (FEPL) Program in order to serve highly motivated students with substantial prior learning experience. For the student who decides to apply for FEPL, the Portfolio Workshop (UNIV 310), a reentry orientation seminar offered through the School of Extended Education, is the gateway into the program. It is a three-unit upper division interdisciplinary course which is open both to registered SSU students and to non-SSU students considering completing their undergraduate degrees at SSU. Both the course and subsequent stages of the actual assessment will be, in themselves, educational. The portfolio submitted for review prior to granting University credits will, in addition, be useful in future educational and career planning.

In defining creditable prior learning, it is perhaps easier to begin with what it is not. It is not giving credit for living. Everyone has lived and has had experience, but not everyone's life and experience produce learning equivalent to portions of a prescribed college curriculum. The credit is not awarded for raw experience, but rather for significant learning experiences that result in a blend of practical and theoretical understanding applicable to other situations. The learning must be demonstrable and demonstrated, according to the policies and procedures outlined below (and in more detail in the handbook available from the FEPL coordinator).

FEPL Policies and Procedures

To apply for FEPL by submitting documentation for evaluation the student must:

1. have successfully completed the Portfolio Workshop (UNIV 310), although this course can be taken prior to applying or being admitted to SSU;
2. have applied and been admitted to an undergraduate degree program in Sonoma State University (FEPL credit is not available at the graduate level). The Portfolio Workshop (UNIV 310) can be taken prior to applying or being admitted to SSU;
3. be enrolled in coursework at SSU in the semester in which the actual evaluation of prior learning takes place;
4. be applying for college-level credit in areas where Sonoma State University has degree programs and faculty expertise;
5. be applying for credit applicable to an approved degree program;
6. complete at least 30 units of undergraduate coursework in residence at Sonoma State University before or after the awarding of FEPL credits; and
7. follow the established program procedures.

Orientation and Advising

This step is accomplished by enrolling in the Portfolio Workshop (UNIV 310), available both to registered SSU students (on the same basis as other courses) and also to non-SSU students (through Open University). The seminar instructor will help the student assess the appropriateness of the prior learning experience as a basis for attempting to earn credit through the College Level Examination Program, challenge exams, or Faculty Evaluation of Prior Learning. As a part of the seminar, the student will develop a portfolio that is used as a source of information in the evaluation program.

Payment of User Fee

If the student, the seminar instructor, and the FEPL coordinator agree that the portfolio warrants formal application for award of credit, the next step is payment of a one-time nonrefundable fee, based partly upon the complexity of the portfolio (please see FEPL handbook for details). The fee is assessed to cover the cost of faculty evaluation of the portfolio and does not guarantee the award of credit.

Faculty Evaluation

The FEPL coordinator forwards the completed portfolio to appropriate faculty evaluators, who consider whether the learning demonstrated in the portfolio meets the criteria for college-level learning in their disciplines, whether it is upper- or lower-division level, and whether it is appropriate for credit in general education, electives, or the major. Recommendations for award of credit for GE are reviewed according to standard University procedures. The evaluators also recommend the exact titling of the credit to be awarded and the number of units to be awarded in each category. The evaluators' recommendations and the portfolio are then returned to the FEPL coordinator. The timeline for this process is one semester.

Posting of FEPL Credit

The final recommendations, including units to be awarded and specific descriptive titles, are forwarded by the FEPL coordinator to Admissions and Records for transcription. Units earned through FEPL are graded Cr/NC and are clearly identified on the transcript as based on Faculty Evaluation of Prior Learning. FEPL credit will not, however, be recorded officially on the student's transcript until the student has satisfactorily completed 30 units of SSU credits in residence (which includes the three-unit Portfolio class itself and any classes taken at SSU before or after the awarding of FEPL credit).

Transfer of FEPL units, even after official transcription, is up to the recipient institution and cannot be guaranteed by Sonoma State University. However, the FEPL coordinator will, at the request of any institution or agency, furnish full documentation showing how such learning was evaluated and the basis upon which units were awarded.

Limitation on Units Possible Through FEPL

In accordance with WASC guidelines and University policy, no more than 30 baccalaureate units may be earned through FEPL.

Determination of Residence for Nonresident Tuition Purposes

The law governing residence for tuition purposes at the California State University is *California Education Code* sections 68000-68090, 68120-68134, and 89705-89707.5, and *California Code of Regulations*, Title 5, sections 41900-41916. This material can be viewed on the Internet by accessing the California State University's website at www.calstate.edu/GC/resources.shtml.

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

Generally, establishing California residence for tuition purposes requires a combination of physical presence and intent to remain indefinitely. An adult who, at least one full year prior to the residence determination date for the term in which enrollment is contemplated, can demonstrate both physical presence in the state combined with evidence of intent to remain in California indefinitely may establish California residence for tuition purposes. A minor normally derives residence from the parent(s) they reside with or most recently resided with.

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

Adult noncitizens establish residence in the same manner as citizens, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States. Unmarried minor noncitizens derive their residence in the same manner as unmarried minor citizens except that both parent and minor must have an immigration status consistent with establishing domicile in the United States.

Exceptions to the general residence requirements are contained in California Education Code sections 68070-68084 and Title 5 of the California Code of Regulations, sections 41900-41916, and include, but are not limited to, members of the military and their dependents, certain credentialed employees of school districts, and most students who have attended high school in California and graduated or attained the equivalent. Whether an exception applies to a particular student cannot be determined before the submission of an application for admission and, as necessary, additional supporting documentation. Because neither campus nor Chancellor's

Office staff may give advice on the application of these laws, applicants are strongly urged to review the material for themselves and consult with a legal advisor.

Nonresident students seeking reclassification are required to complete a supplemental questionnaire including questions concerning their financial dependence, which will be considered along with physical presence and intent in determining reclassification.

Residence determination dates are set each term. They are:

Fall	September 20
Spring	January 25
Summer	June 1

The residence determination dates for the four stages of CalStateTEACH are as follows:

Stage 1	September 20
Stage 2	January 5
Stage 3	June 1
Stage 4	September 20

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

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

The Office of General Counsel can either decide the appeal or send the matter back to the campus for further review.

Students incorrectly classified as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is subject to discipline pursuant to Section 41301 of Title 5 of the *California Code of Regulations*.

Resident students who become nonresidents or who no longer meet the criteria for an exception must immediately notify the Admissions Office.

Changes may have been made in the rate of nonresident tuition and in the statutes and regulations governing residence for tuition purposes in California between the time this information is published and the relevant residence determination date. Students are urged to review the statutes and regulations stated above.

Use of Social Security Number

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

FEES, EXPENSES, AND FINANCIAL ASSISTANCE

Customer Services Center

Salazar Hall
(707) 664-2308

Financial Aid Office

Salazar Hall
(707) 664-2389

Scholarship Office

Salazar Hall
(707) 664-2261

Fall 2006-07 Schedule of Fees*

Fees required of all students for one semester:

Units per semester	1 - 6	7+
Resident Undergraduates		
Associated Students Fee	\$ 72	\$ 72
Consolidated Service Fee	\$ 12	\$ 12
Facilities Fee	\$ 12	\$ 12
Instructionally Related Activities Fee	\$ 185	\$185
State University Fee	\$ 732*	\$1,260*
Student Health Fee	\$ 109	\$ 109
Student Union Fee	\$ 174	\$ 174
Resident Undergraduates	\$ 1,296	\$ 1, 824
Resident Postbaccalaureate		
Associated Students Fee	\$ 72	\$ 72
Consolidated Service Fee	\$ 12	\$ 12
Facilities Fee	\$ 12	\$ 12
Instructionally Related Activities Fee	\$ 185	\$185
State University Fee	\$ 900*	\$1,551*
Student Health Fee	\$ 109	\$ 109
Student Union Fee	\$ 174	\$ 174
Resident Postbaccalaureate (Total)	\$ 1,464	\$ 2,115
Resident Credential Student**		
Associated Students Fee	\$ 72	\$ 72
Consolidated Service Fee	\$ 12	\$ 12
Facilities Fee	\$ 12	\$ 12
Instructionally Related Activities Fee	\$ 185	\$185
State University Fee	\$ 849*	\$1,461*
Student Health Fee	\$ 109	\$ 109
Student Union Fee	\$ 174	\$ 174
Resident Graduates	\$ 1,413	\$ 2,025

* Fee rates for the 2006-07 academic year are based on fee rates proposed in the Governor's Budget. The governor bought out fee increases approved by the CSU Board of Trustees at its October meeting and maintained CSU fee rates at 2005-06 levels. The cost of this fee buy-out is \$54.4 million. The fee rates included in the governor's budget proposal must be approved by the legislature; consequently it is possible that fee rates ultimately required for the 2006-07 academic year may be more than the rates published at this time. The Board of Trustees has approved the fee increases for 2006-07 that are 8% above fee rates charged to undergraduate students in 2005-06 and 10% above fee rates that were charged to students enrolled in teacher credential programs and graduate/postbaccalaureate programs in 2005-06.

** Students seeking an Initial Multiple Subject, Single Subject, or Special Education teaching credential (preliminary, clear, Level I, or Level II) admitted to a credential program with classified or conditionally classified status.

Nonresident Students (U.S. and Foreign)

Tuition is not charged to legal residents of California; however, nonresidents and foreign visa students are required to pay tuition in addition to fees charged to all students.

Tuition for Nonresident students in addition to registration fees:

- Charge Per Unit \$339

The total nonresident tuition paid per term will be determined by the number of units taken. The maximum nonresident tuition per academic year (as of 2005-06) is \$10,170.

Mandatory systemwide fees are waived for those individuals who qualify for such exemption under the provisions of the California Education Code (see section on fee waivers).

Nonresident students are eligible for an installment payment plan. There is a 15% service fee on the plan. Contact the Customer Services Office for details.

Other Fees and Charges

ACT- Residual Test	\$30
Alcohol and Other Drug Intervention	
Level I Alcohol and Drug Intervention	\$65
Seawolf Substance Intervention Program	\$180
Alumni Placement - Career Planning/Job Search	\$25
Application Fee	\$55
(This fee is payable upon application for admission or readmission by all new students or students returning after an absence of two or more semesters.)	
Arts and Humanities Single Subject Evaluation	\$60
Bilingual Education Program Test for Spanish and Culture	\$35
Bio Feedback Training	\$15 / \$75
Chemistry Eyeglasses	\$4
Counseling Transcript Evaluation	\$25-50
Credential Processing	\$25
Dishonored Check or Credit Card Fee	
(returned for any cause)	\$20
Failure to meet administratively required	
appointment or time limit	\$20
FEPL	\$250
Health Center/Pharmacy/Lab Service	cost
Items lost or broken, or damage to University property	cost
Late Registration	\$25
Lost Keys	\$25 - \$250
Major/Minor Finder Test	\$5
Meyers-Briggs Test	\$10-16
Modern Language Lab Fee	\$10
Modern Language Proficiency Exam	\$50
Musical Equipment Deposit	\$50
Musical Instrument/Audio/Visual Equipment	\$25

PE Lost Equipment	cost
PE Towel/Locker Use (optional)	\$5
RICA Exam Review (SSU students)	\$35
RICA Exam Review (non-SSU students)	\$50
Social Science Subject Matter Prep Program	\$60
Strong Interest Inventory	\$20
WEPT	\$30

Deposits for locker keys and breakage required in some laboratory courses. These deposits are refundable in whole or in part. If deposits are not required, charges may be made against the student for undue breakage or failure to clear locker and/or return key.

Specific Course Fees**

**Payable when service is rendered. Students have the option of obtaining materials or services for specific courses from sources other than the University, so long as they meet the instructional requirements.

ARTH 210, 310	\$62
ARTH 212A/B	\$15
ARTH 363	\$36
ARTS 102	\$20
ARTS 103	\$20
ARTS 204	\$35
ARTS 208, 308	\$45
ARTS 220, 320, 420	\$10
ARTS 229, 329, 429	\$61
ARTS 230, 330, 430	\$61
ARTS 236, 336, 436	\$50
ARTS 238, 338, 438	\$25
ARTS 245	\$54
ARTS 298, 498	\$25
ARTS 304, 404	\$35
ARTS 335, 445	\$68
ARTS 340, 440	\$54
ARTS 342, 442	\$54
ARTS 382, 482	\$54
ARTS 400	\$30
ARTS 432	\$61
ARTS 457	\$45
ARTS 458	\$45
ARTS 496 (Field Trip)	cost
BIOL 121	\$15
BIOL 122	\$30
BIOL 220	\$90
BIOL 314	\$30
BIOL 330	\$30
BIOL 338	\$25
BIOL 350	\$30
BIOL 465	\$20
BIOL 502	\$40
CALS 310	\$10
COMS 385 (1-2 units)	\$25
COMS 385 (3-4 units)	\$50

COUN 525	up to \$25
ENSP 323	\$15
ENSP 375	\$20
ENSP 411 A/B	\$40
ENSP 430	\$30
ENSP 444	up to \$250
GEOG 314 A/B	\$10
GEOG 314 D	up to \$150
GEOG 318	up to \$200
GEOG 360	\$10
GEO 102	\$12
GEO 111	\$40
GEO 120	\$130
GEO 304	\$175
GEO 308	\$195
GEO 412	\$185
GEO 418	\$175
GEO 420	\$195
GEO 496	\$125
KIN 341	\$10
LIBS 101/102	up to \$70
LIBS 201/202	up to \$70
LIBS 360	\$15
NURS 205	\$160
NURS 305	\$25
NURS 509	\$25
NURS 549	\$25
NURS 550A	\$25
POLS 345	\$350
THAR 300 (Field Trip)	\$100

Library Fees

Community Borrower Cards	\$10/3 months
Friends of the Library Card	varies

Overdue Fees

25 cents per day on 28-day loan items;
\$10 maximum fine per item

Overdue Fees for Reserve Materials

(\$20 maximum fine per item)	
2 hrs.	\$1 an hour
1 day	\$5 a day
3 days	\$5 a day
7 days	\$5 a day

Overdue fees for media items

Audiocassettes	50 cents a day
Compact discs, phones, CD roms, videos, DVDs, laser discs, slides, film strips	\$1 a day
Digital cameras	\$10 a day

Parking Fees

Auto, reserved, per semester	\$262
Auto, non-reserved, per semester	\$94
Motorcycle, per semester	\$23
Daily permit	\$2.50

Miscellaneous Fees

For other fees and charges, consult the current Schedule of Classes. Deposits for locker keys and breakage are required in some laboratory courses. These deposits are refundable in whole or in part. If deposits are not required, charges may still be made for undue breakage or failure to clear lockers and/or return keys. In addition, fees are required for miscellaneous expenses in some courses, as indicated in catalog course descriptions, and for field trips.

A fee of \$25 per semester is charged for use of music department instruments and equipment. In addition, a deposit of \$20 is required for each instrument checked out for each semester. The deposit will be refunded with the return of the instrument.

Credit Cards

VISA, MasterCard, American Express, and Discover cards may be used for payment of student fees.

Refund of Fees Including Nonresident Tuition

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

In order to receive a full refund of mandatory fees, including nonresident tuition, a student must cancel registration or drop all courses prior to the first day of instruction for the term. Information on procedures and deadlines for canceling registration and dropping classes is available from Admissions and Records, Ruben Salazar Hall 2030, and in the *Schedule of Classes*.

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

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

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

- The tuition and mandatory fees were assessed or collected in error;

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

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

Information concerning any aspect of the refund of fees may be obtained from the Senior Director for University Business Services.

Customer Services Center

Salazar Hall (707) 664-2308

The following student-related functions are found in the Customer Services Center:

- Enrollment and Housing Deposits
- Registration fee payments
- Miscellaneous course fee payments
- WEPT and other test fees
- Equipment fees
- Requests for refund of fees
- Sale of parking decals
- Parking citation payments
- Housing room and board payments
- Issuance of campus keys
- Lost and found
- Paycheck pick-up
- Financial aid check disbursement
- Clearance of financial holds
- Routine maintenance requests for dorm students
- I.D. Card issuance and validation
- University-related notary services
- Travel reimbursement for students appointed to systemwide committees

The Customer Services Center is open extended hours, including evenings, when classes are in session. Refer to the current *Schedule of Classes* for hours of operation.

Fees and Debts Owed to the Institution

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

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

The institution may withhold permission to register or receive official transcripts of grades or other services offered by the institution from anyone owing fees or another debt to the institution. If a person believes he or she does not owe all or part of an asserted unpaid obligation, that person may contact the business office. The business office, or another office on campus to which the business office may refer the person, will review all pertinent information provided by the person and available to the campus and will advise the person of its conclusions.

Fee Waivers

The *California Education Code* includes provisions for the waiver of certain mandatory systemwide fees as follows:

Section 66025.3 - Qualifying children, spouses, or unmarried surviving spouses of a war period veteran of the U.S. military who is totally service-connected disabled or who died as a result of service-related causes; children of any veteran of the U.S. military who has a service-connected disability, was killed in action, or died of a service-connected disability and meets specified income provisions; qualifying dependents of a member of the California National Guard who in the line of duty and in active service of the state was killed or became permanently disabled, or died of a disability as a result of an event while in active service of the state; and undergraduate students who are the recipient of or the child of a recipient of a Congressional Medal of Honor and meet age and income restrictions;

Section 68120 - 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 (referred to as Alan Pattee Scholarships); and

Section 68121 - Student enrolled in an undergraduate program who are the surviving dependent of any individual killed in the September 11, 2001, terrorist attacks on the World Trade Center in New York City, the Pentagon building in Washington, D.C., or the crash of United Airlines Flight 93 in southwestern Pennsylvania, if the student meets the financial need requirements set forth in Section 69432.7 for the Cal Grant A Program and either the surviving dependent or the individual killed in the attacks must have been a resident of California on September 11, 2001.

Students who may qualify for these benefits should contact the Admissions and Records Office for further information and/or an eligibility determination.

Procedure for the Establishment or Abolishment of a Student Body Fee

The law governing the California State University provides that fees defined as mandatory, such as a *student body association fee* and a *student body center fee*, may be established. A *student body association fee* must be established upon a favorable vote of two-thirds of the students voting in an election held for this purpose (*Education Code*, Section 89300). A *student body center fee* may be established only after a fee referendum is held which approves by a two-thirds favorable vote the establishment of the fee (*Education Code*, Section 89304). The *student body fee* was established at Sonoma State University by student referendum on May 2, 1980. The campus President may adjust the *student body association fee* only after the fee adjustment has been approved by a majority of students voting in a referendum established for that purpose (*Education Code*, Section 89300). The required fee shall be subject to referendum at any time upon the presentation of a petition to the campus President containing the signatures of 10 percent of the regularly enrolled students at the University. Once bonds are issued, authority to set and adjust *student body center fees* is governed by provisions of the State University Revenue Bond Act of 1947, including, but not limited to, *Education Code*, sections 90012, 90027, and 90068. *Student body association fees* support a variety of cultural and recreational programs, childcare centers, and special student support programs.

The process to establish and adjust other campus-based mandatory fees requires consideration by the campus fee advisory committee and sometimes a student referendum. The campus President may use alternate consultation mechanisms if he/she determines that a referendum is not the best mechanism to achieve appropriate and meaningful consultation. Results of the referendum and the fee committee review are advisory to the campus President. The President may also request the Chancellor to establish the mandatory fee.

Average Support Cost Per Full-time Equivalent Student and Sources of Funds

The total support cost per full-time equivalent student includes the expenditures for current operations, including payments made to students in the form of financial aid, and all fully reimbursed programs contained in state appropriations. The average support cost is determined by dividing the total cost by the number of full-time equivalent students (FTES). The total CSU 2005/06 final budget amounts were \$2,615,120,000 from state General Fund appropriations (not including capital outlay funding), \$1,003,659,000 from State University Fee Revenue, \$393,418 from other fee revenues, and reimbursements for a total of \$4,012,095,000. The number of projected 2005/06 full-time equivalent students (FTES) is 332,223.

The number of full-time equivalent students is determined by dividing the total academic student load by 15 units per term (the figure used here to define a full-time student's academic load).

The 2005/06 average support cost per full-time equivalent student based on General Fund appropriation and State University Fee revenue only is \$10,884 and when including all sources as indicated below is \$12,077. Of this amount, the average student fee support per FTE is \$3,021, which includes all fee revenue in the state higher education fund (e.g. State University Fee, nonresident tuition, application fees, miscellaneous course fees).

Average Cost

2005/06	Amount	per FTE Student	Percentage
Total Support Cost	\$4,012,095,000	\$12,077	100%
• State Appropriation	2,615,120,000	7,865	65%
• Student Fee Support ¹	1,003,659,000	3,020	25%
• Other Income & Reimbursements	393,418,000	1,184	10%

¹Student fee support represents fee revenue deposited in the State Treasury/state higher education fund. The average CSU 2005/06 academic year resident undergraduate student fees required to apply to, enroll in, or attend the University is \$3,164. However, the costs paid by individual students will vary depending on campus, program, and whether a student is part-time, full-time, resident, or nonresident.

Financial Aid and Scholarship Programs

Financial Aid Office

Salazar Hall
707 664-2389
Fax 707 664-4242
www.sonoma.edu/FinAid

By contacting the Financial Aid Office staff and accessing the office's website, students and their families can find out about federal and state financial aid programs and, if eligible, be awarded monetary assistance to meet the costs of attending Sonoma State University.

The staff is committed to providing each applicant with timely and efficient customer service, as well as ensuring that students have access to current and accurate information about the steps and deadlines for completing the financial aid application process.

Financial Aid Programs

Financial aid can be in the form of grants, loans, employment, and scholarships. Students may receive assistance from the following programs:

Federal Aid

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants
- Bureau of Indian Affairs Grants
- Federal Work Study
- Federal Perkins Loans

- Federal Direct Student Loans
- Federal Direct Parent Loans for Undergraduate Students

State Aid

- Cal Grants A, B, and T
- Child Development Teacher Grants
- Alan Pattee Scholarships
- Assumption Program of Loans for Education
- Graduate Assumption Program of Loans for Education
- Robert C. Byrd Honors Scholarships
- Educational Opportunity Program Grants
- Graduate Equity Fellowships
- State University Grant

The Financial Aid Office has developed an informative and supportive website where students can find descriptions and specific eligibility requirements for the programs listed above. Students are encouraged to visit links provided on the website, to apply online, and to review the most recent edition of the California Student Aid Commission's *Funding Your Future Workbook* and the U.S. Department of Education's *The Student Guide*.

Additional Work Opportunities

Employment is generally available in Sonoma County and the surrounding University service area to students with ability and initiative. The Career Services Center in Salazar Hall can be helpful in referring interested students to part-time job opportunities.

Application Procedures

All new and continuing financial aid applicants are required to complete and submit the Free Application for Federal Student Aid (FAFSA). By submitting this single application, applicants will be considered for most of the federal and state financial aid programs that are listed above (excluding BIA and non-FWS employment). New applicants for Cal Grants must also file a California Student Aid Commission GPA Verification Form. The FAFSA asks for confidential information about family income, assets, household size, etc., which is used by the financial aid office to establish financial need and determine what aid, if any, the student is eligible to receive. The FAFSA is available at high schools and universities in early December. Applicants are encouraged to access an electronic version of the FAFSA at www.fafsa.ed.gov and to apply as early after January 1 as possible. Those who apply in January will have first priority to the available funding. To be considered for priority filing, you must file your application by March 2.

The Financial Aid Office expects the student and the student's family to make every effort possible to finance the student's education. Students who do not meet the federal definition of financial independence from their parents must provide parental financial data. This information, in addition to the student's own resources, will be taken into consideration when determining a student's eligibility for the various aid programs administered by the University. The student's financial need is determined by subtracting those resources available for education from a standard student budget.

It is toward meeting this need - the difference between costs and resources - that financial aid is directed. Generally, the need is met by a "package" - loan, scholarship, employment, and/or grant. Notification of aid for the following year is sent to each applicant once the FAFSA has been received. This process usually begins in early March.

Questions regarding a student's eligibility or types of financial aid offered should be directed to the Financial Aid Office. Contact hours, phone numbers, and e-mail addresses are available on the financial aid website at www.sonoma.edu/FinAid/.

Scholarship Office

Salazar Hall 1010

(707) 664-2261

Fax 707 664-4410

www.sonoma.edu/Scholarship/

University Scholarship Program

The University Scholarship Program at Sonoma State is made possible through the generous support of individuals, businesses, and organizations who recognize the outstanding contributions made by the University and its graduates.

Any incoming freshman, undergraduate, or graduate student planning to attend Sonoma State University full-time beginning in the fall semester, whether entering or continuing, is eligible. Application to, acceptance by, or enrollment in the University is required.

Most University scholarships are awarded on the basis of an applicant's academic record and overall achievements without special consideration of financial need. A minimum cumulative GPA of 3.00 on a 4.00 point scale is required. Students with a GPA of 3.5 or higher are most competitive in our program.

Applications of candidates are reviewed by the University Scholarship Committee. The committee asks each applicant to submit a personal narrative and two letters of recommendation, in addition to the basic scholarship application form.

Scholarship applications are available beginning September 15 each year. Applications and required materials must be received or postmarked by January 15. Students interested in applying for any of the awards offered through the University Scholarship Program may obtain an application form by:

1. downloading the application from the Scholarship Office website: www.sonoma.edu/scholarship/;
2. e-mailing the Scholarship Office at scholarships@sonoma.edu;

3. contacting the Scholarship Coordinator in Salazar Hall 1010;
4. calling (707) 664-2261;
5. faxing a request to (707) 664-4410.

President's Scholar Program

In addition to the University Scholarship Program, Sonoma State also guarantees a \$1,000 President's Scholar Scholarship for incoming first-time freshmen who have a weighted cumulative 4.00 GPA for their sophomore and junior years and the first semester of their senior year. The GPA calculation does not include P.E. courses, but does allow for "weighting" of honors, advanced placement and/or international baccalaureate courses, according to the high school's policy. Please contact the Scholarship Office by phone, e-mail, or fax for more information.

Alan Pattee Scholarships

Children and spouses 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 prevention or suppression duties are not charged mandatory systemwide fees (state university fee and application fee) at any California State University campus, according to the Alan Pattee Scholarship Act, *Education Code*, Section 68120. Students qualifying for these benefits are known as Alan Pattee scholars. For more information, contact the Office of Admissions for an eligibility determination.

Departmental and Athletic Scholarships

Many departments at SSU offer scholarships to students within their majors. Athletic scholarships are also given. Contact your department or respective coach for more information.

External Scholarships

Community, social and service groups, employers, churches, and other organizations often provide scholarships. Applicants should check with their high school counselors or local foundations and community groups for more information.

Note: Receipt of any scholarship may affect eligibility for certain financial aid. Recipients should check with the Financial Aid Office to determine their options.

Appeals

Students have the right to appeal their financial aid award or any other financial aid decision that they feel affects them adversely and that falls outside of the jurisdiction of federal, state, or chancellor's office regulations. This right includes answers to questions, explanations of financial aid policies and procedures, and a request for reconsideration. The initial appeal is made in writing, with any supporting documents, to the student's financial aid representative. If denied, the student may appeal directly to the director of financial aid, whose decision is final. The director has the option, based on the circumstances of the appeal, to refer the appeal to the Financial Aid Office Exception Processing Review Board for a decision and/or to request advice and direction from the Financial Aid Advisory Committee.

Availability of Institutional and Financial Assistance Information

The following information concerning student financial assistance may be obtained from Director of Financial Aid, Salazar 1000, (707) 664-2389:

1. A description of the federal, state, institutional, local, and private student financial assistance programs available to students who enroll at Sonoma State University;
2. For each aid program, a description of procedures and forms by which students apply for assistance, student eligibility requirements, criteria for selecting recipients from the group of eligible applicants, and criteria for determining the amount of a student's award;
3. A description of the rights and responsibilities of students receiving financial assistance, including federal Title IV student assistance programs, and the criteria for continued student eligibility under each program;
4. The satisfactory academic progress standards that students must maintain for the purpose of receiving financial assistance and criteria by which the student who has failed to maintain satisfactory progress may reestablish eligibility for financial assistance;
5. The method by which financial assistance disbursements will be made to students and the frequency of those disbursements;
6. The terms of any loan received as part of the student's financial aid package, a sample loan repayment schedule, and the necessity for repaying loans;
7. The general conditions and terms applicable to any employment provided as part of the student's financial aid package;
8. The responsibility of Sonoma State University for providing and collecting exit counseling information for all student borrowers under the federal student loan programs; and
9. The terms and conditions for deferral of loan payments for qualifying service under the Peace Corps Act, the Domestic Volunteer Service Act of 1973, or comparable volunteer community service.

Information concerning the cost of attending Sonoma State University is available from Senior Director for University Business Services, Salazar 1000, (707) 664-2308, and includes fees and tuition (where applicable); the estimated costs of books and supplies; estimates of typical student room, board, and transportation costs; and, if requested, additional costs for specific programs.

Information concerning the refund policies of Sonoma State University for the return of unearned tuition and fees or other refundable portions of institutional charges is available from Senior Director for University Business Services, Salazar 1000, (707) 664-2308.

Information concerning policies regarding the return of federal Title IV student assistance funds as required by regulation is available from Director of Financial Aid, Salazar 1000, (707) 664-2389.

Information regarding special facilities and services available to students with disabilities may be obtained from Director, Disabled Student Services, Salazar 1049, (707) 664-2677.

Information concerning Sonoma State University policies, procedures, and facilities for students and other to report criminal actions or other emergencies occurring on campus may be obtained from Senior Director, Police Services, Sonoma Bldg., (707) 664-2143.

Information concerning Sonoma State University annual campus security report may be obtained from Senior Director, Police Services, Sonoma Bldg., (707) 664-2143.

Information concerning the prevention of drug and alcohol abuse and rehabilitation programs may be obtained from Vice President for Student Affairs and Enrollment Management, Salazar 1018, (707) 664-2838.

Information regarding student retention and graduation rates at Sonoma State University and, if available, the number and percentage of students completing the program in which the student is enrolled or has expressed interest may be obtained from Director, Institutional Research, Stevenson 1041, (707) 664-2790.

Information concerning athletic opportunities available to male and female students and the financial resources and personnel that Sonoma State University dedicates to its men's and women's teams may be obtained from Director of Athletics, P.E. 21, (707) 664-2521.

Information concerning teacher preparation programs at Sonoma State University, including the pass rate on teacher certification examinations, may be obtained from Dean, School of Education, Stevenson 1078, (707) 664-3115.

Information concerning grievance procedures for students who feel aggrieved in their relationships with the University, its policies, practices, and procedures, or its faculty and staff, may be obtained from Assistant Vice President for Student Affairs, Salazar 1018, (707) 664-2838.

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

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

HOUSING SERVICES

Zinfandel Hall
(707) 664-2541
Fax: (707) 664-4158
e-mail: ssu.housing@sonoma.edu
www.sonoma.edu/housing

On-Campus Housing

The Residential Community provides comfortable, convenient campus housing for 2,400 single students. The Community is a unique mix of nontraditional resident hall suites and campus apartments, all located just seconds from the main campus classroom buildings. All suites and apartments are fully furnished and carpeted and have their own living rooms and bathrooms. The apartments also contain their own kitchens with all appliances. All suites and apartments are wired into the University's computer network, giving residents direct access to University computing resources, the library, and the Internet. The Community has its own dining hall, swimming pools, study rooms, convenience store, post office, meeting rooms, and outdoor recreation areas.

The Community's Residential Life Program includes: live-in professional and peer staff; hundreds of social and educational activities; and thematic and special-interest living areas. The Educational Mentoring Program is specifically designed to help first-time freshmen transition successfully into their college academic programs. Incoming freshmen who meet the admissions and housing contracting deadlines are given priority for campus housing.

Off-Campus Housing

The Housing Services Office maintains a listing of available rental accommodations in the local area. This listing, accessible online on Housing's website, includes rental houses, apartments, and rooms in private homes. An off-campus rental guide containing the names and phone numbers of local apartment complexes is also available.

Summer Session and Conferences

During the summer, the Residential Community provides housing and food services for Summer Session students and for participants in numerous conferences hosted on the campus.

UNIVERSITY DEGREES

Bachelor's Degree Programs

Bachelor of Arts (B.A.)

- American Multicultural Studies
- Anthropology
- Art, with concentrations in:
 - Film Emphasis
 - Art Studio
- Art History
- Biology, with concentrations in:
 - Botany
 - Marine Biology
 - Medical Laboratory Technology
 - Microbiology
 - Zoology
- Chemistry
- Chicano and Latino Studies
- Communication Studies
- Criminal Justice Administration
- Economics, with concentrations in:
 - Managerial Economics
 - Computer Applications in Economics
 - International Economics
- English, with concentrations in:
 - Creative Writing
 - Literature
 - Secondary Teaching Preparation
- Environmental Studies, with concentrations in:
 - Environmental Conservation and Restoration
 - Environmental Education
 - Environmental Technology
 - Environmental Planning
- French
- Geography, with concentrations in:
 - Cultural Studies
 - Earth Sciences
- Geology
- Global Studies, with concentrations in:
 - Asian Studies
 - Global Environmental Policy
 - Europe
 - Latin America
 - International Economic Development
- History
- Human Development
- Hutchins School of Liberal Studies
 - Interdisciplinary Studies Plan
 - Teaching Credential Preparation Plan
- Liberal Studies (Ukiah)

- Mathematics
- Music, with concentrations in:
 - Liberal Arts
 - Music Education
 - Performance
 - Jazz Studies
 - World Music
- Philosophy
- Physics
- Political Science
- Psychology
- Sociology
- Spanish
- Special Majors:
 - Interdisciplinary
 - California Cultural Studies
- Theatre Arts, with concentrations in:
 - Acting
 - Dance
 - Technical Theatre
- Women's and Gender Studies

Bachelor of Fine Arts (B.F.A.)

- Art Studio, with areas of emphasis in:
 - Painting
 - Photography
 - Printmaking
 - Sculpture

Bachelor of Science (B.S.)

- Biochemistry
- Biology, with concentrations in:
 - Aquatic Biology
 - Molecular and Cell Biology
 - Ecology and Evolutionary Biology
 - Physiology
- Business Administration, with concentrations in:
 - Accounting
 - Finance
 - Management
 - Marketing
 - Special
 - Wine Business Strategies
- Chemistry
- Computer Science
- Engineering Science
- Environmental Studies, with a concentration in:
 - Environmental Technology
- Geology

- Kinesiology, with concentrations in:
 - Adapted Physical Education
 - Physical Education
 - Exercise Science
 - Lifetime Fitness
- Mathematics, with concentrations in:
 - Applied Mathematics
 - Computer Science
 - Statistics
- Nursing
 - Basic BSN
 - RN-BSN
 - LVN-BSN
- Physics, with a concentration in:
 - Applied Physics
- Special Major (Interdisciplinary)

Doctoral Degree Program

Doctorate of Education (Ed.D.)

- Educational Leadership (jointly with University of California, Davis, and CSU Sacramento)

Minor Programs

- American Ethnic Studies
- Anthropology
- Applied Arts
- Applied Statistics
- Art
- Art History
- Arts Management (Career Minor)
- Astronomy
- Biology
- Business Administration
- Chemistry
- Chicano and Latino Studies
- Communication Studies
- Computer Science
- Criminal Justice Administration
- Economics
- English
- Environmental Studies and Planning
- Film Studies
- French
- Geography
- Geology
- German
- Gerontology
- Global Studies
- Health Systems Organizations (Career Minor)
- History
- Human Development
- Integrative Studies
- Interdisciplinary Studies
- Kinesiology
- Latin American Studies
- Linguistics
- Mathematics
- Music
- Native American Studies
- Philosophy
- Physical Sciences
- Physics
- Political Science
- Psychology
- Sociology
- Spanish
- Teaching English as a Second Language (Career Minor)
- Theatre Arts
- Women's Health (Career Minor)
- Women's and Gender Studies

Master's Degree Programs

Master of Arts (M.A.)

- Counseling, with concentrations in:
 - Community Counselors: Marriage and Family Therapy (M.F.T.)
 - School Counseling (P.P.S.)
- Cultural Resource Management (Anthropology)
- Education, with concentrations in:
 - Educational Administration
 - Curriculum, Teaching, and Learning
 - Early Childhood Education
 - Reading and Language
 - Special Education
- English
- History
- Interdisciplinary Studies (ITDS)
- Kinesiology
- Psychology, through Special Sessions
 - Art Therapy
 - Organization Development
 - Depth Psychology

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

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

Master of Science (M.S.)

- Biology
- Computer and Engineering Science, through Special Sessions
- Nursing, with concentrations in:
 - Family Nurse Practitioner
 - Leadership/Case Management
- Interdisciplinary Studies (ITDS)

DEGREE REQUIREMENTS

Baccalaureate Candidates

The University grants baccalaureates for the successful completion of a coherent course of study at the University and the maintenance of appropriate levels of scholarship. The requirements that follow specify certain course work, unit distributions, and levels of scholarship that the California State University and the faculty of Sonoma State University have determined provide an appropriate educational framework for all students pursuing a baccalaureate. These requirements, however, provide only a framework. It is critical that each student consult regularly with an academic advisor. Students who have declared a major are assigned an academic advisor in the department of their major. Students who have not yet declared a major are assigned advisors in conjunction with their Educational Mentoring Teams or through the Advising, Career, and EOP Services, Salazar 1070, (707) 664-2427.

Students are eligible for graduation when they are in good standing and have fulfilled the following requirements:

1. Faculty Approval

The determination that students have achieved appropriate proficiency in any and all parts of the curriculum to warrant the granting of a degree is the responsibility of the faculty. A favorable vote of the faculty acting through the academic senate is required for the granting of any degree.

2. Completion of a General Education Program

The effectiveness of an education in the liberal arts and sciences is critically dependent upon the broad foundation of studies called general education. Through a program of general education, students learn a variety of basic skills and modes of disciplinary inquiry. General education courses are not simply the preliminary and introductory studies of the various disciplines; rather, they provide the necessary context for the more specific study in the major and for the selection of appropriate electives. Completion of one of Sonoma State University's general education programs also ensures completion of graduation requirements in U.S. History, Constitution, and American Ideals (American Institution requirements).

3. Completion of a Major

Through a concentration of studies in a particular major, students focus in depth upon a particular set of disciplines or subject areas. Because major programs vary considerably in their requirements, students should consult with faculty advisors early in their academic programs. Students may declare a major at any time, but are required to do so by the time they have earned 65 units or have completed their first semester at Sonoma State University, whichever is later. Descriptions of the majors are found with the department listing in the University Curricula section of this catalog.

4. Completion of the Written English Proficiency Requirement (WEPT)

All students of the California State University must demonstrate competency in writing as a requirement for graduation. At Sonoma State University, students complete this requirement by passing the Written English Proficiency Test. All students are required to take the WEPT in the junior year and cannot take it earlier. To sign up for the WEPT, students must pay the exam fee at the Customer Services Center and then register at the Writing Center. Exam dates are posted at the Writing Center and on the center's website at www.sonoma.edu/programs/writingcenter/. Students who have difficulty passing the WEPT are advised to seek assistance through the WEPT workshops provided by the Writing Center. The center offers two workshop series per term. Students who have failed the WEPT and who feel they would benefit from additional formal instruction in writing may elect to enroll in ENGL 275, a course specifically designed to help students develop skills necessary to pass the WEPT. Students who have questions about the WEPT should contact the WEPT coordinator, (707) 664-2058.

5. Maintenance of Scholarship

A grade point average of C (2.00) or better is required in work undertaken in residence at Sonoma State University, as well as in the student's total undergraduate work and in the major field. The C average for the major includes all classes listed on the Major Requirements form, except that supporting courses, while required for some majors, are not included in the major grade point average.

6. Unit Requirements and Limitations

The following requirements and limitations governing course credit units must be observed:

- a. Total Units. A minimum of 120 semester units is required for graduation. (Some majors require up to 132 semester units for graduation.)
- b. Upper-Division Units. Forty units must be upper-division work (300-499 courses), including a minimum of 12 units in the major for the B.A. degree or 18 units in the major for the B.S. degree.
- c. Residence Units. Thirty units must be completed in residence at Sonoma State University, including 24 upper-division units, 12 units in the major, and 9 units in general education. The B.F.A. in Art requires 24 upper-division units in Art in residence. Note: Units earned in Extension, Open University, Visitor status at Sonoma, nonbaccalaureate-level courses, and through credit by examination may not be applied to residence requirements.

- d. **Credit/No Credit Grades.** A maximum of 24 units of courses with nontraditional grades may be elected. Students completing the Hutchins School interdisciplinary general education lower-division program may exceed this minimum by 24 units. Courses fulfilling major and minor requirements must be graded A-F, except for courses not available in the AF mode.

Other maximum limits of semester units to be applied toward degree requirements are:

Correspondence and Extension Studies	24 units
Community Involvement Project 295/395	6 units
Special Studies 495	12 units
Student-Instructed Courses 199/399	12 units
Community College transfer credit	70 units
Credit by examination	30 units
Faculty-Evaluated Prior Learning	30 units

Minor Programs

A minor is not required for graduation. Many departments, however, offer programs leading to a minor, and students are encouraged to consider pursuing a minor that complements their major. Minor programs ordinarily consist of approximately 16-20 units, 6 of which must be upper division, and require maintenance of a C (2.00) average in minor coursework. Faculty advisors in the department offering the minor will assist students in selecting appropriate courses. Coursework in the minor must be completed by the degree date. The minor appears on the student's official transcripts but not on the diploma.

Electives

To complete the minimum of 120 semester units required for graduation after fulfillment of general education, statutory, and major requirements, students may choose from a broad spectrum of courses to broaden their education, deepen understanding of their specialties, pursue work in related fields, and satisfy their curiosity and enthusiasm regarding particular areas of interest.

Double Majors

It is sometimes possible for a student to complete the requirements for more than one major within 120 units. If you complete requirements for two bachelor degrees, both will appear on your diploma and transcripts. Students who wish to complete requirements for a second major should consult with a faculty advisor early in their academic program.

Second Bachelor's Degree

To earn a second baccalaureate at Sonoma State University, students must fulfill the requirements of the major, demonstrate competence in English composition by passing the Written English Proficiency Test, and satisfy the general education-breadth requirements specified by Title 5, Section 40405 of the *California Administrative Code*. Second baccalaureate candidates must complete

30 units of residence credit at Sonoma State University and should consult with their faculty advisors regarding the portion of those 30 units that must be earned in upper-division courses (minimum 24 for residency). Note: Units earned in Extension, Open University, and Visitor status, and through credit-by-examination may not be applied to residence requirements.

Awarding of Degrees

Degrees are awarded three times a year: in December, May, and August, with diplomas mailed within six weeks after the date of award of degree. Candidates for graduation should file an "Application for Award of Degree" form at the Admissions and Records Office two semesters before the anticipated semester of graduation. This will enable the graduation evaluators to determine remaining requirements to be completed. Please see the academic calendar for filing dates and the actual dates of graduation. You must meet all degree requirements by the date of graduation or reapply for graduation by filing another "Application for Award of Degree" form.

Honors at Graduation

The University awards two types of honors to students at graduation: degree honors and department honors.

1. Degree Honors

Criteria used to determine honors at graduation are those in effect as of the date of graduation. Students graduating with the baccalaureate earn degree honors by meeting the following criteria:

- Completion at Sonoma State University of a minimum of 45 letter-graded semester units in residence.
- Attainment of cumulative grade point averages as indicated below:

Degree Honor Designation

Summa Cum Laude - is awarded to those students achieving a cumulative grade point average in all university and college work **and** a cumulative grade point average in all work undertaken at SSU of not less than 3.90.

Magna Cum Laude - is awarded to those students achieving a cumulative grade point average in all university and college work **and** a cumulative grade point average in all work undertaken at SSU of not less than 3.75.

Cum Laude - is awarded to those students achieving a cumulative grade point average in all university and college work **and** a cumulative grade point average in all work undertaken at SSU of not less than 3.50.

Degree honors are noted on the student's transcript and on the diploma.

2. Department Honors

Students graduating with the baccalaureate who are judged by their departments to have made outstanding contributions to their disciplines graduate “with distinction.” Check with your major department to learn if they offer departmental honors.

Departmental honors are noted on the student’s transcript and on the diploma.

General Education Program

Mission

General Education at Sonoma State University investigates the complexity of human experience in a diverse natural and social world, and promotes informed and ethical participation as citizens of the world.

Teaching Goals

To achieve this mission, in concert with the specific needs of various GE Areas of Study, the GE program asserts the following fundamental goals for all GE approved classes:

- I. Teach students to think independently, ethically, critically, and creatively
- II. Teach students to communicate clearly to many audiences
- III. Teach students to gain an understanding of connections between the past and the present, and to look to the future
- IV. Teach students to appreciate intellectual, scientific, and artistic accomplishment
- V. Teach and/or build upon reading, writing, research, and critical thinking skills

Learning Objectives

1. Acquire a foundation of intellectual skills and capacities

- a. Develop intellectual curiosity (Supports Goals I, II, III, IV, and V)
- b. Develop research skills (I, III, IV, V)
- c. Write and speak effectively to various audiences (I, II, V)
- d. Evaluate everyday experiences critically (I, III, IV, V)
- e. Develop capacity to reason quantitatively (I, IV, V)
- f. Work collaboratively to achieve defined goals and objectives (I, II, V)
- g. Develop skill in the use of information technology (I, II, V)
- h. Imagine, design, and execute scholarly and creative projects (I, II, IV, V)
- i. Translate problems into common language (I, II, V)

2. Develop social and global knowledge

- a. Understand and appreciate human diversity and multicultural perspectives (I, II, III, IV, V)
- b. Prepare for active engagement in the community (I, II, III, V)
- c. Understand and be sensitive to the global environment (I, II, III, IV, V)

- d. Understand social justice issues (I, III, IV, V)
- e. Engage with challenging moral and ethical human dilemmas (I, II, III, IV, V)

3. Understand and use multiple methods of inquiry and approaches to knowledge

- a. Understand and appreciate mathematics and science (I, II, III, IV, V)
- b. Understand and appreciate fine and performing arts (I, II, III, IV, V)
- c. Understand and appreciate historical and social phenomena (I, II, III, IV, V)
- d. Recognize and use perspectives of diverse disciplines (I, II, III, IV, V)

4. Develop capacities for integration and lifelong learning

- a. Evaluate alternative career choices (I, III, IV, V)
- b. Recognize the importance of lifelong learning (I, II, III, IV, V)
- c. Integrate general education experiences (I, II, III, IV, V)
- d. Cultivate ways to empower the learning of others (I, II, III, IV, V)
- e. Engage in responsible citizenship (I, II, III, IV, V)

There are two options for completing general education at Sonoma State University: the University-Wide Option and the Hutchins School Interdisciplinary Option.

The University-Wide Option

Each baccalaureate candidate will complete a University-approved general education program, with courses distributed among the following categories:

- Communication and Critical Thinking
- Natural Sciences and Mathematics
- Arts and Humanities
- Social Sciences
- Integrated Person

Within these categories, one course in ethnic studies is required. At least 9 general education units must be earned in residence at Sonoma State University. In addition, at least 9 units of general education must be in upper-division (300 and 400) courses and shall be taken no sooner than the term in which upper-division standing (completion of 60 semester units) is attained. The 9 upper-division units may be completed by enrollment in one of the upper-division thematic blocks or by choosing upper-division courses in two of the four areas (B-E).

The following general education program was designed for implementation in the Fall 1990 semester. Students who entered Sonoma State University with a catalog year prior to 1990-92 should consult the appropriate catalog to determine general education requirements.

Ethnic Studies Requirement

One course in ethnic studies is required. Courses that fulfill this requirement are marked with an asterisk (*).

Foundation Courses

These courses are designed to provide students with the level of writing, analytical, and speaking proficiency appropriate for a university education. Freshmen are expected to complete these courses as soon as possible after enrolling at SSU; certainly during their first two years. The foundation course categories are: Fundamentals of Communication (A2), Critical Thinking (A3), Written and Oral Analysis (A1), and Mathematical Concepts and Quantitative Reasoning (B4).

A. Communication and Critical Thinking (9 units)

Complete one course from each of the following three groups:

1. Written and Oral Analysis

Prerequisites: Areas A2 and A3.

AMCS 200 Race, Ethnicity, and Multiculturalism (3)

ENGL 200 California Cultural Studies (3)

ENGL 201 Written and Oral Discourse Studies (3)

GLBL 200 Written and Oral Analysis: Global Studies (3)

HUM 200 Written and Oral Analysis (3)

PHIL 200 (variable title) (3)

2. Fundamentals of Communication

ENGL 101 Expository Writing and Analytical Reading (3)

3. Critical Thinking

PHIL 101 Critical Thinking (3)

PHIL 102 Introduction to Logic (3)

B. Natural Sciences and Mathematics (12 units)

Courses in natural science and mathematics examine the important theories of the natural sciences and of the methods and models by which scientific investigation proceeds. They also seek to increase scientific understanding and to imbue students with the same sense of curiosity and wonder about the natural world that inspires scientists and mathematicians in their work.

Complete 12 units (9 in science and 3 in mathematics), including a laboratory activity ('#' denotes laboratory course).

Complete 3 units from group 1 and BIOL 110 or 115 from group 2.

1. Physical Sciences

Physical science courses seek to awaken in students an appreciation of the power of the intellectual approach of science through the study of some of the fundamental questions pursued by astronomers, chemists, geologists, and physicists.

ASTR 100 Descriptive Astronomy (3)

ASTR 231 Introductory Observational Astronomy (2)#

CHEM 101 Chemistry and Society: Selected Topics (3)

CHEM 102 Food, Nutrition, and Toxicology (3)#

CHEM 105 Elements of General, Organic, and Biochemistry (5)#

CHEM 115AB General Chemistry (5)#

GEOL 102 Our Dynamic Earth (3)#

GEOL 105 Rocks, Time, and Evolution (3)

PHYS 100 Descriptive Physics (3)

PHYS 102 Descriptive Physics Lab (1)#

PHYS 114 Introduction to Physics I (4)

PHYS 116 Introductory Laboratory Experience (1)#

PHYS 209A General Physics Laboratory (1)#

PHYS 210AB General Physics (3)

2. Biological Sciences

Life science courses develop students' understanding and appreciation of the fundamental principles that govern all living things and the nature of their interdependence.

BIOL 110 Biological Inquiry (4)#

BIOL 115 Introduction to Biology (3)

To complete a minimum of 9 units in science, select additional units from group 1 or 2 above or from group 3 following:

3. Specific Emphasis

Specific emphasis courses provide students an opportunity to explore a particular area of interest in the natural sciences.

ANTH 201 Introduction to Human Evolution (3)

ASTR 303 Extraterrestrial Intelligence and Interstellar Travel (3)

ASTR 305 Frontiers in Astronomy (3)

ASTR 350 Cosmology (3)

BIOL 121 Diversity, Structure, and Function (4)#+

BIOL 122 Genetics, Evolution, and Ecology (4)#+

BIOL 123 Cellular and Molecular Biology (4)#+

BIOL 220 Human Anatomy (4)#

BIOL 224 Human Physiology (4)#

BIOL 308 Environmental Toxicology (3)

BIOL 309 Biology of Cancer (3)

BIOL 311 Sexually Transmitted Diseases (3)

BIOL 312 Oceanography (3)

BIOL 314 Field Biology (3)#

BIOL 332 Plants and Civilization (3)

BIOL 385 Contemporary Issues in Biology (3)

CS 101 Introduction to Computers and Computing (3)

CS 115 Programming I (4)

GEOG 204 Physical Geography (4)

GEOL 110 Earthquakes, Volcanos, and Mountains (3)

GEOL 120 Regional Field Geology (3)#

GEOL 301 Natural History of the Hawaiian Islands (3)

GEOL 303 Advanced Principles of Geology (4)#

PHYS 300 Physics of Music (3)

PHYS 342 Popular Optics (3)

Complete one course from the following group:

4. Mathematical Concepts and Quantitative Reasoning

Mathematics courses develop a student's appreciation of one of the chief tools of the natural and social sciences, a philosophy of the abstract concepts of pure form and numbers, and an approach to reasoning and logical argument.

MATH 103 Ethnomathematics (3)

MATH 104 Modern Mathematics (3)

MATH 105 Mathematics and Politics (3)

MATH 107 Pre-Calculus Mathematics (4)

MATH 111 Symmetry in the Sciences and Arts (3)

MATH 131 Introduction to Finite Mathematics (3)

MATH 141 Studies in Modern Mathematics (3)

MATH 150 Geometry (3)

MATH 161 Calculus I (4)

MATH 165 Elementary Statistics (4)

C. The Arts and Humanities (12 units)

The arts and humanities serve to cultivate and develop imagination, sensibility, sensitivity, and interpretive skills. They also develop understanding of the interrelationships among the creative arts, the humanities, and the self.

Complete one course from each of the following four groups:

1. History of the Fine Arts, Theatre, Dance, and Music

Courses in the history of the fine arts, theatre, dance, and music study human cultural endeavors and may develop skills through hands-on experience in the fine and performing arts. An understanding of, and appreciation for, the arts helps form in the student an appreciation for manifestations of human awareness and values.

AMCS 392 Ethnic Images in Film (3)*
ARTH 210 Introduction to Art History (3-4)
ARTH 211 Introduction to Art History (3-4)
ARTH 212AB Introduction to World Film History (3)
ARTH 270AB Survey of Asian Art (3-4)
ARTH 454 History of Modern Art – 19th Century (3-4)
ARTH 460 History of American Art (3-4)
ARTH 464 Modern Art from 1850 to 1945 (3-4)
ARTH 465 Modern Art from 1945 to 1979 (3-4)
CALS 368 Chicano/Latino Music (3)*
CALS 393 Chicano/Latino Cinema (3)*
CALS 479 Chicano Art History (3-4)*
MUS 101 Introduction to Music (3)
MUS 105 Fundamentals (3)
MUS 150 Survey of U. S. Music (3)
MUS 250A Survey of Western Music – Ancient World to 1750 (3)
MUS 250B Survey of Western Music – 1750 to Present (3)
MUS 301 Music and Technology: Then and Now (3)
NAMS 205 Introduction to Native American Arts (3)*
NAMS 338 Native Americans and the Cinema (3)*
THAR 101 Making Theatre (3)
THAR 102 Introduction to History of Drama and Dance: Origins to 1800 (3)
THAR 103 Introduction to History of Drama and Dance: 1800 to present (3)
THAR 300 Theatre Field Trips: Performance Analysis and Criticism (3)

2. World Literature

World literature introduces students to great works from a variety of cultural traditions in order to develop aesthetic awareness and to expand appreciation of similarities and varieties in human experience.

AMCS 360 Ethnic Literature (3-4)*
CALS 374 Chicano Literature (3-4)*
ENGL 214 Literature of the World (3)
ENGL 215 Introduction to California Literature (3)
ENGL 314 Modern World Literature in English (3)
ENGL 315 California Ethnic Literature (3)*
ENGL 345 Women Writers (3)
FL 214 Introduction to World Literature (3)
FL 314 World Literatures in English Translation (3)
FR 314 French Literatures in English (4)
NAMS 354 Native American Literatures (3)*

3. Philosophy and Values

Philosophy and values introduce students to the critical study of enduring philosophical questions about the nature of knowledge, of morality and politics, of the self and interpersonal relations, of religion and the search for wisdom, and of the perception of reality.

AMCS 350 Ethics, Values, and Multiculturalism (3)*
CALS 352 Chicano/Latino Philosophy (3)*
HUM 301 War and Peace Lecture Series (3)
NAMS 346 Philosophic Systems and Sacred Movements in Native North Americans (3)*
PHIL 120 Introduction to Philosophy (3)
PHIL 302 Ethics and Value Theory (3)
SOCl 431 Sociology of Religion (4)

4. Comparative Perspectives and Foreign Languages

Comparative perspectives and the study of a second language introduce students to cultural traditions other than those derived from Anglo-American society in order to provide opportunities for a deeper understanding of diverse cultures and corresponding value systems.

AMCS 255 Ethnicity in the Humanities (3)*
AMCS 355 Language and Ethnicity (3-4)*
ARTH 363 Other Cinemas (3)
CALS 220 Mexican American Arts and Literature (3)*
CALS 225 Spanish for Chicanos and Latinos
CALS 451 Chicano Humanities (4)*
ENGL 280 Introduction to California Cultural Studies (3)
FR 101 First-Semester French (4, see note, below)
FR 102 Second-Semester French (4, see note, below)
FR 201 Third-Semester French (4)
FR 202 Oral French (4)
FR 300 Introduction to Literary Analysis & Critical Writing (4)
FR 320 France Yesterday (4)
FR 321 France Today (4)
FR 410 French Literature (4)
FR 411 French Literature (4)
FR 415 Special Topics in French Culture (4)
FR 475 Senior Seminar in French Culture (4)
GER 101 Elementary German – First Semester (4, see note, below)
GER 102 Elementary German – Second Semester (4, see note, below)
GER 201 Intermediate German – First Semester (4)
GER 202 Intermediate German – Second Semester (4)
GER 301 Advanced Composition and Conversation (4)
GER 302 Advanced Composition and Conversation (4)
MUS 270 Music in Society (3)
MUS 350 Survey of World Music (3)
MUS 351 Sacred Traditions of South Asia (3)
MUS 352 The History, Music, and Secular Traditions of South Asia (3)
MUS 370 Music and Dance of the World's Religions (3)
SPAN 101 Basic Spanish, First Semester (4, see note, below)
SPAN 102 Basic Spanish, Second Semester (4, see note, below)
SPAN 201 Intermediate Spanish, First Semester (4)
SPAN 202 Intermediate Spanish, Second Semester (4)
SPAN 300 Advanced Spanish Language (4)
SPAN 301 Advanced Composition and Conversation (4)
SPAN 304 Introduction to Spanish Linguistics (4)

SPAN 305 Introduction to Literature and Research (4)
 SPAN 306 Cultures of Spain (4)
 SPAN 307 Cultures of Latin America (4)
 SPAN 400 Special Topics in Linguistics (4)
 SPAN 401 Peninsular Literature (4)
 SPAN 402 Latin American Literature (4)
 SPAN 410 Spanish Translation, Theory and Practice (4)
 SPAN 490 Seminar in Linguistics (4)
 SPAN 491 Seminar in Literature (4)
 THAR 200 Seeing Theatre Today: Comparative Perspectives (3)
 THAR 373 Dances of the World (3)
 THAR 374 World Theatre (3)

Courses that fulfill the Ethnic Studies requirement are indicated with an asterisk.

Note: A first-year language course may only be selected if the student has met the high school subject requirement (two years) in another second language or if the student has completed one year of another second language at the college level.

D. Social Sciences (15 units)

The social sciences concentrate on the description and explanation of organization, variation, and change in social practices and institutions.

Complete one course in each of the following five groups:

1. Individual and Society

Individual and society focuses on the personal and social development of the individual and on the person's relation to social institutions. It includes theoretical explanations of the individual's social relationships in groups, in societies, and across nations.

AMCS 210 Ethnic Groups in America (4)*
 AMCS 339 Ethnic Minorities and American Social Policy (3)*
 ANTH 203 Introduction to Cultural Anthropology (3)
 CALS 219 Mexican American Identity and Society (3)*
 CALS 339 Ethnic Minorities and American Social Policy (3)*
 CJA 201 Criminal Justice and Public Policy (3)
 EDUC 417 School and Society (3)
 GERN 319 Aging and Society (3-4)
 NAMS 200 Introduction to Native Americans (3)*
 PSY 250 Introduction to Psychology (3)
 PSY 303 The Person in Society (3)
 SOCI 201 Introduction to Sociology (3)
 SOCI 319 Aging and Society (4)
 SOCI 326 Social Psychology (3)
 SOCI 375 Survey of Sociological Theory (3-4)
 WGS 375 Race, Sex, and Class (3)*

2. World History and Civilization

World history and civilization examines the development of human societies from their earlier forms into major civilizations. It studies the political, social, economic, and cultural developments within these communities and their impact on, or relations with, other cultures.

ANTH 341 Origins of Civilization (3)
 GEOG 203 Cultural Geography (3)
 HIST 201 Foundations of World Civilization (3)
 HIST 202 Development of the Modern World (3)
 HIST 380 20th Century World (3)

3. United States History

United States history seeks to provide a basic understanding of the continuity of the American experience and its derivation from other cultures, including political and economic dimensions, social movements, and human-environment relationships. Satisfies state code requirement in this subject area.

HIST 241 History of the Americas to Independence (3)
 HIST 242 History of the Americas since Independence (3)
 HIST 251 History of the United States to 1877 (3)
 HIST 252 History of the United States since 1865 (3)

4. US Constitution and California State and Local Government

U. S. Constitution and California state and local government acquaint students with the political philosophies upon which the U.S. Constitution is based and the rights and obligations of citizens under that Constitution. It also addresses the evolution of federal-state relations and the political processes in contemporary California state and local governments. Satisfies state code requirement in this subject area.

POLS 200 The American Political System (3)
 POLS 202 Issues in Modern American Politics (3-4)

5. Contemporary International Perspectives

Contemporary international perspectives studies major economic and political dimensions of human activity, including consideration of differential access to natural resources, wealth, and power within and among the world's nations.

ECON 201A Introduction to Macroeconomics (4)
 ECON 426 Seminar in the History of Economic Thought (4)
 ENSP 200 Global Environmental Issues (3)
 GEOG 302 World Regional Geography (3-4)
 LING 200 Introduction to Linguistics Studies (3)
 POLS 201 Ideas and Institutions (3-4)
 POLS 315 Democracy, Capitalism, and Socialism (3-4)
 SOCI 305 Perspectives on the Holocaust and Genocide (4)

E. The Integrated Person (3 units)

Integrated person courses are designed to study both processes affecting the individual, such as psychological, sexual, or physiological changes throughout the human life cycle, and the interactions between the individual and society. Focus is on the integration of disciplinary knowledge and personal experience with an appreciation of the duties and rights of a citizen with a rich public and personal life.

ANTH 318 Human Development: Sex and the Life Cycle (3)
 ANTH 340 Living in a Pluralistic World (3)
 BIOL 318 The Biology of Aging (3)
 CALS 403 Chicano/Latino Youth and Adolescents (3-4)*
 EDMS 420 Child Development: Family, School, Community (3)
 GEOG 338 Social Geography (3)
 GERN 300 Basic Gerontology: A Survey of Concepts, Issues, and Services for the Elderly (3)
 GERN 317 Emotions and Adult Life (4)
 KIN 217 Fitness and Wellness for Life (3)
 KIN 316 Women in Sport (3)
 NURS 480 Health, Sexuality, and Society (3)
 PSY 302 Development of the Person (3-4)
 SOCI 317 Emotions and Adult Life (4)
 WGS 280 Women's Bodies: Health and Image (3)

WGS 285 Men's Health, Men's Lives (3)

WGS 350 Gender, Sexuality, and Family (3-4)

Indicates laboratory course.

+ Meets Areas B2 or B3 for biology majors, minors, or other majors needing courses for upper-division Biology.

* Meets ethnic studies requirement.

Total minimum units in general education: 51, to include the following:

- Nine units in residence at SSU.
- Nine upper-division units, taken either by enrollment in an upper-division thematic block or by choosing upper-division courses in at least two of the four areas (BE). Thematic blocks are a total of 9 units of integrated coursework clustered around a theme. These courses must be taken as a group to meet the upper-division requirement. Consult the GE section of the *Schedule of Classes* for a description of the thematic blocks that are offered each semester.
- An approved science laboratory.
- One course in ethnic studies. Ethnic studies courses are indicated with an asterisk*.

Linked Courses: Visions of California

This linked course program of three courses provides an historical, geographical, literary, and cinematic view of the relationship of California ethnic groups to the land and cityscape, to formative regional experiences (i.e. the Watts Rebellion, the Japanese-American Internment, the Gold Rush), and to the production of a culture that is uniquely Californian. A thematic focus course must be taken in the first semester of participation in the linked courses program.

Further information is available from the program coordinator, Robert Coleman-Senghor, English Department, (707) 664-2903.

The Hutchins School Interdisciplinary Option

The lower-division general education requirements can be met by taking the four Hutchins School interdisciplinary seminars of 12 units each and 3 units of mathematics. The seminars are: LIBS 101 The Human Enigma; LIBS 102 In Search of Self; LIBS 201 Exploring the Unknown; and LIBS 202 Challenge and Response in the Modern World. These 48 units are taken Cr/NC. Any additional Cr/NC courses will not count toward the 120 units required for the degree. In addition, 9 units of upper-division general education courses must be completed. The subject matter preparation options (Tracks II and III) in the Hutchins major lead to automatic completion of these 9 units. For students in the interdisciplinary studies option (Track I) in the Hutchins major, 3 of the 9 units will be met with a course from the Core D category. The remaining 6 units must be selected from upper-division courses in areas BE of the University-wide general education program.

Graduate Degrees

Graduate education at Sonoma State University provides opportunities for students to develop the ability to conduct independent study and research and enhance their professional competence in their field of interest. In order to accommodate students who are unable to pursue graduate work on a full-time basis, many master's programs at the University are scheduled to allow completion of degree requirements on a part-time basis over several semesters.

Descriptions of the following graduate programs are contained in academic department listings.

Residence Master's Degree Programs

Biology

Business Administration

Counseling

- Marriage, Family and Child Counseling (M.F.C.C.)
- School Counseling (P.P.S.)

Cultural Resources Management (Anthropology)

Education (five options)

- Curriculum, Teaching, and Learning
- Early Childhood Education
- Educational Administration
- Reading and Language
- Special Education

English

History

Interdisciplinary Studies

Kinesiology

Nursing

- Family Nurse Practitioner
- Nursing Leadership and Management

Public Administration

Special Sessions Master's Degree Program

Computer and Engineering Science

Interdisciplinary Studies

- Action for a Viable Future

Psychology

- Art Therapy
- Depth
- Organization Development
- Special Interest Area

Graduate Admission Requirements

Admission requirements and procedures for graduate students are described in the Admissions section in this catalog. Admission to the University with unclassified post-baccalaureate standing does not in any way constitute admission to, or assurance of consideration for admission to, a graduate degree or credential program. Two admissions procedures are involved in pursuing graduate work at the University: 1) admission to the University; and 2) admission to the department offering the degree or credential program in which the student is interested. Students should, therefore, contact both the relevant department and the Admissions Office, (707) 664-2778.

Change in Graduate Standing

Many students are admitted to the University in conditionally classified standing with contingencies to remove prior to becoming a classified student. This admission does not guarantee a space in the graduate program. Such a guarantee is obtained by a change in graduate standing to classified status verified by the program in question. Each department has its own procedures for evaluating the appropriateness of granting the student a place in their program. At the time this status is confirmed, a form is filed with the Admissions and Records Office and the Graduate Studies Office confirming the department's approval of this change in status.

Advancement to Candidacy

Master's degree students are advanced to candidacy when the department has assessed the academic and professional capacities of the student and is convinced that the student has the competence to complete all requirements for the degree, including the culminating project. Advancement to candidacy is done by filing the Advancement to Candidacy form (GS01), which describes the culminating project, is approved by all of the members of the student's thesis committee, and is reviewed by the Vice Provost for Academic Affairs. Culminating projects, including theses, investigative projects, creative projects, and curriculum projects, are approved by the department and reviewed by the Graduate Studies Office prior to clearance for the degree. These projects are then published by the Sonoma State Library and become part of its permanent collection.

Completion of the Written English Proficiency Requirement

In order to ensure that graduate students possess the ability to communicate effectively in written English, advancement to candidacy will be contingent upon fulfillment of either the Written English Proficiency Test or departmentally administered review procedures that have been approved by the graduate studies subcommittee and placed on file with the Graduate Studies Office.

General Requirements for the Master's Degree

Master's programs require a minimum of 30 semester units of approved coherent coursework. All courses applied to the program must be completed with an overall GPA of 3.00, and no course for which a final grade below C is assigned may be used to satisfy this requirement. Graduate programs must be completed in no more than 7 years, which is computed as 14 semesters.

Other University-wide criteria:

1. A classified student must demonstrate, throughout enrollment in the graduate program, the level of competence required to be successful in the completion of the requirements. This evaluation of competence is primarily the responsibility of faculty actively teaching in the program.
2. Advancement to candidacy is required and should be done when the student enters the final phase of the program. Departments vary in the way they evaluate student competency and in what is required to advance the student to candidacy for the degree.

3. No fewer than one-half of the total units required shall be in graduate (500-level) coursework.
4. At least 21 semester units shall be completed in residence.
5. No more than 6 semester units shall be allowed for a thesis or project.
6. No more than 30 percent of coursework shall be allowed in transfer, including work done through Extended Education.
7. No credit toward a master's degree will be given for student teaching in a credential program.
8. At the discretion of the department, up to one-third of the total program units may be in a nontraditional grading mode (credit/no credit).
9. No classes completed as an undergraduate may be used except those granted provisional graduate credit prior to award of the baccalaureate degree.
10. The candidate must complete a thesis, project, or comprehensive exam as required by the department. Culminating projects that are published by the library require review by the Graduate Studies Office, as well as final approval by the student's faculty committee.
11. A public defense of the thesis or project is required.
12. The student has four semesters to complete the thesis/project, including the first semester of enrollment for thesis units. The SP (satisfactory progress) grade will remain until the student submits the culminating project. Projects taking more than four semesters to complete will require an approval for extension by the Associate Vice President for Academic Programs or may require reapplication to the program and re-enrollment in the units.

Continuous Enrollment Policy

Graduate students who have completed their coursework or who have begun to work on their thesis or other final project must be enrolled each additional semester through one of the following mechanisms:

1. Those students who wish to maintain eligibility for financial aid and use the full resources of the University should maintain regular half-time enrollment and pay half-time fees. Graduate programs create enrollment opportunities for these students by providing mechanisms such as sections of 535 (Directed Writing) or 599 (Research and Thesis) in the regular class schedule, or by allowing students to enroll in 595 (Special Studies) through the regular registration procedure.
2. Those students who do not seek the full services of the University may maintain enrollment through Extended Education and pay a continuation fee of \$250 per semester. The fee maintains their place in their academic program and provides library privileges.
3. With the support of their graduate advisors, those students who, due to extraordinary circumstances, cannot continue work on their programs may seek special consideration by

petitioning the Graduate Studies Office for a leave of absence for a defined period of time not to exceed two years. This petition process would not extend the seven-year limitation on coursework applied to the degree.

Students who allow their enrollment to lapse without taking a leave of absence will be considered to have withdrawn from the University and their degree program. Should such students decide to return, they will be required to apply for readmission and, as a condition of readmission, shall be assessed a continuing enrollment fee of \$250 for every regular semester of the period during which they were absent from the University.

Provisional Unclassified Graduate Status for Senior Students

Students who plan to complete upper-division or graduate-level courses in their final semester may petition for provisional unclassified graduate credit for such courses. Courses required for the baccalaureate will not be granted this provisional status. The petition must be filed at the same time as the application for award of the degree. Teaching credential candidates should consult the Department of Education about the advisability of such a petition.

Provisional unclassified postbaccalaureate credit can be granted only for upper-division and graduate-level courses and will be recorded in the student's academic record as earned prior to the award of the baccalaureate. Such credit is applicable to graduate objectives at the discretion of the relevant academic department. Should requirements for the baccalaureate not be completed by the date specified on the application, the petition for postbaccalaureate credit becomes null and void.

Courses that may be included in a Master's Program

300-499 Upper-division courses may be acceptable for graduate credit. See Provisional Unclassified Graduate Status for Senior Students, above.

500-599 Graduate courses

THE SCHOOLS

School of Arts and Humanities

DEAN

William Babula

SCHOOL OFFICE

Nichols Hall 380
(707) 664-2146

DEPARTMENTS

American Multicultural Studies
Art and Art History
Chicano and Latino Studies
Communication Studies
English
Modern Languages and Literatures
Hutchins School of Liberal Studies
Music
Philosophy
Theatre Arts

PROGRAMS

California Cultural Studies
Film Studies
Native American studies

This diverse school strives to combine education in the arts and humanities with student career goals. In the arts, instructional programs include applied arts, studio art, creative writing, music, dance, technical theatre, and theatre arts. Programs in the humanities include American multicultural studies, art history, California cultural studies, English, French, German, Spanish, communication studies, Chicano and Latino studies, Native American studies, and philosophy. The School of Arts and Humanities also houses the Hutchins School of Liberal Studies and a variety of pre-law programs and provides numerous opportunities for service-learning experiences and internships, as well as study abroad.

The Hutchins School, American Multicultural Studies, and the Department of Chicano and Latino Studies offer subject matter preparation programs for students who intend to enter teaching credential programs and to teach in elementary schools. Several departments and programs, including art, English, Spanish, Chicano and Latino Studies, and music, offer subject matter preparation programs that lead to secondary, or single subject, teaching credential programs. Several of these departments offer either blended or integrated programs that allow incoming first-year students to achieve both a bachelor's degree and a teaching credential in four to four-and-a-half years. The English Department offers M.A. work in literature, creative writing, and the teaching of writing.

The school also oversees the Center for Performing Arts, which features music and theatre arts departmental productions as well as guest artists in the state-of-the-art Person Theatre; the University Art Gallery, with nationally recognized shows and exhibits; the Sonoma Film Institute; the Writers Lecture Series, which has brought such individuals as Tom Wolfe and Edward Albee to campus; the Arts and Humanities Forum and various lecture series; KSUN, the campus radio station; the Sonoma State *Star*, the student weekly newspaper; *Detour Sonoma*, the SSU video magazine; DDU-TV, the campus cable network; *Zaum*, the campus literary journal; *Volt*, a nationally distributed literary journal; the Hutchins Center for Interdisciplinary Teaching and Learning; and an annual Language Festival. The world-class Green Music Center with a symphony hall and recital hall is currently under construction.

The school faculty is committed to excellence in teaching and a strong academic advising program. Special emphasis is given to programs that combine traditional arts and humanities majors with career-oriented minors; such programs include art with business, modern languages with global studies, music with computer theory, American multicultural studies with criminal justice administration and business, among others. Supporting career goals while building upon the arts and humanities, the school provides an education that allows students to develop their ability to think critically and communicate clearly, the best preparation for a challenging technological future in a constantly changing world.

School of Business and Economics

DEAN

James Robertson

SCHOOL OFFICE

Stevenson Hall 2042
(707) 664-2377

DEPARTMENTS

Business Administration
Economics

The School of Business and Economics offers coursework and degree programs that prepare students for professional careers in business and economics. Students are exposed to alternative viewpoints concerning the analysis of organizational, social, and economic problems, including both quantitative and qualitative approaches. Emphasis is placed upon the role and responsibilities of decision makers within a complex and ever-changing environment including consideration of ethical and globalization issues.

The School of Business and Economics includes the departments of business administration and economics. Business administration majors benefit from the General Education requirements of the

University and then are provided with a broad program of study that involves an integrative set of required core courses, a field of concentration for focus in a subdiscipline, with a choice of electives. Economics majors receive a firm foundation of undergraduate study in a liberal arts tradition that serves as a sound preparation for graduate school as well as professional careers in economics.

The undergraduate programs of the School of Business and Economics are intended, principally, for those seeking entry into the professional fields in business and economics. The M.B.A. program is designed for those individuals interested in professional advancement through the intensive study of business at the post-baccalaureate level.

Within the School of Business and Economics, several organizations exist to serve special needs. The Wine Business Program provides world-class, cutting-edge business solutions for the wine industry. The Center of Regional Economic Analysis provides high quality research, data, and analysis for local industry and governments. The center produces and disseminates new information in the general area of economic research and specific areas of business and economics, local and regional economic development, and fiscal policy.

The North Bay Economic Outlook Conference is a partnership of representatives from organizations in both the public and private sectors. Each year, the school organizes and conducts a regional conference that examines and analyzes contemporary, critical issues.

School of Education

DEAN

Mary Gendernalik-Cooper

SCHOOL OFFICE

Stevenson Hall 1078
(707) 664-3115/2132

CREDENTIALS OFFICE

Stevenson Hall 1078
(707) 664-2832

DEPARTMENTS

Curriculum Studies and Secondary Education
Stevenson Hall 1078
(707) 664-4203

Educational Leadership and Special Education
Stevenson Hall 1078
(707) 664-4203

Literacy Studies and Elementary Education
Stevenson Hall 1078
(707) 664-3238

The mission of the School of Education at Sonoma State University is to advance excellence in the education profession through the professional preparation of teachers and educational leaders. Central to this mission is the offering of exemplary professional education programs based on sound theory and practice, current

research, sensitivity to the needs of P-12 education, appreciation for diversity, and respect for all learners. It also includes the School's active role in the social and educational growth of the communities we serve through various partnerships, projects, and initiatives.

Programs in the School of Education prepare graduates for Level I (beginning) and Level II (advanced) teaching credentials in multiple subject (elementary), single subject (middle level/secondary), and special education (Education Specialist, mild/moderate or moderate/severe). In addition it offers Level I (certificate) and Level II (credential) programs in Reading and Language Arts and the Level I and Level II credentials for Educational Administration. All credential programs are fully accredited by the California Commission on Teacher Credentialing, and the unit is accredited by the National Council of Teacher Education.

The School of Education offers an M.A. degree in Education with concentrations in curriculum, teaching, and learning; early childhood education, educational administration, reading, and special education, and offers a joint Ed.D. in educational leadership in partnership with the University of California, Davis, and Sacramento State University. While School of Education programs are designed primarily for positions in public schools, graduates are prepared to work in non-teaching positions in education or related human service fields in both public and private sectors.

University coursework and field experiences provide rich learning opportunities for our students. In line with our mission of excellence in education, our vision of our graduates is that they

- Are agents of individual growth and social change as well as models and advocates of the broader intellectual and social values of a democratic society;
- Are knowledgeable and thoughtful about the content and methodology in their fields of emphasis;
- Promote social, emotional, and moral growth and learning in their classrooms, schools, and communities, and respect and encourage the contributions of families and caregivers in the education of children and youth;
- Design and carry out inclusive educational practice that respects human differences and aims to educate all learners;
- Continually use inquiry, observation, study, and reflection to improve their practice as educators.

Coursework and field experiences in the School of Education emphasize the complex interaction of learning and teaching in the context of the diversity of California schools. Current educational theory and research provide the foundation for course and program offerings, with implications for practice drawn from theory/research and the realities of life in classrooms and schools. All programs provide substantive time for students to be in schools student teaching, intern teaching, or serving as administrative interns. The School of Education works closely with area schools and school districts in a variety of partnerships. School of Education faculty collaborate with faculty in other departments and schools across the University in subject matter preparation, pedagogy, and field experiences.

School of Science and Technology

DEAN

Saeid Rahimi

SCHOOL OFFICE

Darwin Hall 115

(707) 664-2171

www.sonoma.edu/scitech

DEPARTMENTS AND PROGRAMS

Biology

Chemistry

Engineering Science

Computer Science

Geology

Kinesiology

Mathematics

Nursing

Physics and Astronomy

The curriculum offered in the School of Science and Technology meets the professional needs of students planning a career in sciences, computer and engineering science, mathematics, nursing, and kinesiology. The school also covers the needs of students in the schools of Arts and Humanities, Social Sciences, Business and Economics, and Education. Many of the general education courses offered in the school are directly beneficial to the students of other schools.

Students with career goals in fields such as business, management, law, and urban planning may find courses in mathematics, statistics, or computing essential to their future. In addition, the School of Science and Technology offers a rich selection of studies that can enhance a student's entire life. Courses in kinesiology, astronomy, biology, geology, and computer science can provide a basis for lifelong pursuits and enrichment.

Students preparing for careers in science and engineering, mathematics, or the health professions may follow quality programs in any of the school's nine departments and programs. Students interested in medical, dental, veterinary, and other graduate schools in the health professions may enroll in any of the science departments to complete their undergraduate work. Sonoma State pre-health students' success rates are well above national averages.

The new Bachelor of Science in Engineering Science (B.S.E.S.) program has a primary focus in Electronics and Communications and will prepare students for an exciting career in areas such as communications systems and networks, microprocessors and computers, and design and manufacturing of electronic systems. The graduates of this program may choose to have a rewarding and successful career in the high technology industries in the region and beyond, or enter an advanced-level graduate program of their choosing.

The Nursing Department offers both undergraduate and graduate programs. Since the department enjoys a close relationship with the health community within the service area, students are provided with a variety of clinical opportunities in the hospital setting and other health care agencies prior to completion of their program. Many nursing graduate courses are delivered by distance learning methods and a significant number of nursing graduate students live and study outside Sonoma County.

The School of Science and Technology provides an excellent preparation for future mathematics and science teachers at the elementary and secondary level. The B.A. Program for secondary teaching in mathematics is fully accredited by the California Commission on Teacher Credentialing. Many departments, including Chemistry, Biology, and Mathematics offer courses especially designed to prepare future elementary teachers. Faculty also work with local schools and county education agencies on many grant-funded projects to improve the math and science education of K-12 students.

The school's dedicated faculty of professional scientists, engineers, mathematicians, and health professionals are proud of the education they provide and of the accomplishments of their students. Graduates have established excellent records; some have earned national awards, many have earned advanced degrees, and virtually all have found excellent employment opportunities.

The four master's programs in biology, computer and engineering science, kinesiology, and nursing provide graduate students with a wide variety of opportunities ranging from research to clinical studies. In certain departments, graduate students are also provided with teaching or research assistantships. Sonoma State University is surrounded by many high tech industries and centers, which include telecommunications, electronics, optics, biotechnology, and bioinformatics. In addition to our resident faculty, a number of scientists and engineers from our local high tech industry participate in exciting graduate and undergraduate research activities in the school. The Department of Mathematics participates in a cooperative masters program with San Francisco State University. Students may complete part of their coursework in residence at Sonoma State University before completing their degree at San Francisco State University.

A \$28 million remodeling project has turned the main science building Darwin Hall, which houses the departments of Biology, Chemistry, Computer Science, Geology, Mathematics, and Physics and Astronomy, into a state-of-the-art science building consisting of smart classrooms, lecture halls, laboratories, and computational facilities. Additionally, millions of dollars have been invested in the school's new Cerent Engineering Science laboratories located in Salazar Hall. The new laboratories feature many advanced instruments, which are available to undergraduate and graduate students interested in the fields of biology, chemistry, computer science, engineering science, geology, and physics.

School of Social Sciences

DEAN

Elaine Leeder

SCHOOL OFFICE

Stevenson Hall 2078
(707) 664-2112

DEPARTMENTS

Anthropology
Counseling
Criminal Justice Administration
Environmental Studies and Planning
Geography and Global Studies
History
Liberal Studies (Ukiah)
Political Science
Psychology
Sociology
Women's and Gender Studies

The social sciences are intimately concerned with human behavior in all its complexity and with the many kinds of social relationships that influence us as we grow and change as unique individuals throughout our lives. To comprehend adequately the state of the human condition, the interaction of people and environment – past, present, and future – must be examined. Social scientists are interested in discovering the ways people are affected by their associations with various human groups, both large and small, including the multiplicity of organizations and institutions that characterize modern society. Through the social sciences, the history of social institutions and the continuing process of social change are studied.

The School of Social Sciences at Sonoma State encompasses a particularly interesting combination of departments and programs. A student can choose from a variety of opportunities, ranging from the core of “traditional” social science fields with an emphasis on applications (anthropology, geography, history, political science, psychology, and sociology), to various cross-disciplinary programs (environmental studies and planning, gerontology, linguistics, women's and gender studies, and human development), to programs with a professional emphasis (counseling, criminal justice administration, Teaching English as a Second Language, and public administration).

The school also coordinates the Social Science Single Subject Preparation Program and oversees several respected centers and institutes, including the Anthropological Studies Center, the Center for Holocaust Studies, the Geographic Information Center, and the Institute for Community Planning Assistance. These centers and institutes generate a number of contracts and grants that come to the University and provide many paid student internships in a large variety of funded projects.

All social science programs permit enough flexibility to allow students to select some sciences, and a number of students make arrangements to carry two majors. Students in the social sciences

have opportunities to study with faculty who are working in a wide spectrum of interests, including such areas as human services, demography, multicultural education, and energy studies.

At Sonoma State, a special working relationship between the liberal arts and sciences and professional social science fields has been developed. The University's goal is to teach students to become sensitive and skilled leaders who will strive toward the achievement of a more enlightened and egalitarian society.

School of Extended Education

DEAN

Les Adler

SCHOOL OFFICE

Stevenson Hall 1012
(707) 664-2394
www.sonoma.edu/exed/

The School of Extended Education complements the University's mission by providing quality, lifelong educational opportunities that meet community needs. Extended Education programs offer resources for preparing for new careers, for updating professional skills and meeting relicensure requirements, for broadening personal interests, and for academic achievement through degree and certificate programs. Included are:

Professional Certificate Programs

Certificate of Accounting
Child/Infant Mental Health
Conflict Resolution
Construction Management
Event and Meeting Planning
Green Building Professional
Human Resource Management
Management and Supervision
Paralegal
Teaching English as a Second Language

Special Programs

EXCEL: a spring and summer program for talented young students grades 4-9
EXCEL Academy: a two-week summer program for talented high school students grades 10-12
Greenfarm Summer Arts and Education Program
Osher Lifelong Learning Institute: a program of intellectually stimulating courses taught by distinguished emeritus faculty and regional experts for people age 50 or older
Sonoma State American Language Institute: an intensive English program which prepares international students and foreign residents for successful academic study and careers
Wine Business Program: a series of professional development short courses pertaining to the wine industry under the auspices of the Wine Business Program in the School of Business and Economics

Educational Travel Programs: “learning vacations” with first-class accommodations, knowledgeable escorts, and local and national guides to destinations such as Italy, China, Greece, Kenya, and Antarctica.

Degree Programs

Liberal Studies B.A. Degree Completion

Interdisciplinary M.A.:

- Action for a Viable Future

M.A. in Psychology

- Organization Development
- Art Therapy
- Depth Psychology

M.S. in Computer and Engineering Science

Continuing Education for the Professions

Coursework is offered each semester that fulfills continuing education requirements for attorneys, paralegals, licensed psychologists, counselors, social workers, nurses, and teachers.

Summer Session

University summer session offers University credit coursework during three-, four-, and six-week sessions, featuring general education, major requirements, and other courses required for graduation. In addition to certificate program offerings, Summer Extension presents a selection of professional development coursework for educators and mental health clinicians. A special feature is EXCEL, a unique program for young people in grades 4-9 and EXCEL Academy for students in grades 10-12, offering a variety of academic, technical, and creative subjects to augment traditional offerings during the school year.

January Intersession

A three-week intensive program during the break between fall and spring semesters featuring a selection of University courses.

Open University

Through Open University, also known as concurrent enrollment, students may enroll without formal admission in resident courses offered at the University. Students are encouraged whenever possible to apply for acceptance into the resident program, but Open University may be available to those for whom such enrollment is not possible or appropriate, such as:

- High school juniors and seniors
- Professionals seeking to upgrade skills, maintain licenses, or make career changes
- Those with personal interest in a particular subject who have no degree objective
- Those interested in exploring college coursework before committing themselves to a degree program

Registration fees are the same for in-state and out-of-state residents. Up to 24 units of academic credit taken through Open University may be applied toward a bachelor's degree, and up to 9 units may be applied toward a master's degree.

Complete program information is published each semester in the Extended Education catalog and on the Web at www.sonoma.edu/extended. Free copies, as well as brochures detailing the many specialized programs, are available in the Extended Education office.

ACADEMIC PROGRAMS • UNIVERSITY CURRICULA

Course Numbering System

0-99 No academic credit/prebaccalaureate course.

100-299 Lower division.

300-499 Upper division/may be acceptable for graduate program.

For more information, please see the Provisional Unclassified Graduate Status for Senior Students in the Degree Requirements section.

500-599 Graduate courses.

Academic Department Abbreviations and Course Prefixes

AMCS	American Multicultural Studies
ANTH	Anthropology
ArtH and ArtS	Art History and Art Studio
ASTR	Astronomy
BIOL	Biology
BUS	Business Administration
CALS	Chicano and Latino Studies
CHEM	Chemistry
COMS	Communication Studies
CS	Computer Science
COUN	Counseling
CCJ	Criminology and Criminal Justice
EDCT	Education: Curriculum and Teaching
EDEC	Education: Early Childhood Education
EDEL	Education: Leadership
EDMS	Education: Multiple Subject
EDRL	Education: Reading and Language
EDSS	Education: Single Subject
EDSP	Education: Special Education
ECON	Economics
EDUC	Education

ENGL	English
ENSP	Environmental Studies and Planning
ES	Engineering Science
FILM	Film Studies
FR	French
GEOG	Geography
GEOL	Geology
GER	German
GERN	Gerontology
GLBL	Global Studies
HD	Human Development
HIST	History
LIBS	Hutchins School of Liberal Studies
KIN	Kinesiology
LING	Linguistics
MATH	Mathematics
MSCES	Computer and Engineering Science (M.S.)
MUS	Music
NAMS	Native American Studies
NURS	Nursing
PHIL	Philosophy
PHYS	Physics
POLS	Political Science
PORT	Portuguese
PSY	Psychology
SOCI	Sociology
SPAN	Spanish
ITDS	Special Major/Interdisciplinary Studies
THAR	Theatre Arts
UNIV	University Courses
WGS	Women's and Gender Studies

AMERICAN MULTICULTURAL STUDIES

DEPARTMENT OFFICE

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www.sonoma.edu/depts/amcs

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Edward D. Castillo

ADMINISTRATIVE COORDINATOR

Perce Smith

Faculty

Michael Ezra / African American History & Culture; 20th Century US History; Race Relations; Sport History; Popular Culture

James E. Gray / Cultural Theory; Ethnic Images in Film; Health & Culture; African American Literature; Language, & Culture; African American Cinema; Ethnicity and the Life Cycle; Cultural Identity

Velma Guillory-Taylor / Race and Race Relations; Education; Women's Issues

Leilani Nishime / Asian American Cinema and Literature; Multiracial Cinema and Literature; Popular Culture

Elenita Strobel / Transformative Education; Postcolonial Studies; Race, Ethnicity & Race Relations; Globalization Studies; Language, Culture & Identity

Programs Offered

Bachelor of Arts in American Multicultural Studies

Minor in American Ethnic Studies

American Multicultural Studies (AMCS) is devoted to the interdisciplinary study of ethnic and racial minority groups in the United States. A variety of courses focus on the historical, sociological, cultural, and ideological aspects of American ethnicity.

The program is designed to prepare students with the knowledge and skills they will need to meet the ongoing challenge of living in a culturally and ethnically diverse society. AMCS students receive basic instruction in how to recognize and engage the underlying assumptions that guide our thinking about race, ethnicity, and multiculturalism. They will explore arts and literature, language, and philosophy. Additionally, they will examine historical, political, social, educational, economic, and cultural developments that affect ethnic and racial minority communities in the United States.

Through a critical study of the significance of the constructions of ethnicity and race in shaping social relationships in the United States, AMCS students are introduced to modes of intercultural learning and understanding that help them to develop the knowledge and sensitivities needed for the enhancement of multicultural communication. By examining the arts, literature, language, and

philosophy of ethnic groups, students learn to appreciate the moral and aesthetic values of others. Moreover, through an interdisciplinary approach, they come to a clearer view of the historical importance of ethnic identity in America and a deeper understanding of the impact ethnic groups have had on Americans generally, their social thought, practice, and institutions.

Careers in American Multicultural Studies

AMCS offers an innovative four-year B.A./teacher credentialing program. Students who complete the pre-approved curriculum will receive a simultaneous B.A. and CLAD certification. This academically rigorous program will allow students to receive both their Bachelor of Arts and a teaching certification in four years. With this program future teachers will be able to avoid an additional year of postgraduate training. Our program combines classes in AMCS and education, and provides extensive field training so students will use pedagogical theory as well as practical experience. They will have the preparation needed to instruct and mentor an increasingly diverse student population.

The major prepares individuals to function effectively in the fields of education, personnel administration, business, law, human resources, public health, public relations, social services, and environmental planning. It provides a sound foundation for graduate work in many traditional disciplines and emerging multidisciplinary fields of inquiry. The Department of American Multicultural Studies, through its major and minor, has the following goals:

- To equip students with the knowledge, skills, and sensitivity to function effectively in a culturally diverse society.
- To provide knowledge of the contributions that ethnic and racial minorities have made to American society and culture.
- To make students sensitive and aware of the problems and issues facing ethnic and racial minorities.
- To develop within students an appreciation of the richness and diversity of ethnic arts and humanities.
- To develop students' skills in research methods, computer applications, and basic social statistics, and thereby enable students to analyze the problems and issues facing ethnic and racial minorities.
- To develop students' skills in communication, particularly in intercultural settings, and to demonstrate the application of these skills in tools of research, in pedagogy, and in real-life situations.
- To develop a diverse pool of teachers to meet the needs of an increasingly multicultural student population.

- To provide students with research, community internship, and editing/teaching facilitation opportunities focused on ethnic studies, multicultural education, and multicultural studies.
- To provide the expertise in areas that will allow students to pursue professional and graduate training so they can serve diverse communities, act as a bridge between different cultural groups, and effect constructive social change.

Bachelor of Arts in American Multicultural Studies

Admission into the Major

Each student majoring in AMCS is assigned a faculty advisor and consults with the advisor on progress toward the degree. Upon acceptance into the major, a transfer student's records will be reviewed to articulate the courses that are equivalent to those offered within AMCS, CALS, or NAMS at Sonoma State University.

Degree Requirements	Units
General education	51
Major core requirements (up to 6 units may be applied to GE)	14
Areas of concentration for major	12
CIP/Service learning	3
Major electives	7
General electives	33
Total units needed for graduation	120

Students graduating with a B.A. in American Multicultural Studies must take a minimum of 36 units within AMCS or supporting courses from CALS, NAMS, or related course work in other departments in order to fulfill the requirements of the major. The majority of the courses must be fulfilled within AMCS. Please see the course catalog description for any prerequisites and fulfillment requirements.

Major Core Requirements

Complete the following 14 units:

AMCS 210 Ethnic Groups in America	4
AMCS 255 Ethnicity in the Humanities	3
AMCS 350 Ethics, Values, and Multiculturalism	3
AMCS 480 Research and Methodology	4
Total units in the major core	14 Units

Areas of Concentration

Students must take all of their concentration courses either from the arts and humanities plan or from the behavioral and social sciences plan. Each plan's courses will constitute the student's area of concentration in AMCS.

A. Arts and Humanities Plan (12 Units)

Choose from the following:

AMCS 315 Ethnic Music and Dance	3
AMCS 330 Ethnicity and History: (Subtitle)	3
AMCS 331 Ethnic History in California	3
AMCS 345 Folklore and Ethnicity	3
AMCS 355 Language and Ethnicity	3
AMCS 360 Ethnic Literature	3
AMCS 377 Asian American Experience	3
AMCS 390 Ethnic Theater	3
AMCS 392 Ethnic Images in Film and Media	3
AMCS 445 Multiculturalism and Education	3
AMCS 460 Multiethnic Children's Literature	3

or

B. Behavioral and Social Sciences Plan (12 Units)*

Choose from the following:

AMCS 330 Ethnicity and History: (Subtitle)	3
AMCS 331 Ethnic History in California	3
AMCS 335 The Demography and Geography of Cultural Diversity in America	3
AMCS 339 Ethnic Groups and American Social Policy	3
AMCS 355 Language and Ethnicity	3
AMCS 376 PanAfrican Cultures	3
AMCS 377 Asian American Experience	3
AMCS 405 Ethnic Families in America	3-4
AMCS 425 Men/Women and Power in Interpersonal Relationships	3
AMCS 432 Health and Culture	3-4
AMCS 435 Ethnicity and the Life Cycle	3
AMCS 445 Multiculturalism and Education	4
AMCS 455 Civil Rights and Human Rights Law	3

**At least two of the courses in the area of behavioral and social sciences must come from the AMCS Department. Other remaining courses can come from other departments at Sonoma State University. MATH 165 Elementary Statistics or MATH 103 Ethnomathematics is a prerequisite for the behavioral and social sciences plan area.*

CIP/Service Learning

Students are required to complete at least 3 units of credit by being involved in a Community Involvement Program (CIP) or service learning opportunity. Departmental CIP advisors can provide information to students about service-learning opportunities.

Major Electives

Any course within AMCS that has not been used to fulfill the core and plan requirements may serve as an elective course.

Optional Courses in Related Fields and Departments

A maximum of three classes (9-12 units) may come from outside AMCS to fulfill the unit requirement of the major. These courses may be taken from CALS, NAMS, WGS, or other departments and programs at Sonoma State University upon consent of the faculty major advisor. Courses in CALS, NAMS, and other academic programs and departments may be considered for elective credit for the degree upon consent of the major advisor, especially for those students pursuing a double major.

Honors Program (6 Units)

Students who maintain a 3.5 average or higher in the major at the end of their junior year can be nominated by faculty member for a graduation with distinction in American Multicultural Studies.

Sample Four-Year Program for Bachelor of Arts in AMCS

Behavioral and Social Sciences Concentrations

FRESHMAN YEAR:: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
GE ENGL 101 (A2) (3)	GE AMCS 255 (C4) (3)
GE PHIL 101 (A3) (3)	GE AMCS 200 (A1) (3)
GE Elective (B1,C1,C2) (9)	GE Electives (B4, D2, D3) (9)

SOPHOMORE YEAR:: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
GE AMCS 210 (D1) (3)	GE Elective (B3) (3)
GE Elective (B2) (3)	GE Elective (D4) (3)
Electives (9)	GE Electives (9)

JUNIOR YEAR:: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
AMCS 330 (3)	AMCS 480 (4)
AMCS 350 (C3) (4)	AMCS Concentration (6)
GE Electives (D5, E) (8)	AMCS Elective (3)
	Elective (2)

SENIOR YEAR:: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
AMCS Concentration (6)	AMCS Elective (4)
AMCS Elective (3)	Electives (11)
Electives (6)	

Total semester units:: 120

Integrated Program

Bachelor of Arts / Teaching Certification in AMCS

Admission into the program. Please see requirements for admission into the major.

Degree Requirements	Units
General education	51
Major requirements	14
Areas of concentration for major (up to six units may be applied to GE)	12
CIP/Service learning	3
Major electives	7
Education classes	30- 33

Total units needed for graduation: 120

Since this is an intensive program, students must closely follow the schedule below in order to complete a B.A. and CLAD certification in four years. Students must also pass the CBEST exam in order to take required Education courses. Several courses have equivalents that may be substituted for required classes. Please see assigned faculty advisor for a list of course equivalents. Students are required to consult with a faculty advisor every semester to ensure a timely graduation.

Sample Four-Year Program for Bachelor of Arts / Teaching Certification in AMCS

FRESHMAN YEAR:: 31 UNITS

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (16 Units)</i>
ENGL 101 (3)	GE AMCS 255 (3)
MATH 150 (3)	GE PHIL 101 (3)
AMCS 210 (3)	GE EDUC 250 (3)
BIOL 110 (3)	GE LING 200 (3)
HIST 251 (3)	GE HIST 252 (3)
	EDUC 295 or equivalent (1)

SOPHOMORE YEAR:: 32 UNITS

<i>Fall Semester (17 Units)</i>	<i>Spring Semester (15 Units)</i>
AMCS 200 (3)	POLS 200 (3)
CHEM 107 (3)	AMCS 350 (3)
HISTORY 201 (3)	MATH 300A (3)
GEOL 107 (3)	AMCS 460 (3)
THAR 101 (3)	CALS 366 (3)
Community Involvement (2)	

JUNIOR YEAR:: 31 UNITS

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (16 Units)</i>
ANY AMCS COURSE (3)	AMCS 445 (3)
MATH 300B (3)	AMCS 480 (4)
KINS 400 (3)	EDUC 420 (3)
EDUC 471 (3)	EDUC 417 (3)
AMCS 360 (3)	AMCS 331 (3)

SENIOR YEAR:: 32 UNITS

<i>Fall Semester (17 Units)</i>	<i>Spring Semester (15 Units)</i>
ART 101 (3)	EDMS 464 (2)
EDMS 463 (3)	EDMS 473 (3)
ECRL 410 (3)	EDMS 482 (10)
EDMS 472 (3)	
EDMS 471 (2)	
EDMS 476 (3)	

Total semester units:: 124 to 128

Minor in American Ethnic Studies

Students must complete 20 units to fulfill requirements for a minor in American Multicultural Studies with the option of three concentrations: American ethnic studies, African American studies, and Asian American studies. Courses graded CR/NC are not applicable to minors awarded by the AMCS Department. Core requirements

AMCS 210 Ethnic Groups in America	4
AMCS 255 Ethnicity in the Humanities	3
AMCS 330 Ethnicity and History: (Subtitle)	3
AMCS 350 Ethics, Values, and Multiculturalism	3
Total units in the minor core	13
Concentration electives	7
Total units in the minor	20

Minors are also required to include two upperdivision courses in a single area (i.e., humanities or social sciences) with a concentration in one field of study: African American studies, Asian American studies, or ethnic studies.

Double Majors and Minors

Students are strongly encouraged to investigate a double major or minor to complement traditional disciplines such as anthropology, education, English, economics, history, geography, management, philosophy, psychology, sociology, and political science. The AMCS degree was specifically designed to encourage double majors. By combining the interdisciplinary and comparative area study of American Multicultural Studies with a traditional discipline, or with another interdisciplinary program such as Hutchins or Global Studies, students broaden their minds and enhance their educational and career opportunities.

Innovative Changes in American Multicultural Studies

For more information about multicultural teacher education, cultural diversity training, and community internships, please visit our website at www.sonoma.edu/depts/amcs.

American Multicultural Studies Courses (AMCS)

Classes are offered in the semesters indicated. Please see Schedule of Classes for current information and faculty assignments.

200 ISSUES ON RACE, ETHNICITY, AND MULTICULTURALISM (3) FALL, SPRING

Students practice the techniques of critical reading and thinking, of expository writing, and of oral expression through an in-depth examination of race, ethnicity, and multiculturalism and its impact on American cultural, political, and social institutions. They examine the principles of thinking, speaking, and writing with a view to the multitude of purposes for which these activities are crucial. Satisfies GE, category AI (Written and Oral Analysis). Prerequisites: completion of GE categories A2 and A3.

201 CAREER PLANNING FOR NONTRADITIONAL STUDENTS (3) FALL

This course is aimed at providing students interested in employment or continued education upon graduation with information about job opportunities and the necessary skills for job seeking. Current trends in the labor market will be reviewed. Resume preparation, interviewing skills, presentation of self, and the importance of follow-up action will be stressed.

210 ETHNIC GROUPS IN AMERICA (4) FALL, SPRING

Survey and analysis of the diverse experiences of major ethnic groups in their present socioeconomic and political position in American society as depicted in literary, historical, anthropological, and sociological studies. Satisfies ethnic studies in GE, category D1 (Individual and Society). This course satisfies one of the core requirements of the AMCS major. May be taught with a focus on California experience.

255 ETHNICITY IN THE HUMANITIES (3) FALL, SPRING

A general survey of the major artistic and expressive developments in the United States with reference to native ethnic minority populations. This course satisfies one of the core requirements of the AMCS major. May be taught with a focus on California experience. Satisfies GE, category C4.

315 ETHNIC MUSIC AND DANCE (3) SPRING, ODD YEARS

An in-depth study of the musical and dance traditions of major ethnic groups in the United States. Special emphasis will be given to the forms of expression as cultural identification and affirmation for members of ethnic groups.

330 ETHNICITY AND HISTORY: (SUBTITLE) (3) FALL

A historical examination of the cultural, social, economic, and political evolution of ethnic minorities within American society. May be taught with a focus on California experience. Topics subject to change.

331 ETHNIC HISTORY IN CALIFORNIA (3-4) SPRING

A historical examination of the social, economic, and political evolution of ethnic minorities within California society.

335 DEMOGRAPHY AND GEOGRAPHY OF CULTURAL DIVERSITY IN AMERICA (3) FALL, EVERY THIRD SEMESTER

An overview of the geographic and demographic diversity of the ethnic minority populations in the United States. Special emphasis will be on migration, immigration, and social indicators of ethnic well-being.

339 ETHNIC GROUPS AND AMERICAN SOCIAL POLICY (3) FALL, SPRING

The impact of American social policies on ethnic minorities. Topics include public policy issues related to employment, immigration, education, mental health, and minority children and families. The impact of major court decisions affecting public policy and ethnic minorities will also be examined. Course might be taught from single ethnic group's perspective. Satisfies upper-division ethnic studies in GE, category D1 (Individual and Society). Cross-listed as CALS/NAMS 339. Topics subject to change.

345 FOLKLORE AND ETHNICITY (3) SPRING, EVEN YEARS

Methods and materials dealing with the traditional expressive culture of American ethnic groups: oral literature, festivals, children's games, customs, and beliefs. Includes training in collecting oral traditions and in the analysis of folklore texts and contexts. Topics subject to change. May be repeated for credit.

350 ETHICS, VALUES, AND MULTICULTURALISM (3) FALL, SPRING

An examination of theories of race, ethnicity, and multiculturalism and their impact on American thought and practice. Meets ethnic studies and upper-division GE requirements in humanities, Area C3. This course satisfies one of the core requirements of the AMCS major.

355 LANGUAGE AND ETHNICITY (3-4) FALL, SPRING

A study of language as an ethnic marker; language and ethnic identity; language and national revival; bilingualism and bidialectism; standard and nonstandard speech; foreign accents; linguistic assimilation vs. language retention. Satisfies upper-division ethnic studies in GE, category C4 (Ethnic Studies in Comparative Perspectives). Cross-listed as CALS 426. Topics subject to change. May be repeated for credit.

360 ETHNIC LITERATURE (3) FALL, SPRING

A survey of the representative novels, short stories, essays, biographies, and poetry of various ethnic authors in the United States. Thematic focus will vary from semester to semester. Topics subject to change. May be taught with a focus on California ethnic literature. Satisfies upper-division ethnic studies in GE, category C2 (World Literature).

376 PANAFRICAN CULTURES (3) FALL

The history of Third World people in their African and Caribbean nation-states, as well as in America, has been shaped by the twin forces of imperialism and neocolonialism. These two models, as well as an in-depth examination of African American cultures in the western hemisphere, will be addressed. Topics subject to change. May be repeated for credit.

377 ASIAN AMERICAN EXPERIENCE (3) SPRING

A general survey of the historical and contemporary experiences of Asian Americans and Pacific Islander Americans. Special emphasis is given to the impact that international politics and economics have had on domestic policies in shaping much of the experiences of Asian Pacific Americans. Topics may change. May be repeated for credit.

381 RESEARCH ASSISTANTSHIP (2-4) FALL, SPRING

Student assistance to help faculty with research on the experiences of people of color in America. Topic matter and research agenda will be discussed with faculty. By individual arrangement with faculty sponsor.

385 FACILITATION TRAINING (2-4) FALL, SPRING

Facilitation pedagogy training in active learning situations within established courses. Prerequisite: junior/senior status with satisfactory completion of either AMCS 210 or 255. By individual arrangement with instructor.

392 ETHNIC IMAGES IN FILM AND MEDIA (3) FALL, SPRING

An examination of representative and significant works, tracing the evolution of ethnic images in cinema and media from their earliest to latest manifestations. Topics subject to change. Satisfies upper-division ethnic studies in GE, category C1 (Ethnic Studies in the Fine Arts).

395 COMMUNITY INVOLVEMENT PROGRAM (1-5) FALL, SPRING

This course is intended to provide students with practical experience in various ethnic community organizations and health and social service agencies, including recreation programs, tutoring programs, day care centers, senior citizen centers, legal aid offices, homeless shelters, etc.

399 STUDENT INITIATED COURSE (1-4)

Student-initiated and -instructed courses on topics that enrich or extend current departmental offerings.

405 ETHNIC FAMILIES IN AMERICA (3-4) SPRING, EVEN YEARS

An analysis of family and community structure and function from a multicultural perspective. Psychological, sociological, and anthropological literature on ethnic families will be examined.

420 SEXISM AND RACISM IN THE UNITED STATES (3-4) SPRING

A historical overview of racism and sexism as they affect women of color, focusing on issues in which racism and sexism intersect, e.g., affirmative action, abortion, sterilization, violence against women, and other issues. Cross-listed as WGS 375. Topics subject to change.

425 MEN/WOMEN AND POWER IN INTERPERSONAL RELATIONSHIPS (3) SPRING, EVEN YEARS

A senior seminar on the interpersonal dynamics between men and women. Emphasis will be given on the interplay of racial, class, and gender inequalities as they affect the power relationships between and among ethnic minority men and women. Topics subject to change.

432 HEALTH AND CULTURE (34) FALL, ODD YEARS

An analysis of cultural and ethnic influences on health and health behavior, with an emphasis on developing strategies for bridging cultural disjunctions between health professionals and their clients, and for improving health care delivery to an ethnically diverse population. Topics subject to change. May be repeated for credit.

435 ETHNICITY AND THE LIFE CYCLE (3) SPRING

An integrated examination of life-span development among individuals in American society from a multicultural perspective. This course examines physiological, social, and psychological aspects of life-span development; cultural/ethnic attitudes; adolescence; adulthood; aging and the aged; death and dying; cultural and ethnic support systems for age groups in ethnic communities; and strategies for improving health and social services for various age groups. Topics subject to change.

445 MULTICULTURALISM AND EDUCATION (3) FALL

An analysis of the philosophical and definition issues related to pluralistic education; developing resources germane to this philosophy; and the guidelines constituting the foundation for multiethnic educational programs and ethnic studies.

450 MULTICULTURAL RESOURCES DEVELOPMENT (3-4) SPRING

Development of library research skills and critical thinking and writing in regard to ethnic issues in the United States. Practical hands-on workshop and editorial environment. This course is recommended to all majors. May be repeated for credit.

455 CIVIL RIGHTS AND HUMAN RIGHTS LAW (3) SPRING, ODD YEARS

A study of the impact of laws on the sociocultural, political, and economic development of ethnic groups in a multicultural society.

460 MULTIETHNIC CHILDREN'S LITERATURE (3) FALL, OFF YEARS

A study of multiethnic children's literature. Stories from folklore and literature are used to exemplify cultural images and traditions.

466 SELECTED TOPICS IN AFRICAN AMERICAN STUDIES (3-4) FALL, SPRING

A course designed to explore areas of contemporary, historical, or artistic concern as they affect the African American experience. Advanced studies and/or research projects will be discussed and analyzed. Subject matter will vary.

467 SELECTED TOPICS IN ASIAN AMERICAN STUDIES (3-4) FALL, SPRING

A course designed to explore areas of contemporary, historical, or artistic concern as they affect the Asian American experience. Advanced studies and/or research projects will be discussed and analyzed. Subject matter will vary.

475 SENIOR SEMINAR (4) FALL

Directed studies in a seminar setting on a particular topic or theme. Combines secondary reading and original research leading to the completion of a research project. Please see Schedule of Classes for the topic selected by the instructor.

475H SENIOR HONORS (4) SPRING

Senior-year course for the final submission of an honors research thesis on a subject of cultural diversity in the United States. Students must have completed AMCS 475 satisfactorily before undertaking the course.

480 RESEARCH AND METHODOLOGY (4) FALL, SPRING

Survey of research and methodological tools used in the study of American ethnic groups. Special attention is given to the problems of objectivity and bias and the political and moral implications of quantitative and field research. This course satisfies one of the core requirements of the AMCS major.

481 SPECIAL TOPICS (1-4) FALL, SPRING

Please refer to current Schedule of Classes.

495 SPECIAL STUDIES (1-4) FALL, SPRING

Independent study. Prerequisites: AMCS 210 or 255; a core upper-division course; approval of supervising faculty member and approval of department chair.

499 SERVICE LEARNING INTERNSHIP (1-4) FALL, SPRING

Course provides students with practical experience in various ethnic community organizations and in health/social service/educational settings. Includes recreation programs, tutoring programs, day care centers, cultural arts organizations, civic promotion organizations, etc.

ANTHROPOLOGY

DEPARTMENT OFFICE

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John D. Wingard

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Karin L. Enstam / Biological Anthropology
Carolyn Epple / Medical and Cultural Anthropology
Adrian Praetzelis / Historical Archaeology
Margaret Purser / Historical Archaeology
Richard J. Senghas / Linguistic Anthropology
John D. Wingard / Applied Anthropology

Programs Offered

Bachelor of Arts in Anthropology
Master of Arts in Cultural Resources Management
Minor in Anthropology
Teaching Credential Preparation
Special Emphasis B.A. in Anthropology
Advisory Plan in Human Development
Advisory Plan in Biological Anthropology
Advisory Plan in Medical Anthropology

Of all the human sciences, anthropology is the broadest and most holistic. Anthropologists study how human beings have come to be as they are, a physically distinct species, communicating through language, adapted to every habitat on earth, and living an amazing variety of lives. As anthropologists have become increasingly engaged with the contemporary world, they have led in the development of a global focus on how culturally different peoples interact and how humans change their customary ways of life.

Anthropology consists of four (some would say five) subdisciplines:

- Biological Anthropology deals with the evolution of the human body, mind, and behavior as inferred through study of fossils and comparisons with behavior of other primate species.
- Archaeology examines our past ways of life through the interpretation of material remains, written records, and oral traditions.
- Cultural Anthropology explores the diversity of existing human ways of life, how they work, how they change, and how they interrelate in the modern world.
- Linguistic Anthropology examines the structure and diversity of language and related human communication systems.

- Applied Anthropology emphasizes how the theories, techniques, and methods of anthropology can be employed to facilitate stability or change and solve problems in real world situations.

For the members of the Sonoma State University anthropology faculty, research and teaching are inseparable. The Anthropology Department encourages both graduate and undergraduate students to meet professional standards of achievement in their work and research. The faculty assists students in developing and executing individual research projects. Students often present the results of their work in professional meetings, juried research publications, and public documents.

Through training in anthropology, students learn of many different cultures throughout the world, how they developed, the significance of their differences, and how they change. Students are thus equipped with a broad perspective for viewing both themselves and others.

Careers in Anthropology

Inevitably, students of anthropology face being asked what they can do with their degree. For professional anthropologists, many of whom are not academics in universities and research institutions, opportunities for employment in government, in the business world, in education, and in social service are surprisingly diverse. For example:

- Cultural anthropologists helped the government of Venezuela to plan an entire new city in a previously little-occupied region. Working for Xerox, cultural anthropologists assist in product development by studying the problems office workers encounter when working with new equipment.
- Archaeologists, while uncovering prehistoric cultivation systems, have suggested how techniques from the past may be re-employed in the present to achieve sustainable agricultural systems. Archaeologists are employed by a host of federal and state agencies charged with locating and preserving sites that contain information about our own prehistoric and historic past.
- Biological anthropologists work in a variety of settings, including medical schools (as anatomists) and medical research facilities (as medical geneticists and physiologists), in crime laboratories (as forensic anthropologists and expert witnesses), and in zoos and nature conservancies (as keepers and students of primates).
- Linguistic anthropologists are active and helpful in the design, evaluation, and implementation of curricula for teaching languages, whether to linguistic minorities who do not speak dominant languages or to those whose linguistic capacities differ. In Nicaragua, the emergence of a new sign language helps us understand how innate human predispositions to acquire language combine with social and cultural factors to produce a new sign language used by deaf Nicaraguans.

- Medical anthropologists interview indigenous peoples on meanings of disease to improve communication and quality of care among traditional healers, Euro-western caregivers, and local care receivers. In major U.S. urban areas, medical anthropologists have helped to create and document the effectiveness of needle exchange programs, reducing the spread of HIV/AIDS, while others have analyzed how stories of disease help individuals reconstruct their lives during and following a debilitating illness.
- Applied anthropologists work for government agencies such as the National Park Service, where their work gives voice to living peoples linked to the parks by tradition, deep historical attachment, subsistence use, or other aspects of their culture; others work for the National Marine Fisheries Service, where they assess the impacts of regulatory policies on fishing communities. Outside government, they work for private firms as in-house experts on social issues of the work place. Cultural anthropologists in many settings contribute to formulating policies, conducting research, and consulting with stakeholder groups.

At a more general level, students of anthropology acquire skill in the formulation of both theoretical and practical questions regarding human life, in collecting and organizing data on many levels of human behavior, and in constructing appropriate interpretations and generalizations based on well thought out procedures. The combination of knowledge about human ways of life and training in analytic skills affords experiences that are crucial to any field dealing with human society and culture. This perspective is invaluable in preparing students for careers either in research professions or in vocations involving human services or planned change. Some of these are: cultural resources management, environmental planning, nursing, teaching, public health administration, business, public relations, law, community development, and international service.

The bachelor of arts in anthropology provides a balanced grounding in the theoretical approaches and the body of knowledge central to the discipline of anthropology. The general major may be modified through a special emphasis in the anthropology major, which provides students with an opportunity to design an individualized course of study emphasizing a particular subfield of anthropology. The minor in anthropology recognizes basic training in anthropology as an adjunct to a major in other subjects.

The department also offers a master of arts degree in cultural resources management. This is a professional field that involves the identification, evaluation, and preservation of cultural resources within legal and planning contexts. The primary objective of the master's program is to produce professionals competent in research design and data collection and analysis, as well as the legal mandates of North American CRM. Program graduates work as historic preservation specialists, environmental planners, and archaeologists for government agencies and as private consultants.

Anthropology Department Resources

Anthropological Studies Center

The department's Anthropological Studies Center provides students with the opportunity to participate in prehistoric and historical archaeology, geoarchaeology, the conservation and analysis of archaeological materials, local and architectural history, and public outreach in the context of grant and contract aided research projects. The center has more than 5,000 square feet of archaeological laboratory and curation facilities and is supported by a professional staff. Internships are offered annually.

Anthropology Laboratory

The department's anthropology laboratory has a computer configured for linguistic applications, including the analysis and transcription of audio and video data. In addition, the department's human skeletal material and fossil cast collections (which include cranial and post-cranial material) are also housed in the anthropology lab and are regularly used in biological anthropology courses. This lab is often used for methods courses.

Other resources include an active Anthropology Club, an ethnographic and primate film library, and computer services.

Anthropology Scholarships

The faculty of the department contributes to an anthropology scholarship, awarded to an undergraduate major on the basis of academic achievement and commitment to the discipline. For further details, contact the department office. The David Fredrickson Research Grant is a competitive award funded by the staff of the Anthropological Studies Center and is offered annually to graduate students in Cultural Resources Management. Contact the ASC for details. The University offers another anthropology scholarship, the Conni Miller Memorial Scholarship. ASC also funds an annual Scholarship in Cultural Resources Management. Contact the Scholarship Office for information.

Bachelor of Arts in Anthropology

Degree Requirements	Units
General education	51
Major core requirements	35
Major electives	5
General electives	29
Total units needed for graduation	120

Note: A maximum of 12 transfer units in lower-division courses can be used to complete the 40-unit anthropology major options and advisory plans.

** Students must earn a C- or better in any course applied to the major.*

Major Core Requirements

Complete two of these introductory courses during the first year in the major:

ANTH 201 Introduction to Biological Anthropology (Fall/Spring) (3)

ANTH 202 Introduction to Archaeology (Fall, even years) (3)

ANTH 203 Introduction to Cultural Anthropology (Fall/Spring) (3)

Complete the following synthesis courses during the first year of upper-division instruction:

ANTH 300 Nature, Culture, and Theory: The Growth of Anthropology (Spring) 4

ANTH 342 Organization of Societies (Fall) 4

Complete one of the following five courses in biological anthropology*: 4

- ANTH 301 Human Fossils and Evolution (4)
- ANTH 302 Biological Basis of Sex Differences (4)
- ANTH 305 Topics in Biological Anthropology (4)
- ANTH 414 Primate Behavior Laboratory (4)
- ANTH 415 Forensic Anthropology Methods (4)

Complete one of the following eight courses in archaeology*: 4

- ANTH 322 Historical Archaeology (4)
- ANTH 325 World Prehistory (4)
- ANTH 326 Topics in Archaeology (4)
- ANTH 327 Archeology of North America (4)
- ANTH 392 Research in California Prehistory (4)
- ANTH 420/421 Archaeology Methods: Lecture (3) and Archaeology Methods: Laboratory (1)
- ANTH 424 Belize Valley Archaeological Reconnaissance Project (4)

Complete one of the following nine courses in cultural analysis and theory or ethnographic areas*: 4

- ANTH 345 Nature and Society: Topics in Anthropology and the Environment (4)
- ANTH 352 Global Issues (4)
- ANTH 354 Quest for the Other: Tourism and Culture (4)
- ANTH 358 Topics in Sociocultural Anthropology (4)
- ANTH 370 Cultures, Illness, and Healing (4)
- ANTH 372 Talk about Feeling Sick: Stories and Metaphors of Illness (4)
- ANTH 378 Skin, Genders, and Technologies (4)
- ANTH 451 Applied Ethnographic Methods (4)
- ANTH 454 Ethnographic Field School (4)

Complete one of the following six courses in linguistic anthropology*: 4

- ANTH 380 Language, Culture, and Society (4)
- ANTH 382 Language Change (4)
- ANTH 383 Language in Sociopolitical Context (4)
- ANTH 384 Topics in Linguistic Anthropology (4)
- ANTH 386 Sign Languages and Signing Communities (4)
- ANTH 480 Studies of Language Use (4)

Complete one of the following seven courses in anthropological methods:** 4

- ANTH 414 Primate Behavior Laboratory (4)
- ANTH 415 Forensic Anthropology Methods (4)
- ANTH 420/421 Archaeology Methods: Lecture (3) and Archaeology Methods: Laboratory (1)
- ANTH 424 Belize Valley Archaeological Reconnaissance Project (4)
- ANTH 451 Applied Ethnographic Methods (4)
- ANTH 454 Ethnographic Field School (4)
- ANTH 480 Studies of Language Use (4)

Complete the following course the spring semester prior to graduation:

- ANTH 491 Working Seminar 1

Total units in major core 35

* At least one such course offered each semester.

** Methods courses are also listed under topical areas. For such courses, students may count the course as EITHER a methods course OR an area course, but not both.

Major Electives

To complete the 40-unit requirement for the major, students must choose the remaining units from other anthropology courses. Anthropology units in internship and the community involvement program may be included.

Total units in major electives 5

Total units in the major 40

Sample Four-year Program for Bachelor of Arts in Anthropology

In this sample study plan, we either recommend specific general education courses or suggest select courses. In the latter case, we introduce them by "e.g." In the major we require an upper-division (u.d.) course in each of the distinct subfields of anthropology, which are archaeology (AR), biological anthropology (BA), linguistic anthropology (LA), and ethnography or cultural analysis (ECA). Specific offerings vary each semester, some occur on alternate years. This sequence and selection of specific courses are suggestive; please see your advisor each semester.

FRESHMAN YEAR:: 32 Units

Fall Semester (16 Units)

- ENGL 101 (A2) (3)
- BIOL 110 (B2) (4)
- GE (C1), e.g., Art 212/ THAR 100 (3)
- ANTH 203 (D1) (3)
- University Elective (3)

Spring Semester (16 Units)

- UNIV 200 (A1) (3)
- PHIL 101 (A3) (3)
- GE (D3) (3)
- ANTH 201 (B3) (3)
- University Elective (4)

SOPHOMORE YEAR:: 30 Units

Fall Semester (15 Units)

- GEOL 105 (B1) (3)
- Math, e.g., 165 (B4) (4)
- GE (C2) (3-4)
- University Elective (4)
- University Elective (3)

Spring Semester (15 Units)

- LING 200 (D5) (3)
- ANTH 341 (D2) (3)
- GE (D4) (3)
- GE (C4) (3)

JUNIOR YEAR:: 30 Units

Fall Semester (15 Units)

- ANTH 342 (4)
- U.D. Anth AR/BA/LA/ECA (4)
- U.D. ANTH AR/BA/LA/ECA (4)
- U.D. GE (3)

Spring Semester (15 Units)

- ANTH 300 (4)
- U.D. ANTH AR/BA/LA/ECA (4)
- U.D. ANTH AR/BA/LA/ECA (4)
- GE (C3) e.g., NAMS 346/ SOC 431 (3-4)

SENIOR YEAR:: minimum of 28 Units

Fall Semester (15-23 Units)

- U.D. GE (3-4)
- ANTH Electives (4)
- ANTH Special Studies (1-4)
- ANTH Internship (1-4)
- GE (E) e.g., ANTH 318/340 (3-4)
- University Elective (3)

Spring Semester (11-16 Units)

- ANTH Electives(3-4)
- ANTH Electives (3-4)
- ANTH Methods (4)
- Anth 491 (1)
- ANTH Special Studies/Internship (1-4)

TOTAL UNITS:: 120

Bachelor of Arts in Anthropology with a Special Emphasis

Degree Requirements	Units
General education	51
Major core requirements	19
Special emphasis courses	12-18
Supporting courses	3-9
General electives	38-53
Total units needed for the degree	120

The special emphasis B.A. in anthropology is designed for students whose academic and/or professional aims are not satisfied by the department's existing degree program. The purpose of the special emphasis major is to provide students with an opportunity to design, in consultation with an advisor, an individualized course of study emphasizing a particular subfield of anthropology, leading to a bachelor of arts degree. In this respect, the program provides students with the option to pursue special intellectual directions in anthropology and to respond to career and employment potentialities.

For example, such directions include linguistic anthropology; applied economic and ecological anthropology; prehistory; human biology; and primate behavior. The special emphasis major consists of 40 units selected from three course areas: 19 units in core courses; 12 to 18 units in special emphasis courses; and 3 to 9 units in supporting courses. All courses are selected in consultation with and approved by a faculty advisor.

Procedures

Students should carefully review their reasons for pursuing the special emphasis major, identify a special interest, and make a tentative selection of courses (application forms are available from the department office). Students should then select appropriate advisors, who will review the proposed program. Upon approval by the advisor, the program will be submitted to the department for action. Special Emphasis Proposals must be submitted to the department for approval prior to the student's senior year. Consultation with the faculty advisor is mandatory. Any changes to an authorized course of study must meet with the advisor's approval.

Course Requirements

Requirements consist of

- core courses,
- special emphasis courses within anthropology, and
- supporting courses from outside anthropology.

Core Courses (18 Units)

Two of the following introductory courses: (6 units)

ANTH 201 Introduction to Biological Anthropology (3)

ANTH 202 Introduction to Archaeology (3)

ANTH 203 Introduction to Cultural Anthropology (3)

History and Theory (4 units)

ANTH 300 Nature, Culture, and Theory: The Growth of Anthropology 4

Cultural Analysis and Theory (4 units)

ANTH 342 Organization of Societies 4

Methods (4 units)

Select 4 units from among the seven courses in anthropological methods listed under major core requirements, on preceding page.

Working Seminar (1 unit)

ANTH 491 Working Seminar 1

Special Emphasis Courses (12 units minimum)

The special emphasis component of the anthropology major must include a minimum of 12 units of special emphasis anthropology courses.

Supporting Courses (3 units minimum)

The supporting course component of the anthropology major must include a minimum of 3 units of courses taken outside the major.

Bachelor of Arts in Anthropology: Advisory Plans

Advisory Plan in Human Development

This advisory plan, a 40-unit major including a minimum of 11 units of supporting subjects, is designed for students interested in public service concerned with program planning, administration, education, and/or care of infants, children, adolescents, or the elderly in multicultural or cross-cultural settings. It gives students a broad background in anthropological, sociological, and psychological perspectives on human development across the life span in its various familial, social, and cultural contexts. (See "Advisory Plan in Human Development," available in the Anthropology Department office, for course requirements.)

Advisory Plan in Biological Anthropology

This advisory plan, a 40-unit major including 10 units of supporting subjects, is designed for students interested in M.A. or Ph.D. level graduate work in biological anthropology including work in forensic anthropology. The biology courses constitute the core requirements for a minor in biology; other courses in biology should be selected in accord with more specific interests. (See "Advisory Plan in Biological Anthropology," available in the Anthropology Department office, for course requirements.)

Advisory Plan in Medical Anthropology

This advisory plan entails a 40-unit major including a minimum of 8 units of supporting subjects. The B.A. emphasis complements health professions programs and provides a basis for work in health planning, public health, community organizing, and cross-cultural public service and nonprofit agencies. The plan of study also prepares students for graduate work in cultural and medical anthropology, cultural studies, and health professions. (See "Advisory Plan in Medical Anthropology," available in the Anthropology Department office, for course requirements.)

Minor in Anthropology

The anthropology minor consists of 20 units chosen by the student in consultation with a faculty advisor. Students must earn a C- or better in any course applied to the minor.

Teaching Credential Preparation

The Anthropology Department participates in a teacher preparation program that certifies the subject matter competence in social sciences required for entry into a teaching credential program and exempts the student from taking the Praxis II Subject Assessment Examination in the social sciences. Anthropology majors interested in seeking a general elementary credential may demonstrate subject matter competence by passing the Praxis II Multiple Subject Assessment for Teachers. For more information, contact Miriam Hutchins, School of Social Sciences, (707) 664-2409.

Master of Arts in Cultural Resources Management

The master of arts in cultural resources management (CRM) involves the identification, evaluation, and preservation of cultural resources, as mandated by cultural resources legislation and guided by scientific standards within the planning process. A goal of the master's program in cultural resources management is to produce professionals who are competent in the methods and techniques appropriate for filling cultural resources management and related positions, and who have the theoretical background necessary for research design and data collection and analysis.

Persons with an M.A. in CRM will be qualified to hold positions within the United States and its territories. Some individuals will also be qualified to serve outside of the United States in an advisory capacity in establishing and managing cultural resources management programs within environmental protection and preservation contexts of other nations.

The CRM program emphasizes:

1. Experience in developing projects and programs in cultural resources management.
2. Experience in conducting analyses of archaeological, linguistic, and sociocultural data for purposes of assisting public and private sectors in the implementation of environmental protection and historic preservation legislation.
3. Training in the professional traditions of inquiry within anthropology and history to enable the student to assess the research significance of archaeological and ethnohistoric resources.
4. Experience with anthropological techniques of field and laboratory analysis, and archival and museum preparation.
5. Experience with existing cultural resources management data-keeping facilities.

Students in the program, under the supervision of a primary faculty advisor, develop a plan of study and thesis project that reflects their special interest in cultural resources management. In addition, students are encouraged to present the results of their work and research in professional meetings, research publications, and public documents.

Facilities and Faculty

The department's Anthropological Studies Center houses an archaeology laboratory and a cultural resources management facility. ASC maintains collections of artifacts, archaeological site records and maps, photographs, manuscripts and tapes, and a specialized research library. The Anthropological Studies Center website can be found at www.sonoma.edu/projects/asc/. The Northwest Information Center, an adjunct of the State Office of Historic Preservation, manages historical records, resources, reports, and maps; supplies historical resources information to the private and public sectors; and compiles and provides a referral list of qualified historical resources consultants. In addition to archaeologists and other anthropologists, participating faculty in the CRM program include historians, biologists, geographers, soil scientists, and geologists.

Requirements for the Degree

The design of the course of study as a 2 1/2-year program presumes that students are full-time and not working. Experience with the program so far indicates that working students cannot successfully carry full graduate loads; consequently, it takes three years or more for working students to complete our program of study.

ANTH 500 Proseminar	4
HIST 472 California History I	4
ANTH 502 Archaeology: History and Theory	3
ANTH 503 Seminar in Cultural Resources Management	3
ANTH 592 Praxis in National Register of Historic Places	2
ANTH* 596/597 Internships	3
ANTH 599A/B Thesis	4
Supporting Courses	7
Total units in the CRM degree	30

** Internships are decided upon by discussion between the student and his or her advisor. Students will normally take both on-campus and off-campus internships. On-campus internships are available at the Cultural Resources Facility, the Interpretive and Outreach Services Office, the Northwest Information Center, and the Archaeological Collections Facility and Ethnography Lab. Off-campus agencies include the State Office of Historic Preservation, the National Park Service, the Sonoma County Museum, and many others.*

Admission to the Program

Applications must be submitted separately in the fall to the Anthropology Department and to the Office of Admissions and Records for possible acceptance into the program the following academic year. Consult with the program's graduate coordinator for departmental requirements and submissions, as updated in the fact sheet Admission to the Cultural Resources Management Program in Conditionally Classified Status. While archaeology is a focus, the program emphasizes CRM as an interdisciplinary profession. Students with degrees in history, geography, and planning, as well as anthropology, are frequently accepted.

Anthropology Courses (ANTH)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments.

201 INTRODUCTION TO BIOLOGICAL ANTHROPOLOGY (3) FALL, SPRING

An introduction to the evolutionary biology of human and nonhuman primates; evolutionary perspectives on form and function, behavior, population, and social structure. Focused on reconstructing human evolution and explaining human adaptations. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Completion of, or concurrent enrollment in, BIOL 110 or 115 is recommended. CAN ANTH 2.

202 INTRODUCTION TO ARCHAEOLOGY (3) FALL, EVEN YEARS

An introduction to archaeology as a method of inquiry, the course seeks to answer the question "How do archaeologists know what they know?" Topics include: history of archaeology, how archaeologists get a date (chronology), field and laboratory methods, relationship between method and theory, and "scientific" and humanistic approaches to the interpretation of data.

203 INTRODUCTION TO CULTURAL ANTHROPOLOGY (3) FALL, SPRING

Examination of the anthropological approach to the study of human behavior. Exploration of human dependence on learned, socially transmitted behavior through consideration of ways of life in a broad range of societies. Satisfies GE, category D1 (Individual and Society). CAN ANTH 4.

Note: Upper-division standing is a prerequisite for 300-level and 400-level courses.

300 NATURE, CULTURE, AND THEORY: THE GROWTH OF ANTHROPOLOGY (4) SPRING

The nature of science, disciplinary inquiry, and the changing intellectual, institutional, and material context of the development of anthropology in the modern world. Identification of significant issues, schools of thought, and historic persons. Training in scholarly procedure, library research, bibliography, and professional format and style. Prerequisites: At least one of the following: ANTH 201, 202, 203 and upper-division standing, or consent of instructor. (ANTH 342 recommended.)

301 HUMAN FOSSILS AND EVOLUTION (4) SPRING, EVEN YEARS

In this course we review 1) the processes of speciation and adaptive radiation; 2) the principles of taxonomic classification of species into higher level groupings; 3) the geological time scale and principles of geologic dating of fossils. Using this background, we review the fossil evidence for human evolution in Africa, Asia, and Europe during the Pliocene-Pleistocene epochs. The fossil evidence is treated in temporal, geological, and geographic contexts. The primary focus is on the evolutionary implications of the fossil evidence for understanding the evolution of human bodies and behavior. Implications for the emergence of modern human races are also considered. Prerequisite: ANTH 201 for ANTH majors; ANTH 201 or BIOL 110 or 115 for non-majors, upper-division standing, or consent of instructor.

302 BIOLOGICAL BASIS OF SEX DIFFERENCES (4) SPRING, ODD YEARS

An examination of the current theoretical frameworks for explaining the evolution of sex differences in humans. Issues addressed include: evolution of behavior; sex differences in morphology and behavior; ecological basis of sex differences; and sex differences in hominin evolution. Prerequisites: Anth 201 for ANTH majors; ANTH 201 or BIOL 110 or 115 for non-majors, upper-division standing, or consent of instructor.

305 TOPICS IN BIOLOGICAL ANTHROPOLOGY (4) OCCASIONAL OFFERING

In-depth examination of a specific topic within biological anthropology. Topics vary with each offering and might include: history of biological anthropology, human behavioral ecology, biology of beauty, human variation, and evolution of human and/or primate social behavior. May be repeated for credit with permission of chair if topic differs. Prerequisites: for ANTH majors: Anth 201; for non-majors: ANTH 201 or BIOL 110 or 115, upper-division standing, or consent of instructor.

318 HUMAN DEVELOPMENT: SEX AND THE LIFE CYCLE (3) SPRING

An examination of developmental and evolutionary aspects of human reproductive biology and behavior from fetal through adult stages. Topics might include: sexual selection and life history perspectives on fetal sex differentiation; gender identity; sex role development; puberty and secondary sexual characteristics; and mate choice. Satisfies GE, category E (The Integrated Person). Prerequisite: for ANTH majors: ANTH 201; for non-majors: ANTH 201 or BIOL 110 or 115 and upper-division standing or consent of instructor. Occasionally cross-listed as HD 318.

322 HISTORICAL ARCHAEOLOGY (4) SPRING, EVEN YEARS

Introduction to the history, methods, and issues of the field of historical archaeology. Extensive readings provide examples of archaeology from post-1300s contexts in North America, Africa, Australia, and Latin America. Topics covered range from archaeological approaches to ethnic, gender, and class diversity to the study of large-scale processes of colonialism, industrialism, and global expansion. Broader issues discussed include the relationships between history and anthropology, the cross-cultural impact of European expansion, and the development of contemporary industrial societies. Prerequisites: upper-division standing or consent of instructor.

325 WORLD PREHISTORY (4) FALL, EVEN YEARS

A global survey of the human past from the earliest evidence of tool use to the emergence of stratified urban societies. Emphasis is on the complex diversity of past lifeways, including the reconstruction of human social and material life, the development of different social systems, and connections between societies and their physical environment. Limited discussion of relevant archaeological methods of reconstruction and analysis. Prerequisites: upper-division standing or consent of instructor.

326 TOPICS IN ARCHAEOLOGY (4) OCCASIONAL OFFERING

Topics vary with each offering; may be repeated for credit with permission of chair. Possible topics might include: environmental adaptation in foraging groups, Holocene transition studies, early food production, emergent cultural complexity, technological innovation and change, regional studies, materials analysis, and geoarchaeology. Prerequisite: upper-division standing or consent of instructor.

327 ARCHAEOLOGY OF NORTH AMERICA (4) FALL, ODD YEARS

This course is a broad survey of the regions, periods, and issues relevant to the study of the North American archaeological record. Topics range from the human settlement of the hemisphere, and the many diverse cultural histories of the continent, through the development of key cultural components such as trade and exchange networks, food production systems, and urban societies, to the increasing impact of cultural resource legislation and the views and interests of modern indigenous populations on contemporary archaeological practice. Prerequisites: upper-division standing or consent of instructor.

340 LIVING IN A PLURALISTIC WORLD (3) FALL, SPRING

A comparative exploration of the major differences in human experience and life cycle on the level of the individual and the community in three major cultures of the world, one of which will be the culture(s) of the United States. Not applicable to the Cultural Analysis and Theory core requirement for the anthropology major. Satisfies upper-division GE, category E (The Integrated Person). Prerequisites: upper-division standing or consent of instructor.

341 EMERGENCE OF CIVILIZATIONS (3) FALL, SPRING

A presentation of theory and data related to the development and characteristic features of civilization. Such crucial issues as the domestication of plants and animals, the appearance of stratified societies, the emergence of urban life, the emergence of literacy and its implications for thought, and the emergence of the state will be addressed from a comparative perspective. The course takes a global approach to these topics, covering materials from Southwest Asia, Africa, the Mediterranean, and North, Central, and South America. Satisfies upper-division GE, category D2 (World History and Civilization). Prerequisites: upper-division standing or consent of instructor.

342 ORGANIZATION OF SOCIETIES (4) FALL

Intensive in-class discussions of ethnographies from several different cultures. Discussions will address key issues in cultural analysis, cross-cultural comparison, and a holistic examination of culture. Students are encouraged to think critically and interpretively about the organization and practices of the cultures under review. Prerequisites: ANTH 203 or SOCI 201, upper-division standing or consent of instructor.

345 NATURE AND SOCIETY: TOPICS IN ANTHROPOLOGY AND THE ENVIRONMENT (4) FALL, EVEN YEARS

Using the methods of anthropology, this course will focus on the study of environmental issues. The course will cover the history of anthropological approaches to the environment. Selected topics such as human ecology, historical ecology, natural resource management, environmental justice, and environmentalism will be announced in the semester schedule. May be repeated for credit. Prerequisites: upper-division standing or consent of instructor.

352 GLOBAL ISSUES (4) SPRING

This course will explore anthropological perspectives on global issues. The course will include a brief introduction to the theoretical frameworks developed in the discipline for studying issues that impact humanity on a global scale. Possible topics may include: globalization, global capitalism, global climate change, international development, population movements such as international migration and diasporas, global impacts of diseases such as HIV/AIDS and SARS. Topics will vary with each offering; may be repeated for credit with consent of instructor. Prerequisites: upper-division standing or consent of instructor.

354 QUEST FOR THE OTHER: TOURISM AND CULTURE (4) FALL, ODD YEARS

Examines the nature of tourism as a social and economic force. Different forms of tourism (eco, ethnic, heritage, mass, and elite) will be assessed both in terms of impacts on host cultures and their environments, as well as tourists themselves. Case studies illustrate the positive and negative impacts of tourism as an agent of culture change. Prerequisites: upper-division standing or consent of instructor.

358 TOPICS IN SOCIOCULTURAL ANTHROPOLOGY (4) OCCASIONAL OFFERING

In-depth examination of a specific topic within sociocultural anthropology. Topics vary with each offering and might include: medical anthropology, economic anthropology, political anthropology or issues such as homelessness, social capital, or community. May be repeated for credit if topics vary. Prerequisites: ANTH 203 or ANTH 340 and upper-division standing or consent of instructor.

370 CULTURES, ILLNESS, AND HEALING (4) FALL

This course ponders several questions central to the study of healing, wellness, and disease in one's own and other cultures. We explore what is meant by illness, explanatory models of disease, cross-cultural approaches to illness and healing, and how caregivers and care receivers often have different understandings and expectations of what disease and healing mean. We also explore current issues relating to health and illness, such as the influences of gender, globalization, and ethnicity in receiving and giving care, and current disease topics. Prerequisites: ANTH 203 and upper-division standing or consent of the instructor.

372 TALK ABOUT FEELING SICK: STORIES AND METAPHORS OF ILLNESS (4) SPRING, ODD YEARS

Severely ill individuals often remake a sense of their lives and their selves through the stories, or narratives, they tell about the disease. These stories, in turn, reveal key metaphors about how a culture thinks about bodies, diseases, and healing. By using selected narratives, we obtain a glimpse into how individuals experience threatening diseases, and better grasp how metaphors of shame, mind/body duality, and healing shape disease experiences in several cultures. Prerequisites: ANTH 203 and upper-division standing or consent of instructor.

378 BODILY CONSTRUCTS: GENDERS AND TECHNOLOGIES (4) SPRING, EVEN YEARS

The course focuses on topics that help us gain new insights into how bodies are constructed cross-culturally and what these constructions reveal about societies. Topics include embodiment theory, or how social disorder is manifest in individual bodies; how gender meanings and categories vary within and between cultures; and how current reproductive and other medical technologies reveal Euro-Western ideologies. Topics may vary. Prerequisites: ANTH 203 and upper division standing or consent of instructor.

380 LANGUAGE, CULTURE, AND SOCIETY (4) FALL, ODD YEARS

A survey of basic issues concerning language as a part of human behavior; the symbolic nature of human communication; language as an interpretive model for culture; the social nature of language; the psychobiological bases of language and its acquisition; human and nonhuman communicative behavior; verbal and nonverbal communication. Prerequisite: ANTH 203 and upper-division standing, or consent of instructor.

382 LANGUAGE CHANGE (4) SPRING, ODD YEARS

Survey of the distribution of the world's languages and language families, with discussion of language evolution, and areal, genetic, and typological classifications of languages. Study of the languages in contact and the processes of language change, with attention given to the history of writing systems and to writing as a source of evidence for the reconstruction of linguistic change. Prerequisite: ANTH 203 and upper-division standing, or consent of instructor.

383 LANGUAGE IN SOCIOPOLITICAL CONTEXT (4) FALL

Focus on such topics as language attitudes, political power and linguistic equality, language and sociopolitical institutions, and language planning. Practical introduction to the insights offered by discourse analysis to the study of language varieties reflected in particular geographical regions and by members of particular social classes/groups. Cross-listed as LING 432. Prerequisites: upper-division standing or consent of instructor.

384 TOPICS IN LINGUISTIC ANTHROPOLOGY (4) OCCASIONAL OFFERING

Topics may include: language acquisition, ideology, policy, revitalization, evolution, creolization and language contact, semantics and pragmatics, and sociolinguistics. Topics vary with each offering. Prerequisite: upper-division standing or consent of instructor.

386 SIGN LANGUAGES AND SIGNING COMMUNITIES (4) SPRING, EVEN YEARS

Focus is on sign languages used in deaf communities around the world with an emphasis on three themes: (a) language as a system, (b) language in cultural and social context, and (c) language relationships in space and time. No previous knowledge of sign language is required. Prerequisites: LING 200 or upper division standing, or consent of instructor.

392 RESEARCH IN CALIFORNIA PREHISTORY (4) SPRING, ODD YEARS

A seminar offering an introduction and survey of a specific topic in California prehistory, emphasizing method and theory. Specific topics include regional culture history, subsistence and settlement, trade and exchange, prehistoric technology, gender systems, religious systems, and sociopolitical organization. Prerequisites: upper-division standing or consent of instructor.

395 COMMUNITY INVOLVEMENT PROGRAM (1-3) FALL, SPRING

An experience involving the application of anthropological method and theory to community service work. Requirements: Approval of a project of anthropological relevance, a minimum of 30 hours per unit of credit in the actual working situation, regular consultation with a faculty sponsor, and a paper to be determined by the student and faculty member in charge. Prerequisites: upper-division standing, major status and consent of instructor.

396 EXPERIMENTAL COURSES (1-3)

399 STUDENT-INITIATED COURSE (1-3) FALL AND/OR SPRING

Student-initiated and student-instructed courses on topics that enrich or extend current departmental offerings. Cr/NC only.

400 ANTHROPOLOGY PRAXIS (1-3) FALL AND/OR SPRING

Supervision and assessment of curriculum development and application for students in instructional or faculty/adjunct roles. May be repeated once for credit.

414 PRIMATE BEHAVIOR LABORATORY (4) FALL, ODD YEARS

Combined lecture/laboratory course for students interested in studying primate behavior. Course will include an in-depth survey of the primates, emphasizing one or more of the following topics: socioecology, social organization, behavioral ecology, evolution of primate behavior. Students will also learn methods used in studying, describing, and analyzing primate behavior. Laboratory consists of direct observations of local fauna and captive primates at Bay Area Zoos. Prerequisites: ANTH 201 for ANTH majors; ANTH 201 or BIOL 110 or 115 for non-majors and upper-division standing or consent of instructor.

415 FORENSIC ANTHROPOLOGY METHODS (4) FALL, EVEN YEARS

Combined lecture/laboratory course for students interested in the principles and techniques used in the application of forensic anthropology. Topics covered in this course include estimating time since death, determining age, sex, stature, and ancestry, and identifying the effects of trauma and pathology on bones. Examination of forensic anthropology case studies. Prerequisites: ANTH 201 for ANTH majors; ANTH 201 or BIOL 110 or 115 for non-majors, upper-division standing or consent of instructor.

420 ARCHAEOLOGY METHODS: LECTURE (3) SPRING, ODD YEARS

Basic methods of archaeological reconnaissance, excavation, and laboratory analysis. Class time is divided between lecture/discussions, survey and excavation on local archaeological sites, and processing and analyzing excavated collections of artifacts. Prerequisites: concurrent enrollment in ANTH 421 and upper-division standing or consent of instructor.

421 ARCHAEOLOGY METHODS: LABORATORY (1) SPRING, ODD YEARS

Prerequisite: concurrent enrollment in ANTH 420.

424 BELIZE VALLEY ARCHAEOLOGICAL RECONNAISSANCE PROJECT (4) SUMMER

A field school designed to introduce undergraduate students to archaeological fieldwork in the Maya lowlands of Belize. The project has a regional focus with a principal objective of studying the changes in settlement patterns and site relationships over time. Specific site focus and particular techniques taught may change from season to season. The curriculum focuses on instruction in archaeological field practice including excavation, data recording, artifact processing, and mapping. A particular focus of the project is the use of Global Positioning System, remote sensing, and Geographic Information Systems in archaeological analysis. The field school is offered in two four-week sessions. The first session typically begins the first Sunday in June and the second session typically begins the first Sunday in July. Sonoma State University is responsible for the instructional component of the field school. BVAR in Belize provides room, weekday board, and travel necessary to the project within Belize. Students pay a fee directly to BVAR for these services. This fee is subject to change. May be repeated for credit.

451 APPLIED ETHNOGRAPHIC METHODS (4) SPRING

This is an applied research course designed to link theory, field research, data collection, and service learning in the local community. This will include research design, data collection and analysis, and final report preparation and presentation. Other topics covered include: historic overview of the development of applied anthropology; the uses and roles of anthropology outside academia; survey of professional practice including ethical considerations; state of the job market; techniques for career preparation; and issues of generalization vs. specialization. May be repeated for credit. Prerequisite: ANTH 201 or 203, upper-division standing or consent of instructor.

454 ETHNOGRAPHIC FIELD SCHOOL (4) SUMMER

A field school designed to help students develop their ethnographic field work skills, especially rapid appraisal techniques in an applied setting. Students will learn how to design and carry out a research project utilizing such skills as participant observation, interviewing, and data analysis. Students will be required to write a report based on their research and experiences. Contact department for more information. May be repeated for credit. Prerequisites: upper-division standing or consent of instructor.

480 STUDIES OF LANGUAGE USE (4) FALL, EVEN YEARS

Application of methods and procedures used in the investigation of communication in natural contexts. Topics include: research ethics, problem formation, research design, basic data gathering techniques and strategies (with an emphasis on linguistic approaches), quantitative and qualitative data analysis, and report writing. May be repeated once for credit. Prerequisites: upper-division standing or consent of instructor.

490 TOPICAL SEMINARS IN ANTHROPOLOGY (1-4) OCCASIONAL OFFERING

May be repeated for credit if topic differs. Prerequisite: senior standing or consent of instructor.

491 WORKING SEMINAR (1) SPRING

The focus of the seminar may vary, but the class will comprehensively address the four goals of the anthropology major—comparative perspective, four-field coverage, integration of the four field approach, and ethical awareness—through discussion of areas of special interest to the department faculty. Projects and activities will be designed that will require students to demonstrate their mastery of curricular goals as outlined in the department's assessment program. Majors are strongly encouraged to enroll during their final spring semester prior to graduation. Prerequisites: senior standing and consent of instructor.

495 SPECIAL STUDIES (1-4) FALL, SPRING

During the first week of the semester, students interested in special studies in anthropology must submit a written proposal and an outline of projected work to a faculty sponsor for approval. Each unit of credit requires a minimum of 45 hours of work per semester (3 hours per unit per week), including regular consultation with an evaluation by the faculty member in charge. Prerequisite: ANTH 201 or 203; or an appropriate upper-division course in anthropology; or an upper-division course relevant to the proposed topic from another discipline.

496 AGENCY INTERNSHIPS (1-3) FALL, SPRING

Students in the intern program have an opportunity to apply anthropological theory and methods to a variety of situations in public and private agencies. Internships require faculty approval, a minimum of 45 hours of work per unit per semester, including regular consultation with the faculty sponsor. While these internships are usually overseen by supervisors in off-campus agencies who report to faculty supervisors, opportunities in field archaeology and archaeological collections management are regularly available on campus at the Anthropological Studies Center. Cr/NC only. May be repeated for credit. Prerequisites: upper-division standing or consent of instructor.

496A INTERNSHIP IN ARCHAEOLOGY (2-3) SPRING

Students will team with staff of SSU's Anthropological Studies Center to perform, for example, pre-field research, recognize and record archaeological sites, use GPS equipment, make computer-generated maps, and complete state record forms. Activities will vary depending on available projects. Internships require a minimum of 45 hours of work per semester per unit, including regular consultation with faculty sponsor. Cr/NC only. Prerequisite: consent of instructor.

497 ANTHROPOLOGY INTERNSHIPS (1-3) FALL, SPRING

Students in the intern program have an opportunity to apply anthropological theory and methods to a variety of situations in public and private agencies. Internships require faculty approval and a minimum of 45 hours of work per unit per semester, including regular consultation with, and evaluation by, the faculty sponsor. Cr/NC only. May be repeated for credit. Prerequisite: upper-division standing or consent of instructor.

Graduate Courses

500 PROSEMINAR (4) FALL

Introduction to research methodology in the social sciences; research design and implementation; use of library and archival materials; editorial review of writing; and guide to preparation of professional anthropological papers. Prerequisite: admission into Cultural Resources Management Program or consent of instructor.

502 ARCHAEOLOGY: HISTORY AND THEORY (3) SPRING, EVEN YEARS

The rise of archeological theory with emphasis on the range of theoretical approaches taken by archaeologists and the nature of archaeological problem solving in theory and practice. Prerequisite: graduate status or consent of instructor.

503 SEMINAR IN CULTURAL RESOURCES MANAGEMENT (3) FALL, ODD YEARS

Who owns the past and who has the right to manage it? Review of legislation pertinent to the inventory, evaluation, and treatment of archaeological sites, historic buildings, and places that are important to Native Americans and others. Emphasis is placed on process of evaluation according to legal guidelines including CEQA, the Section 106 Process, and the National Register of Historic Places. Prerequisite: graduate standing or consent of instructor.

578 PROJECT CONTINUATION (1-3) FALL, SPRING

Designed for students working on their thesis or master's project but who have otherwise completed all graduate coursework toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree.

Prerequisite: permission of the graduate coordinator. Cr/NC only.

590 ADVANCED SEMINARS IN ANTHROPOLOGY (1-3) FALL, SPRING

In-depth consideration of specific anthropological, applied anthropology, or anthropologically related topics. Topics will vary from semester to semester. Prerequisite: graduate standing or consent of instructor.

592 PRAXIS IN NATIONAL REGISTER OF HISTORIC PLACES (2) SPRING, EVEN YEARS

This hands-on course will introduce students to the process by which historic buildings are recorded and evaluated for eligibility to the NRHP. Classes will cover basic wood-frame construction techniques, basic architectural description, and how to undertake focused historical research in official records. Students will learn to identify and describe a historic building, document it using photographs, plans, and detailed drawings, and reconstruct its history. Prerequisite: graduate standing or consent of instructor. Grade only.

595 SPECIAL STUDIES (1-4) FALL, SPRING

During the first week of the semester, students interested in special studies in anthropology must submit a written proposal and an outline of projected work to a faculty sponsor for approval. Each unit of credit requires a minimum of 45 hours of work per semester, which includes regular consultation with, and evaluation by, the faculty member in charge. Prerequisites: graduate standing and consent of supervising instructor and department chair.

596 AGENCY INTERNSHIPS (1-3) FALL, SPRING

Students will have an opportunity to apply anthropological theory and methods and/or cultural resources management procedures as interns with public and private agencies. Internships require faculty approval, and a minimum of 45 hours of work per unit per semester, including regular consultation with the faculty sponsor. This internship is usually overseen by supervisors in off-campus agencies who report to faculty supervisors. Cr/NC only. May be repeated for credit.

596A INTERNSHIP IN ARCHAEOLOGY (2-3) SPRING

Students will team with staff of SSU's Anthropological Studies Center to perform, for example, pre-field research, recognize and record archaeological sites, use GPS equipment, make computer-generated maps, and complete state record forms. Activities will vary depending on available projects. Internships require a minimum of 45 hours of work per semester per unit, including regular consultation with faculty sponsor. Cr/NC only. Prerequisite: graduate standing and consent of instructor.

596B INTERNSHIP IN CULTURAL RESOURCES MANAGEMENT (2-3) FALL

Students will team with staff of SSU's Anthropological Studies Center to get intensive, hands-on experience in carrying out CRM projects, including: responding to requests for proposals, assessing the legal context of their work, budgeting, field logistics, cultural resources inventory, mapping, and report writing. Internships require a minimum of 45 hours of work per semester per unit, including regular consultation with faculty sponsor. Cr/NC only. Prerequisite: graduate standing and consent of instructor.

596C INTERNSHIP IN INFORMATION MANAGEMENT (2-3) FALL, SPRING

Students will team with staff of the Northwest Information Center to get intensive instruction in and experience with a variety of archival and research-based information, and a range of data management techniques relevant to current practices in cultural resources management and historic preservation in the regulatory context. Internships require a minimum of 45 hours of work per semester per unit, including regular consultation with faculty sponsor. Cr/NC only. Prerequisite: graduate standing and consent of instructor.

597 ANTHROPOLOGY INTERNSHIPS (1-3) FALL, SPRING

Students will have an opportunity to apply anthropological theory and methods and/or cultural resources management procedures as interns with public and private agencies. Internships require faculty approval, and a minimum of 45 hours of work per unit per semester, including regular consultation with and evaluation by the faculty sponsor. Cr/NC only. May be repeated for credit. Prerequisite: graduate standing and consent of instructor.

598 TEACHING ASSISTANT IN ANTHROPOLOGY (1-3) FALL AND/OR SPRING

Provides experience by assisting the instructor in an anthropology course. Open only to advanced students for specific anthropology courses approved by the department. Prerequisites: graduate standing and consent of instructor.

599A/B THESIS (2, 2) FALL, SPRING

Planning and execution of a research program culminating in the completion of a thesis (4 units maximum for 599A plus B). Prerequisite: filing an Advancement to Candidacy form, which requires completion of a thesis prospectus in Special Studies 595 (1) and formation of the student's graduate committee.

APPLIED ARTS

PROGRAM ADVISORS AND OFFICES

Jeff Langley / Performing Arts
Ives Hall 207
(707) 664-4404

Tim Wandling / English Department
Nichols Hall 362
(707) 664-2140

Stephen Galloway/ Art Department
Art Building 128
(707) 664-2364

Program Offered

Minor in Applied Arts

The applied arts curriculum provides practical and theoretical training in at least three of the following arts areas: art, English (with an emphasis on creative writing), music, and theatre arts (drama and/or dance). The minor is intended for students interested in acquiring a broad background in the arts, but is particularly appropriate for liberal studies majors who intend to complete the Multiple Subject Credential Program. The applied arts minor provides these students with practical skills appropriate to their future work as classroom teachers at the elementary grade level.

Minor in Applied Arts

The minor in applied arts consists of 18 units. At least 6 of these units must be upper division. To fulfill the minor, students are expected to complete 9 units of activity courses (3 units in each of three fields selected from art, English, music, and theatre arts), as well as a concentration consisting of 9 additional units in one of three fields.

Activity Courses

Select three fields from the following four (art, English, music, and theatre arts) and complete 3 units in each field selected.

Art

ARTS 202-298 (Any beginning-level faculty-instructed studio course) 2-4

English

ENGL 342 Children's Literature 3

One literary genre course selected from the following: 3

ENGL 367 Introduction to Short Story (3)

ENGL 369 Introduction to Poetry (3)

ENGL 371 Introduction to Novel (3)

ENGL 373 Introduction to Drama (3)

Music

MUS 400 Music for the Classroom 2

Any combination of the following, to total 3 units: 3

MUS 105 Fundamentals (3)

MUS 325 SSU Chorus (1-2). May be repeated for credit. **or**

MUS 327 Symphonic Wind Ensemble (2)

MUS 115/415 Class Instruction in Voice (1)

MUS 118/418 Class Instruction in Guitar (1)

Theatre Arts

THAR 101 Making Theatre 3

THAR 300 Theatre in Action 3

THAR 460 Drama for Children 2 and

THAR 120 Acting: Fundamentals 2

THAR 470 Dance for Children 2 and

THAR 110 Dance Fundamentals 1

Total units in activity courses 9

Concentration Courses

To earn the minor in Applied Arts, students must also complete a 9-unit concentration in one of the three fields previously selected. The following are concentration courses:

Art

ARTS 400 Art in the Classroom 3

ARTH 210 or 211 Introduction to Art History 3

ARTS Additional activity courses 3

English

Any three upper-division creative writing courses, including at least two genres, and ENGL 342 if not taken previously.

Music

MUS 400 Music for the Classroom 3 (if not taken previously)

MUS 250A Survey of Western Music - Ancient World to 1750 3

MUS 250B Survey of Western Music - 1750 to present 3

MUS 350 Survey of World Music 3

MUS 323 Chamber Singers 2

MUS 324 Sonoma County Bach Choir 1-2

MUS 325 SSU Chorus 1-2

MUS 326 Classical Guitar Ensemble 1-2

MUS 327 Symphonic Wind Ensembles 1-2

MUS 329 Chamber Music Ensembles 1-2

MUS 330 Music Theatre Production 1-3

MUS 379 Contemporary Jazz Ensemble 1-2

MUS 391 Concert Jazz Ensemble 1-2

Theatre Arts

THAR 102 Introduction to the History of Drama and Dance: Origins to 1800 3

THAR 103 Introduction to the History of Drama and Dance: 1800 to the Present 3

THAR 300 Theatre in Action 3

THAR 301 Dance Ensemble 3

THAR 302 Drama Ensemble Workshop 3

THAR 110 Dance Fundamentals 1

THAR An appropriate selection of technique courses chosen in consultation with an advisor 3

Total units in concentration 9

Total units in minor 18

Students embarking on the applied arts minor are expected to develop and file a contract indicating the courses they wish to take to fulfill the minor. Certain course substitutions to the above-stated requirements may be allowed with sufficient justification and approval of the student's advisor and department chair, both of whom will be members of the department of the student's concentration.

ART AND ART HISTORY

DEPARTMENT OFFICE

Art Building 128
(707) 664-2364
www.sonoma.edu/art/

DEPARTMENT CHAIR

Stephen Galloway

ADMINISTRATIVE COORDINATOR

Celeste Lerat

Faculty

Stephen Galloway

William Guynn

Nathan Haenlein

Kurt Kemp

Susan McKillop

Susan Moulton

Jann Nunn

Mark Perlman

Gregory Roberts

Michael Schwager

Jennifer Shaw

Programs Offered

Bachelor of Arts in Art History

Bachelor of Arts in Art: Studio Concentration

Bachelor of Fine Arts: Studio Concentration

Minor in Art

Studio concentration

Art History concentration

Film Studies

Career Minor in Arts Management

Teaching Credential Preparation

Master of Arts through Interdisciplinary Studies

Majors pursue studies leading to the bachelor of arts degree in art history or the bachelor of arts degree in art with a studio concentration. A film history concentration is available in the art history degree. Within the art studio concentration emphases are available in painting, printmaking, photography, works on paper, sculpture, and ceramics. Minors in art history, film studies, studio art, and arts management are also available. A program for students working toward a teaching credential is included within the curriculum and available through the Education Department. Several art and film history courses meet general education requirements.

Designed specifically for the pursuit of art practices and the study of art history, film history, and arts management, the department facilities are located in one of the best equipped physical plants in the country. The programs are directed by a faculty of professional artists and scholars dedicated to their students and to the pursuit of their own creative and scholarly work. Students also have access to developing new technologies in a number of areas.

It is the departmental philosophy that a grasp of the history and theory of art is indispensable for the studio major and that creative activity is invaluable to the student of art history.

Art history is an interdisciplinary program within the department, with a core of period and survey courses that provide an integrative investigation of art and culture using both traditional and new approaches and technologies. The curriculum provides a broad overview of traditional European contributions, an introduction to the arts outside the European tradition, familiarity with historical methodology and research, including online and electronic sources, and critical thinking. Our core is enhanced by periodic offerings of specialized upper-division classes that have included in-depth studies of artists, themes, and post-modern theory, and of current issues, such as gender and multiculturalism. As a demonstration of mastery of skills and knowledge in the field, art history requires students to write a senior thesis, which indicates original research or interpretation. With prior approval of the faculty, students may write a more elaborate honors thesis in place of the senior thesis. Students are strongly encouraged to develop competency in at least one foreign language.

The film emphasis in art history situates film studies within the art historical discipline. It describes the historical development of the film medium and examines distinct traditions of filmmaking, Western and non-Western. The film emphasis acquaints students with basic film theory and analysis, offers more focused courses on specific topics, and allows students to explore various approaches to the study of the medium through courses in other departments. As a demonstration of mastery of skills and knowledge in the field, the film emphasis requires students to write a senior thesis, which is an original piece of research and interpretation.

The art studio curriculum is designed to develop the ability to create, analyze, interpret, and evaluate art. Students learn to express their thoughts, feelings, and values in a variety of visual forms. The department strives to stimulate creativity and competency as students develop their skills and knowledge of materials and technologies. Fundamental to the study of art is a belief in its potential to communicate ideas, emotions, and values necessary for understanding and functioning effectively within the modern world. Faculty are committed to the recognition of individuality and unique accomplishment. They work closely with each student to encourage personal direction and ideas.

The department is a fully accredited member of the National Association of Schools of Art and Design.

Upon successful application to the University, students wanting to major in art or art history may choose one of the following areas:

Art History - courses in western and non-western art

Film history emphasis

Art history including courses in gallery and museum studies

Art Studio (areas of emphasis below)

Painting

Printmaking

Works on paper

Sculpture

Photography

Ceramics

Entering freshmen or lower-division transfer students will be accepted by the University in the status of art majors or art history majors in the B.A. program. Upper-division transfer students who have fulfilled requirements equivalent to those for lower-division art majors at Sonoma State University will be accepted as art or art history majors in the B.A. program.

Courses in the majors cannot be taken for Cr/NC. A maximum of three courses may be challenged for credit toward the major: two lower-division and one upper-division. Most studio courses require payment of lab fees at time of class registration.

Careers in Art and Art History

Whether in art history, film history, art studio, or gallery and museum management, programs in the Department of Art and Art History are committed to academic excellence and the acquisition of skills of visual analysis and synthesis. We offer basic skills and access to new technologies as sound preparation for graduate study and teaching, as well as for professional careers in the arts. In addition, as preparation for entering a diversity of related fields, students may combine knowledge of the arts with expertise in a second area, such as business, law, film and television, or museum, gallery or archival management. Consult a department advisor for specific advice about career planning.

Advising

Students are required to consult their advisors in the department before beginning work as an Art Studio or Art History major and each semester thereafter. Not all courses are offered every semester. Consultation with an art advisor will allow for timely completion of art or art history major requirements. An advising handbook is available through the department's website.

Bachelor of Arts in Art History

Many of the courses required for the degree have prerequisites. Consult course descriptions for details.

Degree Requirements	Units
General education	51
Major core requirements	43
General electives	26
Total units needed for graduation	120

Note: Although the Department of Art and Art History does not specify a unit requirement, reading comprehension of at least one foreign language is considered essential for students who plan to pursue master's or doctoral degrees in the field of art history. Such students are advised to develop competence in French, German, Italian, and/or Spanish; however, the prospect of eventual specialization may make other languages advisable in particular instances. Art history majors are required to write at least two papers in upper-division courses before being admitted to the proseminar (490H).

Requirements for the Major

Foundation Courses / Freshman and Sophomore Years (12 units)

Art History (6 lower-division units)

ARTH 210 Introduction to Art History, Ancient to Medieval	3-4
ARTH 211 Introduction to Art History, Renaissance to Modern	3-4

Studio Courses (5 lower-division units)

ARTS 101 or 102, Fundamentals. In addition, one course in drawing, a beginning course in any medium, or a second Fundamentals course.

Minimum total lower-division units	11
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Core Courses / Junior and Senior Years (15 to 20 units)

Period Courses: one course at the upper-division level in each of three of the following categories is required:

- Ancient
- Medieval
- Renaissance/Baroque
- 18th through 19th Centuries
- History of Photography
- Film
- Modern/Contemporary: One upper-division course
- Non-Western: One upper- or lower-division course. With prior approval by the art history faculty and department chair, this course may be taken in another department.

Recommended Electives for all Art History Majors (7 to 12 units)

In consultation with the advisor, the art history major will choose additional upper-division courses from any of the following:

1. B and C above; and Gallery and Museum Methods (ARTH 494).
2. Special topic courses (ARTH 480).
3. Course in a related field outside the Art Department with approval of the faculty and the department chair. Students with a special interest in film should choose the film emphasis, which has specific requirements (please see film history emphasis).

Senior Project (4 to 5 units)

All students must complete a senior project consisting of the following:

- A. ARTH 490H Pro-Seminar on Art Historical Method (3 units). Students must complete two papers in upper-division courses before being admitted to the proseminar.
- B. Senior Thesis: Submission of a scholarly paper overseen by two art history faculty is required in the senior year. The student receives assistance in preparing this paper by enrolling in one of the following courses:
 1. ARTH 491H Senior Thesis (1 unit). Student must enroll with two different advisors.
 2. ARTH 492 Honors Thesis (2 units), by consent of art history faculty. Student must enroll with two different advisors.

Total upper-division units **32**

Total units in the major **43**

Bachelor of Arts in Art History, Emphasis in Film History

Degree Requirements	Units
General education	51
Major core requirements	43
General electives	26
Total units needed for graduation	120

Foundation Courses

ARTS 101 Art Fundamentals: Two-dimensional or	
ARTS 208 Basic Black and White Photography	3
ARTH 210 Introduction to Art History	3
ARTH 211 Introduction to Art History	3
ARTH 212A World Film History (1894 to WWII)	3
ARTH 212B World Film History (WWII to Contemporary)	3

Total lower-division units **15**

Core Courses

ARTH 361 Classic Narrative Film	3
ARTH 363 Other Cinemas (3-unit course, taken twice)	6
ARTH 456 The History of Photography	3
ARTH 461 Selected Topics (3-unit course, taken twice)	6

Total core units **18**

Electives

Choose 6 units from the following courses:

Literature and Film

ENGL 329/429 Screen/Script Writing
 ENGL 377 Film and Literature
 FREN 415 Selected Topics: French Film

Critical Perspectives

COMS 202/402 Media Criticism
 LIBS 356 Film and Politics
 PHIL 368 Philosophy and Film
 SOCI 434 Cinema and Society

Multicultural Perspectives

AMCS 392 Ethnic Images in Film and Media
 CALS 393 Chicano/Latino Cinema
 COMS 201 Story Telling Via Video
 NAMS 338 Native Americans and the Cinema Film and Other Media
 COMS 325 Video Workshop

Total elective units 6

Senior Project (4 units)

All students must complete a senior project consisting of the following:

- A. ARTH 490F Theory and Methods (3 units)
- B. ARTH 491F Senior Thesis in Film (1 unit)

Total units in the major 43

Sample Four-year Program for Bachelor of Arts in Art History	
FRESHMAN YEAR:: 31 Units	
<i>Fall Semester (16 Units)</i>	<i>Spring Semester (15 Units)</i>
ARTH 210 (3-4)*	ARTH 211 (3-4)*
ARTS 101 or 102 (3)	Any beginning Art Studio Course (2)
GE courses (6), Elective (3)	GE courses (9)
SOPHOMORE YEAR:: 32 Units	
<i>Fall Semester (16 Units)</i>	<i>Spring Semester (16 Units)</i>
Upper Division ARTH Period Course (3-4)	ARTH Nonwestern (3-4)
GE courses (12)	GE courses (12)
JUNIOR YEAR:: 29 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (14 Units)</i>
Upper Div. ARTH Period Course (3-4)*	Upper Div. ARTH Period Course (3-4)
Upper ARTH Period Course (3-4)	Upper Division ARTH Elective (3-4)
Upper Division GE (3)	Electives (3)
Upper Division ARTH Special Topic (2)	Upper-Division GE (3)
Elective (2)	
SENIOR YEAR:: 28 Units	
<i>Fall Semester (14 Units)</i>	<i>Spring Semester (14 Units)</i>
ARTH 490H (3)	ARTH 491H or 492 (Advisor #1) (1-2)
Upper Division ARTH Elective (4)	ARTH 491H or 492 (Advisor #2) (1-2)
Upper Division ARTH Elective (4)	Upper Division ARTH Elective (3-4)
Other Electives (3)	Upper Division ARTH Elective (3-4)
	Other Electives or Internships (5)
TOTAL UNITS:: 120	
* also counts for GE requirements	

Minor in Art History

Complete all of the following

ARTS 101-245 Any beginning studio course	2-3
ARTH 210 Introduction to Art History	3-4
ARTH 211 Introduction to Art History	3-4
ARTH Upper-division courses (except modern)	8
ARTH Upper-division modern or non-Western course	3

Total units needed for the minor 20

Recommended Electives for Art History Minors

Upper-division art history or criticism courses.

Minor in Film Studies

Please see Film Studies section for a description of the film studies minor program.

Course Rotation: Art History

Foundation Courses

Introductory Surveys (210, 211) All semesters

Period Courses

Ancient, Medieval, Renaissance, Baroque/Early Modern (420, 422, 424, 430, 432, 440, 442, 444, 450, 454)	At least one course per year from each period
Film courses (361, 363, 461)	All semesters
Modern: Two courses (460, 464, 465, 466)	All semesters
Nonwestern: One course (470, 474, 476)	Every year, usually each semester
Gallery and Museum Methods (494)	Fall semesters
Pro-Seminar in Methods (490H)	Fall semesters
Senior Thesis	All semesters

Note: Additional period courses and special topic courses will be offered each academic year to enable students to enrich their areas of interest and specialization.

Course Rotation: Film History

Foundation Courses

212A World Film History to WWII
 212B World Film History Since WWII—At least one course per year in alternation

Core Courses

361 Classic Narrative Film	Every other year
363 Other Cinemas	One time per year
461 Selected Topics in Film	One time per year
490F Theory and Methods	Spring semesters
491F Senior Thesis	Spring semesters

Art History and Film History Courses (ARTH)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments.

199 STUDENT-INSTRUCTED COURSE (1-4)

Please see current Schedule of Classes for details.

200 INFORMATION RESOURCES AND SKILLS FOR ART HISTORY (1-2)

Techniques for finding library and information resources in visual culture and art history. Covers the use and strategies for accessing information and images in the

University library and incorporating that visual imagery into research projects using computer applications. Students will learn about available facilities and how to access, retrieve, and evaluate information. Teaching includes lectures, demonstrations, and online research for both electronic and print sources. Students will gain experience with software packages such as PageMaker and Photoshop using the graphics lab in the Art Department.

210 INTRODUCTION TO ART HISTORY (3-4)

A survey course covering painting, sculpture, and architecture of prehistoric and primitive cultures, and ancient, classical, and medieval civilizations. Satisfies GE, category C1 (Fine Arts).

211 INTRODUCTION TO ART HISTORY (3-4)

A survey course covering painting, sculpture, and architecture from the Renaissance to the present with a global perspective. Satisfies GE, category C1 (Fine Arts).

212A INTRODUCTION TO WORLD FILM HISTORY (3) (1894 TO WWII)

Lecture, 2 hours; films, 2 hours. A chronological survey of historically representative and significant films tracing the evolution of the cinema as an art form. Includes study of the primitive period; the emergence of the feature film in America, Europe, and Japan; the advent of sound; the "great studio era"; and alternative cinemas of the 1930s and 1940s. Satisfies GE, category C1 (History of the Fine Arts). Lab fees payable at the time of registration.

212B INTRODUCTION TO WORLD FILM HISTORY (3) (WWII TO CONTEMPORARY)

Lecture, 2 hours; films, 2 hours. A chronological survey of historically representative and significant films tracing the evolution of the cinema as an art form. Includes study of post-war movements, such as Neorealism and the French New Wave, cinematic modernism, the postwar film in Asia, and the emergence of new cinemas in the Third World and Eastern Europe. Satisfies GE, category C1 (Fine Arts). Lab fees payable at time of registration.

270A SURVEY OF SOUTH AND SOUTHEAST ASIAN ART (3-4)

A general survey of the arts and cultures of South and Southeast Asia, including India, Thailand, Indonesia, Cambodia, and Myanmar, from prehistoric periods to the present. Satisfies GE, category C1 (Fine Arts).

270B SURVEY OF CHINESE AND JAPANESE ASIAN ART (3-4)

A general survey of the arts and cultures of China and Japan from prehistoric periods to the present. Satisfies GE, category C1 (Fine Arts).

300 GRADED ASSISTANCE PROJECTS (1-4)

Designed for advanced students to gain practical experience in the functions of art studios, workshops, classroom, visual resources management, or exhibition projects. Work under supervision of faculty or staff. Each unit requires 3 hours of work per week. Grade only. (See also ARTH 499.)

301 ASSISTANCE PROJECTS (1-4)

Designed for advanced students to gain practical experience in the functions of art studios, workshops, classroom, or exhibition projects. Work under supervision of faculty or staff. Each unit requires 3 hours of work per week. Cr/NC only.

312 PRINCIPLES OF ARTS MANAGEMENT (3)

May be offered every three or four semesters. A seminar surveying the management of nonprofit visual arts institutions in the United States and the role of those institutions within society. Topics range from practical information, such as the structure of nonprofit organizations, the role of a board of trustees, fundraising, financial management, marketing, and the growing use of technology in the arts, to theoretical concepts being discussed within the field. Guest lecturers will be featured on a regular basis, and several field trips will be scheduled.

361 CLASSIC NARRATIVE FILM (3)

Theory and analysis of classic Hollywood film. Emphasizes the evolution of the narrative systems, the art of editing, the history of American genre filmmaking, the problematic notion of the auteur, and the place of the spectator in the classic fiction film.

363 OTHER CINEMAS (3)

Alternative film practices (i.e., outside the classic Hollywood model). Each semester's course is organized around a movement, a theme, or a critical problem, and includes the study of Western and non-Western films. May be repeated for credit toward the minor. Lab fees payable at time of registration. Satisfies GE, category C4 (Comparative Perspectives).

395 COMMUNITY INVOLVEMENT PROGRAM (CIP) (1-4)

Student-directed creative activities on behalf of nearby off-campus community agencies. One to 4 units of credit, based on 30 hours of contributed effort per unit per semester. Art education assistance and selected private enterprises. Six CIP units may be applied toward a degree. Prerequisite: prearranged program with community host-sponsor and consent of instructor and the department chair.

399 STUDENT-INSTRUCTED COURSE (1-4)

Please see current Schedule of Classes for details.

400 ART HISTORY INFORMATION RESOURCE AND RESEARCH SKILLS (1-2)

Course for upper-division majors researching information for their senior thesis projects. Covers the use and evaluation of methods for finding technology and appropriate software. Prerequisite: upper-division art history standing or a related major and concurrent enrollment or completion of ARTH 490H.

420 PRE-CLASSICAL ART (3-4)

Survey course covering the history of the arts and architecture of Egypt, Crete, and the Near East before the conquests of Alexander the Great.

422 GREEK ART (3-4)

A survey course covering the history of Greek art and architecture from the Proto-geometric through the Hellenistic periods (ca. 1000 B.C.-100 A.D.).

424 ROMAN ART (3-4)

A survey course covering Etruscan and Roman art and architecture from the early Republic through the age of Constantine, Fourth Century, C.E.

430 EARLY CHRISTIAN, BYZANTINE AND EARLY MEDIEVAL ART (3-4)

A survey course covering Christian art from its origins in the Third Century through the fall of Constantinople in the East and the rise of the Romanesque in the West (ca. 1050). Content emphasis may vary.

432 ROMANESQUE AND GOTHIC ART (3-4)

A survey course covering Medieval art and architecture of the Romanesque and the Early and High Gothic periods. Content emphasis may vary.

440 EARLY ITALIAN RENAISSANCE ART (3-4)

A survey course covering painting, sculpture, and architecture in Italy in the 14th and 15th centuries.

442 LATER ITALIAN RENAISSANCE (3-4)

A survey course covering painting, sculpture, and architecture of Italy in the 16th Century. Includes High Renaissance and Mannerist periods.

444 NORTHERN RENAISSANCE ART (3-4)

A seminar course covering painting, printmaking, sculpture, and architecture of the 14th-16th centuries in Europe, apart from Italy.

450 BAROQUE ART (3-4)

A survey course on Italian and/or Northern European painting, architecture, and sculpture of the 17th Century. Content emphasis may vary. May be repeated with consent of instructor.

452 EIGHTEENTH CENTURY ART (3-4)

A survey course on 18th Century painting, architecture, and sculpture. Content emphasis may vary.

454 NINETEENTH CENTURY ART (3-4)

A culturally diverse survey of painting and sculpture in Europe, which may include nonwestern traditions, ca. 1780 through the end of the 19th Century. Satisfies upper-division GE, category C1 (Fine Arts). Prerequisite: HUM 200 or ENGL 201.

456 THE HISTORY OF PHOTOGRAPHY (3-4)

A survey course examining photographers and their work from the beginning of the art form to the present day. Content emphasis may vary.

460 HISTORY OF AMERICAN ART (3-4)

A survey of the American experience from pre-Colonial times to the present, with insights into European, nonwestern, and native influences. Satisfies upper-division GE, category C1 (History of the Fine Arts). Prerequisite: HUM 200 or ENGL 201.

461 SELECTED TOPICS IN FILM (3)

A genre, the work of a single filmmaker, a cinematic movement, a national cinema, a focused study of a problem in film history or aesthetics, etc. May be repeated for credit toward the minor.

464 MODERN ART - 20TH CENTURY (3-4)

A survey of art of the Western world in the 20th Century to the end of World War II, including non-Western and native influences. Satisfies upper-division GE, category C1 (Fine Arts). Prerequisite: HUM 200 or ENGL 201.

465 MODERN ART FROM 1945 TO 1979 (3-4)

A survey of American and European developments in late modern and early post-modern art, focusing on work made between 1945 and 1979. Movements such as Abstract Expressionism, Pop, Minimalism, Photo-Realism, EARTH Art, and Feminist Art will be discussed in depth, and artists working outside New York will also be considered. Satisfies upper-division GE, category C1 (Fine Arts). Prerequisite: HUM 200 or ENGL 201.

466 CONTEMPORARY ART: 1980 TO THE PRESENT (3-4)

A survey of Western and international developments in postmodern and current art. The course will examine some of the artists and movements that were recognized in the 1980s, such as Neo-Expressionism, Appropriation, Graffiti Art, Neo-Geo, Image-Text, and Video/Computer art. In addition to a chronological overview, current issues and theories necessary for a thorough understanding of contemporary art and artists will be explored. Readings and written papers on designated topics will be required. Prerequisite: ARTH 465.

470A SOUTH AND SOUTHEAST ASIAN ART (3-4)

A survey course examining in depth the arts of South and Southeast Asia, including India, Thailand, Indonesia, Cambodia, and Myanmar, from their beginnings to the present. Emphasis on sculpture and painting. Content emphases may vary. May be repeated with consent of instructor.

470B CHINESE AND JAPANESE ASIAN ART (3-4)

A survey course examining in depth the arts of China and Japan from their beginnings to the present. Emphasis on sculpture and painting. Content emphases may vary. May be repeated with consent of instructor.

474 ISLAMIC ART (3-4)

This survey course explores the formation, establishment, and variations of Islamic artistic culture from its beginnings in the Seventh Century through the apogee of the Ottoman (Turkish) Empire in the 16th and 17th centuries.

476 ART BEYOND THE EUROPEAN TRADITION: SELECTED TOPICS (3-4)

A survey course whose emphasis may include the art of Africa, Native America, Hispanic, Latin America, and/or other indigenous cultures.

480 SELECTED TOPICS IN ART (1-4)

A seminar/lecture course dealing with intensive study of a particular art topic. The topic will vary from semester to semester. The course may be repeated and may be applicable to requirements for a major in art. Consult advisor and department chair. Prerequisites: major status, advanced standing, and consent of instructor.

490F THEORY AND METHODS OF FILM CRITICISM (3)

A senior-level seminar course that allows students to develop their critical expertise and plan an original piece of research and interpretation, to be presented as their senior paper.

490H PRO-SEMINAR IN ART HISTORICAL METHOD (3)

A seminar concentrating on the discipline and philosophy of art historical studies. Emphasis will be placed on formal and stylistic problems, research techniques, and appropriate new research technology. Readings designed to stress the variety of relevant approaches possible to a given problem. May be offered only once every two years. Prerequisite for nonmajors: consent of instructor. Students must have completed two papers in upper division art history courses to be admitted.

491F SENIOR THESIS IN FILM (1)

Submission of a scholarly paper to the faculty is required in the senior year. The student works in a tutorial situation with the film historian.

491H SENIOR THESIS: SUBTITLE (1-2)

Submission of a scholarly paper to the faculty is required in the senior year. The student works in a tutorial situation with an art historian. Must be taken with two separate advisors.

492 SENIOR HONORS THESIS (1-2)

The honors student prepares an in-depth research paper under the guidance of members of the art history or film faculty. The student will utilize scholarly resources of the region and produce an original research paper of extended length. Participation by consent of the art history faculty. Students must enroll with two different faculty.

494 GALLERY AND MUSEUM METHODS (3)

A lecture and activity course in methods and techniques of nonprofit gallery and museum practice. Topics include history and philosophy of museums, their structure and purpose, exhibition development, and a museum's relationship to the public. Current issues such as accountability, management of cultural artifacts, censorship, and funding for the arts will also be discussed. Students participate in various functions of the University Art Gallery including exhibition installation and design, opening receptions, publicity, fundraising events, and administration. Two off-campus field trips will be planned.

495 SPECIAL STUDIES (1-4)

For upper-division art history and film history majors only. Consult department faculty in your area of emphasis. The University contract form with required signatures of student, instructor, faculty advisor, and department chair must be completed before registering for special studies units. Not applicable to the art history major or minor.

496 DIRECTED FIELD RESEARCH EXPERIENCE (1)

Travel to galleries and museums in various North American cities. Individual and group participation required. Destinations vary; consult semester schedule for specifics. May be repeated and may be applicable to requirements in the major. Fee required at time of registration. Prerequisites: major status and advanced standing or consent of instructor. Cr/NC only.

497 DIRECTED FIELD RESEARCH EXPERIENCE (1)

Travel to various destinations, which vary depending on type of field research being offered; consult semester schedule for specifics. May be repeated and may be applicable to requirements in the major. Students will be responsible for a field research project(s), based on the trip. Fee required at time of registration. Prerequisites: major status and advanced standing or consent of instructor.

499 INTERNSHIP (1-4)

Students in the intern program will have an opportunity to gain practical skills by working in a variety of capacities, including gallery and museum situations in the private and public sectors. Credit will be given for completion of 3 hours of work per week per unit, by prior arrangement with department coordinator. Prerequisite: consent of instructor. A-F and Cr/NC.

590H PRO-SEMINAR IN ART HISTORY METHODS (1-3)

Course for ITDS graduate and other art related students that will apply research technology to their thesis projects. Offered concurrently with ARTH 490H.

595 SPECIAL STUDIES (1-4)

Prerequisites: graduate standing and consent of instructor.

599 INTERNSHIP (1-4)

Graduate students, working through ITDS or related programs, will have an opportunity to gain practical skills by working in a variety of capacities, including gallery and museum situations in private and public sectors. Credit will be given for completion of 3 hours of work per week per unit, by prior arrangement with department coordinator and chair. Prerequisite: consent of instructor. AF and Cr/NC.

Bachelor of Arts in Art: Studio Concentration

Many of the courses required for the degree have prerequisites. Please consult course descriptions for details.

Degree Requirements	Units
General education	51
Major requirements	45
General electives	24
Total units needed for graduation	120

Requirements for the Major

The art major with studio concentration is comprised of a group of core courses representing minimum requirements for all areas of emphasis, plus course offerings in studio and associated areas that allow for the development of an emphasis in one or more of the following: painting, sculpture, printmaking, works on paper, photography, and ceramics. Six units must be at the advanced level. Admission to advanced classes requires submission of a portfolio to department faculty once each semester.

Major Core Requirements Freshman and Sophomore Years

Complete the following four courses for 12 units:

ARTS 101 Art Fundamentals	3
ARTS 102 Art Fundamentals	3
ARTH 210 Introduction to Art History	3
ARTH 211 Introduction to Art History	3

Complete the following two courses to total 4 units:

ARTS 202 Beginning Drawing	2
ARTS 204 Beginning Life Drawing	2

Choose at least three of the following studio courses to total a minimum of 6 units; at least one course must be taken in a 2-D medium and a 3-D medium: 6-9

ARTS 208 Basic Black and White Photography (2-4)	
ARTS 220 Beginning Painting (2-3)	
ARTS 229 Beginning Ceramics (2-3)	
ARTS 236 Beginning Sculpture (2-3)	
ARTS 245 Beginning Printmaking (2-3)	
ARTS 298 Selected Topics in Art Studio (1-4)	
Total lower-division core units	22

Sophomore or Junior Years

Choose two courses from the following five courses to total 6 units 6

ARTH 454 Nineteenth Century Art (3)
ARTH 460 History of American Art (3)
ARTH 464 Modern Art from 1850 to 1945 (3)
ARTH 465 Modern Art from 1945 to 1979 (3)
ARTH 466 Contemporary Art (3)

Junior or Senior Years

Choose any combination of the following five courses to total five units 5

ARTS 302 Intermediate Drawing (2-4)
ARTS 304 Intermediate Life Drawing (2-4)
ARTS 402 Advanced Drawing (2-4)
ARTS 404 Advanced Life Drawing (2-4)

Total upper-division core units 11

Areas of Emphasis

To complete a specialized concentration in the major, select a minimum of 12 units from one of the areas of emphasis below. (When works on paper is the student's area of emphasis, the 5 upper-division units required in drawing must be concentrated instead in another emphasis, such as painting, printmaking, sculpture, photography, or ceramics.) At least 6 units must be at the advanced level. Please note that admission to advanced classes requires a portfolio review of the student's work by department faculty. Portfolio review will be scheduled once each semester.

Painting (12)	Printmaking (12)	Works on Paper (12)
Sculpture (12)	Photography (12)	Ceramics (12)

Specific content of concentrations is detailed below.

Total units in major emphasis 12

Total units in the major 45

Painting Emphasis

Complete 12 units of the following two courses (including repeats); 6 units must be at advanced level: 12

ARTS 320 Intermediate Painting (2-4)
ARTS 420 Advanced Painting (2-4)

A maximum of 3 units may be applied from one or more of the following: 0-3

ARTS 382 Intermediate Monoprint (1-4)
ARTS 482 Advanced Monoprint (1-4)

Sculpture Emphasis

Complete 12 units of the following two courses (including repeats); 6 units must be at advanced level: 12

ARTS 336 Intermediate Sculpture (2-4)
ARTS 436 Advanced Sculpture (2-4)

A maximum of 3 units from the following may be applied to the 12-unit Sculpture Emphasis: 3

ARTS 335 Intermediate Bronze Foundry (2-4)
ARTS 435 Advanced Bronze Foundry (2-4)

- ARTS 329 Intermediate Ceramics (2-4)
- ARTS 429 Advanced Ceramics (2-4)
- ARTS 430 Large Scale Clay and Installation, Ceramics Sculpture (2-4)

Ceramics Emphasis

Complete 12 units of the following four courses (including repeats); 6 units must be at advanced level:

- ARTS 329 Intermediate Ceramics (2-4)
- ARTS 429 Advanced Ceramics (2-4)
- ARTS 430 Large Scale Clay and Installation, Ceramics Sculpture (2-4)
- ARTS 432 Ceramic Materials (2-4)

A maximum of 3 units from the following may be applied from the 12-unit Ceramics Emphasis:

- ARTS 336 Intermediate Sculpture (2-4)
- ARTS 436 Advanced Sculpture (2-4)
- ARTS 335 Intermediate Bronze Foundry (2-4)
- ARTS 435 Advanced Bronze Foundry (2-4)

Printmaking Emphasis

Complete 9-12 units of the following four courses (including repeats); 6 units must be at the advanced level:

- ARTS 340 Intermediate Etching and Woodcut (2-4)
- ARTS 440 Advanced Etching and Woodcut (2-4)
- ARTS 342 Intermediate Lithography (2-4)
- ARTS 442 Advanced Lithography (2-4)

A maximum of 3 units may be applied from the following:

- ARTS 382 Intermediate Monoprint (1-4)
- ARTS 482 Advanced Monoprint (1-4)

Works on Paper Emphasis

When drawing is the student's area of emphasis, the 5 upper-division units required in drawing must be concentrated instead in another emphasis, such as painting, printmaking, sculpture, photography, or ceramics. Advanced courses may be repeated for credit.

Choose a total of 12 units from the following four courses (including repeats); 6 units must be at the advanced level:

- ARTS 302 Intermediate Drawing (2-4)
- ARTS 402 Advanced Drawing (2-4)
- ARTS 304 Intermediate Life Drawing (2-4)
- ARTS 404 Advanced Life Drawing (2-4)

Photography Emphasis

Complete 12 units of the following two courses (including repeats); 6 units must be at the advanced level:

- ARTS 308 Photographic Darkroom Processes (2-4)
- ARTS 457 Advanced Photography (1-4)

Recommended Electives for All Studio Majors

- ARTS 492 B.A. Professional Artists' Practices (1-3)
- ARTH 420-476 Art History Period Courses (3-4 each)
- ARTH 466 Contemporary Art (3)
- ARTH 480 Selected Topics & Lecture/Seminar (1-4)
- ARTH 494 Gallery and Museum Methods (4)
- ARTS 382 Intermediate Monoprint (1-4)
- ARTS 482 Advanced Monoprint (1-4)

- ARTS 491 Visiting Artists' Lecture Series (1)
- ARTS 498 Selected Topics - Studio (1-4)

Course Rotation: Art Studio

Foundation courses:

- Art Fundamentals (101 and 102) Every semester
- Safety and Shop Practices (103) Every semester

Beginning Studio Courses:

All courses (202, 204, 208, 220, 229, 236, 245) Every year, most every semester

Intermediate/Advanced studio courses:

- All courses (302, 304, 308, 320, 329, 335, 336, 340, 342, 382, 402, 404, 420, 429, 430, 432, 435, 436, 440, 442, 482) Every year, most every semester.
- B.F.A. Seminar (465) 1 unit fall, 2 units spring
- Professional Practices - B.F.A. & B.A. (466/492) Fall semesters
- Directed Field Research Experience (496) Most semesters

Note: Additional special topics courses will be offered each academic year to enrich and expand on the Studio curriculum.

Sample Four-year Program for Bachelor of Arts in Art

Studio Concentration, Painting Emphasis	
FRESHMAN YEAR:: 30 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
ARTS 101 2-D Fundamentals (3)	ARTS 102 3-D Fundamentals (3)
ARTH 210 Art History (3)*	ARTH 211 Art History (3)
GE courses (9)	GE courses (9)
SOPHOMORE YEAR:: 32 Units	
<i>Fall Semester (16 Units)</i>	<i>Spring Semester (16 Units)</i>
ARTS 202 Beg. Drawing (2)	ARTS 204 Beg. Life Drawing (2)
ARTS 220 Beg. Painting (2)	ARTS 245 Beg. Printmaking (2)
GE courses (9)	GE courses (12)
JUNIOR YEAR:: 31 Units	
<i>Fall Semester (18 Units)</i>	<i>Spring Semester (13 Units)</i>
ARTS 320 Int. Painting (3)	ARTS 420 Adv. Painting (3)
ARTS 302 Int. Drawing (3)	ARTS 304 Int. Life Drawing (3)
ARTH 465 History of Modern Art (3)*	ARTS 236 Beg. Sculpture (2)
GE courses (9)	Other electives (2)
* also counts for GE requirements	
SENIOR YEAR:: 27 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (12 Units)</i>
ARTS 420 Adv. Painting (3)	ARTS 420 Adv. Painting (3)
ARTS 382 Int. Monotype (3)	ARTH 466 Contemporary Art (3)
ARTS 492 B.A. Prof. Artists' Practices (3)	ARTS 495 Special Studies (3)
Electives (6)	Electives (3)
TOTAL UNITS:: 120	

Bachelor of Fine Arts

The B.F.A. degree is a 132-unit program requiring 70 units of course work in art. The B.F.A. Degree differs from the B.A. degree in its requirements and rigor. The B.F.A. is often considered to be the degree of choice for students wishing to pursue graduate or professional studies. It enhances the artists' opportunities to perform at a higher level and fulfills the need for additional artistic growth in an intensive studio situation. The B.F.A. affords time for concentrated work within a specific art emphasis (painting, photography, printmaking, or sculpture).

Admission Requirements

Students may apply only during or after the spring semester of the sophomore year. Thereafter students may reapply as many times as desired. Applicants must meet University requirements for admission and must first be admitted to the bachelor of arts program. In addition, they must meet the following requirements to qualify for application to the program:

1. Students must complete all lower-division requirements in art; take lower-division courses before upper-division courses in area of emphasis; take Fundamentals 101/102, or equivalents, before any upper-division art course and before most lower-division art courses; maintain a 3.00 GPA in art, exclusive of GE courses; and complete all lower-division GE requirements by the end of the junior year.
2. To be considered for the B.F.A. admission review, applicants must submit 10-20 slides in a slide sleeve, two letters of recommendation (or two department faculty signatures if currently enrolled as a student), and a short statement including their reasons for applying. These will be reviewed and the candidates may be interviewed by the studio faculty to help determine if their work demonstrates the creative level expected of B.F.A. candidates. Applications will be reviewed in spring semester for possible admission the following fall semester, and in fall semester for possible admission for the following spring semester.

Bachelor of Fine Arts in Art: Studio Concentrations

Degree Requirements	Units
General education	51
Major core requirements	70
Electives in art	11
Total units needed for graduation	132

The B.F.A. is comprised of a group of core courses representing minimum requirements for all areas of emphasis, plus course requirements in studio arts, art history, a B.F.A. seminar, and a B.F.A. Professional Practices course. Students accepted into the program decide on an area of emphasis from the following choices: painting, photography, printmaking, and sculpture.

1. Throughout the B.F.A. program, candidates must maintain a 3.00 GPA in art and a high level of performance, and will be subject to review at all times. Advisors will direct students in their specific course of study based on regular critiques.

2. To complete the program, candidates will meet all course work for the degree and participate in the B.F.A. art exhibition, which will be reviewed by the art faculty to determine the candidate's professional competence in a chosen area of emphasis.
3. In order to receive the B.F.A. Degree, students must complete 24 upper-division units in art in residence. (May be included within the University's unit residency requirement.)

Major Core Requirements

Freshman and Sophomore Years

Complete the following four courses:

ARTS 101 Art Fundamentals	3
ARTS 102 Art Fundamentals	3
ARTH 210 Introduction to Art History	3
ARTH 211 Introduction to Art History	3

Choose a combination of the following to total 4 units:

ARTS 202 Beginning Drawing (2-4)	
ARTS 204 Beginning Life Drawing (2-4)	

Total lower-division core units 16

Junior and Senior Years

Complete the following five courses:

ARTH 464 Modern Art from 1850 to 1945	3
ARTH 465 Modern Art from 1945 to 1979	3
ARTH 466 Contemporary Art	3
ARTS 465 B.F.A. Seminar	3
ARTS 466 B.F.A. Professional Artists' Practices	3

Choose any combination of the following to total 5 units:

ARTS 302 Intermediate Drawing (2-4)	
ARTS 304 Intermediate Life Drawing (2-4)	
ARTS 402 Advanced Drawing (2-4)	
ARTS 404 Advanced Life Drawing (2-4)	

Total upper-division core units 20

Areas of Emphasis

In addition to the major core requirements, each B.F.A. student must complete one of the following 34-unit concentrations:

Painting

Complete at least three courses from three different studio emphases (excluding painting and drawing) to total 6 units: 6-9

ARTS 220 Beginning Painting (3)

Complete 5 units in intermediate and advanced auxiliary studio courses (may include 3 units of Advanced Monoprint): 5

Complete 20 units in the following courses, including at least 8 units at the 400 level: 20

ARTS 320 Intermediate Painting (2-4)	
ARTS 420 Advanced Painting (2-4)	

Total units in the emphasis 34

Photography

Complete at least three courses from three different studio emphases (excluding photography and drawing) to total 6 units: 6-9

Complete 5 units in intermediate and advanced auxiliary studio courses: 5

ARTS 208 Basic Black and White Photography (2-3)

Complete at least 21 units from the following courses, including at least 8 units at the 400 level: 21

ARTS 308 Photographic Darkroom Processes (2-4)

ARTS 457 Advanced Photography (1-4)

Total units in the emphasis 34

Printmaking

Complete at least three courses from three different studio emphases (excluding printmaking and drawing) to total 6 units: 6-9

ARTS 245 Beginning Printmaking (2-3)

Complete 5 units in intermediate and advanced auxiliary studio courses (one upper-division course in photography is recommended): 5

Complete 20 units in the following courses, including a maximum of 12 units in any one printmaking area: 20

ARTS 340 Intermediate Etching and Woodcut (2-4)

ARTS 440 Advanced Etching and Woodcut (2-4)

ARTS 342 Intermediate Lithography (2-4)

ARTS 442 Advanced Lithography (2-4)

Total units in the emphasis 34

Sculpture

Complete at least three courses from three different studio emphases (excluding sculpture and drawing) to total 6 units: 6-9

ARTS 236 Beginning Sculpture 2-3

ARTS 229 Beginning Ceramics (Recommended) 2-4

Complete 5 units in intermediate and advanced auxiliary studio courses: 5

Complete 21 units in the following courses, including at least 8 units at the 400 level: 21

ARTS 336 Intermediate Sculpture (2-4)

ARTS 436 Advanced Sculpture (2-4)

Units from the following may be applied to the 21-unit Sculpture Emphasis: 3

ARTS 335 Intermediate Bronze Foundry (2-4)

ARTS 435 Advanced Bronze Foundry (2-4)

ARTS 329 Intermediate Ceramics (2-4)

ARTS 429 Advanced Ceramics (2-4)

ARTS 430 Large Scale Clay and Installation, Ceramics Sculpture (2-4)

Total units in the emphasis 34

Total units in the major 70

Minor in Art: Studio Concentration

Complete all of the following:

ARTS 101 Art Fundamentals 3

ARTS 102 Art Fundamentals 3

ARTH 210 Introduction to Art History (3) or

ARTH 211 Introduction to Art History (3) 3

Studio courses at any level 5

Upper-division studio courses 6

Total units in the minor 20

Studio Art Courses (ARTS)

Classes are offered in the semesters indicated. In addition to class times, most studios are open after hours for students to work on their projects. Please see the Schedule of Classes for most current information and faculty teaching assignments.

101 ART FUNDAMENTALS (3) FALL, SPRING

Basic design. A studio course in the study of form, color, and composition in 2-dimensional art; rendering of 3-dimensional objects from observation using line and values, and principles of perspective. Basic prerequisite course for studio courses on the 200 level.

102 FUNDAMENTALS OF THREE-DIMENSIONAL DESIGN (3) FALL, SPRING

A studio course introducing the student to the principles of three-dimensional design. Sculptural, architectural, and design projects are realized through a series of assigned projects exploring form, volume, plane, line, and structure. Traditional and nontraditional sculptural materials are used. Prerequisite course for 200 level studio courses. Laboratory fee due at time of registration.

103 SAFETY AND SHOP PRACTICES (1) FALL, SPRING

An activity course required for new or transfer sculpture students, or for any student wishing to have access to the wood shop or use power and hand tools dispensed from the tool crib. Class is recommended for all students majoring in Art Studio. Required for students in the Sculpture Emphasis. Examinations required every semester for continued use of power equipment. Lab fee payable at registration.

199 STUDENT-INSTRUCTED COURSE (1-4)

Please see current Schedule of Classes for details.

200 PHOTOGRAPHY IN THE WORLD (3-4)

Lecture presenting overview of the role of photography in the world and an introduction to the creation of photographs. Integrates intellectual, analytical, and creative skills and capacities by examining photography from several perspectives. Photography's history, current forms, uses, and conventions included. Students will practice photography as a creative communicative endeavor.

202 BEGINNING DRAWING (2-4) FALL, SPRING

A beginner's studio course in drawing employing a variety of media including pencil, ink, charcoal, conte, and pastel. Includes a unit on objective drawing.

204 BEGINNING LIFE DRAWING (2-4) FALL, SPRING

An introductory studio course in drawing from nature, including the human figure. Basic problems in dealing with the figure as subject matter. Lab fee payable at time of registration.

208 BASIC BLACK AND WHITE PHOTOGRAPHY (2-4) FALL, SPRING

A studio introduction to basic photographic processes, including lecture/discussion, reading, lab work, and critique. Covers handling the camera, previsualization, history, exposure control, perceiving and working with light, roll film processing, print enlarging and finishing for presentation, balancing technique, and individual creativity. Lab fee payable at time of registration.

210 INTRODUCTION TO DIGITAL IMAGING (1-3)

Covers basic digital processes: lecture/discussion, reading, lab work, individual projects, critique. Topics include: fundamental digital theory, hardware/software/technique of 2-D artwork, image acquisition, basic digital photography, image manipulation (Photoshop), vector based design (Illustrator), digital output, and overview of strategies/practices of contemporary digital artists. Lab fee required.

220 BEGINNING PAINTING (2-4) FALL, SPRING

Studio course in painting in a variety of media, with primary concentration in oil. Directed problems. Work from imagination, still life, and the figure. Group and individual criticism. Prerequisite: previous or concurrent enrollment in ARTS 101. Lab fee payable at time of registration.

229 BEGINNING CERAMICS (2-4) FALL, SPRING

A studio course surveying a wide range of ceramic processes, including a variety of hand building techniques, working on potter's wheel, glazing, and firing. Directed problems cover both traditional/sculptural aspects of ceramics. Course includes lectures, demonstrations, discussion, critiques, and laboratory. Lab fee payable at time of registration. Prerequisite: ARTS 102.

236 BEGINNING SCULPTURE (2-4) FALL, SPRING

A studio course offering a range of traditional and nontraditional sculptural processes and materials. Introduces the beginning student to welding, woodworking, mold making, and casting. Group critiques, field trips, textbook required. Laboratory fee due at time of registration. Prerequisites: ARTS 102.

245 BEGINNING PRINTMAKING (2-4) FALL, SPRING

A studio course introducing the student to a variety of printmaking media, which may include etching, lithography, silkscreen, woodcut, linocut, and papermaking. Lecture, demonstration, and laboratory work, which may include proofing, printing, and a small edition. Laboratory fee payable at time of registration. Prerequisite: ARTS 101.

298 SELECTED TOPICS IN ART STUDIO (1-4)

A beginning studio course dealing with intensive study of a particular art topic, which may vary from semester to semester. May be repeated, and applicable to requirements for a major in art. Prerequisite: previous or concurrent enrollment in ARTS 101 and 102. Lab fee payable at time of registration.

300 GRADED ASSISTANCE PROJECTS (1-4)

Designed for advanced students to gain practical experience in the functions of art studios, workshops, classrooms, or exhibition projects. Work under supervision of faculty or staff. Each unit requires 3 hours of work per week. Grade only.

301 ASSISTANCE PROJECTS (1-4)

Designed for advanced students to gain practical experience in the functions of art studios, workshops, classrooms, or exhibition projects. Work under supervision of faculty or staff. Each unit requires 3 hours of work per week. Cr/NC only.

302 INTERMEDIATE DRAWING (2-4) / FALL, SPRING

Directed problems in drawing for the intermediate student. Work from imagination or nature. Prerequisite: ARTS 202 or 204.

304 INTERMEDIATE LIFE DRAWING (2-4) FALL, SPRING

A workshop in drawing the human figure for students who have fulfilled the beginning drawing prerequisite or are at intermediate skills levels. Group and individually directed special problems related to drawing the live model. Prerequisite: ARTS 204. Lab fee payable at time of registration.

308 PHOTOGRAPHIC DARKROOM PROCESSES (2-4) FALL, SPRING

A process course with individualized development of photographic skills and theory. Concentration on print quality, including zone system. Familiarization with papers, films, and developers. Various processes expanding upon black and white technology and darkroom experimentation. Laboratory fee payable at registration. Prerequisite: ARTS 208 and consent of instructor, based on portfolio review.

310 DIGITAL IMAGING (1-3)

Covers intermediate digital techniques: lecture/discussion, reading, lab work, individual projects, critiques. Topics may include: digital theory, hardware/software techniques of 2-D artwork, image manipulation (Photoshop), vector-based design (Illustrator), multimedia design, integration of digital media into traditional practices, and overview of strategies/practices of contemporary digital artists. Lab fee required. Prerequisite: ARTS 210.

320 INTERMEDIATE PAINTING (2-4) FALL, SPRING

Intermediate level studio course in painting. Directed and individual problems. Group and individual criticism. May only be repeated by majors. Prerequisite: ARTS 220. Lab fee payable at time of registration.

329 INTERMEDIATE CERAMICS (2-4)

A studio course concentrating on wheel throwing techniques to explore formal/functional issues in clay. Aspects of hand building will be discussed as well. Emphasis placed on design issues, content and developing a personal visual vocabulary through individual and group critiques. Lab fee payable at time of registration. Prerequisite: ARTS 229.

335 INTERMEDIATE BRONZE FOUNDRY (2-7)

In-depth instruction of processes involved in producing bronze sculpture. Students explore all aspects of realizing sculpture in bronze, from clay or plaster molds to wax: various methods of wax working/mold making, including ceramic shell, sand and investment; casting; and patination. Group critiques, fieldtrips. Laboratory fee. Prerequisite: ARTS 236 or consent of instructor.

336 INTERMEDIATE SCULPTURE (2-4) FALL, SPRING

A studio course with directed projects. Emphasis on content and developing a personal sculptural vocabulary through experimentation with traditional and nontraditional materials and processes. Group critiques, field trips, short writing assignments. Textbook required. Laboratory fee due at time of registration. Prerequisite: ARTS 236.

340 INTERMEDIATE ETCHING AND WOODCUT (2-4) FALL, SPRING

A studio course on the intermediate level in various printmaking aspects, including woodcut, linocut, embossing, engraving, collagraph, photo-engraving, monotype, and etching. Laboratory fee payable at time of registration. Prerequisite: ARTS 245.

342 INTERMEDIATE LITHOGRAPHY (2-4) FALL, SPRING

Continued studio work at the intermediate level in lithographic methods, including color technology and conceptual development. Lecture, demonstration, and studio work. Laboratory fee payable at time of registration. Prerequisite: ARTS 245.

382 INTERMEDIATE MONOPRINT (1-4) NOT OFFERED EVERY SEMESTER

An intermediate studio course emphasizing single and multiple images derived from a variety of original sources, including painting, hand-painted prints, collagraphs, chine coll , and multiple manipulated prints. A maximum of 3 upper-division units may be applied toward a printmaking or a painting emphasis. Laboratory fee payable at time of registration. Prerequisite: ARTS 245.

395 COMMUNITY INVOLVEMENT PROGRAM (CIP) (1-4) FALL, SPRING

Student-directed creative activities in behalf of nearby off-campus community agencies. One to 4 units of credit, based on 30 hours of contributed effort per unit per semester. Art education assistance and selected private enterprises. Six CIP units may be applied toward a degree. Prerequisite: prearranged program with community host-sponsor and consent of instructor.

399 STUDENT-INSTRUCTED COURSE (1-4)

Please see current Schedule of Classes for details. Lab fee payable at the time of registration.

400 ART IN THE CLASSROOM (3)

Combined lecture/lab course for teaching credential candidates (K-12). Skills, methods, and ideas for introducing art education to children/adolescents will be discussed and practiced, based on the California Framework for Art Education, and intended to stress the necessity of art instruction for the young. Art education history will be covered.

402 ADVANCED DRAWING (1-4) FALL, SPRING

Independent work from imagination or nature for the advanced student. Can be arranged as correlative drawing problems done in conjunction with advanced studio projects in area of emphasis. May be repeated for up to a maximum of 12 units; more for B.F.A. students. Prerequisite: at least 4 units of ARTS 202 or 204 and 3 units of 300-series drawing courses or consent of instructor.

404 ADVANCED LIFE DRAWING (2-4) FALL, SPRING

An advanced studio life drawing class with directed special problems related to drawing the live model and to drawing from nature. May be repeated for up to a maximum of 12 units; more for B.F.A. students. Prerequisite: ARTS 304. Lab fee payable at time of registration.

420 ADVANCED PAINTING (2-4) FALL, SPRING

Continued studio work in painting in oils and/or acrylics. May be repeated by art majors only for credit up to a maximum of 9 units; more for B.F.A. students. Prerequisite: ARTS 320. Lab fee payable at time of registration.

429 ADVANCED CERAMICS (2-4) FALL, SPRING

A studio course addressing advanced throwing and hand building techniques, glazing, and firing. Emphasis on content and development of a personal voice in ceramics. Prerequisites: ARTS 229, 320 and 330. Lab fee payable at time of registration.

430 LARGE SCALE CLAY AND INSTALLATION, CERAMIC SCULPTURE (2-4) FALL, SPRING

Course concentrates on large scale ceramics sculpture/installation. Hand building and wheel throwing techniques utilized. Emphasis placed on project planning, content, and developing a personal visual vocabulary through individual/group critiques. Lab fee payable at registration. Prerequisite: ARTS 229 and 329 or 330. Can replace one semester of Advanced Ceramics.

432 CERAMIC MATERIALS (2-4)

General course covering origin/properties of clays; composition, properties/uses of materials in glazes; and calculation of glaze formulas/batches. Laboratory exercises involve use/properties of materials, development of clay body compositions, and development of color/texture in glazes. Prerequisites: ARTS 229 and 330 or 329. Can replace one semester of Advanced Ceramics. Lab fee payable at time of registration.

435 ADVANCED BRONZE FOUNDRY (2-4)

An advanced exploration of techniques and principles of bronze casting. May be repeated up to a maximum of 6 units. Prerequisite: ARTS 335. Lab fee payable at time of registration.

436 ADVANCED SCULPTURE (2-4) FALL, SPRING

Studio and field work that emphasizes the development of individual style. Group critiques, field trips, short writing assignments. Textbook required. May be repeated for credit up to a maximum of 15 units, more for B.F.A. Laboratory fee payable at time of registration. Prerequisite: 6 units of ARTS 336 or consent of instructor.

440 ADVANCED ETCHING AND WOODCUT (2-4) FALL, SPRING

Advanced studio problems in relief and intaglio printmaking methods, including woodcut, linocut, embossing, engraving, photoengraving, collagraph, monotype, and etching. May be repeated for credit up to 12 units; more for B.F.A. students. Laboratory fee payable at registration. Prerequisite: ARTS 340.

442 ADVANCED LITHOGRAPHY (2-4) FALL, SPRING

Advanced studio work in the lithography medium. Work with images on stone or metal plates involving black and white and some color processes, printing of

limited editions and single proofs. Lecture, demonstration, and laboratory work. May be repeated for credit up to a maximum of 12 units; more for B.F.A. students. Laboratory fee payable at time of registration. Prerequisite: ARTS 342.

457 ADVANCED PHOTOGRAPHY (1-4)

An advanced studio course, with an emphasis on contemporary photography, black & white and color, and student critiques in conjunction with in-progress darkroom work. Students contract for a body of work for the semester, culminating with an individual presentation of a final, professional portfolio. Prerequisites: ARTS 208 and two semesters of ARTS 308 or consent of instructor, based on portfolio review. Lab fee payable at time of registration.

465 B.F.A. SEMINAR (1-3) FALL, SPRING

A studio seminar class designed specifically for B.F.A. students. Advanced topics in art and aesthetics will be examined through selected readings, writing, and discussion. In-depth critiques of each student's work will be held. B.F.A. students only.

466 PROFESSIONAL ARTISTS' PRACTICES (3) FALL

Professional issues will be addressed in the preparation and presentation of a B.F.A. exhibition that will be reviewed and critiqued by the studio faculty. Students will be expected to give an oral defense of their work and prepare a statement, a slide portfolio, and a curriculum vitae in preparation for graduation. B.F.A. students only.

470 ART: THEORY AND PRACTICE (2-4)

Advanced seminar course combining lecture/activity. Emphasis placed on development of proposals for works of art in response to slide lectures and assigned readings, and exploration of new methods and materials outside student's usual medium. Participation in group critiques is an essential element of course. Lab fee. Prerequisite: Instructor(s) consent.

482 ADVANCED MONOTYPE (1-4) NOT OFFERED EVERY SEMESTER

An advanced studio course emphasizing single and multiple images derived from a variety of original sources, including painting, hand-painted prints, collagraphs, chine colle, and multiple manipulated prints. Up to 3 upper-division units may be applied toward a printmaking or painting emphasis. Up to 12 units may be repeated for credit; more for B.F.A. students. Laboratory fee payable at registration. Prerequisite: ARTS 382.

491 VISITING ARTISTS' LECTURE SERIES (1)

This is a noontime visiting artists lecturer series for the Art and Art History Department; credit/no credit only. Attendance and paper required.

492 B.A. PROFESSIONAL ARTISTS' PRACTICES (3) FALL

Professional issues will be addressed in the preparation and presentation of a portfolio of student work. Students will be expected to give an oral defense of their work and prepare a statement, a slide portfolio, and a curriculum vitae in preparation for graduation.

495 SPECIAL STUDIES (1-4)

For upper-division art majors only. Consult department faculty in your area of emphasis. The University contract form with required signatures of student, instructor, faculty advisor, and department chair must be completed before registering for special studies units. Not applicable to the art major or minor.

496 DIRECTED FIELD RESEARCH EXPERIENCE (1)

Travel to galleries and museums in various North American cities. Individual and group participation required. Destinations vary; consult semester schedule for specifics. May be repeated and may be applicable to requirements in the major. Fee required at time of registration. Prerequisites: major status and advanced standing or consent of instructor.

497 DIRECTED FIELD RESEARCH EXPERIENCE (1)

Travel to various destinations, which vary depending on type of field research being offered; consult semester schedule for specifics. May be repeated and may be applicable to requirements in the major. Students will be responsible for a field research project(s), based on the trip. Fee required at time of registration. Prerequisites: major status and advanced standing or consent of instructor.

498 SELECTED TOPICS IN ART STUDIO (1-4)

A studio course dealing with intensive study of a particular art topic, which may vary by semester. May be repeated and applicable to requirements for a major in art. Consult advisor and department chair. Prerequisites: major status, advanced standing, and instructor consent. Lab fee payable at time of registration.

499 INTERNSHIP (1-4)

Students in the intern program will have an opportunity to gain practical skills by working in a variety of gallery and museum situations in the private and public sectors. Credit will be given for completion of 3 hours of work per week per unit, by prior arrangement with department coordinator. Prerequisite: consent of instructor. A-F or Cr/NC.

595 SPECIAL STUDIES (1-4)

Prerequisites: graduate standing and consent of instructor.

Teaching Credential Preparation

The art major with a studio concentration generally fulfills the California Commission for Teacher Preparation and Licensing guidelines for the Single Subject Credential. For the Multiple Subject (elementary) Credential, students must pass the general knowledge portion of the National Teachers Examination. ARTS 400 is required of candidates for the Single Subject Credential, and ARTS 400 is recommended for Multiple Subject Credential students. Students interested in a teaching career are encouraged to consult with coordinators in the Art Department as well as the Education Department with reference to legally required education courses, along with field experience, leading to graduate or second degree studies in art and education with a teaching credential. The public school art instructor usually is expected to possess a vast range of aptitudes in 2- and 3-dimensional art forms, materials, and techniques, and have a strong sense of the conceptualization and philosophies for art education for younger learners. A broadly based studio arts, art history, and Education Department course work program, including field experience in a concurrent pattern, is recommended after arrangements are made with both the Art Department and the Education Department. For further information, please see the Education section in this catalog. Contact departmental advisors and review the University's special bulletin on Programs in Teacher Education. Students seeking the Multiple Subject Credential may also wish to pursue a minor in applied arts (please see the Applied Arts section in this catalog).

Career Minor in Arts Management

The career minor in arts management provides students of the arts with education, training, and experience in the practical, business side of their fields. Art majors completing this career minor will be in much stronger positions to find work and support themselves in fields within or closely related to their majors. The arts management career minor, combined with a minor in art history or art studio, also serves the needs of business administration majors who wish to specialize in the arts. Internships are available at local and regional art galleries, museums, nonprofit organizations, and other groups that provide services for artists. Please see the section on Career Minors for a description of the arts management minor program.

ASTRONOMY

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*Joseph S. Tenn

**Faculty Early Retirement Program*

Program Offered

Minor in Astronomy

Astronomy, offered as a minor in the Department of Physics and Astronomy, is the study of the planets, stars, and galaxies in the universe beyond the earth's atmosphere. The fields of Astronomy and Astrophysics, the application of physics principles to astronomical observations, today deal with basic and important questions, such as the origin and nature of the "Big Bang," which created space and time; the subsequent creation of matter and the chemical elements; the eventual formation and evolution of structure in the universe; and the life cycles of stars, including the tremendous explosions which are often their death knells and can lead to the formation of black holes. Modern astronomy leans heavily on the concepts and techniques of physics and mathematics. Astronomers use ground and space-based instruments that detect photons spanning the electromagnetic spectrum, as well as particles such as cosmic rays or neutrinos. An emerging branch of astronomy seeks to detect the gravitational radiation predicted by Einstein's Theory of General Relativity.

As a result of astronomy's cosmic scope and dependence on physics, degrees in astronomy are generally granted at the graduate level. The minor in astronomy, with a B.S. in physics, is an excellent preparation for graduate study in astronomy or astrophysics.

Careers in Astronomy

Career fields for which an astronomy minor would be beneficial include aerospace, astronomy, atmospheric science, education, planetary geology, and geophysics.

A variety of courses are available within the minor, including intermediate and advanced laboratory work that utilizes the department's two observatories, and a number of descriptive courses for students whose major interests lie in other fields.

The SSU Campus Observatory, in operation since 1976, houses two telescopes, a 14-inch Schmidt-Cassegrain and a 10-inch Newtonian, with auxiliary instrumentation for CCD imaging, and spectroscopy. Both telescopes are computer controlled. The observatory is used by students in laboratory and lecture courses, and is also available for faculty and student research projects. A NASA-funded research observatory is located in the darker skies of northern Sonoma County. It includes a remotely controlled and operated 14-inch telescope mounted on a computer-controlled Paramount and equipped with a high quantum efficiency CCD detector and filter wheel. Equipment available for observational work in astronomy at SSU is ideally suited for studying objects that vary in time and space. This includes objects that vary in brightness such as pulsating, eclipsing, and cataclysmic star systems. This also includes the variable nuclei of active galaxies such as quasars and blazars, Gamma-ray Bursts (GRBs), and extrasolar planetary systems that exhibit planetary transits. Our equipment is also ideally suited for follow-up observations of Near Earth Objects (NEOs) which may threaten the Earth. All students are invited to participate in the ongoing research programs of the department, or to propose student-initiated research programs.

Minor in Astronomy

Completion of a minimum of 20 units in astronomy and other physical science courses, at least 12 of which must be in astronomy, constitutes a minor in astronomy. Courses that are used to meet requirements in a student's major may not be used toward the minor in Astronomy. Supporting courses for the major may be used. Interested students should consult with an advisor in the Department of Physics and Astronomy.

Astronomy Courses (ASTR)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments.

100 DESCRIPTIVE ASTRONOMY (3) FALL, SPRING

Lecture, 3 hours. Historic astronomy, Newton's laws, gravitation, atomic structure, light, and telescopes. The solar system, space flight, stars and stellar evolution, interstellar matter, star clusters, galaxies, the universe. A survey designed primarily for non-science majors. Satisfies GE, category B1 or B3.

231 INTRODUCTORY OBSERVATIONAL ASTRONOMY (2) FALL, SPRING

Lecture, 1 hour; laboratory, 3 hours. Principles of astronomical measurement techniques with field and laboratory studies of astronomical objects. Identification of constellations, astronomical coordinates, use of the telescope, techniques in imaging, photometry, and spectroscopy. Satisfies GE, category B1 or B3, and GE laboratory requirements. Prerequisite: previous or concurrent enrollment in ASTR 100.

303 EXTRATERRESTRIAL INTELLIGENCE AND INTERSTELLAR TRAVEL (3) FALL

Lecture, 3 hours. A largely descriptive survey. Theories of the origin of life; conditions for extraterrestrial intelligence; problems of communication; space flight and interstellar travel. Satisfies GE, category B3. Prerequisite: ASTR 100.

305 FRONTIERS IN ASTRONOMY (3) FALL

Lecture, 3 hours. A survey of recent developments in astronomy: exploration of the solar system; attempts to detect neutrinos from the sun; interstellar molecules, pulsars, quasars, x-ray and ultraviolet astronomy; new trends in cosmological thinking. Satisfies GE, category B3. Prerequisite: one course in astronomy.

331 ASTRONOMICAL IMAGING (2) SPRING

Lecture, 1 hour; laboratory, 3 hours. An introduction to the methods and techniques of astronomical imaging using digital images. The course will offer a practical approach to using charge-coupled device (CCD) detectors. Experience will be gained using the CCD camera at the SSU Observatory to obtain images of the moon, planets, stars, and nebulae. Topics to be covered include use of astronomical telescopes, planning observing programs, identifying astronomical objects, determining exposure times and image sizes, and CCD calibration techniques. Image processing techniques will be illustrated using several different image processing software packages. Prerequisite: ASTR 231 or consent of instructor.

350 COSMOLOGY (3) SPRING

Lecture, 3 hours. A largely descriptive survey. Theories of the universe, as advocated by the Greeks, Newton, Einstein, Lemaitre, Gamow, and Hoyle. Cosmological implications of black holes, quasars, and other recent discoveries. Satisfies GE, category B3. Prerequisite: ASTR 100.

380 ASTROPHYSICS: STARS (3) SPRING

Lecture, 3 hours. A quantitative study of the structure and evolution of stars, including stellar interiors and atmospheres, nucleosynthesis and late stages of stellar evolution. Prerequisites: PHYS 314 and MATH 211.

396 SELECTED TOPICS IN ASTRONOMY (1-3)

Lecture, 1-3 hours. A course of lectures on a single topic or set of related topics not ordinarily covered in the astronomy curriculum. The course may be repeated for credit with a different topic. Prerequisite: consent of instructor.

482 ADVANCED OBSERVATIONAL ASTRONOMY (2) SPRING

Lecture, 1 hour; laboratory, 3 hours. An introduction to astronomical spectroscopy, photometry and astrometry with emphasis on techniques at the telescope, and data reduction. Observing program preparation, use of telescopes with auxiliary instrumentation, photographic and photoelectric techniques. Statistical treatment of data and the method of least squares. Prerequisites: ASTR 231, PHYS 209B, and 210B, and MATH 161; or consent of instructor.

492 INSTRUCTIONAL DESIGN PROJECT (2) FALL, SPRING

A directed project to develop at least one laboratory experiment and/or classroom activity that teaches basic concepts in undergraduate astronomy. Both written and oral presentations (including a demonstration of the experiment or activity) will be required. Prerequisite: PHYS 214 and 216 or PHYS 210B and 209B; ASTR 231.

495 SPECIAL STUDIES (1-4) FALL, SPRING

The Department of Physics and Astronomy encourages independent study and considers it to be an educational undertaking. Students wishing to enroll for special studies are required to submit to their supervising faculty members proposals which outline their projects and exhibit specific plans for their successful completion.

497 UNDERGRADUATE RESEARCH IN ASTRONOMY (2) FALL, SPRING

Supervised research in an area of astronomy that is currently under investigation by one or more members of the physics and astronomy department's faculty. This course may be repeated for up to 6 units of credit. Prerequisites: junior standing and consent of instructor.

BIOLOGY

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*Faculty Early Retirement Program

Programs Offered

Bachelor of Arts in Biology
Bachelor of Science in Biology
Master of Science in Biology
Minor in Biology

The Department of Biology offers two broadly based bachelor's degree programs, within which are opportunities for selecting a special concentration. The department also has a graduate program that offers a Master of Science degree in biology (see below). A congenial atmosphere allows students to develop a close relationship with peers, graduate students, and faculty. An emphasis is placed on laboratory and field courses, to give students practical experience, and on participation in research.

Laboratory courses are designed to focus on structure, development, physiology, microbiology, genetics, and DNA recombination. Laboratory instruction provides students with hands-on opportunities with physiological equipment, ultracentrifugation, PCR, electrophoresis, image analysis using epifluorescence, confocal, atomic force, and scanning electron microscopy and microbiological techniques. A radioisotope laboratory is also available.

Field courses draw upon an unparalleled diversity of habitats, streams, lakes, estuaries, bays, open coasts, marshes, grasslands, vernal pools, oak woodlands, redwood groves, thermal springs, and geothermal steam fields, all in close proximity to the campus. In addition, the department maintains extensive museum collections of local plants (North Coast Herbarium of California), algae, fungi, invertebrates (including insects), and vertebrates.

Careers in Biology

Biology graduates are prepared to enter the job market in a variety of careers, including government agencies, park service, biological research, teaching, biotechnology, and medical technology. Students seeking a teaching credential may elect biology as their major within the teaching credential preparation program in science. Graduates from the department have an outstanding record of acceptance in advanced degree programs at technical, dental, veterinary, medical, and graduate schools, as well as in fifth-year hospital traineeships in medical technology.

The biology curriculum, supported by physical sciences and mathematics, is designed to provide students with a strong background in the principles of biology and rigorous upper-division instruction. This combination of breadth and in-depth instruction allows students to develop the intellectual foundations and the skills necessary to deal with the specific biological concerns of today and the flexibility to meet the needs of the profession.

Biology Degree Concentrations

Many students are well served by the basic B.A. plan, without a concentration. Some, however, select one of four concentrations for a B.A. Both the B.A. and B.S. share a common lower-division core, hence beginning students need not select a plan immediately. The B.A. program leaves more flexibility for electives and a minor. The B.S. requires more physical science, mathematics, a specific concentration, and total units. Upon completion of specified course work, a concentration will be designated on the transcript and diploma. Students should contact the department for specific requirements.

Bachelor of Arts

Botany
Marine Biology
Microbiology
Zoology

Bachelor of Science

Aquatic Biology
Molecular and Cell Biology
Ecology and Evolutionary Biology
Physiology

Preparation for Applying to Health Professions

Students majoring in biology intending to pursue careers in the allied health fields may follow the guidelines for a B.S. degree, or a B.A. degree with the addition of MATH 161, CHEM 335B, and PHYS 210AB and 209AB. They are encouraged to enroll in SCI 150, Introduction to Careers in the Health Professions, during their first fall semester.

For admission to most health profession schools, it is typically recommended or required that specific biology courses be incorporated into the B.A. or B.S. degree. These include:

Premedical

BIOL 342 Molecular Genetics	4
BIOL 344 Cell Biology	4
BIOL 328 Vertebrate Evolutionary Morphology	4
BIOL 472 Developmental Biology	4

Preveterinary

BIOL 342 Molecular Genetics	4
BIOL 344 Animal Physiology	4
BIOL 472 Developmental Biology	4

Pre dentistry

BIOL 342 Molecular Genetics	4
BIOL 344 Cell Biology	4
BIOL 340 General Bacteriology	4
BIOL 328 Vertebrate Evolutionary Morphology	4
BIOL 472 Developmental Biology	4
BIOL 307 Human Nutrition	3
BIOL 480 Immunology	4

Secondary Education Teaching Credential Preparation in Life Science

Contact the department chair for information on completing a biological sciences concentration for a Single Subject Credential Preparation Program.

Degree Requirements

	B. A.	B. S.
General Education (51 units, 12 units covered by major requirements in math and science)	39	39
Lower-Division Biology (BIOL 121, 122, 123)	12	12
Upper-Division Biology Core (1 course from each of 4 areas)	16	16
Upper-Division Biology Electives (as specified by concentration)	15	18
Senior Research (BIOL 496)	--	2
Physical Sciences and Mathematics:		
CHEM 115AB	10	10
CHEM 335A or 232	5	
CHEM 335AB	--	8
MATH 165	4	4
MATH 161	--	4
B. A.		
PHYS 210A/209A or GEOL 102	4 or 3	--
B. S.		
PHYS 210A/210B and either PHYS 209 A or B; or PHYS 114/116/214	--	7 or 9
AND		
Concentration specific physical science	--	3
General Electives	15-16	3-1
Total Units for Graduation	120	126

Upper-Division Biology Core

Complete one course from each of the following groups (additional courses from each group may be used as electives or may be required for particular concentrations):

Organismal Biology (4 units)

BIOL 329 Plant Biology (4)
BIOL 340 General Bacteriology (4)
BIOL 322 Invertebrate Biology (4)
BIOL 327 Vertebrate Biology (4)
BIOL 382 Parasitology (4)

Physiology (4 units)

BIOL 349 Animal Physiology (4)
BIOL 347 Environmental Physiology (4)
BIOL 348 Plant Physiology (4)
BIOL 328 Vertebrate Evolutionary Morphology (4)

Molecular and Cell Biology (4 units)

BIOL 342 Molecular Genetics (4)
BIOL 343 Molecular Microbiology (4)
BIOL 344 Cell Biology (4)
BIOL 383 Virology (4)

Ecology and Evolutionary Biology (4 units)

BIOL 333 Ecology (4)
BIOL 341 Evolution (4)
BIOL 335 Marine Ecology (4)
BIOL 337 Behavioral Ecology (4)

Upper-Division Biology Electives

Biology major electives are upper-division courses beyond those used to fulfill the upper-division core and the B.A. or B.S. concentrations. Major electives are used to meet the total upper-division unit requirement for the B.A. (31 units) or B.S. (36 units). Major electives are chosen from among the following:

1. Additional courses from the upper-division core groups.
2. Upper-division biology electives. The current list is: BIO, 307, 323, 330, 331, 339, 485, 346, 323, 472, 426, 460, 463, 465, 468, 480, 481, 484, 491, and 497. This list is subject to revision following this catalog edition. Students should check with their academic advisor for updates. Seniors may also take graduate courses (500 level) with permission of the instructor.
3. Supervisory courses in biology, leading to hands-on experience, extension of knowledge, or research experience. These courses are: BIOL 395, 495, 498, and 499 (see below for unit restrictions for these courses).
4. Biology colloquium, BIOL 390, may be taken twice (2 units) for major credit.
5. A maximum of 4 units from courses related to biology from other departments or from the department's non-majors courses. To apply the units to the major, students are required to obtain written permission from their advisor **before taking these courses.** (Obtain forms in department office.) The following is the current list of acceptable courses: ANTH 301, 302, 314, 318, 345, 414; BIOL 220, 224; CHEM 340, 441, 445, 446; ENSP 315, 321, 322, 323; GEOG 416; GEOL 413; KIN 360; PSY 451.

Restrictions

1. A maximum of 4 units taken in the Cr/NC grading mode may be applied to the major from the following courses: BIOL 390, 395, 498, 499.
2. All other courses in the biology major must be taken in the traditional grading mode (A-F).
3. A maximum of 7 units from the following list of courses may be applied to the major: BIOL 390, 395, 495, 496, 498, and 499.

Sample Four-year Program for Bachelor's Degree in Biology

FRESHMAN YEAR:: 31-33 Units

<i>Fall Semester (16 Units)</i>	<i>Spring Semester (15-17 Units)</i>
ENGL 101 (3)* (A2)	PHIL 101 or 102 (3) (A3)
BIOL 121 or 122 (4) (B2)	BIOL 121 or 122 (4) (B3)
MATH 165* (4) (B4)	CHEM 115B (5)
CHEM 115A (5) (B1)	Electives** (3-5)

SOPHOMORE YEAR:: 31-35 Units

<i>Fall Semester (15-17 Units)</i>	<i>Spring Semester (16-18 Units)</i>
BIOL 123 (4)	G.E. Group A1 course (3)
CHEM 232 or 335A (5)	Electives*** (9-11)
Electives** (6-8)	BIOL UD core course (4)

Biology majors are expected to complete all of the lower-division core requirements before attaining junior standing (60 units). This maximizes flexibility in upper-division course selection by ensuring that essential prerequisites will have been completed. BIOL 121, 122, and 123 should be completed before taking any upper-division course.

JUNIOR YEAR:: 28-34 Units

<i>Fall Semester (14-17 Units)</i>	<i>Spring Semester (14-17 Units)</i>
Complete Written English Proficiency Test after completing a total of 60 units	
Two BIOL UD core courses (8)	1-2 BIOL UD core courses (8)
Electives*** (6-9)	Electives*** (6-9)

SENIOR YEAR:: 30-36 Units

Complete the biology requirements by completing required and elective courses in the major and support courses in physical sciences and math.

Complete general education requirements to a total of 51 units (48 for transfer students), including ethnic studies. All area B GE requirements are met by courses required in the Biology major.

TOTAL UNITS::

for B.A. degree, minimum 120
for B.S. degree, minimum 126

Before or during Fall semester of the fourth year, all students planning to graduate that academic year must formally apply to graduate. With their advisor, students will complete the biology requirements form and list any remaining required courses they must complete to graduate.

**If a student is not eligible to take either of these courses in the first semester, that student must be enrolled in the recommended preparatory course(s) and complete these courses in the next semester. Students must also delay CHEM 115A until satisfying GE math eligibility. This may extend time to graduation beyond 4 years.*

***Electives should include at least one lower-division (100-299) GE course each semester. Electives may include additional physical science and mathematics (consult your biology advisor). Unit total per semester should average approximately 15-16 throughout all eight semesters (8 x 16 = 128) to complete the degree requirements in four years.*

****Electives include upper-division BIOL. electives and physical science support as well as upper-division (300-499) GE courses. NOTE: Most upper division BIOL. electives require completion of BIOL 123. Beginning in the semester in which 60 units total is reached, each student is required to complete 9 units of upper-division GE.*

Bachelor of Arts in Biology: Concentrations

The B.A. does not require a concentration. However, students may wish to focus their upper division course work in a particular area. The following are approved concentrations in the B.A., which may be designated on the diploma.

B.A. Concentrations

A. Marine Biology

All of the following courses (12):

BIOL 335 Marine Ecology	4
BIOL 331 Aquatic Botany	4
BIOL 322 Invertebrate Biology	4

One of the following courses:

BIOL 349 Animal Physiology (4)	4
BIOL 347 Environmental Physiology (4)	

Other upper division core and electives

15

B. Botany

All of the following courses (16):

BIOL 330 Plant Taxonomy	4
BIOL 348 Plant Physiology	4
BIOL 329 Plant Biology	4
BIOL 331 Aquatic Botany	4

One of the following courses:

BIOL 333 Ecology (4)	4
BIOL 341 Evolution (4)	

Other upper division core and electives

11

C. Zoology

One of the following courses:

BIOL 333 Ecology (4)	4
BIOL 341 Evolution (4)	

One of the following courses:

BIOL 349 Animal Physiology (4)	4
BIOL 347 Environmental Physiology (4)	

One of the following courses:

BIOL 322 Invertebrate Biology (4)	4
BIOL 323 Entomology (4)	
BIOL 382 Parasitology (4)	

One of the following courses:

BIOL 327 Vertebrate Biology (4)	4
BIOL 328 Vertebrate Evolutionary Morphology (4)	

Other upper division core and electives

15

D. Microbiology

The following courses (8):

BIOL 343 Molecular Microbiology	4
BIOL 340 General Bacteriology	4

<i>One of the following courses:</i>	4	BIOL 383 Virology (4) BIOL 480 Immunology (4)	
BIOL 349 Animal Physiology (4) BIOL 348 Plant Physiology (4)			
<i>Two of the following courses:</i>	8		
BIOL 331 Aquatic Botany (4) BIOL 339 Mycology (4) BIOL 383 Virology (4) BIOL 382 Parasitology (4) BIOL 480 Immunology (4)			
<i>Other upper division core and electives</i>	11		

Bachelor of Science in Biology

Students must specify a particular concentration for the B.S. and meet its requirements. The lower-division core is structured so that switching between the B.A. and B.S. programs in the first two years will not delay completing either degree program.

Concentrations

From among courses used to satisfy U.D. core requirements or electives, concentrations require specific courses as follows:

A. Aquatic Biology

All of the following courses (16):

BIOL 347 Environmental Physiology	4
BIOL 331 Aquatic Botany	4
BIOL 340 General Bacteriology	4
BIOL 322 Invertebrate Biology	4

Two additional courses from U.D. Core 8

BIOL 496 Senior Research in this area 2

Upper-division biology electives 10

Additional physical sciences (one of the following):

CHEM 340 (3), CHEM 445 (3), CHEM 446 (3), or GEOL 323 (3).

B. Molecular and Cell Biology

The following courses (8):

BIOL 342 Molecular Genetics	4
BIOL 344 Cell Biology	4

One of the following courses: 3 or 4

CHEM 441 Biochemical Methods (3)
BIOL 544 Advanced Cell Biology (4)
BIOL 545 Recombinant DNA Lab (4)

Two of the following courses: 8

BIOL 340 General Bacteriology (4)
BIOL 343 Molecular Microbiology (4)
BIOL 472 Developmental Biology (4)

BIOL 383 Virology (4) BIOL 480 Immunology (4)	
<i>Two or three additional courses from U.D. Core</i>	8-12

BIOL 496 Senior Research in this area 2

Upper-division biology electives 2-8

Additional physical sciences and math (one of the following):

CHEM 441 (3), CHEM 445 (3), or CHEM 446 (3). One or more of the following is recommended: CS 150 (4), MATH 211S (2), additional physics lab: PHYS 209A (1) or PHYS 209B (1).

C. Ecology and Evolutionary Biology

All of the following courses (12):

BIOL 333 Ecology	4
BIOL 341 Evolution	4
BIOL 485 Biometry	4

One of the following courses: 4

BIOL 335 Marine Ecology (4)
BIOL 328 Vertebrate Evolutionary Morphology (4)
BIOL 337 Behavioral Ecology (4)

Three additional courses from U.D. Core 12

BIOL 496 Senior Research in this area 2

Upper-division biology electives 6

Additional physical sciences and math (one of the following):

GEOL 102 (3) or GEOG 204 (3). One or more of the following is recommended: MATH 211S (2), additional physics lab: PHYS 209A (1) or PHYS 209B (1), GEOL 413.

D. Physiology

One of the following courses: 4

BIOL 329 Plant Biology (4)
BIOL 322 Invertebrate Biology (4)
BIOL 327 Vertebrate Biology (4)

One of the following courses: 4

BIOL 339 Mycology (4)
BIOL 340 General Bacteriology (4)
BIOL 328 Vertebrate Evolutionary Morphology (4)
BIOL 382 Parasitology (4)
BIOL 426 Neurobiology and Neural Networks (4)

Two of the following courses: 8

BIOL 349 Animal Physiology (4)
BIOL 347 Environmental Physiology (4)
BIOL 348 Plant Physiology (4)

Two additional courses from U.D. Core 8

<i>BIOL 496 Senior Research in this area</i>	2
<i>Upper-division biology electives</i>	10
<i>Additional physical sciences (one of the following):</i>	
CHEM 340 (3), CHEM 445 (3), or CHEM 446 (3).	
<i>One or more of the following is recommended:</i>	
PHYS 313/313L (4), ENSP 333 (3-4).	

Minor in Biology

The minor consists of a minimum of 20 units in biology with a GPA of 2.00 or higher. The purpose of the minor is to provide the student with an understanding of general biology and to supplement the student's major with pertinent biology courses.

Students will structure programs in consultation with the chair of the Biology Department. General requirements that must be met in any plan are:

Both of the following courses (8):

BIOL 121 Diversity, Structure, and Function	4
BIOL 122 Genetics, Evolution, and Ecology	4

Twelve additional Biology units

At least six of these units must be U.D. majors' courses and at least one of those must be a majors' course with laboratory. Colloquium (BIOL 390, 1 unit) may be counted once within the minor.

All courses applied to the biology minor must be taken under the traditional grading mode (A-F), BIOL 390 excepted.

Master of Science in Biology

The M.S. program provides students with an opportunity to conduct original research in collaboration with a biology faculty member. The department has an active group of graduate students who pursue diverse research topics in the four major areas of biology: molecular and cell biology; physiology and functional morphology; ecology and evolutionary biology; and organismal biology. In addition to completing a thesis research project, all students are required to complete 30 units of committee-approved courses. Typically, students take two to three years to complete their graduate degree.

Admission to the Program

The graduate application package consists of the following: 1) a completed University application (obtain from Admissions and Records); 2) official copies of all undergraduate transcripts; 3) a 1-2 page Statement of Purpose essay detailing the student's background in biology, objectives for graduate school, and career goals; 4) two letters of recommendation from individuals familiar with the student's background in biology and able to comment on his/her potential for conducting original work; 5) Graduate Record Examination (GRE) scores for the General test (Biology Subject scores optional).

The originals for items 1-3 must be submitted to SSU's Admissions and Records Office. Copies of items 1-3 and originals of items 4 and 5 must be submitted to the Department of Biology (Graduate Coordinator). Application deadlines in the Department are January 31 for the fall semester and October 31 for the spring semester. A complete application must be received before an applicant will be considered for admission.

Applications are reviewed for evidence that the prospective student is capable of initiating and performing original research. As a general guideline, the Department uses the following criteria to determine this potential: 1) an undergraduate degree or equivalent in biology, including one course in calculus or statistics, one year of general chemistry, one semester of organic chemistry, and at least one other course in physical sciences; 2) a G.P.A. of 3.0 or higher in the last 60 units; 3) a score at or above the 50th percentile on each section of the General Examination of the GRE; 4) evidence in letters of recommendation of potential for conducting independent and original research in biology; 5) acceptance by a Biology faculty member (tenure-track or approved SSU adjunct) to serve as faculty advisor. Students are strongly encouraged to review the information on faculty members contained in the Department's website and contact them prior to completing an application.

Biology Courses (BIOL)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments. Biology majors are encouraged to complete all the lower-division core requirements as well as two semesters of general chemistry and statistics before attaining junior standing (60 units). This maximizes flexibility in upper-division course selection by ensuring that essential prerequisites will have been completed.

110 BIOLOGICAL INQUIRY (4)* FALL, SPRING

Lecture, 3 hours; laboratory, 3 hours. A factual and conceptual exploration of the living world through presentation, student inquiry, and laboratory exercises. Topics include the bases of life—organization of living systems, from molecules to ecosystems, and their interactions—genetics, evolution, and ecology. Satisfies GE, category B2 (Biological Sciences), and the GE laboratory requirement. Not applicable to the biology major.

115 AN INTRODUCTION TO BIOLOGY (3) FALL, SPRING

Lecture, 3 hours. The unifying concepts of biology. Topics include the chemical and physical bases of life; cellular structure and function; molecular and Mendelian genetics; reproduction, development, structure, and function of representative plants and animals; and evolution and ecology. Satisfies GE, category B2 (Biological Sciences). Not applicable to the biology major.

121 DIVERSITY, STRUCTURE, AND FUNCTION (4)* FALL, SPRING

Lecture, 3 hours; laboratory, 3 hours. First in three-semester series required for biology and other science majors. Introduces the extraordinary diversity of life and evolutionary relationships between groups of organisms, and compares body plans. For biology majors, satisfies GE, categories B2 or B3, and the GE laboratory requirement.

* Laboratory fee may be charged; see current Schedule of Classes.

122 GENETICS, EVOLUTION, AND ECOLOGY (4)* FALL, SPRING

Lecture, 3 hours; laboratory, 3 hours. Second in three-semester series required for biology majors. Introduces mechanism of inheritance, evolution, and ecology. Recent advances in understanding processes underlying ecological and evolutionary relationships will be emphasized. For biology majors, satisfies GE, categories B2 or B3 and the GE laboratory requirement. May be taken before BIOL 121.

123 MOLECULAR AND CELL BIOLOGY (4)* FALL, SPRING

Lecture, 3 hours; laboratory, 3 hours. Third in three-semester series required for biology majors. Introduction to cell and molecular biology, with emphasis on molecular processes, cellular physiology, and regulatory mechanisms. For biology and other science majors, satisfies GE, categories B2 or B3 and the GE laboratory requirement. Prerequisites: BIOL 121 and 122 or consent of instructor and CHEM 115AB/116AB. Concurrent or prior enrollment in CHEM 335A or 232 recommended.

218 GENERAL MICROBIOLOGY (4)* FALL OR SPRING

Lecture, 3 hours; laboratory, 3 hours. An introduction to the organization and characteristics of microorganisms, including bacteria, fungi, protists and viruses. Topics include their role in agriculture, industry and disease processes. Not applicable in the Biology major. Prerequisites: BIOL 110 or 115 or 121/122 and CHEM 115AB/116AB or 105.

220 HUMAN ANATOMY (4)* FALL, SPRING

Lecture, 3 hours; laboratory, 3 hours. Survey of the body systems. Designed for pursuing careers in the allied health professions. Satisfies GE, category B3 and GE laboratory requirement. Prerequisite: BIOL 110 or 115 or 121/122.

224 HUMAN PHYSIOLOGY (4) FALL, SPRING

Lecture, 3 hours; laboratory, 3 hours. An integrated examination of the human body as an efficient system maintained by a complex of interacting, homeostatic mechanisms. Includes fundamental principles of function of major organ systems. Designed for those pursuing careers in the allied health professions. Satisfies GE, category B3 and GE laboratory requirement. Prerequisites: BIOL 110 or 115 or 121/122 and CHEM 115AB/116AB or 105.

307 HUMAN NUTRITION (3) FALL OR SPRING

Lecture, 3 hours. Concepts of modern nutrition, including some discussion of principal nutritional problems and modern food processing methods. Prerequisites: BIOL 110 or 115 or BIOL 121/122 and one course in beginning chemistry.

308 ENVIRONMENTAL TOXICOLOGY (3) SPRING

Lecture, 3 hours. An overview, chemically and physiologically, of toxins in the environment, with an emphasis on the philosophy of chemical use. Includes the nature of the interaction of toxins with living organisms, categories of toxicological activity, toxicological evaluation and environmental monitoring, and governmental regulations and procedures. Satisfies GE, category B3 (specific Emphasis in Natural Sciences). Prerequisites: BIOL 110, BIOL 115 or 121/122.

309 BIOLOGY OF CANCER (3) FALL OR SPRING

Lecture, 3 hours. Biological, clinical, environmental, and psychosocial aspects of cancer explored through the perspectives of medical researchers, physicians, patients, and health educators. This lecture series is intended for students of all majors, for those in the health professions and for the general public. It is designed so that everyone (regardless of scientific background) will benefit. Satisfies GE, category B3. Prerequisite: BIOL 110 or 115 or 121/122.

311 SEXUALLY TRANSMITTED DISEASES (3) FALL OR SPRING

Lecture, 3 hours. Biological, environmental, societal, and psychosocial aspects of sexually transmitted diseases. Satisfies GE, category B3. Prerequisite: BIOL 110 or 115 or 121/122.

312 BIOLOGICAL OCEANOGRAPHY (3) FALL OR SPRING

Lecture, 3 hours. An introduction to the world's oceans with emphasis on the biological diversity and functioning of marine organisms. Includes chemical, geological, and other physical features of the ocean as they relate to life. Satisfies GE, category B3. Prerequisite: BIOL 110 or 115 or 121/122.

314 FIELD BIOLOGY (3)* FALL OR SPRING

Lecture, 2 hours; laboratory and field, 3 hours. A course emphasizing plant and animal communities of Northern California. Satisfies GE, category B3, and GE laboratory requirement. Prerequisite: BIOL 110 or 115 or 121/122.

318 BIOLOGY OF AGING (3) FALL OR SPRING

Lecture, 3 hours. Examines the biological processes occurring in a cumulative fashion in the course of human senescence, including the medical and social consequences. Satisfies GE, category E. Prerequisite: BIOL 110 or 115 or 121/122.

322 INVERTEBRATE BIOLOGY (4)* FALL

Lecture, 3 hours; laboratory and field, 3 hours. Exploration of the functional morphology, behavior, ecology, and evolution of invertebrate animals with emphasis on marine invertebrates. Prerequisite: BIOL 121 and 122.

323 ENTOMOLOGY (4)* FALL, EVEN YEARS

Lecture, 3 hours; laboratory and field, 3 hours. A comprehensive foundation in the biology of insects, with emphasis on ecology, behavior, evolution, and systematics. Emphasis on the diagnostic features of insects and their major orders. Prerequisites: BIOL 121 and 122.

327 VERTEBRATE BIOLOGY (4)* SPRING

Lecture, 3 hours; laboratory and field, 3 hours. Exploration of the systematics, behavioral ecology, biogeography, evolution, and conservation biology of fish, amphibians, reptiles, birds, and mammals. At least one weekend field trip. Prerequisites: BIOL 121 and 122.

328 VERTEBRATE EVOLUTIONARY MORPHOLOGY (4)* SPRING

Lecture, 3 hours; laboratory, 3 hours. Trends in the evolution of structure and function in the vertebrates. This course focuses on morphological adaptations at the organ system level that have enabled vertebrates to diversify and succeed in a wide range of habitats and environments. Prerequisites: BIOL 121 and 122.

329 PLANT BIOLOGY (4)* FALL

Lecture, 3 hours; laboratory, 3 hours. An overview of plant biology, with focus on structure, function, reproduction, and evolution. Emphasis is on flowering plants, but a survey of all plant and plant-like organisms, both modern and extinct, is included. Prerequisites: BIOL 121 and 122.

330 PLANT TAXONOMY (4)* SPRING, ODD YEARS

Lecture, 3 hours; laboratory and field, 3 hours. An introduction to the principles and practices of plant taxonomy, including approaches to classification, data analysis, and a survey of vascular plant families in the California flora. A minimum of two Saturday field trips is required. Prerequisites: BIOL 121 and 122.

331 AQUATIC BOTANY (4)* SPRING

Lecture, 2 hours; laboratory and field, 6 hours. Marine, estuarine, and freshwater plants and algae, with emphasis on their ecology, primary production, growth, and taxonomy. Prerequisites: BIOL 121 and 122.

333 ECOLOGY (4)* FALL

Lecture, 3 hours; laboratory and field, 3 hours. A current overview of this field, with in-depth coverage of ecology at the population, community, and ecosystem level. Emphasis on diverse taxa and habitats, hypothesis testing, and data collection and analysis. Prerequisites: BIOL 121 and 122 and MATH 165.

* Laboratory fee may be charged; see current Schedule of Classes.

335 MARINE ECOLOGY (4)* SPRING

Lecture, 3 hours; laboratory and field, 3 hours. An overview of current topics in marine ecology and conservation with emphasis on ecology of coastal ecosystems. Extensive focus on field and laboratory research projects. Includes experimental design, data analysis, and presentation. At least three 5-hour field trips outside of scheduled class time. Prerequisites: BIOL 121 and 122 and MATH 165.

337 BEHAVIORAL ECOLOGY (4)* SPRING

Lecture, 3 hours; laboratory and field, 3 hours. Examines how the behavior of animals functions to optimize their fitness. Explores such topics as foraging, altruism, breeding systems, sexual selection, deceit, communication systems, and aggression with emphasis on techniques for formulating and testing hypotheses. Prerequisites: BIOL 121 and 122.

339 MYCOLOGY (4)* FALL, EVEN YEARS

Lecture, 2 hours; laboratory and field, 6 hours. Principles and techniques for studying fungi and allied organisms, including the development of laboratory culture, identification, and field work on terrestrial and aquatic fungi. Prerequisites: BIOL 121 and 122.

340 GENERAL BACTERIOLOGY (4)* SPRING

Lecture, 2 hours; laboratory, 6 hours. Prokaryotes: their taxonomy, physiology, ecology, and genetics. Prerequisites: BIOL 123 and CHEM 335A.

341 EVOLUTION (4) FALL

Lecture, 3 hours; laboratory and field, 3 hours. A broad examination of the patterns and processes involved in the evolution of life on earth. Includes inquiry into the origin of life, microevolutionary processes, systematics, and large-scale evolutionary history. Prerequisite: BIOL 123.

342 MOLECULAR GENETICS (4)* SPRING

Lecture, 3 hours; laboratory, 3 hours. Gene structure and function at the level of DNA, RNA, and protein interactions. Emphasis on molecular analytical techniques used for genetic analysis in a diversity of prokaryotic and eukaryotic organisms. Prerequisites: BIOL 123 and CHEM 335A.

343 MOLECULAR MICROBIOLOGY (4)* FALL

Lecture, 3 hours; laboratory, 3 hours. The biochemical and molecular processes of pathogenic organisms within the three major groups of microbes: bacteria, parasites, and viruses. Prerequisites: BIOL 123 and CHEM 335A.

344 CELL BIOLOGY (4)* FALL

Lecture, 3 hours; laboratory, 3 hours. An introduction to structural and molecular organization of eukaryotic cells and tissues. Specific topics will represent the central core of cell biology and are concerned mainly with those properties that are common to most eukaryotic cells. Prerequisites: BIOL 123 and CHEM 335A.

346 INTRODUCTION TO BIOINFORMATICS (4) FALL

Lecture, 2 hours; laboratory, 6 hours. Principles and techniques of accessing biomolecular databases and analyzing retrieved sequences of nucleic acids and proteins. Statistical tools, sequences alignments, pattern mapping, structural modeling, and phylogenetics will be explored. Examples will be selected from plants, animals, fungi, protists, bacteria, and viruses. Laboratory will involve computer exercises, projects, discussions, and student presentations. Prerequisites: BIO 123 or consent of instructor.

347 ENVIRONMENTAL PHYSIOLOGY (4)* FALL

Lecture, 3 hours; laboratory, 3 hours. Course examines the adaptations and physiological responses that allow animals to live under widely different environmental conditions. Laboratory and field exercises will utilize modern techniques of physiological measurement to examine adaptive strategies among and between species in different environmental conditions. Prerequisite: BIOL 123.

348 PLANT PHYSIOLOGY (4)* FALL

Lecture, 3 hours; laboratory, 3 hours. Concepts and principles of plant function. The following areas are investigated in detail: photosynthesis, water relations, mineral nutrition, and plant growth regulation. Prerequisite: BIOL 123.

349 ANIMAL PHYSIOLOGY (4)* SPRING

Lecture, 3 hours; laboratory, 3 hours. Principles and concepts of animal function, with emphasis on cellular and biochemical/molecular bases of physiological activities in tissues and organ systems, environmental adaptations, and comparative homeostatic mechanism. Prerequisite: BIOL 123.

382 PARASITOLOGY (4)* SPRING

Lecture, 3 hours; laboratory, 3 hours. The biology, epidemiology, ecology, pathogenesis, diagnosis, and prevention of parasitic disease affecting animals and humans. Students will learn about the host-parasite relationship in the context of how social, economic, and ecological factors contribute to the parasitic infections and disease. Labs involve microscopic identification of prepared and live specimens. Prerequisite: BIOL 123.

383 VIROLOGY (4) SPRING

Lecture, 3 hours; discussion, 1 hour. Viruses: their characteristics, classification, genetics, and host-parasite interactions, including methods of disease prevention, control, and applications in biotechnology. Prerequisites: BIOL 123 and CHEM 335A.

385 CONTEMPORARY ISSUES IN BIOLOGY (3)

Lecture, 3 hours. Selected topics related to the quality of life and the search for perspectives on the future. May be repeated with different topics. Satisfies GE, category B3. Prerequisite: BIOL 110 or 115 or 121/122.

390 BIOLOGY COLLOQUIUM (1) FALL, SPRING

Lecture, 1 hour. A series of lectures by faculty, master's degree candidates, and invited guests on current research and contemporary issues in biology. All majors and graduate students are encouraged to enroll each semester, although no more than 2 units are applicable to the biology major. Cr/NC only.

395 COMMUNITY INVOLVEMENT PROGRAM (1-4) FALL, SPRING

CIP involves students in basic community problems related to biology—performing such tasks as tutoring, reading to the blind, service to local, county, and state agencies, and service as teacher aides to elementary schools. Students receive 1-4 units depending on the specific task performed. A total of 6 units of CIP credit may be applied toward a degree. Cr/NC only. Prerequisites: approved petition to enroll and completion of biology minor core.

426 NEUROBIOLOGY AND NEURAL NETWORKS (3)*

Lecture, 2 hours; laboratory, 3 hours. Theoretical and experimental approach to studying basic concepts of electrophysiology, neuronal electrical activity, and neuronal circuitry in invertebrate and vertebrate animals. Lab exercises include studies of neuronal networks in crayfish, horseshoe crabs, and sea hares. Prerequisite: BIOL 115 or BIOL 121/122 and PHYS 210B or PHYS 214, or consent of instructor.

460 ICHTHYOLOGY (4)*

Lecture, 2 hours; laboratory, 3 hours. Theoretical and experimental approach to studying basic concepts of electrophysiology, neuronal electrical activity, and neuronal circuitry in invertebrate and vertebrate animals. Lab exercises include studies of neuronal networks in crayfish, horseshoe crabs, and sea hares. Prerequisite: BIOL 115 or BIOL 121/122 and PHYS 210B or PHYS 214, or consent of instructor.

463 HERPETOLOGY (4)* SPRING

Lecture, 3 hours; laboratory and field, 3 hours. Classification, functional and evolutionary morphology, environmental physiology, and ecology of reptiles and amphibians. Includes at least one weekend field trip. Prerequisite: BIOL 360 or 370.

* Laboratory fee may be charged; see current Schedule of Classes.

465 ORNITHOLOGY (4)*

Lecture, 3 hours; laboratory and field, 3 hours. Avian classification, anatomy, and life histories, including such topics as molts, distribution, migration, and breeding habits. Prerequisite: BIOL 360 or 370.

468 MAMMALOLOGY (4)*

Lecture, 3 hours; laboratory and field, 3 hours. Characteristics, classification, and a functional approach to examine broader conceptual issues including evolution, behavior, ecology, biogeography, and conservation of mammals. Prerequisite: BIOL 360 or 370.

472 DEVELOPMENTAL BIOLOGY (4)* SPRING

Lecture, 3 hours; laboratory, 3 hours. Patterns of animal development. This course is designed to provide students with a comprehensive appreciation of the developmental process, presenting detailed descriptions of developmental mechanism along with a conceptual framework for understanding how development occurs. Prerequisite: BIOL 123.

480 IMMUNOLOGY (4) FALL

Lecture, 3 hours; discussion, 1 hour. The component elements of the immune response; antigens and antibodies; theories of antibody synthesis, cellular reactions, hypersensitivity; and immunogenetics. Prerequisites: one core course from each of the following U.D. Core areas: Physiology, Molecular, and Cell Biology.

481 MEDICAL MICROBIOLOGY (5)* FALL, ODD YEARS

Lecture, 3 hours; laboratory, 6 hours. Mechanisms of infectious diseases caused by bacteria and fungi, host-parasite interactions in the disease process, therapeutic modalities, and infection control. Laboratory techniques for the cultivation, isolation, and identification of pathogenic bacteria and fungi. Emphasis is on methods and procedures currently utilized in diagnostic laboratories. Prerequisite: BIOL 321 or BIOL 340.

484 HEMATOLOGY (4)* FALL, ODD YEARS

Lecture, 3 hours; laboratory, 3 hours. Blood: the normal and abnormal structure and function of red cells, white cells, and hemostatic mechanisms. Prerequisite: BIOL 324 or BIOL 326.

485 BIOMETRY (4) FALL

Lecture, 3 hours; laboratory, 3 hours. Introduces students to quantitative analysis of biological data. The nature of biological data, principles of experimental design, and essential statistical tools used by biologists to analyze their results. Examples used in the course will be drawn from physiology, ecology, evolution, and medicine. Laboratory sections will involve computer exercises, discussions, and student presentations. Prerequisites: BIOL 123 and MATH 165.

491 LIBRARY AND INFORMATION RESOURCES: NATURAL SCIENCES (2)

Techniques for finding library and information resources in the life sciences. Course covers use and evaluation of print and electronic information sources, including online and Internet databases, research strategies and techniques, compiling and preparing bibliographies, scientific writing form and style, and organization of personal reference files. Prerequisite: at least one biology course or consent of instructor.

495 SPECIAL STUDIES (1-4)* FALL, SPRING

Investigations to meet an advanced specialized study need beyond the department curriculum. The project must be planned and described in written form with consent of the faculty sponsor. Prerequisites: a major or minor in biology with an upper-division standing, consent of instructor and department chair, and approved petition to enroll.

496 SENIOR RESEARCH FOR THE B.S. DEGREE (2)* FALL, SPRING

Experimental or observational research for the B.S. degree conducted under the guidance of one or more of the biology faculty. A written report and an oral presentation of results in a public forum are required. Prerequisites: senior standing in the major.

497 SELECTED TOPICS IN BIOLOGY (1-4)*

Intensive study of biological topics, which will vary from semester to semester. May be repeated for credit and may be applicable to the requirements for a major in biology. Prerequisite: consent of instructor.

498 BIOLOGY PRACTICUM (1-4) FALL, SPRING

Application of previously studied theory through supervised instructional work experience in biology. Intended for professional growth for undergraduates. Enrollees are required to write an evaluation of their course experience. May be repeated for up to a total of 4 units. Prerequisites: upper-division standing in biology, consent of the instructor in whose course the student will be working, and an approved petition to enroll.

499 INTERNSHIP IN BIOLOGY (1-4) FALL, SPRING

Work that provides training in the use of biological skills in the community. Requires written agreement by students, faculty sponsor, on-the-job supervisor, and field experience coordinators; please see department office for details. May be repeated for up to 8 units of credit; 3 hours per week for each unit. Cr/NC grading only.

Graduate Courses**500S GRADUATE SEMINAR (1-2)**

Advanced seminars exploring diverse topics in biological sciences. Topics vary from semester to semester, depending on faculty interest and expertise. This course may be repeated for credit.

510 SELECTED TOPICS IN BIOLOGY (2-4)*

Intensive study of biological topics, which will vary from semester to semester. Prerequisites: adequate undergraduate preparation in the topic under consideration and graduate or last-semester-senior standing with consent of instructor.

511 CONSERVATION GENETICS (2) FALL, ODD YEARS

Lecture, 1 hour; discussion, 1 hour. An examination of the scientific approaches applied to species conservation. Although molecular genetic approaches will be emphasized, a variety of other approaches will also be considered (e.g., captive breeding, population viability analysis, and translocation). Prerequisite: consent of instructor.

512 CONSERVATION ECOLOGY (2) SPRING, EVEN YEARS

Lecture, 1 hour; discussion, 1 hour. A seminar format with occasional lectures. An advanced exploration of current topics in the rapidly expanding field of conservation ecology. Specific topics considered will vary from semester to semester, depending on student interests. However, topics will commonly include habitat fragmentation and loss, global climate change, metapopulation dynamics, biological invasions, restoration ecology, and design and management of preserves. Prerequisite: BIOL 300.

513 SPECIATION (2) SPRING, ODD YEARS

Lecture, 1 hour; discussion, 1 hour. Examination of the theoretical and empirical approaches to defining species and a detailed survey of speciation modes and mechanisms. Lectures provide a framework for student-led discussion of specific topics and case studies. Prerequisite: consent of instructor.

* Laboratory fee may be charged; see current Schedule of Classes.

515 MACROEVOLUTION (2) FALL, EVEN YEARS

Lecture, 1 hour; discussion, 1 hour. A seminar format with occasional lectures. A topical and historical overview of the major macroevolutionary transitions that have occurred during the history of life. Particular attention will be given to broad patterns of change over time at higher levels of structural/organismic organization. Prerequisite: consent of instructor.

516 BIOENERGETICS (2) SPRING, EVEN YEARS

Lecture, 1 hour; discussion, 1 hour. A seminar format with occasional lectures. An in-depth examination of energy flow through living organisms at all levels of biological organization, from molecules to populations. Topics may include cellular metabolism, animal energetics, thermoregulation, fasting physiology, locomotion, foraging energetics, reproductive energetics, life history theory, community energetics, and population energetics. Prerequisite: consent of instructor.

517 PARADIGMS IN PARASITOLOGY (2) FALL, ODD YEARS

Lecture, 1 hour; discussion, 1 hour. A seminar format with occasional lectures. Parasitology is a subject area that crosses many biological disciplines, and concepts in parasitology can be applied to any field of science. Students may choose topics that most closely relate to their research interests. Topics may include: ecology of emerging infectious diseases, how parasites affect their host's behavior, co-evolution of host-parasite associations, RNA editing, and how parasites evade the immune system. Prerequisite: consent of instructor; parasitology background not required.

518 BIOTECHNOLOGY (2) SPRING, ODD YEARS

Lecture, 1 hour; discussion, 1 hour. A seminar format with occasional lectures. The field of biotechnology is moving at a rapid pace, and many of the molecular and biochemical techniques are being applied to a wide variety of biological disciplines. Topics include: structure-based approach to drug design, expressing recombinant proteins, DNA vaccines, and toxicity screening. Prerequisite: consent of instructor.

524 NEUROBIOLOGY (3)

Lecture, 3 hours. Vertebrate and invertebrate nerve cells, nerve networks and behavior, nervous development and differentiation, and functional anatomy of neural systems. Prerequisite: BIOL 324 or 326.

544 ADVANCED CELL BIOLOGY (4)* SPRING, ODD YEARS

Lecture, 2 hours; laboratory, 6 hours. Development and applications of major concepts in modern cell biology. Specific topics will include: membrane structure and properties, metabolic pathways and physiology of energy conversion, cell signaling and principles of intercellular communication, cell-cycle dynamics, and macromolecular regulation of cell division. Prerequisites: BIOL 325, and BIOL 324 or 334.

545 RECOMBINANT DNA LABORATORY (4)* FALL

Laboratory, 9 hours; discussion, 1 hour. Techniques for the manipulation of DNA through gene cloning applicable in the study of all biological processes. Prerequisites: BIOL 320 or BIOL 321 and CHEM 340 or BIOL 340.

578 PROJECT CONTINUATION (1-3) FALL, SPRING

Designed for students working on their thesis or master's project but who have otherwise completed all graduate coursework toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisite: permission of the graduate coordinator. Cr/NC only.

590 BIOLOGY COLLOQUIUM (1) FALL, SPRING

Lecture, 1 hour. A series of lectures by faculty, master's degree candidates, and invited guests on current research and contemporary issues in biology. All graduate students are encouraged to enroll each semester, although no more than 2 units are applicable to the M.S. degree. Cr/NC only.

595 SPECIAL STUDIES IN BIOLOGY (1-3)* FALL, SPRING

Investigations to meet highly specialized needs and to explore possible thesis topics. Project must be planned and described in writing with consent of faculty sponsor. Prerequisite: approved petition to enroll.

598 GRADUATE PRACTICUM (1-4) FALL, SPRING

Application of previously studied theory to development and delivery of new instructional materials. Intended to provide professional growth for graduate students. Enrollees are required to write an evaluation of their course experience. Prerequisites: graduate standing in biology, consent of the instructor in whose course the student will be working, and an approved petition to enroll.

599 M.S. THESIS (1-3)* FALL, SPRING

Original investigation based on laboratory or field research that meets the department and University standards. Prerequisite: admission to classified standing and advancement to candidacy.

* Laboratory fee may be charged; see current Schedule of Classes.

BUSINESS ADMINISTRATION

DEPARTMENT OFFICE
Stevenson Hall 2042
(707) 664-2377
www.sonoma.edu/busadmin

DEPARTMENT CHAIR
T. K. Clarke

ADMINISTRATIVE COORDINATOR
Barbara Dietrich

UNDERGRADUATE ACADEMIC ADVISOR
Sheila Mackintosh-Sims

INTERNSHIP COORDINATOR
Duane Dove

MBA COORDINATOR
Karen Thompson

Faculty

Thomas Atkin
Sherri C. Anderson
Richard Campbell
T.K. Clarke
Duane Dove
Kirsten Ely
Armand Gilinsky
Robert Girling
Aidong Hu
Douglas Jordan
Terry Lease
Linda Nowak
Janeen Olsen
Vincent Richman
Michael Santos
*Samuel Seward
Elizabeth Stanny
Elizabeth Thach
Karen Thompson
Zachary Wong

*Faculty Early Retirement Program

Programs Offered

Bachelor of Science in Business Administration
Minor in Business Administration
Master of Business Administration
Additional Professional Business Programs

Department Mission

The Department of Business Administration at Sonoma State University offers high quality relevant education in business to aspiring and practicing professionals, managers, and entrepreneurs in the private and public sectors. It does this in a small liberal arts

and sciences environment in which faculty emphasize the development and continuous improvement of the skills of critical analysis, problem solving, creativity, and effective communication.

Careers in Business Administration

The Department of Business Administration offers a wide selection of specialized courses designed to meet a variety of career objectives. These specialized courses are offered in the following areas of concentration: Accounting, Finance, Financial Management, Management (with tracks in Human Resource Management, International, Small Business and General), Marketing, Wine Business Strategies, and Special. A Bachelor of Science in Business Administration with emphasis in one, or more, areas of concentration prepares students for imaginative and responsible citizenship and leadership in society—domestic and worldwide.

Bachelor of Science in Business Administration

The bachelor of science in business administration includes a pre-business program, a core of course requirements, and a broad range of fields of concentration. All majors take preparatory courses and core requirements and then select concentrations based on individual interest and career plans. The fields of concentration include: accounting, finance, financial management, management (with a general track as well as tracks in human resource management, international business, and small business), marketing, wine business strategies, and a special concentration designed by the student with the approval of a faculty advisor and the department chair.

Degree Requirements

General Education (FTF)	51 or
General Education (Transfer)	48
GE-A1	
Take MATH 131 or MATH 161 in GE category B4	
Take ECON 201A in GE category D5	
Non-general education prerequisite: ECON 201B	4
Major requirements [minimum]	55
General electives (to meet minimum degree requirements)	14
Minimum units needed for graduation:	124

A minimum of 124 semester units is required to graduate with a Bachelor of Science degree in Business Administration. A total of 55 units with a minimum 2.00 GPA is required for the major; 14-15 additional units are needed in preparatory courses, some of which might apply toward general education requirements. In addition to general education and the major, most students need to take other coursework to fulfill unit requirements for the degree. Such courses may be selected from the entire University curriculum and may be used to explore other disciplines, complete a minor, or take more classes in the major.

Advising

The Department of Business Administration believes that advising is essential for students' success. Students are encouraged to meet regularly with their advisor and are required to seek advising at certain critical junctures. These junctures are: when creating a 4-year plan, when changing status from pre-business to business and planning a concentration, when applying for graduation, and when experiencing academic difficulties.

The department maintains an active advising function in a two-tier system. Business Administration employs a full-time academic advisor with whom each student, in pre-major status, should consult on matters regarding general education, University requirements, the pre-major program, and routine major issues. When students move from pre-major to the Business Administration major they are assigned a faculty advisor. Every full-time faculty member actively advises students, especially on matters relating to the major and careers.

Pre-Business Administration Program

All students enter the Business Administration Program as Pre-Business majors. Pre-Business students must meet the computer competency requirement and complete all pre-major coursework, and must attain junior status prior to being admitted to Business Administration major status. Business major status is required to take upper-division business courses.

Computer Competency

All business majors must demonstrate computer competency prior to taking BUS 211, BUS 230A, or any upper-division business core class. Competency can be demonstrated by passing the Practical Computer Proficiency Requirement (PCPR) Examination administered by the Department of Business Administration. Students should plan carefully and consult with the Department of Business Administration to schedule an examination.

Pre-major Courses

GE-A1

Pre-major coursework consists of both preparatory courses and the lower-division portion of the Business major.

Preparatory Courses (units that are necessary but do not count toward the major)

Preparatory courses and lower-division core courses together constitute the pre-major. A letter grade of "C" or better is required in each pre-major course. In addition to demonstrating computer competency, all the following coursework must be completed as part of the Pre-major program:

ECON 201A Introduction to Macroeconomics (4)

ECON 201B Introduction to Microeconomics (4)

MATH 131 Introduction to Finite Mathematics (3) or MATH 161 Calculus (4)

Lower-Division Business Core (units count in major)

BUS 211 Business Statistics (4) or MATH 165 Elementary Statistics

BUS 225 Legal Environment of Business (4) or ECON 388 Economics and the Law of Regulation

BUS 230A Principles of Accounting (4)

BUS 230B Principles of Accounting (4)

Major in Business Administration

Major Component	Normal Unit Distribution
Lower-division business core (4 courses)	12-16
Upper-division business core courses (6 courses)	24
Concentration (5 courses)	15-20
Electives in major	As needed
Total units needed for major:	55

Transfer students may complete the Business Administration course requirements (10-course core and 5-course concentration) with fewer than 55 units. Additional business electives must be taken to complete the 55-unit major requirement. Such students may elect to take additional coursework from their own or another area of concentration or from other approved courses offered within the business curriculum, such as BUS 295, 296, 385, 388, 466, 495, and 499, as long as they meet the prerequisites for such courses. It is recommended that students familiarize themselves with course requirements and consult with a faculty advisor prior to choosing elective courses intended to meet the major requirements. At least 28 units of the major including a minimum of 3 courses in the concentration, must be completed at SSU.

Upper-Division Business Core

All business students must complete these core requirements (coursework in the selected area of concentration usually may be taken concurrently):

- BUS 316 Production/Operations Management (4)
- BUS 319 Management Information Systems (4) or BUS 334* Accounting Information Systems
- BUS 344 Organizational Behavior (4)
- BUS 360 Introduction to Marketing (4)
- BUS 370 Introduction to Managerial Finance (4)
- BUS 491** Seminar in Management Strategy and Policy (4) or BUS 491W ** Seminar in Management Strategy and Policy in the Wine Industry (4)

* BUS 334 is recommended for Accounting Concentration students.

** BUS 491 or BUS 491W (required for students in the Wine Business Strategy concentration) is the capstone course in the Business Administration major designed to be taken in the student's final semester. Prerequisite: all business core requirements, a passing score on the WEPT, and application for award of degree.

Concentrations for Business Administration Majors

Every business student must complete an area of concentration within the major. Each concentration consists of five courses. Each of these courses will be of 3 or more units. Students should plan carefully and consult their faculty advisor regularly and before enrolling in concentration courses. Those wishing to complete a double concentration must take at least eight concentration courses beyond the core. Many concentration courses can be taken while completing core requirements. Most courses in the concentrations have prerequisites. At times, appropriate courses from other

majors, such as psychology, sociology, public administration, and environmental studies, may be substituted in a concentration with the approval of the concentration advisor and the department chair. Except for the special concentration, at least 3 of the concentration courses must be taken at SSU.

Concentration Advisors

Accounting: Anderson, Stanny, Lease, Richman, Ely, Taylor

Finance: Hu, Jordan, Santos

Financial Management: Anderson, Stanny, Hu, Jordan, Richman, Lease, Santos

Management

Tracks:

General: Girling, Thach, Thompson, Gilinsky, Dove

Human Resource Management: Dove, Thach, Thompson

International: Girling

Small Business: Gilinsky

Marketing: Clarke, Nowak, Olsen, Atkin, Campbell

Wine Business Strategies: Thach, Gilinsky, Olsen, Nowak, Atkin

Special: Wong, Department Chair

Accounting Concentration: 5 courses

Five courses, not to include BUS 232, are required. Prepares students for management-level accounting positions in business, government, or public accounting. Specialized courses are offered in financial accounting, cost accounting, auditing, and taxation. Students who intend to sit for the CPA exam should take all upper-division accounting courses listed below. BUS 232 is optional.

BUS 232 Introduction to the Accounting Cycle	1
BUS 330A Intermediate Accounting	4
BUS 330B Intermediate Accounting	4
BUS 426 Business Law	4
BUS 430 Advanced Accounting	4
BUS 433A Individual Taxation	4
BUS 433B Corporation and Estate Taxation	4
BUS 434 Auditing	4
BUS 435 Cost Accounting	3
BUS 437 Governmental Accounting	4

Finance Concentration: 5 courses

Five courses are required. The concentration prepares the student for a career in financial management, financial analysis and planning, investment banking, or insurance.

Required Courses

BUS 470 Managerial Finance	4
BUS 472 Investments	4

Select three courses from Group A OR select two courses from Group A and one course from Group B

Group A

BUS 377 Financial Institutions (or ECON 375, Money and Banking)	4
BUS 385 Special Topics (as relevant)	3-4
BUS 471 Financial Planning and Strategy	4
BUS 473 International Finance	4
BUS 474 Computer Applications in Finance	4

Group B

BUS 330A Intermediate Accounting	4
BUS 433B Corporate Tax for Financial Management	4
BUS 475W Wine Accounting and Finance	4
BUS 499F Internship in Finance	(3-4)
ECON 311 Public Economics	4
ECON 411 Seminar in Public Finance	4

Financial Management Concentration: 5 courses

Five courses are required. The financial management concentration prepares students for financial management-level positions in business or government. Because the disciplines of accounting and finance are closely related, this concentration gives the student exposure to courses from both disciplines. Students planning to take the CPA exam are strongly encouraged to take the accounting courses BUS 330B, BUS 433A, and BUS 433B as preparation for the exam. The coursework will prepare the student for some of the areas covered on the Certified Management Accountant (CMA) exam.

Required Courses

BUS 330A Intermediate Accounting 1	4
BUS 435 Cost Accounting	4
BUS 470 Managerial Finance	4
BUS 472 Investments	4

Select one of the following courses:

BUS 330B Intermediate Accounting 2	4
BUS 377 Financial Institutions (or ECON 375 Money and Banking)	4
BUS 437 Governmental Accounting	4
BUS 471 Financial Planning and Strategy	4
BUS 473 International Finance	4
BUS 474 Computer Applications in Finance	4
BUS 475W Wine Accounting and Finance	4

Management Concentration: 5 courses

Five courses are required. The management concentration is designed to prepare students for entry-level management positions. Four tracks are available depending upon the student's interests. The human resource track is for those students who are interested in issues related to the organization/employee relationship such as personnel, labor relations, wage and salary administration, and training and development. The international track is for those interested in working in the international area and includes the requirement of proficiency in a foreign language. The small business track is for those interested in managing in the smaller firm. The general track is for those students interested in management in general rather than a particular focus.

All students in the management concentration must take BUS 350. Each track has two additional courses required. The remaining two courses shall be selected from the lists below.

Required of all in Management Concentration

BUS 350 Management	4
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Requirements for various tracks:

Human Resources

BUS 340 Survey of Human Resource Management (4) or BUS 340W*	4
BUS 446 Government Regulation of Human Resources	4

International

BUS 393 Introduction to International Business	4
BUS 394 International Business Strategy	4
Foreign Language Requirement	

Small Business

BUS 451 Entrepreneurship/Small Business	4
BUS 453 Small Business Analysis	4

General

BUS 340 Survey of Human Resource Management (4) or BUS 340W*	4
BUS 452 Leadership in Organizations	4

Two additional courses required for all tracks:

BUS 340 Survey of Human Resource Management (4) or BUS 340W*	4
BUS 352 Organizational Theory	4
BUS 354 Applied Business Analysis	4
BUS 385 Special Topics (as relevant)	3-4
BUS 391 Cross Cultural Communication and Negotiation	4
BUS 393 Introduction to International Business	4
BUS 394 International Business Strategy	4
BUS 417 Management of Services	4
BUS 441 Recruitment, Selection, and Performance Appraisal	4
BUS 442 Training and Development	4
BUS 446 Government Regulation of Human Resources	4
BUS 447 Labor Relations	4
BUS 451 Entrepreneurship/Small Business	4
BUS 452 Leadership in Organizations	4
BUS 453 Small Business Analysis	4
BUS 455 Conflict Management and Alternative Dispute Resolution	4
BUS 458 Organization Change and Development	4
BUS 466 Organizational Communications	4
BUS 499MG Internship in Business Management	3-4

Additional possible electives for those in international track:

BUS 368 International Marketing	4
BUS 473 International Finance	4

Additional possible elective for those in small business track:

BUS 367 Consumer Behavior	4
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* Meets both MGT and WBS requirement. May not receive credit for both BUS 340 and 340W.

Marketing Concentration: 5 courses

Five courses are required. The marketing concentration provides creative careers in advertising and promotion, product development, sales, and retailing, as well as marketing research and sales management.

Required Courses

BUS 367 Consumer Behavior	4
BUS 462 Marketing Research	4
BUS 469 Marketing Management	4

Select at least two courses:

BUS 366 Retail Management	4
BUS 368 International Marketing	4
BUS 385 Special Topics (as relevant)	3-4
BUS 396W The Global Wine Industry	3
BUS 416W Production, Operations, and Distribution (Wine)	4
BUS 461 Promotion Management	4
BUS 463 Sales Management and Personal Selling	4
BUS 465 Wine Marketing	4

BUS 468 Marketing Decision Making	4
BUS 451 Entrepreneurship/Small Business	4
BUS 453 Small Business Analysis	4
BUS 499MK Internship in Marketing	3-4

Wine Business Strategies: 5 courses

Five courses are required. This concentration is most ideal for students seeking a general management position within the wine industry. A viticulture and/or enology academic background is not required. Students are required to take BUS 491W, Seminar in Management Strategy, and Policy in the Wine Industry, as their business capstone course.

Required Courses

BUS 305W Introduction to Wine Business Strategy	4
BUS 416W Production, Operations, and Distribution (Wine)	4
BUS 465W Wine Marketing	4
BUS 499W Internship in Business (Wine)	3-4

Select at least one of the following courses:

BUS 340W Human Resource Management (Wine Section)	4
BUS 475W Wine Accounting and Finance	4
BUS 396W Global Wine Industry	3

Special Concentration: 5 courses

The Special concentration is intended for those in either of the following categories:

First, the Special concentration is for those who wish to have a general B.S. degree in Business Administration. To complete this concentration a student must, with the approval of a faculty advisor, select five business courses from at least two areas of concentration. Two of the five courses would normally be chosen from among those listed as required within the various concentrations.

Second, it is for those students who wish, with the approval of the department chair, to design a concentration in an area not covered sufficiently within the department, using courses outside of the department. To complete this concentration, five courses should be selected with approval from an advisor and the chair.

Undergraduate Program Special Requirements

Residency

At least one-half of the courses of the major, including three of the courses in the concentration, must be completed at Sonoma State University.

Change of Major

Students declaring the B.S. in business administration objective after initial enrollment in SSU must complete the major program as described in the University catalog at the time of such declaration. Campus and cumulative GPA of 2.5 or higher is required for acceptance to the major.

Change of Status from Pre-Business to Business Administration Major

Pre-Business students must file a Change of Status ("blue form") in the department to request change of status to the business administration major. This request should be submitted as soon as the student has completed, with a C or better, all required courses in the Pre-major program. A faculty advisor will be assigned to assist the student with matters related to the Major program. The change to Business Administration status will not become effective until completion of pre-major requirements (with minimum "C" grades) has been verified.

Sample Four-year Program for Bachelor of Science in Business Administration

Select a lab course (or added lab) with B1 or B2 GE; select an Ethnic Studies course for C1, C2, C3, C4, D1, or E.

FRESHMAN YEAR:: 32-33 Units [avoid UD GE until Junior year]

<i>Fall Semester (16-17 Units)</i>	<i>Spring Semester (16 Units)</i>
ENGL 101 (A2) (3)	PHIL 101 or 102 (A3) (3)
ECON 201A (D5) (4)	ECON 201B (4)
MATH 131 or 161 (B4) (3-4)	GE (C1 or C4) (3)
GE (B3) (3)	POLS 200 (D4) (3)
Elective: UNIV 102 (3)	GE (D1 or D2) (3)

SOPHOMORE YEAR:: 31-32 Units [avoid UD GE until Junior year]

<i>Fall Semester (14-15 Units)</i>	<i>Spring Semester (17 Units)</i>
BUS 230A (4)	BUS 230B (4)
BUS 225 (4)	BUS 211 (4)
GE (B1 or B2 with lab) (3-4)	GE (D3) (3)
GE (A1) (3)	GE (B2 or B1) (3)
	Elective (3)

JUNIOR YEAR:: 31-32 Units [Take WEPT]

<i>Fall Semester (17 Units)</i>	<i>Spring Semester (14-15 Units)</i>
UD BUS Core* (4)	UD BUS Core (4)
UD BUS Core** (4)	UD BUS Core (4)
GE (C2 or C3) (3)	BUS Concentration (3-4)
GE (D2 or D1) (3)	UD GE (C3 or C2) (3)
Elective (3)	

SENIOR YEAR:: 27-30 Units [Apply for graduation at beginning of senior year]

<i>Fall Semester (14-15 Units)</i>	<i>Spring Semester (13-15 Units)</i>
BUS concentration (3-4)	UD BUS Core: 491*** (4)
BUS concentration (3-4)	BUS concentration (3-4)
UD BUS Core (4)	BUS concentration (3-4)
UD GE (C4 or C1) (3)	UD GE (E) (3)
Electives as needed	Electives if needed

TOTAL UNITS:: 124

*Choose BUS 344 first if planning management concentration; 360 first if marketing; 370 first if finance or financial management.

**Choose B334 if planning accounting or financial management; otherwise select BUS 319.

***BUS 491 or 491W, designed to be taken in the last semester of the program (prerequisite: all business core requirements, a passing score on the WEPT, and application for award of degree).

Minor in Business Administration

A minor in business administration shall consist of a minimum of 20 units in business administration. In addition to the required courses listed below, additional coursework, chosen with consent of a faculty advisor, may be selected as needed to obtain the 20-unit minimum. At least 12 units of upper-division coursework must be completed at Sonoma State University.

BUS 230A Principles of Accounting	4
BUS 230B Principles of Accounting	4
BUS 344 Organizational Behavior	4
BUS 360 Introduction to Marketing	4
BUS 370 Introduction to Managerial Finance	4

Transfer courses must have an equivalent course offered in our catalog. BUS 150, 211, 219, 270, 292, 295, 296, 388, 495, and 499 may not be counted in the minor. Students must complete a Business Administration Minor Declaration Form in consultation with their department faculty advisor. Minors must be approved by the department chair.

Master of Business Administration

The Master of Business Administration degree (MBA) is intended to prepare graduates for positions of leadership in organizational settings in both the private and public sectors. The program is a part-time evening program designed primarily to meet the needs of the working student in Sonoma County and the North Bay region. Students seeking a full time program are advised to apply to one of the other CSU schools. Schools with full time programs can guarantee sufficient units for quick graduation and allow international students enough units to maintain their visas.

The MBA degree program is a general business program. The degree does not include a concentration or specialization in any functional area of business. However, in addition to the required courses, the MBA degree program does offer electives in many areas.

To be admitted to the MBA program, a candidate must meet the requirements of both the University and the Department of Business Administration.

MBA Admissions

All documentation required for admission must be received by the University and department no later than the last day of the relevant application period.

The MBA application periods are as follows:

Fall semester - November 1 to February 28

Spring semester - August 1 to September 30

You can apply online at <http://www.sonoma.edu/ar/prospective/gs/apply.shtml>.

To be admitted to the MBA program, a candidate must meet the requirements of both the University and the Department of Business Administration.

University Requirements

The requirements for admission to graduate study (work beyond the bachelor's degree) at Sonoma State University are in accordance with Title 5, California Administrative Code. For admission, students must:

- Hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association or have completed academic preparation as determined by an appropriate campus authority.
- Have attained a grade point average of at least 2.50 (A = 4.00) in the last 60 semester (90 quarter) units attempted.
- Have been in good standing at the last college attended.
- Applicants who have not spent at least three years of school at the secondary level (or beyond) where English is the principal language of instruction must have earned a minimum score of 550 on the paper version or 213 on the computerized version of the Test of English as a Foreign Language (TOEFL).

Department of Business Administration Requirements

An individual may apply for admission to the MBA program with or without an academic background in business administration. Applicants will not be considered without a current Graduate Management Admissions Test (GMAT) score (less than 5 years old). The department considers the candidate's application, academic background, and performance on the GMAT in evaluating high promise of success in the program. The department requires a minimum formula score of 1050 obtained from a combination of the total GMAT score and the grade point average for the last 60 semester (90 quarter) units attempted. The formula is calculated as follows:

$$\text{Formula Score} = (200 \times \text{Grade Point Average}) + \text{Total GMAT score}$$

To illustrate, if a candidate has a 3.20 grade point average for the last 60 units and a total GMAT score of 500, the total formula score would be 1140.

$$\text{Example Computation: } 200(3.20) + 500 = 1140$$

In this case, the candidate would meet the minimum formula score for admission.

In addition, applicants must have a minimum total score on the GMAT of 450, and a score on the quantitative portion of the exam at the 20th percentile or above, and either a score on the verbal at the 20th percentile or above or at least a 4 on the analytical writing portion.

A candidate with a minimum formula score of 1000 who otherwise demonstrates high promise of success in the program may be considered by the department for alternative admission into the MBA program. To be considered, the candidate must clearly demonstrate a record of at least five years of appropriate managerial experience since receipt of the bachelor's degree.

A candidate who is not accepted may appeal to the Graduate Committee for admission reconsideration. Such appeals are not routinely granted.

Documentation Needed to Apply

The following documentation is required for consideration of acceptance into the MBA Program. All documentation required for admission must be received by the University and department no later than the last day of the relevant application period.

1. A California State University Application for Graduate and Postbaccalaureate Admission Part A and Part B. International students must submit the Sonoma State University "International Student Application for Admission-Readmission" (instead of the CSU standard form), and a copy of the Test of English as a Foreign Language (TOEFL) score with a minimum of 550 on the paper version or 213 on the computerized version. For more information on applying, visit the Office of Admissions and Records online or in person.
2. Two copies of official transcripts should be ordered from each college attended. All community college and university transcripts that provide evidence of completion of MBA foundation courses must be included.
3. An official copy of the GMAT score should be ordered from:

GMAT
Educational Testing Service
PO Box 6101
Princeton, NJ 08541-6101

Testing sites for the GMAT and preparation materials can be obtained at this website: <http://www.mba.com/mba>.

The documents detailed in items 1 and 2 above must be sent to:

Office of Admissions and Records
Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928-3609

The GMAT score, item 3 above, should be sent directly to:

MBA Coordinator
School of Business and Economics
Department of Business Administration
Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928-3609
(707) 664-2377

Students who are currently eligible to enroll in classes at Sonoma State University in postbaccalaureate status may apply for admission to the MBA program directly to the MBA Coordinator. A current copy of Part A and B of the California State University Graduate and Postbaccalaureate Admission form will be required as well as a GMAT score.

Graduate Student Status

A candidate admitted into the MBA program will be admitted in one of two categories:

- **Conditionally Classified Graduate Status.** A student admitted to the MBA program as a Conditionally Classified Graduate Student can take only foundation courses. This student may not take MBA required or elective courses without permission of the MBA Coordinator. A student who begins as a Conditionally Classified Graduate Student will be eligible for advancement to Classified Graduate Status upon successful completion of the foundation courses. Such a request should be submitted to the MBA Coordinator.
- **Classified Graduate Status.** A student admitted to the MBA program as a Classified Graduate Student will have completed the foundation courses at the time of admission. This student may take MBA required or elective courses.

Admissions Process

The Office of Admissions and Records performs the initial evaluation of the application and transcripts and determines eligibility for admission to the University. If the candidate is not eligible for admission to the University, the candidate is notified and the process stops.

If the candidate is eligible for admission to the University, Part B of the application along with a copy of the transcripts is forwarded to the MBA Coordinator for the department recommendation. When the GMAT score is received, eligibility for admission to the MBA Program is determined and a recommendation for status of admission is returned to the office of Admissions and Records, which will notify the candidate of the results.

Students who have not taken the GMAT will not be accepted for entrance into the program .

Transfer Credits

A maximum of 6 units of transferred graduate level work may be used to satisfy the 30 units needed for the degree plan. Transfer courses will usually be accepted only from AACSB accredited universities. Transfer courses must be approved by the MBA Coordinator. Be sure to get approval for transfer courses prior to taking them.

Eligibility for MBA Courses

Courses offered in the MBA program have restricted enrollment.

- For MBA foundation courses, a student must be at least a Conditionally Classified MBA student or a Classified Graduate student in another graduate program at the University or obtain written permission from the MBA Coordinator.
- For MBA required or elective courses, a student must be a Classified MBA student or a Classified Graduate student in another graduate program at the University or obtain written permission from the MBA Coordinator.

Readmission

Students taking more than one semester off must reapply and meet current admission standards as presented above. In addition the GMAT used to determine that admission can not be more than

5 years old. Students readmitted may have to recertify courses. Recertification is necessary for any course that will be more than 7 years old the semester the degree is granted.

MBA Program Curriculum (2004)

The MBA program consists of the following set of courses:

- MBA foundation courses (20 semester units)
- MBA required courses (21 semester units)
- MBA elective courses (9 semester units)

A student who has completed the MBA foundation courses (see below) prior to admission need only complete the MBA required and elective courses (a total of 30 semester units).

MBA Foundation Courses (20 semester units)

The MBA foundation courses represent fundamental knowledge of business principles appropriate to the study of graduate business education; these courses require 20 semester units if taken at the graduate level. Part or all of this requirement may be completed at the undergraduate level. However, once admitted to the MBA program, a student may enroll in an undergraduate-level course only with the approval of the MBA Coordinator.

MBA Foundation Courses

BUS 501 Principles of Accounting or BUS 230A and 230B	3
BUS 504 Human Resource Management and Organizational Behavior or BUS 344	4
BUS 506 Market Analysis or BUS 360	3
BUS 507 Foundations of Financial Management or BUS 370	3
BUS 508 Quantitative Business Analysis or BUS 211	3
ECON 501 Economics of Markets and Industries or ECON 201A and 201B	3

Foundation courses may be waived for competencies demonstrated by the undergraduate courses or their equivalent listed above or by examination. All courses listed at the 200 level may be taken at a junior college. All courses listed at the 300 level must be taken at a four-year institution at the upper-division level. A student needing one or more foundation course will be admitted as a Conditionally Classified Student.

MBA Required Courses (21 semester units)

As the title signifies, the MBA required courses are a cluster of graduate business courses that must be taken by all students. These 3-unit courses are intended to provide the graduate with those skills necessary to become an effective leader and manager in today's business environment. The required courses include the following:

BUS 516 Seminar in Operations Management	3
BUS 519 Management Information Systems	3

BUS 530 Financial Statement Analysis	3
BUS 540 Strategic Human Resource Management	3
BUS 560 Seminar in Marketing Management	3
BUS 570 Seminar in Managerial Finance	3
BUS 591 Seminar in Strategic Management	3
or BUS 592 Entrepreneurship and New Venture Creation	3

MBA Elective Courses (9 semester units)

An MBA student must complete 9 units of elective courses to graduate. Elective courses are typically worth 3 units each.

BUS 550 Seminar in Organizational Behavior and Management Theory	3
BUS 552 Leadership and Team Building	3
BUS 554 Social Entrepreneurship	3
BUS 559 Seminar in Advanced Management Topics	3
BUS 581 Research Methods for Managers	3
BUS 593 Seminar in International Management	3
BUS 595 Special Studies in Business Administration	1-3
BUS 596 Graduate Internship	1-3
BUS 599 Master's Degree Directed Research	3

Analytical Writing Requirement

All candidates entering SSU as graduate students who do not score at least 4.00 on the analytical writing portion of the GMAT must pass the CSU Written English Proficiency Test (WEPT) either during their first semester or before completing the foundation courses.

Transfer Credits

Up to 6 units of approved graduate level work may be transferred to meet part of the 30 units for the MBA. Graduate courses equivalent to our foundation courses will not be accepted to meet elective or required MBA courses. Transfer credits will normally be accepted only from AACSB accredited universities. Transfer courses must be approved by the MBA Coordinator. Be sure to get approval prior to taking any transfer courses.

Grades

All courses applied to the program must be completed with an overall GPA of 3.00, and no course for which a final grade below C is assigned may be used to satisfy this requirement. Graduate programs must be completed in no more than 7 years, which is computed as 14 semesters.

Culminating Project

All candidates for the Masters in Business Administration must complete a culminating project. The culminating project will be a group project completed as part of the capstone course (BUS 591 or BUS 592). This culminating project should show evidence of originality and independent thinking. A project report and public defense of the project are required.

Business Administration Courses (BUS)

150 BUSINESS AND SOCIETY (3)

A survey of the major fields of management, designed to introduce students to the range of perspectives available in the discipline. Topics will include: accounting,

finance, general management, health care management, human resources management, industrial relations, marketing, multinational management, organizational behavior, and systems analysis. May be used as elective credit in the major if taken prior to admission to upper-division business major status.

211 BUSINESS STATISTICS (4)

Topics include data presentation, types of distributions, probability theory, sampling theory, and hypothesis testing. Parametric and nonparametric statistical tests will be examined, including t-tests, correlation tests, Chi-square, and ANOVA. Prerequisite: computer competency and pre-business math requirement.

219 END-USER COMPUTING TOOLS FOR BUSINESS (3)

A laboratory-intensive course in which students gain a working knowledge of personal and mainframe computer operating systems as well as popular business applications such as spreadsheets and databases.

225 LEGAL ENVIRONMENT OF BUSINESS (4)

A study of the legal and ethical framework within which management decisions are made. The course emphasizes the sources, functions, and processes of law. It surveys a number of areas, including negligence, contracts, product liability, and constitutional law, and reviews government regulations in the areas of consumer protection, antitrust, labor and employment law.

230A PRINCIPLES OF ACCOUNTING (4)

A foundation course designed to provide a basic understanding of the theory and practice of accounting, with emphasis upon basic principles, concepts, and controls in relation to external reporting. Prerequisite: computer competency. Prerequisite: MATH 131 or MATH 161.

230B PRINCIPLES OF ACCOUNTING (4)

A foundation course designed to provide a basic understanding of the theory and practice of accounting, with emphasis upon basic principles, concepts, and controls in relation to internal reporting. Prerequisite: BUS 230A and MATH 131 or MATH 161.

232 INTRODUCTION TO THE ACCOUNTING CYCLE (1)

An introduction to computer accounting applications, including forecasting, database management, and financial statement preparation using a spreadsheet program. Prerequisites: BUS 230A and 230B. Cr/NC only.

270 PERSONAL FINANCIAL PLANNING (3)

This course provides comprehensive coverage of personal financial planning in the areas of money management, career planning, taxes, consumer credit, housing and other consumer decisions, legal protection, insurance, investments, retirements, retirement planning, and estate planning. This course may not be used in the business major.

292 LIBRARY AND INFORMATION RESEARCH: BUSINESS (1-3)

Designed to teach business information research skills: Students will learn how to assess information, how to construct effective search strategies, how to find and retrieve information, and how to critically evaluate sources. Includes online research practice. Electronic and print sources for business research will be covered. Recommended for juniors who have completed most or all of the pre-business program. Cr/NC.

295 WORK EXPERIENCE (2-4)

Designed for those seeking an internship-like experience but lacking the requisite academic experience for BUS 499. Its major purpose is for those individuals who obtain a unique opportunity but do not yet qualify for BUS 499. Cr/NC only.

296 INSTRUCTOR-INITIATED RESEARCH PROJECTS (1-4)

This course is designed to provide students the opportunity to participate in faculty-sponsored research or study projects. It permits the student to pursue an area of interest that she or he would like to develop in close consultation with a faculty member. Cr/NC only.

Upper-Division Courses

The pre-business program of study, including computer competency, is the prerequisite for all upper-division courses. Specific course prerequisites will not be waived.

305W INTRODUCTION TO WINE BUSINESS STRATEGIES (4)

An introduction to wine business principles and strategies applicable to the growing of grapes and the making, distribution, and marketing of wine. Additional topics include organizational, human resource, family business and financial management, government regulation, and social responsibility. For students not familiar with wine industry terminology, BUS 305W is recommended prior to enrollment in wine concentration or wine focus classes.

316 PRODUCTION OPERATIONS MANAGEMENT (4)

Production/operations management of manufacturing and service operations. Topics include analysis and decision techniques in the location, design, and layout of facilities and processes; work design and work measurement; line balancing; forecasting and scheduling; material requirements planning, and quality assurance. Inventory control, linear programming, project management, and queuing models and simulations are also examined. Prerequisites: computer competency and BUS 211.

319 INTRODUCTION TO MANAGEMENT INFORMATION SYSTEMS (4)

Study of characteristics of computer-based information systems in organizations. Topics include MIS theory, concepts and issues; systems, analysis and design; database design using the relational database model; data communications and LAN; and specific implementation in areas of manufacturing, accounting, finance, human resources, and marketing. Prerequisite: computer competency.

330A INTERMEDIATE ACCOUNTING (4)

Current theory of accounting. Topics include the accounting process, design of financial statements, valuation of cash, receivables, inventories, plant and equipment, intangible assets, and current liabilities. Concepts such as present value, LIFO, and like-kind exchanges are covered. Prerequisites: BUS 230A and 230B.

330B INTERMEDIATE ACCOUNTING (4)

Current theory of accounting. Topics include the design of the statement of changes in financial position, valuation of capital stock, and retained earnings. Other special topics will include earnings per share computation, current cost and constant dollar accounting, liability, leases, pension plans, and price level accounting. Prerequisites: BUS 230A, 230B and 330A.

330F INTERMEDIATE ACCOUNTING FOR FINANCIAL MANAGEMENT (2)

The objective of this course is to introduce students to accounting problems relative to measurement of liabilities and stockholder's equity section of the balance sheet and the procedures of analysis of financial statements. In this course, basic concepts, current practices, and pronouncements of authoritative bodies will be discussed. Prerequisite: BUS 330A.

334 ACCOUNTING INFORMATION SYSTEMS (4)

This course will present a thorough introduction to basic information systems theory, provide a working knowledge of systems analysis and design techniques, and introduce several fundamental accounting information flow patterns. In addition, it will examine the need for adequate systems controls, risks inherent in the controls, and refined systems output to support management decision-making processes. Prerequisite: computer competency, BUS 230A and 230B.

340 SURVEY OF HUMAN RESOURCE MANAGEMENT (4)

Comprehensive introduction to the management of human resources. Topics include: assessing human resource needs, job analysis, recruitment and selection, orientation and training, performance evaluation, compensation and benefits, safety and health, career development, labor relations, and government regulation. Prerequisites: BUS 211 and 225.

340W SURVEY OF HUMAN RESOURCE MANAGEMENT/ WINE (4)

Survey of Human Resource Management/Wine examines the same subject matter as BUS 340 Survey of Human Resource Management. However the focus of BUS 340W is on the practice of human resource management in the wine industry and special issues encountered within that industry. There are frequent guest appearances by human resource professionals working in the wine industry. Credit may not be received for both BUS 340 and BUS 340W. Prerequisite: BUS 211 and BUS 225.

344 ORGANIZATIONAL BEHAVIOR (4)

The roles of the individual and of groups in the organization are examined. Attention is directed to individual level characteristics such as learning and personality; to processes that affect attitudes, perceptions, and judgment; to applied theories of motivation; and to career development and stress. Topics include group formation, development, structure, leadership, and dynamics, as well as the processes of communication, decision making, power, and conflict.

350 MANAGEMENT (4)

A management survey course will provide students with a framework for understanding the focus, function, and relevance of specific disciplines in business administration. The course will illustrate the integrative nature of business organizations, exemplifying the interdependence of functional areas in pursuing organizational goals. Prerequisite: BUS 225.

352 ORGANIZATIONAL THEORY (4)

Course examines the evolution of theories of organization and management, and focuses on the effects of structural and contextual dimensions in organization structures. Emphasis is on the strategic implications of organization design and on the structural mechanisms available to facilitate organization goals. The effects of organizational change, control, culture, decision making, and conflict on structure are also considered. Prerequisite: BUS 350.

354 APPLIED BUSINESS ANALYSIS (4)

The course will focus on defining operational and tactical business problems, goals, and decision factors in quantitative terms. Emphasis is on structuring problem situations and on 1) determining appropriate requisite factors related to the problem, 2) quantifying those factors, and 3) choosing the appropriate quantitative decision-making techniques to arrive at an optimal solution. Primary consideration is given to the appropriate identification of problems and goals, generally through case studies, and to the effective choice and operationalization of decision-making techniques, generally through a project. Prerequisite: BUS 319 or BUS 334.

360 INTRODUCTION TO MARKETING (4)

Introduction to terminology and basic concepts, including product development; pricing; and promotion and distribution of goods, services, and ideas. Emphasis is on consumer orientation and managing the marketing function within an uncertain environment. Marketing information systems and other marketing foundations are applied to the consumer. Prerequisites: BUS 211, 230A and 230B.

366 RETAIL MANAGEMENT (4)

Studies business activities that involve the sales of goods and services in the marketplace including retail institutions, merchandising, site selection, market information, and retail strategy and planning. Prerequisite: BUS 360.

367 CONSUMER BEHAVIOR (4)

Analysis of the cultural, social, and psychological factors that influence the consumer's decision-making processes, including learning, perception, information search and information processing, personality, lifestyle, motivation, and attitudes. Prerequisite: BUS 360.

368 INTERNATIONAL MARKETING (4)

Examines the marketing practices and customs, and the cultural, social, legal, and ethical differences, of international markets. Emphasis on developing and adjusting the marketing mix of product, price, promotion, and distribution to compete in international settings. Prerequisite: BUS 360.

370 INTRODUCTION TO MANAGERIAL FINANCE (4)

An introduction to the conceptual and analytical framework guiding financial decision-making within the business firm. Emphasis is placed on financial analysis, the evaluation of investment opportunities available to the firm, working capital management, and the analysis of alternative means of financing the firm. Prerequisite: BUS 230A and 230B, Math 131, BUS 211, and computer competency.

377 FINANCIAL INSTITUTIONS AND MARKETS (4)

Study of the structure and functions of the financial system in the U.S. economy. Topics include the role of financial intermediaries (including commercial banks), the money market, sources and uses of long-term funds, interest rates and security prices, the role of the Federal Reserve, monetary policy, and international capital markets. Prerequisite: BUS 370.

385 SPECIAL TOPICS IN BUSINESS ADMINISTRATION (1-4)

This course provides for the teaching of special topics in business administration. Consult your advisor regarding application to your concentration.

388 SEMINAR IN PEER ADVISING (2)

Seminar and practicum in peer advising within the context of higher education. Topics will include general education, major and University degree requirements, the diversity of students' needs as well as the campus services and resources designed to meet them, and interpersonal communication skills needed for academic advising. Cr/NC only. May be repeated once for credit.

391 CROSS-CULTURAL COMMUNICATION AND NEGOTIATION (4)

The course provides students with techniques for becoming skillful cross-cultural communicators and negotiators. Topics include dimensions of culture and their implications in organizations, successful international business negotiation tactics, and managing cultural diversity in the workplace.

393 INTRODUCTION TO INTERNATIONAL BUSINESS (4)

A survey of theoretical and institutional aspects of international trade and investment. The course will address topics including international trade theory, the international money market, balance of payments, international sourcing, and management of international enterprises.

394 INTERNATIONAL BUSINESS STRATEGY (4)

This course will focus on understanding the political, economic, sociocultural, and environmental factors affecting the development of options and strategies. Students gain appreciation of different forms of foreign involvement and which types are appropriate in view of national interests of host nations. Topics include the multinational corporation, exporting, importing, socioeconomic development, international economic order, changing U.S. role in the international economy, and management styles in different cultures. Case studies will be analyzed. Prerequisite: BUS 391 or 393.

396W THE GLOBAL WINE INDUSTRY (3)

This survey course provides an overview of the global wine industry. Topics include the analysis of global trends affecting wineries, the nature of international competition, the importing and exporting of wine, and joint ventures and acquisitions in the wine industry involving partners from different countries. The course will discuss both consumption and production of wine around the world, with special emphasis placed on the impact of emerging new world wine producers. Because a two-week overseas field trip is a part of this course, it will be offered only during intersession or between semester breaks. Prerequisite: BUS 360.

416W PRODUCTION, OPERATIONS, AND DISTRIBUTION (WINE) (4)

The study of effective operations management techniques and strategies from the perspective of the California wine industry. The course emphasizes the basic concepts of purchasing, operations, logistics, and supply chain management as they apply to the wine industry. More specific topics include value analysis, total quality management, make/buy decisions, negotiation, and supplier development. Prerequisite: BUS 316.

417 MANAGEMENT OF SERVICES (4)

The study of effective techniques and strategies applicable to the successful management of a service-based organization. The course provides the student valuable perspectives by contrasting different types of major service businesses. Students are expected to be able to apply basic quantitative tools to solve service management problems. Prerequisite: BUS 316.

420 BUSINESS DATA COMMUNICATIONS (4)

A lecture, literature, and case study-oriented survey course on the use of local and wide-area data communications in the business enterprise. Topics include LAN, WAN, EDI wide-band multimedia, distributed systems, and evolving system architectures and their impact on business organizations. Prerequisite: BUS 319 or BUS 334.

422 BUSINESS DATA MODELS (4)

Lecture, laboratory, 2 hours. A course in designing relational databases. The entity-relationship model is used to develop the conceptual data structure from which a normalized set of tables is extracted and implemented. Prerequisite: BUS 319 or BUS 334.

422W BUSINESS DATA MODELS (WINE) (4)

Lecture, laboratory, 2 hours. A course in designing relational databases in the wine industry. Prerequisite: BUS 319 or BUS 334.

426 BUSINESS LAW (4)

A study of areas of law of particular importance to business, including contracts, sales, negotiable instruments, secured transactions, agency, partnerships, and corporations. Prerequisite: BUS 225.

430 ADVANCED ACCOUNTING (4)

Advanced accounting, problems, and theory. Topics include consolidations, business combinations, fund accounting, partnerships, foreign exchange, and other current issues. Prerequisites: BUS 330A and 330B, or consent of instructor.

433A INDIVIDUAL TAXATION (4)

Analysis of the *Internal Revenue Code* pertaining to individual and corporate income taxes. Topics include determination of taxable income, deductions and exemptions, accounting records, returns, computation of taxes, and tax planning. Subject matter to reflect the most recent tax law changes. Prerequisites: BUS 230A and 230B.

433B CORPORATION AND ESTATE TAXATION (4)

Concepts and principles of federal taxation as they apply to business enterprise and fiduciaries, such as estates and trusts. Prerequisite: BUS 230A and 230B.

433FA INDIVIDUAL TAX FOR FINANCIAL MANAGEMENT (3)

Various tax issues related to individual tax will be discussed. The course will emphasize the determination of income for tax purposes, and various deductions and exemptions will be discussed in this course. Prerequisites: BUS 230A and 230B.

433FB CORPORATE TAX FOR FINANCIAL MANAGEMENT (3)

Various tax issues related to corporation and partnership will be discussed. The course will emphasize tax planning and the impact of changes in the tax law on the financial position of these entities. Prerequisites: BUS 230A and 230B.

434 AUDITING (4)

Study of generally accepted auditing standards and procedures followed in the examination of financial statements and operating control reviews. Topics include evaluation and analysis of internal control, the nature of and procedures for gathering audit evidence, professional ethics and legal liability, the standards of reporting financial information, and statistical sampling applications. Prerequisites: BUS 330A, 330B and BUS 334.

435 COST ACCOUNTING (4)

Introduces applications for the accountant's role in the decision-making process. Topics include contribution margin analysis, job-order and process costing, standard costing, transfer pricing, profit planning, cost centers, cost volume, profit relationships, inventory control, and other current issues. Prerequisite: BUS 330A.

437 GOVERNMENTAL ACCOUNTING (4)

Course deals with intricacies and peculiarities of fund accounting as it relates to governmental units, including preparing and recording the budget, the use of the encumbrances accounting, and the year-end closing of the budgetary accounts. Students will be exposed to GASB (Government Accounting Standards Board) standards and governmental financial statement requirements, and learn the different objectives and purposes of financial statements for nonprofit vs. profit entities. Prerequisite: BUS 330A.

441 RECRUITMENT, SELECTION, AND PERFORMANCE APPRAISAL (4)

Fundamental issues dealing with the staffing of organizations and evaluating individual performance are covered. Topics receiving attention include legal issues, fundamentals of measurement, incorporating job analysis results into the selection process, and design of selection processes and procedures. Issues of performance appraisal will be examined. Common methods and pros and cons of each will be explored. Prerequisite: BUS 340.

442 TRAINING AND DEVELOPMENT (4)

Theory and practice of training for developing the human resources in an organization. Topics include adult learning theory and research, methods of assessing training needs and learning styles, design of effective training experiences, presentation skills, and evaluation methods. Prerequisite: BUS 340.

446 GOVERNMENT REGULATION AND HUMAN RESOURCES (4)

An examination of current legislation and executive orders affecting the human resource function. Laws, orders, guidelines, and regulations will be examined within the framework of the regulatory model, which presents an integrated framework for understanding the relation of societal problems, laws, agencies, guidelines, the courts, and management responses. Prerequisite: BUS 340.

447 LABOR MANAGEMENT RELATIONS (4)

A study of modern labor-management relations. Topics include the factors favoring the growth of labor organizations, the historical development of labor movements, labor economics, and the labor movement, collective bargaining and the modern legal framework of organized labor, conflict resolution through grievance/arbitration, and other relevant labor topics. Prerequisite: BUS 340.

451 ENTREPRENEURSHIP/SMALL BUSINESS MANAGEMENT (4)

Intended for prospective entrepreneurs wishing to start a new business and/or participate in the management of a small, ongoing company during its early months. Also appropriate for students interested in consulting, banking, or investing in small companies. Emphasis on the preparation of realistic, action-oriented business plans necessary for presentations in organizing and financing. Prerequisite: BUS 360 or consent of the instructor.

452 LEADERSHIP (4)

The focus of this course is a comprehensive review of the writings and theories of leadership. Students will evaluate leadership traits and behavior, the effects of reciprocal influence, transformational leadership, the role of power versus authority, followership, and related matters. Applications of theory to practice will be emphasized. Prerequisites: BUS 344 and BUS 350.

453 SMALL BUSINESS ANALYSIS (4)

This course focuses on decision-making in functional areas of marketing, production, and finance. Students, working in teams with faculty and professional supervision, consult with businesses to solve managerial problems. Prerequisite: BUS 360 or consent of the instructor.

455 ALTERNATIVE DISPUTE RESOLUTION (4)

This course will provide students with an understanding of the alternatives to litigation as a means of dispute resolution. The primary focus will be on two alternatives—mediation and arbitration. The first half of the course will focus on the mediation process and the basic problem-solving skills that are a fundamental component of successful mediation. The second half of the course will emphasize the types of voluntary arbitration and the means to implement the process. Prerequisite: BUS 340.

458 ORGANIZATION CHANGE AND DEVELOPMENT (4)

Scholarly and practical study of how to implement effective change within organizations, such as reorganizing departments and business units, IT implementation, mergers and acquisitions, culture change, and other change events that impact organizations. Topics include: organizational change theory, processes, and models; the role of change agents; organizational diagnosis and intervention; culture, process, strategy, structure, and technology changes in organizations. Prerequisite: BUS 344.

461 PROMOTION MANAGEMENT (4)

Examines the planning, execution, and measurement of the organization's external communications with its environment. Analyzes the four promotion tools: advertising, personal selling, sales promotion, and public relations. Prerequisites: BUS 367 and BUS 360.

462 MARKETING RESEARCH (4)

The theory and application of marketing research as a tool for management decision-making. Emphasis is on problem identification and definition, research design, sampling procedure, primary and secondary data collection, statistical analysis, interpretation of data, and reporting of research findings. Prerequisites: BUS 211 (or ECON 317 or MATH 165), BUS 367, BUS 319 and BUS 360.

463 SALES MANAGEMENT AND PERSONAL SELLING (4)

Examines theory and practice in the principles and art of selling. Studies planning, organizing, leading, evaluating, and controlling of sales force activities. Prerequisites: BUS 367 and BUS 360.

465W WINE MARKETING (4)

An in-depth study of marketing from the perspective of the California wine industry. The course emphasizes wine marketing planning, including an analysis of wine consumer segments. The wine industry's economic, legal, social, and competitive environment, industry trends, major problems and opportunities, and strategic alternatives as related to wine varieties and brands, pricing, promotion, and distribution are discussed. Prerequisite: BUS 360.

466 ORGANIZATIONAL COMMUNICATION (4)

This course teaches communication theory and skills as they are applied to management situations. Students will study the impact of the organizational environment on the practice of communication theory and the development of strategies for effectively relaying messages. Written and oral exercises will be stressed. Prerequisite: must have passed the WEPT.

468 MARKETING DECISION-MAKING (4)

Data analysis and "what if" marketing decision-making, using computer models and computer simulation. Emphasizes developing computer and analytical marketing skills. Prerequisites: BUS 360 and 367.

469 MARKETING MANAGEMENT (4)

Advanced study of marketing management, strategy, and decision-making through the use of marketing cases. Requires the integration of marketing concepts and theories from previous marketing course work. Prerequisites: BUS 360 and 367.

470 MANAGERIAL FINANCE (4)

Theory of managerial decision-making in its financial and economic context. Topics include the decision-making environment, financial planning, budgeting

and control, long-term investment decisions, and capital budgeting techniques, working capital management, the cost of capital, valuation, rates of return, and choosing among alternative sources of funds. Prerequisite: BUS 370.

471 FINANCIAL PLANNING AND STRATEGY (4)

The application of financial concepts and analytical methods to the development and evaluation of alternative financial strategies and opportunities available to the firm. Emphasis is placed on financial decision-making and analysis of small and midsize firms. Prerequisite: BUS 370.

472 INVESTMENTS (4)

A study of the characteristics of securities: valuation, sources, selection strategies, and theory of portfolio management. Stocks, bonds, options, and futures markets will be included. A major term project is required. Prerequisite: BUS 370.

472F INVESTMENTS FOR FINANCIAL MANAGEMENT (2)

In this course the finance major studies capital markets as an investment arena to critically analyze market behavior and investment strategies. The macroeconomic role of markets and their architecture, regulatory structure, and microstructure form the context within which financial theory is presented. The relevant theories in finance are portfolio theory, asset pricing models, agency theory, and the efficient market hypothesis. Stock and bond investing, as well as technical and fundamental analysis and portfolio management performance are explored. The financial management concentration student is required to complete the first two modules, which deal with stock and bond analysis. Prerequisite: BUS 370.

473 INTERNATIONAL FINANCE (4)

The foundations of financial theory (capital budgeting, capital markets, EMH/CAPM/portfolio theory, capital structure, short-term financing) are set in an international/MNC context where currency exchange rates, differences in accounting procedures, international trade, political risk, investments, and financing are examined. Prerequisite: BUS 370.

474 COMPUTER APPLICATIONS IN FINANCE (4)

A course in financial modeling, analysis, and research using computers. Emphasis is placed on the development of models required for the evaluation of financial alternatives. Prerequisites: BUS 370 and computer competency.

475W WINE ACCOUNTING AND FINANCE (4)

This course focuses on financing, investing, and accounting decisions facing managers of wine businesses. It explores the financial reporting issues that are unique to wine businesses and how these issues affect valuation. This course is directed to those interested in careers in accounting and finance as well as those interested in understanding relevant accounting and finance issues for wine business. Prerequisite: BUS 370.

491 SEMINAR IN MANAGEMENT STRATEGY AND POLICY (4)

Seminar covering current issues in managerial strategy and corporate policy that integrates concepts of organization theory and behavior, marketing, finance, human resources, production/operations, information systems, entrepreneurship, accounting, economics, and international business. This is the capstone course for the business administration major and would be expected to be taken in the last semester prior to graduation. Prerequisites: all business core requirements, a passing score on the WEPT, and application for award of degree.

491W SEMINAR IN MANAGEMENT STRATEGY AND POLICY IN THE WINE INDUSTRY (4)

Seminar covering current issues in managerial strategy and corporate policy that integrates concepts of organization theory and behavior, marketing, finance, human resources, production/operations, information systems in the wine industry, entrepreneurship, accounting, economics, and international business in the wine industry. This is the capstone for the business administration major and should be taken in the last semester prior to graduation. Prerequisites: all business core requirements, a passing score on the WEPT, and application for award of degree.

495 SPECIAL STUDIES (1-3)

Student-designed and instructor-guided projects, to be arranged individually. May be repeated once for credit. Independent study credit will be granted only to students who have: 1) attained senior status, 2) minimum GPA in business administration of 3.0, and 3) substantial background in the field involved in the petitioned study. A maximum of 3 units are applicable to the business administration major.

499A INTERNSHIP IN ACCOUNTING (3-4)

Field experience, for upper-division students, in management and administration with an emphasis in accounting. All internships that may be used in a concentration shall be either 3 or 4 units. No internship may be counted in more than one concentration. No more than two internships may be used for credit in the B.S. in Business Administration program and only one in any single concentration. GPA of 2.0 is required in the major plus two courses in the field of concentration. Cr/NC only. The internship requires a minimum of three hours per week per semester unit. Prerequisite: prior arrangement with internship coordinator.

499F INTERNSHIP IN FINANCE (3-4)

Field experience, for upper-division students, in management and administration with an emphasis in finance. All internships that may be used in a concentration shall be either 3 or 4 units. No internship may be counted in more than one concentration. No more than two internships may be used for credit in the B.S. in Business Administration program and only one in any single concentration. GPA of 2.0 is required in the major plus two courses in the field of concentration. Cr/NC only. The internship requires a minimum of three hours per week per semester unit. Prerequisite: prior arrangement with internship coordinator.

499FM INTERNSHIP IN FINANCIAL MANAGEMENT (3-4)

Field experience, for upper-division students, in management and administration with an emphasis in financial management. All internships that may be used in a concentration shall be either 3 or 4 units. No internship may be counted in more than one concentration. No more than two internships may be used for credit in the B.S. in Business Administration program and only one in any single concentration. GPA of 2.0 is required in the major plus two courses in the field of concentration. Cr/NC only. The internship requires a minimum of three hours per week per semester unit. Prerequisite: prior arrangement with internship coordinator.

499MG INTERNSHIP IN MANAGEMENT (3-4)

Field experience, for upper-division students, in management and administration with an emphasis in management. All internships that may be used in a concentration shall be either 3 or 4 units. No internship may be counted in more than one concentration. No more than two internships may be used for credit in the B.S. in Business Administration program and only one in any single concentration. GPA of 2.0 is required in the major plus two courses in the field of concentration. Cr/NC only. The internship requires a minimum of three hours per week per semester unit. Prerequisite: prior arrangement with internship coordinator.

499MK INTERNSHIP IN MARKETING (3-4)

Field experience, for upper-division students, in management and administration with an emphasis in marketing. All internships that may be used in a concentration shall be either 3 or 4 units. No internship may be counted in more than one concentration. No more than two internships may be used for credit in the B.S. in Business Administration program and only one in any single concentration. GPA of 2.0 is required in the major plus two courses in the field of concentration. Cr/NC only. The internship requires a minimum of three hours per week per semester unit. Prerequisite: prior arrangement with internship coordinator.

499W INTERNSHIP IN WINE BUSINESS STRATEGIES

Field experience, for upper-division students, in management and administration with an emphasis in wine business strategies. All internships that may be used in a concentration shall be either 3 or 4 units. No internship may be counted in more

than one concentration. No more than two internships may be used for credit in the B.S. in Business Administration program and only one in any single concentration. GPA of 2.0 is required in the major plus two courses in the field of concentration. Cr/NC only. The internship requires a minimum of three hours per week per semester unit. Prerequisite: prior arrangement with internship coordinator.

Graduate Courses

500 level courses are restricted to graduate students. Courses numbered between 501 and 508 are prerequisite courses to the MBA. Specified undergraduate courses may substitute for these.

501 PRINCIPLES OF ACCOUNTING (3)

A foundation course designed to provide a basic understanding of the theory and practice of accounting with emphasis upon basic principles, concepts, and controls in relation to external and internal reporting. Prerequisites: computer competency and a bachelor's degree.

504 HUMAN RESOURCE MANAGEMENT AND ORGANIZATIONAL BEHAVIOR (4)

Topics from HRM will include equal employment opportunity/affirmative action, staffing, performance evaluation, job design, compensation administration, safety and health, employee rights and discipline, and labor relations. Behavioral topics will include individual and group behavior, motivation, decision-making, leadership, organization development, and culture. Project requires analysis and synthesis of relevant topics. Prerequisite: a B.A. or B.S. degree.

506 MARKET ANALYSIS (3)

The terminology and concepts of marketing including segmentation, product development, pricing, promotion, and distribution. A marketing plan, case, or similar application project is required. Prerequisite: a B.A. or B.S. degree.

507 FOUNDATIONS OF MANAGERIAL FINANCE (3)

A foundation course designed to provide the conceptual and analytic framework guiding financial decision-making within the business firm. Emphasis is on financial analysis, the evaluation of investment opportunities, working capital management, and alternative means of financing the firm. Prerequisite: BUS 501.

508 MANAGERIAL STATISTICS AND THEIR APPLICATION (3)

Statistical data analysis with an emphasis on problems from manufacturing and service operations and their solution using Excel. Instruction will include spreadsheet analysis and a project involving the application of statistical methods. Prerequisite: a B.A. or B.S. degree.

Classified Graduate Status is required for the following courses:

516 OPERATIONS MANAGEMENT (3)

Production/operations management of manufacturing and service operations. Topics include forecasting and scheduling; material requirements planning and quality assurance. Additional tools include inventory control, project management, and product development. Modern techniques such as Supply Chain Management, e-business, Just-in-Time, and Total Quality Management are illuminated.

519 MANAGEMENT INFORMATION SYSTEMS (3)

Study of fundamental role information systems and technologies play in organizations and management issues they raise. Topics include IS/IT's strategic importance; technology, legislative, and industry trends; systems development issues and practices; database design and management; management of IS/IT assets.

530 FINANCIAL STATEMENT ANALYSIS (3)

Students learn to analyze financial statements for the purpose of valuing the firm. The course takes a user's perspective, not a preparer's perspective. The course is

an interdisciplinary accounting and finance course. Students learn the limitations and complexities of the numbers used in valuing major components of the financial statements. Significant emphasis is placed on the current American regulatory environment and impending changes within that environment, as well as on international and global regulatory issues. Prerequisites: BUS 501 and BUS 507.

540 STRATEGIC HUMAN RESOURCE MANAGEMENT (3)

Strategic human resource management offers a framework for general managers to implement best HR practices in their organizations. The focus is on implementing long-term programs that either add demonstrable value, or programs which effectively manage risks to the organization. Emphasis will be placed on utilizing HR metrics to measure outcomes.

550 SEMINAR IN ORGANIZATION BEHAVIOR AND MANAGEMENT THEORY (3)

An examination of the business organization with reference to management, design, change, and organizational behavior. Prerequisite: BUS 504 or equivalent.

552 LEADERSHIP AND TEAM BUILDING (3)

Leadership and team building go hand in hand and represent critical elements of the managerial process. This course examines theoretical formulations of leadership and combines that with study of exemplary leaders. Specific topics include: use of power, authority, and persuasion; characteristics of effective leaders; comparison of alternative leadership styles; and entrepreneurial leadership. The role of leaders in molding teams is an underlying theme. Prerequisite: BUS 504 or equivalent, or consent of instructor.

554 SOCIAL ENTREPRENEURSHIP IN THEORY AND PRACTICE (3)

This course examines the theory and practices of social entrepreneurship. The course will examine how entrepreneurial solutions can be fashioned and applied to job creation, workforce development, and meeting other social needs. Specific topics include: social responsibility, venture philanthropy, opportunity assessment, market analysis, financial principles of sustainability, micro enterprises, and nonprofit organizations.

559 SEMINAR IN ADVANCED MANAGEMENT TOPICS (3)

Graduate study of a current or emerging management topic of special interest. May be repeated for credit with the consent of the MBA coordinator. Prerequisites to be determined by the instructor.

560 SEMINAR IN MARKETING MANAGEMENT (3)

Study of marketing situations, development of marketing plans, and evaluation of marketing programs. Careful consideration of the conceptual background of marketing, including trends and emerging developments. Prerequisite: BUS 506 or equivalent.

570 SEMINAR IN MANAGERIAL FINANCE (3)

Financial theory and applied financial analysis. Topics may include security analysis, portfolio management, financial accounting, corporate financial policy, investment banking, and international finance. Prerequisites: ECON 501, BUS 501, and BUS 508, or equivalent preparation.

578 PROJECT CONTINUATION (1-3) FALL, SPRING

Designed for students working on their thesis or master's project but who have otherwise completed all graduate coursework toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisite: permission of the MBA graduate coordinator. Cr/NC only.

581 RESEARCH METHODS FOR MANAGERS (3)

Practical approaches to the design, execution, and interpretation of applied business research activities. Development of analytical skills and research techniques, including an understanding of the assumptions, limitations, and appropriate uses of various research designs and strategies. Prerequisite: BUS 508.

591 SEMINAR IN STRATEGIC MANAGEMENT (3)

A consideration of the entire organization from the viewpoint of the chief executive officer. Topics to be covered include strategy formulation, the development of competitive advantage, strategy implementation, and the management of strategic change. Prerequisites: BUS 540, 560, 570.

592 ENTREPRENEURSHIP AND NEW VENTURE CREATION (3)

Entrepreneurship focuses on new venture creation and venture feasibility analysis. Working in teams, students will learn to identify, conceptualize, plan, finance, launch, manage, and harvest new ventures. Entrepreneurship, the application of entrepreneurial methods of management to established organizations, will also be discussed. Prerequisites: BUS 540, 560, 570.

593 SEMINAR IN INTERNATIONAL BUSINESS (3)

Comprehensive view of the international economic environment as it relates to international business. Topics include the multinational corporation, subcontracting, counter trade, and international institutions such as the World Bank and GATT. Prerequisite: ECON 501.

595 SPECIAL STUDIES IN BUSINESS ADMINISTRATION (1-4)

Supervised independent study. A maximum of 3 units may be applied toward the requirements for the MBA degree. Prerequisite: consent of faculty member under whom the individual work is to be conducted, consent of the MBA coordinator, and an approved "Application for Special Study 495/595."

596 GRADUATE INTERNSHIP (1-3)

Field experience for qualified graduate students in business administration. A maximum of 3 units may be applied toward the requirements for the MBA degree. Students must establish with the MBA coordinator that the work involved is clearly integral to the student's graduate studies. CR/NC grade only.

599 MASTER'S DEGREE DIRECTED RESEARCH (1 OR 3)

Research directed by the student's committee on a project. An "Advancement to Candidacy Form" (GS01) must be filed with the MBA Coordinator before the student registers for the course.

CALIFORNIA CULTURAL STUDIES

PROGRAM OFFICE

Nichols 340
(707) 664-2903
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PROGRAM DIRECTOR

Robert Coleman-Senghor
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Faculty

Robert Coleman-Senghor/English
Marilyn Cannon/Biology
Elizabeth Martinez/Chicano and Latino Studies
Edward Castillo/Native American Studies
William Crowley/Geography
Steve Estes/History
Michael Ezra/American Multicultural Studies
Dorothy Freidel/Geography
Anne M. Goldman/English
Michelle Jolly/History
Jeff Langley/Director, Performing Arts
Andrew Merrifield/Political Science
Susan Moulton/Art History
Leilane Nishime/American Multicultural Studies
Adrian Praetzellis/Anthropology
Margaret Purser/Anthropology
John Wingard/Anthropology
Michael Schwager/Director, University Gallery
Leni Strobel/ American Multicultural Studies

Special Major (B.A.) and Minor in Interdisciplinary Studies in California Cultural Studies

The special major in Interdisciplinary Studies in California Cultural Studies has been established in order to bring together writers, scholars, artists, and students from various fields, organizations, and disciplines interested in the study of California. California Cultural Studies aims to attract a diverse group of students, representing a number of different ethnic and cultural groups as well as regions of California, into a learning community devoted to the study, preservation, and enrichment of California's cultural life. The program is designed so that students, scholars, and artists can work together on projects in an intellectually stimulating atmosphere.

California Cultural Studies is an interdisciplinary program that incorporates a range of critical perspectives, pedagogies, and resources, and is supported by a faculty with extensive backgrounds and scholarly work in history, literature, philosophy, art history, music, economics, political science, anthropology, environmental studies, natural history, geology, geography, and ethnic and cultural studies. With the exception of select CCS core courses, all course offerings are based in traditional disciplines and are cross-listed by the departments of Art History, American Multicultural Studies,

Native American Studies, Chicano and Latino Studies, Anthropology, History, Music, Film Studies, Geography, Geology, Biology, and Political Science.

The CCS major consists of 24-28 core course units and 16-20 units in an area of concentration. In close collaboration with program faculty, majors complete their course of study through a capstone project or senior thesis grounded in original research and scholarship. Both the student's course of study and thesis or project must be approved by two CCS advisors and the program director. Students are encouraged to complete a minor in a discipline represented in the CCS program (i.e., History, Biology, English, Anthropology, Geography, Geology, AMCS, NAMS, CALS, or Film Studies, etc.).

The CCS Program also offers on and off campus internships in museum collection and exhibition, library special and regional collection, stream and river restoration, historical preservation, tourism, and agricultural and forest information services. Internships can be taken only credit/no credit and may not be used to fulfill major requirements. Students taking the internship course may receive financial assistance, if the host institution makes it available. Consult an advisor for further details and restrictions.

Prerequisites to the Major

1. Admission to the major.
2. Sophomore standing (though academic advising may begin earlier due to associated minors and supporting GE courses and programs).
3. Completion of GE categories:
A1 (California Cultural Analysis 200)
A2 (English 101)
A3 (Critical Thinking)

Total units required for a B.A. in: Special Major in California Cultural Studies Degree Requirements units

General education	51
California Cultural Studies major	44-48
General electives	24-28
Total units needed for graduation	120

Major Core Requirements

ENGL 280 Introduction to Studies in California Culture	3
ITDS 300 Faculty Forum	1
ENGL 302 Topics and Themes in California Cultural Studies	3-4
GEOG 390 Geography of California	3
ANTH 344 Material Cultural Studies	3
ANTH 444 Methods in Material Cultural Studies	1
ITDS 496 Senior Seminar in California Cultural Studies	3
HIST 472 California History I	4

Choose one of the following: California Ethnic Groups

AMCS 331 Ethnicity and History in California	3-4
AMCS 360 Asian-American Experience	3-4
ANTH 361 Indians in California	4
CALS 339 Chicanos/Latinos in U.S. Society: California Emphasis	3-4
NAMS 412 Native California History and Culture	3

<i>Choose one of the following: California Arts</i>	
ARTH 480 Special Topics in Art: California Arts	3
ENGL 315* California Ethnic Literature	3
ENGL 480 Studies in California Literature	4
ENGL 485 California Writers	4
MUS 255 California Music	3

Total units in the core 27-30

* California Ethnic Literature fulfills GE C2 and the ethnic studies requirement.

Areas of Concentration

One course is to be selected from each of the following areas, plus one additional course from any area. Courses taken in the areas of concentration may not be used to satisfy the core requirements.

Arts and Literature Concentration

AMCS 360 Ethnic Literature: California emphasis	3
ARTH 480 California Arts	1-4
ENGL 215 Introduction to California Literature	3
ENGL 315 California Ethnic Literature	3
CALS 374 Chicano/Latino Literature	3-4
ENGL 480 Studies in California Literature	4
ENGL 485 California Authors	4
HIST 350 California Environmental History	4
MUS 255 Music of California	3

California Ethnic Groups Concentration

AMCS 210 Ethnic Groups in America	
AMCS 331 Ethnic History in California	3-4
AMCS 377 Asian American Experience	3
ANTH 361 Indians in California	4
ANTH 362 Transnational California	4
CALS 339 Chicanos/Latinos in U.S. History	3
NAMS 412 Native California History and Culture	4

Culture, History, and Politics Concentration

ANTH 392 Research in California Prehistory	4
ANTH 420 Archaeological Methods	4
ANTH 444 Material Culture	1
ANTH 490 Topical Seminar in Anthropology	1-4
HIST 471 The American West	4
HIST 473 California History II	4
NAMS 412 Native California History and Culture	4
NAMS 418 Regional Historical Studies	3
NAMS 442 Contemporary Affairs of Native Americans of California	4
POLS 320 State, City, and County Government	4
POLS 428* Seminar in California Politics and Government	4

Natural History and Geography Concentration

BIOL 314 Field Biology	3
GEOL 111** Field Geology of Yosemite National Park	1
GEOL 120 Regional Field Geology: Death Valley	3
GEOG 311 Geography of Wine	4

GEOG 314 Field Experience: Northern California	4
GEOG 314B Field Geography of Sonoma County Wine	4
GEOG 318 Field Experience: Baja California, Mexico	4
** GEOL 111 Field Geology of Yosemite National Park must be taken prior to or in conjunction with GEOL 102 Our Dynamic Earth.	

Total units in the areas of concentration 13-16

Total units in the major 40-46

Sample Four-year Program for B.A. in ITDS Special Major in California Cultural Studies

FRESHMAN YEAR:: 30 units	
Fall Semester (15 Units)	Spring Semester (15 Units)
GE ENGL 101 (A2) (3)	GE (C4) (3)
GE PHIL 101 (A3) (3)	ENGL 200 (A1) (3)
GE GEOL 102 (3)	GE Electives (B4, D2, D3) (9)
GE Electives (C1, C2) (6)	
SOPHOMORE YEAR:: 30 units	
Fall Semester (15 Units)	Spring Semester (15 Units)
GE (D4) (3)	GE (D1) (3)
GE (B2) (3)	GE (B3, E) (7)
GE (D5) (4)	GE (C3) (3)
Electives (5)	Elective (2)
JUNIOR YEAR: 30 Units	
Fall Semester (15 Units)	Spring Semester (15 Units)
HIST 472 (4)	ANTH 344 (3)
ITDS 302 (3-4)	ANTH 444 (1)
AMCS 377 (3)	ENGL 480 (4)
GEOG 390 (2)	CCS Concentration (4)
CCS Concentration (3)	Elective (4)
SENIOR YEAR:: 30 Units	
Fall Semester (15 Units)	Spring Semester (15 Units)
ITDS 499 (4-8)	CCS Concentration (8)
ITDS 300 (1)	Electives (7)
POLS 428 (4)	
Electives (7)	
TOTAL UNITS:: 120	

Minor

Each California Cultural Studies minor consists of seven courses for a total of 20-24 units.

Minor Core Requirements

ENGL 280 Introduction to California Cultural Studies (3) or	3
ENGL 302 Topics and Themes in California Cultural Studies	3-4
GEOG 390 Geography of California	3
HIST 472 California History I	4

Total units in the minor core 13-14

Choose one of the following: California Ethnic Groups (3-4 units)

AMCS 331 Ethnicity and History in California	3
AMCS 377 Asian American Experience	3
ANTH 361 Indians in California	4
CALS 339 Chicanos/Latinos in US Society: California emphasis	3
NAMS 412 Native California History and Culture	4
NAMS 418 Regional Historical Studies	4

Choose one of the following: California Arts (3-4 units)

AMCS 360 Ethnic Literature: California emphasis	3
ARTH 480 California Art	3-4
ENGL 315 California Ethnic Literature	3
ENGL 480 Studies in California Literature	4
ENGL 485 California Authors	4
MUS 255 Music of California	3

Choose one of the following: Natural History and Geography (3-4 units)

BIOL 314 Field Biology	3
GEOL 111** Field Geology of Yosemite National Park	1
GEOL 120 Regional Field Geology: Death Valley	3
GEOG 311 Geography of Wine	4
GEOG 314 Field Experience : Northern California	4
GEOG 314B Field Geography of Sonoma County Wine	4
GEOG 318 Field Experience: Baja California, Mexico	4

Total units in the minor 21-27

Independent Study 495

Up to 4 units of independent study may be used to fulfill requirements in any area of concentration. Course must be approved by the CCS coordinator and an advisor.

** *GEOL 111 Field Geology of Yosemite National Park must be taken prior to or in conjunction with GEOL 102 Our Dynamic Earth.*

CAREER MINORS

Programs Offered

- Career Minor in Arts Management
- Career Minor in Health Systems Organizations
- Career Minor in Women's Health

The career minors program allows students from a variety of majors to pursue a coherent sequence of courses in order to acquire insight into the ways the undergraduate degree may be applied in particular careers. Each career minor culminates in an internship giving the student practical experience in the field.

Information about a career minor may be obtained from the faculty advisor. Students interested in pursuing a career minor should plan well in advance in order to integrate the coursework into their plan of study.

Career Minor in Arts Management

The career minor in arts management provides students of the visual arts with education, training, and experience in the practical, business side of their field. Art history and art studio majors completing this career minor will be in much stronger positions to find work and support themselves in fields within or closely related to their majors. The career minor in arts management may also be combined with any other major, provided that the student also completes at least a minor in art history or art studio.

Internships are available at local and regional art galleries, museums, nonprofit organizations, and other groups that provide services in the arts.

Program Advisor

Michael Schwager, Art Gallery
Art Building 101
(707) 664-2295

Requirements for the Career Minor in Arts Management

To earn the career minor in arts management, students must complete the following 21 units:

Business, computer, or other related courses to be determined by the program advisor:	11
ARTH 312 Principles of Arts Management	3
ARTH 494 Gallery and Museum Methods	3
ARTH 499 Internship	4
Total units in the minor core	21

Students in the arts management career minor must also complete at least a minor in either art history or art studio.

Career Minor in Health Systems Organizations

The health systems organizations career minor is an interdisciplinary program that provides students with an opportunity to focus on either of two significant dimensions of health care: technical and

managerial problems or preparation for direct service. The minor outlines a course of study within a liberal arts framework that provides each student with a basic understanding of: 1) health systems as significant social, cultural, and economic institutions within society; 2) cultural relativity in views of health and illness, and 3) the social and psychological implications for those who are served by health systems.

The supporting courses will be chosen with the assistance of the faculty advisor to prepare the student for specific career objectives. The health systems organizations minor complements a number of traditional majors, such as business administration, nursing, psychology, sociology, AMCS, and political science, in addition to programs in gerontology, women's studies, and medical anthropology. This career minor will increase the employment opportunities in the health field of students from the above majors and programs. The minor also provides an excellent background for those who plan to obtain graduate professional training in fields such as medicine, social work, and public health.

Program Advisor

Susan Hillier, Gerontology-Psychology
Stevenson Hall 3075
707 664-2411

Minor Core Requirements

Course selection is pending; please see advisor for details.

AMCS 432 Health and Culture	4
GERN/SOCI 452 Health Care and Illness	4
GERN 499 Internship	4

Total units in the minor core 12

Minor Electives

Students must consult with faculty advisors to select 8 units of related elective course work.

Total units in minor electives 8

Total units in the minor 20

Career Minor in Women's Health

Women's health is a large and growing area of research and policy interest in the United States. The curriculum is organized toward enhancing the student's opportunities for employment in health-care and other settings. The program is highly suitable for those interested in careers as nurses, physicians, counselors, therapists, public health workers, research analysts, and policy makers, and in other fields.

The career minor in women's health is designed to provide students with interdisciplinary course work, training, and work experience in the politics, practice, and experience of women's health. Career needs of both health care providers and liberal arts and sciences majors are addressed by the program.

Program Advisor

Cindy Stearns, Women's and Gender Studies
 Rachel Carson Hall 32, 707 664-2708/2840

Minor Core Requirements

WGS 280 Women's Bodies: Health and Image	3
NURS 480 Sexuality, Health and Society (3) or WGS 350 Gender, Sexuality and Family Practical Application	3-4
WGS 499 Internship in Women's Health Setting (4) Prerequisite: senior standing or NURS 425 Senior Clinical Study (Prerequisite: nursing major. Must choose a setting related to women's health)	3

Total units in the minor core 9-10

Electives

All electives must be health (including mental health) related. When the health course does not explicitly deal with women's health, students are expected to do their term papers and projects on women's health issues and to be prepared to share these course materials with the program coordinator.

Suggested Electives

AMCS 432 Health and Culture	3
GEOG 396 Medical Geography	3
GERN 300 Basic Gerontology	3
GERN 408 Transitions in Adult Development	4
NURS 340 Health and Illness in the Expanding Family	4
NURS 360 Community Health Nursing	3
PSY 404 Psychology of Women	4
PSY 454 Biofeedback and Somatic Psychology	4
SOCI 452 Health Care and Illness (cross-listed as GERN 452)	4
WGS 301 Women's Health Lecture Series	1-2
WGS/NURS 495 Special Study Research on Women's Health	1-4

Total units in electives 10-11

Total units required in the minor 20

CHEMISTRY

DEPARTMENT OFFICE

Darwin Hall 300
(707) 664-2119
www.sonoma.edu/chemistry

DEPARTMENT CHAIR

Lynn R. Cominsky

ADMINISTRATIVE COORDINATOR

Cathi Cari-Shudde

Faculty

Steven Farmer

Meng-Chih Su

*Dale Trowbridge

Jennifer Whiles Lillig

Carmen F. Works

*Faculty Early Retirement Program

Programs Offered

Bachelor of Science in Chemistry
(certified by the American Chemical Society)

Bachelor of Arts in Chemistry

Bachelor of Science in Biochemistry

Minor in Chemistry

Teaching Credential Preparation

Chemistry is the study of matter, its properties, and how it changes. An understanding of chemical principles is required to fully understand most scientific disciplines such as biology, medicine, physics, environmental science, geology, materials science, pharmaceuticals, agriculture, forensic science, most branches of engineering, and even studio art. Chemists not only study molecules that nature provides but also synthesize new molecules to be used in many of these fields.

The department offers both bachelor of arts and bachelor of science degrees. Both degrees provide students with a solid chemical foundation to prepare them for graduate school, professional school, or the workforce. The B.S. degree requires more science coursework, while the B.A. allows more flexibility for other academic interests. The B.S. in Biochemistry is designed for students with an interest in the biological aspects of chemistry and the pre-health professions.

Careers in Chemistry

Sonoma State University is fortunate to be situated within the greater Bay Area, which is rapidly becoming a leading area for research in disciplines such as biotechnology, pharmaceuticals, materials science, and proteomics. Sonoma State graduates have a high success rate for acceptance into advanced degree programs in chemistry and biochemistry; medical, dental, and veterinary schools; cell and

molecular biology; and materials science. They have also entered the job market in a variety of careers, including government agencies (FBI, forensics), technical writing, chemical and biochemical research, cosmetics and perfumes, space chemistry, teaching at all levels, medical technology, pharmaceuticals, patent law, materials research, consulting, and applications of chemistry in business.

Students seeking teaching credentials may elect chemistry as their major within the teaching credential program in science.

The small size and educational philosophy of the department encourage students to develop close relationships with other students, faculty, and staff. Course work and individual research projects place an emphasis on laboratory experiences in which students are expected to become familiar with a variety of techniques and instruments. In 2006, the department returned to the newly remodeled Darwin Hall, equipped with new lower-division teaching laboratories and facilities for advanced laboratory courses and undergraduate research. Our laboratories are equipped with many modern, computerized instruments that include ultraviolet, visible, infrared, atomic absorption, and fluorescence spectrophotometers; a nuclear magnetic resonance spectrometer; high-pressure liquid, gas, and ion exchange chromatographs; and a gas chromatograph with mass spectrometer detector.

Bachelor of Science in Chemistry (certified by the American Chemical Society)

The B.S. degree provides thorough preparation for students who wish to pursue advanced degrees in the chemical sciences, go to professional school, or work as chemists in industry. All courses in the major core, major electives, and supporting courses must be taken in the traditional grading mode (A-F). Undergraduate research is required for the B.S. degree in Chemistry. Transcripts will be noted as approved by the American Chemical Society.

Degree Requirements	Units
General education	51
Major requirements (may include 6 units in GE)	47
Supporting courses (may include 3 units in GE)	22
Electives	0-9
Total units needed for graduation	120

Major Core Requirements

CHEM 115AB General Chemistry (6 units may be applied to GE)	10
CHEM 255 Quantitative Analysis	4
CHEM 310AB Physical Chemistry	6
CHEM 316 Physical Chemistry Laboratory	2
CHEM 325 Inorganic Chemistry	3
CHEM 335AB Organic Chemistry	8
CHEM 336 Organic Chemistry Laboratory II	2
CHEM 401 Instrumental Analysis and Chemical Synthesis	3
CHEM 402 Advanced Synthesis and Instrumental Analysis	3
CHEM 445 Structural Biochemistry or CHEM 446 Metabolic Biochemistry	3
CHEM 494 Undergraduate Research	2
CHEM 497 Research Seminar	1

Total units in the major core 47

Supporting Courses

MATH 161 Calculus I (3 units may be applied to GE)	4
MATH 211 Calculus II	4
MATH 261 Calculus (IV)	4
PHYS 114 Introduction to Physics I	4
PHYS 116 Introduction to Physics Laboratory I	1
PHYS 214 Introduction to Physics II	4
PHYS 216 Introduction to Physics Laboratory II	1
Total units in supporting courses	22
Strongly Recommended: additional units in CHEM 494, Undergraduate Research	1-6

Sample Four-year Program for B.S. in Chemistry

FRESHMAN YEAR:: 30 Units	
<i>Fall semester (15 Units)</i>	<i>Spring semester (15 Units)</i>
CHEM 115A (5)	CHEM 115B (5)
MATH 161 (4)	MATH 211 (4)
GE (3)	GE (3)
GE (3)	GE (3)
SOPHOMORE YEAR:: 30 Units	
<i>Fall semester (14 Units)</i>	<i>Spring semester (16 Units)</i>
CHEM 335A (5)	CHEM 335B (3)
MATH 261 (4)	CHEM 336 (2)
PHYS 114 (4)	PHYS 214 (4)
PHYS 116 (1)	PHYS 216 (1)
	GE (3)
	GE (3)
JUNIOR YEAR:: 30 Units	
<i>Fall semester (16 Units)</i>	<i>Spring semester (14 Units)</i>
CHEM 255 (4)	CHEM 310B (3)
CHEM 445 (3)	CHEM 316 (2)
CHEM 310A (3)	CHEM 325 (3)
GE (3)	GE (3)
GE (3)	GE (3)
SENIOR YEAR:: 30 Units	
<i>Fall semester (14 Units)</i>	<i>Spring semester (16 Units)</i>
CHEM 401 (3)	CHEM 402 (3)
CHEM 494 (2)	CHEM 497 (1)
GE (3)	GE (3)
GE (3)	GE (3)
GE (3)	Elective (4)
TOTAL UNITS:: 120	

Bachelor of Science in Biochemistry

The B.S. degree in biochemistry is appropriate for students interested in the medical fields, graduate study in chemistry or biochemistry, or employment in the biochemical, pharmaceutical, or biotechnology industries. All courses in the major core, major electives, and supporting courses must be taken in the traditional grading mode (A-F). Undergraduate research is required for the B.S. degree in biochemistry.

Degree Requirements	Units
General education	51
Major Requirements (may include 6 units in GE)	46
Biology Courses (may include 3 units in GE)	12
Supporting Courses (may include 3 units in GE)	16-18
Electives	0-7
Total units needed for graduation	120

Major Core Requirements

CHEM 115 AB General Chemistry (6 units may be applied to GE)	10
CHEM 255 Quantitative Analysis	4
CHEM 310 AB Physical Chemistry	6
CHEM 325 Inorganic Chemistry	3
CHEM 335AB Organic Chemistry	8
CHEM 401 Instrumental Analysis and Chemical Synthesis	3
CHEM 441 Biochemical Methods	3
CHEM 445 Structural Biochemistry	3
CHEM 446 Metabolic Biochemistry	3
CHEM 494 Undergraduate Research	2
CHEM 497 Research Seminar	1

Total units in the major core 46

Biology Courses

BIOL 123 Molecular and Cell Biology (3 units may be applied to GE)	4
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Choose 2 from the following:

BIOL 340 General Bacteriology (4)
BIOL 342 Molecular Genetics (4)
BIOL 343 Molecular Microbiology (4)
BIOL 344 Cell Biology (4)
BIOL 349 Animal Physiology (4)
BIOL 382 Parasitology (4)
BIOL 383 Virology (4)
BIOL 480 Immunology (4)
BIOL 544 Advanced Cell Biology (4)
or other courses approved by the Chemistry Department

Total units in Biology courses 12

Supporting Courses

MATH 161 Calculus I (3 units may be applied to GE)	4
MATH 211 Calculus II	4
PHYS 210A or 114 Physics I	3-4
PHYS 209A or 116 Physics Laboratory I	1
PHYS 210B or 214 Physics II	3-4
PHYS 209B or 216 Physics Laboratory II	1

Total units in supporting courses 16-18

Strongly recommended: additional units in CHEM 494, Undergraduate Research	1-6
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Sample Four-year Program for Bachelor of Science in Biochemistry

FRESHMAN YEAR:: 30 Units

<i>Fall semester (15 units)</i>	<i>Spring semester (15 units)</i>
CHEM 115A (5)	CHEM 115B (5)
MATH 161 (4)	MATH 211 (4)
GE (3)	GE (3)
GE (3)	GE (3)

SOPHOMORE YEAR:: 30 Units

<i>Fall semester (16 units)</i>	<i>Spring semester (14 units)</i>
CHEM 335A (5)	CHEM 335B (3)
PHYS 114 (4) or 210A (3)	PHYS 214 (4) or 210B (3)
PHYS 116 (1) or 209A (1)	PHYS 216 (1) or 209B (1)
BIOL 123 (4)	GE (3)
Elective (2 or 3)	GE (3 or 4)

JUNIOR YEAR:: 31 Units

<i>Fall semester (16 units)</i>	<i>Spring semester (15 units)</i>
CHEM 445 (3)	CHEM 441 (3)
CHEM 310A (3)	CHEM 310B (3)
CHEM 255 (4)	CHEM 446 (3)
GE (3)	GE (3)
GE (3)	GE (3)

SENIOR YEAR:: 29 Units

<i>Fall semester (15 units)</i>	<i>Spring semester (14 units)</i>
CHEM 401 (3)	CHEM 325 (3)
CHEM 494 (2)	CHEM 497 (1)
BIOL elective (4)	BIOL elective (4)
GE (3)	GE (3)
GE (3)	Elective (3)

TOTAL UNITS:: 120

Bachelor of Arts in Chemistry

The B.A. degree provides a solid foundation in chemistry so students have the same career options as those with the B.S. degree, while allowing students the flexibility to pursue other academic interests. All courses in the major core, major electives, and supporting courses must be taken in the traditional grading mode (A-F). It is highly recommended that students perform undergraduate research with a faculty member.

Degree Requirements	Units
General education	51
Major requirements (may include 6 units in GE)	38
Supporting courses (may include 3 units in GE)	16-18
Electives	13-24
Total units needed for graduation	120

Major Core Requirements

CHEM 115AB General Chemistry (6 units may be applied to GE)	10
CHEM 255 Quantitative Analysis	4
CHEM 310AB Physical Chemistry	6
CHEM 316 Physical Chemistry Laboratory	2
CHEM 325 Inorganic Chemistry	3
CHEM 335AB Organic Chemistry	8
CHEM 401 Instrumental Analysis and Chemical Synthesis	3
CHEM 497 Research Seminar	1
Elective (upper-division chemistry)	1

Total units in the major core 38

Supporting Courses

MATH 161 Calculus I (3 units may be applied to GE)	4
MATH 211 Calculus II	4
PHYS 210A or 114 Physics I	3-4
PHYS 209A or 116 Physics Laboratory I	1
PHYS 210B or 214 Physics II	3-4
PHYS 209B or 216 Physics Laboratory II	1

Total units in supporting courses 16-18

Strongly Recommended: CHEM 494, Undergraduate Research 1-6

Sample Four-year Program for Bachelor of Arts in Chemistry

FRESHMAN YEAR:: 30 Units

<i>Fall semester (15 units)</i>	<i>Spring semester (15 units)</i>
CHEM 115A (5)	CHEM 115B (5)
MATH 161 (4)	MATH 211 (4)
GE (3)	GE (3)
GE (3)	GE (3)

SOPHOMORE YEAR:: 30 Units

<i>Fall semester (14 units)</i>	<i>Spring semester (16 units)</i>
CHEM 335A (5)	CHEM 335B (3)
MATH 261 (4)	CHEM 336 (2)
PHYS 114 (4) or 210A (3)	PHYS 214 (4) or 210B (3)
PHYS 116 (1) or 209A (1)	PHYS 216 (1) or 209B (1)
Elective (0 or 1)	GE (3)
	GE (3 or 4)

JUNIOR YEAR:: 30 Units

<i>Fall semester (16 units)</i>	<i>Spring semester (14 units)</i>
CHEM 255 (4)	CHEM 310B (3)
CHEM 310A (3)	CHEM 316 (2)
GE (3)	GE (3)
GE (3)	GE (3)
Elective (3)	GE (3)

SENIOR YEAR:: 30 Units

<i>Fall semester (15 units)</i>	<i>Spring semester (15 units)</i>
CHEM 401 (3)	CHEM 497 (3)
CHEM 494 (1)	CHEM 325 (3)
GE (3)	GE (3)
GE (3)	GE (3)
Elective (5)	Elective (3)

TOTAL UNITS:: 120

California Commission on Teacher Credentialing. One part of the examination will test breadth of knowledge in biology, chemistry, physics, astronomy, and geology. Another part of the examination will test depth of knowledge in a particular area, such as chemistry. The B.A. or B.S. degree in chemistry is recommended to prepare for the part of the examination that tests depth of knowledge in chemistry. For more information, please contact the Chemistry Department office, Darwin Hall 300, (707) 664-2119.

Chemistry Courses (CHEM)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments.

101 CHEMISTRY AND SOCIETY (3) FALL, SPRING

Lecture, 3 hours. An introductory course in chemistry for students majoring in subjects other than the sciences. This course covers many of the ideas of chemistry in a way that requires only basic algebra. An emphasis is placed on the role of chemistry in daily life and decision-making. Satisfies GE, category B1 (Physical Sciences).

102 CHEMISTRY AND SOCIETY (3) FALL, SPRING

Lecture, 2 hours; laboratory, 3 hours. An introductory course in chemistry for students majoring in subjects other than the sciences. This course covers many of the ideas of chemistry in a way that requires only basic algebra. An emphasis is placed on the role of chemistry in daily life and decision-making. The laboratory will consist of experiments demonstrating chemical principles and phenomena discussed in the lecture. Satisfies GE, category B1 (Physical Sciences) and GE laboratory requirement.

105 ELEMENTS OF GENERAL, ORGANIC, AND BIOCHEMISTRY (5) FALL

Lecture, 4 hours; laboratory, 3 hours. A survey of the principles of chemistry, with emphasis placed on the chemistry of living systems. The course is designed for students in pre-nursing and majors that do not require further courses in chemistry. This course is not a prerequisite for any other chemistry course. Satisfies GE, category B1 (Physical Science) and GE laboratory requirement.

107 INTRODUCTION TO PHYSICAL SCIENCE FOR TEACHERS (3) FALL, SPRING

Lecture, 3 hours. A non-mathematical course designed to introduce students to a range of topics in physics and chemistry that are required by the California Science Standards for grades K-8, including the laws of motion, energy, the structure of matter, the states of matter, electricity, magnetism, light, and optics. Lectures include many demonstrations to illustrate physical science principles, and students will be asked to think about how they would demonstrate or explain various concepts.

115AB GENERAL CHEMISTRY (5, 5) BOTH 115A AND 115B OFFERED FALL, SPRING

Lecture, 3 hours; lab lecture/recitation, 1 hour; laboratory, 3 hours. Principles of chemistry for students in science, pre-health and related areas of study. This course will introduce students to science and scientific thought by using problem-solving strategies in both a conceptual and mathematical manner. First semester topics include atomic and molecular structure, states of matter, chemical reactions, stoichiometry and thermodynamics. Second semester topics include kinetics, equilibrium, buffers, and electrochemistry. These courses must be taken sequentially. Prerequisite for 115A: Satisfaction of ELM requirement. Satisfies GE areas B1, B3 and laboratory requirement. CAN CHEM 2.

195 LOWER-DIVISION SPECIAL STUDIES (1-3)

May be repeated.

Minor in Chemistry

Completion of the following SSU courses (or their equivalent): General Chemistry 115A and B (10 units), Quantitative Analysis 255 (4 units), Organic Chemistry: either 232 (5 units) or 335A (5 units), plus at least two additional upper-division classes for a total of 6 units. These additional upper-division classes must be taken in residence at SSU. Up to six units in chemistry 115A/B may count toward the general Education requirements in area B including the laboratory requirement.

Secondary Education Teaching Credential Preparation

Chemistry students must demonstrate competence in the natural sciences by passing the subject matter examination required by the

232 SURVEY OF ORGANIC CHEMISTRY (5) FALL

Lecture, 3 hours; laboratory lecture, 1 hour; laboratory, 3 hours. An introduction to the important principles, compounds, and reactions of organic chemistry. Particular emphasis on compounds of biological significance. Laboratory includes an introduction to basic techniques of organic chemistry, with emphasis on their application to natural products. Designed for students who are not chemistry majors. Prerequisite: CHEM 115B or consent of instructor.

255 QUANTITATIVE ANALYSIS (4) FALL

Lecture, 2 hours; laboratory, 6 hours. Theory and practice of methods of analysis, including volumetric, gravimetric, and selected instrumental techniques. Prerequisite: CHEM 115B, CAN CHEM 12.

310AB FUNDAMENTALS OF PHYSICAL CHEMISTRY (3, 3) A, FALL; B, SPRING

Lecture, 3 hours. Development and applications of the concepts of thermodynamics, equilibrium, kinetics, quantum mechanics, and spectroscopy to chemical systems. Prerequisites: CHEM 255; MATH 211; PHYS 210AB or 214 and 216; or consent of instructor.

316 FUNDAMENTALS OF PHYSICAL CHEMISTRY LABORATORY (2) SPRING

Lecture, 1 hour; laboratory, 3 hours. Physicochemical measurements, with an emphasis on error analysis, instrumental techniques, report writing, and presentation. Prerequisites: CHEM 310A; concurrent enrollment in CHEM 310B.

325 INORGANIC CHEMISTRY (3) SPRING

Lecture, 3 hours. Topics include atomic structure, symmetry, and group theory of small molecules and the relationship of these concepts to bonding theory and molecular spectroscopy. Applications of symmetry and group theory to coordination chemistry of transition metal complexes in organometallic, environmental, bioinorganic, and materials chemistry. Other topics include kinetics and mechanisms of inorganic and organometallic reactions including electron transfer.

335A ORGANIC CHEMISTRY (5) FALL, SPRING

Lecture, 3 hours; laboratory lecture, 1 hour; laboratory, 3 hours. Basic course in the general theory and reactions of organic chemistry. Emphasis on basic principles. Recommended for science and pre-professional majors. Prerequisite: CHEM 115B or consent of instructor.

335B ORGANIC CHEMISTRY II (3) FALL, SPRING

Lecture, 3 hours. Continuation of CHEM 335A. Prerequisite: CHEM 335A.

336 ORGANIC CHEMISTRY LABORATORY II (2) FALL, SPRING

Laboratory lecture, 1 hour; laboratory, 3 hours. Fundamental techniques of organic chemistry, emphasizing synthetic organic chemistry, modern instrumental methods, and qualitative organic analysis. Designed to complement CHEM 335B. Prerequisite: CHEM 335A.

397 CHEMISTRY PRACTICUM (1-6) FALL, SPRING

Supervised chemistry work experiences that involve practical application of previously studied theory. Intended for professional growth and/or collection of data for future theoretical interpretation. Not applicable toward the chemistry major or minor. May be repeated for up to a total of 6 units. Two hours of work per week for each unit of credit. Cr/NC only. Prerequisite: junior standing or consent of instructor.

401 INSTRUMENTAL ANALYSIS AND CHEMICAL SYNTHESIS (3) FALL

Lecture, 1 hour; laboratory, 6 hours. An integrated inquiry and project-based upper-division course for B.S. and B.A. chemistry majors. Capstone course for B.A. chemistry degree. The projects will cover the synthesis of organic and inorganic molecules and characterization of student-prepared molecules. Lecture will focus on analysis of spectroscopic data, an overview of the instrumental hardware, and principles of chromatography. Topics include basic electronics, optics, signal to noise, detectors, IR, optical, NMR and fluorescence spectroscopy, mass spectrometry, and chromatography. Prerequisites: CHEM 255. Highly recommended: CHEM 336.

402 ADVANCED SYNTHESIS AND INSTRUMENTAL ANALYSIS (3) SPRING

Lecture, 1 hour; laboratory, 6 hours. Project-based synthesis, purification, and characterization of inorganic, organic, and organometallic molecules. Capstone course for B.S. chemistry degree. Topics will include air-sensitive syntheses, standard Schlenk line techniques, characterization through IR, optical and NMR spectroscopy, mass spectrometry, and electrochemistry. Prerequisite: CHEM 401. Highly recommended: CHEM 325.

441 BIOCHEMICAL METHODS (3) SPRING

Lecture, 1 hour; laboratory, 6 hours. Project-based laboratory course involving isolation, purification, and characterization of proteins from natural sources. Capstone course for BS biochemistry degree. The course provides an introduction to biochemical methods, instrumentation, and experimental design techniques common in biotechnology and research. Prerequisites: CHEM 445 or BIO 123, and a foundation in spectroscopy, kinetics, and thermodynamics, or consent of instructor. Strongly recommended: CHEM 255.

445 STRUCTURAL BIOCHEMISTRY (3) FALL

Lecture, 3 hour. A study of the structure: function relationships of amino acids, proteins and enzymes, carbohydrates, lipids, and nucleic acids. Also includes topics such as enzyme kinetics, membrane transport, and signaling. Prerequisites: CHEM 335B or CHEM 232 and a foundation in spectroscopy, kinetics, and thermodynamics, or consent of instructor.

446 METABOLIC CHEMISTRY (3) SPRING

Lecture, 3 hours. A study of bioenergetics and metabolism of carbohydrates, lipids, and proteins. Includes a brief review of enzyme kinetics. Prerequisites: CHEM 335B or CHEM 232, CHEM 445 or BIOL 123, and a foundation in spectroscopy, kinetics, and thermodynamics, or consent of instructor.

494 UNDERGRADUATE RESEARCH (1-6) FALL, SPRING

Individual investigation of either student- or faculty-initiated experimental or theoretical chemical problems under the supervision of a member of the chemistry faculty. May be repeated. Prerequisites: CHEM 335B; previous or concurrent enrollment in CHEM 310B; or consent of instructor.

495 SPECIAL STUDIES (1-3) FALL, SPRING

Investigation of existing information in the chemical literature on a specific or general topic of interest to the student. May be repeated. Prerequisite: consent of instructor; upper-division standing in chemistry or closely related science.

496 SELECTED TOPICS IN CHEMISTRY (1-3)

A study of an advanced topic in chemistry. May be repeated for credit with new subject matter.

497 RESEARCH SEMINAR (1) SPRING

Laboratory, 3 hours. The course will focus on techniques involved in the preparation and delivery of technical seminars. The final project will be a formal oral presentation to the chemistry department on a research paper from the chemical literature or the student's undergraduate research project. Instruction includes the appropriate coverage of the selected topic, use of the chemical literature, and the preparation and use of PowerPoint, graphic, and Web-based applications to create an informative talk. Prerequisites: Senior standing or consent of instructor.

499 INTERNSHIP (1-4) FALL, SPRING

Chemistry field experience in industrial, hospital, or similar laboratory settings. Enrollment by prior arrangement with supervising faculty member and community sponsor. Please see department advisor for details. Three hours of work per week for each unit of credit. Internship assignments may be paid. Cr/NC only. May be repeated.

CHICANO AND LATINO STUDIES

DEPARTMENT OFFICE

Nichols Hall 214

(707) 664-2369

www.sonoma.edu/cals/

DEPARTMENT CHAIR

Elizabeth Coonrod Martínez

ADMINISTRATIVE COORDINATOR

Perce Smith

Faculty

Manuel Hidalgo, Education/History

Patricia Kim-Rajal, Culture and Media Studies

Ronald López, History/Politics

Elizabeth C. Martínez, Latin American/U.S. Latino Literature

Lecturers

Frances Day, Carol Delgado, Laura Larque, Daniel Lopez, Roberto Ramirez

Programs Offered

Bachelor of Arts in Chicano and Latino Studies

Minor in Chicano and Latino Studies

Chicano and Latino Studies/Liberal Studies Integrated
Subject Matter preparation Program and Multiple-Subject
Credential

Chicano and Latino Studies/Liberal Studies Upper-Division
Subject-Matter Preparation Program

Chicano and Latino Studies/Social Science Single-Subject
Matter (waiver) Program

The Chicano and Latino Studies major employs an interdisciplinary approach to examine the historical, political, social, educational, economic, and cultural developments that affect Chicano and other Latino communities in the United States. Further, the major allows students to analyze mainstream American culture and Chicano/Latino cultures from the perspective of a linguistic, ethnic, and contemporary cultural studies framework. Current demographic patterns make clear the importance of the Chicano/Latino heritage and its increasing significance in regional and national affairs. This program encourages students to go beyond their own culture and explore the different ways other cultures have contributed to both national and international economics, politics, and social developments.

Careers in Chicano and Latino Studies

The Chicano and Latino Studies major provides the comprehensive basis for a liberal arts education. The Chicano/Latino population will require trained professionals who are broadly trained and culturally qualified to serve the needs of Latino communities both in the United States and abroad. The B.A. in Chicano and Latino studies provides an excellent background for students preparing for careers in education, criminal justice administration, social services, law, business, counseling, and community service, as well as graduate school in the humanities or social sciences.

Chicano and Latino Studies also offers an innovative four-year B.A. and teacher credentialing program. Although academically rigorous, this program makes it possible for students to simultaneously receive both their B.A. and CLAD certification upon its completion, avoiding an additional year of post-graduate training. Another option for preparation to be a teacher is the CALS/Liberal Studies and Subject Matter Preparation Program, which prepares students to enter a Multiple Subjects Teaching Credential program upon graduation with the B.A.

In order to broaden their career opportunities, students are encouraged to explore the possibilities of a double major or a minor in complementary areas of study, such as Spanish, English, California cultural studies, sociology, psychology, management, international business, and Latin American studies.

Bachelor of Arts in Chicano and Latino Studies

Degree Requirements	Units
General education	51
Major requirements	40
Second major/Minor or Electives	29
Total units needed for graduation	120

Courses suggested for students considering a CALS major

CALS 219 Chicano/Latino Identity and Heritage	3*
CALS 220 Chicano/Latino Arts and Literature	3*

* These courses are designed for lower-division, non-major students.

Major Core Requirements

CALS 374 Chicano/Latino Literature	3-4
CALS 403 Chicano/Latino Youth & Adolescents or	3-4
CALS 405 The Chicano/Latino Family	4
CALS 426 Chicano/Latino Sociolinguistics	4
CALS 445 Chicano/Latino History	4
CALS 451 Chicano/Latino Humanities	3-4
CALS 458 Chicano and Latino Studies Research Issues	4
CALS 480 Chicano/Latino Studies Seminar	4

Total units in major core 28

CALS Electives

Choose an additional 12 units from the following courses for the general major:*

- CALS 225 Spanish for Bilinguals (4) plus 225L (1)
- CALS 310 Chicano/Latino Folk Arts & Crafts (1)
- CALS 339 Chicanos/Latinos in U.S. Society (3)
- CALS 350 Chicano/Latino Theories and Cultures (4)
- CALS 352 Chicano/Latino Philosophy (3-4)
- CALS 365 Chicano/Latino Theater (1)
- CALS 366 Mexican Folk and Traditional Dance (1)
- CALS 368 Chicano/Latino Music (3)
- CALS 393 Chicano/Latino Cinema (3)
- CALS 403 Chicano/Latino Youth and Adolescents (4)
- CALS 405 The Chicano/Latino Family (4)
- CALS 450 Chicano/Latino Children's Literature (3-4)
- CALS 456 Bilingual/Cross-Cultural Education (4)
- CALS 474 Major Authors in Chicano/Latino Literature (4)
- CALS 479 Chicano/Latino Art History (3-4)

Total units for the general major 40

*CALS double-majors can use two courses from other disciplines toward the 40 units.

Sample Four-year Plan for Bachelor of Arts in Chicano and Latino Studies	
FRESHMAN YEAR:: 30-32 units	
<i>Fall Semester (15-17 units)</i>	<i>Spring Semester (15-17 units)</i>
ENGL 101 (A2) (3)	BIOL (B2) (3)
MATH (B4) (3)	CALS 219 (D1) (3)
ARTS GE (C1) (3)	PHIL 101 (A3) (3)
Physical Science GE (B1) (3)	HIST 201 (D2) (3)
Elective (Spanish is recommended) (5)	Elective (Spanish is recommended) (5)
SOPHOMORE YEAR:: 29 units	
<i>Fall Semester (17 units)</i>	<i>Spring Semester (12 units)</i>
HUMS 200 (A1) (3)	PHIL 120 or CALS 352(C3) (3)
ENGL or FL 214 or equiv, (C2) (3)	Physical Science GE (B3) (3)
POLS 200 (D4) (3)	Upper-Division GE (D5) (3)
HIST 251 (D3) (3)	CALS 220 (C4) (3) or CALS Elective
CALS 225 (4+1) or CALS Elective	
JUNIOR YEAR:: 30 units	
<i>Fall Semester (15 units)</i>	<i>Spring Semester (15 units)</i>
CALS Core Elective (4)	CALS 374 (3-4)
CALS 451 (C4) (4)	CALS 426 (4)
CALS 458 (4)	CALS Elective (4)
Elective or 2d major or minor (3)	Elective or 2d major or minor (3)
SENIOR YEAR:: 29 units	
<i>Fall Semester (14 units)</i>	<i>Spring Semester (15 units)</i>
CALS 403 (UD GE, E1) or 405 (4)	CALS 445 (4)
CALS Elective (4)	CALS 480 (4)
Elective or 2d major or minor (3)	CALS Elective (4)
Elective or 2d major or minor (3)	Elective or 2d major or minor (3)
TOTAL UNITS:: 120	

Minor in Chicano and Latino Studies

The minor provides students with necessary general studies and essential knowledge about the Chicano/Latino experience. The minor is especially suited for those persons seeking health care, business, or public service careers in Latino communities, as preparation for professional and graduate studies. Twenty units from the CALS major core courses constitute the minimum requirement for the minor.

Spanish Language Proficiency

The program is committed to the principle that students need to develop their Spanish language competencies. Proficiency in Spanish is a crucial skill for students who plan to become teachers, work in community services, go to graduate school, or do Chicano/Latino-studies-related research. Spanish language competency may be demonstrated through coursework or by passing the language examination used for BCLAD credential students, or by approved study abroad.

Subject-Matter (Teaching Credential) Preparation Programs

Students may choose from two CALS options in order to prepare for the teaching profession while completing the CALS major requirements. CALS majors may select from an integrated, four-year, fast-track program, where students receive both a CALS/Liberal Studies degree and the Multiple-Subject Teaching Credential, or an upper-division CALS liberal studies subject-matter preparation track for transfer students or new majors.

Please see "Education" section of catalog for information on professional education programs. For more information, review the University's special bulletin, Programs in Teacher Education.

Integrated (four-year) Subject-Matter Preparation Program in Chicano and Latino Studies/Liberal Studies and Teaching Credential

This involves the acquisition of both the CALS Bachelor of Arts and the Multiple Subjects Credential in four years. It is a fast-track, state-approved program to provide for completion of a bachelor's degree and teaching credential in eight semesters.

Sample Four-year Plan for Integrated Program for Bachelor of Arts in Chicano and Latino Studies with Teaching Credential

FRESHMAN YEAR:: 32 Units

Fall Semester (16 Units)

ENGL 101 (A2) (3)
 MATH 150 (B4) (3)
 ARTS GE (C1) (3)
 Chemistry, Astronomy, or Physics (B1) (3)
 POLS 200 (D3) (3)
 CALS 310 (1)

Spring Semester (16 Units)

BIOL 110 (B2) (4)
 PHIL 101 (A3) (3)
 HIST 201 (D2) (3)
 PHIL 120 (C3) (3)
 ENGL 200 or AMCS 200 (A1) (3)

SOPHOMORE YEAR:: 31 Units

Fall Semester (16 Units)

Geology or Physical Geography (B3) (3)
 EDMS 417 (D1) (3)
 HIST 251 or HIST 252 (D3) (3)*
 CALS 458 (4)
 GEOG 302 (D5) (3)

Spring Semester (15 Units)

HIST 251 or HIST 252 (3)
 CALS 365 or 366 (1)
 CALS 403 or EDMS 420 (E) (3)
 CALS 368 or CALS 479 (C1) (3)
 CALS 459 (2)
 EDMS 470 (3)

JUNIOR YEAR:: 32 Units

Fall Semester (16 Units)

CALS 451 (4)
 CALS 460 (3)
 CALS 374 (C2) or CALS 450 (3)
 EDMS 463 (3)
 MATH 300A (3)

Spring Semester (16 Units)

CALS 426 (4)
 MATH 300B (3)
 EDMS 471 (2)
 EDMS 474 (3)
 EDMS 476F & EDMS 476S (4)

SENIOR YEAR:: 35 Units

Fall Semester (17 Units)

CALS 445 (4)
 CALS 456 (4)
 KIN 400 (3)
 EDMS 411 (3)
 EDMS 475 (3)

Spring Semester (18 Units)

EDMS 464 (2)
 EDMS 482S (2)
 CALS 480 (4)
 EDMS 482F (10)

TOTAL UNITS:: 130

*Students need to take both sections of U.S. History in order to complete program requirements.

Notes:

1. Students need to take both sections of U.S. History in order to complete program requirements.
2. Students in the Integrated Program need to apply for admission to the credential program during November of the sophomore year.
3. Students must take the CBEST prior to the beginning of the junior year.
4. Students can use EDUC 250 or EDUC 339 or the EMT Freshman Seminar as an elective and/or in lieu of CALS 395 to meet program field experience requirements.

Upper-Division Subject Matter Preparation Program in Chicano and Latino Studies/Liberal Studies

This state-approved program is designed for new upper-division and transfer students and meets the subject matter preparation requirements for entry into the Multiple-Subject (Elementary) Teaching Credential.

Sample Upper-division Subject Matter Prep Program for Bachelor of Arts in Chicano and Latino Studies with Teaching Credential

FRESHMAN YEAR:: 31 units

Fall Semester (15 units)

ENGL 101 (A2) (3)
 MATH 150 (B4) (3)
 ARTS GE (C1) (3)
 Chemistry, Astronomy, or Physics (B1) (3)
 POLS 200 (D3) (3)

Spring Semester (16 units)

BIOL 110 (includes lab) (B2) (4)
 PHIL 101 (D1) (3)
 PHIL 120 (A3) (3)
 HIST 201 (D2) (3)
 ENGL 200 or AMCS 200 (3)

SOPHOMORE YEAR:: 29-34 units

Fall Semester (15 units)

Geology or Physical Geography (B3) (3)
 CALS 225 (4) + lab (1)
 CALS 310 (1)
 HIST 251 (D3) (3)
 Electives (3)

Spring Semester (14-16 units)

HIST 252 (3)
 EDMS 417 (D1) (3-4)
 CALS 365 or 366 (1)
 CALS 374 (C2) or CALS 450 (3-4)
 Elective or Concentration (4)

JUNIOR YEAR:: 33-34 units

Fall Semester (17 units)

MATH 300A (3)
 CALS 451 (C4) (4)
 CALS 458 (4)
 CALS 460 (3)
 Electives (3)

Spring Semester (16 units)

MATH 300B (3)
 CALS 368 or CALS 479 (C1) (3)
 CALS 459 (2)
 GEOG 302 (D5) (4)
 Elective or Concentration (4)

SENIOR YEAR:: 30 units

Fall Semester (15 units)

CALS 403 or EDMS 420 (E) (4)
 KIN 400 (3)
 CALS 445 (4)
 CALS 456 (4)

Spring Semester (15 units)

CALS 426 (4)
 CALS 480 (4)
 EDMS 470 (3)
 Concentration (4)

TOTAL UNITS:: 123-129

Single Subject Matter Preparation Program in Chicano and Latino Studies/Social Science

This single subject waiver program can no longer admit students as of July 1, 2005. Sonoma State or community college students currently in track or planning for the program may continue but must complete the waiver by no later than July 1, 2009. This single subject program is currently under departmental review.

Chicano and Latino Studies Courses (CALs)

Courses are offered in semesters as indicated, however, some variation may occur due to budget constraints. Please see current semester's Schedule of Classes.

- 219 CHICANO/LATINO IDENTITY AND HERITAGE (3) FALL, SPRING**
An introductory survey to the Chicana/o and Latina/o experience in the United States. It centers on the histories of Chicano and Latino communities, comparing their cultural, social, economic, and political characteristics to those of other groups. Satisfies ethnic studies requirement in GE, category D1 (Individual and Society).
- 220 CHICANO/LATINO ARTS AND LITERATURE (3-4) FALL, SPRING**
A survey of the humanities (arts and letters) found in Chicano/Latino cultures. Introduction to traditional and contemporary literature, drama, cinema, art, music, and dance forms found in the Spanish-speaking communities of the United States and their related heritages. Satisfies ethnic studies in GE, category C4 (Comparative Perspectives).
- 225 SPANISH FOR BILINGUALS (4) FALL**
The study of the grammar and structure of Spanish, focusing on proficiency and writing skills, in relation to non-normative, regional, and local community varieties of oral Spanish. Students will be able to enter upper-division classes in Spanish. Requirement: concurrent enrollment in CALS 225L. Satisfies foreign language in GE, category C4 (Comparative Perspectives and Foreign Languages). This course does not satisfy GE ethnic studies requirements. Prerequisite: Functional Spanish skills at early intermediate level or equivalent.
- 225L LANGUAGE LABORATORY/FIELD WORK (1) FALL**
At least two hours per week of practice in the language laboratory or in an approved fieldwork setting such as a Spanish-speaking organization, community agency, or bilingual classroom. Cr/NC only. Prerequisite: concurrent enrollment in CALS 225.
- 310 CHICANO/LATINO FOLK ARTS AND CRAFTS WORKSHOP (1) ONCE A YEAR**
Analysis of and workshop on Chicano, Mexican, and other Latino arts and crafts. Includes village and folk arts, with particular emphasis on adapting these arts to the public school curriculum. Course projects require a public exhibit.
- 339 CHICANOS/LATINOS IN U.S. SOCIETY (3) FALL**
The impact of American social policies on Chicana/os and Latina/os. Topics will include: children and families, health, education, immigration, and affirmative action, court decisions, and public policies. This course will focus on Chicana/os/Latina/os in California every other semester in conjunction with the California Cultural Studies degree. Satisfies upper-division ethnic studies in GE, category D1 (Individual and Society).
- 350 CHICANO/LATINO THEORIES AND CULTURES (4) EVERY THIRD SEMESTER**
This course focuses on the theoretical debates that have shaped the field of Chicano and Latino studies. In the tradition of Américo Paredes' *With His Pistol in His Hand*, the class will emphasize the role that countercultural narratives and traditions play in relation to Chicano/Latino identities and identity-based activism/politics.

- 352 CHICANO/LATINO PHILOSOPHY (3-4) ONCE A YEAR**
A survey of the intellectual history of Chicanos/Latinos from the pre-Columbian era through today. Examines the results of the clash of Mesoamerican and European world views in the Americas. Special attention will be paid to the role of ideology in the construction of ethnic identities. Satisfies ethnic studies and upper-division GE, category C3 (Philosophy and Values).
- 365 CHICANO/LATINO THEATRE (2) EVERY THIRD SEMESTER**
A review of the development of drama in literary Chicano/Latino culture from a variety of sources: anthropological, sociological, and historical, as well as contemporary developments. Course includes a workshop leading to the performance of a term play, along the lines of the *Teatro Campesino*.
- 366 MEXICAN FOLK AND TRADITIONAL DANCE (1) EVERY THIRD SEMESTER**
An introduction to folk and traditional dances of Mexico; this is a performance course requiring active student involvement. Basic steps and three to five ballet folclórico dances will be taught, leading to a public performance. Dances include Norteño, Jarabe Tapatio de Jalisco, Jarochos de Veracruz, and one or more indigenous dances. May be repeated once for credit.
- 368 CHICANO/LATINO MUSIC (3) EVERY THIRD SEMESTER**
This course explores Chicano/Latino musical practices with a special focus on their historical origins. The social, cultural and political significance of Chicano/Latino musical forms will also be addressed in this class. The class will acquaint students with Chicano/Latino musical traditions and help them to understand their significance within a multicultural society. Satisfies ethnic studies and upper-division GE, category C1 (Fine Arts).
- 374 CHICANO/LATINO LITERATURE (3-4) FALL, SPRING**
A course designed to identify, analyze, and appreciate current literary themes and forms within the Chicano/Latino experience, including their literary antecedents, through novels, short stories, poetry, theater, and youth or adolescent literature. Satisfies ethnic studies and upper-division GE, category C2 (Ethnic Studies in World Literature). Note that CALS majors are required to enroll in the section designated for majors and related fields. Prerequisite: Junior status or approval of instructor.
- 393 CHICANO/LATINO CINEMA (3) EVERY THIRD SEMESTER**
An introduction to Chicano/Latino cinema, its history and its relationship with the film industry in Hollywood and in Latin America. Special attention will be given to the emergence of Latina/o-produced films, tracing the evolution of alternative aesthetic and narrative strategies. Satisfies ethnic studies and upper-division GE, category C1 (Fine Arts).
- 395 COMMUNITY INVOLVEMENT PROGRAM (CIP) (1-4)**
Provides students with practical experience in school classrooms, various ethnic community organizations, and health and social service agencies, including recreation programs, day care centers, and senior citizen centers. One unit is equivalent to 30 hours of volunteer work per semester. Units are not applicable to the CALS major. Meets field experience requirements for the CALS Subject-Matter preparation program.
- 398 MEChA (1-2)**
Movimiento Estudiantil Chicano de Aztlán involves students in experimental projects that will orient them to problems faced by the Chicano/Latino student community and the greater Hispanic community in the campus service area.
- 400 SPECIAL TOPICS IN CHICANO STUDIES (1-4)**
Offered occasionally, based on student interest and faculty availability:
Chicano/Latino Art Workshop
Chicano Perspectives on Mexican History
Chicana Feminisms
La Frontera: Border Studies
Economics and the Chicano
Small Business Development: Chicano/Latino Community

403 CHICANO/LATINO YOUTH AND ADOLESCENTS (3-4) SPRING

This class examines the cognitive, social, emotional, moral, language, and educational development of Chicano/Latino youth and adolescents. Issues include family, community, health, gender and sexuality, substance abuse and dependency, antisocial behavior, religion, and immigration. Class sessions will include small group discussions. Satisfies ethnic studies and upper-division GE, category E. Prerequisite: Restricted to upper-division students or consent of instructor.

405 THE CHICANO/LATINO FAMILY (4) FALL

This course explores the Chicano/Latino history through secondary and primary readings. Emphasis will be on California. Topics from the colonial era to the present may include racial subordination; labor, educational, and political struggles; cultural resistance, migrations, women's movements, intellectual formation, and the influence of new Latino immigrants to the U.S. Prerequisite: CALS 458 or consent of instructor.

426 CHICANO/LATINO SOCIOLINGUISTICS (4) SPRING

This course examines the role language plays in structuring social interactions among Chicanos/Latinos. The class includes an overview of the phonetics, morphology, and lexicon of multiple varieties of Spanish and English, and explores issues such as dual-language acquisition, code switching, language maintenance, non-verbal communication, policy planning, and bilingual education. Prerequisite: CALS 458.

445 CHICANO/LATINO HISTORY (4) SPRING

This class will examine the history of the Chicano/Latino community in the United States through advanced readings and an examination of primary source documents. Topics may include Spanish colonization of the Southwest, Spanish/Mexican-Indian relations. The U.S. invasion of Mexico, racialization and subordination after 1848, forms of cultural resistance, migrations, regionalisms, labor struggles, educational struggles, women's movements, intellectual formation, movements for political and civil rights, gender and sexuality, the influence of new Latino migrants to the Southwest, Hispanism, and changing cultural identities. Chicano historiography and major debates in the field will also be considered. Prerequisite: CALS 458 or consent of instructor.

450 CHICANO/LATINO CHILDREN'S LITERATURE (3-4) EVERY FOURTH SEMESTER

An analysis of children's literature written about and for Chicano/Latino children both in the U.S. and abroad. Students will review and analyze the literature for style and content. Includes the study of literature collections from the Spanish-speaking community. Prerequisite: Functional Spanish language skills.

451 CHICANO/LATINO HUMANITIES (3-4) FALL, SPRING

A comparative analysis of the history, literature, philosophy, religion, music, visual and performing arts, and popular culture as they have developed in Chicano and Latino society from their historical origins in Mexico and Latin America. Course focuses on humanistic works and interpretations in Mexico since the Revolution in comparison to the development of contemporary Chicano/Latino humanities since the 1960s. Satisfies upper-division ethnic studies in GE, category C4 (Comparative Perspectives). Prerequisite: Restricted to upper-division students or consent of instructor.

456 BILINGUAL/CROSS-CULTURAL EDUCATION (4) FALL

A historical analysis of bilingual/cross-cultural education in the United States. The course covers bilingual/cross-cultural education concepts and the assessment of existing models programs and their impact on Latinos and other language minority students. Bilingual education topics include: historical and legal perspectives, philosophy and goals, program models, first and second language acquisition, ESL, technology, cognitive and affective development of children, minority perspectives on schooling, and empowering language-minority students. Note: restricted to upper-division students. Prerequisite: CALS 458.

458 CHICANO AND LATINO STUDIES RESEARCH ISSUES AND INFORMATION LITERACY (4) FALL

This course introduces majors to advanced research techniques in order to enhance their research and information literacy competencies. A brief history of the field and an overview of current debates in the discipline will also be presented. This class is a prerequisite for CALS 426, CALS 445, CALS 456, and CALS 480.

459 BILINGUAL GENERAL SCIENCE (2) SPRING

A general science course taught bilingually (Spanish/English) and designed to give linguistic and cultural depth in the basic science areas required for the liberal education of future school teachers. To include areas of study in the biological, physical, and earth sciences. Prerequisite: functional Spanish language skills and completion of GE science requirements (Areas B1 and B2). Prerequisite: CALS 225 or Intermediate-level Spanish.

460 BILINGUAL FUNDAMENTALS OF MATHEMATICS (3) FALL

A general mathematics course for teachers taught bilingually (Spanish/English). It is designed to give linguistic and cultural depth in the mathematics required for the liberal education of future school teachers. Includes number concepts, number systems and problem solving, metrics, geometry, and probability and statistics. Prerequisite: functional Spanish language skills and completion of GE mathematics requirements (Area B4). Prerequisite: CALS 225 or Intermediate-level Spanish.

474 MAJOR AUTHORS IN CHICANO/LATINO LITERATURE (4) EVERY FOURTH SEMESTER

A detailed study of representative authors, genre, period, or region, in consideration of socioeconomic, political, and cultural contexts. Requires critical discussion in class, annotated bibliography, and senior-level term paper. Prerequisite: Upper-division standing and CALS 458.

479 CHICANO/LATINO ART HISTORY (3-4) EVERY THIRD SEMESTER

An analysis of art as expressed in the historical culture of Chicanos and Latinos, from ancient times to the present. A cultural art history approach. Field trips. Includes a studio practicum when offered for 4 units. Satisfies ethnic studies in GE, category C1 (Ethnic Studies in the Fine Arts). Prerequisite: CALS 451.

480 CHICANO/LATINO STUDIES SEMINAR (4) SPRING

An in-depth analysis of selected topics from the area of Chicano/Latino studies. Using current analytical models and research techniques, students will examine in an integrative manner a specific topic for preparing a research paper and oral presentations. Course serves as a summative seminar for CALS Subject-Matter Preparation program students. Pre-Credential students are also required to prepare a self-assessment portfolio. Class is restricted to CALS majors who are graduating seniors or pre-student teaching credential candidates enrolled in the CALS Subject-Matter program. Prerequisite: Completion of CALS core classes or—if student is in final semester—may be taken concurrently with core classes.

495 SPECIAL STUDIES (1-4)

Independent study on a special topic for upper-division students. Arranged by consultation with adviser. Prerequisite: Senior status and completion of most CALS core classes.

499 INTERNSHIP (1-4)

An internship in CALS must combine: 1) service in a school or an agency where activity is related to the Latino community; 2) the selection of a topic for observation and study; 3) preparation of a bibliography and a reading list related to the internship activity; 4) a term paper that reflects both the internship work experience and appropriate research. The internship must be proposed and arranged ahead of time with the professor in CALS who will supervise the internship. Prerequisite: Senior status and completion of most CALS core classes.

595 SPECIAL STUDIES (1-4)

Directed study for graduate students.

COMMUNICATION STUDIES

DEPARTMENT OFFICE

Nichols Hall 330
(707) 664-2149
www.sonoma.edu/communications/

DEPARTMENT CHAIR

Jonah Raskin

ADMINISTRATIVE COORDINATOR

Cathryn Stuckey

Faculty

Melinda Barnard / Theory, Advertising, Public Relations,
Quantitative Analysis, Children and Media
Ed Beebout / Newspaper, Broadcast Journalism
Elizabeth Burch / Criticism, Ethics, Scriptwriting,
Environmental Communication
Marco Calavita / History, Theory, Criticism
Michael Litle / Film, Video, Criticism
David Page / Radio
Jonah Raskin / Journalism, History, Law, Marketing

Programs Offered

Bachelor of Arts in Communication Studies

Minor in Communication Studies

The communication studies major is an innovative, interdisciplinary program that prepares students for careers in the media or for advanced graduate study and research.

Communication studies coordinates three distinct approaches to the media: practical application, historical study, and critical analysis. Practical application combines basic training in equipment operation, communication skills, production design, organizational skills, and professional internship. Historical study focuses on the evolution of the mass media and the relationship of the mass media to society. Critical analysis explores media ethics, and the analysis and evaluation of specific mediated texts using qualitative and quantitative methods.

Students are encouraged to develop a specific advisory plan with the assistance of a faculty advisor. Advisory plans, based on the student's specific interests, may focus on:

- areas such as journalism, criticism, or public relations;
- media such as radio, television, film;
- career roles such as television producer, sports announcer, or reporter;
- preparation for graduate school.

The department emphasizes internships that provide students with real-world insights into the media. Students are advised to gain the practical experience and skills needed in the media marketplace by participating in a senior-year internship. The department has developed professional media internships with community organizations, radio and television stations, newspapers, magazines, PR firms, and other media groups.

All on-campus media operate in conjunction with communication studies classes. On-campus media offer a variety of opportunities for students. They include the *Star*, the student newspaper; *Detour Sonoma*, a video magazine; KSUN World Wide, an Internet radio station that can be heard at www.sonoma.edu/ksun; and SSU-TV, the campus television station that provides news, information, and entertainment.

Facilities available to students include: recording studio, photography darkrooms, computer labs, a state-of-the-art theatre, a videotape/digital editing facility, an equipped studio for multi-camera video production, a newspaper production facility, and a cablecast radio station.

Careers in Communication Studies

Graduates from the department find employment in the mass media and in the ever-growing field of communication. Some graduates find work by using their technical skills in radio, video, and computers. Others rely on their training and experience in public relations. Communication studies graduates work in sales, publicity, and marketing. They write for and edit newspapers and newsletters, and design brochures and flyers. They are photographers, and they are employed by candidates running for public office. In addition, graduates design websites, edit films, produce documentaries, videotape weddings, record music, serve as DJs, become lawyers and teachers, run employment agencies, and are hired as fundraisers, private investigators, and in law enforcement. Wherever communication takes place and wherever the media exists, Communication Studies graduates can be found. They are in the entertainment and the information industries and at every level of employment.

Bachelor of Arts in Communication Studies

Degree Requirements	Units
General Education	51
Major Requirements	46
University Electives	23
Total units needed for graduation	120

Students applying to become communication studies majors must have an overall 3.00 GPA. Enrollment is limited by the number of students who can be served by the faculty and facilities of the program.

- **Major Core:** students complete 22 units of required coursework.

- **Skill Sequence:** Students complete a 3-unit beginning skill course and a 3-unit advanced skill course.
- **Major Electives:** Students complete 18 units of COMS electives chosen from the department-approved elective list. Majors may not use their COMS electives to meet G.E. requirements.

Core Courses (all courses are required)	22 Units
COMS 200: Principles of Mass Communication	3
COMS 202: Methods of Media Criticism	3
COMS 301: Communication Theory and Research; Junior Status to register	3
COMS 302: Media Ethics; Junior Status to register	3
COMS 315: Media Law; Senior Status to register	3
COMS 402: Senior Seminar; Senior Status to register	3
COMS 499: Senior Internship; Senior Status to register	4

Beginning Skill Courses (1 course required)	3 Units
COMS 201: Storytelling Via Video	
COMS 210: Writing for the Media	
COMS 240: Introduction to Public Relations	
COMS 265: Introduction to Radio Broadcasting	

Advanced Skill Courses (1 course required)	3 Units
COMS 325: Video Lab*	
COMS 340: Advanced Public Relations Lab	
COMS 368A: STAR Editorial Lab*	
COMS 368B: STAR Production Lab*	
COMS 385: KSUN Radio Lab*	

*May be repeated for up to 12 units. Any units after the first 3 will count as elective units.

COMS electives (18 units required)
(See COMS department elective list.)

Total units in major electives 18 units

Total in major 46 units

Sample Four-year Plan for Bachelor of Arts in Communications Studies

Students start the major in fall of their sophomore year. This plan does not identify the communication studies elective courses an individual student might take. A complete list of department-approved electives is available through communication studies. Students who do a minor may count it as communication studies elective units. Students may not use courses taken for General Education as major elective courses.

FRESHMAN YEAR:: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
GE Area A2 (3)	GE Area A3 (3)
Mathematics (GE) (3)	GE A1 (3)
GE (3)	University Elective (3)
GE (3)	GE (3)
University Elective (3)	GE (3)

SOPHOMORE YEAR:: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
GE (3)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)
COMS 200 (3)	COMS 202 (3)
COMS Beg. Skill Class (3)	COMS Adv. Skill Class (3)

JUNIOR YEAR:: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
Upper-Division GE (3)	Upper-Division GE (3)
Upper-Division GE Area E (3)	University Elective (3)
University Elective (3)	COMS Elective (3)
COMS Elective (3)	COMS Elective (3)
COMS 301/302 (3)	COMS 301/302 (3)

SENIOR YEAR:: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
University Elective (3)	University Elective (3)
University Elective (3)	University Elective (2)
COMS Elective (3)	COMS Elective (3)
COMS Elective (3)	COMS 402 (3)
COMS 315 (3)	COMS 499 (4)

TOTAL UNITS:: 120

Minor in Communication Studies

The communication studies minor is designed for students who recognize the need to understand the pervasive role the media play in society. Students who minor in communication studies must register with the department to be allowed into courses. Acceptance to the minor is based upon GPA of 3.5 and at least three remaining semesters. There are two minor options: Practical Media Minor and Theoretical Media Minor. See COMS department for details. Students must be pre-approved for admission into COMS department courses on a semester-by-semester basis. Students may not use courses from their major in the COMS minor.

COMS 200 required for all minors	3
Total units required for Option 1 or Option 2	18
Total units in the minor	21

Communication Studies Courses (COMS)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for the most current information and faculty assignments.

200 PRINCIPLES OF MASS COMMUNICATION (3) FALL, SPRING

An introduction to the history of mass communication, the mechanics of the mass communication industries, and theories of mass communication as a social, cultural, and political phenomenon.

201 STORYTELLING VIA VIDEO (3) FALL, SPRING

Designed for beginning video students. Assignments include creating skits and music videos, and conducting interviews using DV camcorders. Students also do a final creative project of their own. COMS 201 must be taken before COMS 325, though exceptions are allowed with approval of instructor.

202 METHODS OF MEDIA CRITICISM (3) FALL, SPRING

A survey of ways to analyze mediated texts, with a focus on film, television, magazines, music, news, and advertising. Methods and concepts include semiotics, structuralism, ideology, psychoanalysis, feminism, and postmodernism.

210 WRITING FOR THE MEDIA (3) FALL, SPRING

Introduction to a wide range of writing styles and formats, from hard news and features to press releases. Students learn to write for newspapers, magazines, television, radio, and the Internet, as well as for public relations.

240 INTRODUCTION TO PUBLIC RELATIONS (3) FALL

An overview of the history, structure, and organization of public relations. Students also learn the basic public relations tactics of writing, presentation, event organization, and Web communication.

265 INTRODUCTION TO RADIO BROADCASTING (3) FALL, SPRING

History of broadcasting; evolution of broadcast technology; introduction to basic theories and techniques of radio broadcasting. Overview of radio station organization, programming, and operation. Experience in radio program development and production techniques.

301 MASS COMMUNICATION THEORY AND RESEARCH (3) FALL, SPRING

Intermediate-level study of the key research events that contributed to the development of communication theories, government policy, and the emergence of communication as an academic discipline. Cross-listed as SOCI 331. Prerequisites: COMS 200, 202, and junior-level standing.

302 MEDIA ETHICS (3) FALL, SPRING

Students analyze real-life ethical issues that media professionals face on TV, radio, newspapers, the Internet, in public relations, and in the music and entertainment industries. Classroom exercises involve discussion, debate, critical thinking and reasoning, and practical application of ethical principles. Prerequisites: COMS 200, 202, and junior-level standing.

315 MEDIA LAW (3) FALL, SPRING

An intensive exploration of the rules and regulations governing media and communication in the United States. The focus is on the First Amendment. Students take exams, write papers, and participate in moot trials on issues of libel, privacy, copyright, obscenity, and the right to a fair trial. Prerequisites: COMS 200, 202, and senior-level standing.

320 SELECTED TOPICS IN COMMUNICATION STUDIES (3) FALL, SPRING

Intensive study of various topics and trends in the mass media, including: advertising; propaganda and persuasion; children and the media; technical and scriptwriting; environmental and international communication; and film. May be repeated for additional credit with new subject matter.

321 INTERNATIONAL COMMUNICATION (3) FALL

Course develops a basic understanding of current issues related to the field of international communication. Surveys readings and videos on global media (MTV, CNN, ESPN, theme parks, video games, advertising, media campaigns for social change, computer hackers, *Sesame Street*, etc.). Overseas job and volunteer opportunities discussed. Junior-level standing required.

322 APPLIED JOURNALISM: SELECTED TOPICS (2)

Introductory class on the art and craft of journalism—print, video, and radio—by career professionals. Designed to give students a taste of real-world media experience.

323 ENVIRONMENTAL COMMUNICATION (3) SPRING

Course will focus on research and reporting skills to produce magazine articles or video/radio documentaries on health, science, and the environment. Other assignments include press releases, profiles, memos. Lecture, videos, and field trips help to critique news, public relations, ads, PSAs, campaigns, film, television, music, and the Internet on related issues. Junior standing required.

324 SCRIPTWRITING FOR VIDEO (3)

Course focuses on fundamentals of writing professional-level scripts for video, television, and film productions. Assignments include lab work and homework producing scripts and storyboards for Public Service Announcements (PSAs), commercials, news packages, documentaries, corporate and educational training programs, and dramatic screenplays. Junior standing required.

325 VIDEO WORKSHOP: DOCUMENTARY/FICTION (3) FALL, SPRING

Intensive production for filmmakers. In fall semester, students work on biography, news, and multi-camera talk shows. In spring, students work on screenplays, scenes with actors, and images for songs. Beginning students use DV camcorders and I-Movie 2. Advanced students use 3-chip cameras and edit on Final Cut or Avid. Prerequisite: COMS 201 or permission of instructor. May be repeated for up to 12 units.

326 ADVANCED PRESENTATION TECHNIQUES (3) SPRING

Course involves intensive self-evaluation of both verbal and nonverbal elements of presentation. Interviews, group communications, and presenting with multimedia are covered. Theories of communication are discussed as they relate to presentation styles. Junior standing required.

327 MEDIA AND CHILDREN (3) FALL

Students learn about the latest research in child development, media design, and marketing. Students then apply these ideas to the creation of a media message for a specific age group. Junior standing required.

328 AMERICA AT THE MOVIES (3)

An examination of the sociopolitical meanings and significance of American film from the silent era to the present. To better understand how films can potentially reflect and affect society, students read about American history and analyze dozens of films in their particular historical contexts. Junior standing required.

329 "REALITY" TV AND FILM (3)

How is "reality" mediated in film and television? In this course students examine the truthfulness, ethics, and sociopolitical implications of such forms and genres as the documentary, neorealism, Dogme 95, tabloid talk shows, voyeurism/confession shows, crime shows, freak shows, and contest/game shows. Junior standing required.

332 SCREENING VIOLENCE (3)

Violence in media and popular culture has been the subject of great concern and voluminous research for many years. In this course students examine the history, meaning, and real-world implications and effects of media violence, with a focus on film, television, literature, news, sports, comics, toys, and video games. Junior standing required.

333 COMMUNICATION, POWER, AND SOCIAL CHANGE (3)

How does power operate through communication to delay or to advance social progress? Analyze history, film, documentary, news, corporate PR, government propaganda, and cultural myth. Craft short messages from comic books to posters to radio or video spots. Design and get feedback for messages students create on issues of choice.

340 ADVANCED PUBLIC RELATIONS (3) SPRING

A hands-on class for students who are planning to work in the field of public relations. Students work as consultants with clients to develop plans for public relations campaigns. Prerequisite: COMS 240 or an introductory public relations course. Junior standing required. May be repeated once for credit.

368A NEWSPAPER WRITING AND EDITING (3)

The faculty advisor offers a comprehensive evaluation—oral and written—of the most recent edition of the campus newspaper, the *Star*. Instruction is provided on a wide variety of journalism topics, from editing and reporting to ethics and law. Students are required to read the *Star* and the written evaluation by the advisor. May be repeated for up to 12 units.

368B NEWSPAPER PRODUCTION (3)

Students learn the concepts and the techniques of desktop publishing, including design, layout, and the aesthetics of text and image. Editors and reporters use computer software to create the look, the feel, and the format of each week's edition of the *STAR*. May be repeated for up to 12 units.

369 PRODUCING AND DESIGNING MEDIA PUBLICATIONS (3)

This is an essential class for students who will work in print media, especially designing and producing newsletters newspapers, magazines, and flyers. The class introduces students to basic concepts of design, trains students to use software programs, including InDesign and Photoshop, and provides hands-on experience with layout, color, typography, text wrap, and tables.

385 MEDIA LAB: RADIO (1-4) FALL, SPRING

A media lab to develop a range of skills in the production of radio programs. Work focuses on the production of live and prerecorded pieces for KSUN, SSU's internet radio station (www.sonoma.edu/ksun). The lab also serves as the staff meeting of the radio station. May be repeated for up to 12 units. First enrollment must be for 3 units. Consent of instructor needed for 1, 2, and 4 units.

402 SENIOR SEMINAR (3) FALL, SPRING

Students will share at least one critical analysis of a specific media message and complete a senior-level project/portfolio/study, which is the culmination of their major experience. Seniors only. Cannot be repeated for credit.

435 SEMINAR: MASS MEDIA (4) SPRING

Seminar provides an opportunity to gain new insights into social problems through an intensive analysis of the role and impact of mass communication in contemporary society. Emphasis is on exploring, through a major research project, social issues that should be, but are not, fully covered by the mass media. Prerequisite: COMS 301 or SOCI 300 or SOCI 331 or consent of instructor. Cross-listed as SOCI 435.

460 TEACHING ASSISTANT IN COMMUNICATION STUDIES (1-4) FALL, SPRING

Intended to give students experience assisting instructors. Teaching assistants help teach, do research, and tutor students in classes. Consent of instructor and department contract required.

470 RESEARCH ASSISTANT IN COMMUNICATION STUDIES (1-4) FALL, SPRING

Intended to give selected students experience in the construction and implementation of a professor's research project. Consent of instructor and department contract required.

495 SPECIAL STUDIES (1-4) FALL, SPRING

Supervised study of a particular problem or area of interest in the media selected by the student in consultation with a sponsoring faculty member. Meetings will be arranged for discussions and progress evaluations. May be repeated for credit. Consent of instructor and Special Study 495 contract required.

499 MEDIA INTERNSHIP (1-4) FALL, SPRING, SUMMER

This class provides students with an opportunity to discover how to make an effective transition from the classroom to the workplace. For a semester, individuals work in a media firm, business, newspaper, radio or TV station. On the job, students learn networking and negotiating skills. Assignments for class include: a resume; workplace lingo; self-evaluation; profile of supervisor; and album with photos and text that describe the experience. There is also an interview for a job. Seniors only. Consent of instructor, internship agreement form, and department contracts required. May be repeated for up to 12 units.

COMPUTER SCIENCE

DEPARTMENT OFFICE

Darwin Hall 116

(707) 664-2667

www.sonoma.edu/cs

DEPARTMENT CHAIR

Lynn M. Stauffer

ADMINISTRATIVE COORDINATOR

Gayle Walker

Faculty

Ali Kooshesh

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B. Ravikumar

Lynn M. Stauffer

Tia Watts

Programs Offered

Bachelor of Science in Computer Science

Minor in Computer Science

Computer science is the scientific study of computing devices, the software that drives them, and the computational tasks they are capable of performing. Computer science studies both hardware and software; as with all sciences, each of these possesses both theoretical and applied components. Computing theory shares knowledge and techniques with the fields of mathematics, physics, engineering, philosophy, psychology, and linguistics. Its applications span the range of human endeavors: the physical, life, and social sciences; the literary, visual, and performing arts; law; government; recreation; and virtually every sector of the commercial world. Thus, computer science is by its very nature an interdisciplinary subject that offers both a solid, unifying foundation for a liberal arts and sciences education and valuable career skills.

The curriculum consists of a rigorous course of study in computer science and mathematics, and provides the student with a thorough grounding in programming, fundamentals of computer organization, data structures, and algorithm design. It is designed to prepare students for careers in the computer industry and graduate work in computer science.

All courses submitted toward either major or minor requirements in the Computer Science Department must be taken for a letter grade (A-F). This includes electives in CS and all other courses taken to satisfy the major. This does not apply to courses that are challenged. Only those classes for which the student has received a C- or better may be used to satisfy prerequisite requirements. An instructor may require the student to provide evidence of having met prerequisite requirements.

Degree Requirements for a Bachelor of Science in Computer Science

Computer Science Courses (up to 3 units may apply to GE):	50 units
Other Required Courses (up to 3 units may apply to GE):	17 units
Remainder of General Education:	45 units
General Electives:	12 units
Total units needed for graduation:	124

Major Core Requirements

CS 110 Introduction to Unix	1
CS 115 Programming I	4
CS 215 Programming II	3
CS 250 Computer Organization: Software	3
CS 251 Computer Organization: Hardware	3
CS 315 Data Structures	3
CS 351 Computer Architecture	3
CS 355 Database Management Systems	3
CS 370 Software Design and Development	3
CS 415 Algorithm Analysis	3
CS 450 Operating Systems	3
CS 451 Systems Programming	3
CS 454 Theory of Computation	3
CS 460 Programming Languages	3
Total units in the major core	41

Major Electives

Choose 9 units of upper-division CS electives (see list below). No more than 3 units can be satisfied by a combination of CS 390, 495, and 497.

CS 340 Computer Security	3
CS 349 Problem Solving in a Competitive Team Environment	2
CS 360 Object-Oriented Programming	3
CS 365 Computer Networking and the Internet	3
CS 375 Computer Graphics	3
CS 385 Selected Topics	1-4
CS 390 Computer Science Colloquium	1
CS 452 Compiler Design and Construction	3
CS 465 Data Communications	3
CS 480 Artificial Intelligence	3
CS 495 Special Studies	1-4
CS 496 Senior Seminar	1-4
CS 497 Internship	2
Total units in the major electives	9

Other Required Courses

MATH 142 Discrete Structures I	3
MATH 161 Calculus and Analytic Geometry I	4
MATH 211 Calculus and Analytic Geometry II	4
MATH 342 Discrete Structures II	3

One additional class from the following:

MATH 222 Linear Algebra: 3 units	
MATH 241 Calculus III - Differential Equations with Linear Algebra: 4 units	
MATH 306 Number Theory: 3 units	
MATH 316 Graph Theory: 3 units	
MATH 352 Numerical Analysis: 3 units	
MATH 406 Combinatorics: 3 units	
MATH 416 Graph Theory: 3 units	
MATH 470 Mathematical Models: 3 units	
PHYS 214 Introduction to Physics II: 4 units	
Other by arrangement with the CS Department	3-4
Total units in other required courses	17
Total units in the major	67

Sample Four-year Plan for Bachelor of Science in Computer Science	
FRESHMAN YEAR:: 29 Units	
<i>Fall Semester (14 Units)</i>	<i>Spring Semester (15 Units)</i>
CS 110 (1)	MATH 142 (3)
CS 115 (4)	CS 215 (3)
GE (3), GE (3), GE (3)	GE (3), GE (3), GE (3)
SOPHOMORE YEAR:: 32 Units	
<i>Fall Semester (16 Units)</i>	<i>Spring Semester (16 Units)</i>
MATH 161 (4)	MATH 211 (4)
CS 250 (3)	CS 251 (3)
GE (3), GE (3), GE (3)	GE (3), GE (3), GE (3)
JUNIOR YEAR:: 33 Units	
<i>Fall Semester (18 Units)</i>	<i>Spring Semester (15 Units)</i>
MATH 342 (3)	MATH/PHYS elective (3)
CS 315 (3)	CS 355 (3)
CS 351 (3)	CS 370 (3)
CS Elective (3)	CS 451 (3)
GE (3), GE (3)	GE (3)
SENIOR YEAR:: 30 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
CS 454 (3)	CS 415 (3)
CS 450 (3)	CS Elective (3)
CS 460 (3)	CS Elective (3)
Elective (3), Elective (3)	Elective (3), Elective (3)
TOTAL UNITS:: 124	

Minor in Computer Science

Students electing this minor will be prepared for careers in business application programming, scientific application programming, computer equipment sales, as field engineers, and as data processing managers among the myriad job opportunities associated with the computer field. Approval of the minor curriculum should be obtained by the junior year at the latest in order that the minor may be properly planned.

Minor Core Requirements

CS 110 Introduction to UNIX	1
CS 115 Programming I	4
CS 215 Programming II	3
Total units in the minor core	8

Minor Electives

Choose 12 units of CS major courses of which 6 units must be upper-division (please see previous column). CS 390, 495, and 497 cannot be applied toward the minor.

Total units in minor electives	12
Total units in the minor	20

Computer Science Courses (CS)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments.

101 INTRODUCTION TO COMPUTERS AND COMPUTING (3)

Lecture, 2 hours; laboratory, 2 hours. Topics include computer types, history of computing, computer organizations, survey of computer languages, program development, computer applications, networking, and computers in society. Weekly hands-on experience with personal computers. Not applicable to the CS major. Recommended for all students. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences).

110 INTRODUCTION TO UNIX (1)

Laboratory, 3 hours. An introduction to the use of UNIX as a programming environment. Communicating with a UNIX host, shells and shell commands, files and directories, X Window System, jobs and processes, scripting, programming utilities (compiler, linker, debugger, make, hex dump, etc.). Prerequisites: GE math eligibility and previous or concurrent enrollment in CS 115, or consent of instructor.

115 PROGRAMMING I (4)

Lecture, 3 hours; laboratory, 2 hours. An overview of computer organization; arithmetic and logical expressions, decision and iteration, simple I/O; subprograms; principles of good programming style, readability, documentation, structured programming concepts; top-down design and refinements; techniques of debugging and testing. Use of the above concepts will be implemented in a standard high-level programming language. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: GE math eligibility or consent of instructor.

175 INTRODUCTION TO COMPUTER GRAPHICS (3)

Lecture, 2 hours; laboratory, 2 hours. A first course in computer graphics hardware and software. Topics include graphics hardware, microcomputer graphics, presentation and business graphics, graphics for artists, computer mapping, CAD/CAM (drafting and environmental applications), animation, 3-dimensional

graphics, and desktop publishing. Students will have hands-on experience using a variety of graphics programs on microcomputers. Not applicable to the CS major. Prerequisite: previous computer course or consent of instructor.

185 SPECIAL TOPICS IN COMPUTER SCIENCE (1-4)

This lower-division course may be repeated with different subject matter. Content will be indicated by the specific topic. Prerequisite: consent of instructor.

215 PROGRAMMING II (3)

Lecture, 2 hours; laboratory, 2 hours. Pointers and dynamic allocation of storage; linked lists; an introduction to the object-oriented programming (OOP) paradigm; classes and objects; encapsulation; member variables and member functions; inheritance and polymorphism; scoping; templates; iterators; error handling techniques. Prerequisite: CS 110 and 115, or consent of instructor.

250 COMPUTER ORGANIZATION: SOFTWARE (3)

Lecture, 2 hours; laboratory, 2 hours. Introduction to assembly language programming, computer system organization from the machine language point of view, assembly language implementation of high-level language constructs, and elementary data structures. Prerequisite: CS 110 and 115, or consent of instructor.

251 COMPUTER ORGANIZATION: HARDWARE (3)

Lecture, 2 hours; laboratory, 2 hours. Number systems and complement arithmetic, boolean logic, K-maps, combinational circuits, sequential circuits, programmable logic, main memory, timing, control and ALU design, and microprogramming. Laboratory work will include circuit simulation and hands-on work with boards. Prerequisite: MATH 142 or consent of instructor.

285 SELECTED TOPICS IN COMPUTER SCIENCE (1-4)

This lower-division course may be repeated with different subject matter. Content will be indicated by the specific topic. Prerequisite: as indicated in the specific topic description or by consent of instructor.

315 DATA STRUCTURES (3)

Lecture, 2 hours; laboratory, 2 hours. Fundamental concepts of data structure design and implementation using the object-oriented paradigm; implementation using static arrays, dynamic arrays, linked lists, trees, binary search trees, balanced trees (AVL, red-black, B-trees), heaps, hashing, and graphs; development of fundamental abstract data types (ADTs) including sets, lists, stacks, queues, priority queues, tables (maps and multimaps), and graphs; introduction to concepts of algorithm analysis. Prerequisites: CS 215 or consent of instructor.

340 COMPUTER SECURITY (3)

Current methods for increasing security, protecting privacy, and guaranteeing degrees of confidentiality of computer records; ensuring computer installation safety; protecting software products; preventing and dealing with crime; value systems, ethics, and human factors affecting use and misuse of computers. Discussion of recent technical, legal, and sociopolitical issues influencing computer security problems. Prerequisites: CS 215, 250, and 251, or consent of instructor.

349 PROBLEM SOLVING IN A COMPETITIVE TEAM ENVIRONMENT

Laboratory, 2 hours. This course focuses on problem solving and program development in a team programming environment. Topics include: techniques for problem analysis and algorithm design, rapid implementation and pair programming methods, use of standard container classes and library functions. Different types of problems will be selected each semester. May be repeated for credit. A maximum of 3 units can be applied to the Computer Science major. Prerequisite: CS 315 or consent of instructor. SSU students taking this course participate in regional and national programming competitions.

351 COMPUTER ARCHITECTURE (3)

Instruction set design; memory-processor structures; memory hierarchies: cache, virtual memory and secondary storage; CISC, RISC, stack architectures; pipelining; I/O interfacing; comparative examples of existing architectures. Prerequisites: CS 215, 250, and 251, or consent of instructor.

355 DATABASE MANAGEMENT SYSTEMS DESIGN (3)

Lecture, 2 hours; laboratory, 2 hours. Design and implementation of database management systems. Topics covered include: database architecture, relational algebra, data models, data normalization, SQL, storage structure of databases, security, data integrity, and database administration. Prerequisite: CS 215 or consent of instructor.

360 OBJECT-ORIENTED PROGRAMMING (3)

Lecture, 2 hours; Laboratory, 2 hours. Principles of object-oriented programming, including encapsulation, inheritance, and polymorphism, and design patterns for object-oriented programming. Specific applications are developed in one or more object-oriented programming languages and will cover the use of application frameworks and graphical user interfaces based on object-oriented principles. Prerequisites: CS 215 or consent of instructor.

365 COMPUTER NETWORKING AND THE INTERNET (3)

Lecture, 2 hours; laboratory, 2 hours. A study of the principles, algorithms, and protocols used in computer networks with an emphasis on those used on the Internet. Prerequisites: CS 215, 250 and CS 251, or consent of instructor.

370 SOFTWARE DESIGN AND DEVELOPMENT (3)

Lecture, 2 hours; laboratory, 2 hours. Techniques of software design and development. Software lifecycle, requirements, formal specification, metrics, design, functional and structural testing, rapid prototyping, complexity, version control, and team management. Prerequisite: CS 215 or consent of instructor.

375 COMPUTER GRAPHICS (3)

An introduction to the principles of computer graphics hardware, coordinate transformations, 2- and 3-dimensional primitives, raster display algorithms, polygon manipulation, interactive techniques, device-independent software, and curve fitting. Prerequisites: CS 215 and MATH 161, or consent of instructor.

385 SELECTED TOPICS IN COMPUTER SCIENCE (1-4)

This course may be repeated with different subject matter for credit in the CS major. Prerequisites: upper-division standing with consent of a CS advisor and consent of instructor.

390 COMPUTER SCIENCE COLLOQUIUM (1)

Series of lectures on current developments in computer science. May be repeated for credit; a maximum of 3 units can be applied to the CS major; students will be required to attend all presentations, keep a journal, and do a research project based on one or more of these presentations. Contact the department for specific information. Cr/NC only.

395 COMMUNITY INVOLVEMENT PROGRAM (1-4)

CIP involves students in basic community problems. The most common task for a CS student will be tutoring at a local school. Not applicable to the CS major. Prerequisites: CS 115 and consent of instructor.

415 ALGORITHM ANALYSIS (3)

Design and analysis of algorithms, with an emphasis on execution and storage efficiency. Topics will include algorithms for searching, sorting, hashing, exploring graphs, and integer and polynomial arithmetic. Standard design techniques such as divide-and-conquer, greedy method, and dynamic programming. NP-completeness. Prerequisites: CS 315 and MATH 342, or consent of instructor.

450 OPERATING SYSTEMS (3)

Lecture, 2 hours; laboratory, 2 hours. Multiprogramming and timesharing systems; concurrent programming; scheduling policies; storage management; security; virtual machine implementation; memory management techniques; I/O subsystems and drivers; analysis of a sample operating system. Students may be required to program and test modules for the sample system. Prerequisites: CS 251 and 315, or consent of instructor.

451 SYSTEMS PROGRAMMING (3)

Lecture, 2 hours; laboratory, 2 hours. The use and design of systems software, including compilers, assemblers, linkers and loaders, I/O programming, runtime access of operating system facilities, processes, and debugging tools. Prerequisites: CS 250, 251, and 315, or consent of instructor.

452 COMPILER DESIGN AND CONSTRUCTION (3)

Lecture, 2 hours; laboratory, 2 hours. Application of language and automata theory to the design and construction of compilers. Lexical scanning, top-down and bottom-up parsing; semantic analysis, code generation; optimization. Design and construction of parts of a simple compiler using compiler generation tools. Prerequisite: CS 215 and 250, or consent of instructor.

454 THEORY OF COMPUTATION (3)

Lecture, 3 hours. Mathematical study of the types of problems that can and cannot be solved by computers. Abstract mathematical models of computing devices and language specification systems. Classification of computer-solvable problems. Prerequisites: CS 315 and MATH 342, or consent of instructor.

460 PROGRAMMING LANGUAGES (3)

Lecture, 2 hours; laboratory, 2 hours. A survey of the syntactic, semantic, and implementation features of functional, procedural, object-oriented, logic, and concurrent programming languages. Prerequisites: CS 250 and 315, or consent of instructor.

465 DATA COMMUNICATIONS (3)

Lecture, 2 hours; laboratory, 2 hours. The ISO reference model, theoretical basis for data communications, data transmission theory and practice, telephone systems, protocols, networks, Internetworks, with examples. Prerequisites: CS 351 and MATH 342, or consent of instructor.

480 ARTIFICIAL INTELLIGENCE (3)

A survey of techniques that simulate human intelligence. Topics may include: pattern recognition, general problem solving, adversarial game-tree search, decision making, expert systems, neural networks, fuzzy logic, and genetic algorithms. Prerequisite: CS 315 or consent of instructor.

495 SPECIAL STUDIES (1-4)

This course is intended for students who are doing advanced work in an area of computer science (e.g., a senior project). Prerequisites: an upper-division CS course in the area of interest and consent of instructor.

496 SENIOR SEMINAR (1-4)

Discussion of a topic of current importance in computer science. Independent student projects or oral presentations may be required. Prerequisite: senior standing in CS curriculum.

497 INTERNSHIP (3)

Student projects conceived and designed in conjunction with an off-campus organization or group. The internship is intended to provide on-the-job experience in an area of computer science in which the student has no prior on-the-job experience. Computer hardware or computer time required for the internship, as well as regular supervision of the intern, must be provided by the off-campus organization. Prerequisite: student must be within 30 units of completion of the CS major. Cr/NC only. No more than 2 units can be applied to the CS major.

COUNSELING

DEPARTMENT OFFICE

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www.sonoma.edu/counseling

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Programs Offered

Master of Arts in Counseling

Option I Community Counseling: Marriage
and Family Therapy (MFT)

Option II School Counseling: Pupil Personnel Services

Additional Programs

Community Counseling Center

MEAP (Migrant Education Advisor Program)

The 60-unit graduate program in counseling offers two professional training options: Option I prepares students for Community Counseling: Marriage and Family Therapist (MFT) licensure, and Option II prepares students for the School Counseling: Pupil Personnel Services Credential (PPSC). The program relies heavily on interpersonal skill training and field experience, beginning during the first semester and culminating with an intensive supervised internship in some aspect of counseling, permitting the integration of theory, research, and practical application during the second year. The Department is prepared to assist students in obtaining field placements relevant to their projected professional goals. For the community counseling program, these placements include, but are not limited to: marriage and family counseling agencies, mental health clinics, counseling centers, public schools, community colleges, and college-level student services departments. For the school counseling program, field placements are at two of the three K-12 levels: elementary school, middle school, and high school.

Special characteristics of the program include the following:

1. Early involvement in actual counseling settings.
2. Development of a core of knowledge and experience in both individual and group counseling theory and practice.
3. Encouragement in the development and maintenance of individual counseling styles.
4. Commitment to self-exploration and personal growth through participation in peer counseling, individual counseling, and

group experiences. This aspect of the program is seen as crucial to the development of adequate counseling skills and is given special consideration by the faculty as part of its evaluation of student readiness to undertake internship responsibilities.

In sum, the training emphasis in the program is to integrate theory, practical experience, and personal learning rather than exposing students to a piecemeal professional preparation. To varying degrees, students will find that in most of their course work that the faculty expect students to be able to articulate their unique and personal histories, including their relationships with family, peers, and significant others, for it is our belief that self-understanding is crucial in effective counseling.

The faculty is committed to the idea that counselors of the future should take an active role in helping to shape the social/environmental milieu in which they will work. While the faculty recognizes how difficult this task may be in specific instances and areas, it sees the counselor as one who actively participates in the life of an organization, not as a submissive keeper of the status quo or an unseeing iconoclast, but as a sensitive and perceptive voice representing individual freedom and human values. Leadership skills, and the skills necessary to facilitate change, are stressed in this program.

The master's program may be completed within two academic years; however, some students may wish to move more slowly. Resources permitting, efforts will be made to accommodate individual patterns. For most students, 8 units per semester will be considered a minimal number. It should be stressed that individual program paths should be planned very carefully, since many courses will not be offered every semester.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Recognition of Postsecondary Accreditation, has conferred accreditation to the Counseling Department at Sonoma State University in Community Counseling and School Counseling. In addition, the School Counseling program is also accredited by the National Council for Accreditation of Teacher Education (NCATE). The Community Counseling program is not designed to meet criteria for CACREP's Marital, Couple, and Family Counseling/Therapy specialization.

A student who has not been formally admitted to the Counseling Department may take no more than 12 units and only in the following course offerings: COUN 501, 502A/B, 503, 511, 520A/B, 522, 525, 535, 545, 570, and 581. You are eligible to enroll provided there is space available in the class and you obtain the consent of the instructor and/or meet prerequisites for certain courses. Admission to individual courses in no way implies admission to the Master's Degree program or to the PPSC program. You may take these courses through Open University. Call Extended Education for more information (664-2394).

A student may elect to graduate with a general M.A. that does not meet full CACREP accreditation criteria. Additionally, the student choosing this option would not meet education requirements for the PPS credential or the MFT license.

Master of Arts in Counseling

Admission Requirements

Prerequisites to admission include a course in personality theory for both options; plus a course in abnormal psychology for the Community Counseling/MFT option, and a course in child development for the School Counseling/PPS option. In addition, all incoming students need an undergraduate or graduate level statistics course that includes Analysis of Variance. Counseling 513 must be taken within five years following the completion of this statistics prerequisite.

Those students who have not taken these prerequisite courses will be conditionally classified for up to one year.

1. A bachelor's degree, preferably in the behavioral sciences and with sound preparation in psychology, or in education for the School Counseling option, is required.
2. A 3.00 (B) grade point average in the last two years of undergraduate work is required. Applicants who satisfy all other requirements may petition the University for waiver of this requirement. It should be emphasized that such a waiver is not automatically granted.
3. Completion of Counseling Department application forms, in addition to those required by the University.
4. A personal interview for both programs is required for applicants considered for final review. In this interview, questions may involve personal disclosure deemed relevant by the faculty for determining the applicant's readiness for beginning training for a career in counseling. All disclosures are held in strict confidence.
5. Strong evidence of the following:
 - a. The ability to handle academic work of graduate-level rigor, generally as evidenced by previous academic performance.
 - b. Relevant work experience (paid or volunteer).
 - c. Behavioral science background (on a B.A. level).
 - d. Global personality assessment—suitability for a career in a helping profession, as evidenced by quality of interview, personal data, autobiography, and letters of recommendation

For more information, please see Graduate Degrees in the Degree Requirements section of this catalog.

CREDENTIAL ONLY: Students with master's degree in a practitioner counseling area such as MFT, Social Work, Counseling, School Psychology, etc. (a M.A. program that required a practicum and internship/field experience or a two-year internship/field experience) may be considered for "Credential Only" admission. They must apply through the traditional process and go through an interview.

Typically the credential-only admittees will have approximately 30 units to complete in our program. The number of units may vary depending on the individual transcripts assessment. They would have to take all of the PPS specific courses and would have to have the 600-hour (total) internships.

Application Procedures

Interested persons can obtain the standard statewide graduate application form from the Admissions Office of Sonoma State University or download an application from the Sonoma State webpage. Students are accepted to the counseling program only once a year; therefore, we begin taking departmental applications on October 1 and continue to January 31 for admission the following fall. A \$25.00 application fee is required for the department. All applicants to the program must also apply for admission to the University and follow the University timelines for admission procedures. For specific instructions and procedures, contact the Counseling Department and/or the Office of Admissions and Records.

General Information Meetings

Students planning to apply for admission or students wishing to enroll in any of the Counseling Department's courses are urged to attend one of the informational meetings specifically planned for prospective students. Selection criteria, admission procedures, and registration and advisement procedures will be explained. For informational meeting dates, call the Counseling Department office or visit the department webpage at www.sonoma.edu/counseling/.

Major Core Requirements

COUN 501 Theory and Practice of the Professional Counselor	4
COUN 510A Counseling Pre-Practicum	4
COUN 510B Counseling Practicum	4
COUN 512 Theory and Practice of Group Counseling	4
COUN 513 Research and Evaluation in Counseling	4
COUN 514A Supervised Internship / Field Experience	4
COUN 514B Supervised Internship / Field Experience	4
COUN 525 Psychological and Educational Assessment	2
COUN 535 Development and Clinical Issues with Children and Adolescents	4
COUN 570 Cross-Cultural Awareness in Counseling	3

Total units in the M.A. core 37

Option I - Community Counseling/Marriage and Family Therapy

Completion of the Community Counseling/Marriage and Family Therapy (MFT) option, in addition to the major core requirements above, satisfies all academic requirements in order to be eligible for the MFT examination. If the Board of Behavioral Sciences (BBS) mandates changes in curriculum for MFT trainees, the Department of Counseling will revise courses accordingly so the curriculum remains in compliance with BBS standards. The course descriptions in this catalog edition may not be the most current versions if such curricular revisions are undertaken after the catalog is printed.

COUN 502A/B Adult Development: Individual, Family, and Career Development	4
COUN 503 Dynamics of Individual Behavior	3
COUN 540 Marriage and Family Counseling	4
COUN 545 Law and Ethics for the Counselor	3
COUN 580A/B Relationship and Sexuality Counseling	4
COUN 581 Introduction to Chemical Dependency	1
COUN 582 Psychopharmacology	2
Additional elective units (with department approval)	2

Total units in the Community Counseling option 23

Total units in the degree 60

Option II - School Counseling/Pupil Personnel Services Credential

Completion of the School Counseling/Pupil Personnel Services (PPS) option, in addition to the major core requirements above, satisfies the academic requirements in order to be eligible for the Pupil Personnel Services credential in school counseling. Candidates for the PPS credential are urged to be mindful of the following: While it is possible to complete all the courses required for the credential in a two-year period, such a program requires extremely careful planning. The department intends to offer each PPS course at least once a year, but students need to plan the sequence with their advisor to ensure it matches the availability of courses.

COUN 511 Counseling for Career Development	4
COUN 520A The Role of the Elementary School Counselor	3
COUN 520B The Role of the Secondary School Counselor	3
COUN 521 Pupil Personnel Services: Concepts and Organization	4
COUN 522 Counseling Students with Special Needs	3
COUN 523 Working with Families in a School Setting	4
Additional elective units (with department approval)	2

Total units in the School Counseling option 23

Total units in the degree 60

All master's candidates are required to complete a project demonstrating a comprehensive and integrated understanding of the field of counseling. Projects include a case analysis and a grant proposal for developing a comprehensive mental health or school guidance and counseling specialized program. Six hundred (600) hours of supervised field experience are required for both the Community Counseling and School Counseling options.

Community College Counseling Credential

A Master's in Counseling will meet the educational requirements for counseling at a community/junior college. No credential is required. PPS candidates should be aware that all 600 hours of internship experience will be at the K-12 level. Internship at the community college level would be in addition to the 600 K-12 hours.

Sample Two-year Program for Master of Arts in Counseling

FIRST YEAR:: 28-29 Units

<i>COMMUNITY COUNSELING/MFT</i>	<i>SCHOOL COUNSELING</i>
<i>Fall Semester (15 Units)</i>	<i>Fall Semester (14 Units)</i>
COUN 501 (4)	COUN 501 (4)
COUN 545 (3)	COUN 510A (4)
COUN 510A (4)	COUN 520A (3)
COUN 535 (4)	COUN 520B (3)
<i>Spring Semester (14 Units)</i>	<i>Spring Semester (14 Units)</i>
COUN 510B (4)	COUN 510B (4)
COUN 503 (3)	COUN 522 (3)
COUN 525 (2)	COUN 570 (3)
Electives (2)	COUN 525 (2)
COUN 581 (1)	Electives (2)
COUN 582 (2)	

SECOND YEAR:: 31-32 units

<i>Fall Semester (16 Units)</i>	<i>Fall Semester (16 Units)</i>
COUN 502A/B (4)	COUN 513 (4)
COUN 512 (4)	COUN 514A (4)
COUN 514A (4)	COUN 535 (4)
COUN 540 (4)	
<i>Spring Semester (15 Units)</i>	<i>Spring Semester (16 Units)</i>
COUN 513 (4)	COUN 512 (4)
COUN 514B (4)	COUN 514B (4)
COUN 570 (3)	COUN 521 (4)
COUN 580A/B(4)	COUN 523 (4)

TOTAL UNITS:: 60

Counseling Courses (COUN)

Classes are usually offered in the semesters indicated but exceptions may occur. Please see the Schedule of Classes for most current information and faculty teaching assignments.

496 MIGRANT-EDUCATION ADVISOR PROGRAM (2)

School-based counseling experience supervised by Counseling department faculty. Undergraduate students advise, counsel, and mentor K-12 students with a migrant background. Prerequisite: participation in the Migrant Education Advisor Program (MEAP) and consent of the instructor.

501 THEORY AND PRACTICE OF THE PROFESSIONAL COUNSELOR (4) FALL, SPRING

This course surveys the roles and responsibilities of professional counselors, including an examination of students' professional identity development. Different approaches to counseling intervention (i.e., psychodynamic, affective/experiential, cognitive/behavioral, and systemic theories) are compared and contrasted relative to the goals of counseling, the factors involved in helping individuals and families change, and the practitioner's role in the process. Professional identity development is further enhanced through exposure to the history and philosophy of the counseling profession, including professional roles, functions, and relationships with other human service providers. This overview also acquaints counseling students with a) relevant professional organizations; b) the various credentialing, certification, licensure, and accreditation standards that may impact practice; c) advocacy processes to benefit clients; and d) ethical and legal standards of the various counseling disciplines.

502A/B ADULT DEVELOPMENT: INDIVIDUAL, FAMILY AND CAREER DEVELOPMENT (3, 1)

This course is designed to provide students with an overview of theories for understanding the processes of adult development and how to incorporate this understanding into counseling interventions. Students will discuss clinical cases within the context of adult transitions and life events. Gender, sexual orientation, and ethnicity issues will be integrated into both didactic and experiential learning. Changes in career, interpersonal relationships, and family structure and dynamics will be examined over the life span with an emphasis on their interdependence. COUN 502B focuses more specifically on career counseling, including theories of career development, knowledge of interviewing, assessment, and print and computer-based career counseling materials. Further considered are how diversity issues influence personal needs, values, aptitudes, abilities, and interests, which, in turn, affect career and educational choices.

503 DYNAMICS OF INDIVIDUAL BEHAVIOR (3) SPRING

A course designed to cover psychopathology and sociopolitical-related issues of diagnosis and treatment. Attention is given to: (1) understanding the variability of psychopathology in community counseling settings; (2) the application of evaluation methods and diagnostic classification systems of the DSM-IV-TR; (3) development of appropriate treatment plans; and (4) the relationship of class, gender, and ethnic background to diagnosis and treatment.

510A COUNSELING PRE-PRACTICUM (4) FALL

A course that provides students an opportunity to develop necessary basic counseling skills to prepare them for practicum. Training is done through the use of videotape feedback and in-class practice demonstrations. This course is normally taken in the first semester by new students. Recommend previous or concurrent enrollment in COUN 501. Cr/NC only.

510B COUNSELING PRACTICUM (4) SPRING

A course that provides students with an opportunity to continue the development of counseling skills necessary for an internship. Sections for Community Counseling/MFT and School Counseling/PPS students: Community Counseling/MFT students see clients and School Counseling/PPS students work in school settings under the instructor's supervision. Cr/NC only. Prerequisite: COUN 510A.

511 SEMINAR: CAREER K-12 DEVELOPMENT (4)

An introductory course in career counseling, career guidance, and career information resources. Students gain increased knowledge of developmental career guidance programs for elementary, middle and high schools; increased knowledge in the foundations of adult career and lifespan development; increased knowledge and skills with print and computer based career counseling materials; and increased awareness of one's own personal needs, values, aptitudes, abilities, and interests as they affect vocational choices.

512 THEORY AND PRACTICE OF GROUP COUNSELING (4) FALL, SPRING

This didactic and experiential course provides students with an introduction to the concepts and practices of group counseling, supplemented by lectures and readings. The dynamics and procedures involved in working with groups will be examined with students functioning as both group participants as well as group leaders. The course also examines stages of group formation, confidentiality and trust issues, co-counseling in groups, group dynamics and structure, and basic group counseling skills. Practical approaches to group counseling include psycho-educational groups, interpersonal problem-solving groups, and task/work groups, among others. Prerequisite: COUN 510A or consent of instructor.

513 RESEARCH AND EVALUATION IN COUNSELING (4) FALL, SPRING

A survey of the principles of research design as applied to community and school-related issues and settings, with emphasis on evaluation of human service programs. Students will also develop and complete a written mental health or school guidance grant proposal under faculty supervision. Prerequisite: demonstrated competence in basic statistical analysis (i.e., an approved course within the last five years); COUN 525 highly recommended.

514A/B SUPERVISED INTERNSHIP (4, 4) FALL, SPRING

Supervised Internship: Community Counseling (MFT)

Supervised Field Experience: School Counseling (PPS)

This seminar provides a group discussion and supervision format in conjunction with the field experience, which may be in school settings (School Counseling students) or in community counseling settings (Community Counseling students). The class meetings are designed to supplement the individual supervision received by internship supervisors, and the goal of the seminar is to help students develop a model of professional functioning through the integration of theory, pragmatic strategies, and personal development. Integral to this experience is the exchange of feedback and support among seminar participants. Cr/NC only. Prerequisites (Community Counseling/MFT): 510A/B, 501, and additional courses. Prerequisites (School Counseling/PPS): 510A/B, 520A/B, additional courses (501, 511, 521, 523) highly recommended.

520A SEMINAR: ROLE OF THE ELEMENTARY SCHOOL COUNSELOR (3) FALL

This course examines the expanding role of the elementary school counselor as required to meet the needs of today's children. Students learn how to create a developmental school counseling program that is an integral part of the entire educational program in the school. Developmentally appropriate classroom guidance activities, academic expectations, consultation with teachers and parents, conducting small group activities, academic expectations, and helping children meet normal developmental problems and tasks of childhood are stressed. The course includes an experiential component.

520B SEMINAR: ROLE OF THE SECONDARY SCHOOL COUNSELOR (3) FALL

A course designed to increase the knowledge and skills related to the changing role of secondary school counselors. Assisting adolescents in coping with developmental issues (e.g., family relationships, peer pressure, stress, sexual maturation, and academic/vocational achievement) through school programs in individual and group counseling, classroom guidance, in-service workshops, peer facilitation, and parent education is emphasized. Students are expected to observe practicing school counselors and demonstrate appropriate use of computer technology.

521 PUPIL PERSONNEL SERVICES - CONCEPTS AND ORGANIZATION (4) SPRING

A seminar in organizing, supervising, and administering comprehensive service Pupil Personnel Programs in elementary and secondary schools; legal and financial aspects, as well as laws affecting children and child welfare are covered. Students learn how to create a developmental school counseling program that is an integral part of the entire educational program in the school. Prerequisites: COUN 520A, and 520B, or documented consent of instructor.

522 COUNSELING STUDENTS WITH SPECIAL NEEDS (3) SPRING

An overview of the principles and practices of providing counseling services to K-12 students with special needs, including school procedures specific to addressing the social, emotional, and behavioral areas that interfere with classroom learning for students with special needs. Content areas include: IDEA; Title 5: counseling services for children with disabilities; GATE (Gifted and Talented Education); At-Risk Student; IEPs (Individualized Educational Plan), and Student/Child Study Teams.

523 WORKING WITH FAMILIES IN A SCHOOL SETTING (4) SPRING

This course has as its focus a study of family systems and how they impact and interact with all the systems that involve the child. Basic to this is the study of the student's own family of origin and its impact on the student. The primary emphasis in working with families will be the use of solution-focused counseling. Each student is required to lead or co-lead a parent education group in a school setting during the last half of the course. Prerequisite: COUN 510A or consent of instructor is required.

525 PSYCHOLOGICAL AND EDUCATIONAL ASSESSMENT (2) FALL, SPRING

Investigation of the nature and rationale of psychological measurement, both individual and group, with emphasis on its utility in community and/or school settings. Attention is given to both limitations and justification of the measurement of human characteristics. Class fee required at time of registration.

535 DEVELOPMENTAL AND CLINICAL ISSUES WITH CHILDREN AND ADOLESCENTS (4) FALL, SPRING

A course offering a developmental psychology perspective on the counseling interventions appropriately undertaken with children and adolescents. Course objectives include: (1) providing students with an introduction to basic intervention strategies for counseling children and adolescents; (2) familiarizing students with special topics, e.g., impact of divorce on children, child abuse, effects of domestic violence; and (3) consideration of developmental contexts in working with children and adolescents. Prerequisite: COUN 501 or consent of instructor.

540 MARRIAGE AND FAMILY COUNSELING (4) FALL

This course offers a foundation for understanding couple and family relationships by providing an overview of historical and contemporary models of theoretical conceptualization, assessment and intervention, including ways to work with families reflecting diversity. Attention is devoted to important legal and ethical considerations unique to working with families and couples; assessment tools, crisis intervention (including domestic violence), and treatment planning. Prerequisites: COUN 510A or consent of instructor.

545 LAW AND ETHICS FOR THE COUNSELOR (3) FALL

A course designed to clarify the legal and ethical responsibilities of the community counselor. Legal standards related to counseling practice will be surveyed, including issues related to dissolution; child care, custody, and abuse; confidentiality; involuntary hospitalization; mandatory reporting requirements; detection, assessment, and treatment of domestic violence; and other issues related to the relationship between law and counseling.

570 CROSS-CULTURAL AWARENESS IN COUNSELING (3) FALL, SPRING

This course is designed to provide students with an understanding of how ethnicity, culture, sexual orientation, and gender can affect counseling processes. Students will identify their own unique ethnic and cultural worldview and see how it affects their counseling approaches in both community and school counseling settings. Students will also become knowledgeable about various ethnic groups in the United States and how majority culture influences their daily lives and their responses to counseling. The seminar will address cross-cultural aspects of counseling children, youth, and adults.

580A RELATIONSHIP COUNSELING (3)

An overview of the key theories and intervention approaches applicable in couples counseling. Key topics in human sexuality and sex counseling are examined and integrated relative to psychodynamic systems and cognitive/behavioral approaches to relationship counseling. Specific topics such as history of child abuse and spousal/partner abuse will be reviewed to analyze their impact on sexuality, couples counseling assessment, and treatment. Prerequisite: Concurrent enrollment in COUN 580B.

580B SEXUALITY COUNSELING (1)

An overview of the key theories and intervention approaches applicable in couples counseling. Key topics in human sexuality and sex counseling are examined and integrated relative to psychodynamic systems and cognitive/behavioral approaches to relationship counseling. Specific topics such as history of child abuse and spousal/partner abuse will be reviewed to analyze their impact on sexuality, couples counseling assessment, and treatment. Prerequisite: Concurrent enrollment in COUN 580A.

581 INTRODUCTION TO CHEMICAL DEPENDENCY (1) FALL, SPRING

A survey course designed to provide a broad conceptual base regarding the major dimensions of dependence upon drugs/alcohol. Emphasis is on practical issues from the standpoint of the family and the community. The course explores historical and current modes of treatment, intervention, and prevention of alcoholism and alcohol-related problems. Students are expected to have a basic understanding of psychopathology and family systems prior to enrollment. This course provides specific instruction in alcoholism and other chemical substance dependency, and is designed to meet the requirements issued by the Board of Behavioral Sciences, State of California.

582 PSYCHOPHARMACOLOGY FOR COUNSELORS (2) SPRING

Introduction to principles of psychopharmacology and to the counselor's role in the effective and ethical use of psychiatric medications with therapy clients (i.e. referral, consultation, monitoring, etc.). Content includes basic psychopharmacological principles, physiological actions, and therapeutic and adverse effects of major psychiatric drugs. Attention is given to the historical and sociopolitical contextual issues surrounding the use of psychiatric medication.

595 SPECIAL STUDIES (1-4)

596 SUPERVISED FIELD EXPERIENCE (1-4)

Counseling experience supervised by Counseling Department faculty. Experience can be gained both at the on-campus Community Counseling Clinic or in outreach programs in the community. Cr/NC Only. Prerequisite: consent of instructor; for School Counseling students: permission of school counseling faculty.

CREATIVE WRITING

ENGLISH DEPARTMENT OFFICE

Nichols Hall 362

(707) 664-2140

Programs Offered

Bachelor of Arts in English Creative Writing concentration

Master of Arts in English Creative Thesis option

Creative writing is offered in the English Department. An M.A. in English with a creative thesis option is also offered.

The B.A. degree is a 40-unit program, and the M.A. degree is a 34-unit program. Sequences of courses are available in fiction writing, poetry writing, script writing, and nonfiction writing. Creative writing faculty include poet Gillian Conoley, winner of The Pushcart Prize for poetry and a nominee for the National Book Critics' Circle Award, and author of *Lovers in the Used World*, *Beckon*, *Tall Stranger*, and *Some Gangster Pain*; fiction writer Sherril Jaffe, winner of the PEN award and author of eight books of fiction and nonfiction, including *Scars Make Your Body More Interesting* and the best seller, *One God Clapping*; long-time contributor to *The New Yorker* Noelle Oxenhandler, author of the *Eros of Parenthood*; prize-winning fiction writer and playwright William Babula, author of *St. John's Baptism*, *According to St. John*, *St. John and the Seven Veils*, *St. John's Bestiary*, and *St. John's Bread* in the Jeremiah St. John detective series; poet and fiction writer Elizabeth Carothers Herron, author of *Desire Being Full of Distances*, *While the Distance Widens*, and *The Stones, The Dark Earth*.

Through the Newkirk Reading Series Foundation, internationally and nationally prominent writers, publishers, and agents are invited each year to read and conduct seminars and workshops for students in the program. Visitors to the campus and the program have included Quentin Bell, David Halberstam, Ishmael Reed, Jessica Mitford, Allen Ginsberg, Lawrence Ferlinghetti, Charles Bernstein, Lyn Hejinian, Steve McCaffery, Tom Wolfe, Irving Stone, Czeslaw Milosz, Edward Albee, Kurt Vonnegut Jr., Stephen Spender, Michael Palmer, Donald Revell, Jane Miller, Yusef Komunyakaa, Carol Snow, Laura Mullen, Jane Hirschfield, Paul Hoover, James Ellroy, and Wanda Coleman.

The well-regarded student literary magazine *ZAUM* is published through the Small Press Editing course offered by the English Department every semester. Students can learn every aspect of literary editing and publishing, including layout, design, and copyediting through this course.

VOLT is the national award-winning magazine that publishes nationally and internationally known authors. Winner of three Pushcart prizes and numerous grants, *VOLT* is committed to innovative writing. Students can work on the magazine by arrangement with instructor and through the Small Press Editing course.

The SSU creative writing program is a member of the Associated Writing Programs.

For program details, please refer to the English Department section in this catalog.

CRIMINOLOGY AND CRIMINAL JUSTICE

DEPARTMENT OFFICE

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Programs Offered

Bachelor of Arts in Criminal Justice Administration
Minor in Criminal Justice Administration

The criminology and criminal justice major offers a liberal arts curriculum concerned with the changing nature and content of law, the shifting public expectations of criminal justice agencies, and the reactions of those agencies to social perceptions and political pressures.

The student is offered an interdisciplinary academic approach to the understanding of the mechanisms of social control, resolutions of criminal justice problems, and a knowledge of accepted procedures and alternatives. This general but all-important background serves as a base for the areas of emphasis that are of interest to the individual student. Fields of concentration – such as adult and juvenile probation, law enforcement, judicial administration, public advocacy, prevention and diversion, and correctional services – are studied in detail from several perspectives. Criminology and criminal justice majors are prepared to pursue graduate education in justice studies and the law, as well as other graduate fields.

Bachelor of Arts in Criminal Justice Administration

Degree Requirements	Units
General education	51
Major core requirements	36
Electives (chosen under advisement)	24
Free electives	9
Total units needed for graduation	120

Please note that transferable units from other institutions may be applied to the category “electives chosen under advisement.” The course work taken at this University to complete the major requirements must be selected in consultation with a department advisor.

Courses in Spanish (for non-native speakers) and computer and information sciences are highly recommended as supporting subjects.

Students must consult with a faculty advisor before beginning core courses.

Major Core Requirements

CCJ 201 (3) and 201C (1) Criminal Justice and Public Policy	4
CCJ 220 Criminology or	
CCJ 420 Seminar in Criminology	4
CCJ 330 Government and the Rule of Law or	
CCJ 404 Introduction to Constitutional Law	4
CCJ 370 Seminar in Methods of Criminology	4
CCJ 450 Punishments and Corrections	4
CCJ 489 Civil Liberties and the Constitution or	
CCJ 405 Rights of the Accused	4
CCJ 490 Senior Seminar: Criminology and Criminal Justice	4
CCJ 497 Juvenile Justice	4
CCJ 499 Internship*	4

Total units in major core 36

* The internship requirement may be waived for students now or previously employed in criminal justice or a related area. It must be substituted with another 4-unit course.

Sample Four-year Program for Bachelor of Arts in Criminal Justice Administration

FRESHMAN YEAR:: 32 Units

Fall Semester (15 Units)	Spring Semester (17 Units)
ENGL 101 (3)	PHIL 101 (3)
Mathematics GE (3)	GE (3)
GE (3)	GE (3)
Electives (6)	Computer Science (3)
	SPAN 101 (4)
	SPAN 101L (1)

SOPHOMORE YEAR:: 31 Units

Fall Semester (15 Units)	Spring Semester (16 Units)
HUM 200 (3)	GE (3)
GE (3)	GE (3)
CCJ 201 and CCJ 201C (4)	CCJ 370 (4)
SPAN 102 (4)	Elective (3)
SPAN 102L (1)	GE (3)

JUNIOR YEAR:: 29 Units

Fall Semester (15 Units)	Spring Semester (14 Units)
CCJ 399 (1)	CCJ 330 (4)
CCJ 420 (4)	CCJ 450 (4)
CCJ 489 (4)	Upper-Division GE (3)
Electives (3)	Electives (3)
Upper-Division GE (3)	

SENIOR YEAR:: 28 Units

Fall Semester (13 Units)	Spring Semester (15 Units)
CCJ Upper-Division Electives (4)	CCJ 490 (4)
Upper-Division GE (3)	CCJ 499 (4)
Electives (6)	CCJ 497 (4)
	Electives (3)

TOTAL UNITS:: 120

Minor in Criminal Justice Administration

The minor consists of any 20-unit pattern of Criminology and Criminal Justice courses chosen in consultation with a department advisor. A maximum of 4 units of special studies or internship credit may be applied to the minor.

Criminology and Criminal Justice Courses (CCJ)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for the most current information and faculty assignments.

201 CRIMINAL JUSTICE AND PUBLIC POLICY (3) FALL, SPRING

A systematic analysis of the effectiveness and influence of criminal justice policy and practice throughout the criminal justice system. The focus is on the development and implementation of crime control policy. Satisfies GE, category D1 (Individual and Society). CCJ majors should take CCJ 201C concurrently.

201C COLLOQUIUM: CRIMINAL JUSTICE AND PUBLIC POLICY (1) FALL, SPRING

220 CRIMINOLOGY (4) FALL OR SPRING

A survey of the theoretical explanations of delinquent and criminal behavior which examines the origins of criminal law, patterns of criminal behavior systems, and the nature and extent of criminal activity.

330 GOVERNMENT AND THE RULE OF LAW (4) FALL OR SPRING

Nature and development of law and legal institutions from philosophical, historical, comparative, and contemporary perspectives; interrelationships of law, morality, and custom; social control, legal change, and social change; and the legal profession.

340 LAW ENFORCEMENT AND DRUG LEGISLATION (4) FALL OR SPRING

An examination of issues and problems that licit and illicit use of drugs poses to the administration of justice and corrections. It critically examines social theories and social policies in relation to drugs. Topics to be covered include: the origins of the contemporary drug crisis in the United States; the development of criminal justice policies regarding drug use; the varieties of drugs and the destructive problem created by each for law enforcement, adjudication, and corrections. Some emphasis will be placed on economics, politics, and international relations as a factor in enforcement policies.

365 MANAGEMENT IN PUBLIC AGENCIES (4) SPRING

Central concerns are the formation and administration of the managerial policies of public agencies. Focus on such vital issues as the allocation of public resources, public accountability, and the description, analysis, solutions, and synthesis of contemporary managerial problems in criminal justice agencies. Cross-listed as POLS 430.

370 SEMINAR IN METHODS OF CRIMINOLOGY (4) FALL, SPRING

A consideration of the methods used by criminal justice researchers in a variety of basic and applied settings. Topics include the choice of a problem, ethical issues, the logic of science, measurement, sampling procedures, surveys, coding, experimentation, observation, and summarizing findings.

375 CURRENT ISSUES IN CRIMINOLOGY AND CRIMINAL JUSTICE (4)

An in-depth examination of selected topics and issues in criminal justice. Specific course topic varies by semester.

399 LECTURE SERIES (1-3) FALL OR SPRING

A weekly meeting offering presentations and discussions by guest lecturers on issues of current interest and importance. May be repeated for a total of 3 units.

404 INTRODUCTION TO CONSTITUTIONAL LAW (4) FALL OR SPRING

A survey of selected areas of constitutional law and Supreme Court decision-making, considering the political and social influences as well as doctrinal forces which have produced various policies and interpretations. Cross-listed as POLS 423.

405 RIGHTS OF THE ACCUSED (4) FALL OR SPRING

Leading constitutional cases in criminal justice, including: search and seizure, death penalty, electronic surveillance, privilege against self-incrimination, jury trial, right to counsel, and double jeopardy, will be studied in detail. California Supreme Court decisions will be introduced where appropriate.

407 POLICE AND COMMUNITY RELATIONS (4)

Examines the history and role of the police in democratic society, including police discretion, police/community relations, police misconduct, and the impact of police strategies such as community-oriented and problem-oriented policing.

420 SEMINAR IN CRIMINOLOGY (4) FALL, SPRING

An in-depth analysis of theories of criminal behavior; psychological, sociological, biological factors; professional criminals, white collar crimes, and other selected examples of deviant behavior and their relationship to agencies of social control. CCJ 220 strongly recommended.

430 WOMEN AND CRIME (4)

An in-depth analysis of women/girls and crime in the field of criminology and criminal justice. The class examines the significance of gender in pathways to crime as well as the nature and extent of female offending, victimization, and incarceration. The course focuses on feminist theory and methodology.

441 DEVIANT BEHAVIOR (4) FALL OR SPRING

The social causes and consequences of insanity, delinquency, criminality, addiction, social unconventionality, and other "deviant" behavior. Examines the conversion and commitment to deviant world views, and the social processes involved in the transformation to a deviant identity.

450 PUNISHMENTS AND CORRECTIONS (4) FALL, SPRING

A consideration of the problems created by pressures to punish and control criminals, the politics of control strategies, the use and misuse of probation and parole, the concept of corrections, and alternatives to incarceration.

470 MEDIA, CRIME, AND CRIMINAL JUSTICE (4) FALL OR SPRING

Examines the role and significance of mass media to the field of criminology and criminal justice, including lawmaking, law breaking, and responses to rule violations. The course covers historical and contemporary media coverage of crime and criminal justice; the structure and content of media coverage of crime and related information; as well as the role and importance of media in the formation of citizen attitudes and behavior, decision-making, and public policy.

480 WHITE COLLAR CRIME (4)

Examines the various forms, causes, and consequences of white collar crime compared to other crime; reviews relevant theory and research; considers the reasons for the difficulties in detection and prosecution and issues surrounding punishment; and examines the efficacy of prevention strategies.

489 CIVIL LIBERTIES AND THE CONSTITUTION (4) FALL OR SPRING

An examination of fundamental principles of constitutional law that govern and constrain the powers and operations of criminal justice agencies and their personnel. The rights and immunities guaranteed by the Constitution in general, and the civil liberties, rights, and freedoms protected by the Bill of Rights will be covered. Rights of the accused will also be considered. Cross-listed as POLS 424.

490 SENIOR SEMINAR: CRIMINOLOGY AND CRIMINAL JUSTICE (4) FALL, SPRING

A comprehensive synthesis and examination of the theoretical concepts and empirical findings of other courses in the major curriculum. Areas of special interest to the instructor and the students will be closely studied. Prerequisites: senior standing and/or consent of instructor.

494 INTERDISCIPLINARY SEMINAR

An exploration of selected criminal justice topics from an interdisciplinary perspective. Themes and topics may vary. May be repeated for credit.

495 SPECIAL STUDIES (1-4)

The supervised study of a particular problem or area of interest selected by the student in consultation with a sponsoring faculty member. Regular meetings will be arranged for discussions and progress evaluations, and a term paper is required. May be repeated for credit.

497 JUVENILE JUSTICE (4) FALL, SPRING

An exploration of the nature and extent of juvenile delinquency, including serious or violent crime. The major theories of delinquency causation are reviewed. The course will be devoted to the juvenile justice system and how it processes youths accused of crime. The nature and function of all major segments of the juvenile justice system will be discussed, including law enforcement, juvenile court, and corrections. The legal rights of juveniles will also be reviewed. Finally, the current policy issues in juvenile justice will be explored.

499 INTERNSHIP (4) FALL, SPRING

In consultation with the major advisor, the student selects a public, private, or community agency; gains field experience under the supervision of agency heads; and meets with the faculty advisor to discuss progress. Cr/NC only. May be repeated for a total of 8 units.

ECONOMICS

DEPARTMENT OFFICE

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**Faculty Early Retirement Program*

Programs Offered

Bachelor of Arts in Economics

Minor in Economics

Secondary Teaching Credential Preparation

Economics is a social science that focuses on the organization of economic systems for the production of goods and services and the distribution of wealth and income. The SSU Economics Department is committed to excellence, training students to meet the challenges of the future in a wide variety of careers.

The B.A. degree program has three basic objectives: to provide a sound grasp of the tools of economic analysis and measurement; to provide an understanding of institutional development and the interrelation of economic and social factors; and to develop the student's ability to apply systematic analysis and understanding to decision-making in the private and the public sector.

Basic techniques of analysis and measurement are covered in courses in micro and macroeconomics, economic statistics, computer analysis, and mathematical applications. Many courses deal with the structure and performance of a particular institution or policy area within the economy. Students can follow their career and intellectual interests by taking a field concentration or advisory study plan in such areas as managerial economics, city and regional planning, qualitative methods, financial economics, and international economics.

Many faculty have served as practicing economists with public agencies or private firms, and thus bring to their teaching a rich background of practical experience analyzing policy issues and problems.

Careers in Economics

The curriculum and teaching program of the department are designed for students who seek employment in the public or private sector upon graduation, and those wishing to pursue graduate studies in economics, business, public administration, law, and other fields.

Many of the department's graduates have started their careers with major financial institutions, corporate business, government, and nonprofit organizations. They find definite employer preferences for well-trained economics majors as budget analysts, management trainees, marketing specialists, program planners, teachers, and a wide variety of entry-level jobs in which employers expect a person to be able to apply systematic thinking and analysis.

Learning Objectives

Objectives Specific to Economics

Students are required to demonstrate:

- Understanding of economic terms, concepts, and theories.
- Ability to compare and contrast competing views within economics.
- Ability to research economic issues.
- Ability to apply economic theories and concepts to contemporary social issues.

General Skills

In the course of meeting the objectives specific to economics, students are expected to acquire and demonstrate:

1. Critical thinking abilities.
2. Communication skills.
3. Quantitative and information based skills.

Relating Knowledge to Values

Students are expected to acquire and demonstrate:

1. An awareness of global, historical and, institutional economic issues.
2. Understanding of choices and values behind economic policy formation.

Bachelor of Arts in Economics

Degree Requirements	Units
General education	51
Major requirements	41-44
General electives	25-27
Total units needed for graduation	120

Prerequisites

Majors must complete a math/statistics requirement (MATH 165 or equivalent) as a prerequisite for the upper-division core courses in the major.

Major Core Requirements

ECON 201A Introduction to Macroeconomics	4
ECON 201B Introduction to Microeconomics	4
ECON 304 Intermediate Macroeconomic Theory	4
ECON 305 Intermediate Microeconomic Theory	4
ECON 317 Introduction to Econometrics	4
Two 400-level economics seminars not used in a field concentration or advisory study plan	8

Total units in the major core 26-28

Field concentration or advisory study plan 15-16

Total units in the major 41-44

B.A. Field Concentrations

An economics major may select one of the following concentrations, which are designated on a student's transcript and diploma. Please see an advisor for details of each of the following concentrations:

Managerial Economics

Quantitative Methods in Economics

International Economics

B.A. Advisory Study Plans

Instead of a field concentration, economics majors may focus their course work beyond the required core courses in an advisory study plan. These plans are not designated on diplomas, but completion can be certified by a letter from the department chair. Please see an advisor for details or to develop a specialized plan.

Minor in Economics

Students may qualify for a minor in economics by completing the 20-unit program listed below. The minor will be recorded upon request in the student's official records.

ECON 201A Introduction to Macroeconomics	4
ECON 201B Introduction to Microeconomics	4
ECON 304 Intermediate Macroeconomic Theory	4
ECON 305 Intermediate Microeconomic Theory	4
Upper-division Economics Course	4

Total units in the minor 20

Sample Four-year Program for Bachelor of Arts in Economics

FRESHMAN YEAR:: 28 Units

<i>Fall Semester (14 units)</i>	<i>Spring Semester (14 units)</i>
ENGL 101 (A2) (3)	PHIL 101/102 (A3) (3)
MATH 165 (B4) (4) or BUS 211 (4)	BIOL 110 (B2/lab) (4)
ECON 201A (D5) (4)	ECON 201B (4)
UNIV 102 (3)	U.S. History course (D3) (3)

SOPHOMORE YEAR:: 34 Units

<i>Fall Semester (18 units)</i>	<i>Spring Semester (16 units)</i>
Written/Oral Analysis (A1) (3)	Physical Science course(B1) (3)
Literature (C2)* (3)	POLS 200 (D4) (3)
ECON 305 (4)	Fine Arts course (C1)* (3)
ECON 317 (4)	Natural Science (B3) (3)
Social Sciences (D1*/D2) (4)	ECON 304 (4)

JUNIOR YEAR:: 28 Units

<i>Fall Semester (14 units)</i>	<i>Spring Semester (14 units)</i>
Humanities (C3/C4)* (3)	Humanities UD(C4/C3)* (3)
Concentration/Advisory study plan (8)	Concentration/Advisory study plan (8)
Social Sciences UD GE (D2/D1) (3)	Elective (3)

SENIOR YEAR:: 31 Units

<i>Fall Semester (19 units)</i>	<i>Spring Semester (12 units)</i>
Electives (12)	Electives (8)
Integrated Person UD GE (E)* (3)	Economics Seminar (4)
Economics Seminar (4)	

In order to total the 120 units necessary for graduation within four years, a student must average 15 units per semester.

(*One of these must be ethnic studies.)

TOTAL UNITS:: 120

Double Majors

Students with majors in disciplines such as environmental studies and political science will find that adding an economics major provides them with a breadth of background that is viewed favorably by graduate professional programs and employers.

Students interested in any double major should consult with their Economics Department advisor.

Graduate Work in Economics and Related Fields

Economics majors planning graduate work in economics, business, and public administration should take one or more semesters of calculus and linear algebra, probability theory, ECON 408, and ECON 417. Consult with an advisor early if possible, and plan accordingly.

Teaching Credential Preparation

Economics is a required course for all California high school students. Economics majors wishing to qualify for such teaching positions should consult with the department chair and review the basic teaching credential programs offered by the Education Department.

Economics Courses (ECON)

Classes are offered in the semesters indicated. Please see the online Schedule of Classes for most current information and faculty assignments. Unlabeled courses are offered as possible.

201A INTRODUCTION TO MACROECONOMICS (4) FALL, SPRING

An examination of the basic characteristics of the U.S. economy and the principles that determine its performance. Emphasis is given to those factors that determine the total level of production, employment, prices, interest rates, inflation, and recession, and the U.S. role in the world economy. Satisfies GE, category D5 (Contemporary International Perspectives). CAN ECON 2.

201B INTRODUCTION TO MICROECONOMICS (4) FALL, SPRING

An examination of the basic principles that determine the behavior of individual consumers and firms as they respond to changing economic conditions. Topics include demand, supply, pricing, production, cost, competition, and industrial structure. This course may be taken before ECON 201A. CAN ECON 4.

295 COMMUNITY INVOLVEMENT PROGRAM (1-4)

A community service course allowing students the opportunity to earn credit for volunteer activities pertaining to their academic program. Requires 30 hours of service per unit and approval by an Economics Department advisor. Cr/NC only.

303 INTERNATIONAL ECONOMICS (4) SPRING

A study of issues, theories, and policies regarding international trade and finance; international movements of capital and labor; trade and institutions for expanding foreign investment within the context of globalization. Prerequisite: ECON 201A or 201B or consent of instructor.

304 INTERMEDIATE MACROECONOMIC THEORY (4) FALL, SPRING

A study of economic theories that explain the levels and fluctuations in production, employment, income, money, and prices in an economic system, with an emphasis on the macroeconomic institutional framework of the U.S. economy. Topics include: national income accounting, models of short-run equilibrium and long-run growth, macroeconomic aspects of international economics, labor markets, monetary policy, and fiscal policy. Prerequisites: ECON 201A and MATH 165 or equivalent.

305 INTERMEDIATE MICROECONOMIC THEORY (4) FALL, SPRING

A study of theories that explain consumer behavior and managerial decision-making in organizations and firms in the economy. Deals with theories of demand, pricing, production, cost analysis, and competition. Prerequisites: ECON 201B and MATH 165 or equivalent.

311 PUBLIC ECONOMICS (4) SPRING

A basic introduction to the economics of the public sector designed to give the student a broad overview of the economic roles of government in our society. Emphasis will be on understanding current public policy issues and the effects of government policies on resource allocation (efficiency) and income distribution (equity). Prerequisites: ECON 201B, or consent of instructor.

317 INTRODUCTION TO ECONOMETRICS (4) FALL, SPRING

Statistical techniques, based on linear regression, most frequently employed in economics. Topics include: multiple regression, Gauss-Markov Theorem and its violations, cross-sectional techniques, time series analysis, simultaneous

modeling, and forecasting. Applying widely used computer programs to economic phenomena emphasized. Prerequisites: ECON 201A or 201B, and MATH 165 or equivalent or consent of instructor.

318 MANAGERIAL ECONOMICS (4) FALL

Economic analysis applied to the management decisions of public or private firms. The course is oriented to case studies that illuminate the content and applicability of such basic economic concepts as marginality, opportunity costs, and market structure. Topics include: demand analysis, resource allocation, production economics, and cost analysis; profitability analysis; price and non-price competition; capital budgeting; and long-range strategy formulation. Prerequisite: ECON 201B.

319 INTRODUCTION TO APPLIED QUANTITATIVE ECONOMICS AND FORECASTING (4) FALL

An introduction to the use of computers as a quantitative tool for economic and financial analysis using high-level computer languages and applications packages. Topics include: modeling, simulation, forecasting, regression, and optimization. Prerequisite: ECON 201A or 201B or consent of instructor.

322 URBAN ECONOMICS (4) FALL

The issues and problems facing communities and regions in their attempts to manage and control growth and enhance the quality of life. Introduction to economic theory and techniques useful for dealing with issues such as economic growth, land use, environmental preservation, transportation, and housing. Prerequisite: ECON 201A or 201B.

375 MONEY AND BANKING (3) FALL, SPRING

An examination of U.S. financial institutions, including the Federal Reserve System, U.S. Treasury, and domestic and international banking systems. Topics will include alternative theories of monetary and fiscal policy, the determination of interest rates and the price level, and the influence of financial institutions on inflation, recession, and growth. Prerequisite: ECON 201A or consent of instructor.

381 NATURAL RESOURCE AND ENVIRONMENTAL ECONOMICS (4)

A study of strategies for public and private utilization of depletable and renewable natural resources, and of environmental policy issues. Topics include: agricultural sustainability, optimal resource allocation, land use, environmental externalities, and pollution control, and international environmental policy development. Prerequisites: ECON 201A and 201B, or consent of instructor.

388 ECONOMICS AND LAW OF BUSINESS REGULATION (4)

An analysis of the regulatory environment of American business. Studies the way the legal system resolves economic conflicts among business, consumers, labor, and government. Topics include: constitutional law, administrative law, regulation of monopoly and competition, labor law, and international law. Prerequisite: ECON 201A or 201B.

Note: All 400-level seminars emphasize training in both written and oral expression. Students are required to present papers and make oral presentations.

403 SEMINAR IN INTERNATIONAL ECONOMIC DEVELOPMENT (4) FALL

Review of current issues and study of conceptual frameworks for thinking about economic development in low- and middle-income countries. Focuses on sources of economic growth, human development, resource sustainability, and reform of economic institutions in Latin America, Africa, and Asia. Prerequisite: ECON 303 or 304 or consent of instructor.

404 SEMINAR IN MACROECONOMIC THEORY (4)

A study of theories dealing with inflation, unemployment, macroeconomic policies, equilibrium, and disequilibrium. Topics may include: investment, growth theory, monetary theory, international trade, aggregate demand and supply, comparative statics, post-Keynesian economics, and recent theoretical developments and policy issues. Prerequisites: ECON 304 and MATH 165 or equivalent or consent of instructor.

405 SEMINAR IN MICROECONOMIC THEORY (4)

This course is devoted to explorations of economic theory and policy issues and is designed to deepen the student's understanding of economic theory learned in ECON 305. Prerequisites: ECON 305 and MATH 165 or equivalent or consent of instructor.

408 SEMINAR IN MATHEMATICAL APPLICATIONS IN ECONOMICS (4)

Applications of mathematical techniques in economics. Construction of micro- and macroeconomic models using calculus and linear algebra. Topics include: optimization, competition, supply and demand, national income, growth theory, general equilibrium, disequilibrium, and dynamics. Recommended for students considering graduate study in economics or business. Prerequisites: ECON 201A, 201B, 304, or 305, and MATH 161 or consent of instructor.

411 SEMINAR IN PUBLIC ECONOMICS (4)

Applications of economic theory to public project analysis for students seeking careers in the public sector. Topics include: resource allocation, modeling and simulation, decision theory, fiscal impact analysis, benefit/cost analysis, government investment criteria, and project evaluation. Prerequisite: ECON 304 or 305 or consent of instructor.

417 SEMINAR IN ECONOMETRIC METHODS (4)

This course is devoted to exploration of statistical applications and theory used to analyze economic phenomena and is designed to deepen the student's understanding of econometric and forecasting techniques learned at a basic level in Econ 317. Prerequisites: ECON 317 and 304 or 305, or consent of instructor.

418 SEMINAR IN MANAGERIAL ECONOMICS (4)

An exploration of the problems facing American firms in competing in a global economy. Topics include: product markets, production efficiency, technology, competitive markets, game theory, industrial organization, strategic behavior, and behavioral economics. Prerequisite: ECON 305 or 318.

421 SEMINAR IN LABOR ECONOMICS (4)

An analysis of the theory of labor supply and demand. Topics include: wage determination and the theory of human capital, labor force participation, antipoverty programs, the causes and consequences of wage inequality, theories of race and gender discrimination, the role and effects of labor unions, and the effects of the minimum wage on employment and income. Prerequisites: ECON 201B and 305, or consent of instructor.

426 SEMINAR IN THE HISTORY OF ECONOMIC THOUGHT (4) FALL, SPRING

The interaction of economic thought, economic policy, and political ideology from mercantilism to the present day. The works of Smith, Malthus, Ricardo, Marx, Marshall, Keynes, and the post-Keynesians are discussed in the context of the economic problems of their times. Satisfies GE, category D5 (Contemporary International Perspectives). Prerequisite: ECON 201A or 201B or consent of instructor.

432 SEMINAR IN UNITED STATES ECONOMIC HISTORY (4) FALL

Economic development of the United States since the Colonial Period. Topics to be covered include: capital formation and the growth of business concentration, distribution of national income, problems of agriculture, growth of the labor movement, inflation, depression and economic instability, and the impact of international relationships on U.S. economic development. Prerequisite: ECON 201A or 201B or consent of instructor.

447 SEMINAR IN RACE AND GENDER ECONOMICS (4)

Economic issues of race and gender including wage and employment discrimination and an analysis of antidiscrimination policy. Topics include wage differentials, occupational segregation, affirmative action, and comparable worth. Prerequisite: ECON 201A or 201B, or consent of instructor

481 SEMINAR IN ECOLOGICAL ECONOMICS (4)

Topics include the application of microeconomic theory and applied econometrics to public and private utilization of depletable and renewable natural resources, environmental policy issues, agricultural sustainability, optimal resource allocation, land use, environmental externalities and pollution control, and international environmental policy development. Prerequisites: ECON 305 or consent of instructor.

488 SEMINAR IN ECONOMICS AND LAW OF BUSINESS REGULATION (4)

Advanced topics in economic and legal aspects of business regulation. Prerequisites: ECON 201A and 201B.

494 SPECIAL TOPICS IN ECONOMICS (1-4)

Course of lectures on a single topic or set of related topics not ordinarily covered in the economics curriculum. May be repeated for credit with a different topic. Prerequisite: consent of the instructor.

495 SPECIAL STUDIES (1-4)

Open to economics majors only. Prerequisite: consent of the instructor.

496 TUTORING ECONOMICS (2) FALL, SPRING

Intended for advanced students working as tutors in economics courses. Cr/NC only. Prerequisite for first semester of tutorial work: concurrent enrollment in ECON 497.

497 SEMINAR IN TEACHING ECONOMICS (2) FALL, SPRING

A faculty-directed seminar in teaching methods and concepts for students tutoring in economics. Cr/NC only.

499 INTERNSHIP (1-4)**501 ECONOMICS OF MARKETS AND INDUSTRIES (3)**

Price theory and resource allocation as applied to the analysis of market demand behavior and firm/industry production decisions. For the purpose of market demand estimations and forecasts, the course covers basic macroeconomic concepts (GDP and price indexes, etc.). For the purpose of understanding industry performance, the course covers the basics of regulations. Students are required to work on a research project/term paper. Prerequisite: a B.A. or B.S. degree, MATH 131 or other approved math course.

595 SPECIAL STUDIES (1-4)

Independent study designed in consultation with instructor. Subject matter variable. Students must complete the standard SSU form. Prerequisite: consent of instructor.

EDUCATION

SCHOOL OFFICE

Stevenson Hall 1078

(707) 664-3115/2132

www.sonoma.edu/education

CREDENTIALS OFFICE

Stevenson Hall 1078, (707) 664-2832

Departments and Programs

Detailed program information can be found in the departments, which are listed in alphabetical order following this section.

Curriculum Studies and Secondary Education Department

Single Subject Credential, Single Subject Intern Credential (EDSS courses)

Integrated Programs in English, Kinesiology, Music, and Mathematics

Master of Arts in Education: Curriculum, Teaching, and Learning (EDCT courses)

Literacy Studies and Elementary Education

Multiple Subject Credential, Multiple Subject Intern Credential (EDMS courses)

BCLAD (Bilingual Spanish), Multiple Subject Credential (EDMS-B) courses

Master of Arts in Education: Early Childhood Education (EDEC courses)

Early Childhood Education Certificate (EDEC courses)

Ukiah Multiple Subject Outreach Program

Reading Certificate (EDRL courses)

Reading Specialist Credential (EDRL courses)

Master of Arts in Reading and Language (EDRL courses)

Teaching Credential Subject Matter Preparation - Elementary Programs

American Multicultural Studies

Environmental Studies

Liberal Studies (Hutchins)

Chicano and Latino Studies

Educational Leadership and Special Education Department

Education Specialist Credential (Special Education), Mild/Moderate; Moderate/Severe Levels I and II, Intern (EDSP courses)

Administrative Services Credentials, Levels I and II, Intern (EDEL courses)

Master of Arts in Special Education (EDSP courses)

Master of Arts in Educational Leadership (EDEL courses)

Teaching Credential Subject Matter Preparation - Secondary Programs

Art

English

Mathematics

Music

Physical Education and Adapted Physical Education

Science

Spanish

Social Sciences

Other single subject areas through state approved tests

Undergraduate Integrated/Blended Degree and Credential Programs

The Integrated/Blended Degree and Credential Programs offer undergraduate students the opportunity to earn a four-year baccalaureate degree and a teaching credential simultaneously. The undergraduate integrated degree and elementary credential programs are currently available for majors in American Multicultural Studies (AMCS), Chicano and Latino Studies (CAL) leading to a Multiple Subject Credential. The undergraduate blended degree program is currently available for track 3 majors in Hutchins Liberal Studies, leading to a Multiple Subject Credential. Students in these programs must receive advising about course sequence prior to, or very early in, their freshman year; enroll in an average of 15-18 units per semester; and be willing to take courses in at least one summer session. For Secondary Education, integrated programs are available for majors in English, Mathematics, Music, and Kinesiology leading to the Single Subject Credential. This option may be available to transfer students, depending on the program of interest. For more information contact the Integrated Blended Credential Program advisor in the appropriate department and the Credentials Office in the School of Education.

General Information

In all School of Education programs students are expected to meet and maintain high academic and performance standards, including all of the following (additional standards may be required by specific programs):

- Maintenance of a 3.0 GPA in all professional education courses (including prerequisites).
- Successful completion of required field experiences.

- Successful presentation of a program portfolio prior to advancement to the final phase of the program and/or completion of the final field experience.

The Multiple Subject and Single Subject Credential authorizes the teaching of students at various stages of English language development and from a variety of cultural backgrounds.

Individuals interested in teaching at the elementary school level should choose one of the following program emphases: Multiple Subject Credential or Multiple Subject Credential BCLAD. Both of these program emphases lead to a credential that authorizes the holder to teach in a self-contained classroom, kindergarten through grade 12.

The Single Subject Credential authorizes the holder to teach a particular subject in a school organized by academic disciplines, kindergarten through grade 12. Since most elementary schools are not departmentalized, this credential, in general, is appropriate for the middle school and high school teacher candidate (art, music, and physical education candidates may actually teach K-12).

The Education Specialist (special education) Credentials, Level I and Level II, are offered for Mild/Moderate and Moderate/Severe disabilities, and authorize the holder to provide services in K-12 special day classes (SDC) or resource specialist program classes (RSP).

Individuals possessing a basic teaching credential may enter programs leading to specialist or service credentials. These advanced credentials authorize the holder to perform specialized roles in public schools.

M.A. in Education programs are designed with both full-time and part-time students in mind. Some master's degree programs may be taken concurrently with advanced credential programs.

Note: Program requirements change periodically, and current information may not be available in this catalog. For more detailed information on credentials and other education programs, please see the University's special bulletins and the School of Education's current program brochures and policy statements, or visit the Education website, [www/sonoma.edu/education](http://www.sonoma.edu/education).

Credentials Office

The Credentials Office serves as the admissions and records center for all programs offered in the School of Education and is responsible for the recommendation of teaching and service credentials. Credentials analysts and staff are available for providing application information and credential information to prospective students, continuing students, out of state teachers/administrators, University constituents, and the University service area in general.

Career Outlook

California faces the daunting task of replacing 300,000 teachers over the next ten years. Newly credentialed teachers are generally finding jobs rather rapidly today throughout the state, with equally good prospects for the future. Currently there exist shortages of credentialed teachers in mathematics, science, special education, Spanish, and bilingual education. In addition, graduates of the

School of Education find positions in community agencies and in the private sector.

Basic Teaching Credential Programs

Basic teaching credentials include Multiple Subject, Multiple Subject BCLAD, Single Subject, and Education Specialist Level I Credentials. The basic authorization to teach in the California public schools requires all the following:

- Possession of a bachelor's degree.
- Verification of appropriate subject matter competency, either completion of an approved subject matter preparation program or passage of appropriate state-approved examination(s).
- Passing scores on the California Basic Education Skills Test for Teachers (CBEST).
- Completion of a college-level course or college-level examination that covers the U.S. Constitution. POLS 200 or 202 at SSU will meet the requirement.
- Completion of a state-approved program of professional teacher education.
- Valid Adult, Child, Infant CPR card (Single Subject and Multiple Subject only).
- RICA (Multiple Subject and Education Specialist level 1 only).

Note: Students should consult with the Credentials Office during their first semester on campus if they plan to pursue a teaching credential. Students admitted to a credential program should contact the Credentials Office for any changes in requirements.

California State University Requirements for Admission to Basic Teaching Credential Preparation Programs

All credential candidates must complete the following before admission to the professional preparation programs:

1. Admission to the University.
2. Submission of application to a basic credential program through the School of Education.
3. Professional Goals Statement.
4. Grade point average of 2.75 in last 60 units of attempted course work or a 2.67 overall grade point average.
5. Submission of scores for California Basic Educational Skills Test (CBEST) or verification of registration for the CBEST exam.
6. Two letters of recommendation.
7. Verification of appropriate subject matter competency completed or in progress (requirement depends on type of credential sought).

8. Submission of negative TB test dated within 12 months of application to the program.
9. Filing of the application for a Certificate of Clearance, which includes fingerprinting.
10. Demonstration of aptitude, personality, and character traits that satisfy the standards of the teaching profession. Assessment of these qualities will be made by the School of Education through evaluation of interviews, letters of recommendation, candidates' professional goals statement, and spontaneous writing sample.
11. Evidence of 40 hours of experience working with school-age children.

Some students may be admitted to basic teaching credential programs who have not met one or more of the above requirements when such students have compensating strengths in other required areas.

Note: Additional program-specific admission requirements are listed with each program description, available from the School of Education Credentials Office.

Procedures for Admission to Basic Teaching Credential Preparation Programs

The Credentials Office provides information regarding admissions requirements and dates for application to programs in the School of Education.

Obtain application packets and additional information from the Credentials Office, Stevenson 1078, or on the website, www.sonoma.edu/education. Submit to the Credentials Office, Stevenson 1078.

Continuation in Basic Teaching Credential Preparation Programs

1. All education students are required to meet each semester with an education advisor.
2. Students must successfully complete all requirements for each program phase—including coursework, practica, and student teaching—before entering the subsequent phase.
3. Students are expected to make continuous progress toward the credential while maintaining a grade point average of 3.00 in professional education courses after entry into the credential program. Incomplete grades (I) and grades of C- or below in professional education courses must be removed and statutory requirements met prior to continuing enrollment in courses.
4. Candidates who must delay progress in the professional education program may file a written request with the program coordinator for an extended program or for a leave of absence. A student returning from a program delay will be subject to the screening requirements in effect at the

time of reentry and will be accommodated as space allows. Any student on academic probation is subject to automatic disqualification as a credential candidate.

Fifth-Year Programs

Requirements Applicable to SB 2042 Credential Holders or Candidates Only:

Requirements for the Professional Clear Credential

Individuals who complete a teacher preparation program and receive a five-year preliminary credential must earn a Professional Clear Credential by completing one of the following options: (Visit www.ctc.ca.gov for additional options and information.)

Option 1

A Commission-approved Professional Teacher Induction Program through an approved school district, county office of education, college or university, consortium, or private school. The Induction Program includes the advanced study of health education, special populations, computer technology, and teaching English learners.

BTSA Programs have submitted programs written to Induction Program Standards. An individual who did not have access to an Induction program may have begun the BTSA Program and will finish the remaining requirements in an approved Induction Program that includes the advanced study course work content of health education, special populations, computer technology, and teaching English learners.

Individuals applying for the Professional Clear Credential under Option 1 must submit their application through their approved induction sponsor.

Option 2

A fifth year of study completed at a California college or university with a Commission-accredited teacher preparation program, securing that institution's formal recommendation for the Professional Clear Credential. The course requirements listed below must be completed after issuance of the Preliminary Credential. Holders of SB 2042 preliminary credentials issued after August 30, 2004, will not be able to enroll in a Commission-approved fifth-year program without verification from the credential holder's employer that induction is not available or the person needs to meet NCLB coursework requirements.

- Advanced course work in health education that includes, but is not limited to, nutrition; the physiological and sociological effects of alcohol, narcotics, and drug abuse; and the use of tobacco.
- Advanced course work in the laws, methods, and requirements for providing educational opportunities to special populations in the regular classroom.
- Advanced course work in computer technology including the use of computers in educational settings.

- Advanced course work in teaching English learners (effective July 1, 2005).

Individuals applying for the Professional Clear Credential under Option 2 must contact their California college or university and obtain a formal recommendation. If an individual opts to complete the fifth year of study and the advanced study course work, the course work must be completed **after** the issuance date of the Five-Year Preliminary Multiple or Single Subject Teaching Credential.

Prerequisites for Admission to Fifth-Year Programs as described in Option 2

All candidates must complete the following before admission to a Fifth-Year Program:

- Admission to the University as a graduate student (contact the Credentials Office or visit the FAQ's link at: www.sonoma.edu/education for information).

Requirements Applicable to Ryan Credential Holders or Candidates Only

A fifth year of study is currently required to obtain a Professional Clear Teaching Credential. The fifth year is defined as 30 semester units after the bachelor's degree in an approved program of study that includes approved courses in special education, health education, computer education, and CPR. Candidates must consult with the fifth-year advisor to plan a program most suited to their prior experience and individual professional goals.

Prerequisites for Admission to Fifth-Year Programs

All candidates must complete the following before admission to a fifth-year program:

- Admission to the University as a graduate student (contact the Credentials Office or visit the FAQ's link at: www.sonoma.edu/education for information).

Program Guidelines

1. Thirty post baccalaureate semester units are required for a Professional Clear Teaching Credential.
2. Courses to be applied to the program must receive prior written approval from the fifth-year advisor.
3. Approved special education, health education, and computer education courses must be completed for a Professional Clear Credential; these units are included in the 30 postbaccalaureate-unit program when completed after award of the bachelor's degree. The courses are:
 - EDUC 430 Special Education for Teachers (4)
 - NURS 473 Health Education and Drug Abuse (3)
 - EDUC 484 Introduction to Multimedia and Web Authoring (3) or
 - EDUC 404 Computer Uses in Education (2)
4. Certification in CPR is also required for the Professional Clear Credential. Appropriate avenues for meeting this requirement include the following:

- a. An approved health education course that includes CPR. Documentation required: copy of the course description.
- b. CPR training from the American Heart Association. Acceptable CPR training courses are Heartsaver and Healthcare Provider.
- c. CPR training from the American Red Cross. Acceptable training includes community training or adult and infant/child training.

Note: Adult only or infant/child only is not acceptable; it must be both. Documentation required: photocopy of both sides of CPR card with valid date. CPR certificates of training must be current at the time of application and recommendation for the credential.

5. A maximum of 3 units of lower-division courses and 6 units of extension courses may be included.
6. A maximum of 9 semester units in courses taken at other institutions of higher education may be included.
7. Except for M.A. degree programs requiring a 3.00 GPA, a minimum grade point average of 2.50 must be maintained, and no grade below a C may be counted.

Acceptable Fifth-Year Program Alternatives

These may include:

1. The professional preparation for a basic credential.
2. A master's degree program.
3. A specialist or service credential program.
4. Additional courses in the applicant's teaching major.
5. A second approved teaching major.
6. A second basic teaching credential.
7. Courses taken at approved colleges and universities that lead toward professional growth and improvement in teaching effectiveness.
8. Supplementary authorizations for subject area teaching.

For more information, please consult the fifth-year advisor at (707) 664-4203.

Professional Growth Requirements for Ryan and SB 2042 Credentials

Teachers who need to fulfill 150 clock hours of professional growth requirements every five years in order to maintain their Professional Clear California Credential will find a variety of appropriate courses offered by the School of Education and throughout the University. Students should contact designated professional growth advisors in district and county offices of education.

Master of Arts in Education

Description of M.A. in Education Programs

Sonoma State University's School of Education offers five advanced credential programs and five areas of concentration within the Master of Arts in Education degree. Each of these programs reflects the philosophy, purpose, and goals of the School of Education Conceptual Framework, developed by the School of Education faculty. In our M.A. programs students critically examine educational theories and research through a variety of empirical, theoretical, and cultural lenses to develop an informed educational vision and innovative pedagogy in a variety of educational settings. Students have the opportunity to collaborate with faculty and colleagues to examine and influence current educational practice through research, project development, and advocacy. We expect graduates to emerge from their work at Sonoma State University as leaders in their field and agents of change.

The five M.A. in Education areas of concentration offered at Sonoma State University are:

- Curriculum, Teaching, and Learning (see Department of Curriculum Studies and Secondary Education).
- Early Childhood Education (see Department of Literacy Studies and Elementary Education).
- Educational Leadership (see Department of Educational Leadership and Special Education).
- Reading and Language (see Department of Literacy Studies and Elementary Education).
- Special Education (see Department of Educational Leadership and Special Education).

Throughout their years in an M.A. program, students are required each semester to meet with the graduate advisor in their area of concentration to plan collaboratively their progress in the M.A. program. Students may also confer with other graduate program faculty and the Director of Graduate Studies for advising and guidance in their coursework and professional development. Students must maintain a 3.00 grade point average in all course work in the approved M.A. program as well as all course work taken subsequent to admission in conditionally classified standing.

For more information about the M.A. in Education, read our M.A. Handbook online at www.sonoma.edu/education/Masters.htm.

Prerequisites for the M.A. in Education Program

- A bachelor's degree from an accredited institution.
- A cumulative upper-division and graduate grade point average of at least 3.00 and a grade point average of at least 3.00 for previous work in education.

- A valid basic teaching credential (except in Curriculum, Teaching, and Learning and Early Childhood Education program areas).

Procedures for Applying to the M.A. in Education Program

1. Apply to the University as a graduate student.
2. Apply to the School of Education.
3. Submit the following:
 - a. A professional goals statement.
 - b. One set of official transcripts.
 - c. One photocopy of a valid basic teaching credential (except in CTL and ECE Programs).
 - d. Two letters of reference attesting to academic potential and professional promise (except where otherwise noted).

Pathways to Program Completion

The M.A. program of study requires 30-36 semester units of course work, depending on the M.A. in Education pathway a student selects. There are three pathways to program completion, including the thesis/project, cognate, and individualized examination. We encourage students to become knowledgeable about each of the pathways in order to pursue a program of study that meets their professional goals within their preferred style of learning.

In all three pathways, graduate students take 18 units in the program area of concentration and at least 6 units (EDUC 570 and 571) of M.A. core courses. All M.A. students work with a three-member committee, and most closely with the committee chair, to complete a culminating activity, which is presented to the committee in a public forum. In addition to these points in common, there are distinct differences among the three pathways to program completion, as described below.

Thesis/Project

The thesis/project pathway is a 30-unit course of study, including 18 units in the students' program area of concentration and 12 units of core courses (EDUC 570, 571, 598, and 599). In order to prepare for the thesis/project, students must take Education 598 (Developing a Thesis/Project) and 599 (Supervised Study for the Thesis/Project) as their final two courses in the M.A. program.

The thesis is a written product of a systematic study of a significant question, problem, or issue in education. The project is a written document describing a significant undertaking appropriate to education. The thesis/project option requires an extensive write-up, including an in-depth literature review. Students must also present their thesis/project to their three-member committee in a public forum. Examples of a thesis investigation include process/product research, correlational study, action research, ethnographic study, historical study, or theoretical study. Examples of a project include curriculum design, professional development for educators, program design, performance piece, or creative project.

Cognate

The cognate pathway is a 36-unit course of study, including 18 units in students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 572), and a 9-unit cognate course of study. The cognate course of study is a group of courses which students choose in consultation with a faculty advisor and/or committee chair, and that allows students to examine areas of interest related to their M.A. concentration. In order to work with their three-member committee on the cognate project, students must take Education 572 (Supervised Study for the Cognate Project) as their final course in the M.A. program.

The cognate project (e.g., professional article, video, website, field-based product) is a significant undertaking through which students connect their cognate course of study with the M.A. core courses, program concentration, and/or work in the field. The project displays understandings, practices, and theoretical perspectives on the candidate's program area of concentration and cognate course of study. Projects should arise out of candidates' goals and professional interests and may take virtually any form. The project may address, for example, implications of the cognate course of study for the classroom, reflections on new teaching practices, response to scholarly research, or educational theory. A written reflection that includes the theoretical context for the project must be included. Students must present the completed project to their three-member committee in a public forum.

Individualized Examination

The individualized examination pathway is a 33-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 573), and 6 units of elective courses. For the electives, students, in consultation with their faculty advisor and/or committee chair, choose courses which allow them to examine areas of interest related to the M.A. concentration and to focus on the examination area(s) of study that they have chosen. In order to work with their three-member committee as they prepare for the examination, students must take Education 573 (Supervised Study for the Individualized Examination) as their final course in the M.A. program.

The individualized examination addresses areas of study identified by the student in consultation with the student's examination committee. The exam is written by the student's committee (a chair plus two other members) and consists of four questions related to the student's area(s) of study, including one question submitted in advance to the committee by the student. When the student is ready to take the examination, he/she receives the questions from the chair and has 72 hours to complete the written examination and return it to the chair. Within two weeks of completing the examination, the student must meet with the committee for an oral examination in which the committee asks follow-up questions for clarification and elaboration.

The Program Portfolio

In order to advance to candidacy, all students must complete a satisfactory program portfolio and present it to their committee. In most cases, this presentation occurs at the same meeting where

the student presents a proposal for the culminating activity. The program portfolio contains artifacts (papers, projects, etc.) produced by the student throughout the M.A. program which demonstrate the student's proficiency and growth in the areas listed below. The portfolio should be reflective in nature and should show personal, professional, and intellectual growth. It should also demonstrate how the student's M.A. program has prepared the student to undertake the culminating activity (thesis/project, cognate project, or individual examination).

In the program portfolio, students are expected to demonstrate:

- Personal, intellectual, and professional growth over the course of the M.A. program.
- Written language proficiency.
- Breadth and depth of knowledge in educational research.
- Breadth and depth of knowledge in the program area of concentration.
- Critical analysis of multiple historical, philosophical, and theoretical perspectives in education.
- Evidence of planning toward the completion of the culminating activity (thesis/project, cognate project, or individualized examination).

Requirements for Advancement to Candidacy

- Completion of M.A. core courses EDUC 570 and 571, and of M.A. area of concentration courses.
- Presentation and approval of program portfolio.
- Presentation of culminating activity proposal.
- Filing of Advancement to Candidacy form (GSO 1) with School of Education Director of Graduate Studies.

Requirements for the M.A. Degree in Education

M.A. students must complete all requirements as established by the School of Education, the SSU Graduate Studies Council and the University, to include:

1. Completion of an approved program consisting of a minimum of 30 units of upper-division and 500-level courses, as follows:
 - a. a maximum of 12 units of upper division courses.
 - b. not more than 9 semester units of transfer and/or extension credit.
2. filing of an Advancement to Candidacy form that verifies approval of the program portfolio, verifies writing proficiency, and describes the culminating project.
3. Completion and final approval of culminating activity (thesis/project, cognate project, or individualized examination).

All requirements listed above must be completed within seven years (14 semesters) of the initiation of graduate study.

M.A. Core Courses

Two core courses are required for all M.A. in Education program areas of concentration:

EDUC 570 The Reflective Educator	3
EDUC 571 Research Paradigms in Education	3

For students pursuing the thesis/project pathway, two other core courses are required:

EDUC 598 Developing a Thesis/Project and	3
EDUC 599 Supervised Study for Thesis/Project	3

For students pursuing the cognate pathway, one other core course is required:

EDUC 572 Supervised Study for the Cognate Project	3
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For students pursuing the individualized exam pathway, one other core course is required:

EDUC 573 Supervised Study for the Individualized Examination	3
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None of the M.A. core courses may be taken through Extended Education.

Cross-cultural Language and Academic Development Certificate Program (GRAD CLAD)

The Grad CLAD authorization program meets requirements of the California Commission on Teacher Credentialing. All 12 units may be applied to an M.A. in Education with an emphasis in either early childhood education or reading and language (each comprising 30 units). The courses approved are:

EDUC 521A Language Development in First and Second Languages	3
EDUC 530 Teaching to Diversity	3

And a choice between the following two courses:

EDUC 522 Curriculum and Assessment for First and Second Language Learners (for elementary or secondary teachers) or	3
EDUC 534 First and Second Language Curriculum in Preschool and Primary (for teachers who specialize in the early ages, 4-8 years old)	3

And a choice between the following two courses:

EDUC 529 Evaluation and Assessment in Reading and Language Programs (for elementary or secondary teachers) or	3
EDUC 537 Authentic Assessment in Preschool and Primary Programs (for teachers who specialize in the early ages, 4-8 years old)	3

Education Courses (EDUC)

Undergraduate Courses

150 PROSPECTIVE TEACHERS (3)

Focuses on realities of the classroom from the teacher's point of view. Includes child development, teachers' roles and responsibilities, and the culture of schools in a changing society. Includes an apprenticeship with a teacher. Grade only. Prerequisite: consent of instructor.

238 INTRODUCTION TO CHILDREN'S SCHOOL (1) SPRING

An introduction to the theory and practice of early childhood education at the campus child care center. Emphasis is on developmentally appropriate practice as expressed through curriculum and guidance techniques. One hour lecture and two hours of observation/participation in the Children's School are required for seven weeks.

239 PARENT EDUCATION CLASS (2) SPRING

The Parent Education Class facilitates value clarification and the objective study of parent/child behavior. Topics include the developmental stages of children, parental expectations and styles, and different techniques for guiding children's behavior.

250 TEACHING IN A CHANGING WORLD (3) FALL, SPRING

This course is designed to provide an introduction to the classroom from teachers' points of view. Areas of content include child and adolescent development, teachers' roles and responsibilities, the culture of schools in a changing society, as well as an apprenticeship with a practicing teacher. Particular emphasis will be on teacher decision-making. Institutional changes that could improve teacher and student performance will also be explored. Each student will spend 30 hours observing and participating in an assigned public school classroom. Grade only. Prerequisite: consent of instructor.

291 TRAINING SEMINAR FOR TUTORS (3) FALL, SPRING

Open to students who are tutoring in the community. Course is nationally certified by the College Reading and Learning Association, National Association for Developmental Educators, and American College Personnel Association. Focus is on the profiles of tutees and tutors and how their individual and mutual relationships are affected: learning styles and strategies, self-esteem, perceived locus of control, communication, stress/anxiety, use/misuse of tutoring strategies, diversity, social/family and educational systems. A wide variety of techniques and skills are used and developed by class participants to empower their tutees and to enhance their own effectiveness as a tutor/human being. Cr/NC only. Certificate received upon successful completion of training. Instructor permission required to enroll in the course.

295 COMMUNITY INVOLVEMENT PROGRAM (1-4) FALL, SPRING

CIP involves students in the community, performing such tasks as tutoring, coaching, and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. Cr/NC only. Recommend to have EDUC 250 as prerequisite, but not required.

328 TEACHING TO INSTRUCTIONAL OBJECTIVES (2)

Guidance in lesson preparation, with emphasis on direct delivery, self-evaluation, and analysis of presentations. Grade only. Prerequisites: functional Spanish language skills and participation in the mini-corps program, or consent of instructor.

329 THE MIGRANT EXPERIENCE (2) FALL

An examination of the migrant plight in our society and educational system through study of the literature and by a direct, active contact with the migrant community. Grade only. Prerequisites: functional Spanish language skills and participation in the mini-corps program, or consent of instructor.

331 PRACTICUM IN CHILD STUDY (3) FALL, SPRING

An intensive study of the development and learning of young children through observation and participation in exemplary programs. May be applied toward a Child Development Permit. Satisfies field experience prerequisite for admission to Multiple Subject CLAD with Emphasis in Early Childhood Education Credential program. Grade only.

395 COMMUNITY INVOLVEMENT PROGRAM (1-4) FALL, SPRING

CIP involves students in the community, performing such tasks as tutoring, coaching, and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. Cr/NC only.

404 COMPUTER USES IN EDUCATION (2) FALL, SPRING

Survey and practice of computer applications to enhance teaching and student learning. Review of current and projected uses of computers and affiliated technologies in education, through an introduction to current research, professional organizations, and a variety of instructional software and hardware. Grade only.

417 SCHOOL AND SOCIETY (3)

A critical examination of current issues in today's schools and future directions in education through the perspectives of history, philosophy, sociology, anthropology, and the politics of education. Content includes: trends, movements, and issues of the development of our present-day school systems and current educational practice; development of an individual philosophy of education through examination and evaluation of educational philosophies from early Greek through modern/post-modern thought; analysis of American society and its effect on the functioning of schools; the role of explicit and implicit cultural assumptions in educational contexts; and the influence of federal, state, and local governing agencies, the knowledge industry and special-interest groups on education. Grade only. Satisfies GE, category D1 (Individual and Society).

418 LEARNING AND DEVELOPMENT IN ADOLESCENTS (3)

Examination of theories of learning and teaching, social, physical, emotional, and cognitive development, with emphasis on adolescents. Includes the psychological foundations and research-based knowledge about effective secondary/middle school teaching in the areas of planning, implementing and evaluating instruction, motivation, self-esteem, classroom climate, and psychological perspectives on issues of diversity. Grade only.

420 CHILD DEVELOPMENT IN THE FAMILY, SCHOOL, AND COMMUNITY (3)

Exploration of the physical, cognitive, social, emotional, moral, and language development of children from birth through adolescence. Major theories of child development are studied and applications and critiques of theories as they relate to children from a variety of cultural and family backgrounds are discussed. Children's experiences in families, schools, and communities are studied as they relate to children's views of the world, including health and discipline practices. The impact of family and child rearing beliefs, gender issues, and language development are discussed as they relate to developmentally based practices in educational settings. Students also discuss effective school-family communication practices for a diverse society, and community resources available to support families, including those that address issues of poverty and violence and the effects of these on children and their families.

484 INTRODUCTION TO MULTIMEDIA AND WEB AUTHORING (3)

Students learn to use technology to improve teaching and learning in settings where education and communication are critical. Multimedia authoring and Web design using graphics, text, and sound to convey information and ideas is an integral part of the class. These technology tools include Dreamweaver, PhotoShop, Movie, and peripheral devices such as scanners, digital cameras, and digital camcorders. Teaching and learning projects that are innovative and consistent with exemplary instruction practices form the core activities of the class. Grade only. Prerequisite: permission of the instructor.

Graduate Courses

570 THE REFLECTIVE EDUCATOR (3)

The focus of this course is on philosophical, historical, social, and psychological perspectives in education. Students will examine these perspectives while being encouraged to examine and reflect upon their own professional practices in education. Grade only. Prerequisite: admission to M.A. in Education program.

571 RESEARCH PARADIGMS IN EDUCATION (3)

This course focuses on students as critical consumers of research and includes among its goals the development of skills in the analysis and critique of educational research. The course addresses research and field needs of practicing educators as opposed to the needs of professional researchers, and serves to acquaint students with basic principles and techniques of educational research. It also provides students with an opportunity to integrate knowledge of these principles through analyses of action research projects that may serve as the foundation for the M.A. in Education culminating activity. Grade only.

572 SUPERVISED STUDY FOR THE COGNATE PROJECT (3)

This supervised independent study provides students with guidance in the completion of their cognate project. Under the direction of the committee chair, and in

consultation with all committee members, students will complete (1) a project that synthesizes their cognate course work and connects it to their M.A. program concentration, and (2) a scholarly reflection which accompanies the project. Following completion of the project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: advancement to candidacy.

573 SUPERVISED STUDY FOR THE INDIVIDUALIZED EXAMINATION (3)

This supervised independent study provides students with guidance in preparing for the individualized examination. Under the direction of the committee chair, and in consultation with all committee members, each student will determine the areas of study to be addressed in the examination, choose relevant readings, and conduct a concentrated study of those areas to prepare for the exam. Following completion of the written exam, students will take an oral exam in which committee members ask follow-up questions to the written responses. Cr/NC. Prerequisite: advancement to candidacy.

574 INTRODUCTION TO CLASSROOM RESEARCH AND NATIONAL BOARD CERTIFICATION (3)

This is an introductory course that supports teachers preparing for the National Board for Professional Teaching Standards certification. National Board (NB) certification is available for general and special education teachers of students from preschool through grade 12 in a variety of areas. The purpose of this course is to provide an overview of the NB certification process and to begin exploring strategies for action research, self-assessment, and reflection on teaching practice. Specifically, students become familiar with the National Board's five core propositions, certificate area standards, and assessment measures and procedures required for certification. In addition, students will learn about the application process and potential sources of funding. Students examine exemplary teaching practices and engage in descriptive, analytical, and reflective writing activities. The units from this course can be applied to an M.A. degree in Education at Sonoma State University.

575 SEMINAR IN ACTION RESEARCH (3)

This is the second of three courses that support teachers working toward National Board certification. It is also intended for any student interested in conducting action research in schools and classrooms. Students explore various research methodologies and engage in data collection through observation, videotaping, and examination of artifacts. Using their own classrooms as sites for ongoing action research, students analyze data and share findings through descriptive, analytical, and reflective writing. The units from this course can be applied to an M.A. degree in Education at Sonoma State University.

576 RESEARCH, REFLECTION, AND PROFESSIONAL PRACTICE (3)

This course is designed for teachers to enhance their professional practice through research and reflection. Working collaboratively, teachers complete their portfolios required for National Board certification. In preparation for Assessment Center exercises, teachers engage in extensive review of current and historical perspectives on teaching and learning in their certificate areas. The units from this course can be applied to an M.A. degree in Education at Sonoma State University.

598 DEVELOPING A THESIS/PROJECT (3)

This course develops students' abilities to carry out a thesis or project and provides basic information for planning and implementing the thesis/project proposal. The main goal is to provide students with knowledge to begin their thesis/project. Grade only. Prerequisite/Corequisite: completion of all M.A. course work (except EDUC 599).

599 SUPERVISED STUDY FOR THE THESIS/PROJECT (3)

This supervised independent study provides students with guidance in the completion of their thesis/project. Under the direction of the committee chair, and in consultation with all committee members, students will complete the thesis or project that was developed in EDUC 598 (Developing a Thesis/Project). Following completion of the thesis/project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: advancement to candidacy.

EDUCATION: CURRICULUM STUDIES & SECONDARY EDUCATION (CSSE)

DEPARTMENT OFFICE

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Rick Marks

Programs Offered

Single Subject (Secondary Schools) Teaching Credential
Master of Arts in Education with a concentration in
Curriculum, Teaching, and Learning

The Department of Curriculum Studies and Secondary Education is dedicated to the advancement of excellence in education. CSSE offers an exemplary Single Subject teacher education preparation program based on sound educational practice, extensive research knowledge, and sensitivity to the needs of diverse populations. Our faculty is comprised of internationally recognized scholars from a wide variety of subject area disciplines who study and produce current research in teacher education and curriculum studies, and who are familiar with the best practices of teachers. CSSE provides many opportunities for students to be part of a high quality teaching and learning community.

While most of the programs in CSSE are designed for positions in public schools, students can also receive preparation in our Master of Arts in Curriculum Teaching and Learning, applicable to a wide variety of non-teaching positions in education, government, and the corporate sector. The Master of Arts in Curriculum Teaching and Learning allows students to design their own program of study (area of emphasis), or select an area of emphasis in Educational Technology, specifically designed for students interested in technology applications in the public or private sector.

Note: Program requirements change periodically, and current information may not be available in this catalog. For more detailed information on credentials and other education programs, please see the University's special bulletins and the School of Education's

current program brochures and policy statements, or visit the education website, www.sonoma.edu/education.

Special Resources

Credentials Office

The Credentials Office serves as the admissions and records center for all programs offered in the School of Education and is responsible for the recommendation of teaching and service credentials. Credentials analysts and staff are available for providing application and credential information to prospective students, continuing students, out-of-state teachers/administrators, University constituents, and the University service area in general.

Career Outlook

California faces the daunting task of replacing 300,000 teachers over the next ten years. Newly credentialed teachers are generally finding jobs rather rapidly today, with equally good prospects for the future. Currently there exist shortages of credentialed teachers in mathematics, science, special education, Spanish, and bilingual education. Due to recent 9th grade class size reductions, English teachers are beginning to be in short supply. In addition, graduates of the School of Education find positions in community agencies and in the private sector.

Single Subject (Secondary Schools) Teaching Credential

The Single Subject Credential authorizes the holder to teach a particular subject in a school organized by academic disciplines, kindergarten through grade 12. Since most elementary schools are not departmentalized, this credential, in general, is appropriate for the middle school and high school teacher candidate (art, music, and physical education candidates may actually teach K-12). The program aims toward two primary goals: (1) to develop the skills and knowledge needed to be an effective beginning teacher, and (2) to begin to establish the professional understandings and attitudes useful for supporting growth and development throughout a teaching career.

Coursework combined with the field experience in the program will make candidates:

- Competent in basic classroom skills;
- Knowledgeable and enthusiastic about students, learning, and teaching;
- Sensitive to cultural, linguistic, and learning diversity, and informed about multiple cultures; and
- Prepared to continue their development as professional educators.

After completion of the Single Subject Credential Program, candidates will be recommended for the California Single Subject Teaching Credential in a subject area. This credential certifies the holder to teach classes in a subject in California public schools. Depending upon undergraduate or graduate standing and on the elective courses taken, the credential will be either the Preliminary or the Professional Clear Credential. In either case, the credential will need to be renewed at the end of five years. Successful completion of the program prepares candidates to teach in California's culturally and linguistically diverse classrooms.

Students pursuing the Single Subject Credential may select from among the following approved subject matter preparation programs.

Art

Art Building 128
(707) 664-2151

English

Drama / English / Journalism / Speech
Nichols Hall 362
(707) 664-2140

Modern Languages

French / German (Test only)
Spanish
Stevenson Hall 3016
(707) 664-2351

Science

Chemistry, Physics, Biology
Darwin Hall 121
(707) 664-2189

Mathematics

Stevenson Hall 3019
(707) 664-2917

Music

Ives Hall 206
(707) 664-2324

Physical Education

PE Building 14
(707) 664-2357

Adapted Physical Education

PE Building 14
(707) 664-2357

Social Science

Stevenson Hall 2070
(707) 664-2112

Students may alternately satisfy subject matter requirements by passing the appropriate state approved examinations (CSET).

The Single Subject Credential Program is a two-semester program that begins either in the fall or spring semester. Students are admitted to the program according to the subject they plan to teach (see following section):

Fall Admission

English
Social Studies
Foreign Language
Music
Physical Education
Art
Mathematics
Science

*** Spring Admission**

English
Social Studies

* All other subject areas may apply in Spring but students must agree to a three-semester program pathway.

The Single Subject Credential Program

The Single Subject Credential Program is a two-semester program. Students admitted for the fall semester, who successfully complete all coursework and their final student teaching, will be eligible for the credential in June. Students admitted for the spring semester, who successfully complete all coursework and their final student teaching, will be eligible for the credential in January. Students who wish to take longer than two semesters to complete the credential program may extend their program to three or four semesters. More information regarding the extended program may be obtained from the Single Subject Program Advisor at (707) 664-4203.

Single Subject program courses required for each phase are listed below. All prerequisites and all Phase I courses must be satisfactorily completed prior to beginning Phase II. Students must successfully complete an interview and present a Program Portfolio prior to advancement to student teaching (Phase II).

Program Co-requisite Course

EDSP 433 Teaching Adolescents with Special Needs	3
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Program Prerequisite Courses

EDUC 417 School and Society	3
EDSS 418 Learning and Development in Adolescents	3

Total co-requisite and prerequisite courses	9
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Program Requirements

Phase I

EDSS 442 Middle/Secondary Teaching in Multicultural Settings	4
EDSS 443A Observation and Participation in Multicultural Settings	2
EDSS 443B Seminar: Multicultural Perspectives	2
EDSS 444 Teaching in the Content Areas	3
EDSS 446 Language and Literacy Across the Curriculum: Middle and Secondary Schools	4

Total units Phase I	15
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Phase II

EDSS 458 Student Teaching in Multicultural Settings	12
EDSS 459 Seminar: Student Teaching in Multicultural Settings	3

Total units Phase II	15
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Total units for program (including co-requisites and prerequisites)	39
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Requirements for Admission to the Single Subject Program

All credential candidates must complete the following before admission to the professional preparation programs:

1. Admission to the University.
2. Grade point average of 2.75 in upper division and/or graduate coursework or a 2.67 overall grade point average.
3. Submission of scores for California Basic Educational Skills Test (CBEST).
4. Two letters of recommendation.
5. Demonstration of aptitude, personality, and character traits that satisfy the standards of the teaching profession and the elements that are listed in the School of Education Conceptual Framework. Assessment of these qualities will be made by the School of Education through evaluation of interviews, letters of recommendation, and candidates' professional goals statements and other written responses.

Note: Some students may be admitted to basic teaching credential programs who have not met one or more of the above requirements when such students have compensating strengths in other required areas.

Procedures for Admission to the Single Subject Teaching Credential Program

The Credentials Office provides information regarding admissions requirements and dates for application to all programs in the School of Education. Obtain an application packet and additional information from the School of Education office, Stevenson 1078, or from the website, at www.sonoma.edu/education.

Submit to the Credentials Office, Stevenson 1078, a complete application packet containing the following:

- Two official transcripts from each college/university attended. (Check with the Sonoma State University Office of Admissions and Records regarding additional official transcripts required for admission to the University.)
- Two letters of recommendation.
- Official CBEST results or evidence of having taken the exam.
- Professional goals statement.
- Responses to writing prompts in the application.
- CSET Examination (verification of enrollment for test or passing test scores) or Subject Matter Waiver (verification of enrollment in waiver program or completed waiver).
- Certificate of Clearance.
- TB Test Clearance (must be completed prior to entering school classrooms).
- Documentation of Application or Admission to the University.

Continuation in Basic Teaching Credential Preparation Programs

1. All single subject credential candidates are required to meet each semester with an education advisor.
2. Students must successfully complete all requirements for the first semester program phase, including coursework, field experiences, interview, and the program portfolio BEFORE entering the student teaching phase (second semester) of the program.
3. Students are expected to make continuous progress toward the credential while maintaining a grade point average of 3.00 in professional education courses after entry into the credential program. Incomplete grades (I) and grades of D or F in professional education courses must be removed and retaken to meet California statutory requirements prior to continuing enrollment in courses.
4. Candidates who must delay progress in the professional education program may file a written request with the program coordinator for an extended program or for a leave of absence. A student returning from a program delay will be subject to the screening requirements in effect at the time of reentry and will be accommodated as space allows. Any student on academic probation is subject to automatic disqualification as a credential candidate.

Single Subject Program Portfolio

Throughout the Phase I coursework and fieldwork all credential candidates will be expected to build a program portfolio. This is an organized collection of the credential candidate's work, augmented by the candidate's synthesis and reflection. Portfolio entries include artifacts from academic courses, field experiences, and other activities related to teaching. It also includes writing about these entries, about other aspects of teaching and one's development as a teacher. Its purposes are: (1) to stimulate the candidate to distill, review, and reflect on what is learned in the coursework, as a preparation for student teaching; (2) to provide a basis for developing a professional portfolio, which will be carried forward to the student teaching seminar, and ultimately used to gain employment as a credentialed teacher; and (3) to allow the Single Subject Program faculty to assess the candidate's performance in Phase I, and to determine readiness for advancement to student teaching. This must be completed prior to Phase II.

Integrated Degree and Credential Program

The Integrated Degree and Credential Program is an opportunity to earn a four-year baccalaureate degree and a teaching credential simultaneously. Students in this program must receive advising about course sequence prior to, or very early in, their freshman year; enroll in an average of 15-18 units per semester; and be willing to take courses in at least one summer session. Most majors will

earn a four-year degree and a teaching credential in four years plus one additional semester. This program is currently available for first semester freshman students who are majors in English and Mathematics or Kinesiology and Music, pending approval, who are seeking a Single Subject Teaching Credential.

Basic Authorization to Teach in California Public Schools

The basic authorization to teach in California public schools requires all of the following before receiving a Single Subject teaching credential:

1. Possession of a bachelor's degree.
2. Verification of appropriate subject matter competency, either completion of an approved subject matter preparation program or passage of appropriate state-approved examination(s).
3. Passing scores on the California Basic Education Skills Test for Teachers (CBEST).
4. Completion of a college-level course or college-level examination that covers the U.S. Constitution. (POLS 200 or 202 at SSU will meet this requirement.)
5. Completion of a state-approved program of professional teacher education.
6. Filing of the application for a Certificate of Clearance, which includes fingerprinting.

Completion of the requirements listed above will allow an individual to obtain a preliminary Single Subject teaching credential. Note: Students should consult with the Credentials Office during their first semester on campus if they plan to pursue a teaching credential. Contact the Credentials Office for any changes in credential requirements.

Single Subject Intern Program

The intern program is a collaboration between the Curriculum Studies and Secondary Education department at Sonoma State University, the Beginning Teacher Support and Assessment Program at the Sonoma County Office of Education, and participating school districts.

The intern program allows public and nonpublic school teachers who do not hold preliminary single subject credentials to complete a credential program with supervision and mentoring while employed as teachers. Further information can be obtained from the School of Education Credentials Office or from the Intern Coordinator, Dr. Karen Grady, (664-3328).

To be eligible to participate in the single subject intern program, each candidate must have:

- Earned a baccalaureate degree from an accredited college or university.
- Passed the California Basic Education Skills Test (CBEST).
- Passed a Subject Matter Knowledge Exam (CSET) or have completed a Subject Matter Waiver Program.

- Completed character and identification clearance (fingerprints).
- Demonstrated knowledge of the U.S. Constitution by providing evidence of having studied the U.S. Constitution or by passing the U.S. Constitution test.
- Completed an application for the intern credential.
- Verification of employment.

Eligibility for participation in the intern program also requires being accepted into the Sonoma State University Single Subject Program. Applicants are required to submit:

- University application and fee.
- School of Education program application (separate from the University application).
- Verification of passing CBEST.
- One official transcript from all accredited colleges and universities attended.
- Two letters of recommendation.
- Verification of subject matter competence.
- Grade point average of 2.75 in upper division and/or graduate course work or a 2.67 overall grade point average.

Program plan for interns who have already completed the prerequisites (EDUC 417, EDSS 418)

EDSP 433 is a co-requisite and may be taken at any time:

Semester 1

EDSS 444 Teaching in the Content Area	3 units
EDSS 443i Internship Seminar*	3 units
EDSS 458i Internship in Multicultural Settings°	3 units

Semester 2

EDSS 446 Language and Literacy Across the Curriculum: Middle and Secondary Schools	4 units
EDSS 458i Internship in Multicultural Settings°	3 units
EDSS 459i Seminar: Internship in Multicultural Settings**	2 units

Semester 3

EDSS 442 Middle /Secondary Teaching in Multicultural Settings	4 units
EDSS 458i Internship in Multicultural Settings°	6 units
EDSS 459i Seminar: Internship in Multicultural Settings**	2 units

Program 30 units

Requirements for awarding of teaching credential:

Successful completion of the Single Subject Intern Program

Successful presentation of Program Portfolio to demonstrate depth of understanding of the California Teaching Performance Expectations

**EDSS 443i Internship Seminar replaces EDSS 443A and 443B Observation/Participation fieldwork and seminar in the preservice program. This internship seminar addresses the same issues (i.e. classroom management, TPEs, etc.) as EDSS 443A and 443B, but it is geared toward the needs of new teachers already assuming full classroom responsibilities.*

°EDSS 458i Internship replaces EDSS 458 Student Teaching in the preservice program. Interns register for this course each semester so they can be supervised each semester that they are in the Internship Program.

*** EDSS 459i Seminar replaces EDSS 459 Student Teaching Seminar in the preservice program. This seminar addresses most of the same issues as EDSS 459, but it is geared toward the needs of practicing teachers rather than candidates involved in student teaching experiences.*

Program plan for interns who enter the program without having completed any of the prerequisites

Semester 1

EDSS 444 Teaching in the Content Area	3 units
EDSS 443i Internship Seminar*	3 units
EDSS 458i Internship in Multicultural Settings°	3 units

Semester 2

EDSS 446 Language and Literacy Across the Curriculum: Middle and Secondary Schools	4 units
EDSS 458i Internship in Multicultural Settings°	3 units
EDSS 459i Seminar: Internship in Multicultural Settings**	2 units

Semester 3 (Summer)

EDUC 417 School and Society +	3 units
EDSS 418 Learning and Development in Adolescents +	3 units
EDSP 433 Special Education for Secondary Teachers	3 units

Semester 4

EDSS 442 Middle/Secondary Teaching in Multicultural Settings	4 units
EDSS 458i Internship in Multicultural Settings°	6 units
EDSS 459i Seminar: Internship in Multicultural Settings**	2 units
Prerequisites	9 units

Program 30 units

Requirements for awarding of teaching credential:

Successful completion of the Single Subject Intern Program

Successful presentation of Program Portfolio to demonstrate depth of understanding of the California Teaching Performance Expectations

**EDSS 443i Internship Seminar replaces EDSS 443a and 443b Observation/Participation fieldwork and seminar in the preservice program. This internship seminar addresses the same issues (i.e. classroom management, TPEs, etc.) as EDSS 443a and 443b, but it is geared toward the needs of new teachers already assuming full classroom responsibilities.*

°EDSS 458i Internship replaces EDSS 458 Student Teaching in the preservice program. Interns register for this course each semester so they can be supervised each semester that they are in the Internship Program.

***459i Seminar replaces EDSS 459 Student Teaching Seminar in the preservice program. This seminar addresses most of the same issues as EDSS 459, but it is geared toward the needs of practicing teachers rather than candidates involved in student teaching experiences.*

+ Prerequisites are completed during summer session.

Single Subject Credential Program Prerequisites

EDUC 417 SCHOOL AND SOCIETY (3)

A critical examination of current issues in today's schools and future directions in education through the perspectives of history, philosophy, sociology, anthropology, and the politics of education. Content includes: trends, movements, and issues of the development of our present-day school systems and current educational practice; development of an individual philosophy of education through examination and evaluation of educational philosophies from early Greek through modern/

post-modern thought; analysis of American society and its effect on the functioning of schools; the role of explicit and implicit cultural assumptions in educational contexts; and the influence of federal, state, and local governing agencies, the knowledge industry, and special-interest groups on education. Grade only. Satisfies GE, category D1 (Individual and Society).

EDSS 418 LEARNING AND DEVELOPMENT IN ADOLESCENTS (3)

Examination of theories of learning and teaching, social, physical, emotional and cognitive development, with emphasis on adolescents. Includes the psychological foundations and research-based knowledge about effective secondary/middle school teaching in the areas of planning, implementing, and evaluating instruction; motivation, self-esteem, classroom climate, and psychological perspectives on issues of diversity. Grade only.

Single Subject Program Co-requisite

EDSP 433 TEACHING ADOLESCENTS WITH SPECIAL NEEDS (3)

This is an introductory course, which presents a survey of theory, program concepts, and teaching practices related to students with special needs. Emphasis is placed on understanding and addressing the educational and social needs to secondary aged students with disabilities as well as gifted and talented students. Legislation, policies, and practices pertaining to the education of students with special needs in a secondary setting are presented. Knowledge, skills, and strategies including disability and gifted and talented identification, major roles and responsibilities in the Individual Education Program (IEP) process and collaboration between general and special educators aimed at successful inclusive educational practices are also addressed. 30 hours of field experience are included. Elements of this course will include the use of the Internet and the World Wide Web.

Single Subject Program Courses (EDSS)

EDSS 442 MIDDLE/SECONDARY TEACHING IN MULTICULTURAL SETTINGS (4) FALL, SPRING

Exploration of theory and research on teaching, learning, and the curriculum and their relationship to teaching practice in middle, junior high, and senior high schools. Emphasis on teaching/learning situation applicable to all content areas and to issues of culture and diversity. All aspects of instructional planning, implementation, and evaluation are addressed, including classroom atmosphere, interpersonal skills, classroom leadership, management and discipline, interdisciplinary planning, and teaming and collaborative learning. Students develop a repertoire of teaching strategies that address the needs of diverse learners. Students develop materials that contribute to a program portfolio to be evaluated before continuation to student teaching. Grade only. Prerequisites: admission to the Single Subject Credential Program, EDUC 417 and EDSS 418.

EDSS 443A OBSERVATION/PARTICIPATION IN MULTICULTURAL SETTINGS (2) FALL, SPRING

Focused and systematic observation and structured participation in a middle, junior high, or senior high school classroom setting leading to a supervised student teaching experience. Cr/NC only. Prerequisites: admission to the Single Subject Credential Program, EDUC 417, EDSS 418, and EDSP 433. Must be taken concurrently with EDSS 443B.

EDSS 443B SEMINAR: MULTICULTURAL PERSPECTIVES (2) FALL, SPRING

Issues related to teaching in multicultural settings. Seminar focuses on aspects of classrooms observed in EDSS 443A, including competencies, classroom management, lesson and unit design. Students develop materials that contribute to a program portfolio to be evaluated before continuation to student teaching. Cr/NC only. Prerequisites: admission to the Single Subject Credential Program, EDUC 417, EDSS 418, and EDSP 433. Must be taken concurrently with EDSS 443A.

EDSS 444 TEACHING IN THE CONTENT AREAS (3) FALL, SPRING

Principles, methods, and materials for teaching particular academic content in middle, junior high, and senior high schools. Emphasis is on applications of constructivist theory to teaching and learning, and on organization and representation of content in forms accessible to learners. Topics include: goals and objectives; lesson and unit planning; teaching and questioning strategies; conventional and alternative modes of assessment; instructional materials; designing instruction for diverse learners; classroom management; and awareness of national, state, and local content standards. Students prepare for and process their concurrent field experiences in secondary classrooms. Students develop materials that contribute to a program portfolio to be evaluated before continuation to student teaching. Grade only. Prerequisites: admission to the Single Subject CLAD Credential Program, EDUC 417, EDSS 418, and EDSP 433.

EDSS 446 LANGUAGE AND LITERACY ACROSS THE CURRICULUM: MIDDLE AND SECONDARY SCHOOLS (4) FALL, SPRING

Principles, methods, and materials for guiding students' literary development in subject areas at the secondary level. Includes literacy and language theory and current issues in reading/language pedagogy for first and second language learners. Emphasis is on the interrelationships between language systems and constructivist literacy theory and the cognitive, affective, and social aspects of literacy development in subject areas. Issues of cultural and language diversity related to competencies, bilingualism, classroom management, lesson and unit design using competencies, and dialect variation are integral to the course. Students develop materials that contribute to a program portfolio to be evaluated before continuation to student teaching. Grade only. Prerequisites: admission to the Single Subject or Education Specialist Credential Program, EDUC 417, EDSS 418, and EDSP 433, or permission of instructor.

EDSS 458 STUDENT TEACHING IN MULTICULTURAL SETTINGS (12) FALL, SPRING

A supervised teaching experience in a multicultural middle, junior high, or senior high school setting under the guidance of a resident teacher and a University supervisor. Assignment consists of three teaching periods and two preparation periods daily. Two periods entail full student teaching responsibility as outlined in the Single Subject Handbook. The third period consists of assisting the resident teacher and/or limited teaching responsibilities in a supplemental authorization subject area. Student teachers may team teach in some or all of the classes. Cr/NC only. Prerequisites: successful completion of all Phase I courses and successful presentation of a program portfolio. Must be taken concurrently with EDSS 459.

EDSS 459 SEMINAR: STUDENT TEACHING IN MULTICULTURAL SETTINGS (3) FALL, SPRING

Support seminar focusing on issues of classroom management, concerns related to the student teachers' classroom experiences, and professional growth and career development. Emphasis is on integrating content of Phase I courses, including competencies, into the student teaching experience. Students use materials from the program portfolio and the student teaching experience to develop a professional portfolio. Grade only. Prerequisites: successful completion of all Phase I courses and successful presentation of a program portfolio. Must be taken concurrently with EDSS 458.

EDSS 459I INTERN SEMINAR: STUDENT TEACHING IN MULTICULTURAL SETTINGS (2)

Support seminar focusing on issues of classroom management, concerns related to the student teachers' classroom experiences, and professional growth and

career development. Emphasis is on integrating content of Phase I courses, including CLAD competencies, into the student teaching experience. Students use materials from the program portfolio and the student teaching experience to develop a professional portfolio. Grade only. Prerequisites: successful completion of all Phase I courses and successful presentation of a program portfolio. Must be taken concurrently with EDUC 458. Interns only. Permission to enroll from director of intern program required prior to registering. Cr/NC only.

Master of Arts in Education with Concentration in Curriculum, Teaching, and Learning

The Master of Arts in Education degree program in Curriculum, Teaching, and Learning offers courses of graduate study to prepare candidates for specialized teaching and for curriculum and instructional leadership responsibilities in schools. The program, a minimum of 30 units, provides for areas of concentration in curriculum, teaching, and learning. Students must maintain a 3.00 grade point average in all coursework in the approved master's degree program.

The Curriculum, Teaching, and Learning concentration provides flexibility in program development for a wide range of professional educators, government officials and private sector employees. Candidates need not possess a teaching credential; they may prepare for curriculum, educational technology, and leadership positions in a variety of settings. The required Curriculum, Teaching, and Learning area concentration courses are:

EDCT 585 Curriculum Development: Theory, Practice, and Evaluation (3)
EDCT 586 Teaching and Learning: Research and Application in the Classroom (3)

Total area concentration units 6

The remaining units (12-16) are taken in an approved Area of Emphasis (AREM). The AREM is designed by the student and a faculty member. Students may select courses from other Education M.A. concentrations or courses in other University schools and departments. An AREM in Educational Technology is available for those interested in applying aspects of technology in educational or private sector settings. A field component may comprise part of the area of emphasis. A written rationale must accompany the AREM proposal. The total number of units in the Curriculum, Teaching, and Learning Master of Arts Program is 32-36 units.

Curriculum Teaching and Learning Recommended Course Advising Pathway

By following the advising pathway below, students are assured that they will complete the required CT&L coursework and take the courses in the sequence required by the program. This pathway assumes that students will take TWO classes per semester. For changes to this pathway, students must see the CT&L advisor. Students may not take an AREM course without an approved AREM!

IF YOU BEGIN FALL SEMESTER: IF YOU BEGIN SPRING SEMESTER:

<i>Fall</i>	<i>Spring</i>
EDUC 570	EDUC 570
EDCT 585	AREM
<i>Spring</i>	<i>Fall</i>
EDCT 586	EDCT 585
AREM	AREM
<i>Fall</i>	<i>Spring</i>
EDUC 571 or AREM	EDCT 586
AREM	EDUC 571 or AREM
<i>Spring</i>	<i>Fall</i>
AREM	EDUC 571 or AREM
AREM or EDUC 571	AREM

*Fall***
(see the M.A. Graduate Student Handbook for a discussion of the thesis, cognate, and individualized examination pathway options for completing your program)

<i>Spring</i>	<i>Fall</i>
EDUC 599	EDUC 599

***Candidates MUST have the thesis/project committee identified and advancement to candidacy approved (i.e. portfolio approved by your thesis/project committee) before enrolling in EDUC 598, EDUC 572, or EDUC 573.*

Requirements for the Master of Arts in Education degree program:

Graduate students must complete all requirements as established by the School of Education, the SSU Graduate Studies Council, and the University, to include:

1. Completion of an approved program consisting of a minimum of 30 units of upper-division and 500-level courses, as follows:
 - a. At least one-half of the units in 500-level courses.
 - b. Not more than 9 semester units of transfer and/or extension credit.
 - c. Filing of an Advancement to Candidacy form that verifies approval of the program portfolio, verifies writing proficiency, and describes the culminating project.
2. Completion and final approval of EDUC 598 (M.A. Thesis or Project Seminar) and completion and final approval of a 1) thesis, curriculum project, or creative project; 2) Cognate Project; or 3) Individualized Examination.

All requirements listed above must be completed within seven years (14 semesters) of the initiation of graduate study (i.e., first semester of coursework).

Curriculum, Teaching, and Learning Courses (EDCT)

544 CURRICULUM, TEACHING, AND LEARNING IN THE CONTENT AREAS

Examination of curriculum, teaching, and learning in the context of a particular content area as taught in K-12 schools. This course extends and applies the more general theories, practices, and research in curriculum, teaching, and learning

established in EDCT 585 and 586. Intended for students in the appropriate Subject Area Cohort Track in the Curriculum, Teaching, and Learning M.A. program. Prerequisites: EDCT 585, EDCT 586.

552 EDUCATIONAL TECHNOLOGY PRAXIS

The Educational Technology Praxis is the prerequisite course for the Educational Technology area of emphasis within the Master of Arts in Curriculum, Teaching, and Learning. It is a practical course that requires participants to integrate existing skills and knowledge of information technology and educational technology into instructional practice.

556 TECHNOLOGY, PEDAGOGY, AND SOCIETY

This course relates pedagogical theories to technology integration strategies at various levels of education. It also considers wider societal and cultural impact issues (e.g. child development and the Web, gender/class/race issues, lifestyle and health implications, teacher control, and facilitation issues).

557 PROJECT MANAGEMENT FOR EDUCATIONAL TECHNOLOGY

This course considers how a small-scale Educational Technology action research project can be conducted in an education environment. Educational Technology action research case studies will be reviewed to offer practical tools and applied research strategies to students prior to conducting their own Educational Technology thesis project.

559 EDUCATIONAL MULTIMEDIA AND INTERNET RESOURCE DEVELOPMENT

This course provides a practical forum for teachers, corporate trainers, and other educators to investigate how the Internet and multimedia applications can be used to support education. Progression through the course will advance from usability and design issues, to development and publication of personally developed educational products.

560 INSTRUCTIONAL DESIGN AND TECHNOLOGY

Instructional Design and Technology is a practical course that offers participants training in advanced instructional design methods and relates these to learning theories and pedagogical practices introduced in other Educational Technology courses. Advanced techniques will concentrate on evaluating and using a range of interactive instructional design authoring tools.

562 EDUCATIONAL TECHNOLOGY MENTORSHIP

Students will apply educational technology theory and methods through mentorship experiences. Such experiences may include working in the School of Education, Educational Technology Support Center, as well as with public or private partners in an educational or training capacity that utilizes technology. Mentorships require faculty approval, and a minimum of 45 hours of work per unit per semester, including regular consultation with, and evaluation by, the faculty sponsor. Cr/NC only. May be repeated for credit. Prerequisites: Must have completed EDCT 552 and 3 additional units from the Educational Technology area of emphasis. Graduate standing and consent of instructor.

585 CURRICULUM DEVELOPMENT: THEORY, PRACTICE, & EVALUATION

Analyses of sociopolitical, economic and cultural influences on curriculum development, instructional processes and learner achievement in a variety of instructional settings. Study of the structures of various disciplines, the roles of participants, and other variables in staff and curriculum development. Evaluation of alternative theoretical models for constructing, and changing curricula. Grade only. This course is required in the Curriculum, Teaching, and Learning and the Preliminary Administrative Services Credential programs. Prerequisites: consent of instructor and approval of the School of Education.

586 TEACHING AND LEARNING: RESEARCH AND APPLICATION-CLASSROOM

An analysis of teaching and learning strategies and instructional variables as they relate to diverse groups of learners. Research will be analyzed in terms of the major paradigms of the field of education. Also included is a review of recent developments in the evaluation of classroom performance and achievement. Grade only. This course is required for the Curriculum, Teaching, and Learning program. Prerequisites: consent of instructor and approval of the School of Education.

EDUCATION: EDUCATIONAL LEADERSHIP AND SPECIAL EDUCATION (ELSE)

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Department Overview

The Department of Educational Leadership and Special Education exists to provide state-of-the-art professional preparation for educators in the fields of educational administration and special education. The core values of the department center upon a dedication to educational excellence as a pivotal contributor to social progress. Indices of this notion of excellence include a view of schools as a crucible for an effective democracy, societal inclusivity, respect for differences in students, and an unflinching concentration on educational efficacy.

The faculty is comprised of teachers, administrators, scholars, researchers, and program developers who possess wide and varied experience. The faculty, having won wide recognition and numerous educational awards and honors, are dedicated to preparing educators with the knowledge, skills, and ethical commitment to improve society through powerful and effective schools.

The credential and M.A. programs, described below, offer a full compliment of courses and fieldwork for students to achieve Level I and Level II (known as PASC I and II in the case of Educational Administration) credentialing, as well as Master of Arts degrees. Both traditional and intern programs exist. Courses are scheduled in the late afternoon, evenings, on Saturdays, and delivered online, in order to accommodate practicing educators.

Students in the Department of Educational Leadership and Special Education may expect to encounter programs that present cutting-edge information and skills, delivered by an expert, committed faculty, and scheduled for maximum access. Moreover, students can expect to be afforded respect, dignity, and professionally courteous

treatment and be asked to provide similar regard to faculty and to one another.

Note: *Since some specific program requirements change periodically, both via mandates of the California Commission on Teacher Credentialing and University-based modifications, prospective students are advised to consult the School of Education's Credential Office for updates on program details and policy statements and to visit the education website at www.sonoma.edu/education.*

Credentials Office

The Credentials Office serves as the admissions and records center for all programs offered in the School of Education and is responsible for the recommendation of teaching and service credentials. Credentials analysts and staff are available for providing application information and credential information to prospective students, continuing students, out of state teachers/administrators, University constituents, and the University service area in general.

Career Outlook

California faces the daunting task of replacing 300,000 teachers over the next ten years. Newly credentialed teachers are generally finding jobs rather rapidly today, with equally good prospects for the future. Currently there exist shortages of credentialed teachers in mathematics, science, special education, Spanish, and bilingual education. In addition, graduates of the School of Education find positions in community agencies and in the private sector.

Programs Offered

Basic Teaching Credentials

Education Specialist (special education) Levels I and II

Mild/Moderate; and Moderate/Severe Disabilities

Service Credentials

Administrative Services - Preliminary, Intern, and Professional

Master's Degree (M.A.) Programs

Educational Leadership

Special Education

Doctorate of Education (Ed.D.)

Educational Leadership

(jointly with UC Davis and CSU Sacramento)*

*For information on this new program, contact Director, 707-664-3270

The Education Specialist (special education) Credentials, Preliminary Level I and Professional Level II, are offered in the area of Mild/Moderate and Moderate/Severe Disabilities and authorize the holder to provide services in K-12 special day classes (SDC) or resource specialist program classes (RSP) or other related fields such as inclusion specialists. Many special educators also teach adults with disabilities.

The Administrative Service Credentials, Preliminary Administrative Services (PASC I), and Professional Administrative Services (PASC II) prepare graduates for positions of leadership in K-12 educational institutions.

M.A. in Education programs are designed with both full-time and part-time students in mind. Some master's degree programs may be taken concurrently with advanced credential programs. Note: Program requirements change periodically, and current information may not be available in this catalog. For more detailed information on credentials and other education programs, please see the University's special bulletins and the School of Education's current program brochures and policy statements or visit the Education website www.sonoma.edu/education.

Preliminary Level I Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities

A Preliminary Level I Education Specialist Credential Program is offered in the areas of mild/moderate (M/M) disabilities and moderate/severe (M/S) disabilities, authorizing the provision of services to individuals in grades K-12 in special day class (SDC) and resource specialist program (RSP) settings, and adults. The credential in M/M disabilities authorizes the teaching of individuals with specific learning disabilities, mental retardation, other health impairment, and serious emotional disturbance. The credential in M/S disabilities authorizes the teaching of individuals with autism, mental retardation, deaf-blindness, serious emotional disturbance, and multiple disabilities.

A Multiple Subject or Single Subject credential is no longer required as a prerequisite for admission to a credential program in special education. The Preliminary Level I Education Specialist Credential Program in M/M disabilities and in M/S disabilities includes specified course work in multiple or single subject teacher education for those Education Specialist Credential candidates who do not hold a Multiple Subject or Single Subject credential.

Successful completion of the Preliminary Level I Education Specialist Credential Program in mild/moderate disabilities or in moderate/severe disabilities will allow the candidate to receive a preliminary Certificate of Eligibility, which authorizes the individual to seek initial employment as a special educator. On securing a special education teaching position, the candidate is eligible to receive a Preliminary Level I Credential that is valid for five years. The Preliminary Level I Education Specialist Credential holder must complete Professional Level II preparation in special education within five years of the date of issuance of the Preliminary Level I Credential.

Prerequisites

EDUC 417 School and Society (3) or
LIBS 312 Schools in American Society (3)

Total prerequisite units 3

Multiple/Single Subject Teacher Education Requirements

(Choose one of the following two options):

Multiple Subjects - Elementary Option

EDMS 411 Teaching Second Language Learners (3)
EDMS 474 Mathematics in the Elementary School (3)
EDMS 463 Teaching Reading and Language Arts in Elementary School (includes a fieldwork component) (3)

Single Subject - Secondary Option

EDSS 442 Middle/Secondary Teaching in Multicultural Settings (4)
EDSS 446 Language and Literacy Across the Curriculum: Middle and Secondary Schools (includes a fieldwork component) (4)

Total general teacher education units 8-9

Special Education Requirements

(Must complete Common Core plus M/M or M/S credential course work)

Common Core for Education Specialists

EDSP 422 Collaborative Partnerships and Special Education 4
EDSP 423 Assessment, Curriculum, and Instructional Strategies for Students with Disabilities 4
EDSP 424 Classroom Ecology: Management, Discipline, and Behavioral Supports 4

Early Field Experience

EDSP 464A Participant Observation 2
EDSP 464B Participant Observation Seminar 2

Credential-Specific Curriculum

Mild/Moderate Disabilities

EDSP 425 Developing Academic Performance of Students with M/M Disabilities 4
EDSP 465 Student Teaching Practicum M/M and 10
EDSP 466 Student Teaching Seminar M/M or 2
EDSP 481 Intern Practicum/Seminar M/M 4

Moderate/Severe Disabilities

EDSP 428 Pro Seminar: Topics in the Education of Students with M/S Disabilities 4
EDSP 467 Student Teaching Practicum M/S and 10
EDSP 468 Student Teaching Seminar M/S or 2
EDSP 481 Intern Practicum/Seminar M/S 4

Total Level I Special Education units 32

Total units for the Preliminary Level I Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities 43-44

Level I Portfolio

All Level I Education Specialist credential students are required to develop and maintain a Professional Portfolio in the Level I program.

This portfolio is based on the California Standards for the Teaching Profession and will include professional writing samples and a record of the students' reflections on the impact of their study on their educational practice.

Basic Authorization to Teach in the California Public Schools

The basic authorization to teach in the California public schools requires all the following:

1. Possession of a bachelor's degree.
2. Verification of appropriate subject matter competency, either completion of an approved subject matter preparation program or passage of appropriate state-approved examination(s).
3. Passing scores on the California Basic Education Skills Test for Teachers (CBEST).
4. Completion of a college-level course or college-level examination that covers the U.S. Constitution. POLS 200 or 202 at SSU will meet the requirement.
5. Completion of a state-approved program of professional teacher education.
6. Completion of the Reading Instruction Competence Assessment test (RICA).

Note: Students should consult with the Credentials Office during their first semester on campus if they plan to pursue a teaching credential. Contact the Credentials Office for any changes in credential requirements.

Requirements for Admission to Preliminary Level I Education Specialist Teaching Credential Preparation Programs

All credential candidates must complete the following before admission to the professional preparation programs:

1. Admission to the University.
2. Application for the Education Specialist Level 1 program through the School of Education.
3. Professional Goals Statement.
4. Grade point average of 2.75 in last 60 units of attempted course work or a 2.67 overall grade point average.
5. Submission of scores for California Basic Educational Skills Test (CBEST) or verification of registration for the CBEST exam.
6. Two letters of recommendation.
7. Verification of appropriate subject matter competency, either completion of an approved subject matter preparation program or passage of appropriate state-approved examination(s).

8. Submission of negative TB test dated within 12 months of application to the program.
9. Filing of the application for a Certificate of Clearance, which includes fingerprinting.
10. Demonstration of aptitude, personality, and character traits that satisfy the standards of the teaching profession. Assessment of these qualities will be made by the School of Education through evaluation of interviews, letters of recommendation, candidates' professional goals statement, and spontaneous writing sample.
11. Evidence of 40 hours of experience working with school-age children.

Some students may be admitted to basic teaching credential programs who have not met one or more of the above requirements when such students have compensating strengths in other required areas.

Note: Additional program-specific admission requirements are listed with each program description.

Procedures for Admission to Basic Teaching Credential Preparation Programs

The Credentials Office provides information regarding admissions requirements and dates for application to programs in the School of Education.

1. Obtain application packets and additional information from the Credentials Office, Stevenson 1078, or from the website, www.sonoma.edu/education.
2. Submit to the Credentials Office, Stevenson 1078, a complete application as detailed in information provided by the School of Education.

Continuation in Basic Teaching Credential Preparation Programs

1. All education students are required to meet each semester with an education advisor.
2. Students must successfully complete all requirements for each program phase, including course work, practica, and student teaching, before entering the subsequent phase.
3. Students are expected to make continuous progress toward the credential while maintaining a grade point average of 3.00 in professional education courses after entry into the credential program. Incomplete grades (I) and grades of D or F in professional education courses must be removed and statutory requirements met prior to continuing enrollment in courses.
4. Candidates who must delay progress in the professional education program may file a written request with the program coordinator for an extended program or for a leave

of absence. A student returning from a program delay will be subject to the screening requirements in effect at the time of reentry and will be accommodated as space allows. Any student on academic probation is subject to automatic disqualification as a credential candidate.

Special Education Credentials

The California Commission on Teacher Credentialing (CCTC) adopted a two-level credential structure to respond to the changing needs in the field of special education. Candidates interested in obtaining a Special Education Teaching Credential must complete both the Preliminary Level I and the Professional Level II Education Specialist Credential programs. The School of Education offers both levels of the Education Specialist Credentials in Mild/Moderate Disabilities and in Moderate/Severe Disabilities.

Internship Program in Special Education

The Education Specialist Internship Program in the areas of M/M or M/S Disabilities allows public and nonpublic school special education teachers who do not hold the Preliminary Education Specialist Credential to complete a credential preparation program of study while employed as special education teachers and with supervision and mentoring support for the internship assignment. Further information may be obtained from the Credentials Office.

Admission into the Education Specialist Internship Program at Sonoma State University is built upon communication and collaboration between the University, the North Coast Beginning Teacher Program (NCBTP), and the participating school district. The University will work with the districts in an effort to recruit, identify, and admit appropriate candidates for the internship program. To be eligible to participate in an internship program, each candidate must have:

- Obtained an employment offer as a special educator.
- Earned a baccalaureate degree from an accredited college or university.
- Passed the basic skills proficiency test (CBEST).
- Passed a subject matter knowledge exam or a program of subject matter study.
- Completed character and identification clearance (fingerprints).
- Demonstrated knowledge of the U.S. Constitution.
- Obtained an Intern Credential.

An application to the Sonoma State University Education Specialist Internship Program must be completed by each internship program applicant. As part of the process, applicants are required to submit:

- University application and application fee.
- School of Education program application.

- Verification of passage of CBEST.
- One official transcript from all accredited colleges and universities attended.
- (Admission requires a GPA commensurate with California State University requirements as outlined in Executive Order 547.)
- A letter of recommendation from the employing district based, where possible, on teaching evaluations or those used in the employment process for newly hired candidates.
- Verification of subject matter competence.
- Photocopy of Intern Credential.

Intern applicants should also be aware of the following, outlined in the Region 1 Consortium Alternative Certification Proposal:

Successful candidates must demonstrate to the University and the employing school district that they have had a variety of prior successful experiences with children and/or adolescents, such as teaching, tutoring, coaching, camp counseling, and so forth. Candidates will also submit a two-page summary of relevant experiences that have led them to teaching. They will be asked to submit written letters of recommendation from people who are able to comment on their character, work experience, and potential as classroom teachers.

Professional Level II Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities

A Professional Level II Education Specialist Credential program is offered in the areas of mild/moderate (M/M) and moderate/severe (M/S) disabilities. Following receipt of the Preliminary Level I Education Specialist Credential, all candidates must complete Professional Level II preparation in special education within five years of issuance of the Preliminary Level I Credential. A major focus of the Professional Level II program is to provide a mechanism for the successful induction of a new professional. The emphasis of the professional development program is to move the special educator beyond the functional aspects of teaching to more advanced knowledge and reflective thinking about his or her role in providing effective instruction and an environment for student success.

As soon as possible, but no later than 120 calendar days of service with the Preliminary Level I Education Specialist Credential, the beginning teacher, employer, and member of the SSU School of Education faculty in the program area of special education collaboratively design a Professional Induction Plan. The Level II induction plan addresses each beginning teacher's assessed needs and outlines specific goals and activities for facilitating professional development. The candidate must enroll in an approved program for the Professional Level II Education Specialist Credential before the induction plan is completed.

To be eligible for the Professional Level II Education Specialist Credential, the candidate must complete a period of induction for at least one full year with a field mentor (support provider) identified

by the employer; must verify successful completion of two years of teaching experience in a full-time special education position or the equivalent, in a public school or private school of equivalent status, while holding a Preliminary Level I Education Specialist Credential; must enroll in and successfully complete the Professional Level II program; and, must be recommended for the Professional Level II Education Specialist Credential by the Institution of Higher Education.

Prerequisites

1. Valid Preliminary Level I Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities
2. Teaching position in Special Education in a public school or private school of equivalent status and assignment of a support provider.

Required Professional Level II courses

EDSP 511 Professional Induction Plan: Supervised Development (1)

EDSP 512 Advanced Issues in Assessment, Curriculum, and Instruction of Students with Disabilities (3)

EDSP 513 Current and Emerging Research and Practice in Special Education (3)

EDSP 514 Advanced Communication, Collaboration, and Consultation in Special Education (3)

EDSP 515 Advanced Legal Issues in Special Education (3)

EDSP 516 Professional Induction Plan: Culminating Assessment (1)

Total Special Education units for Professional Level II: 14

California Commission on Teacher Credentialing (CCTC) Statutory Requirements for Level II are:

EDUC 404 Computer Uses in Education (2) or

EDUC 484 Introduction to Multimedia and Web Authoring (or equivalent) (3)

NURS 473 Health Education and Drug Abuse (or equivalent) (3)

Cardiopulmonary Resuscitation (CPR) Training

Non-University Activities

Non-University Based Professional Development Activities approved by the Level II Special Education Program Advisor and the candidate's field mentor may be substituted for 3 units of University course work.

Level II Portfolio

All Level II Education Specialist credential students are required to develop and maintain a Professional Portfolio in the Level II program. This portfolio is a continuation of the Preliminary Level I Program Portfolio that is based on the California Standards for the Teaching Profession. Although the focus of each portfolio is different, there is some overlap, given they both include professional writing samples and a record of the students' professional reflections on the impact of their graduate study on their educational practice. Level II students, therefore, will include entries from their Level I Portfolio and Level II activities in the development of their Level II Portfolio.

Candidates outside the Level II program will review the portfolio requirements with their Level II advisor to determine the purpose and focus of their Level II portfolio.

Master of Arts with a Concentration in Special Education

The Master of Arts in Education (M.A.) with a concentration in Special Education provides advanced academic study for persons working with or on behalf of individuals with disabilities. Candidates who possess a valid Preliminary Level I Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities may combine their master's degree studies with course work from their Professional Level II Education Specialist Credential program preparation. Candidates from related disciplines may pursue this advanced degree with consent from the Department of Educational Leadership and Special Education.

Candidates must apply and be admitted both to the University and to the M.A. in Education-Special Education Concentration program in order to pursue this degree. The course of study (described below) includes the M.A. core curriculum (9-12 units), Special Education Level II course work (9-12 units), and relevant elective course work (units vary). Candidates will select one of the following pathway options for completing their M.A. course of study:

Thesis/Project option (30 units)

Cognate option (36 units)

Individualized Examination option (33 units)

Procedures for Applying to the M.A. Program

1. Apply to the University as a graduate student.
2. Apply to the School of Education.
3. Submit the following:
 - a. A professional goals statement.
 - b. One set of official transcripts.
 - c. One photocopy of a valid basic teaching credential (except where otherwise noted).
 - d. Two letters of reference attesting to academic potential and professional promise (except where otherwise noted).

Requirements for the M.A. Degree in Education

Graduate students must complete all requirements as established by the School of Education, the SSU Graduate Studies Council, and the University, to include:

1. Completion of an approved program consisting of a minimum of 30 units of upper-division and 500-level courses, as follows:
 - a. at least one-half of the units in 500-level courses.
 - b. not more than 9 semester units of transfer and/or extension credit.
 - c. filing of an Advancement for Candidacy form that verifies approval of the program portfolio, verifies writing proficiency, and describes the culminating project.

2. Completion and final approval of EDUC 572, 573, or 598 and completion and final approval of a cognate, individualized examination, thesis, curriculum project, or creative project.
3. Completion of M.A. Program portfolio. See description below.

All M.A. requirements listed above must be completed within seven years (14 semesters) of the initiation of graduate study.

School of Education Core Curriculum

The M.A degree with an emphasis in Special Education is built upon the M.A. core curriculum that includes: EDUC 570 The Reflective Educator (3), EDUC 571 Research Paradigms in Education (3), and one of the following pathways:

- Thesis or Project Options: EDUC 598 Developing a Thesis/Project (3) and EDUC 599 Supervised Research for Thesis/Project (3)
- Cognate Option: EDUC 572 Supervised Study for Cognate Project (3)
- Individualized Examination Option: EDUC 573 Supervised Study for the Individualized Examination (3)

Special Education Concentration

The Special Education course work, taken in addition to the M.A. core curriculum, includes four 3-unit courses that are part of the Professional Level II Education Specialist Credential program in Mild/Moderate and Moderate/Severe Disabilities.

EDSP 512 Advanced Issues in Assessment, Curriculum, and Instruction of Students with Disabilities	3
EDSP 513 Current and Emerging Research and Practice in Special Education	3
EDSP 514 Advanced Communication, Collaboration, and Consultation in Special Education	3
EDSP 515 Advanced Legal Issues in Special Education	3

M.A. candidates will apply either 9 or 12 of the Level II special education coursework units toward their M.A. degree.

Electives

Candidates have the opportunity to seek breadth or depth in a related area of study through completion of elective courses. The number of elective units needed to complete the M.A. degree requirements varies depending upon the culminating option selected. Elective coursework may be drawn from other graduate programs in the School of Education or other departments at Sonoma State University, such as psychology, counseling, kinesiology, or others. These courses are selected with the advice and approval of the M.A. special education advisors.

Course of Study

Professional Level II Candidates

Professional Level II candidates may enter in the fall or spring semester and begin their credential program of study with the course being offered that particular semester. During the first and the final semesters of the program, candidates also take a one-unit

seminar related to the initial development and subsequently the final evaluation of the Professional Induction Plan (EDSP 511 and EDSP 516). Qualified applicants to the M.A. program in Education with a concentration in Special Education can be accepted in both fall and spring semesters. Those accepted into the M.A. program would have the option of beginning the M.A. program core course work in the first semester of Level II study. Many students, however, may choose to take EDUC 570 in the second semester, particularly since the first semester of the Level II program requires four units of study.

Non-Professional Level II Candidates

Qualified applicants to the M.A. program in Education with a concentration in Special Education may be accepted in both fall and spring semesters. Candidates from other programs seeking an M.A. in Education with a concentration in Special Education are expected to complete three or four courses in the Level II program (9-12 units), although they are not expected to formally enroll in the Professional Level II program. Priority for enrollment in all Level II programs is given to candidates seeking the Professional Level II certificate. Therefore, consent of the instructor is required before outside candidates enroll in any Level II course.

Advising

All M.A candidates within the Special Education concentration will be assigned to a Special Education faculty advisor for the purpose of developing an individualized program of study. Electives will be determined in consideration with the advisor, in an effort to provide a broader program of study that responds to varying student interests.

Pathways to Program Completion

The M.A. program of study requires 30-36 semester units of course work, depending on the M.A. in Education pathway a student selects. There are three pathways to program completion, including the thesis/project, cognate, and individualized examination. We encourage students to become knowledgeable about each of the pathways in order to pursue a program of study that meets their professional goals within their preferred style of learning.

In all three pathways, graduate students take 18 units in the program area of concentration and at least 6 units (EDUC 570 and 571) of M.A. core courses. All M.A. students work with a three-member committee, and most closely with the committee chair, to complete a culminating activity that is presented to the committee in a public forum. In addition to these points in common, there are distinct differences among the three pathways to program completion, as described below.

Thesis/Project

The thesis/project pathway is a 30-unit course of study, including 18 units in students' program area of concentration and 12 units of core courses (EDUC 570, 571, 598, and 599). In order to prepare for the thesis/project, students must take Education 598 (Developing a Thesis/Project) and 599 (Supervised Study for the Thesis/Project) as their final two courses in the M.A. program.

The thesis is a written product of a systematic study of a significant problem in education. The project is a written document describing a significant undertaking appropriate to education. The thesis/project option requires an extensive write-up, including an in-depth literature review. Students must also present their thesis/project to their three-member committee in a public forum. Examples of a thesis investigation include process/product research, correlational study, action research, ethnographic study, historical study, or theoretical study. Examples of a project include curriculum design, professional development for educators, program design, performance piece, or creative project.

Cognate

The cognate pathway is a 36-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 572), and a 9-unit cognate course of study. The cognate course of study is a group of courses that students choose in consultation with a faculty advisor and/or committee chair and that allows students to examine areas of interest related to their M.A. concentration. In order to work with their three-member committee on the cognate project, students must take Education 572 (Supervised Study for the Cognate Project) as their final course in the M.A. program.

The cognate project (e.g., portfolio, professional article, video, website, field-based product) is a significant undertaking through which students connect their cognate course of study with the M.A. core courses, program concentration, and/or work in the field. The project may address, for example, implications of the cognate course of study for the classroom, reflections on new teaching practices, response to scholarly research, or educational theory. A written reflection must be included in the project. Students must present the completed project to their three-member committee in a public forum.

Individualized Examination

The individualized examination pathway is a 33-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 573), and 6 units of elective courses. For the electives, students, in consultation with their faculty advisor and/or committee chair, choose courses which allow them to examine areas of interest related to the M.A. concentration and to focus on the examination area(s) of study that they have chosen. In order to work with their three-member committee as they prepare for the examination, students must take Education 573 (Supervised Study for the Individualized Examination) as their final course in the M.A. program.

The individualized examination addresses areas of study identified by the student in consultation with the student's examination committee. The exam is written by the student's committee (a chair plus two other members) and consists of four questions related to the student's area(s) of study, including one question submitted in advance to the committee by the student. When the student is ready to take the examination, he/she receives the questions from the chair and has 72 hours to complete the written examination

and to return it to the chair. Within two weeks of completing the examination, the student must meet with the committee for an oral examination in which the committee asks follow-up questions for clarification and elaboration.

M.A. Portfolio

In order to advance to candidacy, all students must complete a program portfolio and present it to their committee. In most cases, this presentation occurs at the same meeting where the student presents a proposal for the culminating activity. The program portfolio contains artifacts (papers, projects, etc.) produced by the student throughout the M.A. program which demonstrate the student's proficiency and growth in the areas listed below. The portfolio should be reflective in nature and should show personal, professional, and intellectual growth. It should also demonstrate how the student's M.A. program has prepared the student to undertake the culminating activity (thesis/project, cognate project, or individual examination).

In the program portfolio, students are expected to demonstrate:

- Personal, intellectual, and professional growth over the course of the M.A. program.
- Written language proficiency.
- Breadth and depth of knowledge in educational research.
- Breadth and depth of knowledge in the program area of concentration.
- Evidence of planning toward the completion of the culminating activity (thesis/project, cognate project, or individualized examination).

Requirements for M.A. Advancement to Candidacy

- Completion of M.A. core courses EDUC 570 and 571, and of M.A. concentrations.
- Presentation and approval of program portfolio.
- Filing of Advancement to Candidacy form with School of Education graduate director.

Educational Leadership Program Administrative Service Credentials

The Administrative Services Credential programs were designed collaboratively with school administrators to prepare graduates for positions of leadership in K-12 educational settings. Both the PASC I and the PASC II credentials authorize the holder to serve as a vice principal, principal, coordinator, program director, superintendent, or in other district or county level positions. The Intern Credential authorizes individuals to serve in administrative positions while completing the approved program of PASC I study. Areas of competence addressed in each program are developmental and expand upon prior learning and experiences included in each level of preparation. Throughout all programs, participants progress from concrete applications of what is being studied to more advanced applications of theory into practice that call for the critique and redefinition of

one's knowledge base. Likewise, throughout the programs, multiple learning opportunities are provided adult learners that emphasize the acquisition of personal awareness and personal reflection.

Preliminary Administrative Services Credential

The Preliminary Administrative Services Credential (PASC I) program focuses on entry-level skills for effective administration with particular emphasis on the responsibilities of school site administrators. The program is 27 semester units and can be completed by starting in August and finishing the following June. The course work is offered in late afternoons and evenings or in periodic weekend class sessions spread throughout the semester.

In addition to the general admission requirements for advanced credential programs, PASC I candidates must:

1. Verify three years of appropriate full-time experience on district letterhead (noting inclusive dates, level, and responsibilities) authorized by a teaching or services credential.
2. Secure favorable recommendations from two school administrators indicating possession of administrative and leadership potential.
3. Submit evidence of successful passage of CBEST before or within the first semester of program course work.
4. Attend a program admissions interview.

Internship Program in Educational Administration

Candidates to be employed immediately may enter the program as an administrative intern at any point in the calendar year as long as there is a supporting educational agency request. Candidates enrolled as interns complete the same coursework as PASC I candidates; however the fieldwork is modified to suit the needs of an intern.

PASC I/Intern Program Course of Study

EDEL 580A Introduction to Educational Leadership and School Mgmt	3
EDEL 580B Advanced Educational Leadership and School Mgmt	3
EDEL 581 Mgmt of Educational Personnel: Policies and Procedures	3
EDEL 582 Educational Policy and Politics	3
EDEL 583 School Law	3
EDEL 588 Educational Curriculum, Instruction and Program Assessment	3
EDEL 589 Leadership for Diverse Populations and Communities	3
EDEL 587A Beginning Field Experience in Administration	3
EDEL 587B Advanced Field Experience in Administration	3

Total units for PASC I/Intern Programs 27

The program is usually completed in eleven months; however, candidates can extend the time needed for program completion by meeting with an advisor and customizing the program to meet individual needs. Typically candidates who do not have an M.A. go on to complete the M.A. in Education with emphasis in Educational Leadership.

Professional Administrative Services Credential

In addition to the general admission requirements for advanced credential programs, Professional Administrative Services Credential (PASC II) candidates must:

1. Verify grade point average of at least 3.0 in the last 30 semester units.
2. Secure favorable recommendations from two school administrators indicating applicant's administrative and leadership capability and current administrative activities and accomplishments.
3. Provide two photocopies of a valid Preliminary Administrative Services Credential.

The Professional Administrative Services Credential Program is restricted to those formally admitted to the program. Employment in an administrative position requiring a Preliminary Administrative Services Credential is required for admission into the program.

The Professional Credential Program offers advanced study and fieldwork for practicing administrators in all areas of educational leadership. The program consists of 12 semester units of course work and focuses on candidates examining the six administrative standards adopted by the CCTC. The course work is offered in periodic weekend class sessions spread throughout the semester.

PASC II Program Course of Study

EDEL 590A: Induction Plan	2
EDEL 596A: Introduction to Advanced Educational Problems	2
EDEL 596B: Completion of Advanced Educational Problems	2
EDEL 596C: Introduction to Collaborative Action Research	2
EDEL 596D: Completion of Collaborative Action Research	2
EDEL 590B Assessment of Completion of Induction Plan	2

Total units for PASC II Program 12

Master of Arts with a Concentration in Educational Leadership

The objective of the M.A. degree program with concentration in Educational Leadership is to provide a strong academic foundation for competent administrative practice. The program is 30 semester units inclusive of course requirements for the PASC I program.

The M.A. degree with an emphasis in Educational Leadership is built upon the M.A. core curriculum of the School of Education.

Education Courses (EDUC)

417 SCHOOL AND SOCIETY (3) FALL, SPRING

A critical examination of current issues in today's schools and future directions in education through the perspectives of history, philosophy, sociology, anthropology, and the politics of education. Content includes: trends, movements, and issues of the development of our present-day school systems and current educational practice; development of an individual philosophy of education through examination and evaluation of educational philosophies from early Greek through modern/post-modern thought; analysis of American society and its effect on the functioning of schools; the role of explicit and implicit cultural assumptions in educational contexts; and the influence of federal, state, and local governing agencies, the knowledge industry, and special-interest groups on education. Grade only. Satisfies GE, category D1 (Individual and Society).

490 SELECTED TOPICS IN EDUCATION (1-4) FALL, SPRING

A course designed according to the interest of a particular faculty member, providing opportunities for diversification in content and reading. Grade only.

495 SPECIAL STUDIES (1-4) FALL, SPRING

Independent study designed in consultation with an instructor. Grade only. Prerequisites: successful completion of at least two courses in the School of Education, and submission of a completed SSU special studies form with required approvals during the first week of classes.

Graduate Courses**500 ADVANCED SELECTED TOPICS IN EDUCATION (1-4) FALL, SPRING**

A graduate course designed according to the interest of a particular faculty member, providing opportunities for diversification in content and reading. Grade only.

570 THE REFLECTIVE EDUCATOR (3) FALL, SPRING

This is the first in a series of three graduate core courses in the School of Education. Students will take this course at the beginning of the M.A. program. The focus of this course is on philosophical, historical, social, and psychological perspectives in education. Students will examine these perspectives while being encouraged to examine and reflect upon their own professional practices in education. In this course, students will begin to construct a reflective program portfolio that they will continue to modify throughout their M.A. program. The portfolio is intended to be cumulative throughout the graduate core courses. Grade only. Prerequisite: admission to M.A. in Education program.

571 RESEARCH PARADIGMS IN EDUCATION (3) FALL, SPRING

This course focuses on students as critical consumers of research and includes among its goals the development of skills in the analysis and critique of educational research. The course addresses research and field needs of practicing educators as opposed to the needs of professional researchers, and serves to acquaint students with basic principles and techniques of educational research. It also provides students with an opportunity to integrate knowledge of these principles through analyses of action research projects that may serve as the foundation for the M.A. in Education culminating activity. Grade only.

572 SUPERVISED STUDY FOR THE COGNATE PROJECT (3) FALL, SPRING

This supervised independent study provides students with guidance in the completion of their cognate project. Under the direction of the committee chair, and in consultation with all committee members, students will complete (1) a project that synthesizes their cognate course work and connects it to their M.A. Program Concentration, and (2) a scholarly reflection which accompanies the project. Following completion of the project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: advancement to candidacy.

573 SUPERVISED STUDY FOR THE INDIVIDUALIZED EXAMINATION (3) FALL, SPRING

This supervised independent study provides students with guidance in preparing for the individualized examination. Under the direction of the committee chair, and in consultation with all committee members, each student will determine the areas of study to be addressed in the examination, choose relevant readings, and conduct a concentrated study of those areas to prepare for the exam. Following completion of the written exam, students will take an oral exam in which committee members ask follow-up questions to the written responses. Cr/NC. Prerequisite: advancement to candidacy.

578 PROJECT CONTINUATION (1-3) FALL, SPRING

Designed for students working on their thesis or master's project but who have otherwise completed all graduate course work toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisite: permission of the graduate coordinator. Cr/NC only.

595 SPECIAL STUDIES (1-4) FALL, SPRING

Independent study designed in consultation with an instructor. Grade only. Prerequisite: Students must complete the standard SSU form and secure the required approvals during the first week of classes.

598 DEVELOPING A THESIS/PROJECT (3)

This is the final course in the graduate core courses in education. This course develops students' abilities to carry out a thesis or project and provides basic information for planning and implementing the Master of Arts degree proposal. The main goal is to provide students with knowledge to begin their thesis or project. Time is provided students to assess progress in the program and to complete portfolio development. Grade only. Prerequisite: completion of all M.A. course work or taken in final semester of M.A. course work.

599 SUPERVISED RESEARCH FOR THESIS/PROJECT (3)

Supervised Research provides students with guidance in the completion of their research project. Under the direction of the committee chair, and in consultation with all committee members, students will complete the thesis or project that was developed in EDUC 598 Developing a Thesis/Project. Following completion of the research project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: completion of EDUC 598. Advancement to candidacy approved.

Educational Leadership Courses (EDEL)**Preliminary Level I Administrative Services Credential (PASC I)****580A INTRODUCTION TO EDUCATIONAL LEADERSHIP AND SCHOOL MANAGEMENT (3) SUMMER**

This course is the introductory course for the Sonoma State University Preliminary Administrative Services Credential Program. Candidates examine concepts of leadership, school culture, the dynamics involved in change, democratic decision-making and school governance, diversity, frames of reference, and the roles of an educational leader. Current practices are examined with a view of rethinking schools for the 21st Century based on developing educational leadership values. Grade only. Prerequisite: admission to the Preliminary Administrative Services Credential Program.

580B ADVANCED EDUCATIONAL LEADERSHIP AND SCHOOL MANAGEMENT (3) SUMMER

This course is designed as the final focus on School Site Leadership at the preliminary credential level. The goal of the course is to learn successful strategies and approaches involved in school improvement and ways to develop the school as an organization. Candidates engage in a self-assessment of their skills and abilities in educational leadership in preparation for administrative positions. Grade only. Prerequisites: admission to the Preliminary Administrative Services Credential Program and EDEL 580A.

581 MANAGEMENT OF EDUCATIONAL PERSONNEL: POLICIES AND PROCEDURES (3) FALL, SPRING

Candidates examine human resource administration as it relates to educational leadership. Through study, candidates develop an understanding of the importance and dimensions of issues related to human resources that lead to positive and productive educational settings. Grade only. Prerequisite: admission to the Preliminary Administrative Services Credential Program.

582 EDUCATIONAL POLICY AND POLITICS (3) FALL, SPRING

This course is an examination of federal, state, and local politics and policy and their effects on school districts and schools. Emphasis is placed on the issues of educational reform, accountability, and finance. Grade only. Prerequisite: admission to the Preliminary Administrative Services Credential Program.

583 SCHOOL LAW (3) FALL, SPRING

This course is a study of the governance of school and the various sources of regulation impacting education. Case studies and application of various sources of law are explored, including student rights, torts, First Amendment issues, special education law, teacher rights, contracts, church and state issues, and discipline. Grade only. Prerequisite: admission to the Preliminary Administrative Services Credential Program.

587A BEGINNING FIELD EXPERIENCE IN ADMINISTRATION (3) FALL

This course is the beginning field experience in school administration that extends learning and program course work. In this course, candidates develop and start work on a fieldwork action plan that addresses all six administrative standards. Cr/NC. Prerequisite: admission to the Preliminary Administrative Services Credential Program.

587B ADVANCED FIELD EXPERIENCE IN ADMINISTRATION (3) SPRING

This course is the completion of fieldwork for the program. Candidates provide evidence that they have successfully met all six administrative standards in their fieldwork experiences. Cr/NC. Prerequisites: admission to the Preliminary Administrative Services Credential Program and EDEL 587A.

588 EDUCATIONAL CURRICULUM, INSTRUCTION, AND PROGRAM ASSESSMENT (3) FALL, SPRING

Candidates study curriculum theory and some of the curriculum ideologies found in public and private schools. Candidates examine the relationship between standards and curriculum design. The candidate learns how to plan and evaluate curriculum. Grade only. Prerequisite: admission to the Preliminary Administrative Services Credential Program.

589 LEADERSHIP FOR DIVERSE POPULATIONS AND COMMUNITIES (3) WINTER INTERSESSION

This course is designed for candidates to reflect on their own culture and to better understand the point of view of a variety of cultures, ethnic groups, special groups, and school leadership in a diverse society. The goal of the course is to learn successful strategies and approaches involved in working with very diverse communities. The course examines the guiding principles and essential elements of cultural proficiency. Grade only. Prerequisite: admission to the Preliminary Administrative Services Credential Program.

Professional Level II Administrative Services Credential (PASC II)**590A INDUCTION PLAN (2) FALL**

Students develop in consultation with their employer and SSU program faculty an induction plan that meets the Professional Administrative Services Credential requirements. The plan reflects an assessment of the administrator's strengths and needs, future professional goals, and requirements of the position in which the student works. Cr/NC. Prerequisite: admission to the Professional Administrative Services Credential Program.

590B ASSESSMENT OF COMPLETION OF THE INDUCTION PLAN (2) SPRING

During the final seminar in PASC II, the candidate in conjunction with program faculty and the employing school district determine that the induction plan proposed in EDEL 590A has been completed. The competency review includes review of the special concentration in Advanced Field Experience and the development of an ongoing future professional development plan that reflects student strengths and areas of need identified during the PASC II Program. Cr/NC. Prerequisites: admission to the Professional Administrative Services Credential Program and EDEL 590A.

596A INTRODUCTION TO ADVANCED EDUCATIONAL PROBLEMS (2) FALL

EDEL 596A is the first of two content courses in the PASC II program at Sonoma State University. The course is designed to study six substantive educational problems. Each problem is studied from the perspective of the six CCTC Administrative Standards and provides a deeper understanding of both the educational problem and the administrative standards. This course helps students understand complex problems from a systems perspective and helps administrators develop the skills to evaluate situations from a variety of lenses. Cr/NC. Prerequisites: admission to the Professional Administrative Services Credential Program.

596B COMPLETION OF ADVANCED EDUCATIONAL PROBLEMS (2) SPRING

EDEL 596B is the second and last in the series of content courses for the Professional Clear Administrative Credential. At the conclusion of this course, candidates demonstrate that they understand complex problems from a systems perspective. Cr/NC. Prerequisites: admission to the Professional Administrative Services Credential Program and EDEL 596A.

596C INTRODUCTION TO COLLABORATIVE ACTION RESEARCH (2) FALL

Candidates enrolled in the Professional Clear Administrative Credential Program work with University faculty in the development, execution, analysis, and critique of a Collaborative Action Research Project. The proposal and methodology are developed as a focus of this course in the fall. Cr/NC. Prerequisites: admission to the Professional Administrative Services Credential Program.

596D COMPLETION OF COLLABORATIVE ACTION RESEARCH (2) SPRING

In EDEL 596D, candidates implement the Collaborative Action Research Project developed during EDEL 596C. Candidates submit a written project report and present the project to course participants as a culminating assessment and provide critiques of other candidates' projects. Cr/NC. Prerequisites: admission to the Professional Administrative Services Credential Program and EDEL 596C.

Special Education/Multiple Subject Courses (EDMS)**463 TEACHING READING AND LANGUAGE TO BEGINNING LEARNERS (3) FALL, SPRING**

Philosophy, goals, and pedagogy in reading and language arts in grades K-3. Candidates examine early literacy development and teaching/learning processes in order to extend their knowledge and competencies to teach reading, writing, and other sign systems to students of diverse backgrounds. Candidates learn to assess and build upon the oral and written language strengths children bring to school, with attention to print awareness, control of language (semantics, syntax, grapho-phonemics, pragmatics), functions of oral and written language, literature and text interpretation, language conventions, writing strategies, writing applications, and non-written communication. Literacy is viewed as a dynamic and multidimensional human process that enables individuals to express, communicate, and reflect on their experiences, hopes, and dreams. Reading and writing involve constructive strategies of composition and comprehension, situated in particular contexts and carried out for personal and social purposes. Language and literacy vary according to regional, historical, social, cultural, political, and economic influences; these and other factors must be interrogated and taken into account in instructional decisions. All children learn language, learn about language, and learn through language by using language in natural contexts. Grade only.

474 TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (3) FALL, SPRING

Goals, principles, methods, and materials for teaching mathematics in elementary schools. This course aims to increase students' own confidence and appreciation of elementary mathematics, to broaden and deepen their understanding of current trends and issues in mathematics education, and to help them develop techniques and activities for teaching mathematics effectively to children. Course work includes many teaching and learning activities, as well as reading and discussion. Grade only.

Special Education/Single Subject Courses (EDSS)

EDSS 442 MIDDLE/SECONDARY TEACHING IN MULTICULTURAL SETTINGS (4) FALL, SPRING

Exploration of theory and research on teaching, learning, and the curriculum and their relationship to teaching practice in middle, junior high, and senior high schools. Emphasis on teaching/learning situations applicable to all content areas and to issues of culture and diversity. All aspects of instructional planning, implementation, and evaluation are addressed, including classroom atmosphere, interpersonal skills, classroom leadership, management and discipline, interdisciplinary planning, and teaming and collaborative learning. Students develop a repertoire of teaching strategies that address the needs of diverse learners. Students develop materials that contribute to a program portfolio to be evaluated before continuation to student teaching. Grade only.

446 LANGUAGE AND LITERACY ACROSS THE CURRICULUM: MIDDLE AND SECONDARY SCHOOLS (4) FALL, SPRING

Principles, methods, and materials for guiding students' literary development in subject areas at the secondary level. Includes literacy and language theory and current issues in reading/language pedagogy for first and second language learners. Emphasis is on the interrelationships between language systems and constructivist literacy theory and the cognitive, affective, and social aspects of literacy development in subject areas. Issues of cultural and language diversity related to competencies, bilingualism, classroom management, lesson and unit design using competencies, and dialect variation are integral to the course. Grade only.

Special Education Courses (EDSP)

422 COLLABORATIVE PARTNERSHIPS AND SPECIAL EDUCATION (4) FALL, SPRING

In EDSP 422, candidates are presented with theory, concepts and practices related to the implementation of special education services for students with disabilities and their families. Foundational knowledge on the identification of disabilities, service delivery models, and the legislative framework that mandates key special education practices are explored. Additional emphasis is placed on the communication, consultation, and collaboration skills useful in forming productive partnerships with families, school personnel, and community service providers. Course work and field assignments are integrated to support the development of a personal philosophy of special education that links theory to practice. Grade only. Prerequisite: Admission to the Education Special Credential Program or by permission of the instructor.

423 ASSESSMENT, CURRICULUM, AND INSTRUCTIONAL STRATEGIES FOR STUDENTS WITH DISABILITIES (4) FALL, SPRING

In EDSP 423, candidates explore the basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse special education needs. Candidates learn to assess student needs utilizing a variety of formal and informal assessments and to develop appropriate goals and learning objectives based on assessment findings. The linkage between assessment, curriculum, and instruction is emphasized, including monitoring of student learning. Legal, ethical, and diversity issues related to assessment are explored. Eligibility criteria and characteristics of students with disabilities are also a focus of this course. Grade only. Prerequisite: Admission to Education Specialist Credential Program or by permission of the instructor.

424 CLASSROOM ECOLOGY: MANAGEMENT, DISCIPLINE, AND BEHAVIORAL SUPPORTS (4) FALL, SPRING

EDSP 424 provides candidates with an overview of both classwide and individual classroom behavior management. Theories and philosophies of creating classroom ecologies, management strategies, discipline, and behavioral supports are considered to inform how special educators teach and reinforce pro-social

behavior for all students. Functional assessment and analysis are used to develop positive behavior support plans for children with more significant behavior needs. The goal of this course is to help candidates learn to promote the social competence, self-management, and communication skills of students with special needs through behavior support. Grade only. Prerequisite: Admission to the Education Special Credential Program or by permission of the instructor.

425 DEVELOPING ACADEMIC PERFORMANCE OF STUDENTS WITH MILD/MODERATE DISABILITIES (4) FALL, SPRING

EDSP 425 is designed to provide candidates in the Education Specialist Mild to Moderate Disabilities Credential Program with a research-based perspective on developing academic performance for students with mild to moderate disabilities. The relationship among assessment, curriculum, and instruction is investigated through the examination and application of a variety of informal assessments, instructional strategies, and curricula within the context of access to the core curriculum and content standards. Curricular modifications and instructional strategies that support students with mild/moderate disabilities in inclusive settings are explored. Course work follows a "theory into practice" format consisting of classroom simulations, visitations, guided activities, and student projects using field-based lessons. Grade only. Prerequisite: Admission to the Education Special Credential Program or by permission of the instructor.

428 PROFESSIONAL SEMINAR: TOPICS IN THE EDUCATION OF STUDENTS WITH MODERATE AND SEVERE DISABILITIES (4) SPRING

EDSP 428 is designed to provide candidates in the Education Specialist Moderate to Severe Disabilities Credential Program with a research-based perspective on developing skills that are functionally tied to real world demands and that are referenced as the requirements for successful inclusion in school, community, and workplace. The relationship among assessment, curriculum, and instruction is explored through the examination and application of a variety of informal assessments, instructional strategies, and curricula. Curricular modifications and instructional strategies that support students with moderate/severe disabilities in inclusive settings are investigated within the context of access to the core curriculum and content standards. Topics include medical and health issues and competencies for teachers of students who are medically fragile or have multiple disabilities and the building of the circle of supports for learners with significant disabilities and health-related needs. The concepts of the "least restrictive environment," dignity of risk, school to work transition, self-advocacy, and inclusive communities are explored. Grade only. Prerequisite: Admission to the Education Special Credential Program or by permission of the instructor.

430 SPECIAL EDUCATION FOR TEACHERS (4) SPRING, SUMMER

A survey course that presents theory, program concepts, and teaching practices related to students with special educational needs. Legislation, public policy, and advocacy related to the full inclusion of students with special needs into the least restrictive environment are reviewed. Additionally, assessment, curriculum and instructional modifications designed to accommodate learners with diverse backgrounds (cultural, linguistic, socioeconomic) and abilities are addressed. Thirty hours of required field experience are an integral part of the course. Grade only. This course meets the special education requirements to convert a basic credential to a Professional Clear Credential and is a required beginning course for students in the Education Specialist Credential Program.

433 TEACHING ADOLESCENTS WITH SPECIAL NEEDS (3) FALL, SPRING

This is an introductory course which presents a survey of theory, program concepts, and teaching practices related to students with special needs. Emphasis is placed on understanding and addressing the educational and social needs to secondary aged students with disabilities as well as gifted and talented students. Legislation, policies, and practices pertaining to the education of students with special needs in a secondary setting are presented. Knowledge, skills, and strategies including disability and gifted and talented identification, major roles and re-

sponsibilities in the Individual Education Program (IEP) process, and collaboration between general and special educators aimed at successful inclusive educational practices are also addressed. 30 hours of field experience are included. Elements of this course will include the use of the Internet and the World Wide Web.

464A PARTICIPANT OBSERVATION (2) FALL, SPRING

EDSP 464A provides an early fieldwork experience for Education Specialist Credential candidates not currently working in special education as interns. Candidates become acquainted with the daily operation of a special education classroom within the context of the school and the community. 90 hours of observation and participation in a special education classroom, during which the candidate observes curriculum, instruction, classroom ecology, IEP meetings, and assessment. Cr/NC. Prerequisite: Admission to the Education Special Credential Program. Requires concurrent enrollment in EDSP 464B.

464B PARTICIPANT OBSERVATION SEMINAR (2) FALL, SPRING

This seminar, to accompany EDSP 464A, allows candidates to discuss and evaluate their experiences observing in special education classrooms, with a focus on the social context of the classroom, school, and community. The roles of specialists and others working in collaboration with the special educator are investigated, and links between theory and practice are explored. Prerequisite: Admission to the Education Special Credential Program. Requires concurrent enrollment in EDSP 464A.

465 STUDENT TEACHING PRACTICUM: MILD/MODERATE DISABILITIES (10) FALL, SPRING

EDSP 465 represents the student teaching component of the Mild/Moderate Disabilities Credential Program. Student teaching is a culminating experience that must occur in the final semester of the program. Credential candidates student teach for 12 weeks under the guidance and supervision of a duly selected Master Teacher in the schools as well as a University supervisor from Sonoma State University. Student teaching sites are selected to reflect current prevailing practices in the education of learners with mild or moderate disabilities. Thus, resource specialist programs, special day classes, transitional classes, inclusion programs, and "non-public schools" certified by the California Department of Education all represent possible placement sites for student teachers. Candidates may receive student teaching credit for assignments where they are also the "teacher of record," or otherwise employed, contingent on suitable supervision and guidance availability on-site. Cr/NC only. Prerequisites: Admission to the Education Specialist Mild/Moderate Disabilities Credential Program. Corequisite: EDSP 466.

466 STUDENT TEACHING SEMINAR: MILD/MODERATE DISABILITIES (2) FALL, SPRING

EDSP 466 represents the seminar which accompanies the student teaching component of the Education Specialist Mild/Moderate Disabilities Credential Program. The seminar is designed to provide a problem-solving forum for the myriad of educational, social, and psychological issues which tend to arise as part of student teaching. Guidance and support aimed at a successful student teaching experience is offered through EDSP 466. In addition to the instructor of EDSP 466, occasional guest visits by student teaching supervisors, resident teachers, and school administrators will complement the class sessions. Candidates will also be provided time to form cooperative support groups around commonalities of assignment or problem areas. Prerequisites: Admission to the Education Specialist Mild/Moderate Disabilities Credential Program. Corequisite: EDSP 465.

467 STUDENT TEACHING PRACTICUM: MODERATE/SEVERE DISABILITIES (10) FALL, SPRING

EDSP 467 represents the student teaching component of the Education Specialist Moderate/Severe Disabilities Credential Program. Student teaching is a culminating experience that must occur in the final semester of the program. Credential candidates student teach for 12 weeks under the guidance and supervision of a duly selected Master Teacher in the schools as well as a University supervisor from Sonoma State University. Student teaching sites are selected to reflect current prevailing practices in the education of learners with moderate or severe disabilities. Thus, resource specialist programs, special day classes, transitional classes, inclusion programs, and "nonpublic schools" certified by the California Department of Education all represent possible placement sites for student teachers. Candidates may receive student teaching credit for assignments where they are also the "teacher of record," or otherwise employed, contingent on suitable supervision and guidance availability on-site. Cr/NC only. Prerequisites: Admission to the Education Specialist Moderate/Severe Disabilities Credential Program. Corequisite: EDSP 468.

468 SEMINAR: MODERATE/SEVERE DISABILITIES (2) FALL, SPRING

EDSP 468 represents the seminar that accompanies the student teaching component of the Education Specialist Moderate/Severe Disabilities Credential Program. The seminar provides a problem-solving forum for the myriad of educational, social, and psychological issues which tend to arise as part of student teaching. Guidance and support aimed at a successful student teaching experience is offered through EDSP 468. In addition to the instructor of EDSP 468, occasional guest visits by student teaching supervisors, resident teachers, and school administrators will complement the class sessions. Candidates will also be provided time to form cooperative support groups around commonalities of assignment or problem areas. Prerequisites: Admission to the Education Specialist Moderate/Severe Credential Program. Corequisite: EDSP 467.

481 INTERN PRACTICUM/SEMINAR (4) FALL, SPRING

The practicum and seminar provide for the guidance and supervision of students working as teachers in the Preliminary Level I Education Specialist Credential Intern Program. Interns will analyze their current classroom practices and influences on their training. They will also develop a professional portfolio consistent with their district professional growth plan and their individual Intern Program Plan. The seminar will meet on selected days and online (for a total of 15 hours). Students will be supervised twice a semester by the University faculty member and at other times by district personnel.

511 PROFESSIONAL INDUCTION PLAN: SUPERVISED DEVELOPMENT (1) FALL, SPRING

EDSP 511 is the initial course in the Professional Level II Education Specialist Credential program. This course offers a forum for the development of an individualized plan for the induction of new special education teachers into the profession of special education. The Individual Learning Plan developed during Preliminary Level I forms the basis for development of the induction plan. The Professional Induction Plan is developed in response to the new teachers' areas of professional needs and interests. It is developed by the candidate with University faculty, school district mentors/ support providers, and other teachers. Cr/NC only. Prerequisite: Admission into the Professional Level II Education Specialist Credential Program.

512 ADVANCED ISSUES IN ASSESSMENT, CURRICULUM, AND INSTRUCTION FOR STUDENTS WITH DISABILITIES (3) FALL

EDSP 512 is part of the Professional Level II Education Specialist Credential Program. Foundational knowledge in assessment, curriculum, and instruction is extended within EDSP 512. Candidates gain advanced skills in planning, conducting, reporting, and utilizing a variety of assessments, and in integrating assessment results into instructional planning. Issues such as assessment bias and research, law, and policies and procedures pertaining to the assessment process are addressed. Broad curricula areas including vocational development and community living preparation, diverse instructional approaches, and educational technologies are also addressed. Adaptation and modification of assessment, curriculum, and instruction to meet the individual needs of students with disabilities is a course focus. Prerequisite: Admission into the Professional Level II Education Specialist Credential Program.

513 CURRENT AND EMERGING RESEARCH AND PRACTICE IN SPECIAL EDUCATION (3) FALL, SPRING

EDSP 513 is part of the Level II Education Specialist Credential Program. The course will critically examine emerging research on varied issues impacting special educational policy and practice. The value of empiricism as a philosophy and data-based teaching practices will be explored. The issues surrounding quantitative and qualitative measurement along with varied conceptualizations of validity, reliability, and accountable practice will be explored via assigned readings and individual projects. These projects will require students to assess the research-based merits of selected special educational practices. Candidates will be required to triangulate various quantitative and qualitative measures of educational and policy effectiveness in order to render empirically informed conclusions about differential effects of various practices in the field of special education. Prerequisite: Admission into the Professional Level II Education Specialist Credential Program.

514 ADVANCED COMMUNICATION, COLLABORATION, AND CONSULTATION IN SPECIAL EDUCATION (3) FALL, SPRING

EDSP 514 is a required course for the Professional Level II Education Specialist Credential Program. EDSP 514 explores advanced issues surrounding communication, collaboration, and consultation in special education. The effective performance of educational leadership, advocacy, and team management, as well as methods for positively representing special education to parents, administrators, and other educators are addressed in the course. Additionally, skills and methods of collaborating and communicating with professionals and paraprofessionals about students' complex emotional and behavioral needs are addressed. The area of cross-agency transitional services and individualized transitional experiences are explored with emphasis on communication and collaboration across human service agencies. The development of collaborative planning, evaluation and refinement of instructional strategies, curriculum, adaptations, and behavioral support are also required of candidates taking EDSP 514. Prerequisite: Admission into the Professional Level II Education Specialist Credential Program.

515 ADVANCED LEGAL ISSUES IN SPECIAL EDUCATION (3) SPRING

EDSP 515 is part of the Professional Level II Education Specialist Credential program. Advanced legal issues faced by teachers, administrators, and parents in special education are addressed. Topics include entitlement to services, procedural due process, complaint resolution, least-restrictive environment, provision of related services, parent participation, shared decision-making, and other related legal issues. Candidates review federal legislation, case law, and statutory requirements within the context of understanding the legal framework underlying special education and providing services, which are legally, as well as program-matically, sound. Prerequisite: Admission into the Professional Level II Education Specialist Credential Program.

516 PROFESSIONAL INDUCTION PLAN: CULMINATING ASSESSMENT (1) FALL, SPRING

EDSP 516 is the final course in Professional Level II Education Specialist Credential program. This course creates a context for the culminating assessment of the individualized Professional Induction Plan. Candidates will collaboratively assess the elements presented in their induction plans developed in EDSP 511. Working with University faculty, school district support staff, and other teachers, the candidates will evaluate the attainment of their professional goals by reviewing the evidence contained in their Professional Portfolio and applied to their school settings. Areas for continued professional growth will also be identified. Cr/NC only. Prerequisite: Admission into the Professional Level II Education Specialist Credential Program.

EDUCATION: LITERACY STUDIES AND ELEMENTARY EDUCATION (LSEE)

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Programs Offered

The Department of Literacy Studies and Elementary Education offers the following credentials: Multiple Subject, Multiple Subject Bilingual (Spanish), Multiple Subject Ukiah Outreach, Early Education Emphasis Certificate (an advanced University-based certificate), M.A. in Education with an emphasis in Reading and Language Education, Reading Certificate (an advanced credential), and Reading and Language Arts Specialist Credential.

The goal of the Department of Literacy Studies and Elementary Education is to prepare teachers to play a vital role in California public schools. The diversity of our school population in terms of culture, social class, gender, language, and race is a significant focus of our course work and field experiences.

The University and the school districts within our service area view teacher education as a shared responsibility. The University provides a broad base of information about research and theory necessary for teaching, while school districts provide the classrooms for field experiences and student teaching. Collaboration between University-based teacher educators and school district teachers provides a strong foundation for the program's goal of excellence.

Credentials Office

The Credentials Office serves as the admissions and records center for all programs offered in the School of Education and is responsible for the recommendation of teaching and service credentials. Credentials analysts and staff are available for providing application information and credential information to prospective students, continuing students, out-of-state teachers/administrators, University constituents, and the University service area in general.

Multiple Subject Teaching Credential Programs

This credential authorizes the holder to teach in a self-contained classroom preschool through grade 12. It is most frequently used for teaching in elementary classrooms and early childhood settings.

Undergraduates interested in pursuing the Multiple Subject Credential may select from among the approved teaching credential subject matter preparation programs within the following departments:

- Chicano and Latino Studies (CALS)
Nichols Hall 214, (707) 664-2369
- Environmental Studies
Rachel Carson Hall 18, (707) 664-2306
- Hutchins School of Liberal Studies
Rachel Carson Hall 44, (707) 664-2419
- American Multicultural Studies
Nichols Hall 214, (707) 664-2486

Multiple Subject Program

The Multiple Subject offers a 12-month program that includes summer school and two academic semesters.

The Multiple Subject Program is based on the belief that learning to teach requires building a professional knowledge base honed by practice in varied classroom settings. Thus, our curriculum integrates course work with field study in order to develop practical theory and to promote collaboration between the University and the public schools. The Multiple Subject Program prepares candidates to provide instruction for English language development and specially designed academic content instruction in English used for elementary schools.

The Multiple Subject emphasis prepares candidates to teach in self-contained classrooms with significant populations of students who are learning English as a second language in grades K-12. This program prepares candidates to provide instruction for language development and subject matter content in English. Because self-contained classes are located primarily in elementary schools, professional course work and field experiences focus on elementary classrooms.

The basic authorization to teach in the California public schools requires the following:

1. Possession of a bachelor's degree.
2. Verification of appropriate subject matter competency, either an approved subject matter preparation program or passage of appropriate state-approved examination(s).
3. Submission of scores for the California Basic Education Skills Test for teachers (CBEST).
4. Completion of a college-level course or college-level examination that covers the U.S. Constitution. POLS 200 or 202 at SSU will meet the requirement.

5. Completion of CSET exam.
6. Filing of the application for a Certificate of Clearance, which includes fingerprinting.

Completion of the requirements listed above will allow an individual to obtain a preliminary basic teaching credential. A Professional Clear Teaching Credential will be recommended by the University upon completion of an approved fifth year of study (30 units beyond the bachelor's degree) that includes requirements in health education/drug abuse, mainstreaming, computer education, and cardiopulmonary resuscitation (CPR).

Note: Contact the Credentials Office for the latest information regarding legislative changes in the basic credential programs. Students should consult with the Credentials Office and the program advisor during their first semester on campus if they plan to pursue a credential.

Requirements for Admission to the Multiple Subject Credential Program

The following information applies to individuals applying to become a credential candidate in either CLAD or BCLAD. The procedures for applying to the Intern program or the Ukiah Outreach M.S. Credential Program can be obtained by contacting the Credentials Office.

Multiple Subject candidates are admitted in fall or spring. Bilingual Multiple Subject candidates are admitted only in the spring. All candidates must complete the following before admission to the program:

1. Admission to the University.
2. Proof of application to the University with your program application.
3. Grade point average of 2.75 in upper-division and/or graduate course work or a 2.67 overall grade point average.
4. Submission of scores for California Basic Educational Skills Test (CBEST) by the end of Phase I.
5. A minimum of 40 hours of documented, supervised field experience. (Please see Prerequisite Field Experience Requirement Documentation form for details.)
6. Successful completion of an admissions interview.
7. Demonstration of aptitude, personality, and character traits that satisfy the standards of the teaching profession. Assessment of these qualities will be made through evaluation of interviews, letters of recommendation, and candidates' professional goals statements.
8. Submission of scores for the *California Subject Examinations for Teachers* or CSET exam. NOTE: Passing the CSET multiple subjects subtest I, II, and III is required to enter the multiple subject credential program. The CSET should be complete at

the time of admission to the program. The requirement is not considered complete until the passing scores of all Multiple Subjects subtests of the CSET exam are received. See the CSET exam information and registration guide, <http://www.cset.nesinc.com/>. Contact the Credentials Office for information about the latest test date that will be acceptable for the semester in which you are applying. Even if you request scores to be sent to the University directly from the testing company, also submit a photocopy of scores directly to the Credentials Office.

PLEASE NOTE: If you have not passed all three subtests of the CSET prior to full admission into the Multiple Subject Program, you can A) petition to be admitted under our special admissions policy, or B) request to be admitted as a Pre-Credential student to take prerequisites to the program. For more information on these options, please e-mail the Credentials Office at credentials.office@sonoma.edu.

The Credentials Office provides information regarding standards and dates for application to programs in the School of Education. Some candidates may be admitted to basic teaching credential programs who have not met one or more of the above requirements when such candidates have compensating strengths in other required areas.

Additional program-specific admission requirements are listed with each program description.

NOTE: A Pre-Credential Track is available for all applicants who are currently working on CSET completion.

Continuation in Basic Teaching Credential Preparation Programs

1. All education students are required to meet each semester with an education advisor.
2. Students must successfully complete all requirements for each program phase, including course work, fieldwork, and student teaching, before entering the subsequent phase.
3. Students are expected to make continuous progress toward the credential while maintaining a grade point average of 3.00 in professional education courses after entry into the credential program. Incomplete grades (I) and grades of C-, D, or F in professional education courses must be removed and statutory requirements met prior to continuing enrollment in courses.
4. Candidates who must delay progress in the professional education program may file a written request with the Department Chair for an extended program or for a leave of absence. A student returning from a program delay will be subject to the screening requirements in effect at the time of reentry and will be accommodated as space allows. Any student on academic probation is subject to automatic disqualification as a credential candidate.

SB2042 Multiple Subject Program Courses

The Department of Literacy Studies and Elementary Education offers a **Multiple Subject Emphasis Certificate** providing professional preparation for aspiring teachers to play a vital role in California public schools. The diversity of our school population in terms of culture, social class, gender, language, and race is a significant focus of our course work and field experiences. Upon completing the program, candidates will have both breadth and depth of knowledge about teaching and learning, and candidates will be capable of making informed decisions in diverse settings. The design of Sonoma State University's Multiple Subject Professional Teacher Preparation Program is based on models of learning, human development, and interaction supported by current policy, research and practice. The program is developmental and sequential.

Prerequisites and Corequisites

The prerequisites/Corequisites are offered in the summer and can be taken before admission into the program or any time after program admission.

EDUC 417 School and Society, or approved alternative	3
EDMS 420 Child Development in Family, School, and Community	3
EDMS 470 Multicultural Pedagogy	3

Total Prerequisite units for all M.S. Programs 9

Phase I

All Phase I courses require admission to the Multiple Subject Program or the Special Education Program. Courses are grade only.

EDMS 411 Second Language Pedagogy	3
EDMS 463 Teaching Reading & Language Arts to Beginning Learners	3
EDMS 474 Teaching Mathematics in the Elementary School	3
EDMS 475 Teaching Science in the Elementary School	3
EDMS 476F Participant Observation	3
EDMS 476S Participant Observation Seminar	1
Prerequisite: Enrolled in EDMS 476F	

Total Phase I units 16

Phase II

EDMS 464 Teaching Reading to Struggling Learners and Older Students	2
EDMS 471 Teaching Social Science in a Multicultural Society	2
EDMS 482F Student Teaching and Seminar	10
EDMS 482S Student Seminar	2
Concurrent with 482F	

Total Phase II units 16

Total Program 32

SB2042 Multiple Subject Bilingual Program Courses

English language development and bilingual teachers are now central to staffing California's schools. With the introduction of a combined Bilingual Cross-cultural Language and Academic Development credential, many more teachers will enter the profession with the basic knowledge necessary to meet the needs of California's diverse student population. The program at Sonoma State has a Spanish language emphasis reflecting the demographics of Sonoma State University's service area. The program authorizes the candidate

to provide instruction for English language development, specially designed content instruction delivered in English, primary language development, and content instruction delivered in Spanish.

The Department of Literacy Studies and Elementary Education offers a **Bilingual Spanish Emphasis Certificate** providing professional preparation to teach at kindergarten through grade 12 in self-contained Spanish bilingual programs. Candidates must fulfill all the same program admission requirements and demonstrate proficiency in the target language for which they seek authorization (Spanish) by taking a target language assessment test that will assess the candidate's ability in listening, comprehension, speaking, reading comprehension and fluency, and grammar and writing. The criterion for entry into the program prior to admission in all of the areas above is 2.5 or better on the Foreign Service Institute (FSI) scale (or equivalent). The criterion for exit and final authorization is FSI 3.0 prior to full-time student teaching.

SSU SB2042 MS/Bilingual

Prerequisites or Corequisites

1. Foundations of Education: Child Development School and Society

Required Course(s):

EDUC 417: School and Society or LIBS 312: Schools in American Society (Hutchins waiver program)	3
EDMS 420: Child Development in the Family, School, and Community	3

2. A Basic Understanding of Issues Related to Bilingual Education

Recommended course(s):

Content infused in EDUC 417 or LIBS 312; infused also in EDMS 411, EDMS 471, and EDMS 480B (Phase I); infused also in EDMS 464 and EDMS 482S (Phase II)
Alternative course work will be reviewed for equivalence.

3. Knowledge of the Target Culture

Recommended Course(s):

CALS 451: Chicano/Latino Humanities	4
Content also infused in EDMS 480B	
Alternative course work will be reviewed for equivalence.	

4. Language qualifications

Phase I

EDMS 411 Teaching Second Language Learners	3
EDMS 463 Teaching Reading and Language Arts to Younger Students	3
EDMS 474 Mathematics in the Elementary School	3
EDMS 475 Science in the Elementary School	3
EDMS 476F Participant Observation—Bilingual Placement	3
EDMS 480B Integrated Curriculum in the Elementary	2

Phase II

EDMS 464B Teaching Reading and Language Arts to Older Students and Struggling Readers	2
EDMS 471 Teaching Social Studies in a Multicultural Society	2
EDMS 482F Student Teaching—Bilingual Placement	10
EDMS 482S Student Teaching Seminar (BCLAD emphasis)	2

Total 33

Notes:

1. Classes are integrated with MS general and bilingual students unless otherwise noted.
2. Waiver program must be completed or CSET: Multiple Subjects passed prior to Student Teaching; effective Spring 2005, CSET: Multiple Subjects must be passed prior to admission.
3. Bilingual candidates must achieve a 2.5 FSI in Spanish prior to Phase I; 3.0 FSI prior to Student Teaching and award of the credential.

Multiple Subject Ukiah Outreach Intern Program

Student teaching while employed in a school program is permitted, contingent upon approval of the Multiple Subject chairperson and the intern coordinator. The intern coordinator is available to assist prospective interns in each of the following application and program steps.

Intern Process

As part of the approval process a student must be:

- Formally admitted to the University.
- Formally admitted to the Multiple Subject Program.
- In good academic standing.

An application, initiated by the student, must be made to the chairperson and must include:

- Name of the school site person responsible for supervising the student teacher in the classroom.
- Statement of expected competencies, as outlined in the *Handbook*, the criteria for their demonstration, and a time commitment of no less than that of a non-paid student teacher.
- Definition of the role and responsibilities of the University supervisor, the student teacher, and the site supervisor (in lieu of the mentor teacher) as outlined in the *Handbook*.
- Calendar of formal evaluation to be carried out jointly by the University supervisor, the school-site supervisor, and the student.

Recommendation of the individual who is student teaching in a paid situation is not automatic; all appropriate standards as outlined in the *Handbook* must be met before the credential will be recommended.

Early Childhood Programs

Early Education Emphasis Certificate

The Department of Literacy Studies and Elementary Education offers an **Early Education Emphasis Certificate** providing professional

preparation to teach at the preschool level in California state-funded programs for teachers who have earned the Multiple Subject (Elementary Education) Credential. The latter credential is for kindergarten through grade 8. This proposed certificate will replace the Elementary School Teaching Credential with Emphasis in Early Childhood Education, which was offered in the past.

Candidates for the **Early Education Emphasis Certificate** may take the following three courses after or during their course of study for the **Multiple Subject Preliminary Credential**. Students who do not earn a **Multiple Subject Preliminary Credential** may apply these courses to the **Child Development Permit** matrix currently in effect for California state-funded preschool and school-age childcare certification. Please contact Dr. Johanna Filp-Hanke (664-2280) for more information.

Existing Multiple Subject Preliminary Credential (2042)	30
Early Education Emphasis Certificate (3 additional courses)	
EDMS 431 Child Study and Curriculum Development In Preschool and Kindergarten	3
EDMS 437 Integrated Curriculum, Preschool Through Elementary	3
EDEC 537 Authentic Assessment in Preschool and Primary Programs	3
Total units	9

Master of Arts in Education with Concentration in Early Childhood Education

The M.A. degree program in education offers courses of graduate study to prepare candidates for specialized teaching and for curriculum and instructional leadership responsibilities in schools. The program, a minimum of 30 units, provides for areas of concentration in educational administration; curriculum, teaching, and learning; early childhood education; reading and language; and special education.

Students must maintain a 3.00 grade point average in all course work in the approved master's degree program.

Refer to the Graduate Degree section for more information.

Prerequisites for the M.A. Program

1. A bachelor's degree from an accredited institution.
2. A cumulative upper-division and graduate grade point average of at least 3.00 and a grade point average of at least 3.00 for previous work in education.

Procedures for Applying to the M.A. Program

1. Apply to the University as a graduate student.
2. Apply to the School of Education.
3. Submit the following:
 - a. A professional goals statement.
 - b. One set of official transcripts.
 - c. One photocopy of a valid basic teaching credential (except where otherwise noted).

- d. Two letters of reference attesting to academic potential and professional promise (except where otherwise noted).

Requirements for Advancement to Candidacy

1. Completion of M.A. core courses EDUC 570 and 571, and of M.A. concentrations.
2. Presentation and approval of program portfolio.
3. Filing of Advancement to Candidacy form with School of Education graduate coordinator.

The Program Portfolio

Throughout their entire M.A. course of study, graduate students work on a reflective program portfolio. The portfolio addresses the following questions: Who am I in the context of the profession of education at this time in my personal and professional history and in the cultural context in which I live and learn? Under what conditions do I feel respected and engaged as a learner? What ideas have shaped and will impact my practice and my beliefs about education? What ideas, issues, and topics interest me as possible areas for in-depth inquiry? Students will construct and review their program portfolios as an ongoing requirement for the graduate core courses. Presentation of the program portfolio is required for advancement to candidacy.

Requirements for the M.A. in Education

Graduate students must complete all requirements as established by the School of Education, the SSU Graduate Studies Council, and the University, to include:

1. Completion of an approved program consisting of a minimum of 30 units of upper-division and 500-level courses, as follows:
 - a. At least one-half of the units in 500-level courses.
 - b. Not more than 9 semester units of transfer and/or extension credit.
 - c. Filing of an Advancement to Candidacy form that verifies approval of the program portfolio, verifies writing proficiency, and describes the culminating project.
2. Completion and final approval of EDUC 598 (M.A. Thesis or Project Seminar) and completion and final approval of a 1) thesis, curriculum project, or creative project; 2) Cognate Project; or 3) Individualized Examination.

All requirements listed above must be completed within seven years (14 semesters) of the initiation of graduate study.

Early Childhood Master's Concentration

The early childhood education concentration is designed to prepare teachers to work in public school and private and community-based programs that serve children from infancy through third grade (age

birth to age 8), and to take leadership roles in the field of early childhood education. Required course work focuses on cross-cultural issues in working with families and young children and advanced study of cognitive, language, social, emotional, and moral development. Improvement of classroom curriculum and assessment from infancy through the primary grades are other emphases of the program. Candidates need not possess a teaching credential; they may prepare for leadership and advocacy positions in a variety of settings; however, a basic course in child development is a prerequisite to admission to the program. Details are available from the early childhood education program advisor.

Program Coursework: 30 units

Required Core Courses in Concentration (6 units):

EDEC 505 Action Research in Preschool and Elementary Classrooms	3
and either	
EDEC 538 The Development of Language and Thinking, Infancy through Middle Childhood (3)	
or	
EDEC 539 Advanced Seminar in Early Childhood Education: Research on Quality and Design	3

At least four of the following courses (12 units):

EDEC 530* Teaching to Diversity (3)	
EDEC 531 The Role of Play in Development and Learning (3)	
EDEC 532 Social-Moral Development in Childhood (3)	
EDEC 534* First and Second Language Curriculum in Preschool and Primary (3)	
EDEC 535 Leadership and Advocacy for Children and Families (3)	
EDEC 537* Authentic Assessment in Preschool and Primary Programs (3)	
EDEC 593 Cross-cultural Approaches to Early Childhood Education (3)	

Education Core Courses (12 units):

EDUC 570 The Reflective Educator	3
EDUC 571 Research Paradigms in Education	3
EDUC 598 Developing a Thesis/Project	3
EDUC 599 Supervised Research for Thesis/Project	3

* May be applied to GRAD CLAD authorization

Supporting Course work

Electives may include course work in other academic areas. Please consult with a faculty advisor.

Pathways to Program Completion

The M.A. program of study requires 30-36 semester units of course work, depending on the M.A. in Education pathway a student selects. There are three pathways to program completion, including the thesis/project, cognate, and individualized examination. We encourage students to become knowledgeable about each of the pathways in order to pursue a program of study that meets their professional goals within their preferred style of learning.

In all three pathways, graduate students take 18 units in the program area of concentration and at least 6 units (EDUC 570 and 571) of M.A. core courses. All M.A. students work with a three-member committee, and most closely with the committee chair, to complete a culminating activity which is presented to the committee

in a public forum. In addition to these points in common, there are distinct differences among the three pathways to program completion, as described below.

Thesis/Project

The thesis/project pathway is a 30-unit course of study, including 18 units in students' program area of concentration and 12 units of core courses (EDUC 570, 571, 598, and 599). In order to prepare for the thesis/project, students must take Education 598 (Developing a Thesis/Project) and 599 (Supervised Study for the Thesis/Project) as their final two courses in the M.A. program.

The thesis is a written product of a systematic study of a significant problem in education. The project is a written document describing a significant undertaking appropriate to education. The thesis/project option requires an extensive write-up, including an in-depth literature review. Students must also present their thesis/project to their three-member committee in a public forum. Examples of a thesis investigation include process/product research, correlational study, action research, ethnographic study, historical study, or theoretical study. Examples of a project include curriculum design, professional development for educators, program design, performance piece, or creative project.

Cognate

The cognate pathway is a 36-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 572), and a 9-unit cognate course of study. The cognate course of study is a group of courses which students choose in consultation with a faculty advisor and/or committee chair that allows students to examine areas of interest related to their M.A. concentration. In order to work with their three-member committee on the cognate project, students must take Education 572 (Supervised Study for the Cognate Project) as their final course in the M.A. program.

The cognate project (e.g., portfolio, professional article, video, website, field-based product) is a significant undertaking through which students connect their cognate course of study with the M.A. core courses, program concentration, and/or work in the field. The project may address, for example, implications of the cognate course of study for the classroom, reflections on new teaching practices, response to scholarly research, or educational theory. A written reflection must be included in the project. Students must present the completed project to their three-member committee in a public forum.

Individualized Examination

The individualized examination pathway is a 33-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 573), and 6 units of elective courses. For the electives, students, in consultation with their faculty advisor and/or committee chair, choose courses which allow them to examine areas of interest related to the M.A. concentration and to focus on the examination area(s) of study that they have

chosen. In order to work with their three-member committee as they prepare for the examination, students must take Education 573 (Supervised Study for the Individualized Examination) as their final course in the M.A. program.

The individualized examination addresses areas of study identified by the student in consultation with the student's examination committee. The exam is written by the student's committee (a chair plus two other members) and consists of four questions related to the student's area(s) of study, including one question submitted in advance to the committee by the student. When the student is ready to take the examination, he/she receives the questions from the chair and has 72 hours to complete the written examination and to return it to the chair. Within two weeks of completing the examination, the student must meet with the committee for an oral examination in which the committee asks follow-up questions for clarification and elaboration.

The Program Portfolio

In order to advance to candidacy, all students must complete a program portfolio and present it to their committee. In most cases, this presentation occurs at the same meeting in which the student presents a proposal for the culminating activity. The program portfolio contains artifacts (papers, projects, etc.) produced by the student throughout the M.A. program which demonstrate the student's proficiency and growth in the areas listed below. The portfolio should be reflective in nature and should show personal, professional, and intellectual growth. It should also demonstrate how the student's M.A. program has prepared the student to undertake the culminating activity (thesis/project, cognate project, or individual examination).

In the program portfolio, students are expected to demonstrate:

- Personal, intellectual, and professional growth over the course of the M.A. program.
- Written language proficiency.
- Breadth and depth of knowledge in educational research.
- Breadth and depth of knowledge in the program area of concentration.
- Evidence of planning toward the completion of the culminating activity (thesis/project, cognate project, or individualized examination).

Requirements for Advancement to Candidacy

- Completion of M.A. core courses EDUC 570 and 571, and of M.A. area of concentration courses.
- Presentation and approval of program portfolio.
- Presentation of culminating activity proposal.
- Filing of Advancement to Candidacy form with School of Education Director of Graduate Studies.

Reading and Language Programs

The Department of Literacy Studies and Elementary Education offers three graduate programs to support in-depth exploration of language development and literacy learning and teaching. The programs feature hands-on experiences that are immediately applicable to your classroom. Many of our students earn state licenses and a master's degree simultaneously. Please explore our site at www.sonoma.edu/lsee/reading/index.html.

The Department of Literacy Studies and Elementary Education is dedicated to excellence in the preparation of teachers and the ongoing professional development of practicing teachers in the areas of bilingual education, and reading and language arts education. Our programs are based on sound educational practice, current research knowledge, sensitivity to the needs of K-12 education, appreciation for diversity, and respect for all learners.

M.A. in Education programs are designed with both full-time and part-time students in mind. Some master's degree programs may be taken concurrently with advanced credential programs.

Note: Program requirements change periodically, and current information may not be available in this catalog. For more detailed information on credentials and other education programs, please see the University's special bulletins, the University website, and the School of Education's current program brochures and policy statements.

Credentials Office

The Credentials Office serves as the admissions and records center for all programs offered in the School of Education and is responsible for the recommendation of teaching and service credentials. Credentials analysts and staff are available for providing application information and credential information to prospective students, continuing students, out-of-state teachers/administrators, University constituents, and the University service area in general.

Reading Programs

The Department of Literacy Studies and Elementary Education offers graduate programs in reading and language including the master's degree with an emphasis in Reading and Language, the Reading Certificate, an advanced credential, and the Reading and Language Arts Specialist Credential. Many students earn state licenses and a master's degree simultaneously. These programs may be taken individually or candidates may complete the M.S. degree program and the Reading Certificate/Reading and Language Arts Specialist Credential simultaneously.

Master of Arts in Education with Concentration in Reading and Language

The M.A. degree program in Education offers courses of graduate study to prepare candidates for specialized teaching and for curriculum and instructional leadership responsibilities in the schools. The program, a minimum of 30 units, provides for areas of concentration

in educational administration; curriculum, teaching, and learning; early childhood education; reading and language; and special education.

Students must maintain a 3.00 grade point average in all coursework in the approved master's degree program as well as all coursework taken subsequent to admission in conditionally classified standing.

For more information, refer to the section on graduate degrees.

Prerequisites for the Reading and Language Graduate Programs (M.A.; Reading Certificate; Reading and Language Arts Specialist Credential)

- A bachelor's degree from an accredited institution.
- A cumulative upper-division and graduate grade point average of at least 3.00 and a grade point average of at least 3.00 for previous work in education.

Procedures for Applying to the Graduate Program

- Apply to the University as a graduate student.
- Apply to the School of Education.
- Submit the following:
 - A professional goals statement.
 - One set of official transcripts.
 - One photocopy of a valid basic teaching credential (except where otherwise noted).
 - Two letters of reference attesting to academic potential and professional promise (except where otherwise noted).

Requirements for M.A. Advancement to Candidacy

- Completion of M.A. core courses EDUC 570 and 571, and of M.A. concentrations.
- Presentation and approval of program portfolio.
- Filing of Advancement to Candidacy form with School of Education graduate director.

Requirements for the M.A. in Education

Graduate students must complete all requirements as established by the School of Education, the SSU Graduate Studies Council, and the University, to include:

- Completion of an approved program consisting of a minimum of 30 units of upper-division and 500-level courses, as follows:
 - at least one-half of the units in 500-level courses.
 - not more than 9 semester units of transfer and/or extension credit.

- filing of an Advancement for Candidacy form that verifies approval of the program portfolio, verifies writing proficiency, and describes the culminating project.
- Completion and final approval of EDUC 572, 573 or 598/599 and completion and final approval of a cognate, individualized examination, thesis, curriculum project, or creative project.

All M.A. requirements listed above must be completed within seven years (14 semesters) of the initiation of graduate study.

The M.A. Program Portfolio

Throughout their entire M.A. course of study, graduate students work on a reflective program portfolio. The portfolio addresses the following questions: Who am I in the context of the profession of education at this time in my personal and professional history and in the cultural context in which I live and learn? Under what conditions do I feel respected and engaged as a learner? What ideas have shaped and will impact my practice and my beliefs about education? What ideas, issues, and topics interest me as possible areas for in-depth inquiry? Students will construct and review their program portfolios as an ongoing requirement for the graduate core courses. Presentation of the program portfolio is required for advancement to candidacy.

Reading and Language Master's Degree Program

The Reading and Language concentration is designed to prepare teachers for specialized teaching of reading and language arts and for curriculum and instructional leadership in the field of language and literacy. Required course work focuses on the nature of literacy development and the improvement of classroom curriculum and methods that emphasize the relationship of reading to other language and concept learning.

Program Coursework: 30-36 units

Reading/Language Core Courses (9 units)

EDRL 507 Research in Language and Literacy	3
EDRL 521A Language Development in First and Second Languages	3
EDRL 522 Assessment and Teaching in Reading and Language Arts	3

Education Core Courses (9-12 units)

EDUC 570 The Reflective Educator	3
EDUC 571 Research Paradigms in Education	3

Thesis Path (30-unit course of study, including 18 units in the student's program area, 12 units of core courses):

EDUC 598 Developing a Thesis/Project	3
EDUC 599 Supervised Research for Thesis/Project	3

Cognate Path (36-unit course of study, including 18 units in the student's program area, 9 units of core courses, and a 9-unit cognate course of study):

EDUC 572 Supervised Study for the Cognate Project	3
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Individualized Exam Path (33-unit course of study, including 18 units in the student's program area, 9 units of core courses, and 6 units of elective courses):

EDUC 573 Supervised Study for the Individualized Examination	3
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Supporting Course work (9 units)

The M.A. in reading/language education allows you to take 9 elective units (three courses, typically) in the reading/language project or in other approved

areas, such as bilingual education, curriculum, ESL, and early childhood education.

If you have attended the California Reading and Literature Project Summer Institute or if you would be interested in doing so after enrolling in the program, 3 credit units can be applied to the M.A. in Reading/Language.

Students who wish to pursue a Reading Certificate and Reading/Language Arts Specialist Credential and an M.A. degree in Reading and Language Education may complete the programs concurrently.

Pathways to Program Completion

The M.A. program of study requires 30-36 semester units of course work, depending on the M.A. in Education pathway a student selects. There are three pathways to program completion, including the thesis/project, cognate, and individualized examination. We encourage students to become knowledgeable about each of the pathways in order to pursue a program of study that meets their professional goals within their preferred style of learning.

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Reading Certificate Program

The Reading Certificate prepares individuals to take a leadership role at the school site and emphasizes work with students who experience difficulties with reading. Reading Certificate teachers assist and support other classroom teachers, assess student progress, and monitor student achievement while providing instruction and intervention. They also play a consultative role in materials and program selection at the district and may take leadership responsibility within the more limited realm of the school site. The Certificate is the first part of a continuum of services to students and teachers in the area of reading and language arts. Teachers completing the Reading Certificate Program are encouraged to continue to earn the Reading and Language Arts Specialist Credential (currently under review by the California Commission on Teacher Credentialing).

Program Prerequisite

A basic teaching credential is required for admission.

Reading Certificate Prerequisite

Three years teaching experience is required for awarding of the Reading Certificate.

Block One: Developing a Personal Model of Literacy

Spring

Integrated investigation of Literacy Research/Theories/Beliefs/Practices aimed at developing a working understanding and reflective stance for each of these themes through in-depth case studies of English language learners. The breadth and depth of the themes ensure that candidates examine and understand the nature of fluent reading and comprehension, assessment approaches, planning and delivery of reading intervention and instruction, and best practices in assisting classroom teachers of English only and English language learners. Focused field experiences and assessment that lead to purposeful reading instruction permeate this block.

EDRL 521A Language Development in First and Second Languages	3
EDRL 522 Assessment and Teaching in Reading and Language Arts	3

On-Campus Reading and Writing Clinic

Summer

Public school students attend SSU for reading improvement and enrichment in a supervised clinical setting. Certificate candidates assess and teach these students, deepening knowledge of reading and language arts assessment, intervention, and instructional strategies, in collaboration with, and under the supervision of, clinical faculty, University faculty, and Reading and Language Arts Specialist candidates.

EDRL 527A Clinical Field Experience in Reading and Language Arts	3
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Block Two: Developing a Professional Model of Literacy

Fall

Investigation of research/theories/beliefs/practices in teaching reading and writing, designed to produce a professional knowledge base for each of these themes. Candidates develop a comprehensive set of strategies for promoting fluent reading and comprehension, planning and delivery of literature-based reading curriculum, and assessment-based intervention and instruction. Candidates are prepared for literacy and language arts leadership roles at the school level.

EDRL 521B Reading and Language Arts in First and Second Languages	3
EDRL 524 Literature and Literacy	3

Reading and Language Arts Specialist Credential

All teacher preparation institutions in California were provided with new program standards for the Reading and Language Arts Specialist Credential by the California Commission on Teacher Credentialing. The newly designed SSU Specialist program is currently under review by the Commission. Contact Paul Crowley, Reading and Language Program Advisor, for information regarding the status of the program's approval.

The Reading and Language Arts Specialist Credential prepares candidates to work with students in various settings and to perform multiple roles, including assisting and supporting classroom teachers in the appropriate assessment and instruction of reading and writing for all students across all grade levels. The specialist may also:

- provide direct services to students to help them attain independence in reading and writing, including comprehension and critical thinking skills.
- do demonstration teaching and curriculum planning for groups and individuals.

- organize and manage language arts programs at the district or school level.
- assess teaching strategies to assist teachers in creating a literacy learning environment.
- provide leadership in materials, textbook, and program selection at the district or school level.
- plan and conduct in-service professional development activities for teachers, administrators, school board members, parents, and members of the community at the district or school level.

Credential prerequisite requirements: All Reading Certificate courses including certificate prerequisites

Block Three: Developing Research-Based Literacy Theory
Spring

Continued investigation of research/theories/beliefs/practices aimed at developing thorough understanding and a reflective stance for each theme. Candidates examine and critique research-based curricular practices and assessment approaches in professional literature and field settings. Topics include: fluent reading; comprehension, planning, and delivery of literacy curriculum; intervention strategies; best practices in assisting classroom teachers; and assessment that leads to purposeful reading and writing instruction.

- EDRL 523 Curriculum Development in Language and Literacy (3)
EDRL 529 Evaluation in Reading and Language Arts Programs (3)

On-Campus Reading and Writing Clinic
Summer

Public school students attend SSU for reading improvement and enrichment in a supervised clinical setting. Specialist Credential candidates supervise Certificate candidates in assessment and intervention strategies with the students with diverse reading abilities and backgrounds. Candidates also demonstrate effective teaching of struggling readers, conduct clinical conferences and review clinical reports, and monitor overall clinical experiences.

- EDRL 527B Advanced Clinical Field Experience in Reading and Language Arts 3

Block Four: Developing Professional Literacy Models
Fall

Advanced and intensive investigation of research/theory/beliefs/practice. All coursework and field experiences are aimed at articulating a professional knowledge base for each theme. Candidates critique research into reading and writing for diverse student populations, conduct their own literacy studies, and hone their leadership skills for assisting classroom teachers and other educational professionals with literacy education through focused field experiences.

- EDRL 507 Research in Language and Literacy 3
EDRL 525 Leadership and Policy in Literacy Programs 3

Early Childhood Courses (EDEC)

505 ACTION RESEARCH IN PRESCHOOL AND ELEMENTARY CLASSROOMS (3) ALTERNATE YEARS

Techniques for conducting ethnographic action research in preschool and elementary settings. Theory and research relating to children's construction of friendships and peer group processes are discussed. Special emphasis is placed on inclusion and exclusion in classroom peer cultures. Grade only.

530 TEACHING TO DIVERSITY (3) SPRING

Since most aspects of education are influenced by culture, this course is designed to analyze education as a cultural process. The multicultural nature of today's society in California and the United States makes it imperative for educators to include multiple approaches to teaching and learning. This course reviews theoretical and practical perspectives of cultural diversity, cross-cultural contact, and culturally sensitive pedagogy, particularly for limited English proficient students. Grade only. Prerequisite: permission of instructor.

531 THE ROLE OF PLAY IN DEVELOPMENT AND LEARNING (3) ALTERNATE YEARS

Stages of development of play from infancy through adulthood from the perspectives of Piaget, Freud, Erickson, Mead, and Csikszentmihalyi are addressed as well as anthropological perspectives on play and culture, play's relationship to learning in academic disciplines such as language and literacy, and logical-mathematical thinking and the arts. Topics include: the effects of technology (television, computers, and video) on children's play, gender development and play, and play as a tool for developmentally and culturally sensitive curriculum and assessment. Grade only.

532 SOCIAL-MORAL DEVELOPMENT IN CHILDHOOD (3) ALTERNATE YEARS

Theories and research addressing social-moral development in early childhood, including cultural value differences are discussed. Stages of perspectivism, friendship, and moral understanding from infancy through middle childhood are considered as well as research on the development of prosocial behavior through focused curriculum. Theories and research addressing gender identity and gender role socialization, research and theories applicable to resiliency for at-risk children, and working with parents to help them understand children's social-moral development are topics included. Grade only. Prerequisite: permission of instructor.

534 FIRST AND SECOND LANGUAGE CURRICULUM IN PRESCHOOL AND PRIMARY (3) SPRING

Students explore the nature and development of developmentally and culturally appropriate practice in schools with diverse populations, including the development of listening, speaking, reading, and writing in first and second languages. From observations of children's language, play, and projects in a variety of settings, students will explore the socio- and psycholinguistic underpinnings of communicative competence, emerging literacy and conceptual development in both home and second languages. Strategies for linking children's home and school experiences with holistic, interactive, and integrated curriculum will be emphasized as well as a variety of strategies for Specially Designed Academic Instruction in English (SDAIE). Grade only.

535 LEADERSHIP AND ADVOCACY FOR CHILDREN AND FAMILIES (3) ALTERNATE YEARS

A critical examination of current policy issues related to the inclusion of families in schools, including bilingual education, family literacy programs, Head Start and Even Start, and coordinated services for families and children from diverse cultural, linguistic, and socioeconomic backgrounds within school settings. Each student will propose and complete a field-based project touching upon one or more of these areas of professional expertise as part of the development of a leadership and advocacy portfolio for the course. Applicable to the Child Development Permit.

537 AUTHENTIC ASSESSMENT IN PRESCHOOL AND PRIMARY PROGRAMS (3)

Focus is on child study, clinical interviews, ethnography, portfolio development, and other strategies designed to assess young children in both their first and second languages. The integration of curriculum and assessment in classrooms that meet the needs of children and families from diverse cultural, linguistic, and economic background is stressed. Grade only.

538 THE DEVELOPMENT OF LANGUAGE AND THINKING: INFANCY THROUGH MIDDLE CHILDHOOD (3)

This course addresses the development of children from birth through middle childhood with emphasis on the relationships between language development and cognitive development. Current research and theories of cognitive, social, and emotional development as related to language development in home and at school and to the development of both first and second languages are studied. The development of oral, written, and spoken languages in school and care settings is highlighted. Major theorists such as Piaget, Erickson, Bruner, Vygotsky, Mead, and others who address the development of children's representational thinking, language, and cross-cultural and family influences on development and learning are discussed. Current research on brain development in the first five years of life is also included and discussed from a critical perspective related to practice. Grade only. Prerequisite: permission of instructor or Master of Arts in Education program.

539 ADVANCED SEMINAR IN EARLY CHILDHOOD EDUCATION: RESEARCH ON QUALITY AND DESIGN (3) ALTERNATE YEARS

Critical analysis and evaluation of qualitative and quantitative research in Early Childhood Education, and implications for curriculum in schools and care programs serving children infancy through the primary grades of elementary school are addressed. Research and policy studies addressing quality indicators in programs for young children across all areas of curriculum are included, as well as factors such as the physical environment, schedules, and teachers' professional development. The focus is on integration of research findings and methodologies to improve the quality of programs designed to serve young children and their families. Grade only. Prerequisite: permission of instructor or acceptance to Master of Arts in Education program.

593 CROSS-CULTURAL APPROACHES TO EARLY CHILDHOOD EDUCATION (3) ALTERNATE YEARS

Historical and philosophical perspectives on the care and education of young children from early centuries to the present day, including models from Europe, China, Japan, Africa, and Latin America. Topics include: the roles of the child and the teacher, design of curriculum and environments for learning, and approaches to diversity in classrooms and communities. Grade only.

Multiple Subject Courses (EDMS)

EDMS 100 EXPLORATIONS IN TEACHING (2)

This seminar is designed as a reflection space for students who would like to consider the teaching profession. They will observe and interact with children and teachers in elementary schools and read about forces that shape teachers and issues they confront in our educational system. They will analyze what it means to be a teacher today in our elementary schools, facing the challenges of diversity, equity, and quality of education.

EDMS 200 BEING A TEACHER IN TODAY'S SCHOOLS (2)

This seminar continues the process of exploration, building on ED/LIBS 100, where students discussed what it means to be a teacher in our schools today. Here the focus is on the student in elementary education. ED/LIBS 200 also builds on LIBS 102, In Search of Self, where the focus is on the construction of identity. From an educational perspective, students will consider what it means to be a student; what forces and circumstances shape their identity and their journey as students in elementary education. Students will elaborate their teaching philosophy throughout the semester, interweaving information from their own lives as students, from the readings and from their field observations.

EDMS 411 SECOND LANGUAGE PEDAGOGY (3) FALL, SPRING

With the increasing numbers of children from different linguistic and cultural backgrounds in schools, preparing to teach and foster development of language

and literacy among all children in the classroom is a major responsibility. The course reviews first- and second-language acquisition and major second-language teaching methodologies in relation to language development in school settings. The purpose of this course is to help students discover a diversity of approaches, methods, materials, and media they can use to help all students in our culturally and linguistically diverse classrooms become active, engaged, and independent learners. Attention is given to the integrated development of all language skills within the context of the elementary school curriculum. Grade only.

EDMS 420 CHILD DEVELOPMENT IN FAMILY, SCHOOL, AND COMMUNITY (3) FALL, SPRING

This course explores the physical, cognitive, social, emotional, moral, and language development of children from birth through adolescence. Major theories of child development are studied and applications and critiques of theories as they relate to children from a variety of cultural and family backgrounds are discussed. Children's experiences in families, schools, and communities are studied as they relate to children's views of the world, including health and discipline practices. The impact of family and child rearing beliefs, gender issues, and language development are discussed as they relate to developmentally based practices in educational settings. Students also discuss effective school-family communication practices for a diverse society, and community resources available to support families, including those that address issues of poverty and violence and the effects of these on children and their families. Class sessions will include whole-group and small-group discussions, multiple opportunities to work collaboratively with classmates, field trips and student presentations. Grade only.

EDMS 463 TEACHING READING & LANGUAGE ARTS TO BEGINNING LEARNERS (3) FALL, SPRING

Philosophy, goals, and pedagogy in reading and language arts in grades K-3. Candidates examine early literacy development and teaching/learning processes in order to extend their knowledge and competencies to teach reading, writing, and other sign systems to students of diverse backgrounds. Candidates learn to assess and build upon the oral and written language strengths children bring to school, with attention to print awareness, control of language (semantics, syntax, grapho-phonemics, pragmatics), functions of oral and written language, literature and text interpretation, language conventions, writing strategies, writing applications, and non-written communication. Literacy is viewed as a dynamic and multidimensional human process that enables individuals to express, communicate, and reflect on their experiences, hopes, and dreams. Reading and writing involve constructive strategies of composition and comprehension, situated in particular contexts and carried out for personal and social purposes. Language and literacy vary according to regional, historical, social, cultural, political, and economic influences; these and other factors must be interrogated and taken into account in instructional decisions. All children learn language, learn about language, and learn through language by using language in natural contexts. Grade only.

EDMS 470 MULTICULTURAL PEDAGOGY (3)

Examination of cultural, ethnic, racial, linguistic, gender, family structure, and individual diversity in the classroom, and the root causes of current classroom and school problems. The course includes an introduction to educational ethnography and provides a basis for understanding the relationship of educational research and classroom teaching in terms of culture, teaching, and learning. Alternative methods and materials integrating social studies with other elementary school subjects are examined and evaluated; teacher candidates learn how to develop their own program of study in the social sciences. Students use techniques of ethnographic methods to observe and analyze classrooms during the observational field placement of the class (30 hours) during the last half of the semester. Grade only.

**EDMS 474 TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (3)
FALL, SPRING**

Goals, principles, methods, and materials for teaching mathematics in elementary schools. This course aims to increase students' own confidence and appreciation of elementary mathematics, to broaden and deepen their understanding of current trends and issues in mathematics education, and to help them develop techniques and activities for teaching mathematics effectively to children. Course work includes many teaching and learning activities, as well as reading and discussion. Grade only. Open to students in the BCLAD Credential Program; students must enroll concurrently in EDUC 476.

EDMS 475 TEACHING SCIENCE IN THE ELEMENTARY SCHOOL (3) FALL, SPRING

Philosophy, goals, and techniques of elementary science teaching. Emphasis is on theories and methods of teaching for conceptual understanding, development of science process skills, and development of positive attitudes toward science and learning. Major concepts of science are reviewed, with emphasis on representing them in ways that are effective with elementary students. Active, hands-on methods of teaching are presented throughout the course. Grade only.

EDMS 476F PARTICIPANT OBSERVATION (3 UNITS) FALL, SPRING

Candidates are in public school classrooms for a minimum of 12 contact hours and two planning hours for 15 weeks. During candidates' fieldwork they will observe the daily classroom routines, activities, and curriculum materials and instruction in place for each subject area. Candidates plan/implement curriculum that is sensitive to students' language needs and is open to considerations of diversity, as well as plan for small- and whole-group instruction. Candidates may be paired with a student teacher. Prerequisites: Pass CBEST, have fingerprints on file in Credentials Office, negative TB test.

EDMS 476S PARTICIPANT OBSERVATION SEMINAR (1 UNIT)

Prerequisites: Enrolled in EDMS 476F. Grade only.

EDMS 480B INTEGRATED CURRICULUM IN ELEMENTARY SCHOOL - BCLAD (2)

Taught and conducted entirely in Spanish. Focuses on various ways of organizing disciplined-based knowledge that give elementary students a coherent educational experience. Teacher candidates are encouraged to use lessons, materials, and unit plans written for this class in their concurrent student teaching experience. Grade only. Prerequisites: admission to the Multiple Subject Elementary Credential Program; completion of Phase I should be taken in Phase II of program or can be taken in Phase III concurrently with EDUC 482. BCLAD candidates must see their advisor in order to take the BCLAD section.

Phase II

EDMS 464 TEACHING READING TO STRUGGLING LEARNERS AND OLDER STUDENTS (2) FALL, SPRING

Philosophy, goals, and pedagogy in reading and language arts in grades 3-8. Designed for student teachers to refine and extend their knowledge of language arts instruction, reading and writing, and other literacies, this course builds on and extends candidate experience and knowledge developed in EDMS 463 Teaching Reading and Language Arts in the Elementary School to Younger Students. Candidates examine literacy development and teaching/learning processes in order to design, teach, and assess literacy lessons in their classrooms and promote literacy with older readers, struggling readers, and second language learners using assessment data, state content standards, and a range of materials. In addition to an emphasis on reading and writing across the curriculum, particular focus is given to the arts as a way of knowing and expression, including dance, drama, visual and performing arts. Candidates develop understandings of transmediation, the process of recasting meaning through literature and the arts. In addition, candidates complete field assignments that provide opportunities for first-hand knowledge

and application of classroom literacy practices and course concepts derived from foundational literacy sound research. In addition, the role of inquiry, reading frameworks, literacy-rich environments, graphic aids, vocabulary development, and assessment strategies will be examined. Grade only. Prerequisite: EDMS 463.

EDMS 464B READING AND LANGUAGE ARTS FOR OLDER STUDENTS AND STRUGGLING READERS (3)

Taught and conducted entirely in Spanish. Philosophy, goals, and pedagogy in reading and language arts in grades 3-8. Designed for student teachers to refine and extend their knowledge of literacy development and teaching/learning processes in language arts. Candidates design and teach literacy lessons in their classrooms and work with struggling readers using assessment data and state content standards. Emphasis is on reading and writing across the curriculum.

EDMS 471 TEACHING SOCIAL SCIENCE IN A MULTICULTURAL SOCIETY (2) FALL, SPRING

Alternative methods and materials integrating social studies with other school subjects are examined and evaluated; teacher candidates learn to develop their own program of study in the social sciences. Grade only.

EDMS 482F STUDENT TEACHING AND SEMINAR (10)

Candidates spend four and one-half days per week in an elementary classroom for 15 weeks. Most will be paired with a 476 participant observer. During two weeks of this experience, candidates teach and are responsible for the entire curriculum and school day. Candidates meet with their supervisors every week. Prerequisites: admission to a Multiple Subject Program; completion of Phase I including EDUC 476 F&S. Cr/NC only.

EDMS 482S STUDENT SEMINAR (2)

Concurrent with 482F.

Education Courses (EDUC)

Undergraduate Courses

150 PROSPECTIVE TEACHERS (3)

Focuses on realities of the classroom from the teacher's point of view. Includes child development, teachers' roles and responsibilities, and the culture of schools in a changing society. Includes an apprenticeship with a teacher. Grade only. Prerequisite: consent of instructor.

238 INTRODUCTION TO CHILDREN'S SCHOOL (1) SPRING

An introduction to the theory and practice of early childhood education at the campus child care center. Emphasis is on developmentally appropriate practice as expressed through curriculum and guidance techniques. One hour lecture and two hours of observation/participation in the Children's School are required for seven weeks.

239 PARENT EDUCATION CLASS (2) SPRING

The Parent Education Class facilitates value clarification and the objective study of parent/child behavior. Topics include the developmental stages of children, parental expectations and styles, and different techniques for guiding children's behavior.

250 TEACHING IN A CHANGING WORLD (3) FALL, SPRING

This course is designed to provide an introduction to the classroom from the teacher's point of view. Areas of content include child and adolescent development, teachers' roles and responsibilities, the culture of schools in a changing society, as well as an apprenticeship with a practicing teacher. Particular emphasis will be on teacher decision-making. Institutional changes that could improve teacher and student performance will also be explored. Each student will spend 30 hours observing and participating in an assigned public school classroom. Grade only. Prerequisite: consent of instructor.

291 TRAINING SEMINAR FOR TUTORS (2) FALL, SPRING

Open to students who are tutoring on campus or in the community, or who are interested in tutoring privately. Course is nationally certified by the College Reading and Learning Association, National Association for Developmental Educators, and American College Personnel Association. Focus is on the profiles of the various tutees and tutors and how their individual and mutual relationships are affected: learning styles and strategies, self-esteem, codependency, assertiveness, perceived locus of control, communication, stress/anxiety, use/misuse of tutoring strategies, diversity, social/family and educational systems. A wide variety of techniques and skills are used and developed by class participants to empower their tutees and to enhance their own effectiveness as a tutor/human being. Cr/NC only. Certificate received upon successful completion of training.

295 COMMUNITY INVOLVEMENT PROGRAM (1-4) FALL, SPRING

CIP involves students in the community, performing such tasks as tutoring, coaching and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. Cr/NC only.

329 THE MIGRANT EXPERIENCE (2) FALL

An examination of the migrant plight in our society and educational system through study of the literature and by a direct, active contact with the migrant community. Grade only. Prerequisites: functional Spanish language skills and participation in the mini-corps program, or consent of instructor.

331 PRACTICUM IN CHILD STUDY (3) FALL, SPRING

An intensive study of the development and learning of young children through observation and participation in exemplary programs. May be applied toward a Child Development Permit. Satisfies field experience prerequisite for admission to Multiple Subject CLAD with Emphasis in Early Childhood Education Credential Program. Grade only.

395 COMMUNITY INVOLVEMENT PROGRAM (1-4) FALL, SPRING

CIP involves students in the community, performing such tasks as tutoring, coaching, and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. Cr/NC only.

490 SELECTED TOPICS IN EDUCATION (1-4) FALL, SPRING

A course designed according to the interest of a particular faculty member, providing opportunities for diversification in content and reading. Grade only.

495 SPECIAL STUDIES (1-4) FALL, SPRING

Independent study designed in consultation with an instructor. Grade only. Prerequisites: successful completion of at least two courses in the School of Education and submission of a completed SSU Special Studies form with required approvals during the first week of classes.

Graduate Courses**500 ADVANCED SELECTED TOPICS IN EDUCATION (1-4) FALL, SPRING**

A graduate course designed according to the interest of a particular faculty member, providing opportunities for diversification in content and reading. Grade only.

570 THE REFLECTIVE EDUCATOR (3) FALL, SPRING

This is the first in a series of three graduate core courses in the School of Education. Students will take this course at the beginning of the M.A. program. The focus of this course is on philosophical, historical, social, and psychological perspectives in education. Students will examine these perspectives while being encouraged to examine and reflect upon their own professional practices in education. In this course, students will begin to construct a reflective program portfolio that they will continue to modify throughout their M.A. program. The portfolio is intended to be cumulative throughout the graduate core courses. Grade only. Prerequisite: admission to M.A. in Education program.

571 RESEARCH PARADIGMS IN EDUCATION (3) FALL, SPRING

This is the second in the series of three graduate core courses and is designed to be taken midway in the master of arts degree program. This course focuses on students as critical consumers of research and includes among its goals the development of skills in the analysis and critique of educational research. The course addresses research and field needs of practicing educators as opposed to the needs of professional researchers and serves to acquaint students with basic principles and techniques of educational research. It also provides students with an opportunity to integrate knowledge of these principles through analyses of action research projects that may serve as the foundation for the culminating Master of Arts degree project. Grade only. Prerequisite: EDUC 570.

572 SUPERVISED STUDY FOR THE COGNATE PROJECT (3) FALL, SPRING

This supervised independent study provides students with guidance in the completion of their cognate project. Under the direction of the committee chair, and in consultation with all committee members, students will complete (1) a project that synthesizes their cognate course work and connects it to their M.A. program concentration, and (2) a scholarly reflection which accompanies the project. Following completion of the project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: advancement to candidacy.

573 SUPERVISED STUDY FOR THE INDIVIDUALIZED EXAMINATION (3) FALL, SPRING

This supervised independent study provides students with guidance in preparing for the individualized examination. Under the direction of the committee chair, and in consultation with all committee members, each student will determine the areas of study to be addressed in the examination, choose relevant readings, and conduct a concentrated study of those areas to prepare for the exam. Following completion of the written exam, students will take an oral exam in which committee members ask follow-up questions to the written responses. Cr/NC. Prerequisite: advancement to candidacy.

578 PROJECT CONTINUATION (1-3) FALL, SPRING

Designed for students working on their thesis or master's project but who have otherwise completed all graduate coursework toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisite: permission of the graduate coordinator. Cr/NC only.

595 SPECIAL STUDIES (1-4) FALL, SPRING

Independent study designed in consultation with an instructor. Grade only. Prerequisite: Students must complete the standard SSU form and secure the required approvals during the first week of classes.

598 DEVELOPING A THESIS/PROJECT (3)

This is the final course in the graduate core courses in education. This course develops students' abilities to carry out a thesis or project and provides basic information for planning and implementing the Master of Arts degree proposal. The main goal is to provide students with knowledge to begin their thesis or project. Time is provided students to assess progress in the program and to complete portfolio development. Grade only. Prerequisite: completion of all M.A. course work or taken in final semester of M.A. course work.

599 SUPERVISED RESEARCH FOR THESIS/PROJECT (3)

Supervised Research provides students with guidance in the completion of their research project. Under the direction of the committee chair, and in consultation with all committee members, students will complete the thesis or project that was developed in EDUC 598 Developing a Thesis/Project. Following completion of the research project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: completion of EDUC 598. Advancement to candidacy approved.

ENGINEERING SCIENCE

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Programs Offered

Bachelor of Science in Engineering Science
(Specialization in Electronics and Communications)

Master of Science in Computer and Engineering Science
(Specialization in Communications and Photonics or
Computer Hardware and Software Systems)

As defined in *Webster's Unabridged Dictionary*, "Engineering is the science by which the properties of matter and the sources of energy in nature are made useful to [humankind]." The study of engineering science, with focus in electronics and communications, deals with the processing of information and energy in electrical and magnetic forms involving conceptualization and formulation of the ideas, design to manufacturing to applications of many diverse electrical, electronic, and magnetic devices and systems.

The focus of the BSES curriculum is electronics and communication. The program has been designed to prepare students for an exciting career in designing and manufacturing of electronic systems, communications systems and networks, microprocessors and computers, microwave and lightwave communications, and, integrated circuits. The graduates of the proposed program will be well grounded in the rigorous scientific and theoretical foundations of the discipline. This will prepare them not only to have a successful career in industry in the region and beyond but also to enter and be successful in any advanced level graduate program of their choosing. The technical and liberal arts components of the curriculum provide the students with the opportunity for gaining self-development, technical competence, and awareness of economic and ethical responsibilities.

The MS-CES curriculum is designed to further the working skills and practical knowledge of engineers, computer scientists, and similar professionals. The firm base in mathematics, computer science, and physics is augmented with a selection of engineering course options, which prepares the students for tackling real-world problems. These options include such areas as advanced analog and digital electronics, embedded systems, communications, networking, and photonics.

Careers in Engineering Science

The BSES program has been designed to prepare students for an exciting career in industries or pursue graduate degrees. The graduates will find opportunities in the industries in the areas such as:

- designing and manufacturing of electronic systems,
- communications systems,
- networking,
- computer engineering,
- telecommunications,
- optical fiber communications,
- integrated circuits,
- research and development in the above areas, or,
- sales, marketing, and management in the areas above.

Some examples of the corresponding job titles are: electronics engineer, computer engineer, hardware designer, systems engineer, communications engineer, communications analyst, telecommunication engineer, network engineer, network analyst, sales engineer, applications engineer, and field engineer.

Graduate degrees can be pursued in any one of the many fields such as electronics, communications, networking, computer engineering, and computer science.

Bachelor of Science in Engineering Science

(Emphasis in Electronics and Communications)

Consistent with the mission of the University, the mission of the Bachelor of Science in Engineering Science program is "to prepare students to be learned men and women who are capable of pursuing fulfilling careers in a changing world," and, "to fulfill the undergraduate technical education needs of the community, business, and industry of the North Bay region." A broader mission is to enable graduating engineers to acquire knowledge and experiences to prepare them to pursue lifelong learning, advanced study, and leadership roles in business and community.

The B.S. in engineering science at Sonoma State University is a focused and innovative program in which the curriculum has been designed to provide students with a basic education in engineering science based on a strong foundation of liberal arts.

The curriculum includes (1) 51 units of General Education courses; (2) a 41-unit core in mathematics, computer science, and basic sci-

ences (9 units overlap with GE units); (3) a 41-unit core in engineering sciences which includes electrical, computer, electronics, and communications engineering subjects such as circuits, analog/digital electronics, electromagnetic fields, microprocessors, analog and digital communications, and networking; and (4) 6 units of engineering science electives which provides senior-level choices for more depth in students' areas of interest. Theoretical and practical learning experiences are an important part of all course work. The senior year also gives students the opportunity to consolidate their educational experience with a capstone design project. The curriculum develops students' abilities to formulate problems, analyze alternatives, make decisions, and solve problems. Internship and co-op experiences will be encouraged to provide the students a real-world experience and enhance students' communication and interpersonal skills.

Program Educational Objectives

- Educate and prepare students to be successful in the profession of electrical engineering, particularly in the fields of electronics and communications.
- Educate students to successfully pursue graduate degrees.
- Provide a strong foundation to the students for lifelong learning and being responsible citizens.

Program Outcomes

The students will attain:

- an ability to apply knowledge of mathematics, science, and engineering.
- an ability to design and conduct experiments, as well as to analyze and interpret data.
- an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
- an ability to function on multidisciplinary teams.
- an ability to identify, formulate, and solve engineering problems.
- an understanding of professional and ethical responsibility.
- an ability to communicate effectively.
- the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
- an ability to use the techniques, skills, and modern engineering tools necessary for engineering practices.

Degree Requirements	Units
GE courses	51
Major requirement	41
Support courses (Basic Sciences, Computer Science, and Mathematics*)	41
Technical Electives	6
*9 units may overlap with GE units	
Total units needed for graduation	130

Engineering Science

ES 110: Introduction to Engineering & Lab Experience	1
ES 210: Digital Circuit & Logic Design	3+1
ES 220: Electric Circuits	3
ES 221: Electric Circuits Laboratory	1
ES 230: Electronics I	3
ES 231: Electronics I Lab	1
ES 310: Microprocessors & System Design	3+1
ES 330: Electronics II	2+1
ES 400: Linear Systems Theory	3
ES 440: Analog & Digital Communications I	2+1
ES 441: Analog & Digital Communications II	2+1
ES 443: Introduction to Optical Fiber Communication	3
ES 465: Introduction to Networking	2+1
ES 430: Electromagnetic Theory & Applications	3
Approved Technical Elective I	3
Approved Technical Elective II	3
ES 493: Senior Design Project	3
Subtotal	47

Current List of Technical Electives

PHYS 413: Microprocessor Applications (3)
PHYS 413L: Microprocessor Applications Laboratory (1)
ES 480: Artificial Intelligence (3)
ES 432: Physical Electronics (3)
ES 445: Photonics (3)

Computer Science

CS 110: Introduction to UNIX	1
CS 115: Programming I	4
CS 215: Programming II	3
CS 315: Data Structures	3
Subtotal	11

Physics

PHYS 114: Introduction to Physics I	4
PHYS 214: Introduction to Physics II	4
Subtotal	8

Mathematics

MATH 142: Discrete Structures I	3
MATH 161: Calculus I	4
MATH 211: Calculus II	4
MATH 241: Calculus III	4
MATH 261: Calculus IV	4
MATH 345: Probability Theory	3
Subtotal	22

General Education

(excluding Math, Physics, and CS courses)

ENGL 101: Expository Writing & Analytical Reading	3
Remaining GE courses	39
Subtotal	42

Sample Four-year Program for Bachelor of Science in Engineering Science

SEMESTER 1:: 16 Units	
ES 110: Introduction to Engineering & Lab Experience	1
CS 110: Introduction to UNIX	1
CS 115: Programming I	4
MATH 142: Discrete Structures I	3
MATH 161: Calculus 1	4
ENGL 101: Expository Writing & Analytical Reading	3
SEMESTER 2:: 17 Units	
PHYS 114: Introduction to Physics I	4
CS 215: Programming II	3
MATH 211: Calculus II	4
GE	6
SEMESTER 3:: 18 Units	
PHYS 214: Introduction to Physics II	4
MATH 241: Calculus III	4
MATH 261: Calculus IV	4
GE	6
SEMESTER 4:: 18 Units	
ES 220: Electric Circuits	3
ES 221: Electric Circuits Laboratory	1
ES 210: Digital Circuits & Logic Design (w/lab)	3+1
ES 230: Electronic I	3
ES 231: Electronics I Laboratory	1
GE	6
SEMESTER 5:: 16 Units	
ES 310: Microprocessors & System Design (w/lab)	3+1
ES 440: Analog & Digital Communications I (w/lab)	2+1
ES 330: Electronics II (w/lab)	2+1
MATH 345: Probability Theory	3
ES 400: Linear Systems Theory	3
SEMESTER 6:: 15 Units	
ES 441: Analog & Digital Communications II(w/lab)	2+1
ES 430: Electromagnetic Theory & Applications	3
CS 315: Data Structures	3
GE	6
SEMESTER 7:: 15 Units	
ES 443: Introduction to Optical Fiber Communications	3
Approved Technical Elective I	3
ES 465: Introduction to Networking (w/lab)	2+1
GE	6
SEMESTER 8:: 15 Units	
ES 493: Senior Design Project	3
Approved Technical Elective II	3
GE	9
TOTAL UNITS:: 130	

Master of Science in Computer and Engineering Science

(Specialization in Communications and Photonics or Computer Hardware and Software Systems)

The Master of Science degree in Computer and Engineering Science (MS-CES) at Sonoma State University is a multidisciplinary degree built on a strong foundation of physics, mathematics, computer science, and/or electrical sciences. Specifically, this program emphasizes the application of these fields to the design, analysis, and synthesis of engineering problem solutions. The MS-CES faculty is composed of professors from Sonoma State University whose interests traverse the fields of science and engineering, as well as professionals from the local community who have cutting-edge expertise in the various engineering disciplines of interest and are qualified to be adjunct faculty at SSU.

A linkage with local industry in the form of an Industry Advisory Board (IAB) is an integral part of the program. Such an advisory board is critical to ensure the program meets local community needs. The IAB provides the program with valuable input regarding the new scientific and technological developments and educational needs of the industry. It also facilitates internship opportunities for students, joint student research/project development and supervision, faculty-scientists/engineers joint project opportunities, and equipment and financial support from the industries. Through this linkage of academic learning and practical application, students obtain a solid education indispensable for working in a professional environment. The MS-CES is a self-supported program that is underwritten by local industry as well as student tuition revenue. Therefore, as of this writing, tuition fee for this program is \$500 per unit for all students, resident and non-resident. The MS-CES is a 30-33 unit program, not including any prerequisite work.

Admission to the Program

For admission, the applicant must have:

1. A baccalaureate degree in a scientific or technical discipline from a U.S. institution accredited by an appropriate accreditation body, or an equivalent baccalaureate degree from a foreign institution of high reputation.
2. Attained grade point average of at least 3.0 (A=4.00) in the last 60 semester (90 quarter) units attempted.
3. Earned a minimum score of 550 on the Test of English as a Foreign Language. This requirement applies only to applicants who have not spent at least three years of school at the secondary level (or beyond) where English is the principal language of instruction.
4. Demonstrated competency in writing by one of the Written English Proficiency Test criteria for MS-CES students given below. Generally, this requirement must be met before entering the program. One of the criteria is demonstrating competency in writing through an essay. Therefore, if this

requirement is to be met by writing an essay, it should be submitted with the application for admission.

5. Completed the following SSU courses or equivalent at the undergraduate level with a GPA of 3.0 or higher:
 - 3 semesters of Calculus (MATH 161, 211, 241).
 - 2 semesters of Calculus-based Physics (PHYS 114 and 214).
 - 1 semester of Probability Theory (MATH 345).
 - 1 semester of Analog and Digital Electronics (ES 230 and 231).
 - 2 semesters of Programming in an approved high-level Procedural Language (CS 115 and 215).
 - 1 semester of Data Structures (CS 315).
 - 2 semesters of Digital Systems Design (ES 210 and 310).

In addition, it is highly desirable, though not required, that students have knowledge of operating systems (CS 450).

Note: When possible, the program offers compressed courses, such as CES 490, which cover the basic concepts of data structures, assembly language programming, and digital systems design. Students can take these courses, when offered, to satisfy the prerequisite requirements.

Conditional Admission

The applicants whose GPA is less than 3.0 but greater than 2.5, or who lack not more than 18 units of prerequisite work (generally, 6 courses), may be accepted conditionally and must complete a program of study specified by the graduate coordinator at the time of admission before being given full admission.

Written English Proficiency Test Requirement

All students are required to demonstrate competency in written English. A student can satisfy the Written English Proficiency Test (WEPT) requirement by meeting any one of the following five criteria:

1. A student who has obtained his/her bachelor's degree from a CSU institution will be deemed to have satisfied WEPT requirement.
2. A student who has obtained a bachelor's degree and a master's degree from an accredited institution(s) with English as the medium of instruction for both the degree programs will be deemed to have satisfied WEPT requirement.
3. A student who scores at least 3.5 in the analytical writing portion of the GRE test will be deemed to have satisfied the WEPT requirement.
4. A student who takes and passes the campus WEPT test.
5. A student who writes and submits an article of at least 500 words in length to demonstrate his/her writing proficiency in English. It will be evaluated by the MS-CES curriculum

committee for (i) competent analysis of complex ideas, (ii) development and support of main points with relevant reasons and/or examples, (iii) organization of ideas, (iv) ease in conveying meaning with reasonable clarity, and, (v) demonstration of satisfactory control of sentence structure and language (including spelling, punctuation, and proper use of grammar). If accepted by the curriculum committee, the student will be deemed to have satisfied the WEPT requirement.

Internship Opportunities and Financial aid

The industries in the region provide opportunities to students to work as interns on-site and enrich their academic experience at SSU with valuable hands-on practical experience. Students are also eligible to apply for financial aid in the form of low interest loans through the SSU Financial Aid Office and for part-time employment on campus as student assistants.

Program of Study

The program offers two tracks or areas of specialization:

- **Track 1: Communications & Photonics** - This area of specialization provides students with the expertise in the areas of (i) analog and digital electronics, (ii) semiconductor and photonics components and devices, (iii) communications techniques (wireless, wireline, and optical fiber media), (iv) local and wide area networking, and (v) broadband access technology.
- **Track 2: Computer Hardware & Software Systems** - This area of specialization is intended to deepen students' ability to analyze and design computer systems. This specialization includes topics such as embedded systems, digital data compression, software engineering, and computer networks.

A student chooses one of the two tracks at the time of admission but can change it in the midstream. However, that may mean taking additional courses to meet the requirements of the new track. A student's program of study consists of the following four components: a common core, a track core, culminating experience, and technical electives. Details of these components are as follows.

Common Core

All students in the program must take three core courses (9 units). These courses are designed to give students the fundamentals necessary to master advanced-level academic work. These core courses are:

- CES 400: Linear Systems Theory
- CES 440: Data Communications
- CES 432: Physics of Semiconductor devices or CES 530: Analog and Digital Microelectronics

If any of the above core courses were part of a student's undergraduate program, the student must take a 500-level course in its place approved by the student's faculty advisor. Furthermore, only two 400-level courses can be used to satisfy degree requirements. A petition must be filed with the department for any exceptions.

Track Core

A student must take 12 units of courses from the list of courses for the chosen track. The lists of courses for each track, which will be revised periodically, are given below.

Communications and Photonics Track Courses

- CES 430: Photonics
- CES 500: Queuing and Transform Theory
- CES 532: Advanced Semiconductor and Photonics Devices
- CES 540: Digital Data Transmission
- CES 542: Digital Signal Processing
- CES 543: Optical Fiber Communications
- CES 544: Wireless Communications
- CES 546: Data Compression
- CES 547: Digital Switching: Techniques and Architectures
- CES 550: Integrated Digital Networks
- CES 552: Network Architecture and Protocols
- CES 554: Broadband Access Technology
- CES 558: Multicasting on the Internet
- CES 590: Selected Topics in Communications and Photonics

Computer Hardware and Software Systems

- CES 500: Queuing and Transform Theory
- CES 510: Intelligent Systems Design
- CES 512: Theory of Software Systems
- CES 514: Data Mining
- CES 516: High Performance Computing
- CES 520: Embedded Systems
- CES 522: VLSI Design
- CES 524: Advanced Computer Architecture
- CES 530: Analog and Digital Microelectronics
- CES 546: Data Compression
- CES 592: Selected Topics in Hardware and Software Systems

The courses are selected with the approval of the student's faculty advisor to ensure they form a cohesive plan of study in the desired subject area.

Culminating Experience Through Thesis/Design Project/Lab and Technical Report Experience

All students are required to complete a culminating experience which may take one of the following three forms:

- Research and Thesis (Plan A).
- Design Project (Plan B).
- Lab and Technical Report Experience (Plan C).

A supervisory committee is appointed for the students who choose Plan A or Plan B. A supervisory committee consists of three faculty members. One of the three members can be an adjunct faculty. A student interested in choosing Plan A or Plan B chooses a faculty member to be his/her thesis/project supervisor. The faculty supervisor becomes chairman of his/her supervisory committee. In consultation with the faculty supervisor, two other members of the committee are selected. For a student choosing Plan C, an advisor is appointed by the Program Director to guide the student through this plan.

Under Plan A, a student chooses to do thesis research and write a thesis under the guidance of his/her faculty supervisor and his/her supervisory committee.

Under Plan B, a student chooses to prepare a design project focused on the design of devices, instruments, or systems. As in the case of Plan A, the project is mentored by the student's faculty supervisor and his/her supervisory committee.

Upon approval by the student's supervisory committee, the thesis research or design project may be carried out at the student's company's site (if the student is working) under the supervision of an approved senior scientist/engineer of the company. However, a SSU faculty supervisor must oversee the research/project and regularly examine the student's progress. While not a requirement for graduation, it is expected that the results of the research/project will be presented in an appropriate technical conference and/or published in a relevant professional journal.

Plan C, Lab and Technical Report Experience (LTR Experience), provides students with the opportunity for taking more courses to develop a deeper knowledge in their areas of interest instead of carrying out research or design projects, gives extensive exposure of the state-of-the art equipment in various laboratories, and develops technical report writing skills.

Technical Electives

A student must take 3 to 9 units of technical electives approved by his/her faculty advisor depending upon the culminating experience plan chosen as given below:

Plan A	(Thesis, 30 units)
Common Core	9 units
Track Core	12 units
Electives	3 units
Thesis	6 units

Plan B	(Project, 30 units)
Common Core	9 units
Track Core	12 units
Electives	6 units
Design Project	3 units

Plan C	(LTR Experience, 33 units)
Common Core	9 units
Track Core	12 units
Electives	9 units
CES 593	3 units

The purpose of technical elective courses is to provide a student with greater depth and/or breadth in his/her area(s) of interest. A technical elective course can be from any of the two lists of the track courses and must be at 500-level.

Learning Objectives

The students of this program will acquire:

1. knowledge in multiple interrelated disciplines;
2. ability to model and analyze scientific and engineering problems;
3. knowledge of the theory of high performance computing, communications and/or networking,
4. critical thinking ability and the learning of analytical and simulation tools to do system performance evaluation;
5. ability to apply theory to design and implement efficient computing and/or communications systems;
6. ability to integrate knowledge from multiple interrelated disciplines to formulate, design, and/or implement interdisciplinary projects;
7. ability to investigate and formulate research problems and/or design projects;
8. ability to learn and research independently;
8. written and oral communication skills.

A student's plan of study is designed such that all the nine learning objectives above are covered by the courses selected.

Laboratories

The program has the following eight state-of-the art laboratories in various areas of interest located in the Cerent Engineering Sciences Complex in Salazar Hall.

- AFC Access Technologies Laboratory.
- Agilent Technologies Communications Laboratory.
- Rolf Illsley Photonics Laboratory.
- William Keck Microanalysis Laboratory.

- Networking Laboratory.
- Human-Computer Interaction Laboratory.
- Software Engineering Laboratory.
- Electronics Laboratory.

These labs provide excellent facilities to our students and faculty for hands-on experience, research, project development, implementation, and testing. Many of these labs are sponsored by the high-tech industries in the North Bay region of the San Francisco area.

Engineering Science Courses (ES)

110 INTRODUCTION TO ENGINEERING AND LABORATORY EXPERIENCE (1)

Lecture, 0.5 hr.; laboratory, 1.5 hrs. This course is designed to introduce principles of engineering to students and expose them to the electronics and computer lab environment. Students are given the opportunity to design and build simple analog and digital circuits and make measurements using various types of lab equipment.

210 DIGITAL CIRCUIT AND LOGIC DESIGN (4)

Lecture, 3 hrs.; laboratory, 3 hrs. Logic gates; combinatorial logic and analysis and design of combinatorial circuits; electronic circuits for various logic gates. Flip-flops, registers, and counters; sequential circuits and state machines. Various logic families and comparison of their electrical characteristics such as fan-out, rise and fall times, delay, etc. Concepts of machine, assembly, and high-level languages and relationship between them; basic principles of computer design. Laboratory work will include designing, building, and testing of digital circuits, logic, and sequential circuits. Prerequisite: MATH 142, Co-requisite: ES 230; or consent of instructor.

220 ELECTRIC CIRCUITS (3)

Lecture, 3 hrs.; laboratory, 0 hrs. Review of Kirchoff's laws, circuit design, node and mesh analysis, etc.; Thevenin's theorem, Norton's theorem, steady state and transient analysis, transfer function. AC power and three-phase circuits, Y-Delta equivalents. Multi-port networks, two-port networks with energy storage, ideal transformers. Amplifiers and frequency response, filters. Prerequisites: MATH 211 and PHYS 214; or consent of instructor.

221 ELECTRIC CIRCUITS LABORATORY (1)

Lecture 0 hrs.; laboratory, 3 hrs. Laboratory work on material treated in ES 220 emphasizing elementary design principles.

230 ELECTRONICS I (3)

Lecture, 3 hrs.; laboratory, 0 hrs. This course is an introduction to electronics covering the basics of analog and digital electronics. Review of Kirchoff's laws, Thevenin's and Norton's theorems. Electronic circuits modeling and analysis, diodes, transistors, filters, operational amplifiers, single and multi-stage amplifiers; analysis and design of combinational and sequential digital circuits. Prerequisite: ES 220 and ES 221 or PHYS 214 and PHYS 216 or consent of the instructor. Must be taken concurrently with ES 231/PHYS 231. (Cross-listed with PHYS 230).

231 ELECTRONICS I LABORATORY (1)

Laboratory, 3 hrs. Laboratory work to accompany ES 230/PHYS 230. Computer-assisted design of analog and digital circuits. Diodes, filters, transistors, oscillator, amplifiers, analog-to-digital and digital-to-analog conversion, combinational and sequential logic, programmable logic devices. Prerequisite: same as ES 230/PHYS 230. Must be taken concurrently with ES 230/PHYS 230. (Cross-listed with PHYS 231).

310 MICROPROCESSORS AND SYSTEM DESIGN (4)

Lecture, 3 hrs.; laboratory, 3 hrs. Hardware architecture of a microprocessor and its programming and instruction design; memory hierarchy and I/O interfaces; comparison of various microprocessor architectures and capabilities; system design using microprocessors. Laboratory work. Prerequisites: ES 210 and ES 230; or consent of instructor.

330 ELECTRONICS II (3)

Lecture, 2 hrs.; laboratory, 3 hrs. Analysis and design of high frequency amplifiers; high frequency models of transistors; operational amplifiers and applications; feedback amplifiers; oscillators, modulators, bandpass amplifiers, and demodulators for communications. Laboratory work. Prerequisite: ES 230 or consent of instructor.

400 LINEAR SYSTEMS THEORY (3)

Lecture, 3 hrs. Correlation, convolution, Fourier, Laplace and z-transform, difference equations, fast Fourier transforms, and state variable theory. Prerequisite: One semester of differential equations (such as MATH 241) or consent of instructor. (Cross-listed with MATH 430).

430 ELECTROMAGNETIC THEORY & APPLICATIONS (3)

Lecture, 3 hrs. Electrostatics; magnetostatics; electric currents; electromagnetic induction; electric and magnetic fields in matter; Maxwell's equations; retarded potentials; radiation reaction; light emission; simple scattering and antenna theory; properties of waveguides; relativistic formulation of electrodynamics; Fourier decomposition of fields. Prerequisites: PHYS 214, PHYS 325 or Math 241.

432 PHYSICAL ELECTRONICS (3)

Lecture, 3 hrs. Semiconductor materials, crystal structure and growth; energy bands and charge carriers, conductivity and mobility; metal-semiconductor and p-n junctions; p-n junction diodes, bipolar junction transistors, field-effect transistors, CCD's, photonic devices, and integrated circuits. Projects in photolithography; conductivity and contact resistance measurements; I-V and C-V characteristics of diodes; characterization of transistors may be assigned. Prerequisite: PHSY 314 or consent of instructor.

440 ANALOG & DIGITAL COMMUNICATIONS I (3)

Lecture, 2 hrs.; laboratory, 3 hrs. Mathematical modeling of signals; time and frequency domain concepts; spectral density; components of a communications system; analog signal transmission. AM, FM and PM modulation and demodulation techniques; noise and bandwidth; link analysis. Laboratory work. Prerequisite: ES 230; Corequisite: ES 400; or consent of instructor.

441 ANALOG & DIGITAL COMMUNICATIONS II (3)

Lecture, 2 hrs.; laboratory, 3 hrs. Digital signals and their transmission; PCM, log-PCM, ADPCM, and DM and other low bit rate coders. Digital data transmission; data encoding; clock recovery and BER; data modulation techniques; ASK, FSK, PSK, and QAM. Link budgets for satellite, cellular, and cable systems; the effects of noise and bandwidth. Laboratory work. Prerequisite: ES 440 or consent of the instructor.

443 INTRODUCTION TO OPTICAL FIBER COMMUNICATIONS (3)

Lecture: 3 hrs; laboratory: 0 hrs. Principles of light wave propagation, and propagation in an optical fiber; fiber characteristics; O/E and E/O conversions; coupling; WDM; modulation techniques for efficient information transmission; system design. Prerequisite: ES 441 or consent of the instructor.

445 PHOTONICS (3)

Lecture, 3 hrs. Gaussian beams; guided-wave optics; fiber optics; optical resonators; resonant cavities; laser oscillation and amplification; laser excitation; optical pumping; solid state, gas, dye, chemical, excimer and free electron lasers; semiconductor lasers; laser spectroscopy; fiber optic communication; photomultiplier and semiconductor radiation detectors including photoconductors, junction photodiodes; p-i-n diodes, avalanche photodiodes; detector noise. Prerequisite: PHYS 314 or consent of instructor.

465 DATA COMMUNICATIONS (3)

Lecture, 2 hours; laboratory, 3 hours. The ISO reference model, theoretical basis for data communications, data transmission theory and practice, telephone systems, protocols, networks, Internetworks, with examples. Prerequisites: CS 351 and MATH 345, or consent of instructor.

480 ARTIFICIAL INTELLIGENCE (3)

A survey of techniques that simulate human intelligence. Topics may include: pattern recognition, general problem solving, adversarial game-tree search, decision-making, expert systems, neural networks, fuzzy logic, and genetic algorithms. Prerequisite: CS 315 or consent of instructor.

493 SENIOR DESIGN PROJECT (3)

This is a capstone course. A major project designed to bring the knowledge gained from various courses together to analyze, design, and implement an electronic ad/or communications system in an efficient and economic manner. Prerequisite: consent of the instructor.

Master of Computer and Engineering Science Courses (CES)

400 LINEAR SYSTEMS THEORY (3)

Lecture, 3 hrs. Analysis of linear time-invariant systems; correlation; convolution; impulse response; complex variables; Fourier series and transform; sampling; filtering; modulation; stability and causality; feedback and control systems; Laplace and Z-transform; fast Fourier transforms. Prerequisite: MATH 241 or consent of instructor.

430 PHOTONICS (3)

Lecture, 3 hrs. Lasers, diode lasers, and LEDs; fiber optics; optical radiation detectors. Prerequisites: A course in modern Physics (such as PHYS 314) and electromagnetism (such as PHYS 430).

432 PHYSICS OF SEMICONDUCTOR DEVICES (3)

Lecture, 3 hrs. Semiconductor materials, crystal structure, and growth; energy bands and charge carriers; conductivity and mobility; metal-semiconductor and p-n junctions; p-n junction diodes; bipolar junction transistors; field-effect transistors; CCD's; photonic devices; and integrated circuits. Projects in photolithography; conductivity and contact resistance measurements; I-V and C-V characteristics of diodes; characterization of transistors may be assigned. Prerequisite: PHYS 314 or consent of instructor.

440 DATA COMMUNICATIONS (3)

Lecture, 2 hrs.; laboratory, 3 hrs. The ISO reference model; theoretical basis for data communications; data transmission theory and practice; telephone systems; protocols; networks; internetworks with examples. Prerequisites: CS 215, MATH 345 and PHYS 214 and 216, or consent of instructor.

490 SELECTED TOPICS IN CES (1-3)

Special topics to introduce new emerging fields, provide foundation for advanced graduate level courses, or augment other courses in computer and engineering science. Prerequisite: consent of instructor.

494 DIRECTED READINGS (1-3)

Independent study under a faculty. The proposal must be approved by the graduate advisor if the course is to apply toward degree requirements. Prerequisite: consent of instructor.

500 QUEUING AND TRANSFORM THEORY (3)

Lecture, 3 hrs. Review of probability theory, fundamentals of transform theory, Fourier and Z-transforms. Markovian and discrete time queuing systems, single and multi-server queues, queuing networks and their applications. The course may require significant lab and/or project activity. Prerequisites: MATH 345 and 261 or consent of instructor.

510 INTELLIGENT SYSTEMS DESIGN (3)

Lecture, 3 hours. Introduction to adaptive systems: neural networks, genetic algorithms (GAs), fuzzy logic, simulated annealing, tabu search, etc. Specific topics include perceptions, backpropagation, Hopfield nets, neural network theory, simple GAs, parallel GAs, cellular GAs, schema theory, mathematical models of simple GAs, and using GAs to evolve neural networks. Prerequisites: CS 315 and CES 400, or consent of instructor.

512 THEORY OF SOFTWARE SYSTEMS (3)

Lecture, 3 hrs. Review of data structures and basic algorithms for sorting and string processing. Basics of logic, formal systems, grammars, and automata. Applications to some of the following areas: design of language processing tools (editor, translator etc.), software specification, testing and verification, non-numerical problem solving. The course may require significant lab and/or project activity. Prerequisite: CS 315 or consent of instructor.

514 DATA MINING (3)

Lecture, 3 hrs. Introduction to data models, data warehousing, association-rule mining, searching the Web, Web Mining: Clustering. AI techniques (neural networks, decision trees), applications, and case studies. The course may require significant lab and/or project activity. Prerequisite: CS 315 or consent of instructor.

516 HIGH-PERFORMANCE COMPUTING (3)

Lecture, 3 hrs. Algorithmic tools and techniques for problems hard to solve on a standard uniprocessor model, such as problems involving large data sets or real-time constraints; development of computational models to analyze the requirements and solutions and special hardware-based solutions; case studies to illustrate the developed models, tools, and techniques. The course may require significant lab and/or project activity. Prerequisite: CS315 or consent of instructor.

520 EMBEDDED SYSTEMS (3)

Lecture, 3 hrs. Three major topics covered in this course are: controlling specialized I/O devices with particular attention to bit patterns and priority interrupts; waveshapes and measurement tools, both hardware and software; and real-time operating systems. Prerequisites: ES 230-231 and CS 351, or consent of instructor.

522 VLSI DESIGN (3)

Lecture, 3 hrs. IC technology review; hardware description languages and describing hardware using one of the languages, modern VLSI design flow; circuit partitioning; clustering. Floorplanning; placement; global routing; area-efficient design; area-time tradeoffs. The course may require significant lab and/or project activity. Prerequisite: CES 530 or consent of instructor.

524 ADVANCED COMPUTER ARCHITECTURE (3)

Lecture, 3 hrs. Concept of advanced computing architectures, pipelining; multiprocessing and multiprogramming, single and multi-stage interconnection networks, applications/algorithms for parallel computers; local and system bus architectures; CPU and computer system performance analysis. The course may require significant lab and/or project activity. Prerequisites: CS 351 and CS 450, or consent of instructor.

530 ANALOG AND DIGITAL MICROELECTRONICS (3)

Lecture, 3 hrs. Introduction to analog/digital integrated circuits; bipolar and MOS transistor models; analysis and design of monolithic operational amplifiers; frequency response; non-linear circuits and CMOS, and Bipolar Logic Circuits. The course requires lab and/or project activity. Prerequisites: ES 230-231 and CES 432, or consent of instructor.

532 ADVANCED PHOTONICS DEVICES (3)

Lecture, 3 hrs. Optical resonators, interaction of photons with materials, LEDs, laser diodes, optical amplifiers, optical noise, photoconductors, electro-optic modulators, photonic switches, nonlinear optical materials, and devices. The course requires lab and/or project activity. Prerequisite: CES 430 or equivalent.

540 DIGITAL DATA TRANSMISSION (3)

Characteristics of base-band and bandpass channels, optimum signaling sets, and receivers for digital communications; effect of noise and intersymbol interference on probability of error; channel capacity; introduction to phase-locked loop analysis for timing and carrier synchronization. Prerequisites: CES 400 and 440, or consent of instructor.

542 DIGITAL SIGNAL PROCESSING (3)

Lecture, 3 hrs. Time/frequency analysis of discrete-time signals and systems. Fast implementations of the DFT and its relatives. IIR and FIR digital filter design, implementation, and quantization error analysis. Decimation, interpolation, and multirate processing. Prerequisite: CES 400 or consent of instructor.

543 OPTICAL FIBER COMMUNICATIONS (3)

Lecture, 3 hrs. Lightwave fundamentals; optical fiber as transmission media; losses and bandwidth; fiber cables. Optical sources, detectors. Optical components such as switches, access couplers, wavelength multiplexers and demultiplexers. Analog and digital transmission techniques; line coding techniques; optical heterodyne receivers; thermal and shot noise; bit error rates; optical transmission system design. Optical T-carrier systems and SONET; future directions. The course may require significant lab and/or project activity. Prerequisites: ES 230-231 and CES 440 or consent of instructor.

544 WIRELESS COMMUNICATIONS (3)

Lecture, 3 hrs. Introduction to mobile/wireless communication systems; cellular communication; data transmission and signaling; noise and interference; analog and digital techniques; multiple-access architecture. The course requires lab and/or project activity. Prerequisites: ES 230-231 and CES 440, or consent of instructor.

546 DATA COMPRESSION (3)

Lecture, 3 hrs. Information theory, models, lossless compression (statistical, dictionary, static, dynamic, Huffman, arithmetic, context-modeling), lossy compression (scalar quantization, vector quantization, differential encoding, subband, transform, predictive), compression standards (JPEG, MPEG). Prerequisites: MATH 345 and CS 315, or consent of instructor.

547 DIGITAL SWITCHING: TECHNIQUES AND ARCHITECTURES (3)

Lecture, 3 hrs. Review of switching techniques; synchronous and asynchronous transfer modes (i.e., STM and ATM); various switch architectures. Multi-rate and multipoint-to-multipoint switching; ATM switching, signaling and call set-up; ATM switch-architectures and their performance evaluation; multicasting techniques. VLSI implementation considerations, future directions. The course may require significant lab and/or project activity. Prerequisites: MATH 345, ES 230-231, and CES 440, or consent of instructor.

550 INTEGRATED DIGITAL NETWORKS (3)

Lecture, 3 hrs. Information types and signals; definitions of services and integration; narrowband ISDN and frame relay protocols; broadband ISDN concept and protocol. Integrated environment and ATM; principles of SONET and ATM transmission; broadband ATM networking; future trends. The course may require significant lab and/or project activity. Prerequisite: CES 440 or consent of instructor.

552 NETWORK ARCHITECTURE AND PROTOCOLS (3)

Lecture, 3 hrs. ISO model, review of the physical and data link layers, network layer, and routing including for Internet; multicast routing; TCP and UDP protocols and their characteristics, performance and limitations; TCP/IP stack; applications such as FTP, e-mail, and DNS, voice over IP. The course may require significant lab and/or project activity. Prerequisite: CES 440 or consent of instructor.

554 BROADBAND ACCESS TECHNOLOGY (3)

Lecture, 3 hrs. Review of ISDN and B-ISDN Protocols; digital subscriber loops; digital modems. The xDSL technology; xDSL family of protocols; ADSL standardization, its architecture, operation, implementation, and management; ATM; TCP/IP; Ethernet transmissions using ADSL; optical access. The course may require significant lab and/or project activity. Prerequisite: CES 440 or consent of instructor.

558 MULTICASTING ON THE INTERNET (3)

Lecture, 3 hrs. Multicasting fundamentals; multicast routing algorithms; IP multicast; architecture and operation of MOSPF, PIM, CBT, OCBT, HDVMP, HPIM, BGMP; and Mbone protocols. Real-time Transport protocol and scalable reliable multicast, reliable multicast transport protocols. Multicasting in ATM networks; IP multicast over ATM; future directions. The course may require significant lab and/or project activity. Prerequisite: CES 552 or consent of instructor.

590 SELECTED TOPICS IN COMMUNICATIONS AND PHOTONICS (3)

Special topics to augment regularly scheduled graduate courses in communications and photonics will be presented. Prerequisites depend on subject material.

592 SELECTED TOPICS IN HARDWARE AND SOFTWARE SYSTEMS (3)

Special topics to augment regularly scheduled graduate courses in hardware and software systems will be presented. Prerequisites depend on subject material.

593 LAB AND TECHNICAL REPORT EXPERIENCE (3)

Lecture, 1 hr.; laboratory, 6 hrs. In this course, students will learn to operate state-of-the-art equipment in at least 6 laboratories, perform experiments, and write lab reports. In addition, students will write a technical report on a state-of-the-art topic within the scope of the master's program of at least 3000 words excluding figures and tables. (The course cannot be taken to meet 30-unit requirement under thesis or project option unless approved by the Program Director.) Prerequisite: Permission of student's advisor.

594 DIRECTED READINGS (1-3)

Independent study under a faculty member. The proposal must be approved by the graduate advisor if it is to apply toward degree requirements. Prerequisite: consent of instructor.

595 DESIGN PROJECT (1-3)

The project plan, timetable, necessary resources, and expected outcome must be approved by a faculty project advisor and the program advisor at least one semester before taking the course. Prerequisite: Admission of candidacy for the Master's degree and approval of the faculty advisor.

596 PROJECT CONTINUATION (1-3)

Designed for students working on their thesis or design project but who have otherwise completed all graduate course work toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisite: consent of faculty thesis/project advisor.

597 GRADUATE SEMINAR (1)

Series of lectures presented by experts from academia and industries.

598 COMPREHENSIVE EXAMINATION (1)

In this four-hour examination the students' overall understanding of important concepts of the core courses and the main subjects of each track will be tested. Prerequisites: Advancement to candidacy for the Master's degree and approval of the graduate advisor.

599 RESEARCH AND THESIS (1-6)

Prerequisites: Admission of candidacy for the Master's degree and approval of the thesis advisor.

ENGLISH

DEPARTMENT OFFICE

Nichols Hall 362
(707) 664-2140
www.sonoma.edu/english

DEPARTMENT CHAIR

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ADMINISTRATIVE COORDINATOR

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Katharyn Crabbe
Helen Dunn
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Kim Hester-Williams
Sherril Jaffe
Catherine Kroll
Mira-Lisa Katz
John Kunat
Noelle Oxenhandler
Thaine Stearns
Greta Vollmer
Timothy Wandling
Chingling Wo

Programs Offered

Bachelor of Arts in English
 Literature concentration
 Creative Writing concentration
 Secondary Teaching Credential Preparation
Master of Arts in English
Minor in English

English remains one of the most various, comprehensive, and liberalizing of the liberal arts. It familiarizes us with the written documents that define the past and give meaning and purpose to the present; it investigates the sources and structure of language; it enriches our awareness of language in written and oral forms; it stirs the creative and recreative impulses; and it provides us with multiple ways to envision our world and ourselves through the study of fiction, poetry, drama, and the essay.

The English Department is one of the University's largest departments. In addition to its majors, the department serves many other students who take English courses to improve their writing, to develop a minor or double major field, or to pursue interests in some aspect of literature, language, or creative writing. English is the field most frequently chosen by students combining fields of study in an

interdisciplinary major—for example, literature and sociology; literature and history; literature and art; linguistics and psychology.

Students who wish to major in English may choose one of three plans, each of which provides a coherent program with a particular emphasis. After a core of required courses, students will follow programs leading to a major in English and American literature, creative writing, or secondary teaching, which prepares students to enter postbaccalaureate teacher credentialing programs.

Students who have majored in English work in business, public relations and advertising, broadcasting, journalism, law and government service, as well as in elementary, secondary, and college teaching. All of these fields require an understanding of human motivation and of the conflicts and dilemmas that people face. Our graduates enter those fields able to express themselves clearly, logically, and with passion. They understand the relationship between language and authority.

The English Department participates in the Sonoma State University CLEP (College Level Examination Program) credit-by-examination program. For further information on CLEP course equivalents in English, please refer to the Admissions section of this catalog.

The English Department also serves students in the applied arts minor, which may be of special interest to those seeking the Multiple Subject (elementary level) Teaching Credential and the University's pre-law and pre-health professions programs.

The English Department publishes the following professional and student publications: *Zaum*; and *Volt, A Magazine of the Arts*. Students wishing to participate in the production of these publications should contact the English Department office.

To be admitted to the English major, students must receive a grade of at least B- in ENGL 101 and 214 or their equivalents. A student with a grade lower than B- in either ENGL 101 or 214 may petition for a review by the department. The review will be based on the contents of an appeal folder, containing three essays from the class being reviewed, and a one-to-two-paragraph explanation of the basis of appeal.

Bachelor of Arts in English

Degree Requirements	Units
General education	51
Major requirements, Core (20 units) and Concentration (20 units)	40
General electives	29
Total needed for graduation	120

Major Core Requirements for All English Majors

(Except secondary teaching concentration students; please see Secondary Teaching Preparation, below.)

An Introductory Course

Complete the following course:

ENGL 301 Literary Analysis: Seminar

4

A Survey Course

Complete one of the following courses:

- ENGL 237 Survey: Early American Literature (4)
- ENGL 238 Survey: Later American Literature (4)
- ENGL 239 Survey: Early British Literature (4)
- ENGL 240 Survey: Later British Literature (4)

A Shakespeare Course

Complete one of the following courses:

- ENGL 339 Introduction to Shakespeare (4)
- ENGL 439 Studies in Shakespeare (4)

A Theory Course

Complete one of the following courses:

- ENGL 401 Introduction to Modern Critical Theory (4)
- ENGL 487 Studies in Rhetoric (4)

A Senior Level Literature Course

Complete one of the following courses:

- ENGL 436 Studies in Postcolonial Literature (4)
- ENGL 439 Studies in Shakespeare (4)
- ENGL 447 Studies in Comparative Literature (4)
- ENGL 448 Periods in British Literature (4)
- ENGL 450 Periods in American Literature (4)
- ENGL 451 Feminist Perspectives in Literature (4)
- ENGL 470 Studies in Poetry (4)
- ENGL 472 Studies in the Novel (4)
- ENGL 474 Studies in Drama (4)
- ENGL 480 Studies in California Literature (4)
- ENGL 481 Studies in British Literature (4)
- ENGL 482 Studies in American Literature (4)
- ENGL 483 Individual Authors: American (4)
- ENGL 484 Individual Authors: British (4)
- ENGL 485 California Authors (4)

Total units in the major core 20

Note: English majors must choose one of three concentrations: literature, creative writing, or secondary teaching.

Literature Concentration

Three general literature courses:

Two of these courses (8 units) must be at the 400 level, and must be in literatures before 1914.

Electives:

Total units in the literature concentration 20

Creative Writing Concentration

Four or more courses in creative writing:

At least three of these courses (12 units) must be at the 300/400 levels, and course selections must include two different writing genres (poetry, fiction, scriptwriting, creative nonfiction).

- ENGL 207 Introduction to Creative Writing (3)
- ENGL 307 Introduction to Fiction Writing (4)
- ENGL 318 Introduction to Poetry Writing (4)
- ENGL 352 Personal Essay (4)
- ENGL 375 Advanced Composition (4)
- ENGL 407 Advanced Fiction Writing (4)
- ENGL 409 Master Class in Fiction Writing (4)
- ENGL 418 Advanced Poetry Writing (4)
- ENGL 430 Creative Writing: Selected Genres (1-4)
- ENGL 435 Directed Writing (4-8)
- ENGL 475 Master Class in Nonfiction (4)

Electives: 4

Total units in the creative writing concentration 20

English Education Concentration (Secondary Teaching Preparation)*

Pre-Requisites: 6 Units

Complete the following course: 3 units

- ENGL 201 Written and Oral Discourse (3)

Complete one of the following courses: 3 units

- THAR 300 Theatre in Action (3)
- COMS 202 Methods of Media Criticism (3)

Core requirements: 37 Units

Complete the following courses: 25 units

- ENGL 301 Literary Analysis: Seminar (4)
- ENGL 315 California Ethnic Literature (3)
- ENGL 341 Explorations in Language or History of the English Language (4)
- ENGL 379 Pedagogical Grammar (4)
- ENGL 491 Teaching Composition (4)
- ENGL 492 Responding to Literature (4)
- ENGL 495 Portfolio Preparation (2)

Complete one of the following courses: 4 units

- ENGL 238 Survey: Later American Literature (4)
- ENGL 237 Survey: Early American Literature (4)

Complete one of the following courses: 4 units

- ENGL 239 Survey: Early English Literature (4)
- ENGL 240 Survey: Later English Literature (4)

Complete one of the following courses: 4 units

- ENGL 339 Introduction to Shakespeare (4)
- ENGL 439 Studies in Shakespeare (4)

For the Extended Studies portion of the Single-Subject Credential Concentration, students will choose either Option 1 or Option 2:

Option 1.

Extended Studies: Literature and Text Analysis: 8 units

Complete two of the following courses:

- ENGL 343 Youth and Literature (4)
- ENGL 470, or 472, or 474 Genre Course (4)
- ENGL 481 Seminar in British Literature (4)
- ENGL 482 Seminar in American Literature (4)
- ENGL 485 California Authors (4)
- OR an elective to be determined with and approved by an advisor

Option 2.

Extended Studies: Composition/Rhetoric and Linguistics Emphasis: 8 units

Complete two of the following courses:

- ENGL 307, or 318, or 352 Creative Writing Course (4)
- ENGL 487 Studies in Rhetoric (4)
- ENGL 489 Topics in Linguistics (4)
- ENGL 495 Tutor in Writing Center (4)
- LING 401, or LING 430, or LING 432 Linguistics Department course (4)
- OR an elective to be determined with and approved by an advisor

Collateral Requirements: 3 units plus 30 hours

Complete the following:

EDUC 417 School and Society (3)
Field experience in schools (30 hours)

**Total units in the English education
(Secondary Teaching Preparation) concentration 48**

**All single subject concentration courses must be passed with a grade of C or better in order to qualify as meeting the waiver requirements. In addition, students must achieve a minimum G.P.A. of 3.0 (in single subject program courses) to qualify for waiver approval.*

Teaching Credential Preparation

The English department offers a program of study that satisfies the subject matter preparation requirement for entry into an English teaching credential program and exempts the student from taking the CSET (California Subject Examination for Teachers) in English. English majors interested in seeking a general elementary credential may demonstrate subject matter competence by passing the CSET Multiple Subjects Assessment. For more information, contact the English Department Office at (707)-664-2140.

Sample Four-year Program for Bachelor of Arts in English

Literature concentration

FRESHMAN YEAR:: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
GE Area A2: ENGL 101 (3)	GE Area A3: PHIL 101 (3)
GE (3)	GE Area B1 (3)
GE Area B2: BIOL 115 (3)	GE Area D2 (3)
Electives (6)	GE Area C2: ENGL 214 (3)
	Electives (3)

SOPHOMORE YEAR:: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
GE Area A1: ENGL 201 (3)	GE Area C1 (3)
GE Area B3 (3)	ENGL 238 or 240 (4)
ENGL 237 or 239 (4)	GE Area D3 (3)
Electives (5)	Electives (5)

JUNIOR YEAR:: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
GE Area C3 UD (3)	ENGL 339 (4)
ENGL 301 (4)	GE Area C4 UD (3)
UD Major Literature Course (4)	Major Elective (4)
Electives (4)	GE Area D1 (3)
	Electives (1)

SENIOR YEAR:: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
ENGL 401 (4)	400 Level Major Lit. Course (4)
400 Level Major Literature Course (4)	400 Level Major Lit. Course (4)
GE Area E UD (3)	GE Area D5 (3)
Electives (4)	Electives (4)

TOTAL UNITS:: 120

Advising Clarifications

1. Six units of English C.I.P. may be included among the electives with permission of advisor.
2. Additional courses in upper-division writing (which may be repeated for credit) or additional literature courses may be taken as electives.
3. No course should be listed above if it has already been used for GE requirements. (ENGL 214, 215, 314, 315, 345 are exceptions.)

Only one course may be double counted for both English and GE area C2. No courses from other GE areas or from other universities may double count. However, if a course is counted toward area C2 by an A & R evaluator, it may still count toward the major if the student elects to take an additional English Department area C2 course in its stead.
4. At least 24 units of the courses listed above must be upper-division.
5. The 40 units listed above will be used in computing the major GPA in accordance with University policy; no courses taken Cr/NC may be counted toward the major unless they are only offered with that option.
6. Additional units in English, beyond the 40 units listed above, will be counted as general college electives and should not be listed on the Major/Minor Requirements form.

In accordance with University policy, courses in Independent Study (495, 595) shall not duplicate regularly offered courses listed in our catalog.

Minor in English

Students majoring in other fields may develop, in consultation with an English Department advisor, a 20-unit English minor.

Required: Literary Analysis (ENGL 301), a survey course (to be selected from ENGL 237, 238, 239, 240, or equivalent), and an upper-division writing course (to be selected from ENGL 307, 318, 352, 375, 475, or other at the recommendation of your advisor). A minimum of one course must be taken at the 400 level. All courses must be taken for a grade to count toward the minor. Nine units must be taken in residence at SSU.

Master of Arts in English

The graduate program in English at Sonoma State University consists of 34 units of graded work. Literature, creative writing, and rhetoric and the teaching of writing are emphases within the degree available to the student.

Admission to the Program

The English Department M.A. program accepts applicants only for the fall semester of each year and requires at least a 3.00 GPA in the last 60 academic units taken. Program applicants must file the University application form and have all their academic transcripts sent to the University Admissions and Records Office by the admission deadline set by the department for that year, typically January 31. Applicants must also send to the English Department Graduate Advisor a second set of transcripts, three letters of recommendation, and an essay that discusses their interest in pursuing the degree. Inclusion of a scholarly undergraduate paper is strongly recommended. Those applying for the creative writing emphasis must include a sample of their creative work. Applicants should contact the English Department office and request a copy of the Guide to the English M.A.

The English Department Graduate Committee reviews all complete application files that meet campus and departmental admission standards and admits the most qualified of these applicants to the program. Applicants may enter the program with conditional or classified postbaccalaureate status. Classified status is usually granted to admitted applicants with undergraduate majors in English; conditionally classified status, which requires the completion of 12 to 24 additional units in English, is usually granted to admitted applicants with an undergraduate major in another field. Please see the catalog section on Graduate Degrees for more information.

Admission to Candidacy

Once accepted into the program and prior to completion of the degree, a student needs to be admitted to candidacy. To do this, a student will need to have passed the CSU's Written English Proficiency Test or acceptable equivalent, and to have satisfied two English Department requirements:

1. A demonstration of competence in reading a foreign language, or a college transcript showing completion of the two years of a modern foreign language or one year of a classical language.
2. A score on the GRE Advanced Literature Examination at or above the 65th percentile or a grade of B- or better on the English Department's comprehensive examination. The English Department's comprehensive examination is given at the end of each semester and may be taken no more than three times. Students who wish to prepare for this examination or for the GRE in literature may take the review seminar, ENGL 494, offered in the fall semester.

Emphasis within the English M.A.

All students in the English M.A. program are required to have a substantial background in literature, advanced writing skills, and a knowledge of research methods and literary theory provided in ENGL 500 and 501. Students further define their degrees by meeting with the graduate advisor to plan course emphases in literature, creative writing, or rhetoric and the teaching of writing.

Degree Options

All options require candidates to take ENGL 500, 501, and at least one 500-level literature course. At least 20 of the M.A. course work units, exclusive of completion option units, must be taken at the 500 level.

To fulfill the requirements for the degree, the student must select one of the three following options:

1. Thesis Option: 28 units of course work, plus 6 units of ENGL 599 for researching and writing a thesis.
2. Creative Writing Option: 28 units of course work, plus 6 units of directed writing, ENGL 535, for writing a creative project prefaced with a critical introduction.
3. Directed Reading Option: 34 units of course work, plus preparation of a specialized reading area (3 units of ENGL 597 required) and passage, with a B- or better, of a written exam in this area. Note that this option requires 34 units of graded course work plus three units of ENGL 597, which is graded Cr/NC.

Students choosing the thesis or directed reading option are required to take an oral examination. Those choosing the directed writing option are required to give a public presentation of their work.

Requirements for All Degree Emphases

In addition to degree completion option units, at least 20 of the total 34 units must be selected from courses numbered in the 500 series.

Required Courses

ENGL 500 Research and Critical Writing	4
ENGL 501 Literary Criticism	4
Any ENGL 500-level literature course	4

Total units in required courses **12**

Electives and completion options:

1. Thesis option: 16 elective units, 6 units of ENGL 599
2. Creative Project option: 16 elective units, 6 units of ENGL 535
3. Directed Reading option: 22 elective units, 3 units of ENGL 597 (CR/NC)

Total graded elective and final option units **22**

Total graded units in the M.A. Program **34**

English Courses (ENGL)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty assignments.

- A. ENGL 101 and 214 or their equivalents are prerequisites for upper-division courses.
- B. These classes (or their equivalents), and ENGL 301, are prerequisites for English 400-level and 500-level courses; or consent of instructor.
- C. Prerequisites apply to both major and minor.

English Placement Test: The University offers 30-level and 99-level courses in English for students who pass the written English Placement Test (EPT) at an appropriate level. Please see the Admissions section for additional information.

30 WRITING SKILLS (3) FALL, SPRING

The course will focus on developmental and learning skills in writing, including language mechanics, sentence patterns, paragraph patterns, spelling, vocabulary, and developmental skills in reading, in preparation for ENGL 99. Students will receive guidance on the completion of written assignments that meet university-level standards. Placement in this course is based on the score on the English Placement Test (EPT). Cr/NC only. Not applicable toward graduation.

99 BASIC COMPOSITION AND WORKSHOP (3) FALL, SPRING

Study and review of grammar, sentence structure, punctuation, and other elements of standard written English and practice in the reading and analysis of essays. Students assigned to course on basis of English Placement Test scores. Course includes workshop for individual and small-group tutoring. Cr/NC only. Not applicable toward graduation. Prerequisite: completion of the English Placement Test (EPT).

99T BASIC COMPOSITION - TUTORING (1-3) FALL, SPRING

Individual and group tutoring in English composition. Tutoring units are assigned on basis of English Placement Test scores and are taken in conjunction with other writing courses. May be repeated. Cr/NC only. Not applicable toward graduation. Prerequisite: completion of the English Placement Test (EPT).

101 EXPOSITORY WRITING AND ANALYTICAL READING (3) FALL, SPRING

Study and practice in the expression of facts and ideas; principles of investigation, of organization, and of effective writing style, with emphasis upon expository writing and upon developing analytical reading ability. Satisfies GE, category A2 (Fundamentals of Communication). Prerequisite: completion of the English Placement Test (EPT). CAN ENGL 2.

199 STUDENT-INSTRUCTED COURSE (1-3)

A course taught by graduate students under the supervision of a department faculty member. The course content will not be covered by the regular course offerings.

200 CALIFORNIA CULTURAL ANALYSIS (3)

Within the context of readings related to California history and culture and their role in shaping contemporary California life, students practice the techniques of expository writing, oral expression, and reading and thinking critically. Satisfies GE, category A1. Prerequisite: completion of GE categories A2 and A3.

201 WRITTEN AND ORAL DISCOURSE STUDIES (3) FALL, SPRING

A course in analysis and production of written and oral discourse appropriate to a variety of disciplines and rhetorical situations, with emphasis on methods of critiquing, argumentation, and cross-disciplinary discourse problems and challenges. Prerequisites: completion of GE areas A2 and A3. Satisfies GE, category A1.

207 INTRODUCTION TO CREATIVE WRITING (3) FALL, SPRING

An introduction to a variety of forms of creative writing, poetry and prose poems, the personal essay, vignettes, short stories, drama, and experimental fiction. Students will explore each form with in-class exercises and discussion. CAN ENGL 6.

214 LITERATURE OF THE WORLD (3) FALL, SPRING

An introduction to the study of literature. Masterworks drawn from a worldwide range of cultures and historical periods will provide the basis for discussion. Emphasis will be placed on written analysis of literary form and meaning. Satisfies GE, category C2 (World Literature). Prerequisite: ENGL 101.

215 INTRODUCTION TO CALIFORNIA LITERATURE (3)

A survey of California literature. Works will be drawn from a range of California ethnic and cultural traditions. Emphasis will be placed on written analysis of literary form and meaning. Satisfies GE, category C2 (World Literature). Prerequisite: ENGL 101.

237 SURVEY: EARLY AMERICAN LITERATURE (4) FALL

Survey of American Literature from the 17th century through the middle decades of the 19th century, concluding with a study of Whitman and Dickinson. In addition to major authors, major themes of the periods will be explored, including a story of Puritanism, transcendentalism, and American romanticism.

238 SURVEY: LATER AMERICAN LITERATURE (4) SPRING

Begins with Whitman and covers most major writers of the late 19th century and the 20th century, including Dickinson, Twain, H. James, Faulkner, Eliot, Kate Chopin, and Baldwin. Realism, naturalism, and modernism.

239 SURVEY: EARLY BRITISH LITERATURE (4) FALL

Survey of British Literature from the Anglo-Saxon period to the end of the 18th century. Focus is on major authors in their cultural context.

240 SURVEY: LATER BRITISH LITERATURE (4) SPRING

Survey of British literature from the late 18th century to the present. Focus is on major authors in their cultural context.

275 COMPOSITION WORKSHOP (3) SPRING

Intensive study of/and preparation for in-class and timed writing situations like the WEPT. Topics of special study include rhetorical strategies for argumentation and expository writing, grammatical review and techniques for revising, editing, and proofreading. May not be counted toward the English major. Prerequisite: students must have taken the WEPT at least once.

280 INTRODUCTION TO CALIFORNIA CULTURAL STUDIES (3) SPRING

Introduction to California culture studies and its multiethnic, interdisciplinary and multidisciplinary perspectives, tasks, and methods. Includes the study of California regionalisms and a range of topics from geology, philosophy, and art. Fieldwork and field trips to sites of historical and cultural interest required. Fulfills GE requirement in area C4.

292 LIBRARY AND INFORMATION RESEARCH: HUMANITIES (4)

An introduction to the use of Humanities resources in the library. Students learn how to satisfy information needs, how to construct search strategies, how to find and retrieve information, and how to critically evaluate information sources. Includes lectures, demonstrations, and online research practice. Electronic and print sources are covered.

295 COMMUNITY INVOLVEMENT PROGRAM (CIP) (1-4) FALL, SPRING

CIP involves students in basic community problems, performing such tasks as tutoring and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree.

301 LITERARY ANALYSIS: SEMINAR (4) FALL, SPRING

The art of critical writing on each genre, and the application of traditional and modern criticism to the study of literature. All English majors must take this course in their junior year.

302 SPECIAL TOPICS AND THEMES IN CALIFORNIA CULTURAL STUDIES (4)

Courses include: California and the Environmental Imagination; Representing LA; Mural Art and California Politics; California Lives, San Francisco Culture; California in the Fifties; The Jack London Circle; California Immigration Experience; California and the West; Race, Ethnicity, and Culture in California.

303 SPECIAL STUDIES IN COMPOSITION (2-4)

Expository writing, with a specific emphasis that varies from semester to semester; reports, grants, proposals, technical writing, and general business writing. Please see Schedule of Classes for current title.

307 INTRODUCTION TO FICTION WRITING (4) FALL, SPRING

A writing workshop which focuses on crafting the short story. May be repeated for credit.

313 CLASSICAL LITERATURE (4) FALL, SPRING

Study of major works of the ancient world in cultural context. Consult Schedule of Classes for current listing. May be repeated for credit under different subtitles.

314 MODERN WORLD LITERATURE IN ENGLISH (3) FALL, SPRING

Studies of literature in translation as well as works written originally in English, including a minimum of 50 percent from non-Western literature. Satisfies GE, category C2 (World Literature).

315 CALIFORNIA ETHNIC LITERATURE (3) FALL, SPRING

An introduction to representative modern California writers from 1900 to the present. Includes an examination of the theoretical, regional, multicultural, and multiethnic foundations of California literature. Satisfies GE, category C2 (World Literature).

318 INTRODUCTION TO POETRY WRITING (4) FALL

This course is designed for the beginning student in poetry writing. Through creative exercises and the reading of contemporary poetry, the course will focus on the basic elements of writing poetry: individual voice, image, line, language, form, sound, and process. While there will be reading and much discussion of the reading, the central focus will remain on student work. May be repeated for credit.

329 SCREEN/SCRIPT WRITING (3-4)

Film-TV-Stage. May be repeated for credit. Prerequisite: ENGL 375 or consent of instructor. Normally offered through Special Sessions in Extended Education.

339 INTRODUCTION TO SHAKESPEARE (4) FALL OR SPRING

An introductory course in Shakespeare that centers around explication, discussion, and criticism of the major plays in the canon. Available to majors and non-majors. Fulfills Shakespeare requirement for English majors.

341 EXPLORATIONS IN LANGUAGE (4) FALL OR SPRING

This course introduces a series of linguistic topics that meet the content requirements of the English waiver program for future teachers. Topics include history of the English language, semantics, language and/or literacy acquisition, or classroom discourse analysis. See Schedule of Classes for current offering.

342 CHILDREN'S LITERATURE (4) FALL, SPRING

A study of children's books, with emphasis on both traditional and modern materials. Consideration of children's reading interests and criteria for selection of books.

343 YOUTH AND LITERATURE (4)

A survey course focusing on the genre of young adult fiction and nonfiction, with emphasis on its use in the teaching of secondary school English.

345 WOMEN WRITERS (3) FALL, SPRING

A survey that, with a varying focus from semester to semester, considers women writers in a number of different periods, countries, and genres. Format: lecture/discussion. Suitable for non-majors. May be repeated for credit. Satisfies GE, category C2 (World Literature).

349 EXPLORATIONS IN LITERATURE (3-4)

A course in literary explorations that will include subjects not normally offered in the regular curriculum. Please see Schedule of Classes for current titles. May be repeated for credit.

352 PERSONAL ESSAY (4) FALL OR SPRING

Intended for the general student who wishes to practice expository writing. Provides students with an opportunity to explore personal experience through writing and to examine elements of prose style in an informal, workshop atmosphere. May be repeated for credit. Prerequisites: upper-division standing and completion of the WEPT requirement, or consent of instructor.

367 INTRODUCTION TO SHORT STORY (4) FALL OR SPRING

An introductory course on the study of the short story as a genre. This course will survey the development of the short story over time. Specific offerings of this course may focus on particular traditions within the history of the short story.

368 SMALL PRESS EDITING: ZAUM (4) FALL, SPRING

This course offers experience in editing and publishing a student literary journal as well as working on a national literary journal. Activities include editing, layout and graphics, marketing, and distribution. May be repeated for credit.

369 INTRODUCTION TO POETRY (4) FALL OR SPRING

An introductory course on the study of poetry as a genre. This course will survey the development of poetry over time. Specific offerings of this course may focus on particular traditions within the history of poetry.

371 INTRODUCTION TO NOVEL (4) FALL, SPRING

An introductory course on the study of the novel as a genre. This course will survey the development of the novel over time. Specific offerings of this course may focus on particular traditions within the history of the novel.

373 INTRODUCTION TO DRAMA (4) FALL

An introductory course on the study of drama as a genre. This course will survey the development of drama over time. Specific offerings of this course may focus on particular traditions within the history of drama.

375 ADVANCED COMPOSITION (3) FALL, SPRING

An advanced writing course, emphasizing organization of essays, style, usage, rhetorical techniques, and rewriting and editing. Course includes discussion of effective prose, review of students' work, and individual consultations. Prerequisite: ENGL 101. Completion of ENGL 375 with a grade of C or better satisfies the University WEPT requirement.

377 FILM AND LITERATURE (3-4) FALL OR SPRING

The novel/play as a genre has been a dominant feature in Western culture for centuries. This course will involve reading novels/plays and viewing film adaptations of these novel/plays. The course will focus on the uniqueness of both the novel/play and film as well as the profound influence the novel/play has had on motion pictures. Normally offered through Special Sessions in Extended Education.

379 PEDAGOGICAL GRAMMAR (4) FALL, SPRING

This course is designed to develop an understanding of basic principles of linguistic analysis as well as the forms and functions of English grammar and sentence structure. Applications to classroom practices are also explored.

395 COMMUNITY INVOLVEMENT PROGRAM (CIP) (1-4) FALL, SPRING

CIP involves students in basic community problems, performing such tasks as tutoring and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. May be repeated for a total of 6 units toward a degree.

399 STUDENT-INSTRUCTED COURSE (1-4)

A course taught by graduate students under the supervision of a department faculty member. The course content will not be covered by the regular course offerings.

400 ENGLISH LECTURE SERIES (1-4) FALL OR SPRING

A public lecture series on topics of general interest. Two units require regular attendance and a final paper. Students who take three units additionally meet once a week in discussion groups and do further reading on selected topics.

401 INTRODUCTION TO MODERN CRITICAL THEORY (4) FALL OR SPRING

An introduction to a range of critical theories and practices related to modern literary criticism. The course aims to introduce students to the contemporary forms of critical theory and their antecedents, and to show their effects upon reading practices.

Note: The following advanced creative writing seminars, ENGL 407 - 430, involve criticism and discussion of students' works. May be repeated once for credit. Enrollment is limited to 30. Consent of instructor is a prerequisite.

407 ADVANCED FICTION WRITING (4) FALL

An advanced-level fiction writing workshop. May be repeated once for credit.

409 MASTER CLASS IN FICTION WRITING (4) SPRING

Fiction writing workshop with a published writer. Enrollment limited to 15. Prerequisite: previous enrollment or consent of instructor.

418 ADVANCED POETRY WRITING (4) SPRING

This course is designed for the more advanced student in poetry writing. It is recommended that the student have prior instruction or approval by the instructor. While the focus is on student writing, students can also expect to obtain a strong sense of American poetics over the last 50 years. May be repeated for credit. Prerequisite: ENGL 318.

430 CREATIVE WRITING: SELECTED GENRES (1-4)

A workshop in the writing of a selected genre, such as: memoir, autobiography, screenplay, stage play, novel, etc. May be repeated for credit.

435 DIRECTED WRITING (2,4,8) FALL, SPRING

Individualized instruction in poetry, fiction, or creative nonfiction writing, one-on-one with a published writer. May be repeated for credit.

436 STUDIES IN POSTCOLONIAL LITERATURE (4)

Study of contemporary Anglophone and translated literary works with emphasis on transnational contexts and encounters between the First and Third Worlds.

439 STUDIES IN SHAKESPEARE (4) SPRING

An advanced course in Shakespeare that focuses on the plays in the subgenres through the context of history, sources, criticism, and theatrical reception. Fulfills Shakespeare requirement for English majors.

447 STUDIES IN COMPARATIVE LITERATURE (3-4) FALL OR SPRING

The study of literary themes and movements. Includes the various literatures that relate to a particular topic, such as decadence and symbolism, and modern European literature. Please see Schedule of Classes for current offering. May be repeated for credit. Normally offered through Special Sessions in Extended Education.

448 PERIODS IN BRITISH LITERATURE (4) FALL OR SPRING

Study of British authors in their historical periods, including Middle English, Renaissance, 17th century, Restoration and 18th century, Romantic, Victorian, 20th century. Please see Schedule of Classes for current offering. May be repeated for credit under different subtitles.

450 PERIODS IN AMERICAN LITERATURE (4) FALL OR SPRING

Selections from the 17th through the 20th century, inclusive of contemporary American literature, will comprise the Period offerings. Please see Schedule of Classes for current offering. May be repeated for credit.

451 FEMINIST PERSPECTIVES IN LITERATURE (4) SPRING

Feminist Perspectives is an advanced course in reading, writing, and research that will engage feminist perspectives in literature. This course is interdisciplinary in approach and is conducted in a seminar format.

460 TEACHING ASSISTANT IN ENGLISH (1-4)

Provides students experience in assisting an instructor in an English course by doing course-related research and tutoring. Prerequisite: consent of the instructor. No more than six units of ENGL 460 may be counted towards the English Major.

462 RESEARCH ASSISTANT IN ENGLISH (1-4)

Provides selected students the opportunity to participate in the construction and execution of a faculty research project. Prerequisite: faculty invitation.

470 STUDIES IN POETRY (4)

Themes, modes, and techniques of poetry: modern British, 20th century American, etc. Please see Schedule of Classes for current offering. May be repeated for credit.

472 STUDIES IN THE NOVEL (4)

In-depth studies of a particular kind of novel: English, 20th century American, political (offered jointly with the department of political science), war novel, etc. Please see Schedule of Classes for current offering. May be repeated for credit.

474 STUDIES IN DRAMA (4) FALL OR SPRING

Study of representative plays of a particular period: Medieval, Renaissance, Neoclassic, 19th century, Modern. Please see Schedule of Classes for current offering. May be repeated for credit.

475 MASTER CLASS IN NONFICTION (4) FALL OR SPRING

An advanced workshop in creative nonfiction, focused on the writing of publishable essays and the art of the book proposal. Prerequisite: English 375, 352, 430 (Creative Nonfiction) or consent of instructor.

480 STUDIES IN CALIFORNIA LITERATURE (4)

Study of a topic unique to California literature (e.g. Beats, LA/SF detective fiction, California immigrant and autobiographical literature). Emphasis on the historical, cultural, and regional character of the selected writings. Please see Schedule of Classes for the topic studied. Fulfills the core requirement of the California Cultural Studies special major. May be repeated for credit.

481 STUDIES IN BRITISH LITERATURE (4) FALL, SPRING

Studies of topics in British as well as related literatures including colonial, post-colonial, and Anglophone literatures. Please see Schedule of Classes for current offering. May be repeated for credit under different subtitles.

482 STUDIES IN AMERICAN LITERATURE (4) FALL, SPRING

Close study of topics unique to American literature (e.g., transcendentalism, Western American literature). Please see Schedule of Classes for current offering. May be repeated for credit.

483 INDIVIDUAL AUTHORS: AMERICAN (4) FALL OR SPRING

One or more authors will be selected for study in depth. Please see Schedule of Classes for author(s) to be studied. May be repeated for credit.

484 INDIVIDUAL AUTHORS: ENGLISH (4) FALL OR SPRING

Each semester one or more authors will be selected for study in depth. Please see Schedule of Classes for the authors to be studied. May be repeated for credit.

485 CALIFORNIA AUTHORS (4)

One or more California authors will be selected for in depth study. Please see Schedule of Classes for the authors studied. May be repeated for credit.

487 STUDIES IN RHETORIC (4) FALL OR SPRING

Specialized study of topics in rhetoric (including the history of rhetoric from classical to modern and postmodern rhetoricians), specific problems in rhetoric, and nontraditional rhetorical strategies. Content varies from semester to semester.

489 TOPICS IN LINGUISTICS (2 OR 4) SPRING

Individual or small-group study in specialized topics in the field of linguistics or literacy studies. Can be used to meet the Single Subject elective requirement. May be repeated for credit. Offered every two years.

491 SEMINAR IN TEACHING COMPOSITION (4) FALL, SPRING

This course will focus on composition theory, course design, instructional methods, and assessment in the teaching of writing in multicultural settings. Students will also write extensively to improve their own writing. A school-based practicum is a required component of this course.

492 READING AND RESPONDING TO LITERATURE (4) FALL, SPRING

This course will focus on the links between literacy studies and the teaching of literature, with an emphasis on understanding current approaches to supporting adolescent reading in multicultural classrooms. The course explores books, both modern and traditional, that are of particular interest to adolescent and young adult readers. Through extensive reading and writing, students will build an understanding of how to develop effective English Language Arts curriculum at the secondary level.

494 ADVANCED SURVEY (4) FALL

This course offers academic support for the review of English and American literature that Master's candidates undertake in preparation for the graduate qualifying exam. Offered CR/NC only.

495 SPECIAL STUDIES (1-4) FALL, SPRING

To register for ENGL 495, not only must the student have the consent of the instructor, but the material and course of study should satisfy student needs not covered by regularly offered courses. In addition, the amount and level of work proposed should be at the appropriate academic level. Prerequisite: consent of instructor and department chair.

499 INTERNSHIP (1-4) FALL, SPRING

For upper-division majors who wish to work off campus in job-learning situations that relate to their major emphasis. Excludes student teaching. Written contract and faculty sponsorship required.

Graduate Courses**500 RESEARCH AND CRITICAL WRITING (4) FALL**

Required for M.A. candidates in English. Advanced use of reference materials and library resources, as well as the techniques of critical and scholarly writing. The course should be taken during the first semester of classified status. Prerequisite: graduate status or consent of instructor.

501 LITERARY THEORY AND CRITICISM (4) SPRING

Required for M.A. candidates in English. Advanced study of the major texts in critical theory from Plato and Aristotle to the theoretical pluralism of the present. The course should be taken in the second semester of classified status. Prerequisite: graduate status or consent of instructor.

530 GRADUATE WORKSHOP IN CREATIVE WRITING (4)

An advanced workshop in creative writing with in-depth discussions of individual work. Please see Schedule of Classes for current offering. May be repeated up to 6 units. Prerequisite: graduate status or consent of instructor.

535 DIRECTED WRITING (2,3,4,6)

Individualized instruction in the development of an extended creative writing project. The M.A. completion option in creative writing is fulfilled through taking a total of 6 units of 535 to successfully produce the final creative project. This project must be approved by the creative project chair and second reader. Prerequisites: ENGL 500, classified status, and an authorized Advancement to Candidacy (GS01) form. Students in other M.A. emphases may count no more than 4 units of 535 toward the degree; creative writing students may count no more than 4 units in addition to the 6 creative project units of 535 toward the degree. Prerequisite: consent of instructor.

536 WORLD/POST-COLONIAL LITERATURE (4)

Studies related to different aspects of world and/or postcolonial literature. Emphasis on historical and social contexts and contemporary theoretical models. Course content varies from semester to semester. Course may be taken more than once for credit under different subtitles. Prerequisite: graduate status or consent of instructor.

539 SEMINAR: SHAKESPEARE (4)

Critical reading and in-depth analysis of representative modes such as tragedy and comedy in Shakespeare. Prerequisites: graduate status or consent of instructor.

578 PROJECT CONTINUATION (1-4)

Designed for students working on their thesis or master's project but who have otherwise completed all graduate coursework toward their degree. Once students have begun final project units, they must remain continuously enrolled; these units allow them to do this and provide services such as access to the library during this time. These units may also be taken through Extension. This course cannot be applied toward the units needed for completion of the master's degree. May be repeated. Cr/NC only.

581 SEMINAR: BRITISH LITERATURE (4)

A topic of British literature will be selected for study in depth. In addition to the literature of Britain, the topic may cover related Colonial and postcolonial literatures. Please see Schedule of Classes for current offering. Course may be repeated for credit under different subtitles. Prerequisite: consent of instructor.

582 SEMINAR: AMERICAN LITERATURE (4)

A topic of American Literature will be selected for study in depth. In addition to the literature of America, the topic may cover Colonial, postcolonial and/or Anglophone literatures of the Americas. Please see Schedule of Classes for current offering. Course may be repeated for credit under different subtitles. Prerequisite: consent of instructor.

583 INDIVIDUAL AUTHORS: AMERICAN (4)

In-depth study of an individual author and related criticism. Please see Schedule of Classes for current offering. May be repeated for credit under different subtitles. Prerequisites: graduate status or consent of instructor.

584 INDIVIDUAL AUTHORS: BRITISH (4)

In-depth study of an individual author and related criticism. Please see Schedule of Classes for current offering. May be repeated for credit under different subtitles. Prerequisite: graduate status or consent of instructor.

587 SEMINAR: RHETORICAL THEORY (4)

Study of topics in recent rhetorical theory specifically as it applies to the teaching of writing at the college level. Course content varies from semester to semester. Course may be repeated for credit under different subtitles. Prerequisite: consent of instructor.

588 SEMINAR: STUDY OF LANGUAGE (2 OR 4)

Study of current theories in linguistics and literacy studies and their applications to English, with emphasis on original research and analysis in the study of oral and/or written language. Course may be repeated for credit under different subtitles. Prerequisite: consent of instructor.

595 SPECIAL STUDIES (1-4)

Individualized study on a student-designed topic. The material and course of study should cover only topics not available in currently offered courses. Students must complete the standard SSU form and secure the required written approvals. May be repeated once for credit toward the M.A. Prerequisites: consent of instructor and department chair.

597 DIRECTED READING (3) FALL AND SPRING

Focused reading on a relatively narrow topic validated by a written and an oral examination. To be taken by students choosing the directed reading option to complete the M.A. Topic to be approved by the directed reading chair and second reader. Prerequisites: ENGL 500, classified status, and an authorized Advancement to Candidacy (GS01) form.

599 THESIS AND ACCOMPANYING DIRECTED READING (3 OR 6)

To be taken by students writing a traditional thesis, an extended research topic approved and guided by the thesis chair and second reader. Prerequisites: ENGL 500, classified status, and an authorized Advancement to Candidacy (GS01) form.

ENVIRONMENTAL STUDIES AND PLANNING

DEPARTMENT OFFICE

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Steven C. Orlick

ADMINISTRATIVE COORDINATOR

Jo-Ann Smith

Faculty

Caroline Christian / Conservation and Restoration
M. Thomas Jacobson / Planning, Environmental Law
Stephen A. Norwick / Water Quality, Hazardous Materials, GE Advising
Steven C. Orlick / Planning
Rocky Rohwedder / Environmental Education
Alexandra von Meier / Energy Management and Design
Laura Watt / Conservation and Restoration

Programs Offered

- Bachelor of Arts in Environmental Studies
 - General Major (several study plans)
 - Planning concentration
(community and environmental planning study plan)
- Bachelor of Science in Environmental Studies
 - Environmental Technology study plans
- Minor in Environmental Studies and Planning
- Elementary Teacher Credential Subject Matter Preparation in Environmental Studies
- Green Building Professional Certificate
- Double Major with Economics

Dedicated to producing environmental problem solvers, the Department of Environmental Studies and Planning offers a distinctive program of interdisciplinary study. Students and faculty work together to develop an understanding of environmental "sustainability" in all its dimensions. The program addresses current environmental concerns that have far-reaching implications for human society, natural systems, and the fate of diverse species of plants and animals. This involves an integration of knowledge from a variety of disciplines to understand the functioning of ecological systems and the nature of human impact upon these systems at local, regional, and global scales. The department's two goals are: to prepare students for careers in the environmental professions, for graduate studies, and for positive action in their own lives; and to promote ecological literacy in order to help maintain and enhance the quality of the human and natural environments.

All students receive fundamental instruction related to ecology and the environment based on knowledge from the biological, physical, and social sciences and the humanities. This broad understanding is applied in a particular area of environmental concern through a student's concentration in one of the ENSP study plans. Career-oriented study plans are offered in environmental conservation and restoration, energy management and design, hazardous materials and water quality, environmental education and outdoor leadership, and city and regional planning. These study plans are described below. Many students pursue double majors, or a major and minor, in conjunction with traditional disciplines to prepare for specific environmental-related careers.

All students complete a senior project or internship.

Admission Requirements

When applying to Sonoma State University, a student may declare a major in environmental studies and planning. A student considering this major should make an appointment to see a faculty member for academic advising. (Students seeking financial aid to assist them in their studies should contact the financial aid office. Several scholarships are provided specifically for ENSP students through the University scholarship program; please refer to the Scholarships section of this catalog.)

Advisory Plans for the Freshman and Sophomore Years

In fulfilling their general education requirements, students who intend to major in environmental studies and planning should select courses that will also meet the prerequisites for their intended study plans. Required and recommended prerequisites for study plans may be obtained by contacting the department office.

A broadly based program of lower-division work in the liberal arts and sciences is generally sufficient to meet the requirements for the B.A. degree. This program should include at least one course in biology; one in geology, chemistry, or physics; one in philosophy; and two or more in the social sciences, including a course in introductory economics (either microeconomics or macroeconomics is recommended). Additional course work is required for certain study plans.

Bachelor of Arts in Environmental Studies

Degree Requirements	Units
General education	51
Major requirements	36-53
General electives	26-33
Total units needed for graduation	120

Course Requirements for the B.A. Degree

Courses required for the major must be taken for a traditional letter grade, except for courses that are offered Cr/NC only.

Courses required for most B.A. study plans:

ENSP 200* Global Environmental Issues	3
ENSP 201 Environmental Forum	1
ENSP 301 The Human Environment	3-4
ENSP 302 The Biological Environment	3-4
ENSP 303 The Physical Environment	3-4
ENSP 499 Internship	4

And one of the three following courses selected according to advisory plan:

ENSP 310 Introduction to Planning (3)	
ENSP 330 Energy, Technology, and Society (4)	
ENSP 440 Education and the Environment (3)	
Total units basic courses	21-24

and 16-33 additional units as determined by the study plan.
At least 24 units of ENSP course work is required for the B.A. degree.

Bachelor of Science in Environmental Studies

Available for environmental technology study plan only.

Degree Requirements	Units
General education	51
Natural science support courses	32-34
Major requirements	22-35
General electives	10-15
Total units needed for graduation	120

Course Requirements for the B.S. degree

Courses required for the major must be taken for a traditional letter grade, except for courses that are offered on a Cr/NC only basis.

CS 101 Introduction to Computers and Computing	3
CHEM 115A* General Chemistry	5
CHEM 115B* General Chemistry	5
ENSP 200* Global Environmental Issues	3
ENSP 201 Environmental Forum	1
ENSP 403 Computer Modeling	3
MATH 161* Calculus I	4
MATH 211S Calculus II	2
MATH 165 Elementary Statistics	4
PHYS 210A* General Physics (Algebra/Trig or Calculus-based)	3-4
PHYS 210B General Physics	3-4
Total units basic courses	36-38

and 16-33 additional units as determined by the study plan.
At least 24 units of course work in ENSP is required for the B.S. degree.

* Courses that meet general education requirements.

Study Plans

In consultation with an advisor, students must complete an additional 16-33 units in one of the four study plans outlined below. Details of each plan, including specific courses and options, are available from the office of the Department of Environmental Studies

and Planning. Plans I and II lead to a B.A. degree in environmental studies. Plan III leads to a B.A. or B.S. degree in environmental studies. Plan IV leads to a B.A. degree in environmental studies with a concentration in planning.

Total additional units in study plans 16-33

Total units in the major 36-53

Plan I. Conservation and Restoration

An interdisciplinary science-based study plan for students who intend to pursue a career or graduate study in a variety of fields related to conservation, restoration, and management of habitats, ecosystems, and biological resources. Under the plan, students combine a broad-based Environmental Studies education with in-depth work in a particular area of interest, giving them a specific area of expertise within the broader field of environmental conservation. Electives in the plan are organized to facilitate a double major or minor in biology or geography, which is strongly encouraged.

Plan II. Environmental Education

This track in environmental education is designed as a Subject Matter Preparation Program, approved by the California Commission on Teacher Credentialing, to prepare students in subject matter competency as defined by the K-8 Academic Standards of California. This track is excellent preparation for passing of the California Subject Examination for Teachers as well as for careers in outdoor leadership and education.

Plan III. Environmental Technology (B.A. and B.S. degree options)

There are two tracks in this study plan: 1) energy management and design, 2) hazardous materials management and water quality.

Energy Management and Design

Designed to prepare students for careers or for graduate studies in the fields of residential and commercial energy management, energy-efficient architecture and design, energy planning in industry and government, renewable energy applications, and other energy-related businesses.

Hazardous Materials and Water Quality

This program prepares students for employment in environmental enforcement agencies, large private corporations, engineering firms which serve the public and private sectors, and in public action agencies which provide water or treat wastewater. Some of these agencies and firms are very small and rural, others are large and urban. The course work provides a comprehensive foundation in the science of environmental quality. Our program welcomes students who are new to this field and also provides upper-division course work for students who have had previous training in community college hazardous materials and water technology programs, and gives additional training to workers already employed in water-related occupations.

Plan IV. Planning Concentration (City and Regional Planning)

Students in the CSU-approved planning concentration follow a general preprofessional curriculum in planning, and may choose to develop a specialization to suit their interests through a program of recommended electives or a minor. Focus is on sustainable community planning, including land use, growth management, environmental impact assessment, transportation, and natural resource planning. Graduates may work for a wide variety of governmental agencies or private firms, or may pursue graduate studies in planning or related fields. Note: Students interested in future careers in environmental law usually follow the planning concentration.

Minor in Environmental Studies and Planning

The purpose of the minor in environmental studies and planning is to help students from traditional disciplines apply their expertise to environmental and planning problems and issues. A minimum of 20 units is required. Recommended course work is normally the same 20-24 units required in most study plans, as outlined above.

Double Major with Economics

The double major in economics and environmental studies and planning is intended for those students whose particular academic and career interests lie in natural resource economics, economic planning, energy management, and/or community development and redevelopment. The double major is also designed especially for students who intend to pursue graduate studies in natural resource management, urban planning, law, or related career fields.

Environmental Studies and Planning Courses (ENSP)

Classes are usually offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty assignments.

200 GLOBAL ENVIRONMENTAL ISSUES (3) FALL, SPRING

Lecture/discussion, 3 hours. An introduction to environmental studies and planning, including: humans in relation to the global ecosystem; an overview of problems of energy use, pollution, resource depletion, population growth, food supply, urbanization, climate change and biodiversity, and the search for solutions and future prospects. Satisfies GE, category D5 (Contemporary International Perspectives). Prerequisite or Corequisite: enrollment in ENGL 101 or PHIL 101.

201 ENVIRONMENTAL FORUM (1) FALL

Regular weekly departmental lecture series. Outside professional speakers and student reports on environmental topics and opportunities for environmental action. Cr/NC only.

202 QUANTITATIVE METHODS IN ENVIRONMENTAL STUDIES (3) SPRING

Lectures and workshop designed to enhance students' confidence in analytical problem solving. Essential techniques emphasizing environmental applications: translating knowledge into abstract and mathematical models, numerical estimates, basic geometry and trigonometry, dimensional analysis, unit conversions, interpreting statistical data, graphic display of information. Conceptual introduction to calculus, differential equations, and complex numbers. Prerequisite: completion or concurrent enrollment in GE math course. Cr/NC only.

301 THE HUMAN ENVIRONMENT (3-4) FALL, SPRING

Human cultural adaptations in evolutionary/historical perspective. Effects of human technology and social institutions upon the natural environment. Beliefs, values, attitudes in relation to human and non-human environment. Emphasis on critical thinking and ethical implications of human ideas and behavior. Prerequisites: ENSP 200 or equivalent and junior standing.

302 THE BIOLOGICAL ENVIRONMENT (3-4) FALL OR SPRING

This course explores major concepts of ecology and examines current environmental issues in light of these concepts. Topics include: relationship between organisms and the physical environment, community-level ecological processes, the structure and function of ecosystems and their distribution on the planet, evolutionary processes, and population ecology. Environmental issues include pest control, deforestation, loss of biodiversity, global climate change, and others. Development of speaking and writing skills is a significant element of the course. Field trip required. Prerequisite: ENSP 200 or permission of instructor.

303 THE PHYSICAL ENVIRONMENT (3-4) FALL

A review of the field physical sciences for environmentalists. Develops an understanding of the problems and challenges in environmental control of air, water, soil, natural hazards, and nonrenewable resources by applying scientific principles to practical environmental problems. Prerequisite: completion of lower-division GE categories B1 & B3 and ENSP 200, or permission of instructor.

305L COMPUTER-AIDED COMMUNICATIONS IN ENVIRONMENTAL STUDIES (2) FALL AND/OR SPRING

Designed to introduce ENSP students to theory and techniques of computer-aided environmental communication. The fundamentals of environmental communication will be addressed, demonstrated, and applied through a variety of instructional technologies. Presentation graphics, the Web, and desktop publishing are the three areas primarily addressed.

306 ENVIRONMENTAL ETHICS (3) FALL

An examination of philosophical issues; concepts of extending rights to nonhuman entities of nature, and the question of humans' place in nature; logical and conceptual foundations for an environmental ethic. Prerequisite: completion of GE, area A.

308 ENVIRONMENTAL LITERATURE (3) SPRING

A survey of great American environmental books, including H. D. Thoreau's *Walden*, John Muir's *Mountains of California*, and more recent works by Mary Austin, Edward Abbey, Annie Dillard, and other environmental authors. The natural, political, artistic, and historical environment of the writers, and cultural results of the environmental movement in various major periods. Prerequisite: completion of GE, category C2 (World Literature).

309 SOIL SCIENCE (3-4) SPRING

An introduction to soil science emphasizing applications to agronomy, archaeology, botany, ecology, engineering, geography, geology, natural resource planning, hazardous materials management, and water quality. Technical exercises emphasize low-cost scientific analytical equipment. Prerequisite: completion of GE, area B (Natural Science and Mathematics).

310 INTRODUCTION TO PLANNING (3) FALL, SPRING

An overview of land use planning and associated concerns, such as transportation, open space preservation, housing, economic development, environmental protection, urban design, and public finance. Consideration of the evolving forms and functions of cities, towns, and rural areas and society's attitudes toward development, environmental concerns, and the appropriate role of government in regulating land use. Course addresses general plans, zoning, growth management, environmental impact assessment, and the local political process relating to planning. Current trends in planning and sustainable community development.

311 PLANNING THEORY AND METHODOLOGY (4) SPRING

Exploration of evolving planning thought and processes as a basis for understanding planning practice. Comprehensive planning, incremental, and communicative action models. Planning and local politics. The values and ethics of the professional planner. Mediating environmental and land use disputes. Basic analytical, methodological, and communication skills utilized in urban, environmental, and business planning.

315 ENVIRONMENTAL IMPACT REPORTING (3) FALL AND/OR SPRING

The practice and theory of environmental impact assessment and analysis. The process of preparing environmental impact reports (EIRs) and statements (EISs) as mandated by state and federal statutes and regulations. Reviewing and commenting on environmental documents. Relationship between EIRs and comprehensive planning activities. Litigation of EIRs and environmental mediation. Prerequisite: ENSP 310 recommended.

322 CONSERVATION BIOLOGY (4) SPRING

Interdisciplinary investigation into biological, management, economic, and ethical issues associated with the current extinction of species. Course will cover principles and applications of ecology, population biology and genetics, biogeography, and social sciences for protection and management of biodiversity in the face of current widespread alteration of the environment. At least one field trip required. Prerequisite: ENSP 302 or BIOL 122, or permission of instructor.

324A AGROECOLOGY (1-2) FALL

An applied field course focuses on the study and practice of sustainable agriculture. Fall topics include soil testing, composting, seed beds for winter crops, planting green manure crops, and pest control. Environmental concerns concentrate on genetic diversity, seed saving, and decreased dependence on chemical pesticides and herbicides. Class time is divided between classroom lectures/discussions and field research/experimentation.

324B AGROECOLOGY (1-2) SPRING

An applied field course focuses on the study and practice of sustainable agriculture. Spring topics include composting green manure, preparation of greenhouse seed beds, pest and weed control, and spring planting in open beds. Environmental concerns concentrate on large-scale irrigation; greenhouse management; fruit, nut, and forest production; and health effects of pesticides and herbicides. Class time is divided between classroom lectures/discussions and field research/experimentation.

326A NATIVE PLANT PROPAGATION (2) FALL

Fall field course in applied aspects of propagation of plants native to the local area for purposes of restoration. Topics include: local native plants and plant communities; techniques for collecting, propagating, and storing native plants; and ecologically sound guidelines for collection of native plants. Experimental approaches to improve collection and propagation success are emphasized. Course provides native stock for local restoration projects. Class takes several field trips to local sites for seed collection.

326B NATIVE PLANT PROPAGATION (1) SPRING

Spring field course in applied aspects of propagation of plants native to the local area for purposes of restoration. Topics include: local native plants and plant communities; techniques for propagating, maintaining, and planting native plants; collecting and propagating cuttings; and ecologically sound guidelines for collection and reintroduction of native plants. Experimental approaches are emphasized. Course provides native stock for local restoration projects.

330 ENERGY, TECHNOLOGY, AND SOCIETY (4) FALL

Designed to assist students in understanding energy as a fundamental measure of organization, structure, and transformation in society. Principal topics include: energy history, thermodynamics, energy resources and technologies, global issues and trends, energy economics, institutions, and politics. Analysis of current energy trends and future possibilities. Lectures/discussion, student presentations, and field trips. Prerequisite: ENSP 202 recommended.

337 THERMAL ENERGY MANAGEMENT (3-4) FALL, EVERY OTHER YEAR

An introduction to energy management in residential and commercial buildings, focusing on space heating and cooling, and hot water. Fundamentals of heat transfer, thermal properties of building materials, building load calculations, and energy economics. Strong algebra background and PHYS 210A recommended.

338 ELECTRICAL ENERGY MANAGEMENT (3-4) SPRING, EVERY OTHER YEAR

An overview of energy management approaches in residential and commercial settings that involve electrical devices, including lighting, motors, and HVAC. Fundamentals of electricity, electric power delivery, and the workings of common appliances; energy economics. Strong algebra background and PHYS 210 recommended.

345 PORTFOLIO DEVELOPMENT AND REVIEW (3) FALL

Course designed to introduce students to critical issues in elementary education as well as conduct an initial assessment of students entering ENSP multiple subject preparation program. Assessment of student's past coursework and experience in relation to academic standards required in credential programs. Students develop portfolios of individual training and achievement. Majors only or consent of instructor. Cr/NC only. Recommended for juniors.

350 HAZARDOUS MATERIALS MANAGEMENT (3) SPRING, EVERY OTHER YEAR

Through lecture, discussion, and guest experts, the scope of the newly emerging field of hazardous materials management is discussed. Includes such topics as the public's right to know; environmental auditing; emergency response planning; transfer, storage, and treatment facilities; update of local and regional public agencies' activities; and career development for students.

360 ASSISTANCE PROJECTS (1-4) FALL, SPRING

Involvement in on-campus environmental and planning activities. Requires preapproval of activities by faculty supervisor.

395 COMMUNITY INVOLVEMENT PROGRAM (1-4) FALL, SPRING

Involvement in human, social, biological, or physical problems of the off-campus community. A total of 6 units may be applied toward the degree.

399 STUDENT-INSTRUCTED COURSE (1-4)

Topic will differ each semester.

400 SELECTED TOPICS IN ENVIRONMENTAL STUDIES AND PLANNING (1-4)

Intensive study of selected topics related to environmental studies and planning. Topics vary from semester to semester. May be repeated for credit with consent of instructor.

403 COMPUTER MODELING (3) SPRING

A practical course in simulating complex systems using digital computers and dynamic programming. The simulation language STELLA is taught. The principles examined in the course can be applied to any simulation language. Applications in land use planning, hazardous materials management, energy, water quality, environmental impact reporting, and public policy are emphasized. Prerequisites: junior standing and GE mathematics.

404 ENVIRONMENTAL LAW (3) FALL

Review of environmental law and regulation in the United States generally and California in particular. Overview of federal and California legal systems with emphasis on their role in environmental protection. Evolution of environmental law in the U.S., including property rights and environmental justice.

411A PLANNING WORKSHOP (4) FALL

The first semester of an intensive, year-long project that provides practical experience in preparation of a general (comprehensive) plan for an actual community or geographic area. The fall semester focuses on background studies and field surveys of land use, public opinion, transportation, economic base, and environmental conditions. Class fee required at time of registration. Prerequisites: ENSP 310 and 311, senior standing, and consent of instructor.

411B PLANNING WORKSHOP (4) SPRING

Continuation of ENSP 411A. Spring semester focuses on preparation of the plan, including implementation programs, following state guidelines. Public presentations of class project. Class fee is required at time of registration. Prerequisites: ENSP 411A and consent of instructor.

415 LAND USE LAW (4) SPRING

Overview of the law governing land use in California. Fundamentals of the legal system and legal analysis. Substantive law regarding planning and zoning, subdivision, development conditions, growth management, land use initiatives, vested rights, and design review. Constitutional protection of property rights. Prerequisite: ENSP 310 recommended.

416 ENVIRONMENTAL PLANNING (3) FALL OR SPRING

Review of land use planning and regulation as it relates to the protection of various natural resources and environmental systems. Course subject matter varies and may include wetlands, open space, biodiversity, endangered species, coastal resources, agricultural land, forests, land subject to flooding, multi-species habitat planning, and air quality. Regulatory tools used to ensure resource and environmental protection. Prerequisite: ENSP 310 recommended.

417 URBAN DESIGN (3) FALL, EVERY OTHER YEAR

An exploration of the creative process of deliberate design of the physical and visual form of urban communities. The appearance and aesthetic qualities of public open spaces, streets, buildings, neighborhoods, city gateways, signs, and other elements of the urban scene. Creating a sense of place. The effects of public policy and regulations on urban form. The scale, pattern, and image of urban form elements. Planning for new communities, historic preservation, urban plazas, and public art. Prerequisite: ENSP 310 is recommended.

418 PLANNING FOR SUSTAINABLE COMMUNITIES (3) FALL OR SPRING

Sustainability as a concept in environmental and land use planning. Definitions and models of sustainability. Evaluation of sustainable development on global, national, regional, and local levels. Practical experience with city and county planning for sustainability. Prerequisite: ENSP 310 recommended.

419 TRANSPORTATION PLANNING (3) FALL, EVERY OTHER YEAR

Theory, methods, and tools related to the systematic analysis of city, regional, and rural transportation problems. The focus is on fundamental land use and transportation interrelationships. Transportation as an integrated system composed of automobiles, public transit, bicycles, and pedestrian travel modes. Level of service and traffic impact assessment. Congestion management, energy conservation, sustainability, and environmental impact considerations. Prerequisite: ENSP 310 recommended.

421 SEMINAR ON RESOURCE ISSUES OF THE AMERICAN WEST (1-2) SPRING

Interdisciplinary seminar addressing ecological, historical, cultural, social, and policy aspects of a different regional resource issue. Examples of topics are forestry, livestock grazing, and mining on public lands. Students will read and discuss material from diverse sources and achieve broad understanding of an issue, allowing them to constructively participate in the ongoing policy debate. This course is the prerequisite for the summer field course, ENSP 422. Applies to ENSP Environmental Conservation and Restoration upper division course requirements. Course may be repeated for credit. Prerequisite: ENSP 200 or consent of instructor.

422 INTERDISCIPLINARY FIELD STUDY OF RESOURCE ISSUES OF THE AMERICAN WEST (2-3) SUMMER

Field class addressing subject of most recent ENSP 421 class (see above). Course is held at a field location in California or elsewhere in the Western U.S. Students will observe resource use on-site, conduct field studies to assess ecological effects, and develop broad firsthand understanding of the issue. Depending on topic, class may require camping and/or backpacking. Grade only. Prerequisite: ENSP 421 or permission of instructor. A course fee to cover food and transportation is required. Applies to ENSP Environmental Conservation and Restoration upper-division course requirements. Course may be repeated for credit.

423 ENVIRONMENTAL RESTORATION (4) FALL

Field course introducing major concepts and practical aspects of environmental restoration. Topics include: the conservation context of restoration, restoration goals, measuring success, experimental approaches, dynamic systems and change over time, disturbance, restoring animal populations and the role of animals in ecosystem restoration, and educational elements of restoration. Practical techniques covered include: seed collection, ex-situ seed and plant management, invasive species removal, planting native species, and others. Topics are addressed in a variety of diverse local ecosystems. Prerequisite: ENSP 302 or BIOL 122, or permission of instructor.

427 CONSERVATION DESIGN (3) SPRING

This course applies principles of conservation biology and landscape ecology to a case study in biodiversity planning. Focusing on a local area with both high conservation value and high development pressure, students work in design teams to develop strategies for development and biodiversity conservation, and evaluate those strategies as alternative scenarios in a geographic information system (GIS) environment. Prerequisite: ENSP 322, permission of instructor, senior or graduate student standing. Prior familiarity with GIS not necessary.

428 CONSERVATION RESEARCH (1-2) FALL OR SPRING

Research seminar addressing a current topic of applied and theoretical interest in the field of conservation biology. We will investigate the topic through a field research project, along with readings and discussion. Students will contribute to all phases of the research, from collection of data in the field and generation of hypotheses, to interpretation of results and writing of a scientific paper based on the results. Prerequisite: permission of instructor.

430 ENERGY FORUM (1-2) SPRING

Speakers, including community professionals and University faculty, cover a wide variety of energy issues with formal presentations followed by discussion period. Several field trips included. May be repeated for credit.

437 PASSIVE SOLAR DESIGN (3-4) FALL, EVERY OTHER YEAR

Fundamentals and advanced applications of passive solar design, including: site analysis and design; passive applications (sunspace, trombe wall, convective loop, direct, and indirect gain systems); passive performance predictions; and economic payback analysis. Computer applications and student design projects. Prerequisite: ENSP 337.

438 SMALL-SCALE ENERGY SOURCES (3-4) SPRING

Course will focus on functional design of small-scale wind, photovoltaic, biomass, and hydroelectric energy sources. Siting, evaluating potentially available power, design of fully operable installation, and by-products and waste streams will be discussed. Energy storage mechanisms, interconnections to existing energy networks, and energy cost comparisons will be examined. Prerequisite: ENSP 338.

439L COMPUTER APPLICATIONS IN ENERGY MANAGEMENT LAB (1-2) SPRING, EVERY OTHER YEAR

Applications laboratory addressing state-of-the-art computer programs in this field. Focus on simulation-and-design programs utilized in residential and commercial building compliance. Student projects and presentations. Prerequisite: ENSP 337 or 437 or consent of instructor.

440 EDUCATION AND THE ENVIRONMENT (4) FALL

This course is designed to provide an introduction to the history and current scope of environmental education; contemporary frameworks for learning and teaching; self, site, and audience assessment; and program options for schools and education centers. One overnight field trip; class fee required at time of registration.

442 METHODS AND MODELS IN EDUCATION AND THE ENVIRONMENT (3) SPRING

An advanced course in environment-based education to build upon the fundamental theory and techniques presented in ENSP 440. The focus is on exemplary programs, place-based delivery techniques, curriculum and technologies. Several

field trips to local schools and environmental education centers. Cr/NC only.
Prerequisite: ENSP 440 or consent of instructor.

444 OUTDOOR LEADERSHIP (3) FALL

This course is designed to provide both an overview of this growing field as well as the development of specific outdoor leadership, education, and communication skills. Specific outdoor skills addressed includes ropes courses, wilderness first aid, whitewater and sea kayaking, and rock climbing. This course works in cooperation with the University's Outdoor Pursuits Program as well as with practicing professionals. Overnight field trips; class fee required at time of registration.

445 PORTFOLIO ASSESSMENT (1-2)

Course for summative assessment of student preparation in ENSP multiple subject preparation program. Prerequisite: ENSP 375 or consent of instructor. Majors only. Cr/NC only. Recommended for seniors.

448 CLASSROOM GARDEN (1-2) SPRING

Development of curriculum materials and teaching techniques to utilize school and community gardens as outdoor classrooms. Curriculum materials will relate to such topics as plant identification, growth cycles, photosynthesis, soils and nutrients, nutrition, insects, predator/prey relationships, pesticides, and soil and water pollution. Lesson plans suitable for elementary school level will be developed.

450 WATER TECHNOLOGY (1-3) FALL

The science and engineering of purifying polluted water including industrial and domestic waste water, but emphasizing drinking water techniques. Applications of mathematics, microbial ecology, and chemistry to the practical problems of working toward California certification in water supply and water treatment. Course has extensive homework and field trips. Prerequisites: GE math and one semester of chemistry.

460 TEACHING ASSISTANTSHIP (1-4)

Open only to advanced students. Intended to give students experience in assisting the instructor in an environmental studies course by doing research and tutoring students in the class. Prerequisite: consent of instructor.

470 PLANNING INDEPENDENT STUDY (1-4) FALL, SPRING

Contracts for group and individual interdisciplinary study for those qualified to work independently. Internships may be a part of the study. Prerequisite: consent of instructor required prior to registration.

490 SENIOR PROJECT (1-4) FALL, SPRING

Group and some individual studies. This major senior activity may be coordinated with independent studies and/or special problems to total 12 units. May be repeated for credit.

495 SPECIAL STUDIES (1-4) FALL, SPRING

Independent study designed in consultation with an instructor. Prerequisite: successful completion of at least two ENSP courses and submission of a completed SSU special studies form.

498 SENIOR SEMINAR: ISSUES IN PROFESSIONAL PRACTICE (1-2) SPRING

Discussion of situations and challenges new planners are likely to encounter early in their professional careers. Seminars include discussions with professional planners on such topics as working with the public, elected officials, and other professionals; maintaining relations with the press; ethical dilemmas; and other matters of current concern. Discussion of students' internship experiences. Required for senior students in the planning concentration. Must be taken within one semester of graduation. Cr/NC only.

499 INTERNSHIPS (1-8) FALL, SPRING, SUMMER

For senior students (in most cases) working off-campus in experiential learning positions with written contract and faculty guidance. Cr/NC or a grade, depending on study plan. Prerequisites: major only, senior standing, permission of instructor.

FILM STUDIES

PROGRAM OFFICE

Art Building 128
(707) 664-2364

Faculty

James E. Gray / American Multicultural Studies
William Guynn / Art
Michael G. Litle / Communication Studies
Robert Coleman-Senghor / English

Programs Offered

Minor in Film Studies

Major in Film: See Art History: Film Emphasis

The Film Studies minor is an interdisciplinary and interdepartmental program that analyzes the history, theory, and practice of film in the larger context of humanistic studies. Students will study a broad range of film texts, from the classic narrative to abstractionist and experimental, and learn to appreciate the aesthetics and filmmaking practices of both Western and non-Western cultures. While exploring the medium's connection with several disciplines and art forms, students will also become familiar with the phases of film production and learn to approach film and the cinema in a critical and analytic manner. The Film Studies minor offers students a flexible curriculum that complements several existing major degree programs in the humanities and constitutes excellent supplementary preparation for a number of careers. In consultation with the program coordinator, students can design a minor with an emphasis relevant to their academic and career objectives.

Minor in Film Studies

The minor consists of a minimum of 18 semester units distributed among a core (9 units) and a choice of electives (9 or more units).

Minor Core Requirements

ARTH 212A or B Introduction to World Film History	3
ARTH 361 Classic Narrative Film	3
ARTH 363 Other Cinemas	3
Total units in the minor core	9

Minor Electives

Students may complete the Film Studies minor by choosing additional courses in film history or three courses within any one of the following four options.

Film and Literature Option

These courses study different aspects of the complex relationship between film and literature: the role of screenwriting in the process of film production, the problems of adaptation, the comparative

study of literary and filmic texts, and the special contribution that literary analysis has made to the study of film.

ENGL 377 Film and Literature (3)

FREN 415 Special Topics in French Culture (4)

Total units in the option 9-12

Critical Perspectives Option

Each of the following courses brings a specific disciplinary approach to bear on the study of film, drawing on perspectives from the humanities and social sciences: aesthetics, ethics, structuralism, semiology, politics, and sociological analysis.

COMS 202 Methods of Media Criticism (3)

COMS 402 Senior Seminar (3)

PHIL 368 Philosophy and Film (3)

SOCI 434 Cinema and Society (4)

Total units in the option 9-13

Film and the Fine Arts Option

This group of courses focuses on the relationship of film to artistic and theatrical traditions and practices: film analysis and theories of visual aesthetics; film and artistic movements in the 20th century (such as expressionism, futurism, and surrealism); film and the media arts; film and the theatrical arts of production design, acting, and directing.

ART 208 Basic Black and White Photography (1-4)

ARTH 464 History of Modern Art: 20th Century (3-4)

ARTH 465 History of Modern Art: American (3-4)

COMS 201 Storytelling Via Video (3)

THAR 120 Acting Fundamentals (2)

THAR 144A Scenery (2) or

THAR 144B Lighting (2)

THAR 350 Directing Workshop (2)

Total units in the option 9-12

International and Cross-cultural Perspectives Option

These courses develop an understanding of aesthetics and filmmaking practices that stand outside the dominant model of the classic narrative film and the representation of the cultural "other" within the dominant Western tradition.

AMCS 392 Ethnic Images in Film and Media (3)

CALS 393 Chicano/Latino Cinema (3)

FREN 415 Special Topics in French Culture (3)

NAMS 338 Native Americans and the Cinema (3)

Total units in the option 9-12

Total units in the minor 18-21

Note: No more than 6 units of work in the student's major may be counted toward the film studies minor. Students are encouraged to take at least one elective course with a regional or intercultural perspective.

Film Studies Courses (ARTH)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments.

212A INTRODUCTION TO WORLD FILM HISTORY (1894 TO WWII) (3)

Lecture, 2 hours; films, 2 hours. A chronological survey of historically representative and significant films tracing the evolution of the cinema as an art form. Includes: study of the primitive period; the emergence of the feature film in America, Europe, and Japan; the advent of sound; the great studio era; and alternative cinemas of the 1930s and 1940s. Satisfies GE, category C1 (History of the Fine Arts).

212B INTRODUCTION TO WORLD FILM HISTORY (WWII TO CONTEMPORARY) (3)

Lecture, 2 hours; films, 2 hours. A chronological survey of historically representative and significant films tracing the evolution of the cinema as an art form. Includes: study of postwar movements such as neorealism and the French New Wave, modernism, the postwar film in Asia, and the emergence of new cinemas in the Third World and Eastern Europe. Satisfies GE, category C1 (History of the Fine Arts).

361 CLASSIC NARRATIVE FILM (3)

Theory and analysis of classic Hollywood film. Emphasizes the evolution of the narrative systems, the art of editing, the history of American genre filmmaking, the problematic notion of the auteur, and the place of the spectator in the classic fiction film.

363 OTHER CINEMAS (3)

Alternative film practices (i.e., outside the classic Hollywood model). Each semester's course is organized around a movement, a theme, or a critical problem and includes the study of Western and nonwestern films. May be repeated for credit toward the minor. Satisfies GE, category C4 (Comparative Perspectives).

461 SELECTED TOPICS IN FILM (3)

A genre, the work of a single filmmaker, a cinematic movement, a national cinema, a focused study of a problem in film history or aesthetics, etc. May be repeated for credit toward the minor.

GEOGRAPHY

DEPARTMENT OFFICE

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DEPARTMENT CHAIR

Dorothy E. Freidel

Faculty

*William K. Crowley
Dorothy E. Freidel
Rheyne Laney

* Faculty Early Retirement Program

Programs Offered

Bachelor of Arts in Geography
Minor in Geography
Teaching Credential Preparation

A major in Geography provides a study of both the natural and cultural environments. This blend of the natural and social sciences offers a broad-based field of knowledge for a liberal arts education.

A small department with close student-faculty relationships, Geography provides a course of study that is well rounded yet flexible enough to fit specific educational goals of students. Within the range of required courses, students will broaden their research and writing skills, work on various practical projects and problems, and gain field experience. For those who plan to pursue graduate studies in geography, the major provides the necessary knowledge and skills through a balance of cultural and physical course work, methodological viewpoints, and geographic techniques. A strong intern program affords students on-the-job experience. Students who so choose may pursue one of our special concentrations—nature-society, biophysical environment, or geographic information technologies.

The Geography Department has a well-equipped computer laboratory for geographic information systems (GIS), image processing, and digital cartography. The GIS Lab includes a file server, a Sun Sparc Station, Arc/Info and other GIS and graphics software, digitizing tablets, and color plotters. The department is home to the Geographic Information Center, which conducts research and service projects in the region. The department operates a base station for the local global positioning system (GPS) and maintains several GPS mobile receiver units. The department also houses extensive collections of maps, aerial photographs, and remotely sensed imagery, and one of the most complete historical weather libraries in California. A facsimile weather map recorder provides students with current weather data to complement historical resources. The physical geography lab possesses instrumentation for soils analysis.

Geography majors who will have upper-division standing may apply for the Terrence M. Smith Geography Scholarship, the Geography Alumni Scholarship, or the Claude Minard Memorial Scholarship. Students pursuing studies in climatology or meteorology are eligible to compete for the annual Call Memorial Scholarships.

Careers in Geography

Sonoma State University graduates in geography have gone into teaching positions in primary, secondary, and higher education; to graduate programs in schools across the country; into environmental analysis and regional planning firms; into local and regional planning agencies; into state and federal agencies; and into many private businesses where geographical knowledge has provided them with a well-balanced background.

Geography Major with Concentration

Core Courses for All Concentrations (20-21)

Lower Division 8

GEOG 203: Cultural Geography (3)
GEOG 204: Physical Geography (4)
GEOG 205: Map Reading and Interpretation (1)

Regional Synthesis 4

GEOG 392: Latin America: Culture and Environment (4)
GEOG 394: Africa, South of Sahara (4)
GEOG 460: Area Studies Seminar (4)

Field Course and Internship 4-5

GEOG 314: Field Experience (1-2)
GEOG 315: GPS (1)
GEOG 318: Field Experience, Baja California, Mexico (3)
GEOG 499: Internship (2-4)

Geographic Research and Synthesis 4

GEOG 490: Senior Seminar (4)

Nature-Society Concentration

Breadth Courses (7-8 units)

Geographic Information Technologies 3-4

GEOG 380: Remote Sensing and Image Processing (4)
GEOG 385: Cartographic Visualization (3)
GEOG 387: Introduction to GIS (4)

Upper Division Physical 4

GEOG 360: Geomorphology (4)
GEOG 370: Weather and Climate (4)

Concentration Courses (14 units)

Core 8

GEOG 340: Conservation of Natural Resources (4)
GEOG 416: Biogeography / Landscape Ecology (4)

Elective (6)

GEOG 311: Geography of Wine (3)
GEOG 335: Global Agricultural Systems and Issues (4)
GEOG 350: Urban Geography (4)
GEOG 372: Global Climate Change (4)
GEOG 390: Geography of California (3)
GEOG 396: Special Topics in Geography (Population and Medical)

Supporting Courses (8)

Environmental Issues Track

ENSP 318: Environmental and Natural Resources Planning (3)
ENSP 322: Conservation Biology (3-4)
ENSP 334: Energy, Technology, and Society (4)
ENSP 414: Environmental Law (3)
GEOL 306: Environmental Geology (3)
ANTH 345: Topics in Anthropology and Environment (3)
COMS 320: Environmental Communications (3)

Planning Track

ENSP 310: Introduction to Planning (4)
ENSP 318: Environmental and Natural Resources Planning
ENSP 417: Urban Design (3)
ENSP 411 A/B: Planning Workshop (8)
ENSP 427: Conservation Design (3-4)

Geographic Information Technologies Track

GEOG 387: Introduction to GIS (4)
GEOG 380: Remote Sensing and Image Processing (4)
GEOG 487: Advanced GIS (4)

Biophysical Environment Concentration

Breadth Courses (7-8)

Geographic Information Technologies (3-4 units)

GEOG 380: Remote Sensing and Image Processing (4)
GEOG 385: Cartographic Visualization (3)
GEOG 387: Introduction to GIS (4)

Upper-Division Human (4)

GEOG 335: Global Agricultural Systems and Issues (4)
GEOG 340: Conservation of Natural Resources (4)
GEOG 350: Urban Geography (4)

Concentration Courses (14)

GEOG 360: Geomorphology (4)
GEOG 370: Weather and Climate (4)
GEOG 372: Global Climate Change (4)
GEOG 390: Geography of California (3)
GEOG 416: Biogeography & Landscape Ecology (4)

Supporting Courses (8)

Biogeography Track

ENSP 322: Conservation Biology (3-4)
ENSP 427: Conservation Design (3-4)
BIOL 333: Ecology (4)
BIOL 330: Plant Taxonomy (4)

Earth Sciences Track

ENSP 333: Soil Science (3-4)
GEOL 303: Advanced Principals of Geology (3)
GEOL 304: Geological Mapping and Report Writing (1)
GEOL 306: Environmental Geology (3)
GEOL 323: Hydrology (3)

Geographic Information Technologies Track

GEOG 387: Introduction to GIS (4)
GEOG 380: Remote Sensing and Image Processing (4)
GEOG 487: Advanced GIS (4)

Geographic Information Technologies Concentration

Breadth Courses (8)

Upper-Division Human (4)

GEOG 335: Global Agricultural Systems and Issues (4)
GEOG 340: Conservation of Natural Resources (4)
GEOG 350: Urban Geography (4)

Upper-Division Physical (4)

GEOG 416: Biogeography and Landscape Ecology (4)
GEOG 360: Geomorphology (4)
GEOG 370: Weather and Climate (4)

Concentration Courses (14)

GEOG 380: Remote Sensing and Image Processing (4)
GEOG 385: Cartographic Visualization (3)
GEOG 387: Introduction to GIS (4)
GEOG 487: Advanced GIS (3)

Supporting Courses (8)

Math 163: Elementary Statistics (4)
CS 115: Programming I (4)

Geography Major Without Concentration

Core Courses (16 units)

Lower-Division (8 units)

GEOG 203: Cultural Geography (3)
GEOG 204: Physical Geography (4)
GEOG 205: Map Reading and Interpretation (1)

Regional Synthesis (4 units)

GEOG 392: Latin America: Culture and Environment (4)
GEOG 394: Africa, South of the Sahara (4)
GEOG 460: Area Studies Seminar (4)

Geographic Synthesis (4 units)

GEOG 490: Senior Seminar (4)

Breadth Courses (11-12 units)

Geographic Information Technologies (3-4 units)

GEOG 380: Remote Sensing and Image Processing (4)
GEOG 385: Cartographic Visualization (3)
GEOG 387: Introduction to GIS (4)

Upper-Division Human (4 units)

GEOG 330: Historical Geography of North America (4)
GEOG 335: Global Agricultural Systems and Issues (4)
GEOG 340: Conservation of Natural Resources (4)
GEOG 350: Urban Geography (4)

Upper-Division Physical (4 units)

GEOG 360: Geomorphology (4)
GEOG 370: Weather and Climate (4)
GEOG 372: Global Change: Past, Present, and Future (4)
GEOG 416: Biogeography and Landscape Ecology (4)

Elective Courses in Geography (14-15 units)

Supporting Courses Outside Geography (8 units)

Sample Four-year Program for Bachelor of Arts in Geography

Geography has not traditionally had freshmen students begin the major. This suggested plan, however, urges them to take one of the lower-division introductory geography courses in the spring of their freshman year. In addition, this plan does not identify the concentration or elective courses within the major, or the electives in the required supporting courses, both of which should be chosen after consultation with the Geography advisor(s). The sequence of courses taken is a suggestion only, so please see your Geography advisor each semester for assistance.

FRESHMAN YEAR:: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
GE MATH (B4) (3)	GE PHIL 101 (A3) (3)
GE ENG 101 (A2) (3)	GE UNIV 200 (A1) (3)
GE (3)	GE GEOG 203 (D2) (3)
GE (3), University Elective (3)	GE (3), University Elective (3)

SOPHOMORE YEAR:: 29 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (14 Units)</i>
GE (3)	GEOG 204 (B3) (4)
GE (3), GE (3)	GE (3), GE (3)
GE (3)	GE (3)
University Elective (3)	GEOG 205 (1)

JUNIOR YEAR:: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
Upper-Division GE (3)	Upper-Division GE (3)
GEOG (Upper-Div Regional) (4)	GEOG (Upper-Div. Cultural) (4)
GEOG (Upper-Div. Techniques) (4)	GEOG (Upper-Div. Physical) (4)
Upper-Div. Supporting (4)	University Elective (4)

SENIOR YEAR:: 31 Units

<i>Fall Semester (16 Units)</i>	<i>Spring Semester (15 Units)</i>
Geography Elective (4)	GEOG 490 (4)
Geography Elective (3-4)	Upper-Division Supporting Course or Internship (4)
Geography Elective (2)	Geography Elective (4)
Upper-Division GE (3)	University Elective (3)
University Elective (3-4)	

TOTAL UNITS:: 120

Teaching Credential Preparation

The Geography Department participates in a teacher preparation program that certifies the subject matter competence in social sciences required for entry into a teaching credential program and exempts the student from taking the Praxis II Subject Assessment Examination in the social sciences. Geography majors interested in seeking a general elementary credential may demonstrate subject matter competence by passing the Praxis II Multiple Subject Assessment for Teachers. For further information, contact Miriam Hutchins, School of Social Sciences, (707) 664-2409.

Geography Courses (GEOG)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments.

203 CULTURAL GEOGRAPHY (3)

A study of the interrelationships between humans and the physical environment. Attention is focused on humanity's role in changing the face of the earth, and on the manner in which the cultures of peoples have influenced their utilization of the environment. Diverse theories of human-environment relationships are discussed. Satisfies GE, category D2 (World History and Civilization). CAN GEOG 4.

204 PHYSICAL GEOGRAPHY (4)

An integrated study of the physical environment, focusing on the processes and relationships between the four spheres: the atmosphere, biosphere, hydrosphere, and lithosphere. Major topics include: global and regional patterns of climate and weather, soils, distribution of plants and animals on earth, and erosional and depositional processes that create landforms on the earth's surface. Also explored are links between human activities and changes in climate and vegetation patterns and dominant landform processes. Field trips and hands-on lab exercises included. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). CAN GEOG 2.

205 INTRODUCTION TO MAP READING AND MAP INTERPRETATION (1)

This course introduces mapping fundamentals such as map projections and reference systems, scale concepts, coordinate systems, some air photo interpretation, and topographic maps.

302 WORLD REGIONAL GEOGRAPHY (4)

Selected regions of the world form the basis of study. Economic development, political problems, human-land relationships, and global issues are covered. The course uses geographical methodologies and concepts and is interdisciplinary in its observations of world regions. Satisfies GE, category D5 (Contemporary International Perspectives).

310 METEOROLOGY (4)

A systematic study of the earth's atmosphere stressing those elements (temperature, humidity, solar radiation, pressure, and wind) that influence the weather and climate on a local and worldwide scale.

311 GEOGRAPHY OF WINE (3)

California's wine industry in perspective, with a brief look at wine origins and world production. An examination of the various wine-growing regions of California. Included are discussions of climate, soil, wine history, grape-growing and winemaking. Guest speakers who are experts in enology and viticulture will be featured.

314AB FIELD EXPERIENCE, NORTHERN CALIFORNIA (1-2)

Field experience is provided in a variety of areas not usually offered in the regular geography courses. The course titles and contents may vary from semester to semester and may be repeated for credit. Please see the current Schedule of Classes for particular interest areas offered. A fee will be charged for this course. Up to 2 units of GEOG 314 may be counted toward the major.

Minor in Geography

GEOG 203 Cultural Geography	3
GEOG 204 Physical Geography	4
GEOG 205 Map Reading and Map Interpretation	1
Upper-division courses chosen in consultation with advisor	12
Total units in the minor	20

314C FIELD GEOGRAPHY OF SONOMA COUNTY WINE (1)

An examination of viticultural practices and winemaking operations in Sonoma County. This course may be taken independent of GEOG 311. Includes preliminary lectures and a weekend field trip. A fee will be charged for this course.

314D FIELD EXPERIENCE BEYOND NORTH CALIFORNIA (2)

Field experience in areas beyond the normal range of GEOG 314A and 314B, including, but not limited to, attending professional meetings in nearby states. Course titles and contents may vary and may be repeated for credit. See the current Schedule of Classes for particular offerings. A fee will be charged for this course. Up to 2 units of GEOG 314 may be counted toward the major.

314E FIELD EXPERIENCE ABROAD (2-3)

Field experience in areas outside of the United States, including but not limited to Central and South America (Ecuador). Course titles and contents may vary and may be repeated for credit. See the current Schedule of Classes for particular offerings. A fee will be charged for this course. Permission of the instructor is required before registration.

315 GLOBAL POSITIONING SYSTEMS (1)

The Global Positioning System (GPS) allows you to pinpoint your exact location anywhere on Earth. This course covers the basics of how GPS works and exposes the student to some of the ways GPS technologies are being used to solve real-world problems. Major focus is placed on providing students with hands-on experience collecting field data and integrating GPS data into a geographic information system (GIS) database. State-of-the-art software and GPS receivers are used for planning, implementing, and evaluating a GPS project.

318 FIELD EXPERIENCE, BAJA CALIFORNIA, MEXICO (3)

This course provides the student an opportunity to do fieldwork in an alternate cultural setting. The field experience consists of two stages: (1) observation of physical and cultural features in the northern and central sections of the peninsula; and (2) team studies of towns and villages involving interviewing, data collection, and mapping. The course includes a weekly lecture conducted on campus. A fee will be charged for this course. Check with instructor for amount. Prerequisite: consent of instructor.

320 POLITICAL GEOGRAPHY (4)

An inquiry into the structure and characteristics of political units in order to compare the concepts of state and nation-state. The nature of boundaries, frontiers, and shatter zones is studied in detail, and the development of geopolitical theories is traced.

330 HISTORICAL GEOGRAPHY OF NORTH AMERICA (4)

A study of the settlement history of North America and of the changing concepts of man-environment relationships in the chronology of the Europeanization of the American landscape. Investigations into where and why people settled as they did, and the origins of the economic and spatial relationships that constitute the present American scene will be the focus of the course.

335 GLOBAL AGRICULTURAL SYSTEMS AND ISSUES (4)

This course explores the development of agriculture from its origins to its modern forms. It discusses the historical development and current structure of five agricultural systems: small and large corporate farms in the development of the world, as well as traditional peasant production systems, plantations, and green revolution forms in the developing world. It then considers issues such as world hunger, food aid, global commodity trade, and the effect of biotechnology in both the developed and developing world.

338 SOCIAL GEOGRAPHY (3)

Studies aspects of demography, migration, and the spatial dimension of social organization. Included in the course are the spatial perspectives of social well-being, poverty, crime, and ethnicity. The spatial structure of human settlement, as well as political, religious, and social values will be discussed. Satisfies upper-division GE, category E (Integrated Person).

340 CONSERVATION OF NATURAL RESOURCES (4)

This class explores the use and management of natural resources. Each year, it focuses on a different set of renewable and non-renewable resources, such as water, oil, diamonds, rangeland, and others. It addresses topics such as distribution, scarcity, substitution, access and use-rights, resource cartels, regulation, and sustainability. It also looks at how these issues are changing under globalization and the rise of transnational corporations.

350 URBAN GEOGRAPHY (4)

A consideration of urban origins, the diffusion of the city, and modern-day inter- and intra-city phenomena. Topics to be discussed include: urbanization, comparative urban forms, urban functional organization, land use, distribution of cities and their territories, and urban problems, pollution, housing, and open space.

360 GEOMORPHOLOGY (4)

Lecture 3 hours; laboratory, 3 hours. Explores the relationships between surface processes such as weathering, mass movements, running water, wind, waves, and glacial ice, and the landforms these processes create. The course looks at geomorphic systems and the role of tectonics and climate in changing the balance of these systems. Actual research projects are presented to demonstrate geomorphic approaches to environmental questions. Students are exposed to research methods in the field and lab. Field trips and field reports, use of maps, and hands-on labs are included. A fee will be charged for this course. Prerequisites: GEOG 204, GEOL 102, or consent of instructor.

370 WEATHER AND CLIMATE (4)

An exploration of the mechanisms that create weather and climate and how and why climate varies from place to place and through time. The role of solar radiation is studied as the major driving force of atmospheric circulation and influence on spatial variations in temperature and precipitation around the world. Secondary factors such as land-sea distribution, topography, altitude, and surface cover are explored. Characteristics of climate, such as seasonality of temperature and precipitation, as well as humidity, cloudiness, evaporation rates, and causes of variability, are also studied. Climate's influence on human culture through time, climate change, and human influence on climate are underlying themes throughout the course. Prerequisite: GEOG 204 or consent of instructor.

372 GLOBAL CLIMATE CHANGE - PAST, PRESENT, AND FUTURE (4)

An advanced course focusing on evidence of climate change in the past and potential climate change in the future. Present research methods used to investigate past climate and project possible climatic trends will be studied. The range of theories regarding past, present, and future climate, and the response of the environment to such changes will be explored in detail. Prerequisite: GEOG 204 or consent of instructor.

375 NATURAL HAZARDS (2)

A survey of natural hazards in relation to human activities around the world, emphasizing hazards from weather and geological sources. Weather and climate-related hazards such as hurricanes, tornadoes, wind, fire, intense precipitation, and drought, and geologic hazards such as landslides, flooding, earthquakes, and volcanism are explored. Although the focus of the course is on naturally occurring hazards, the human as a catalyst influencing the frequency and intensity of hazard occurrences, and the increasing risk of damage to human property are an integral part of the course. Prerequisite: GEOG 204 or consent of instructor.

380 REMOTE SENSING AND IMAGE PROCESSING (4)

Lecture, 3 hours; laboratory, 3 hours. In this class, students learn how to create land-cover maps from satellite imagery. Raw satellite images are imported into computer software programs, preprocessed for radiometric and geometric corrections, enhanced for better interpretation, and finally classified into land cover maps using various techniques. These land cover maps are then assessed for accuracy through field ground truthing using geographic positioning systems. Students make land-cover maps of Sonoma County and use these to monitor changing land use and cover patterns. Students utilize various software programs, including IDRISI and ERDAS. The class incorporates hands on computer labs, field trips, and an independent project. Prerequisites: GE MATH and GEOG 205.

385 CARTOGRAPHIC VISUALIZATION (3)

Lecture, 2 hours; laboratory, 3 hours. Map and graphic methods in geography: history, design, theory, and construction. Topics include: selection of map projections, use of scales, generalization, data input and processing, color, visualization of spatial data, and map production. Emphasis is placed on effective communication through graphic design. Covers the increasing role of geographic information systems (GIS) in cartography. Also examines the collection of geographic data, such as with global positioning systems (GPS). Exercises guide students through increasingly complex methods of data collection and cartographic construction. Prerequisite: GEOG 205 or consent of instructor.

387 GEOGRAPHIC INFORMATION SYSTEMS (4)

Geographic information system (GIS) technologies provide researchers and policy makers with a powerful analytical framework for making decisions and predictions. As with any technology, the appropriate use of GIS depends greatly on the knowledge and skills of the user. This course addresses the scientific and technical aspects of working with geographical data, so that GIS users understand the general principles, opportunities, and pitfalls of recording, collecting, storing, retrieving, analyzing, and presenting spatial information. Both fundamental concepts and hands-on experience with state-of-the-art software are incorporated through readings, lecture discussion, and laboratory assignments. The first half of the course focuses on the nuts and bolts of how a GIS works, while the second half concentrates on methods for spatial analysis and modeling. Prerequisite: GEOG 205 or equivalent.

390 GEOGRAPHY OF CALIFORNIA (3)

California as a state and as a region is in many ways unique. This course examines both the singular physical and human aspects of the state, from its unusual geologic history, climate, and vegetation, through its earliest inhabitants, to its present day diverse population and trendsetting economic, political, and cultural atmosphere. Issues discussed include changing populations and regional differences, evolving urban areas, water resources, agriculture, and forestry.

391 THE REGIONAL GEOGRAPHY OF NORTH AMERICA (4)

Offerings will vary and will focus upon special topics of interest, such as problems of population growth and distribution, resources and economic development, and regionalism in the continent.

392 LATIN AMERICA: CULTURE AND ENVIRONMENT (4)

A consideration of topics of special importance to Latin America, including population growth, urbanization and economic development. Specific countries will also be examined in detail, with an emphasis on settlement patterns and environmental characteristics.

394 AFRICA: SOUTH OF THE SAHARA (4)

Students explore various historical and contemporary processes that have created Africa's diverse and complex geography. The course begins with a historical survey of the continent, starting with its great civilizations and continuing with its experiences through colonialism, independence, the cold war, and globalization. This section of the class examines how these major events have played out throughout the different regions of Africa, south of the Sahara. The class then turns directly to thematic issues that are central to a human-geographic perspective of the continent: population, rural/urban dynamics, education and health issues, and human-environment interactions including agricultural systems and conservation issues. Finally, with a deeper understanding of the region, the course addresses present-day political hot spots of post-Cold War Africa, and the critical development problems plaguing the continent.

396 SPECIAL TOPICS IN GEOGRAPHY (1-5)

A single subject or set of related subjects not ordinarily covered by the Geography Department. Please see the current Schedule of Classes for topics to be emphasized. Cr/NC only.

416 BIOGEOGRAPHY AND LANDSCAPE ECOLOGY (4)

The distributions of plants and animals at global, regional, and local scales. Emphasis on tools of data collection and analysis, on processes that contribute

to distributions, and on conservation of biotic resources. Field trips consider local and regional patterns of plants and animals. Prerequisite: BIOL 115, 121, 122, or equivalent.

420 REGIONAL GEOGRAPHY OF WESTERN EUROPE (4)

Offerings will vary and will focus upon special topics of interest, including the physical, cultural, historical, and economic relationships of Europe and its regions.

460 SEMINAR IN AREA STUDIES (4)

This course will provide offerings in special problem areas such as China and Southeast Asia, arid lands, Pacific Rim/World, and underdeveloped lands.

487 ADVANCED GEOGRAPHIC INFORMATION SYSTEMS (3)

This course provides greater depth in the foundations of geographic information systems (GIS). Readings, group discussions, and lectures delve into database development issues, advanced spatial analysis, and GIS research applications. Students also complete a semester-long research project using GIS technologies. Students learn to identify problems that can benefit from a spatial-analytical approach and determine the appropriate data for pursuing such a project. Students build their own GIS database, mastering skills such as digitizing and attributing spatial data; importing data from the Internet; collecting field data for GIS integration; and converting GIS layers into a single coordinate system and map projection. Finally, students learn to choose and implement the most appropriate spatial analysis method for their research, and then interpret the results. Prerequisite: GEOG 387 or consent of instructor.

490 SENIOR SEMINAR (4) SPRING ONLY

The focus of the seminar may vary, but the class will expose students to the nature of the discipline of geography through readings of scholarly literature. The class will emphasize a student research project and will include classroom discussions during the course of the semester.

495 SPECIAL STUDIES (1-4)

Special studies may be arranged to cover an area of interest not covered in the courses otherwise offered by the department. Prerequisites: completed special studies form and consent of the instructor.

496 SELECTED TOPICS IN GEOGRAPHY (2-5)

A single subject or set of related subjects not ordinarily covered by the Geography Department. Offerings will vary depending on visiting faculty, experimental courses, and educational needs.

499AB GEOGRAPHY INTERNSHIP PROGRAM (2-5)

Students in the intern program will be given the opportunity to gain practical experience using geographical skills by working in a variety of county and city agencies in the Sonoma State University service area. Credit is given for three hours work per unit work per week as arranged with the intern coordinator. GEOG 499A is offered in Fall; GEOG 499B is offered in Spring.

Graduate Study

The Geography Department does not offer an M.A.; however, students in graduate programs such as interdisciplinary studies, cultural resources management, and history may arrange to do graduate-level research with members of the Geography faculty. Students should consult with the chair of the Geography Department and their graduate advisor before arranging for graduate-level studies in geography.

595 SPECIAL STUDIES (1-6)

Advanced research and writing. Students work under close supervision of faculty members. Subject matter variable. May be repeated for credit. Prerequisites: consent of instructor and completed special studies form.

GEOLOGY

DEPARTMENT OFFICE

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DEPARTMENT CHAIR

Matthew J. James

ADMINISTRATIVE COORDINATOR

Gayle Walker

Faculty

Thomas B. Anderson
Matthew J. James
Daniel B. Karner
Matty Mookerjee
Walt Vennum

Programs Offered

Bachelor of Science in Geology
Bachelor of Arts in Geology
Minor in Geology
Secondary Education Teaching Credential Preparation

Geology is the study of the materials, structures, processes, and history of the earth. Philosophically, it allows us to realize our place in the physical universe within the enormity of geologic time. Practically, it leads to understanding of earth processes, the formation of rocks and minerals, and the energy supplies and materials that support our civilization.

The evolution of modern geologic thought was based on field studies; thus, geology is primarily a field science. The basis for field analysis is a firm background in the principles of geology. The department is committed to undergraduate training that includes a well-balanced treatment of geologic principles, with an emphasis on field studies. Students take a fundamental curriculum that concentrates on the analysis of rocks and minerals, geologic mapping, and report writing. Techniques of field study are part of the fundamental curriculum. Six field-mapping classes are required. Required courses in physics, chemistry, and mathematics support understanding of geologic principles.

Careers in Geology

Within the general field of geology, students may choose from major programs that lead to either the B.A. or B.S. preprofessional degrees. The B.S. and B.A. degrees provide an excellent background for graduate school and for work in geology in such fields as engineering geology, environmental geology, hydrology, and mineral exploration. Many of our geology graduates work for consulting firms with specialties in one or more of these areas. Because of

the selectivity involved in choosing a program that meets their own particular interests and goals, students must consult with a departmental advisor about their plan of study and their course load each semester.

Bachelor of Science in Geology

This plan is intended to give the student basic professional competence in geology. It provides an excellent foundation for graduate school or a professional career for those students who have or desire a strong background in mathematics.

<i>Degree Requirements</i>	<i>Units</i>
General education	51
Major requirements	46
Supporting courses	26
General electives	1

Total units needed for graduation 124

Major Core Requirements

GEOL 205 Mineralogy	2
GEOL 303 Advanced Principles of Geology	4
GEOL 304 Geologic Mapping and Report Writing	1
GEOL 305 Optical Mineralogy	3
GEOL 307 Igneous and Metamorphic Petrology	4
GEOL 308 Igneous and Metamorphic Field	1
GEOL 411 Sedimentary Petrology	4
GEOL 412 Sedimentary Petrology Field	1
GEOL 413 Paleontology	4
GEOL 417 Structural Geology	4
GEOL 418 Structural Geology Field	1
GEOL 420 Field Geology	4
GEOL 427 Advanced Field Geology	4

Total units in the major core 37

Major Electives

Choose 9 units of upper-division geology electives in consultation with an advisor.

Total units in major electives 9

Required Supporting Courses

CHEM 115AB, 116AB General Chemistry	10
PHYS 114 Introduction to Physics I	4
PHYS 116 Introductory Laboratory	1
PHYS 214 Introduction to Physics II	4
PHYS 216 Introductory Laboratory	1
MATH 161 Calculus I with Analytic Geometry	4
MATH 211S Calculus II with Analytic Geometry (MATH 211 is the 4-unit version of 211S and is highly recommended)	2

Total units in supporting courses 26

Total units in the major 72

Sample Four-year Plan for Bachelor of Science in Geology*

Freshman Year:: 28 Units	
<i>Fall Semester (14 Units)</i>	<i>Spring Semester (14 Units)</i>
GEOL 102 (3)	GEOL 105** (3)
CHEM 115A/116A (5)	CHEM 115B/116B (5)
GE (6)	GE (6)
Sophomore Year:: 33 Units	
<i>Fall Semester (17 Units)</i>	<i>Spring Semester (16 Units)</i>
GEOL 303 (4)	GEOL 413 (4)
GEOL 304 (1)	GEOL 414 (1)
GEOL 205 (2)	MATH 211S (2)
MATH 161 (4)	GE (9)
GE (6)	
Junior Year:: 31 Units	
<i>Fall Semester (16 Units)</i>	<i>Spring Semester (15 Units)</i>
GEOL 305 (3)	GEOL 307 (4)
PHYS 114 (4)	GEOL 308 (1)
PHYS 116 (1)	PHYS 214 (4)
GEOL 417 (4)	PHYS 216 (1)
GEOL 418 (1)	GE (3)
GE (3)	Elective (2)
Senior Year:: 30 Units	
<i>Fall Semester (14 Units)</i>	<i>Spring Semester (16 Units)</i>
GEOL 411 (4)	GEOL 420 (4)
GEOL 412 (1)	Geology Elective (3)
Geology Elective (3)	Geology Elective (3)
GE (6)	GE (6)
Senior Summer:: 4 Units	
GEOL 427 (4)	
Total semester units:: 124	
* The B.A. degree in geology is identical to the BS, except that MATH 211S is not required, and PHYS 210AB and PHYS 211AB (Algebra Physics) are substituted for PHYS 114, 116, 214, and 216 (Calculus Physics).	
** Course not required, but strongly recommended.	
Students are strongly encouraged to take GE courses in the summer and in January intersession to the extent possible.	

Bachelor of Arts in Geology

This plan is intended to give the student basic professional competence in geology, suitable as a foundation for either graduate school or a professional career. The geology course content is the same as in the BS degree, but the calculus and physics requirements are less rigorous.

<i>Degree Requirements</i>	<i>Units</i>
General Education	51
Major Requirements	46
Supporting Courses	22
General Electives	7

Total units needed for graduation 120

Major Core Requirements

GEOL 205 Mineralogy	2
GEOL 303 Advanced Principles of Geology	4
GEOL 304 Geologic Mapping and Report Writing	1
GEOL 305 Optical Mineralogy	3
GEOL 307 Igneous and Metamorphic Petrology	4
GEOL 308 Igneous and Metamorphic Field	1
GEOL 411 Sedimentary Petrology	4
GEOL 412 Sedimentary Petrology Field Course	1
GEOL 413 Paleontology	4
GEOL 417 Structural Geology	4
GEOL 418 Structural Geology Field	1
GEOL 420 Field Geology	4
GEOL 427 Advanced Field Geology	4

Total units in the major core 37

Major Electives

Choose 9 units of upper-division geology electives in consultation with an advisor.

Total units in major electives 9

Required Supporting Courses

CHEM 115AB, 116AB General Chemistry	10
PHYS 209AB, 210AB General Physics with Laboratory	8
MATH 161 Calculus I with Analytical Geometry	4

Total units in supporting courses 22

Total units in the major 68

Minor in Geology

Completion of a minimum of 20 units from Geology Department courses will constitute a minor in geology. Six of the 20 units must be upper-division. Students should consult with an advisor in the Geology Department regarding required courses.

Secondary Education Teaching Credential Preparation

Geology students must demonstrate competence in the natural sciences by passing the subject matter examination required by the California Commission on Teacher Credentialing. One part of the examination will test breadth of knowledge in biology, chemistry, physics, astronomy, and geology. Another part of the examination will test depth of knowledge in a particular area, such as geology. The B.A. Or BS degree in geology is recommended to prepare for

the part of the examination that tests depth of knowledge in geology. For recommended course selection to help prepare for the part of the examination that tests breadth of scientific knowledge, please see the Teaching Credential section of this catalog.

For more information, please contact Professor Dan Karner, Darwin Hall 336A, 707 664-2334.

Geology Courses (GEOL)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty assignments.

102 OUR DYNAMIC EARTH: AN INTRODUCTION TO GEOLOGY (3) FALL, SPRING

Lecture, 2 hours; laboratory, 3 hours. A study of the minerals, rocks and landforms that make up our earth in the context of the dynamic forces that form them and the external forces that break them down. Emphasis on local geology, including earthquakes and other environmental aspects. Laboratory study of minerals, rocks, and maps. Required one-day weekend field trip. Fee required. Satisfies GE, category B1 (Physical Sciences) and GE laboratory requirements.

105 THE AGE OF DINOSAURS (3) FALL, SPRING

Lecture, 3 hours. The life and death of dinosaurs as evidenced by the fossil record will be studied to show how geology and biology combine in the discipline of paleontology. The evolution of dinosaurs over a 150 million-year time span sets the stage to investigate several interesting and ongoing controversies surrounding dinosaurs, including: why dinosaurs became extinct, the metabolism of dinosaurs, and the relationship between birds and dinosaurs. Satisfies GE, category B1 (Physical Sciences).

107 INTRODUCTION TO EARTH SCIENCE (3) FALL

This course studies the operation of the Earth system and its solar system home. It introduces the fundamental aspects of 4 major areas: astronomy; geology, including plate tectonics, and the planetary history of the Earth and its moon; physical oceanography; and weather and climate. There is no lab. The course is designed to prepare students for the earth science and astronomy parts of the CSET examination. The prerequisite is that a student must be enrolled in the AMCS, Libs, CALS, or ENSP credential program. This class is not allowable as a prerequisite for upper-division Geology courses.

110 NATURAL DISASTERS (3) FALL, SPRING

A course to examine the interaction between natural processes and human activities, and the often costly and fatal results. Course emphasis will be on the principles underlying natural disasters such as earthquakes, volcanic eruptions, landslides, floods, severe weather, coastal processes, asteroid impacts, fires, great dyings, and population growth. Many examples will be drawn from the northern California area. Extensive Internet work for current information. Course content may vary with instructor. Satisfies GE, category B3 (Physical Sciences, Specific Emphasis).

120 REGIONAL FIELD GEOLOGY (3) SPRING

Lecture, 1 hour; 10-day required field trip. Field study of rocks, minerals, and landforms, and the processes that form them. A 10-day field trip to the Death Valley area is taken during spring vacation. Fee required. Satisfies GE, category B3 (Physical Sciences, Specific Emphasis) and laboratory requirements. Prerequisites: GEOL 102 or concurrent enrollment; students must be in good physical condition.

205 MINERALOGY (2) FALL

Lecture 1 hour; laboratory, 3 hours. Principles of crystal chemistry, properties and origin of common rock-forming minerals. Laboratory sessions emphasize hand specimen mineral identification through determination of both physical and chemical characteristics. Prerequisites: completion of or concurrent enrollment in GEOL 303 and CHEM 115A/116A.

301 NATURAL HISTORY OF THE HAWAIIAN ISLANDS (3) FALL, SPRING

Lecture, 3 hours. The origin and evolution of the flora and fauna of the most isolated archipelago in the world; geologic history and context of volcanic oceanic islands; conservation biology efforts to save the rare and endangered species of Hawaii. Satisfies GE, category B3 (Physical Sciences Specific Emphasis). Prerequisite: GEOL 102, or BIOL 115 or 123.

303 ADVANCED PRINCIPLES OF GEOLOGY (4) FALL

Lecture, 3 hours; laboratory, 3 hours. Advanced treatment of the principles, methods, and tools of geology emphasizing the materials that constitute the earth and the processes that act or have acted on them. Required of all prospective geology majors; recommended for those strongly interested in science. Satisfies GE, category B3 (Physical Sciences, Specific Emphasis) and laboratory requirements. Prerequisite: GEOL 102; strong science background recommended.

304 GEOLOGIC MAPPING AND REPORT WRITING (1) FALL

Field studies and report preparation done in conjunction with GEOL 303. Required weekend field trips. Prerequisites: concurrent enrollment in GEOL 303; students must be in good physical condition.

305 OPTICAL MINERALOGY (3) FALL

Lecture, 1 hour; laboratory, 6 hours. Introduction to crystallography and the principles of optical mineralogy. Laboratory exercises are devoted to understanding the properties of crystal lattices and the fundamentals of mineral identification with the petrographic microscope. Prerequisites: MATH 107 and completion of or concurrent enrollment in GEOL 205 and 303.

306 ENVIRONMENTAL GEOLOGY (3) FALL, SPRING

Lecture, 3 hours. Study of geological principles and processes as they relate to our natural environment emphasizing interaction between human activities and the geological environment. Major topics include the nature and behavior of rocks and soils; earthquakes and their associated hazards; landslides, slope stability, and building construction; groundwater and pollution; stream processes and flooding; shoreline processes and coastal development; engineering geology and construction of highways and dams; and development of natural resources, conservation, and ecology. Specific content varies year to year, depending on instructor. Prerequisite: GEOL 102 or consent of instructor.

307 IGNEOUS AND METAMORPHIC PETROLOGY (4) SPRING

Lecture, 2 hours; laboratory, 6 hours. A study of the origin, properties, classification, and occurrence of igneous and metamorphic rocks. Laboratory exercises in the classification and description of minerals, textures, and structures of the more common rock types. Laboratory work will emphasize both hand specimen analysis and microscopic petrography. Prerequisites: GEOL 305 and completion of or concurrent enrollment in CHEM 115B/116B.

308 IGNEOUS AND METAMORPHIC PETROLOGY FIELD COURSE (1) SPRING

Field studies done in conjunction with GEOL 307. Required weekend field trips. Fee required. Prerequisites: GEOL 304 and concurrent enrollment in GEOL 307. Students must be in good physical condition.

323 HYDROLOGY (3) SPRING

Lecture, 3 hours. Water as a natural resource, the hydrologic cycle, distribution of water on the earth. Atmospheric water, soil water, runoff, and groundwater as related to water supply and use. Applications to problems of flood control, water management, and water pollution, with special emphasis on California and Sonoma County. Prerequisites: GEOL 102 or consent of instructor; MATH 106 or 107.

326 STRATIGRAPHY AND EARTH HISTORY (4) SPRING, ODD YEARS

Lecture, 3 hours; laboratory, 3 hours. The principles of stratigraphy and historical geology will be discussed, with special emphasis given to the application of these principles to the geologic development of North America. The geologic history of California will be treated in detail. The use of sedimentary rocks, fossils, and structural and tectonic principles will be discussed, especially as they relate to

our understanding of historical geology. Laboratory work will include a study of sedimentary rocks and their properties, fossils and their occurrence and distribution, the construction and interpretation of various types of stratigraphic maps, and detailed studies of selected maps representative of the various geologic provinces of North America. Required field trip. Prerequisite: GEOL 303 or consent of instructor.

395 COMMUNITY INVOLVEMENT PROGRAM (1-4) FALL, SPRING

CIP involves students in community problems such as tutoring, aiding in school science classes, and advisement of county agencies. A total of 6 units of CIP credit may be applied toward a degree. May be taken by petition only. Not applicable to the geology major.

396 INTERNSHIP IN GEOLOGY (1-4) FALL, SPRING

Professional geologic work for a geologic firm or agency. Forty-five hours of work per unit. Not applicable to the geology major. Prerequisites: GEOL 303 and consent of instructor.

406 X-RAY MINERALOGY (2) FALL, ODD YEARS

Lecture, 1 hour; laboratory 3 hours. Introduction to the use of x-ray diffraction techniques. Prerequisites: CHEM 115A/116A and GEOL 305 or concurrent enrollment, and consent of instructor.

410 GEOPHYSICS (3) SPRING, ODD YEARS

Lecture, 2 hours; laboratory 3 hours. The principles of physics as they are related to the earth. Physical basis for the methods of geophysical investigation: seismology, gravity, magnetics, and electromagnetics. Application of geophysical methods to geological problems such as oil exploration and plate tectonics. Fieldwork and analysis of geological problems using geophysical instruments. Extensive use of computer. Required field trips. Prerequisites: GEOL 102 or 303, MATH 161 and PHYS 114.

411 SEDIMENTARY PETROLOGY (4) FALL

Lecture, 3 hours; laboratory, 3 hours. The description, classification and origin of sedimentary rocks. Discussion of weathering and origin of sediment; sediment transportation and sedimentary structures; clastic and nonclastic classification; and petrology. Hand specimen and thin section petrography and other techniques for studying sedimentary rocks will be used in the laboratory. Prerequisites: GEOL 307 and 308.

412 SEDIMENTARY PETROLOGY FIELD COURSE (1) FALL

Field studies done in conjunction with GEOL 411. Required weekend field trips. Prerequisites: GEOL 308 and concurrent enrollment in GEOL 411. Students must be in good physical condition.

413 PALEONTOLOGY (4) SPRING

Lecture, 3 hours; laboratory 3 hours. The study of fossils in their geological context. Topics include taxonomy, morphology, evolution, biogeography, extinction, and biostratigraphy of the main groups of invertebrate, vertebrate, and plant fossils. Laboratory work will include becoming familiar with stratigraphically important fossil groups and the use of fossils in solving both geological and biological problems. Prerequisite: GEOL or 303 for majors, GEOL 102 for non-majors.

414 PALEONTOLOGY FIELD COURSE (1) SPRING

Field studies done in conjunction with GEOL 413. Required weekend field trips. Prerequisites: GEOL 303 for majors, GEOL 102 for non-majors, and concurrent enrollment in GEOL 413. Students must be in good physical condition.

417 STRUCTURAL GEOLOGY (4) FALL

Lecture, 3 hours; laboratory, 3 hours. Introduction to theoretical and experimental rock deformation; description and genesis of folds, faults, and related minor structures; interior structure of the earth, plate tectonics, and regional structural history. Prerequisites: GEOL 303, 304, and MATH 107.

418 STRUCTURAL GEOLOGY FIELD COURSE (1) FALL

Field studies done in conjunction with GEOL 417. Required weekend field trips. Prerequisite: previous or concurrent enrollment in GEOL 417. Students must be in good physical condition.

420 FIELD GEOLOGY (4) SPRING

Lecture, 1 hour; 12 days of fieldwork. Principles of geologic mapping, interpretation of geologic maps, preparation of field reports. Fee required. Prerequisites: GEOL 411, 412, 417, and 418. Students must be in good physical condition.

422 GEOCHEMISTRY (3) SPRING, ODD YEARS

Lecture, 3 hours. Introductory cosmochemistry and origin of the elements; meteorites; the earth as a chemical system, chemistry of processes at the surface of the earth; mineral crystal chemistry; introduction to geochronology and stable isotope variations in nature; thermodynamics and its geological application; geochemical prospecting. Prerequisite: GEOL 303, CHEM 115AB/116AB, MATH 161, or consent of instructor.

425 ECONOMIC GEOLOGY (4) SPRING, ODD YEARS

Lecture, 3 hours; laboratory, 3 hours. Classification, origin and alteration of metallic ore deposits. Laboratory sessions on hand sample identification of ore and alteration minerals and petrographic analysis of selected ore suites. Prerequisites: previous or concurrent enrollment in GEOL 307 and CHEM 115B/116B.

427 ADVANCED FIELD GEOLOGY (4) SUMMER

A minimum of five weeks of detailed mapping in igneous, metamorphic, and sedimentary rocks, and the preparation of field reports and geological maps. Students may also complete this course at another university, but should do so only in consultation with the Geology Department. Students must demonstrate equivalence in terms of field hours and course content to GEOL 427. Prerequisite: senior standing in geology. GEOL 420 strongly recommended.

495 SPECIAL STUDIES (1-4) FALL, SPRING

Individual study, under guidance of an advisor of an advanced field, laboratory, or literature problem. Students must qualify and adhere to the department policy on independent study as outlined below. Prerequisite: approval of advisor.

Department Policy on Independent Study

1. The student must have a 3.00 or higher grade point average.
2. The student must have demonstrated ability to work independently and do quality work in field classes.
3. The student must have submitted a detailed proposal of work to do, schedule, and results expected.
4. The student must have a faculty sponsor who is willing to advise the project and will set up a schedule of meetings for this purpose. This will be reported on the standard University Special Studies form and signed by the student, faculty advisor, and department chair.
5. A copy of all documents and two copies of the final paper or report will be filed with the department office before a grade will be assigned.

496 SELECTED TOPICS IN GEOLOGY (1-3)

An intensive study of an advanced topic in geology. May be repeated for additional credit with new subject matter. Prerequisite: adequate preparation for topic under consideration. Additional fee may be required.

498 GEOLOGY PRACTICUM (1-4)

Application of previously studied theory through supervised instructional work experience in geology, generally as a teaching assistant in geology laboratory classes. Intended for professional growth. May be repeated for up to a total of 4 units. Not applicable for the geology major or minor. Prerequisites: upper-division standing in geology and consent of instructor. Student needs to have passed the course that he/she will be a teaching assistant in with a grade of B or better. To be a teaching assistant in GEOL 102 laboratory student needs to have received a grade of B or better in GEOL 303.

GERONTOLOGY

DEPARTMENT OFFICE

Stevenson Hall 3075/3092

(707) 664-2586/2411

www.sonoma.edu/gerontology

PROGRAM COORDINATOR

Susan Hillier

ADMINISTRATIVE COORDINATOR

Mary Hanson

Programs Offered

Minor in Gerontology

Certificate in Gerontology

Career Minor in Health Systems Organization

Master's degree option (Interdisciplinary Studies)

The study of gerontology provides students with a broad, multidisciplinary perspective to examine the aging process and to understand the significance of age in biological, social, cultural, psychological, and political processes. Participation in the gerontology program encourages students to view aging as a normal part of the life cycle, to become aware of the aging process so that they may view it in others with understanding, and eventually in themselves with equanimity, and to consider work in the field of aging.

Careers in Gerontology

Gerontology prepares students for working directly with elders in program development (health promotion, intergenerational activities, social service centers, community agencies, retirement communities); direct care (care to frail, ill, or impaired elders in hospitals, clinics, nursing homes, or adult day care or home care programs); counseling elders and their families about caregiving issues, employment, death and dying, or mental health; and advising elders about estate planning and investments, financing long-term care or housing options. It also prepares students for working on behalf of elders, by analyzing issues related to elders such as retirement opportunities, income maintenance, health care and housing; planning, administering, and evaluating community-based services and service delivery systems for older persons; advocating with or on behalf of elders; designing products to meet the special interests and needs of elders; and advising business, industry, and labor regarding older workers and consumers. Many students continue their education through graduate work in social work, nursing, psychology, and kinesiology.

The gerontology program focuses primarily upon the experience of aging in the United States, although comparative analyses of other societies are developed. By applying an integrated liberal arts perspective to the issues, problems, and dilemmas posed by a longer

life span and a dramatically increased population of older persons, students develop their critical faculties and problem-solving abilities. The field of gerontology offers students opportunities to engage in firsthand research, to develop conceptual analyses, and to plan community projects, as well as to develop a strong background for career development. Those who already work as volunteers or staff in agencies serving the elderly will find the gerontology program valuable in updating their training. Students who plan to pursue professional degrees in psychotherapy, medicine, dentistry, nursing, or social work will find that participation in the gerontology program will assist them in understanding the problems of their future clients. Students may choose to complete: (1) the minor in gerontology, (2) a certificate in gerontology, or (3) a special major in gerontology at either the bachelor's or master's levels. In the special major program, students construct individually designed interdisciplinary majors in consultation with the gerontology program coordinator and special major advisor.

Minor in Gerontology

Students must complete the following 22-unit program:

Minor Core Requirements

BIOL 318 Biology of Aging	3
GERN 300 The Journey of Adulthood	3
GERN 319 Aging and Society OR GERN 432 Group Work with Older Adults	4
GERN 499 Gerontology Practicum	4
GERN 421 Psychology of Aging	4

Total units in the minor core 18

Minor Electives

Choose courses to total a minimum of 4 units from the following list:

AMCS 435 Ethnicity and the Life Cycle (3)
BIOL 224 Human Physiology (3)
BIOL 307 Human Nutrition (4)
GERN 304 Sibling Relations (4)
GERN 312 Adult Development Lecture Series (2)
GERN 332 Death and American Culture (4)
GERN 408 Transitions in Adult Development (4)
GERN 422 Living and Dying (4)
GERN 452 Health Care and Illness (4)
GERN 493 Narrative: Theories & Methods (4)
NURS 493 Health Care Delivery and Financing (3)
KIN 360 Physiology of Exercise (4)
KIN 410 Lifespan Motor Development (3)
NURS 504A Health Care Delivery and Financing (2)
NURS 504B Health Care Delivery and Financing (2)
PSY 404 Psychology of Women (4)

Total units in minor electives: 4

Total units in the minor 22

Certificate in Gerontology

The 28-unit certificate program is open to those students who are completing or who have received a bachelor's degree.

Certificate Core Courses

BIOL 318 Biology of Aging	3
GERN 300 The Journey of Adulthood	3
GERN 319 Aging and Society OR GERN 432 Group Work with Older Adults	4
GERN 499 Gerontology Practicum	8
GERN 421 Psychology of Aging; or	
GERN 500 Social and Psychological Issues in Aging	4
Total units in the certificate core	22

Certificate Electives

Choose courses to total a minimum of 6 units from the minor electives list above.

Total units in the certificate electives	6
Total units in the certificate	28

Gerontology Courses (GERN)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty assignments.

300 THE JOURNEY OF ADULTHOOD (3) FALL, SPRING

Introduces the study of aging from biological, psychological, sociological, and environmental perspectives. Aging is presented as a normal stage of development with both positive and negative aspects. Specific issues discussed include: health care, housing, income maintenance, and advocacy. Satisfies GE, category E (The Integrated Person).

304 SIBLING RELATIONSHIPS (4) FALL

An exploration of the role of siblings to personal and family development, with a focus on sibling relationships in adulthood and later life. An emphasis will be placed on the psycho-social context of the sibling relationship in addition to theories of the psychology of the individual. Cross-listed as PSY 304.

305 ISSUES IN GERONTOLOGY (2-4)

Focuses on contemporary issues and topics in gerontology. Selected issues incorporating historical, cultural, social, psychological, and policy perspectives may be offered. Consult Schedule of Classes for the specific topic and current unit offering. May be repeated for credit.

312 ADULT DEVELOPMENT LECTURE SERIES (2) FALL

Lectures and presentations on thematic issues in the field of adult development and aging. Speakers are drawn from local community programs, Bay Area research organizations, and academic disciplines. May be repeated for credit. Cross-listed as PSY 312.

317 EMOTIONS AND ADULT LIFE (4)

Emphasizes the social context and social development of emotional responses throughout adulthood. Analyzes the reciprocal relations between social definitions and subjective feelings in connection with life events throughout adulthood. Addresses both basic emotions, such as fear, anger, pleasure, and excitement, and more complex emotions, such as love, jealousy, grief, sympathy, pride, shame, and despair. Cross-listed as SOCI 317.

319 AGING AND SOCIETY (3-4) SPRING

Examination of aging throughout adulthood. Analysis of theories of aging, their foundations in social science theory, and their policy implications. Exploration of the meanings and consequences of increasing longevity for society and the individual, with emphasis on the social psychological implications for women, minorities, and those who are poor. Satisfies GE, category D1 (Individual and Society). Cross-listed as SOCI 319.

332 DEATH AND AMERICAN CULTURE (4)

The relation of cultural values to practices, attitudes, and views about death. Application of sociological and psychological theories to topics on death and dying, such as death conceptions, terminal care, suicide, war, and grief. Emphasis on the social psychology of dying, caregiving, grieving, and being suicidal. Cross-listed as SOCI 332.

399 STUDENT-INSTRUCTED COURSE (1-4)

A course designed by an advanced student, approved by the gerontology program, and taught by the student under the supervision of his/her faculty sponsor. Consult the Schedule of Classes for topic to be studied. May be repeated for credit.

408 TRANSITIONS IN ADULT DEVELOPMENT (4) SPRING

Transitions are key events in adulthood because they require change. This course explores how women and men experience and shape the changes that occur as they mature socially and psychologically. Inquiry includes normative life cycle transitions as well as unexpected, unusual, or off-time transitions and develops understandings of how these transitions shape the development of an individual through adulthood and later life. Cross-listed as PSY 408. Prerequisite: junior standing.

421 PSYCHOLOGY OF AGING (4) FALL

Analysis of psychological development as a lifelong process. Examination of theories of psychological growth in later life. Exploration of the role of memory for learning and psychological functioning. Study of issues in mental health in adulthood. Cross-listed as PSY 421. Prerequisite: junior standing.

422 LIVING AND DYING (4) SPRING

This course explores personal values and attitudes about life and death and seeks to understand them in relation to our own psychology and to the larger social context. Topics of separation and loss, loss as a transformative process, the dying process, bereavement, suicide, homicide, mythology, and immortality will be addressed. Cross-listed as PSY 422.

432 GROUP WORK WITH OLDER ADULTS (4) SPRING

Introduction to fundamentals of group work with older adults. Provides an overview of the phases of group development and basic skills and techniques for facilitating effective groups. Theoretical perspectives from sociology and psychology are used to examine how groups function, the values they have for older adults, and common themes in groups for older adults. Students travel to senior sites in the community to cofacilitate weekly, intergenerational dialogue groups. Service-learning course. Cross-listed as SOC 432 and PSY 432.

438 PSYCHOLOGICAL ASPECTS OF DISABILITY (3-4) IRREGULARLY SCHEDULED

This course is designed to give participants a better understanding of people with disabilities and an awareness of how society regards them. The disabilities addressed range from traumatic physical injuries through progressive diseases and conditions to mental retardation, alcoholism, and emotional disabilities. The class is appropriate for anyone interested in disability, whether for personal or professional reasons. Cross-listed as PSY 438.

452 HEALTH CARE AND ILLNESS (4) FALL, EVEN YEARS

A dual focus on the social organization of health care and the social psychology of illness. Analyses of the structure of care, patient-practitioner relationships, and treatment ideologies. Emphasis on the patient's experience of illness, intimate relationships, and self-images. Cross-listed as SOCI 452.

482 TEACHING INTERNSHIP (1-4) FALL, SPRING

Students learn the skills of organization and communication of psychological theory and research under the supervision of a faculty mentor. Prerequisites: GERN 300 and consent of instructor. A maximum of 12 units of special study and internship credit may be applied as supporting units.

490 INTERNSHIP SEMINAR (1)

In this seminar, students report on the progress of their internships and discuss institutional procedures and interactional processes particular to their intern sites. Case and data management techniques will be discussed. The seminar allows opportunity for group problem solving, objective analysis of internship issues, and enhancement of professional networks. Requirements: concurrent enrollment in GERN 499 and consent of instructor.

493 NARRATIVE: THEORIES AND METHODS (4) SPRING

The course examines the role of narrative, or life storying, in human development research. Students will develop a protocol, conduct research in the community using interview methodologies appropriate to the narrative perspective, analyze transcriptions for theoretical and life themes, and develop a final project based on the analysis of the data. Cross-listed as PSY 493.

495 SPECIAL STUDIES (1-4) FALL, SPRING

Students may propose to participate in independent projects or continuing research with the approval and guidance of the faculty member. The special study may extend for more than one semester. May be repeated for credit.

497 INTERDISCIPLINARY SEMINAR (2-4) IRREGULARLY SCHEDULED

Explorations of basic human problems as reflected in the arts, humanities, social sciences, or natural sciences. Resource persons from other disciplines will participate.

499 GERONTOLOGY PRACTICUM (1-4) FALL, SPRING

Field experience in an agency or organizational setting in which the student combines work with academic preparation in programs concerned with aging and/or health. A-F or Cr/NC.

500 SOCIAL AND PSYCHOLOGICAL ISSUES IN AGING (2-4) IRREGULARLY SCHEDULED

Analysis of the aging process and its social implications. Selected issues provide exploration of relationships between psychological and social development in later life. Developmental, historical, cultural, psychological, and policy perspectives may be offered. Consult Schedule of Classes for specific topic. Cross-listed as PSY 500. Prerequisite: graduate standing or permission of instructor. May be repeated for credit.

515 GRADUATE RESEARCH SEMINAR (2-4) FALL, SPRING

Intensive review of literature in specific areas of concentration. Emphasis is on individual student's research interests. Includes research design and implementation. Prerequisite: graduate standing or permission of instructor.

561 POLITICS OF HEALTH AND AGING (4) IRREGULARLY SCHEDULED

An examination of U.S., state, and local health care and aging policy and administration. Cross-listed as POLS 509.

582 TEACHING COLLEGE GERONTOLOGY (1-4)

Practical experience of supervised teaching in a college gerontology classroom. Prerequisite: Consent of instructor.

583 GRADUATE RESEARCH ASSISTANT (1-4)

Students learn advanced research methods and practical research skills under the supervision of a faculty member. Prerequisite: Consent of instructor.

595 SPECIAL STUDIES FOR GRAD STUDENTS (1-4)

Students should formulate plans for a project and present them to a faculty member for sponsorship. Special forms for this purpose are available in the department office. Prerequisite: graduate standing and consent of instructor.

GLOBAL STUDIES

DEPARTMENT OFFICE

Geography and Global Studies
Stevenson Hall 3066
(707) 664-2194

MAJOR COORDINATOR

Rheyne Laney (707) 664-2183

ADMINISTRATIVE COORDINATOR

Valinda Kyrias

Programs Offered

Bachelor of Arts in Global Studies

Minor in Global Studies

Bachelor of Arts in Global Studies

The Bachelor of Arts in Global Studies is an interdisciplinary program that prepares students for international or intercultural service through the study of other cultures, world history, political and economic systems, world geography and environment, cross-cultural communication and conflict resolution, and a modern language. Recognizing the increasing interdependence of the world and the global nature of contemporary issues, the major is designed to increase awareness and understanding of other cultures and systems as well as global issues, while developing the skills needed to work effectively in a global or multicultural context.

The major requirements include core courses, basic areas, an integrative seminar, a field of concentration, a capstone seminar project, intermediate (or better) proficiency in a second language, a cross-cultural living or work experience, and a service internship. Since the core and basic area requirements include general education courses, students may meet 18 units of GE while completing major requirements. The approved concentrations include Europe, Latin America, Asia, International Economic Development, and Global Environmental Policy. In exceptional cases, with the approval of the Global Studies Steering Committee, students may also develop individual concentrations in other disciplines or regions.

Intermediate-level (or higher) proficiency in a modern language other than English is required of all Global Studies majors. Students may demonstrate this proficiency either by passing an intermediate-level proficiency exam or by completing a fourth-semester standard language course (202 [plus lab] or equivalent) with a grade of C or better.

All Global Studies majors are expected to participate in an intensive cross-cultural experience of at least three months duration, during which they speak primarily a language other than their mother tongue. Students normally will meet this expectation by studying or working abroad. When travel abroad is impossible, students may arrange an extended cross-cultural experience closer

to home, e.g., living and working for a summer in an immigrant community. (Students who have spent extended time in other than mainstream U.S.-American circumstances, speaking a language other than English, may already have met this expectation.)

Applicants to the program must have a GPA of 2.50 or better in at least one semester of college study, and must submit a two-page statement of interests, background, goals, and values to the program coordinator. Students interested in declaring a Global Studies major are urged to take MATH 165 to meet the GE requirement for Mathematics, category B.

Degree Requirements	Units
General education	51
Core requirements	19
Basic Areas	22-26
Concentration	20-24
General electives	0-8
Total units needed for graduation	120-124

Note: Global Studies majors must also achieve intermediate-level proficiency in a modern language other than English.

I. Core Requirements

ECON 201A Introduction to Macroeconomics	4
GLBL 200 Written and Oral Analysis: Introduction to Global Issues	3
GEOG 302 World Regional Geography	4
GLBL 350 Integrative Seminar (1,1)	2
GLBL 498 Service Internship	3
GLBL 499 Capstone Seminar	3
Language Requirement (intermediate level proficiency, except where noted)	

II. Basic Areas

Complete at least one course from each of the following seven areas:

1. Culture

ANTH 203: Cultural Anthropology (D1)	3
ANTH 340: Living in a Pluralistic World (E)	3
GEOG 203: Cultural Geography (D2)	3

2. Global Environment

ENSP 200 Global Environmental Issues (D5)	3
GEOG 204: Physical Geography (B3)	3
ENSP 330: Energy, Technology, and Society	3
GEOG 340: Conservation of Natural Resources	4

3. Historical Perspectives

HIST 202: Development of the Modern World (D2)	3
HIST 380: 20th Century World (D2)	3

4. Political Ideas and Institutions

POLS 303: Intro to Comparative Govmt & Global Systems	4
POLS 304: Introduction to International Relations	4
POLS 315: Democracy, Capitalism, Socialism (D5)	3-4
POLS 452: Third World Political Systems	4

5. Global Economy and Business

ECON 303: International Economics	4
BUS 393: Introduction to International Business	4

6. Globalization and its Social Impacts

AMCS 475: Sem. on Race, Racism, and Globalization	4
WGS 385: Gender and Globalization	4
ANTH 352: Global Issues	4
GEOG 338: Social Geography (E)	3
SOCI 499: Project Censored Internship	3-4
COMS 321: International Communications	3

7. Religious and Ethical Perspectives

PHIL 302: Ethics and Human Value Theory (C3)	3
SOCI 305: Holocaust Lecture Series (D5)	4
SOCI 431: Sociology of Religion (C3)	4
HUM 301: War and Peace Lecture Series (C3)	3

III. Upper-Division Concentrations

No courses used to satisfy basic area requirements may be used to satisfy the concentration requirements.

The combination of courses chosen to meet concentration requirements must be approved by the Global Studies advisor.

A. European Concentration: 20 units

Students must take two survey courses from Group I, and choose more courses in their regional specialty (Groups II-V) to meet the 20-unit minimum.

Students choosing groups III, IV, and V must demonstrate advanced proficiency (ACTFL scale definition) in the language of the respective culture (French, Spanish, German, or other appropriate language), either by passing an advanced-level proficiency exam or by successfully completing a third-year standard language course with a grade of "C" or higher.

Group I: Survey Courses (select two)

HIST 410: Early Modern Europe (1350-1789)	4
HIST 411: The Enlightenment to WWI (1650-1914)	4
HIST 412: Europe Since 1914	4
POLS 350: European Parliamentary Democracies	4
POLS 345: Model United Nations (when European focus)	4

Group II: British Isles

HIST 426: Britain and Ireland, 1399–1714	4
HIST 428: Modern Britain, 1714–present	4
ENGL 240: Survey: Later English Literature (post 1789)	4
ENGL 448: Periods in English Literature (Victorian to the present)	4
HIST 498: Senior Sem: The Atlantic World, 1450–1800	4

Group III: France

FREN 320: France Yesterday (prereq= FREN 300)	4
FREN 321: France Today (prereq= FREN 300)	4
FREN 411: French Literature (prereq= FREN 321)	4
FREN 415: Special Topics in French Culture	4
HIST 420: The French Revolution	4
HIST 498: Senior Sem: The Atlantic World, 1450–1800	4

Group IV: Iberia

HIST 382: The Mediterranean World, 1400–1700	4
HIST 498: Senior Sem: The Atlantic World, 1450–1800	4
HIST 422: Imperial Spain	4
SPAN 306: Cultures of Spain	4
SPAN 401: Peninsular Literature	4
SPAN 491: Seminar in Literature (with Iberian topic)	4

Group V: Central / Eastern Europe

HIST 415: Special Topics: Eastern Europe (1815–1918)	4
HIST 416: Special Topics: Eastern Europe (1918–1989)	4
HIST 417: Origins of Modern Russia	4
HIST 419: Modern Russia and the Soviet Union	4
POLS 351: Politics of Russia	4
POLS 352: Politics of Eastern Europe	4
MUS 324: Sonoma County Bach Choir	2
MUS 343: Studies in Musical Genres (when European)	2
SOCI 305: Holocaust Lecture Series	3
HIST 498: Senior Seminar (when Eastern European topic)	4

B. Latin American Concentration: 20 units

Students must take two survey courses from Group I, and choose more elective courses to meet the 20-unit minimum.

Group I: Survey Courses (select at least two)

GEOG 392: Latin American Culture and Environ.	4
HIST 339: Introduction to Latin America	4
HIST 342: Modern Latin America	4
POLS 453: Political Systems of Latin America	4
SPAN 307: Cultures of Latin America	4

Group II: Elective Courses

GEOG 314E: Field Experience (when L.A. country)	2-3
ECON 403: Seminar in International Economic Dev.	4
HIST 348: Race and Ethnicity in Latin America	4
HIST 433: History of Mexico	4
HIST 449: Gender and Sexuality in Latin America	4
SPAN 402: Latin American Literature	4
SPAN 491: Seminar in Literature (when L.A. focus)	4
POLS 345: Model United Nations (when L.A. focus)	4

C. Asian Concentration: 22-24 units

Students must take four History and Political Science courses from Group I, and choose two Arts and Humanities classes (Group II) to meet the minimum 22-unit requirement.

Group I: History and Political Science (select four)

HIST 338: Early Japan to 1650	4
HIST 438: Modern Japan	4
HIST 335: Early China to 1500	4
HIST 435: History of Modern China	4
*HIST 436: Class and Gender in Modern East Asia	4
HIST 498: Senior Sem: The Pacific since 1500	4
HIST 498: Senior Sem: Asian Revolutions	4

POLS 450: The Politics of Asia	4
POLS 345: Model United Nations (when Asian topic)	4
* Approval of instructor required	

Group II: Arts and Humanities (choose classes from different departments)

ARTH 474: Islamic Art	3
ARTH 480: Selected Topics (when Asian Topic)	3-4
LIBS 320C: The Arts and Human Experience (when Asian Topic)	3
MUS 301: The Sacred Traditions of South Asia	3
MUS 352: History, Music and Secular Traditions of South Asia	3
PSY 342: Psychology of Meditation	3-4
PSY 352: Psychology of Yoga	3-4
PHIL 390: Advanced Topics in Philosophy (when Asian Topic)	4

D. International Economic Development Concentration: 20 units

Students must take all required courses (Group I) and choose more elective courses (Group II) to meet the 20-unit minimum. Those who have taken courses from Group I as basic areas selections will choose more elective courses.

Group I: Required Courses

ECON 303: International Economics	4
ECON 403: Seminar in Economic Development	4
BUS 393 Introduction to International Business	4

Group II: Elective Courses

ANTH 352: Global Issues	4
BUS 394: International Business Strategy	4
BUS 473: International Finance (prereq = BUS 370)	4
ENSP 330: Energy, Technology, and Society	4
GEOG 335: Global Agricultural Systems and Issues	4
GEOG 394: Geography of Africa, South of the Sahara	4
POLS 304: Introduction to International Relations	4
POLS 345: Model United Nations (when developing world)	4
POLS 452: Third World Political Systems	4
WGS 385: Gender and Globalization	4

E. Global Environmental Policy Concentration: 21-23 units

Students must take one course from each Group I-IV, and choose more elective courses (Group V) to meet the 20-unit minimum.

Those who have met the Group 1-IV requirements as basic areas selections will choose more elective courses.

Group I: Environmental Issues

ENSP 200: Global Environmental Issues	3
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Group II: Human Environment (select one)

GEOG 203: Cultural Geography	3
ENSP 301: The Human Environment	3

Group III: Physical Environment (select one)

GEOG 204: Physical Geography	3
ENSP 303: The Physical Environment	4

Group IV: Biological Environment (select one)

ENSP 302: The Biological Environment	3-4
BIOL 122: Genetics, Evolution and Ecology	4

Group V: Elective Courses

ANTH 345: Topics in Anthropology and the Environ.	4
COMS 323: Environmental Communications	4
ENSP 306: Environmental Ethics	3
ENSP 330: Energy, Technology, and Society	4
ECON 381: Natural Resource and Environ. Economics	4
GEOG 340: Conservation of Natural Resources	4
GEOG 372: Global Change: Past, Present, and Future	3

Overseas Concentrations: (20)

A wide variety of concentration options exist for students who study abroad under the auspices of the CSU International Program (IP). Coursework to be included in such concentrations will depend on the offerings available at the respective foreign universities. Students interested in pursuing such an individualized concentration should consult their Global Studies advisor and the SSU Study Abroad advisor as soon as they have decided which IP study-abroad option they intend to pursue.

Global Studies Minor

The minor consists of course work totaling between 22 and 28 units. Students will take all core courses, meet the language requirement, and take one course in each of the elective areas. Only 4 units may double count with a student's GE requirements.

Core Courses (all required)

GEOG 302: World Regional Geography	4
HIST 380: 20th Century World	3
GLBL 350: Integrative Seminar	1

Language Requirement:

Students will demonstrate proficiency equivalent to the second semester of university study of a foreign language.

Elective Courses (take one course from each group)

I. Culture

ANTH 203: Cultural Anthropology (D1)	3
ANTH 340: Living in a Pluralistic World (E)	3
GEOG 203: Cultural Geography (D2)	3

II. Political Ideas and Institutions

POLS 303: Intro. to Comparative Govnt and Global Systems	4
POLS 304: Introduction to International Relations	4
POLS 315: Democracy, Capitalism, Socialism (D5)	3-4
POLS 452: Third World Political Systems	4

III. Global Economy and Business

ECON 201A: Macroeconomics (D5)	4
ECON 303: International Economics	4
BUS 393: Introduction to International Business	4

IV. Globalization and its Social Impact

AMCS 475: Sem. on Race, Racism, and Globalization	4
WGS 385: Gender and Globalization	4
ANTH 352: Global Issues	4
GEOG 338: Social Geography (E)	3
GLBL 497: Global Studies Internship: Project Censored	3
COMS 321: International Communications	3

Global Studies Courses (GLBL)

GLBL 350: INTEGRATIVE SEMINAR (1)

Each Global Studies major must enroll in the one-unit Integrative Seminar for at least two semesters. Its purpose is twofold: to afford students and faculty a regular opportunity to exchange information about students' progress toward their degree (including news of internships, experiences with courses, faculty, students in the various disciplines subsumed under Global Studies, etc.); and to study current global issues using books and articles offering diverse perspectives. Grade option: Cr/NC Only.

GLBL 498: CROSS-CULTURAL COMMUNITY SERVICE INTERNSHIP (3)

A three-unit community service internship is required of all students. This is a supervised program of cross-cultural community service work and study for a governmental or non-governmental agency, completed either at home or abroad. A minimum of 135 hours of supervised work is required. Students will keep a daily journal of their experiences, and upon completion will submit 1) a formal letter from their internship supervisor, verifying hours worked and duties performed; and 2) a four-page essay summarizing their experience in rich personal detail. Information about a broad spectrum of internship options is available from the Global Studies coordinator, whose approval is required for all service internship proposals. Grade option: Cr/NC only.

GLBL 499: CAPSTONE SEMINAR (3)

In spring of the senior year, Global Studies majors will enroll in a seminar devoted to research on globally relevant issues of the student's choosing, in consultation with the instructor. Each student will produce an original research paper on one such issue, examined from various disciplinary perspectives. This project is the capstone requirement for completion of the Global Studies degree. The paper must be approved in its final draft by at least one other qualified faculty member besides the seminar instructor.

HISTORY

DEPARTMENT OFFICE

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(707) 664-2313
www.sonoma.edu/history

DEPARTMENT CHAIR

Judith Abbott

ADMINISTRATIVE STAFF

Cindy Menghini, Kathleen Piro, Julie Wood

Faculty

Judith Abbott / Medieval Europe and Rome
Theresa Alfaro-Velcamp / Mexican, Latin American, Borderlands History
Stephen Bittner/Russia, Soviet Union, Eastern Europe
Randall A. Dodgen / Asia and the Pacific Basin
Steve Estes/ Modern United States History
Mary Halavais / Early Modern Europe, Spain and Latin America
Michelle Jolly / U.S. before 1900, Western U.S., California, Women's History
*Robert A. Karlsrud / U.S. Social History, Modern U.S. History
Kathleen Noonan / Britain and Ireland, Early Modern Europe, Colonial America
William Clay Poe / Ancient Near East, Archaeology and Egyptology, Religious Ideas

**Faculty Early Retirement Program*

Programs Offered

Bachelor of Arts in History
Master of Arts in History
Minor in History
Teaching Credential Preparation

History is an integrative discipline that studies both our collective and our individual pasts. It is holistic because it is involved with humanity in all of its dimensions, interests, and activities, from the economic and political to the psychological and cultural. Thus, the study of history encourages students to reflect upon and analyze the interrelationship of ideas and material circumstances and of individual and group behavior as revealed in a wide range of human institutions and activities. The study of the ways in which humanity has organized itself, interacted, and explained its existence not only promotes the development of a historical perspective on the present but also provides a means of assessing the potential for change. The study of other cultures and their histories also fosters the development of a broader world view as well as other perspectives on one's own culture. In addition, the study of history provides insight into the sources of one's thoughts, aspirations, and behavior, as well as the appreciation of a shared cultural tradition.

The history major is designed both to provide the basis for an excellent liberal arts education and to meet the needs of individual students. Within the specific requirements of the major, students receive basic instruction in the history of their own country as well as that of other cultures. They are also introduced to methods of historical inquiry, to different philosophies of history, and to historical writing. Beyond these requirements, students may arrange course work that meets their needs and interests. Course offerings provide opportunities to study selected areas and periods as well as individually designed research projects.

Careers in History

A history major's skills in historical analysis, writing, and research are highly useful in a variety of careers and professions. In addition to preparation for teaching and graduate work within the discipline of history, the history major provides an excellent background for many postbaccalaureate programs, including law, business, library science, and cultural resource management. Public history is a growing field, with careers in government, museums, and historic parks.

Students who plan to pursue graduate work or a teaching career are advised to diversify their studies rather than concentrate on any single geographic area or nation-state. Those who plan extensive graduate study are encouraged to take foreign language courses and to consider the history honors program. Credential candidates should consider securing classroom experience in a community-involvement program. A wide variety of internships exist in local museums, historical societies, businesses, and schools.

Bachelor of Arts in History

The B.A. in history is a 40-unit program that students plan in consultation with a departmental advisor. Courses graded Cr/NC are not applicable to the history major, except in the cases of HIST 497 Internships and HIST 496 History Journal, where 3 units of CR/NC are accepted.

Degree Requirements	Units
General education	51
Major requirements	40
General electives	29
Total units needed for graduation	120

Major Core Requirements

HIST 201 Foundations of World Civilization (3)* (3 units applied to GE, category D2)	3-4
HIST 202 Development of the Modern World*	3-4
HIST 251 The United States to 1877 (3) (3 units applied to American Institutions)	3
HIST 252 The United States Since 1865, or HIST 445, 446, 468, 470, 477	3-4
HIST 498 Senior Seminar	4

Total units in the major core 16-18

**History majors may replace HIST 201 with HIST 303, 335, 339, 400, 401 OR replace HIST 202 with HIST 337, 342, 382, 383, 411, 412. Either HIST 201 or HIST 202 MUST be taken.*

Major Electives

To finish the major, students must complete additional units in history to total 40 units. These units must include one upper-division course in European history and one course on an area of the world other than the United States or Europe (upper-division substitute for HIST 201/202 may count for this when appropriate). Three (3) units of electives can be lower division, the remaining 20-21 units must be upper division.

Total units in major electives 22-24

Total units in the major 40

History Honors Program

Eligible* students must have completed the major core requirements, except for the Senior Seminar, to earn the honors degree: 16

HIST 498 (or designated Senior Seminar) 4

HIST 499 Honors Seminar (to complete an Honors Thesis) 4

Total units needed for history honors degree 44

* Eligibility for the history honors degree:

1. A 3.50 GPA at Sonoma State University or overall.

2. Demonstrated proficiency in a foreign language.

Minor in History

The History Department offers two minors—the General History minor and the Secondary School Content minor, with a focus in either world or United States/California history. Students contemplating a minor in history should consult the History Department for advising early in their academic careers. Courses graded Cr/NC are not applicable to the history minor.

I. General History Focus

Complete the following:

Minor Core Requirements

One lower-division course in World History 3

EITHER HIST 201 Foundations of World Civilization

OR HIST 202 Development of the Modern World

(This course also satisfies GE area D2.)

One lower-division course in United States History 3

EITHER HIST 251 History of the United States to 1877

OR HIST 252 History of the United States since 1865

(This course also satisfies GE area D3.)

Total Units in the Minor Core 6

Minor Electives

To finish the General History minor, students must complete 16 units of upper-division work in history, usually 4 courses. Students may not count additional lower-division units toward the minor.

Total Units in Minor Electives 16

Total Units in Minor 22

II. Secondary School Teaching Options

The State of California permits teachers with secondary teaching credentials in fields other than social sciences to teach world or United States/California history in the secondary school classroom if they complete a focus in one of the following fields. Each of the minor options described below meets state requirements (as of November 2005).

a. World History Focus

Complete the following:

Minor Core Requirements

One lower-division course in World History 3

EITHER HIST 201 Foundations of World Civilization

OR HIST 202 Development of the Modern World

(This course also satisfies GE area D2.)

One lower-division course in United States History 3

EITHER HIST 251 History of the United States to 1877

OR HIST 252 History of the United States since 1865

(This course also satisfies GE area D3.)

HIST 380 Twentieth Century World 3

(This course is an upper-division GE course in area D.)

Total Units in the Minor Core 9

Minor Electives

To finish the World History minor, students must complete 12 units of additional upper-division coursework in history, usually 3 courses. These courses must emphasize the history of regions other than the United States (e.g., Europe, Asia, Latin America, or Africa). Students may not count additional lower-division units toward the minor.

Note: Students planning to teach world history are strongly encouraged to take courses that span a range of time periods and regions. Students should consult with an advisor in the history department before choosing courses.

Total Units in Minor Electives 12

Total Units in Minor 21

b. United States/California History Focus

Complete the following:

Minor Core Requirements

One lower-division course in World History 3

EITHER HIST 201 Foundations of World Civilization

OR HIST 202 Development of the Modern World

(This course also satisfies GE area D2.)

One lower-division course in United States History 3

EITHER HIST 251 History of the United States to 1877

OR HIST 252 History of the United States since 1865

(This course also satisfies GE area D3.)

One upper-division course in California History 4
 EITHER HIST 472 California History I
 OR HIST 473 California History II

Total Units in the Minor Core 10

Minor Electives

To finish the United States/California history minor, students must complete 12 units of additional upper-division coursework in history, usually 3 courses. These courses must emphasize the history of the United States. Students may not count additional lower division units toward the minor. Note: Students planning to teach United States/California history are strongly encouraged to take courses that span a range of time periods. Students should consult with an advisor in the History Department before choosing courses.

Total Units in Minor Electives 12

Total Units in Minor 22

Sample Four-year Program for Bachelor of Arts in History	
FRESHMAN YEAR:: 30 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
GE PHIL 101 (A3) (3)	GE HIST 201 (3)*
GE ENGL 101 (A2) (3)*	GE HIST 251 (D3) (3)*
GE Electives (B1, C1, C2) (9)	GE Electives (A1, B2, B4) (9)
SOPHOMORE YEAR:: 31 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (16 Units)</i>
GE HIST 202 (3)*	GE Electives (6)
GE HIST 252 (3)*	Electives (including HIST) (10)
GE Electives (C2, B3, D5) (9)	
JUNIOR YEAR:: 30 Units	
<i>Fall Semester (16 Units)</i>	<i>Spring Semester (14 Units)</i>
HIST 391 (4)	History Electives (8)
History Elective (4)	UD GE (C4) (3)
UD GE (D4) (3)	UD GE (C5) (3)
Electives (5)	
SENIOR YEAR:: 29 Units	
<i>Fall Semester (14 Units)</i>	<i>Spring Semester (15 Units)</i>
History Elective (8)	HIST 498 (4)
Electives (6)	Electives (11)
TOTAL UNITS:: 120	
* ENGL 101 (or its equivalent) is a prerequisite for HIST 201, 202, 251, and 252.	

Teaching Credential Preparation

The History Department participates in a teacher preparation program that certifies the subject matter competence in social studies required for entry into a teaching credential program and exempts the student from taking the Praxis II Subject Assessment Examination in the social sciences. See the Social Science Subject Matter Preparation Program for further information. History majors interested in seeking a general elementary credential may demonstrate subject matter competence by passing the Praxis II Multiple Subject Assessment for Teachers. For further information, contact Miriam Hutchins, School of Social Sciences, (707) 664-2409.

Master of Arts in History

Requirements for Admission

1. B.A. degree from an accredited institution. Students with undergraduate majors in fields other than history will be required to complete prerequisites before entering the program.
2. Grade point average of 3.00 or better in the undergraduate history major (and in previous graduate courses attempted) as evidenced by the transcripts furnished. Grade point average of 3.20 or better in history for non-majors.
3. Completion of the general test Graduate Record Examination with scores acceptable to the departmental Graduate Studies Committee.
4. Three letters of recommendation; completion of program application and personal statement; writing sample.
5. Completion and acceptance of separate application for admission to the University (Office of Admissions and Records). GRE test scores required.
6. Favorable recommendation for admission by the departmental Graduate Studies Committee after review of the complete file. This confers advancement to classified standing as a graduate student.

For more information, please refer to Graduate Degrees in the Degree Requirements section of this catalog.

Requirements for the M.A.

1. Advancement to candidacy form (M.A. in History) signed and submitted to Graduate Office.
2. Grade point average of 3.00 or better for all work attempted in graduate status and in all work approved as a part of the specific pattern of study. With the approval of the student's committee chair and the graduate advisor, a maximum of 9 units of postgraduate transfer or extension credit (or any combination of the two) may be included as part of the student's specific pattern of study. All courses are to be taken for letter grade.

3. All requirements for the M.A. degree in history, including language and conditional requirements stipulated at the time of admission to candidacy, must be satisfactorily completed within seven years from the time the first course is completed. Completion of requirements form must be signed and submitted to the graduate office.
4. With the approval of the student's committee chair and the departmental graduate advisor, the satisfactory completion of one of the following two options:

Master's Thesis Option

(chosen in consultation with committee chair):

Courses at the 300 or 400 level	15
Graduate courses at the 500 level (including two seminars)	9
HIST 599 Master's Degree Thesis Research	6
Total units required for the M.A.	30

Comprehensive Examination Option

(chosen in consultation with committee chair):

Courses at the 300 or 400 level	15
Graduate courses at the 500 level (including HIST 500 and 510)	9
HIST 598 Comprehensive Examination Reading and Research	6
Total units required for the M.A.	30

History Courses (HIST)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments.

150 HISTORY: CREDIT BY EXAMINATION (3) FALL, SPRING

Challenge Examination. The state code requirement in world or U.S. history may be satisfied by passing the department's challenge examination.

201 FOUNDATIONS OF WORLD CIVILIZATION (3) FALL, SPRING

An introduction to the early, classical, and medieval civilizations that have most influenced the modern world. Developments (from prehistory to 1500 CE) include the Eastern traditions of India, China, and Japan; the world of Judaism, Christianity, and Islam; the classical Mediterranean civilizations; Africa; and the medieval and Renaissance cultures of the emerging West. Satisfies part of the Social Sciences Single Subject Waiver Program. Required of all history majors. Satisfies GE, category D2 (World History and Civilization). Prerequisite: ENGL 101.

202 DEVELOPMENT OF THE MODERN WORLD (3) FALL, SPRING

An introduction to modern and contemporary history from 1500 CE to the present. Developments include the impact of Western expansion on the Americas, Africa and Asia; the reaction of non-Western people to Western expansion; the growth of nationalism and the national state; the industrial and political revolutions of the 18th and 19th centuries; World Wars I and II; decolonization, the emergence of the superpowers and the end of the Cold War. Required of all history majors. Satisfies part of the Social Sciences Single Subject Waiver Program. Satisfies GE, category D2 (World History and Civilization). Prerequisite: ENGL 101.

241 HISTORY OF THE AMERICAS TO INDEPENDENCE (3)

A comparison of the English, Spanish, and Portuguese colonies in America, from the conquest to independence. Topics include: Native Americans, European background, colonial government, religion, economic policies, social relations, slavery, art and literature, independence movements, and nation building. Satisfies GE, category D3. Prerequisite: ENGL 101.

242 HISTORY OF THE AMERICAS SINCE INDEPENDENCE (3)

A comparison of the development of the United States after independence with that of Latin America. Topics include: colonial legacies, political leadership, expansion and conflict, regionalism, economic development, reform and revolution, church and state, race relations, education, and inter-American relations. Satisfies GE, category D3. Prerequisite: ENGL 101.

251 HISTORY OF THE UNITED STATES TO 1877 (3) FALL, SPRING

A general survey of the major developments in U.S. history from the European discovery and colonization of the Western Hemisphere through Reconstruction. Required of all history majors. Satisfies GE, category D3 (U.S. History), and the state code requirement in history. Satisfies part of the Social Science Single Subject Waiver Program. Prerequisite: ENGL 101. CAN HIST 8.

252 HISTORY OF THE UNITED STATES SINCE 1865 (3) FALL, SPRING

A general survey of the major developments in U.S. history from the end of Reconstruction to the present day. Satisfies GE, category D3 (U.S. History) and the state code requirement in history. Satisfies part of the Social Science Single Subject Waiver Program. Prerequisite: ENGL 101. CAN HIST 10.

303 THE ANCIENT NEAR EASTERN TEXTS (4)

Texts in translation from Mesopotamia, Egypt, Anatolia, Canaan, Ancient Israel, Mycenaean Greece, and Iran will be the sources for the construction of understandings of the cultures that created them. The course will focus on a careful analysis of the text as a foundation for the study of social and political organization, economics, family structure, and ideology. Texts will be selected from the earliest writings toward the end of the fourth millennium BCE to the period of the beginning of the Persian Empire late in the sixth century BCE.

335 EARLY CHINA TO 1500 (4)

This course is designed to introduce students to the intellectual, political, social, and economic traditions that helped make the 16th century Chinese state the greatest bureaucratic empire in the world. From the great intellectual efflorescence of the "100 School" period to the far-ranging ocean voyages of the eunuch admiral Zheng He, the course will examine a broad spectrum of topics, including folk religion, gender roles, imperial politics, medicine, art, and literature, among others. The relationship between social, economic, and political developments will be emphasized.

338 EARLY JAPAN TO 1650 (4)

This course is designed to introduce students to the intellectual, political, social, and economic traditions that underlay the creation of the Japanese emperor system and the rise of warrior government. From the unique aristocratic culture of Heian Japan to the legendary conquests of Hideyoshi, the course will look at a broad range of topics, including religion, gender, politics, art, and philosophy. The course also examines the influence on Japan of Tang China and early modern Europe. The emphasis will be on the relationship between social, economic, political, and cultural forces.

339 INTRODUCTION TO LATIN AMERICA (4)

A study of the indigenous cultures of Latin America, the European conquest, the Spanish and Portuguese empires in America, and the struggles for independence in the 19th century. Topics include: political development, land and labor, religion, cultural values, slavery, gender and race relations, art and literature, and revolutionary movements.

342 MODERN LATIN AMERICA (4)

A study of the major political, economic, social, and cultural developments in Latin America since independence, with an emphasis on political movements in the 20th century, including revolutions in Mexico, Guatemala, Cuba and Nicaragua; socialism in Chile; peronismo in Argentina; modernization in Brazil. The role of the United States in Latin America and modern Latin American art and literature will also be emphasized.

348 RACE AND ETHNICITY IN LATIN AMERICA (4)

The course introduces students to the complexities of race and ethnicity in Latin America. By tracing Latin American historical developments from colonialism through the 21st century, students explore the debates of what the nation is and who its citizens are. Students examine how Arabs, Jews, Japanese, Chinese,

blacks, and the indigenous peoples have positioned themselves in Brazil, Argentina, Peru, Bolivia, Cuba, Mexico, Honduras, Colombia, and Haiti. As these Latin American countries struggle with political instability, as well as economic and social inequality, racial and ethnic questions have become increasingly important in these pluralistic and multiethnic societies. (Offered every other year.)

349 HISTORICAL THEMES (2-4)

Studies of particular themes, issues, and topics of special interest to general students as well as to majors.

350 CALIFORNIA ENVIRONMENTAL HISTORY (4)

The impact of human activity upon the California landscape. Topics include: Native American practices, the Russian fur trade, the Spanish hide and tallow trade, the Gold Rush, conservation and preservation movements, the rise of agribusiness, and the hydraulic society, along with North Bay related activities. This class is part of the "Visions of California" 9-unit upper-division GE module.

370 HISTORY FORUM (1-4)

A semester lecture series on a specific theme or topic presented by members of the department, other SSU faculty, and guest speakers. May be audited. Open to the public.

371 SPECIAL TOPICS AND THEMES IN EUROPEAN HISTORY (2-4)

Studies of particular themes, issues, and topics of special interest pertaining to European history.

372 SPECIAL TOPICS AND THEMES IN LATIN AMERICAN HISTORY (4)

Studies of particular themes, issues, and topics of special interest pertaining to Latin American history.

375 SPECIAL TOPICS AND THEMES IN AMERICAN HISTORY (1-4)

Studies of particular themes, issues, and topics of special interest pertaining to American history.

376 SPECIAL TOPICS AND THEMES IN WORLD HISTORY (2-4)

Studies of particular themes, issues, and topics of special interest pertaining to world history.

380 20TH CENTURY WORLD (3) FALL, SPRING

An exploration of the origins and development of 20th century ideas, institutions, and systems in global perspective. Forces that have united and divided the contemporary world community are examined: imperialism, science, democracy, communism, nationalism, militarism, racism, cultural traditionalism, and technological disparities. Fulfills part of the Social Science Single Subject Waiver Program requirement. Satisfies upper-division GE, category D2 (World History and Civilization).

382 THE MEDITERRANEAN WORLD, 1400-1700 (4)

A study of the Mediterranean region in the early modern era. The course considers economic, political, social, and cultural interaction in the region. Topics covered include the Ottoman Empire, Iberian expansion into North Africa, the Spanish reconquista, and naval warfare and piracy. History majors may consider this an upper division European history elective.

383 THE ATLANTIC WORLD 1450-1800 (4)

Focusing on the development of institutions and spread of movements that connected Western Africa, Northern Europe, North America, the Caribbean, and South America in a transatlantic context from 1450-1800, this course considers the topics of state formation, revolutions, empire, migration, religion, economy, race, class, and gender in an Atlantic framework. Although the course emphasizes the early modern period, additional consideration is given to the issues facing the Atlantic community in the modern era.

391 THE STUDY OF HISTORY (4) FALL, SPRING

An examination of various philosophies and methodologies that have shaped historiography. Consideration is given to the relationship between the historian and the climate of opinion, to varying interpretations of historical events, to the place of history as a literary art, and to the techniques of historical research and writing. Satisfies part of the Social Science Single Subject Waiver Program.

400 THE ROMAN REPUBLIC (4)

A history of the Roman people from prehistory through Julius Caesar. The course covers political, economic, social, and cultural change in Rome's transition from a village of mud huts to Mediterranean empire.

401 THE ROMAN EMPIRE (4)

A history of the Roman Empire from Octavian to 476 CE, covering political, economic, social, and cultural change in Rome's transition from Mediterranean and European empire to the transformation of the empire in the West.

405 ANGLO-SAXON ENGLAND (4)

This course covers development and change in the political, economic, social, and cultural institutions of Anglo-Saxon England from the settlement and conquest period (ca. 400 CE) to the Norman Conquest in 1066.

406 THE CRUSADES (4)

A study of the Crusades provides a microcosm of trends and assumptions in the Europe of the High Middle Ages. The course will focus on interrelationships of church, political structures, economy, and military structures, with special attention on the First, Fourth, and Sixth Crusades (1095-1270).

408 EARLY MIDDLE AGES (4)

The Early Middle Ages in Europe from 300-1000. The fusion of classical, Christian, and Germanic tribal elements to develop medieval civilization. The course covers political, economic, social, and cultural change from the time of Constantine to 1000.

409 THE HIGH MIDDLE AGES (4)

Medieval civilization from 1000-1400. The course includes: the conflict of church and state, growth of national monarchies, the agricultural revolution and growth of commerce, the flowering of medieval culture, and the devastations of the 14th century.

410 EARLY MODERN EUROPE 1350-1789 (4)

This course offers a comparative study of states and society in Western Europe from the Renaissance to the French Revolution. Topics include: the persistence of the humanist tradition, European exploration and conquest, religious reform and ideology, the rise of science, and the crisis of culture and social relations. The emphasis in these centuries that shaped the modern world is social and cultural, but political and intellectual issues are also considered in depth.

411 THE ENLIGHTENMENT TO WORLD WAR I (1650-1914) (4)

A political, social, and cultural history that explores the origins of modern Europe. Topics include: the Scientific Revolution, the Enlightenment, the French Revolution, the Industrial Revolution, the impact of Europe on the world, the growth of liberalism and socialism, and the causes of World War I.

412 EUROPE SINCE 1914 (4)

An overview of 20th century European history and culture. Topics include: the impact of World War I; the appeal of totalitarian systems: communism, fascism, Nazism; Europe's "suicide" during World War II; rebuilding Europe and the course of the Cold War; European integration vs. nationalism; and Europe's cultural impact since 1914.

414 GENDER AND SOCIETY IN EARLY MODERN EUROPE (4)

This course examines the role of gender in early modern Europe from the late Middle Ages to the end of the 18th century. Topics include religion, law, labor, social, and family relations. The course also considers the impact of major historical developments such as the Renaissance, Reformation, Scientific Revolution, industrialization, and the rise of the modern state on gender relations.

415 EASTERN EUROPE, 1815-1918 (4)

A survey of Eastern European history from the end of the Napoleonic Wars to World War I. Major topics include: the collapse of the Austro-Hungarian, Russian, and Ottoman Empires; nationalism; industrialization; fin-de-siecle cultural ferment; and the origins and impact of the Great War.

416 EASTERN EUROPE, 1918-1989 (4)

A survey of Eastern Europe from the end of World War I to the collapse of communism. Major topics include: the creation of the new states; nationalism, socialism; the Holocaust; Stalinism; the anti-Soviet uprisings in Warsaw, Budapest, and Prague; and the revolutions of 1989.

417 ORIGINS OF MODERN RUSSIA (4)

A survey of Russian history from the origins of Kievan Rus in the 9th and 10th centuries to the Revolution of 1905. Major topics include the rise of Muscovy, the Mongol yoke, the development of the autocracy, Orthodoxy, serfdom, and most important, Russia's alleged peculiarity vis-a-vis the West.

419 MODERN RUSSIA AND THE SOVIET UNION (4)

A survey of Russian/Soviet history from the Revolution of 1905 to the collapse of the Soviet Union in 1991. Major topics include: the Russian Revolution of 1917, the NEP retreat, Stalinism, World War I, Thaw and Stagnation, and the Gorbachev reforms.

420 THE FRENCH REVOLUTION (4)

A consideration of the causes, events, and results of a turning point in European history. In addition to the events of the Revolution, the course includes economic, political, and social conditions in 18th century France, the French Enlightenment, the Napoleonic Era, and the varied historiography of the French Revolution.

422 IMPERIAL SPAIN (4)

Examines Spain and the Spanish world in the early modern period, from Fernando and Isabel to Philip V. Includes the exploration and colonization of the New World, as well as the economic, political, and social history of Spain itself.

425 BRITAIN 55 BCE TO 1399 CE (4)

A survey of the sources and development of political, economic, social, and cultural institutions from the Roman invasion of Celtic Britain to the ouster of Richard II. Some topics include: the merging of Celtic, Roman and Anglo-Saxon cultures, the development of local self-government and law, the effect of Christianization, Viking invasions and royal government, the rise of towns and commerce, the effects of the Norman invasion, transition from personal rule to centralized government, the growth of Parliament, the Hundred Years' War, the Black Death, and the economic disruptions of the 14th century.

426 BRITAIN AND IRELAND 1399-1714 (4)

This course considers the social, political, religious, and cultural development of Britain and Ireland from the late Middle Ages to the beginning of empire and industrialization. Topics include: the Tudor revolutions in government and religion, relations between kings and parliaments, the evolution of toleration, and ideas about rights and liberty. Special consideration is given to the interaction of the three kingdoms (England, Ireland, and Scotland) in the formation of Great Britain and the role of that interaction in the emergence of the British Empire.

428 MODERN BRITAIN 1714-PRESENT (4)

The study of the evolution of British society from the beginning of the 18th century to the present. Major political, economic, social, and cultural developments are covered including: industrialization and the rise of the working class, the emergence of imperial Britain, the Irish Question, the rise of the welfare state, and the role of decolonization, diversity, and devolution in the emergence of contemporary Britain, as well as its place in a united Europe.

430 HISTORY OF THE MAYA (4)

This course will study the development of complex society in the parts of Mesoamerica dominated by speakers of Maya languages. These peoples first appear in the archaeological record in the middle of the first millennium BCE and persist to the present. The course will include consideration of the experience of the Maya through the period of Spanish contact to the present but will focus on aspects of Maya culture in the Classic period, from about 100 BCE to 800 CE.

432 SEMINAR IN U.S. ECONOMIC HISTORY (4)

Economic development of the United States since the Revolution. Topics to be covered include capital formation and the growth of business concentration, distribution of national income, problems of agriculture, growth of the labor movement,

patterns of inflation and depression, and the impact of international relationships on U.S. economic development. Prerequisite: ECON 201A or 201B or consent of the instructor.

433 HISTORY OF MEXICO (4)

A study of the Mexican people from the early native cultures to the present, with particular emphasis on the Mexican Revolution of 1910 and the major political, social, economic, and cultural developments of modern Mexico. Includes: major Indian cultures, the Conquest, religion and the Catholic Church, literary and artistic expressions, machismo and women, and relations between Mexico and the United States.

435 HISTORY OF MODERN CHINA (4)

Explores the profound changes that have taken place in China from around 1600 to the present, including the apogee and decline of the imperial system, the encroachments of the West, the failure of Republicanism, the rise and eventual victory of the Chinese communists, and the consequences of China's adoption of a market-based economy in the 1980s.

436 CLASS AND GENDER IN MODERN EAST ASIA (4)

A study of the status and role of women in China and Japan. Although emphasizing the period since 1700, the course will begin with a survey of the ancient intellectual traditions that shaped and constrained women's participation in society. Particular emphasis will be given to the influence of class on family structure and to the contributions of women to the revolutionary changes that have taken place in the last century.

438 MODERN JAPAN (4)

Traces the development of Japanese society from earliest times to the present. While some attention will be given to early aristocratic culture and the emergence of the warrior elite, emphasis will be on the period after 1600, particularly the emergence of Japan as an international power after 1868. Emphasis will also be on economic success since World War II.

445 TOPICS IN AMERICAN WOMEN'S HISTORY (4)

Course will address the history of women in America from one of several topical or regional perspectives. Topics may include: law, women, and family in American history; women and work in American history; or women in the American West. When the class is offered, prospective students should consult the departmental descriptions for the periods and topics to be covered.

446 WOMEN IN AMERICAN HISTORY (4)

A study of the status and role of women in America from the pre-Colonial period to the present. Special attention will be given to the educational, labor, and political reforms of the 19th century, women's associations, and the various "waves" of women's rights and feminist activism.

447 WOMEN OF THE MODERN WORLD (4)

A study of the major contributions and achievements of women and feminist groups in the development of the modern world, 1500 to the present. Special attention will be devoted to the political, economic, and social issues that directly impacted "the female world" and those societal problems that accelerated "gender consciousness" among women of the 19th and 20th centuries.

449 GENDER AND SEXUALITY IN LATIN AMERICA (4)

This course examines the changing definitions, institutions, and behaviors related to gender, sexuality, and the formation of families in Latin America from indigenous civilizations to contemporary societies. The course explores how women handled the transition from European colonies to nation-states and how various Latin American men and women in the 20th century were able to position themselves in "traditional" nation-states. The course concludes by evaluating the social, economic, and political changes in Latin America and contemporary social movements. (Offered every other year.)

450 COLONIAL AMERICA (4)

A study of the European-derived societies and cultures in those parts of North America that later became the United States from the beginnings of European

expansion until 1763. Topics may include: European backgrounds; relations with native peoples; cultural mixing; labor systems; gender relations; and political, social, and economic characteristics and changes.

451 THE AMERICAN REVOLUTION AND THE EARLY REPUBLIC (4)

A study of the political, economic, and social institutions and conditions during the long period that included the War of American Independence; the contest between federalism and anti-federalism in the newly-independent United States before 1789; and the emergence of a paradoxical American nation notable for a devotion to chattel slavery and to liberty, as well as for technological achievements represented by the Erie Canal.

452 ANTEBELLUM AMERICA (4)

A study of 19th century American society and politics before the Civil War. Topics may include: the market revolution, the commercialization of agriculture, territorial expansion and its implications for chattel slavery and Indian policies, religious movements, reform movements, the emergence of the women's rights movement, and the lure of the West.

454 CIVIL WAR AND RECONSTRUCTION (4)

A study of the causes and consequences of the Civil War, the struggles of the Reconstruction era, and the transformation of American society and politics in the period between 1850 and the end of Reconstruction.

456 THE EMERGENCE OF MODERN AMERICA (4)

A study of the major political, social, economic, diplomatic, and intellectual developments in the late 19th century and early 20th century United States. Topics may include the rise of the United States as a world industrial power, settlement of the Great Plains, American imperialism, the struggle for women's rights, conflicts over labor, and the Progressive era.

457 AMERICA THROUGH DEPRESSION AND WAR (4)

A study of the causes and consequences of the Great Depression, U.S. involvement in World War II, and the advent of the Cold War. Explores the extent to which the challenges of the first half of the 20th century reshaped the United States socially, politically, economically, and culturally, particularly in regard to education, race, ethnicity, gender, and international political participation.

458 MODERN AMERICA SINCE WORLD WAR II (4)

A study of political, social, economic, diplomatic, and cultural change at home and in international affairs as the United States took on a greater role as a global superpower after World War II. Topics may include the Vietnam War, civil rights, student protest, environmental issues, international regional military interventions, feminism, the end of the Cold War, the new conservatism of the 1980s, and the concerns of terrorism.

468 BLACKS IN AMERICAN HISTORY (4)

A study of African culture, social philosophy, and political influences in the United States from the pre-Colonial period until the Reagan administration. Major emphasis will be placed on black political philosophies and strategies during the periods of Reconstruction, WWI and WWII, the civil revolts of the 1960s, and the contemporary period of political activism.

470 THE AMERICAN SOUTH (4)

A regional history of the southeastern United States. The course examines the South from its Native American origins to its antebellum opulence; from the devastation of the Civil War to the development of the modern Sun Belt. An important subtheme of the class is the journey of African Americans from slavery to freedom.

471 THE AMERICAN WEST (4)

A regional history of the trans-Mississippi west. Major political, social, and economic events relating to the western United States are explored.

472 CALIFORNIA HISTORY I (4)

Study of California history from the period of European contact through the early years of the 20th century. Special attention is given to the origins, means, and consequences of Spanish expansion into Alta California, to the emergence of

Mexican California and its accelerated Americanization after the Treaty of Guadalupe-Hidalgo. The closing weeks of the course will include attention to themes that, though rooted in the earlier period, continue to shape present-day California. Among those themes are water policies, immigrations, and the consequences of California's great size and its location on the Pacific.

473 CALIFORNIA HISTORY II (4)

Develops a historical perspective on major political, economic, and social issues from the early 20th century invention of California through depression, war, and prosperity to the challenges of continuing growth and declining resources at century's end.

477 AMERICAN SOCIAL HISTORY (4)

Selected review of the social history of the American peoples. Topics may include: social mobility, class structure, social movements, gender roles, race and ethnicity, generational differences, the "American Dream," and individualism.

482 JUDAISM AND CHRISTIANITY IN THE HELLENISTIC AND ROMAN WORLD (4)

The course focuses on the history of Palestine, Judaism, and Christianity in the period from the conquest by Alexander in 332 BCE to the Edict of Milan in 313 CE. This is the critical formative period for the evolution of Judaism and Christianity. The course devotes particular attention to two sets of documents that have been discovered in this century and which have led to a reevaluation of the development of both Judaism and Christianity: the Dead Sea Scrolls of the community at Qumran and the Gnostic materials found at Nag Hammadi in Egypt.

483 HISTORIOGRAPHY OF THE BIBLE (4)

This course is a study of the ways in which the documents contained in the Bible reflect the world in which they were written. This will be accomplished through a combination of literary, historical, and archaeological methodologies, comparing biblical documents with other biblical documents, with non-Biblical documents, and with the archaeological record.

486 THE ARCHAEOLOGY OF COMPLEX SOCIETIES (4)

This course will focus on an archaeological perspective on the development of complex societies, societies in which the population is differentiated by status, occupation, and other criteria and in which most people submit to the authority of a small, elite group with a monopoly over force. The course will use data from the development of these societies in the Near East and in Mesoamerica to test theories pertaining to these societies and to illustrate the archaeological methodologies that are useful in identifying and understanding them.

487 INTRODUCTION TO EGYPTIAN LANGUAGE AND CULTURE (4)

This course is an introduction to the Egyptian language and its hieroglyphic and hieratic writing system. Students learn to read a story written in Middle Egyptian, the classical language of ancient Egypt. This is the version of the language that was the literary and administrative language from about 2250 to about 1350 BCE. The study of the language and writing systems is used to introduce students to related aspects of Egyptian culture and history. May be repeated for credit once.

495 SPECIAL STUDIES (1-4) FALL, SPRING

Individualized studies in historical topics, themes, periods, and/or areas beyond the scope of the established curriculum. Open from 1 to 4 units as determined by the department faculty sponsor. Not to be used as a substitute for HIST 498 Senior Seminar. For additional information, please consult the comments on special studies, in the Regulations and Policies section of this catalog.

496 HISTORY JOURNAL (2) FALL, SPRING

This class will cover all aspects of scholarly journal publication, including management, editing, setting up and implementing an anonymous review system; selection of manuscripts; layout; budgeting; production; sales; and distribution. Students will publish the department student history journal as the final result. May be repeated for credit. Cr/NC only.

497 INTERNSHIP IN HISTORY (1-6) FALL, SPRING

Field experience in city, county, state, and federal agencies and with private business and community organizations. May be repeated three times for credit. Prerequisite: prior arrangement with instructor. (Cr/NC only.)

498 SENIOR SEMINAR (4) FALL, SPRING

Directed studies in a seminar setting on a particular topic or theme (please see Schedule of Classes for the specific topic selected by the instructor). Combines secondary reading and original research leading to the completion of a research project.

499 HISTORY HONORS SEMINAR (4) FALL, SPRING

Individualized studies for advanced undergraduates with at least a 3.50 GPA who want graduate-level academic experience and the honors designation at graduation. Students develop a critical research project in cooperation with a faculty advisor, present their findings, and write a critique of another research paper. Prerequisites: 3.50 GPA, completion of specific major courses, proficiency in a second language, and permission of instructor and advisor. This course is not part of major requirements.

Graduate Courses

500 HISTORICAL METHODS (4)

Workshop course providing practice in archival research, oral history, descriptive statistics, cultural material analysis, and other historical techniques. Required for all history graduate students, recommended for new graduate students in ITDS.

501 CULTURE, SOCIETY, AND POLICY ANALYSIS (3)

An analysis of recent work in family, urban, social, and economic history, with particular emphasis on that research conducted within a cultural resource management and policy analysis context. Emphasis will be placed on the concepts and methodologies employed, particularly in the National Register of Historical Places. HIST 391 or 472 is recommended as a prerequisite.

510 GRADUATE PROSEMINAR (2-4)

Readings and projects on topics within a common frame of reference, as arranged by instructor and participating students. Required of all graduate students.

578 PROJECT CONTINUATION (1-3) FALL, SPRING

Designed for students working on their thesis or master's project but who have otherwise completed all graduate coursework toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisite: permission of the graduate coordinator. Cr/NC only.

593 GRADUATE INTERNSHIP (2-4)

Experience in professional history, typically in museums, historical societies, and other public history settings, as well as junior college internship programs. Students will produce a professional product, such as a curated exhibit, a research report, a course syllabus, or finding aid. Grade only.

595 SPECIAL STUDIES (1-4) FALL, SPRING

Individualized studies in historical topics, themes, periods, and/or areas beyond the scope of the established curriculum. Prerequisites: graduate status and prior arrangement with faculty sponsor and graduate advisor.

596 RESEARCH AND TEACHING ASSISTANCE (1-2) FALL, SPRING

Directed participation and experience in developing teaching methods, course organization, and research techniques. Prerequisite: advanced graduate status and consent of instructor and graduate coordinator.

597 GRADUATE SEMINAR: HISTORICAL THEMES AND ISSUES (3-4) FALL, SPRING

Advanced studies and/or research projects relating to students' theses or field exam topics. Emphasis upon professional historical writing. Prerequisites: completion of 15 graduate course units and admission to candidacy. Non-majors only with permission of instructor.

598 COMPREHENSIVE EXAMINATION READING AND RESEARCH (3-6) FALL, SPRING

Directed reading and research activities. Open only to graduate students with classified standing in history who have selected the comprehensive examination option for the M.A. degree. Preferably taken for credit during the semester in which the comprehensive examinations are scheduled. Prerequisite: classified graduate standing in the history comprehensive examination option for the M.A. Should be taken for each of the two comprehensive examination fields for a total of 6 units.

599 MASTER'S DEGREE THESIS RESEARCH (6) FALL, SPRING

Extensive individual research and writing project under the direction of the student's thesis committee chair. Preferably taken for credit during the semester in which the M.A. thesis is scheduled for submission in final form. Prerequisites: classified graduate standing in the history thesis option for the M.A. and an authorized Advancement to Candidacy form.

HUMAN DEVELOPMENT

PROGRAM OFFICE

Stevenson 3092
(707) 664-2411

HUMAN DEVELOPMENT COORDINATOR

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Students interested in earning a major in Human Development should consult an advisor.

HUMAN DEVELOPMENT ADVISORS

Karin Enstam / Biological Anthropology (707) 664-2944

Carolyn Epple / Cultural Anthropology (707) 664-2181

Johanna Filp-Hanke / Early Childhood Education (707) 664-2280

Susan Hillier / Gerontology/Psychology (707) 664-2586

Gerryann Olson / Psychology (707) 664-2265

Richard J. Senghas / Linguistics and Anthropology (707) 664-2307

Cindy Stearns / Women's & Gender Studies (707) 664-2708

Program Offered

Human Development is an interdisciplinary liberal arts program that focuses on human growth and development across the life span, the underlying processes and structures that support that development, and the relationship between the individual and the complex familial, social, and cultural environments in which development is situated.

The Human Development major is designed to provide students with a comprehensive grounding in complementary theoretical approaches to human development across the life span in comparative cross-species, cross-cultural, and multicultural, as well as class and gender perspectives. All students are required to take the core, plus electives, one methodology course, and to complete a senior project.

Careers in Human Development

A B.A. in Human Development will help prepare students for professional, managerial, service, and educational careers in human development and human services serving infants, children, adolescents, families, and elders. A B.A. in Human Development will complement students' preparation for graduate studies in traditional fields such as psychology, sociology, anthropology, and human development.

Bachelor of Arts in Human Development

Prerequisites to the Major

- Sophomore standing.
- 2.5 GPA.
- Completion of the following required GE categories with a C or better:
 - A2 (ENGL 101).
 - A3 (Critical Thinking).
- Completion of or enrollment in the following GE courses:
 - BIOL 115 (Introduction to Biology) or ANTH 201 (Introduction to Biological Anthropology; prerequisites to ANTH 318).
 - MATH 165 (Elementary Statistics).
 - ANTH 203 (Introduction to Cultural Anthropology) or SOCI 201 (Introduction to Sociology) (prerequisites to ANTH 342).
 - LING 200 (Introduction to Linguistic Studies).

Total units required for B.A. in Human Development

Degree Requirements	Units
General education	51
Major requirements*, including 23-24 units core requirements 16-17 units electives, selected from comparative, sociological, psychological, and methodology categories	40
Electives	29
Total units	120

* This is the minimum number of units; more units may be required for certain course choices.

Major Core Requirements (23-24 units)

ANTH 342 Organization of Societies	4
ANTH/HD 318 Human Development: Sex and the Life Cycle (GE-E)	3
GERN/PSY 421 Psychology of Aging or GERN 408 Adult Development	4
HD 391 Seminar in Human Development (taken in the junior year)	2
HD 490 Senior Project	1
KIN 410 Lifespan Motor Dev	3
PSY 410 Child Development or PSY 412 Adolescent or EDMS 420 Child Development in Family, School and Community (GE-E)	3-4
WGS 350 Gender, Sexuality, and Family	3

Major Electives

Students choose a minimum of 16 units from among the following groups of courses, taking one or two courses from each category. In addition, service learning and internship courses are strongly recommended. Classes in foreign languages spoken in California are strongly recommended.

Comparative Perspectives

AMCS 435 Ethnicity and the Life Cycle (3)
ANTH 302 Biological Basis of Sex Differences (4)
ANTH 340 Living in a Pluralistic World (GE-E) (3)
ANTH 376 Illness Narratives (4)
ANTH 380 Language, Culture, and Society (4)
ANTH 386 Sign Language and Signing Communities (4)
EDUC 417 School and Society (4)
GERN/SOCI 319 Aging and Society (3)
LING 432 Language in a Sociopolitical Context (3)
PSY 328 Cross-Cultural Psychology (4)
WGS 375 Gender, Race, and Class (GE-D1) (3-4)

Sociological Perspectives

EDMS 470 Multicultural Pedagogy (3)
GERN/SOCI 332 Death and American Culture (4)
GERN/PSY/SOC 432 Group Work with Older Adults (4)
SOCI 312/WGS 311 Sociology of Gender (4)
SOCI 315 Socialization (4)
SOCI 326/PSY 326 Social Psychology (GE D1) (3-4)
WGS 440/SOC 440 Sociology of Reproduction (3)
WGS 325 Youth: Gender Perspectives (Spring) (4)

Psychological Perspectives

EDMS 420 Child Development in Family, School, and Community (GE-E) (3)
PSY 302 Psychology of the Person (GE-E) (3)
PSY 411 Behavioral and Emotional Problems of Children (3-4)
PSY 412 Adolescent Psychology (3-4)
PSY 418 The Psychology of the Family (3-4)
PSY 447 Learning and Behavior (4)
PSY 448 Cognitive Development (4)
PSY/GERN 422 Seminar in Living and Dying (3-4)

Methodology

Choose one of the following:

ANTH 451 Applied Ethnographic Methods (4)
ANTH 480 Studies of Language Use (4)
EDEC 537 Assessment in Preschool & Elem (4)
GERN 493 Narrative Methods (4)
PSY 380 Introduction to Psychological Research Methods (4)
PSY 441 Qualitative Methods (4)
SOCI 300 Sociological Analysis (4)
WGS 425 Feminist Research Methods (4)

HUMANITIES COURSES

HUM 200 WRITTEN AND ORAL ANALYSIS (3)

Students practice the techniques of critical reading and thinking, of expository writing, and of oral expression. They examine the principles of thinking, speaking, and writing, with a view to the multitude of purposes for which these activities are crucial. Satisfies GE, category A1 (Written and Oral Analysis). Prerequisites: completion of GE categories A2 and A3.

HUM 301 WAR AND PEACE LECTURE SERIES (3)

Students attend the public War and Peace Lecture Series and meet in discussion groups weekly to address a broad range of issues relating to the problem of war and prospects for peace. Lecturers represent diverse disciplines—e.g., economics, physics, peace studies, political science, sociology—and institutions. Discussion sessions synthesize material presented in lectures and outside readings and elicit students' personal responses to the issues raised. Reading and writing assignments required. Satisfies GE, category C3 (Ethics and Values).

HUM 395 LITERATURE, ARTS, AND EDUCATION (1-4)

Students will work individually or in teams to present enrichment activities and curriculum to local schools. Students may do this in conjunction with a current class they are taking or as an independent project. Examples include: Art docent work, working with music programs, presentation/discussion of literature, multicultural art and music, exposure to modern languages, theatre arts, dance and talent show production, and other topics appropriate for K-12 students.

Requirements:

- Faculty sponsor from home department.
- Weekly meeting with HUM 395 coordinator.
- Development of service plan within three weeks of semester's beginning.
- 45 hours of volunteer work per 1 unit of credit (includes time to develop enrichment material).
- Reflective journal.
- Written report of activities and reflection upon experiences.

HUM 495 SPECIAL STUDIES (1-3)

Independent study designed in consultation with an instructor. Students must complete the standard SSU form. Prerequisite: consent of instructor.

HUTCHINS SCHOOL OF LIBERAL STUDIES

DIRECTOR

Eric McGuckin

SUBJECT MATTER PREPARATION COORDINATOR

Ben Frymer

ADMINISTRATIVE COORDINATOR

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Richard Zimmer

Overview

A nationally recognized leader in the movement for reform in higher education, the Hutchins School has maintained its commitment to innovative pedagogy and interdisciplinary inquiry into vital issues of modern concern since its inception in 1969. The program is designed to encourage students to take themselves seriously as readers, writers, and thinkers capable of continuing their own educational process throughout their lives.

The Hutchins School is an interdisciplinary school within Sonoma State University offering lower-division students an alternative General Education program that integrates material from the humanities, the social sciences, and the natural sciences; and upper-division students a similarly integrated major in Liberal Studies leading to a B.A. degree. It offers a multiple subject preparation program for pre-credential students, and a blended program leading to a B.A. and multiple subject teaching credential in four years. A minor in integrative studies is also offered.

The Hutchins School has several distinctive features:

- An emphasis on active participation in one's own education, on self-motivation, and on learning to learn.
- Small, seminar-type classes.
- Close cooperation and a feeling of community among students and professors.

- A diverse faculty, each member trained in more than one field of study, to help students learn how to approach a problem from several points of view.
- Courses organized around themes or questions, rather than according to the traditional division of subject matter into disciplines. (Please see course descriptions below.)
- Encouragement to engage in independent study projects and Study Abroad programs.
- Internship/field study to bridge academic studies with career placements and community service.
- An opportunity for student-instructed courses.

Hutchins is also committed to offering students opportunities for contributing to and learning from local communities. Some seminars include a service learning component which enhances the reading, writing, and discussion of shared materials through applied service projects. These seminars provide hands-on experience for students while also creating valuable partnerships with local community organizations. Through service, Hutchins students can draw connections between what they discuss in seminar with how they live their lives, enabling them to integrate critical thinking, active participation, and careful reflection.

Students in other majors may complete a Hutchins School integrative studies minor to help place their disciplines in a wider intellectual context.

Careers in Liberal Studies

Hutchins School graduates do especially well in teaching, counseling, social services, law, media, journalism, and many types of businesses. They have entered graduate programs in fields as diverse as American studies, anthropology, counseling, English, history, law, library science, management, medieval studies, physics, religion, sociology, and theatre arts.

Students seeking a teaching credential in elementary or early childhood education can enroll in the Track II: Subject Matter Preparation for the Multiple Subject Teaching Credential. If they prefer an accelerated track, they can enroll in the Track III: Blended Program, which allows them to complete their B.A. degree and complete all requirements for the Multiple Subject Teaching Credential in four years. Students may transfer to another program at the end of any semester without loss of credit successfully completed in the Hutchins program.

Whatever their particular interests, all Hutchins students are challenged to read perceptively; to think both critically and imaginatively; to express their thoughts and feelings in writing, speech, and other media; and to make productive use of dialogue and discussion. By developing these skills, students will be ready to take a position in a democratic society as thoughtful, active citizens conversant in a

broad range of disciplinary perspectives. Through seminar discussions, essays, research, and other assignments, students will be prepared for a wide variety of careers in which creative, independent thinking and effective written and oral communication are the prime requisites.

Admission

In general, the Hutchins School accepts students at the freshman or junior level for fall admission only, although exceptions are made depending on space availability. When applying to the University, all students seeking admission to the Hutchins School should list Liberal Studies/Hutchins, Hutchins School as their major (select code 49015 on paper application).

Students applying as freshmen must have a grade point average of 3.0. Students applying as juniors must have at least a 2.6 GPA. Students seeking admission into the Hutchins Blended Program as freshmen must test into college level English and math (through passage of the ELM and EPT or their equivalent).

Students already at Sonoma State seeking admission into the Hutchins program must file a separate Hutchins application form by February 15 for the fall semester and by October 1 for the spring semester. Application forms are available in the Hutchins School Office or online: <http://www.sonoma.edu/hutchins/pages/academic/admissions/admissions.htm>

Students seeking admission to Track II or Track III as junior transfers must complete all lower-division general education requirements, with specific requirements in the following areas. Students may take these courses while enrolled in the major.

BIO 110: Biological Inquiry (or equivalent)

CHEM 107: Introduction to Physical Sciences (or equivalent chemistry, physics, or astronomy course)

Geology or physical geography

MATH 150: Geometry (Statistics or Math for Elementary Teachers fulfills this requirement for off-campus transfers)

A course in the history of the visual arts

A course in the performing arts: dance, music, or theatre

Whether transferring into the Track III Blended Program as freshmen or juniors, students must file a separate application available at: http://www.sonoma.edu/hutchins/pages/academic/forms/_applying.htm.

Degree Requirements	Units
General Education Lower-Division (May include 48 units in LIBS Integrative GE)	51
Major Requirements (up to 3 units may be applied to upper GE Area E)	40
General Education Upper-Division (Waived upon completion of Tracks II or III)	9
SSU Electives (Track I) or Subject Matter Preparation (Track II)	20
Total units needed for graduation	120

Interdisciplinary General Education Program Lower Division

The lower-division program of the Hutchins School fulfills, with the exception of mathematics, all of the Sonoma State University lower-division general education requirements. Upon completion of the lower-division General Education program in Hutchins, students may elect to continue in the program as a Liberal Studies major, or they may transfer into another major at any point in the program. The program consists of four interdisciplinary seminars of 12 units each, taken successively as follows:

LIBS 101: The Human Enigma (Fall)

LIBS 102: In Search of Self (Spring)

LIBS 201: Exploring the Unknown (Fall)

LIBS 202: Challenge and Response (Spring)

Each of these seminars is made up of 10 to 15 students and a professor. Learning proceeds by a process of reading, writing, and discussion, in which all students are urged to take an active part. There are generally four to six sections of each seminar offered simultaneously, so that each seminar is part of a larger Learning Community that meets together once a week for lectures, field trips, labs, and other group projects. The curriculum for these seminars is developed collaboratively by the faculty facilitating each seminar section, thus drawing on a wide range of disciplinary expertise.

Strongly emphasizing excellence in written communication, the program includes extensive writing projects and regular tutorials. Several of the small seminar sections come together once a week for group activities, including field trips, labs, lectures, films, group presentations, and other hands-on learning experiences. The emphasis throughout is on the critical examination of contemporary problems in their historical contexts. Each student is expected to arrive at conclusions that result from personal reflection and exploration of the ideas of major thinkers in diverse fields.

At mid-semester, students meet individually with the professor to discuss their progress. At this point, they have an opportunity to reflect on and assess their own learning, a key ingredient in developing the skill of lifelong learning. At the end of every semester, the student receives an official grade of credit or no credit. The student also is given a copy of a detailed evaluation of his or her work, which is placed in the student's Hutchins file but not entered on the official University record or used to compute a grade point average. This evaluation assesses the student's cognitive skills, seminar participation, understanding of the course content, writing skills, independent project, and special course assignments. A written commentary addresses each student's particular strengths and indicates the way in which the student should improve in order to become an effective, lifelong learner. Thus, the evaluation conveys a great deal more information than does a single letter grade. Unofficial grades can, at the student's request, be made available to other schools, agencies, or prospective employers who need a quantitative measure of performance.

A student who does not work well within the Hutchins program may receive credit with a probationary or terminal qualification, or a terminal no credit. If the student's enrollment remains probationary for two semesters, or is terminated, he or she must transfer out of the Hutchins program. Application for readmission may be made after the student has successfully completed at least one semester in the traditional general education program.

Hutchins Courses (LIBS)

Integrated General Education Program

Classes are offered in the semesters indicated. Please see the Schedule of Classes for the most current information and faculty teaching assignments. Laboratory science requirement is fulfilled by completing four semesters in lower-division program.

101 THE HUMAN ENIGMA (12) FALL

Drawing on materials about small-scale societies, ancient Greek culture, and contemporary civilizations, this course concentrates, within a comparative framework, on the development of cultural values, the concept of human nature, the growth of self-awareness, and the emergence of scientific and abstract thought. Prerequisite: A passing score on the EPT.

102 IN SEARCH OF SELF (12) SPRING

This course focuses on the individual, exploring how personal history, unconscious processes, and political and historical environments shape the concept of the self. This course develops a fuller understanding of these influences through scientific investigation, historical exploration, and creative expression, and by employing materials drawn from biology, psychology, sociology, literature, history, politics, and the arts.

201 EXPLORING THE UNKNOWN (12) FALL

An investigation of the meaning and limits of knowledge with respect to the nature of the mind and physical reality. These issues are pursued through several different but interrelated fields of study, including literature, art, philosophy, comparative religions, and science. The course considers Newtonian and quantum mechanical theories of physical reality, the religions of various cultures, and the functions of myth and religious language. The term includes a section focusing on the nature of human creativity.

202 CHALLENGE AND RESPONSE IN THE MODERN WORLD (12) SPRING

An examination of modern accomplishments and problems that have derived from several sources: the Scientific and Industrial Revolutions, Enlightenment philosophy, and the rise of capitalism, urbanization, globalization, and environmental degradation. Asking how it is possible in the 21st century to live a moral life, the course examines the rise of individualism, the tension between personal and social values, the problems of poverty and the distribution of wealth, and the multiple consequences of modern technology. Also included is a major project addressing ecology and environmental issues.

Lower-Division (ED/LIBS Blended Program Courses)

The following courses have been developed specifically for the new Blended Program in order to help the students make connections between their academic and professional training. They are taught by faculty from the School of Education. Both courses involve observation and volunteer work in the classroom.

EDMS 100 EXPLORATIONS IN TEACHING (2) FALL

This seminar is designed as a reflection space for students who would like to consider the teaching profession. They will observe and interact with children and teachers in elementary schools, read about forces that shape teachers and issues they confront in our educational system. They will analyze what it means to be a teacher today in our elementary schools, facing the challenges of diversity, equity, and quality of education.

EDMS 200 BEING A STUDENT IN TODAY'S SCHOOLS (2) SPRING

This seminar continues the process of exploration, building on ED/LIBS 100, in which students discussed what it means to be a teacher in our schools today. Here the focus is on the student in elementary education. ED/LIBS 200 also builds on LIBS 102, In Search of Self, where the focus is on the construction of identity. From an educational perspective, students will consider what it means to be a student; what forces and circumstances shape their identity and their journey as students in elementary education. Students will elaborate on their teaching philosophy throughout the semester, interweaving information from their own lives as students, from the readings, and from their field observations.

Bachelor of Arts in Liberal Studies Upper-Division

Options for the bachelor's degree include: **Track I**, the General Liberal Studies Major plan; **Track II**, the Subject Matter Preparation (pre-credential) plan; and **Track III**, the Blended Program/B.A. plus Multiple Subject Credential.

The general pattern for the major in all three tracks is outlined in the table below. During their first semester in the upper-division, all transfer students are required to take LIBS 302. In this course, students work on the skills required in the major, develop their own learning plans, and begin the portfolio, a document the student expands throughout the upper-division and brings to a close in LIBS 402 Senior Synthesis. LIBS 302 is a prerequisite for all upper-division Hutchins courses. Students continuing from Hutchins lower-division, however, are exempt from LIBS 302. Any student earning a grade lower than a C in LIBS 302 will not be allowed to continue in the Hutchins program.

Also, in each of their first two semesters, students will take a key course designed to involve them in a discussion and critique of some of our most fundamental beliefs and values, viewed in a worldwide context. (Please see LIBS 304 and 308.)

Requirements for the Major

First Semester:	Units
LIBS 302 Introduction to Liberal Studies, and	3
LIBS 304 We Hold These Truths (Fall) or	3
LIBS 308 The Practice of Culture (Spring)	3
Subsequent Semesters:	
LIBS 304 or 308 (to complete sequence)	(3)
One course from each of 4 core areas:	
LIBS 320/321A Society and Self	3
LIBS 320/321B Individual and the Material World	3
LIBS 320/321C The Arts and Human Experience	3
LIBS 320/321D Consciousness and Reality	3

Additional requirements and electives (per track described below) 15

Final Semester:

LIBS 402 Senior Synthesis 40

Total units Hutchins Major 40

Core Seminars

Building on the foundations laid in the key courses, the student chooses at least one seminar from each of the following four core areas:

Core A Society and Self

Core B The Individual and the Material World

Core C The Arts and Human Experience

Core D Consciousness and Reality

The core seminars are a key element of the curriculum in the Hutchins Major. Core areas are designed to ensure that the intensive learning experience provided in the small seminar format is spread across the disciplinary spectrum, although all core courses offer an interdisciplinary perspective on a particular theme. (Please see general description of core areas below, as well as descriptions of individual offerings in course listings that follow the general discussion of programs offered.)

Track I: Interdisciplinary Studies

Those students wishing a broad interdisciplinary major as a foundation for their career choice (e.g. the arts, the law, public service, etc.), or who are motivated by intellectual curiosity and wish to pursue an individualized study plan, often choose the Interdisciplinary Studies. Track I students may use up to 9 units from other majors as part of their emphasis in the Hutchins major, and we strongly encourage these students to consider doing a minor in another field. Alternatively, students majoring in Interdisciplinary Studies will complete the 17 additional units by choosing from a wide variety of courses which include elective seminars, workshops, independent and directed studies, internships, and Study Away opportunities.

LIBS 310/315/410/415 Directed or Independent Study

LIBS 396 Field Study

LIBS 397 Study Away

LIBS 399 Student Instructed Course

LIBS 499 Internship

Students in Track I may organize an area of emphasis within the 40 units required for the major which reflects their career plans and/or intellectual interests. Track I students may use up to 9 units from other majors as part of their emphasis in the Hutchins major, and we strongly encourage these students to consider doing a minor in another field. Alternatively, students may engage in artistic and creative activities, research and scholarly investigations, Hutchins community projects, social and community action opportunities, or gather together a variety of experiences that they find intellectually satisfying. Many Track I students have found valuable the Internship or Study Away program (one of which is required for the major).

The Study Away/Internship requirement, often preceded by a semester of independent study related to the placement, allows students to include, as part of their major, experiences as diverse as (1) a period of domestic or international study and travel; (2) an independent project in a nearby community; (3) an internship with a local arts organization, business, school, or social service agency; (4) substantial involvement in a program with another department on this or some other campus; or (5) other options and activities created by the student in consultation with an advisor. Whether close at hand or far away, the Study Away/Internship experience can help students relate their education to specific career choices, greater intellectual understanding, and their place in an ever-larger world.

Sample Four-year Plan for Bachelor of Arts in Liberal Studies, Track I

FRESHMAN YEAR:: 30 units

Fall Semester (15 units)

ENGL 101 (A2) (3)
Math GE (B4) (3)
Humanities GE (C1) (3)
Physical Science GE (B1) (3)
Elective (3)

Spring Semester (15 units)

BIOL 110 (B2) (4)
Ethnic Studies (D1) (3)
PHIL 101 or 102 (A3) (3)
World History GE (D2) (3)
Elective (2)

SOPHOMORE YEAR:: 30 units

Fall Semester (15 units)

Written and Oral GE (A1) (3)
Humanities GE (C2) (3)
POLS 200 (D4) (3)
Physical Science GE (B1) (3)
Elective (3)

Spring Semester (15 units)

Humanities GE (C3) (3)
Humanities GE (C4) (3)
Specific Emphasis Science (B3) (3)
HIST 251 or 252 (D3) (3)
Elective (3)

JUNIOR YEAR:: 30 units

Fall Semester (15 units)

LIBS 302 (3)
LIBS 304 (3)
Upper-Division GE Course (D5) (3)
Elective or Emphasis (3)

Spring Semester (15 units)

LIBS 308 (3)
LIBS 320/321 (3)
LIBS 310 (3)
Electives or Emphasis (6)

SENIOR YEAR:: 30 units

Fall Semester (15 units)

LIBS 320/321 (3)
LIBS 499 (3)
Upper-Division GE Elective (3)
Electives or Emphasis (6)

Spring Semester (15 units)

LIBS 320/321 (3)
LIBS 320/321 (3)
LIBS 402 (4)
Electives (5)

TOTAL UNITS:: 120

Track II Multiple Subject (Pre-Credential) Preparation

The Hutchins School offers a state-approved subject matter preparation program for students intending to earn a California Elementary Teaching Credential or an Early Childhood Emphasis Credential. While students are no longer allowed to waive the California Subject Exam for Teachers (CSET), the B.A. pre-credential option ensures interdisciplinary subject matter proficiency as well as possession of the high-level analytic, synthetic, creative, and expressive academic skills required of future educators. Course work is carefully planned to meet state-mandated content standards for prospective elementary teachers and provides excellent preparation for the CSET exam, as well as for admission to a professional teacher training program. In addition to the courses described above, students will be required to take the following courses as part of their major (Upper-division GE requirements can be met through the completion of the Multiple Subject program, which includes concentration in a specific subject. (See Hutchins website for details):

LIBS 312: Schools and Society (3)

LIBS 327: Literacy, Language, and Pedagogy or ENG 379: English Language (3-4)

LIBS 330: The Child in Question (3)

MATH 300A: Elementary Number Systems (3)

MATH 300B: Probability and Statistics (3)

Sample Four-year Plan for Bachelor of Arts in Liberal Studies, Track II

FRESHMAN YEAR:: 30 units

<i>Fall Semester (15 units)</i>	<i>Spring Semester (15 units)</i>
ENGL 101 (A2) (3)	CHEM 107 (B1) (3)
MATH 150 (B4) (3)	Ethnic Studies (D1) (3)
ARTH, THAR, or MUS (C1) (3)	PHIL 101 or 102 (A3) (3)
BIOL 110 (B2) (4)	World History GE (D2) (3)
Elective (2)	Elective (3)

SOPHOMORE YEAR:: 30 units

<i>Fall Semester (15 units)</i>	<i>Spring Semester (15 units)</i>
Written and Oral Analysis GE (A1) (3)	Humanities GE (C3) (3)
Humanities GE (C2) (3)	Humanities GE (C4) (3)
POLS 200 (D4) (3)	GEOL or Physical GEOG (B1 or B3) (3)
Concentration Course (3)	HIST 251 or 252 (D3) (3)
Elective (3)	Concentration Course (3)

JUNIOR YEAR:: 30 units

<i>Fall Semester (15 units)</i>	<i>Spring Semester (15 units)</i>
LIBS 302 (3)	LIBS 308 (3)
LIBS 304 (3)	LIBS 320/321 (3)
MATH 300A (3)	LIBS 312 (3)
KIN 400 (3)	MATH 300B (3)
Concentration Course (3)	ARTH, THAR, or MUS (3)

SENIOR YEAR:: 30 units

<i>Fall Semester (15 units)</i>	<i>Spring Semester (15 units)</i>
LIBS 320/321 (3)	LIBS 320/321 (3)
LIBS 330 (3)	LIBS 320/321 (3)
LIBS 327 (3)	LIBS 402 (4)
EDMS 470 (3)	Electives (5)
Concentration Course (3)	

TOTAL UNITS:: 120

Track III Blended Program

The Blended Program incorporates the lower-division Hutchins General Education program and the basic course work for Track II with courses from the School of Education beginning in the junior year, allowing students to complete a B.A. in Liberal Studies and a Multiple Subject Teaching Credential as follows:

Sample Four-year Plan for Bachelor of Arts in Liberal Studies with Teaching Credential, Track III

FRESHMAN YEAR:: 34 Units

<i>Fall Semester (17 units)</i>	<i>Spring Semester (17 units)</i>
LIBS 101 (12)	LIBS 102 (12)
EDMS 100 (2)	EDMS 200 (2)
MATH 150 (3)	CHEM, PHYSICS, or ASTRONOMY (3)
	Take C-BEST Exam Spring/Summer.

SOPHOMORE YEAR:: 35-36 Units

<i>Fall Semester (18 units)</i>	<i>Spring Semester (17-18 units)</i>
LIBS 201 (12)	LIBS 202 (12)
LIBS 330 (3)	LIBS 312 (3)
GEOL or PHYSICAL GEOG (3)	Performing Arts Elective: Music, Theater or Dance survey or history (3)
Apply to Credential Program (Nov.- Jan).	Interviews for Credential Program (April)

JUNIOR YEAR:: 36 units

<i>Fall Semester (18 units)</i>	<i>Spring Semester (18 units)</i>
LIBS 304 (3)	LIBS 308 (3)
LIBS 320 (3)	LIBS 320 (3)
LIBS 320 (3)	KIN 400 (3)
LIBS 327 (3)	MATH 300A (3)
EDMS 470 (3)	EDMS 463 (3)
EDMS 411 (3)	EDMS 475 (3)
Take the WEPT during academic year.	Complete Certificate of Clearance.
Take CSET Exam Spring/Summer.	
Apply for Fall Graduation by audit deadline.	

SENIOR YEAR:: 30 units

<i>Fall Semester (16 units)</i>	<i>Spring Semester (14 units)</i>
LIBS 320 (3)	EDMS 482F: Student Teaching (10)*
LIBS 402 (4)	EDMS 464 (2)
MATH 300B (3)	EDMS 471 (2)
EDMS 474 (3)	EDMS 476F (3)
* Students will attend EDMS 482S on-site, but not enroll in course.	

TOTAL UNITS:: 135-136

Some courses may be taken during the summer.

In order to continue in the program after the first year, students must have the recommendation of their professors in LIBS 101, LIBS 102, EDMS 100, and EDMS 200.

LIBS 302 Introduction to Liberal Studies

3

Choice of Courses from the following (14 units total):

- LIBS 304: We Hold These Truths (3)
- LIBS 308: Practice of Culture (3)
- LIBS 320/321 (A, B, C, or D): Core Seminars/Courses (3)
- LIBS 310/410: Directed Study (1-4)
- LIBS 399: Student-Taught Courses (2)
- LIBS 403: Senior Project (4 units)

Students must complete LIBS 302 before they will be allowed to take a seminar (LIBS 320). In consultation with an advisor, students select 14 units from interdisciplinary core seminars and other courses offered in the major, and then complete LIBS 403 during their final semester, examining the students' major field of study in relation to other disciplinary perspectives.

Degree Completion Program

The Liberal Studies Degree Completion Program is for those who have completed junior transfer requirements. It offers an alternative route to a bachelor of arts degree for working adults whose schedules do not permit them to attend regular campus classes. Instruction is organized around one on-campus meeting for a full Saturday each month combined with weekly online seminars and ongoing reading and writing assignments.

Course work in the program is designed to investigate current issues and to allow students to explore their own interests.

Requirements for the Major

LIBS 380 Identity and Society	10 units
LIBS 381 Technology and the Environment	10 units
LIBS 382 Work and the Global Future	10 units
LIBS 470 Senior Project (independent study)	10 units

General education courses and electives may be required in addition to transfer units to complete University graduation requirements.

Two groups of 15 students are admitted each Fall semester, staying with their cohort throughout the program as different professors guide the seminars each semester. For individual preadmissions counseling, call Beth Warner, Administrative Coordinator, at 707 664-3977, e-mail beth.warner@sonoma.edu. website: www.sonoma.edu/exed under "Our Programs."

M.A. Program in Interdisciplinary Studies (Action for a Viable Future)

As people become aware of the magnitude of dilemmas and issues in the world they inhabit, they often express the desire and need to go beyond studying these problems; they want to know what they can do about them. This program is a response to that question.

We emphasize the interrelationship among three themes: the psychological and moral dimensions of change; economic, and social justice issues; and ecological issues. These three are inextricably linked: economic practices and concerns about social justice must involve considerations of environmental sustainability, and changes in the environmental and economic spheres necessarily imply personal change. And all must be understood on a global scale.

Minor in Integrative Studies

The Hutchins minor is designed to help the student in a traditional discipline understand the relation that his or her major field of study bears to a number of other areas of inquiry and expertise. The minor consists of 20 units, taken in the Hutchins School, and is distributed as follows:

This program provides a framework for understanding the roots of contemporary problems and the processes of change, within which each student chooses courses across the University that illuminate their area of interest. For their culminating experience, students will choose an issue that inspires them to create and execute an action plan to make an impact on the community.

For further information, contact Beth Warner, Administrative Coordinator, at 707 664-3977, e-mail beth.warner@sonoma.edu, website: www.sonoma.edu/exed under "Our Programs."

Requirements for Admission:

1. Bachelor's degree from an accredited institution;
2. Grade point average of 2.5 or above for the last 60 units of coursework;
3. A personal narrative describing your goals and three letters of recommendation;
4. Completion of a graduate studies application to the University;
5. Satisfactory participation in a seminar interview; and
6. Favorable recommendation by the departmental graduate studies coordinator.

Requirements for the M.A.:

1. Advancement to candidacy form signed and submitted to Graduate Studies Office.
2. With the approval of the student's committee chair and the graduate advisor, a maximum of 9 units of transfer credit may be included as part of the student's specific pattern of study. All courses are to be taken for a letter grade. Students must maintain a GPA of 3.0 or above in all courses to be counted toward the degree.
3. All requirements for the M.A. degree in Interdisciplinary Studies stipulated at the time of admission to candidacy must be satisfactorily completed within 7 years from the time the first course is completed. A completion of requirements form must be signed and submitted to the Graduate Studies Office.
4. Completion of required courses and individual study plan course work as outlined below:

ITDS 510A Critical Inquiry: A Preparation for Action and Change	6
ITDS 510B Case Study	3
ITDS 599 Project Planning and Implementation	6
Approved Individual Study Plan (300, 400, or 500 level courses)	15
Total units required for the MA	30

Hutchins Courses (LIBS) Upper Division

Please see the Schedule of Classes or www.sonoma.edu/hutchins for most current information and faculty teaching assignments.

Required Courses

302 INTRODUCTION TO LIBERAL STUDIES (3)

An interdisciplinary gateway course examining the meaning of a liberal education, emphasizing seminar skills, oral and written communication, and introducing the portfolio. It is taken with LIBS 304 or 308 in the first semester of upper-division study. (These are the prerequisites for all upper-division Hutchins courses.) Successful completion of LIBS 302 is required to continue in the Hutchins program. Students must earn a grade of C or higher in LIBS 302 to continue in Hutchins.

304 WE HOLD THESE TRUTHS (3) FALL ONLY

The first course in a two-semester sequence, designed to examine fundamental beliefs, assumptions, and self-evident truths that serve as the foundation for American culture, and then to consider those truths in light of challenges provided by multicultural perspectives.

308 THE PRACTICE OF CULTURE (3) SPRING ONLY

The second course in a two-semester sequence, designed to familiarize students with non-European cultures, to develop a language and framework for understanding cross-cultural and multicultural realities, and to raise critical questions regarding political, economic, and environmental issues in a global context.

402 SENIOR SYNTHESIS (4)

A capstone course required for the Hutchins major. Drawing on the papers collected for his or her portfolio, the student prepares a major paper synthesizing aspects of that individual's own intellectual development. Students with similar interests work in small groups and in tutorials. Each student makes an oral presentation of his or her synthesis at the end of the semester. Must be taken in the student's final semester in the major.

Core Area Courses (LIBS)

Students are required to complete one course in each core area. (Please see descriptions above.) At least three of the four courses must be small seminars, which are listed as 320/420 A, B, C, or D. Larger courses are listed as 321 A, B, C, or D. Titles in each area vary from semester to semester. A representative listing of courses offered in each area follows. For a complete list of the courses offered in the current semester, please see the Schedule of Classes and list of course descriptions online: <http://www.sonoma.edu/hutchins/pages/academic/>.

320/321A: ELECTIVE SEMINARS IN CORE A, SOCIETY AND SELF (3)

Courses under this core area take as their focus the relationship between the individual and all kinds of human groups. The moral and ethical underpinnings of our patterns of social interaction are investigated with special attention paid to how these do, and should, affect issues such as race, gender, and class. Of particular importance to social scientists are questions concerning whether the goals of human dignity, political justice, economic opportunity, and cultural expression are being enhanced or destroyed by specific historical developments, cultural practices, economic arrangements, or political institutions.

CITIES AND SUBURBS

The relationship between cities and their suburbs is one of the most contentious issues on the contemporary political scene, yet it is an issue with deep historical roots. This course will examine the economic, political, and social development of urban and suburban communities in the United States past and present. Major topics to be covered include: cultural perceptions of the city and the countryside, the impact of a changing economy, urban renewal, race and segregation, downtowns and shopping malls, and contemporary policy debates over regionalism and sprawl.

COUNTERCULTURES

New York Beats and Parisian Surrealists. London Punks and San Francisco Hippies. The Lost Generation. Rappers and Slackers. Anarchists and Nike ads. Through literature, film, sociology, and art, this course will examine Bohemian movements and artistic avant-gardes on the fringes of bourgeois society from 19th century Paris to the present.

POSTMODERNISM

This course consists of the study of cultural relations from the perspective of what people do. The emphasis is on the study of the explanations themselves as cultural constructions that involve definitions of the self, culture, and cross-cultural relations.

QUEST FOR CITIZENSHIP

In this course students will learn about U.S. Cubans, Mexicans, and Puerto Ricans, peoples who became involuntary, territorial, and cultural American citizens, and their historical quest for inclusive citizenship. The readings for this class will lead, at the practical level, to discussions about the nature of citizenship, Colonialism, self-determination, natural rights, and subjectification of citizens according to class, gender, and culture. At the theoretical level they also include discussion of Marxist, liberal, and discursive analyses of power relations and their impact on human bodies.

320/321B ELECTIVE SEMINARS IN CORE B, THE INDIVIDUAL AND THE MATERIAL WORLD (3)

Included in this core area are courses that deal with science and technology and their relationship to the individual and society. In today's world, any well-educated person should understand, at least at a general level, both the methods of science and important information which has been discovered through their applications. Here students build upon their understanding of the sciences and come to grips with some of the crucial issues posed by our culture's applications of science and technology. Students write on topics which address the idea of the material world: scientific aspects of social issues, the contribution science has made to your understanding of an issue of personal concern, your sense of science as a social endeavor.

HEALTH AND HEALING

This seminar examines economic, environmental, scientific, and psychological dimensions of health and healing. A major component of the course involves students in group research projects examining the contrasts between the dominant scientific model of Western medicine and alternative approaches to health, particularly in terms of the relationship between mind and body.

MACHINE AS METAPHOR

This seminar explores the meaning of the artificial device, from the level of the tinkerer's creation to the concept of technology as a system of production influencing all aspects of modern life. Readings include literature of the 19th and 20th centuries, and represent a spectrum of voices, from technophobic to technolitical.

PROJECTS WET, WILD, AND LEARNING TREE

This course is designed to assist future and current teachers to obtain certification in three different K-12 national hands-on science education programs—Project Water Education for Teachers (WET), Project Wildlife in Learning Design (WILD) and Project Learning Tree. All three programs include science curriculum plans and specific lesson outlines. All students who complete the course receive a *Project Guide* for each of the three programs (these program guides are available only to educators who certify in these projects). Completion of this course can be noted on applications for employment or as professional development hours for in-service teachers.

320/420C ELECTIVE SEMINARS IN CORE C, THE ARTS AND HUMAN EXPERIENCE (3)

Through the arts and humanities we explore what and why humans create. These fields include: the broad range of experiences in literature, epics, poetry, drama, and other literary forms; the visual arts; languages; architecture; music; dance; the writings of philosophers; and the thought and literature of the world's religions. Study in the arts and humanities explores the inner world of creativity and individual values as well as the questions about how we arrive at a sense of meaning and purpose, ethical behavior, and a sense of beauty and order in the world.

THE GRAPHIC NOVEL: ART AND LITERATURE

This class explores the genre of graphic novels (book-length comics) with special attention to art and storyline. The class will begin by looking at the genre of the graphic novel in general. Then we will read from a variety of different graphic novels, with students facilitating seminars and finding supplementary materials to accompany the stories. Themes in the class, depending on the graphic novels of choice, may include Holocaust studies, child abuse, genetic engineering, drug addiction, urban living, modern mythology, relativity theory, greenman, human vs. machine, the Vietnam War, and postmodernism. A field trip to a local comic convention may be a required part of the course.

THE BODY IN QUESTION

Our era has been called the Culture of the Body. What does this mean for our society and our sense of self? This seminar explores images, themes, and ideas about the body in the arts, media, and popular culture. After exploring the history of the nude in the visual arts, we concentrate on concepts of the body from the 19th century to the present with readings of art criticism, psychology, postmodern critical analysis, sociology, and the history of biology. Museum visits are an important component of the course, as is a visual project created by the student.

THE MORAL IMAGINATION

Using material ranging from the ancient to the modern world, this seminar will consider some of the ways by which literature raises and examines a variety of moral issues. Particularly we will be interested in the question: What does it mean (and how is it possible) to lead a moral life? We will also consider such issues as the uses of authority, moral tradition and innovation, and the conflict or agreement between individual (or private) and social (or shared) moral conviction.

THEMES IN THE LITERARY HUMANITIES

This seminar investigates the way in which literary works both define the cultures they come from and express deep changes occurring in those cultures. Specific themes for the seminar are chosen each semester the seminar is offered.

320/420D ELECTIVE SEMINARS IN CORE D, CONSCIOUSNESS AND REALITY (3)

Courses in this core area will deal with such issues as the study of biology as it relates to psychology, consciousness as it affects and is affected by perceptions of reality, meaning-making as a necessary human achievement, and identity formation as it is understood in the light of developmental psychology and the nature-nurture controversy. You will have the opportunity to formulate your own thoughts about the status of human consciousness and reality and include that formulation in this section.

STRUCTURES OF CONSCIOUSNESS

A survey of the structures of consciousness and the processes of reality construction, which are fundamental to human experience and inquiry in any field. The course may cover the concepts of consciousness and the unconscious found in such fields as phenomenology, psychobiology, sociology, psychoanalysis, transpersonal psychology, Eastern philosophy, and intellectual history.

ABSURDITY AND MEANINGLESSNESS

Life might be without inherent meaning or it might be without a meaning we can understand. Either way, human desires for logic and immortality are futile. Between this yearning for eternal truth and the actual condition of the universe there is a gap that can never be filled. We are forces to define our own meanings, knowing they might be temporary. In this course we will approach the absurdist and existential dilemmas of human existence. We will attempt to describe our desire to make rational decisions despite existing in an irrational universe. We will examine free will, choice, personal responsibility, and the search for order that brings us into direct conflict with nature. But be assured: all will not break down into chaos; our experience of the absurd and consciousness of death will be the proof of our uniqueness as well as the foundation of dignity and freedom. We will revolt against tomorrow and as such come to terms with the present moment.

ENCOUNTERING THE TRANSCENDENT

A critical look at all sorts of religions, aesthetic, extreme, and transcending experiences. This course will offer students the opportunity to analyze and evaluate religious, aesthetic, sexual, and chemically triggered experiences from a variety of cultures and religious traditions. Drawing upon seminal texts in philosophy, psychology, anthropology, and sociology, we will examine testimony of transcendent experiences found in sacred texts, autobiographies, poetry, popular music, art, and literature.

DEATH, DYING, AND BEYOND

Confronting death brings us fully to life. This course will examine death, the process of dying, and the spiritual possibilities of passing beyond through art, film, medicine, psychology, guided meditations, and humor. Written and experiential assignments will engage our analytic, creative, and spiritual minds. Be advised that the course can be emotionally challenging.

330 THE CHILD IN QUESTION (3) FALL

A close inspection of child development through the windows of Western culture, emphasizing relevant social and cultural factors as well as major theoretical views of physical, emotional, and personality growth. Subjective views of childhood experience will be contrasted with objective observations. Readings from Erikson, Freud, Hall, Goodall, and others.

334 SPECIAL TOPIC WORKSHOP (1-4)

Topics will vary from semester to semester. May be repeated for credit.

336 SPECIAL TOPIC WORKSHOPS (1-2)

Topics will vary from semester to semester. May be repeated for credit. Cr/NC only.

337 SPECIAL LITERARY PROJECT (2)

Faculty-proposed special projects. For students working on faculty-initiated research projects. May be repeated for credit.

338 SPECIAL ART PROJECT (2)

Faculty-proposed special projects. For students working on faculty-initiated research projects. May be repeated for credit.

340 SPECIAL SCIENCE PROJECT (2)

Faculty-proposed special projects. For students working on faculty-initiated research projects. May be repeated for credit.

341 ZEPHYR PUBLICATION (1)

In this course we will be putting together volume IV of *Zephyr*, the Hutchins literary journal. Students will create the thematic structure and recruit written and visual work from the entire Hutchins community (including lower- and upper-division students, faculty, staff, degree completion students, masters students, and alumni). Students will also make all decisions regarding selection and editing, as well as organization and layout. The semester will culminate with the publication and distribution of *Zephyr* and the organization of a public reading for the Hutchins community.

342 HUTCHINS COMMUNITY ART SHOW PREPARATION (1)

360 SPECIAL TOPIC WORKSHOP (1-2)

Topics will vary from semester to semester. May be repeated for credit. Cr/NC only.

395 COMMUNITY INVOLVEMENT PROGRAM (1-4)

Students volunteer for unpaid placements within the community approved by the coordinator of the Hutchins Internship/Field Experience Plan. These placements include work in social service, education, and the media. Students participate in four meetings per semester focusing on work-related issues; they also prepare a short paper about their placement and keep a time log. Students may take up to 6 units in CIP, a maximum of 4 in any one semester. One unit is equivalent to 30 hours of volunteer work per semester. Units count as electives for graduation. They may not be applied to the Hutchins major requirement. The University's CIP regulations are in the Student Services and Support section in this catalog. Cr/NC only.

396 FIELD STUDY (1-4)

Field Study for juniors and seniors is a project conducted outside of the University classroom setting that is taken for credit/no credit. It may include work that is literally outside in the field, or other hands-on experience (e.g., a research study). Field Study projects are codesigned by a student and a sponsoring faculty member; or a faculty member may design a project, with student participation solicited. A student consults with a faculty member on the project, develops a plan of study, including number of units, project outcomes, number of meetings with the faculty sponsor, and deadline for completion. A Project Form is submitted to Admissions after the beginning of the semester and before the last day to add classes. Consent of instructor. Cr/NC only.

Additional Course Offerings

310 INDEPENDENT STUDY (1-4)

Independent Study for juniors is an individualized program of study taken for a letter grade with a Hutchins faculty sponsor who is willing to supervise it. A student consults with a faculty member on a topic, develops a plan of study, including number of units, project outcomes, number of meetings with the faculty, and deadline for completion. A Project Form is submitted to Admissions after the beginning of the semester and before the last day to add classes. May be repeated for credit. Prerequisites: LIBS 302 and consent of instructor.

312 SCHOOLS IN AMERICAN SOCIETY (3) SPRING

Students will explore basic issues inside the American educational system while fulfilling the state-mandated classroom experience requirement for admission to the credential program.

315 DIRECTED STUDY (1-4)

Directed Study for juniors is an individualized program of study that is taken for credit/no credit. It may be an exploratory study or a project where a student is learning material or skills for the first time. It may be a program of study devised by a faculty member in which the student plays a part. A student consults with a faculty member on a topic, develops a plan of study, including number of units, the project outcomes, number of meetings with the faculty sponsor, and deadline for completion. A Project Form is submitted to Admissions after the beginning of the semester and before the last day to add classes. Cr/NC only. May be repeated for credit. Prerequisites: LIBS 302 and consent of instructor.

327 LITERACY, LANGUAGE, AND PEDAGOGY (3)

This course for pre-credential students examines the pedagogy and sociopolitical context of literacy in the contemporary world, including the process of language development and the significance of literacy as a broader educational and social issue. Students will explore the philosophies of pedagogy, the politics of language, and classroom lesson designs.

397 STUDY AWAY (1-4)

Study Away for both juniors and seniors is an educational experience that occurs away from SSU that is taken for credit/no credit. This might include study in the United States or abroad in an exchange program or an independently designed project. (See note below.) Information for exchange programs is available in the SSU International Studies Office. Study Away projects are codesigned by a student and a sponsoring faculty member or committee, with the terms of study and the expected outcomes written in contract form. A written report is required for Study Away projects upon completion. It is suggested that you begin the planning process early in the semester before you undertake Study Away. The student must also follow University policies for leaving campus for Study Away. Required forms and procedures are available in the International Studies Office. These forms must accompany the Project Contract and the Project Form to be signed by the sponsoring faculty and the Hutchins Provost. Prerequisite: completion of LIBS 302. (Note: LIBS 397 Study Away does not apply to the State University Study Abroad Program. Students enrolled in a SSU Study Abroad Program receive transfer credit to the Liberal Studies major for 12 units of specifically approved courses taken abroad. Please consult with the advisor in the International Studies Office and then with the Hutchins School Provost for information about this opportunity.)

399 STUDENT-INSTRUCTED COURSE (1-2)

The Hutchins faculty welcome proposals from students in the final stages of the major who, in consultation with a faculty advisor, would like to design and offer interdisciplinary seminars on topics of special interest to them. Guidelines for student-instructed courses are available in the Hutchins Office. Students may count two student-instructed courses (Cr/NC only) as elective units in the Hutchins major. Cr/NC only. May be repeated once for credit.

402 SENIOR SYNTHESIS (4)

A capstone course required for the Hutchins major. Drawing on the papers collected for his or her portfolio, the student prepares a major paper synthesizing aspects of that individual's own intellectual development. Students with similar interests work in small groups and in tutorials. Each student makes an oral presentation of his or her synthesis at the end of the semester. Must be taken in the student's final semester in the major.

403 SENIOR SYNTHESIS - STUDY AWAY (4)

A capstone course required for the Hutchins major. Drawing on the papers collected for his or her portfolio, the student prepares a major paper synthesizing aspects of that individual's own intellectual development. This is done in a Study Away situation. Also available for students choosing a minor in Hutchins.

410 INDEPENDENT STUDY (1-4)

Independent Study for seniors is an individualized program of study taken for a letter grade with a Hutchins faculty sponsor who is willing to supervise it. A student consults with a faculty member on a topic, develops a plan of study, including number of units, project outcomes, number of meetings with the faculty, and deadline for completion. A Project Form is submitted to Admissions after the beginning of the semester and before the last day to add classes. May be repeated for credit. Prerequisites: LIBS 302 and consent of instructor.

415 DIRECTED STUDY (1-4)

Directed Study for seniors is an individualized program of study taken for credit/no credit. It may be an exploratory study or project where a student is learning material or skills for the first time. It may be a program of study devised by a faculty member in which the student plays a part. A student consults with a faculty member on a topic, develops a plan of study, including number of units, the project outcomes, number of meetings with the faculty sponsor, and deadline for completion. A Project Form is submitted to Admissions after the beginning of the semester and before the last day to add classes. Cr/NC only. May be repeated for credit. Prerequisites: LIBS 302 and consent of instructor.

499 INTERNSHIP (1-4)

All students develop an internship working outside the classroom. Students also prepare a portfolio project based upon a larger topic implicit in their internship. They participate with other interns in an internship class once a week to discuss their internship experience and issues related to the larger society. Grade only.

INTERDISCIPLINARY STUDIES

DEPARTMENT OFFICE

Physical Education 25
(707) 664-3918
ellen.carlton@sonoma.edu

COORDINATOR

Ellen Carlton

Programs Offered

Bachelor of Arts in the Special Major

Bachelor of Science in the Special Major

Special Minor in Interdisciplinary Studies

Master of Arts in Interdisciplinary Studies

Master of Science in Interdisciplinary Studies

Students interested in designing an interdisciplinary program can pursue a bachelor's degree in the special major and a master's degree in interdisciplinary studies. The undergraduate special major and the graduate major in interdisciplinary studies are designed for students whose particular interests, backgrounds, or professional objectives are not served by a traditional degree program. The purpose of these majors is to provide a carefully controlled opportunity for qualified students to design, with faculty approval, a flexible interdisciplinary course of study that leads to a bachelor's or master's degree. Admission is limited to those whose individualized programs can be organized around a special topic or a cross-disciplinary inquiry that is original and involves work in more than one department. Interested students should contact the coordinator of interdisciplinary studies (ITDS), who initiates the application and screening process.

The special and interdisciplinary studies majors are not intended to bypass normal graduation requirements and may not be used to duplicate formally structured programs at Sonoma State University or other service-area institutions. The reason for this restriction is that these programs should be reserved for students whose special interests cross disciplinary lines and who find appropriate faculty expertise here.

Application requirements for all programs

1. All students must apply for admission to the special major or the major in interdisciplinary studies. Before developing a program proposal, the student must consult with the interdisciplinary studies coordinator, who will initiate the application and screening process and will help identify faculty advisors to serve as an academic advisory committee.
2. There must be at least two faculty members for the special major and three faculty members for the major in interdisciplinary studies who agree to constitute the advisory committee and act as advisors for each student's program of study.

It is the student's responsibility to contact these advisors to plan with them a coherent, original, and feasible course of study. One committee member must agree to be the committee's chair and to be the student's principal advisor on matters related to the major course of study and all other graduation requirements.

3. In consultation with the ITDS coordinator and the academic advisory committee, each student must complete a program proposal and submit it in duplicate to the ITDS coordinator by an application deadline. There are three proposal deadlines each semester.
4. Filing a proposal application with the ITDS coordinator does not ensure acceptance in the special major or interdisciplinary studies program. Each proposal must be evaluated by the ITDS committee. The committee may recommend approval or conditional approval of the application, may request that the application be reworked and resubmitted, or may reject the application. Approved programs must then be approved by the Associate Vice Provost of Academic Programs. If the application is approved at both levels of review, the student may register as a special major or as a major in interdisciplinary studies.

Bachelor of Arts or Science in the Special Major

Degree Requirements	Units
General education	51
Major requirements (Core and Supporting)	45
General electives	24
Total units needed for graduation	120

Requirements for the Special Major

A 3.00 grade point average is a prerequisite to application. The special major is a unique major that suits individual goals and is personally valuable, but may pose professional obstacles. Career goals and prerequisites for higher degrees should be reviewed before proceeding with this major.

The special major consists of 45 units of course work in two or more disciplines; 24-26 upper-division units constitute the core courses, while the remaining units may include lower-division courses.

To be considered for the special major, the student must have more than one full year (31 units or more) of course work in the major still to be completed after approval by the ITDS committee and the filing of the Change of Major form. Work in progress during the semester of the proposal's approval will count toward the 31 units.

Contact the ITDS coordinator for the detailed guidelines and the application form for the special major. At the time you apply for a special major, you should have completed at least half of your GE requirements and should be in your junior year.

Special Minor in Interdisciplinary Studies

The special minor has the following features and requirements:

1. The minor consists of 21-24 units of coursework from two or more departments.
2. Two-thirds of these units must be in upper-division course work.
3. Two-thirds of the minor must remain to be completed at the time the minor is approved. Work in progress during the semester of the minor's approval counts toward the two-thirds requirement.
4. The student must have a minimum GPA of 3.00 in order to apply.
5. A student will not be considered for a special minor before the student's junior year.
6. A special minor must have the same coherence and academic integrity as are demanded of a special major and is subject to the same application process.

Contact the ITDS coordinator for the detailed guidelines and the application form for the special minor.

Master of Arts or Science in Interdisciplinary Studies

Degree Requirements	Units
Major requirements	30-32
Total units needed for graduation	30-32

Requirements for the M.A. or M.S. in Interdisciplinary Studies

Prerequisites to Application

- Admission to the University in conditionally classified graduate status.
- A grade point average of at least 3.00 for the last 60 units of college work attempted.

Prerequisite to Acceptance

- Passage of the Written English Proficiency Test (WEPT). Graduate Record Examination (GRE) Aptitude Test scores are not required, but may be submitted in support of the application.
- The candidate for this degree must comply with the normal regulations governing graduate study at Sonoma State as described in this catalog.

Course Requirements

General course and unit requirements:

- The major in interdisciplinary studies consists of a minimum of 30 units to a maximum of 32 units in two or more disciplines.

- At least 20 units must be graded (A-F); the remainder (up to one-third of the total number of units of the major) may be taken in a nontraditional grading mode. (In order to receive a Credit (Cr) grade in a graduate level class, the student must earn the equivalent of B- or better.)
- The student must have at least 15 units of the major still to be completed after approval of the proposal by the Associate Vice Provost of Academic Programs. Units completed during the semester of the proposal's approval count toward these 15 units.
- At least 21 semester units shall be completed in residence.
 - At least 15 of the 21 in-residence units shall be in graduate (500-level) courses. The remaining units may be in 300- or 400-level courses.

Contact the ITDS coordinator for the detailed guidelines and the application form for the master's degree in interdisciplinary studies.

Interdisciplinary Studies Courses (ITDS)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments.

200 CALIFORNIA CULTURAL ANALYSIS (3)

Within the context of readings related to California history and culture and their role in shaping contemporary California life, students practice the techniques of expository writing, oral expression, and reading and thinking critically. Satisfies GE Category A1. Prerequisites: completion of GE Categories A2 and A3.

280 INTRODUCTION TO CALIFORNIA CULTURE STUDIES (3) FALL

Introduction to California culture studies and its multiethnic, interdisciplinary, and multidisciplinary perspectives, tasks, and methods. Course includes the study of a variety of California regionalisms and a range of topics from California geology to California philosophy and art. Students do fieldwork and take field trips to sites of historical and cultural interest (Jack London Park, Angel Island, Fort Ross, San Francisco Mission District, State Capitol, Steinbeck County). Fulfills GE requirement in C4.

297 SELECTED TOPICS (1-4)

Exploration of basic human problems. Resource persons from various disciplines will participate. Please see the Schedule of Classes for areas to be emphasized. May be repeated for credit.

300 CALIFORNIA CULTURAL STUDIES FACULTY FORUM (1-3) FALL

California Cultural Studies faculty, students, and guests present topics for discussion on ongoing research and study. Cr/NC may be repeated for credit up to 3 units. Prerequisite: major or minor in California Cultural Studies program, upper-division standing in programs affiliated with California cultural studies, or permission of the California Cultural Studies Director.

301 LECTURE SERIES (1-3) / SPRING

A public lecture series on topics of general interest. Two units requires regular attendance and a final paper. Students who take three units additionally meet once a week in discussion groups and do further reading of selected texts.

302 TOPICS AND THEMES IN CALIFORNIA CULTURAL STUDIES (3)

Course includes California Regionalism, San Francisco, Representing Los Angeles, California and the Environmental Imagination.

345 DIRECTED READING AND WRITING TUTORIALS (1-4)

Directed studies of California themes and topics within the context of small-group tutorials. Students develop individual reading projects and complete a capstone project or thesis. Prerequisites: major or minor status, participation in California cultural studies' integrated GE program, or consent of California Cultural Studies Coordinator. Note: ITDS 345 may be taken for 1-2 units as part of the integrated GE program.

395 COMMUNITY INVOLVEMENT PROGRAM (1-3) FALL, SPRING

An experience involving the application of methods and theories to community service work. Requirements: approval of a relevant project, a minimum of 30 hours per unit of credit in the actual working situation, regular consultation with a faculty sponsor, and a paper. Prerequisites: major or minor standing and permission of program director.

397 SELECTED TOPICS (1-4)

Exploration of basic human problems. Resource persons from various disciplines will participate. Please see the Schedule of Classes for areas to be emphasized. May be repeated for credit.

444 THEORY AND RESEARCH METHODS (4) SPRING, ALTERNATE YEARS

Introduction to theory, method, and research strategies associated with regional cultural studies across a range of disciplines. Students engage in fieldwork and institutional projects (preservation, restoration, cultural resource development, collection, analysis and description of cultural artifacts, and historical preservation).

486 INTERNSHIP IN CALIFORNIA CULTURAL STUDIES (1-4)

Students apply California cultural studies theory and practice as interns with public and private agencies, corporations, and institutions. Internships require the approval of California Cultural Studies faculty sponsor and director; a minimum of 45 hours of work per unit per semester. Includes regular consultation and evaluation by the faculty sponsor. Cr/NC only. May be repeated for credit.

495 SPECIAL STUDIES (1-4)

Prerequisite: approved status as a special major or major in interdisciplinary studies.

496 SENIOR PROJECT IN CALIFORNIA CULTURAL STUDIES (1-3) FALL, SPRING

Directed studies in seminar and tutorial settings on topics selected by individual students. Combines secondary reading and original research leading to the completion of a capstone research thesis or project. Project is graded by supervising CCS faculty and is presented at the Faculty Forum.

497 SELECTED TOPICS (1-4)

Exploration of basic human issues. Resource persons from various disciplines will participate. Please see the Schedule of Classes for areas to be emphasized. May be repeated for credit.

498 INTERNSHIP (1-4)

An internship is a supervised program of work and study in a governmental, community service, technical, business, or educational setting. ITDS 498 (or 598) is designed for students in the Special Major/Interdisciplinary Studies program or in one of the faculty-initiated special majors. Forty-five hours of on-the-job work are required for each unit of credit. For grade or Cr/NC, as determined by the student's program.

499 SENIOR PAPER OR PROJECT (3)

A senior paper or project to be prepared under the supervision of the student's faculty committee. The senior paper or project should present the synthesis of the student's interdisciplinary program of study. The paper or project will be graded by the student's faculty committee and will be presented orally to the ITDS Committee at the completion of the student's senior year.

Graduate Courses**578 PROJECT CONTINUATION (1-3) FALL, SPRING**

Designed for students working on their thesis or master's project but who have otherwise completed all graduate coursework toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisite: permission of the graduate coordinator. Cr/NC only.

595 SPECIAL STUDIES (1-4)

Prerequisite: approved status as a classified major in interdisciplinary studies.

598 INTERNSHIP (1-4)

An internship is a supervised program of work and study in a governmental, community service, technical, business, or educational setting. ITDS 598 (or 498) is designed for students in the Special Major/Interdisciplinary Studies program or in one of the faculty-initiated special majors. Forty-five hours of on-the-job work are required for each unit of credit. For grade or Cr/NC, as determined by the student's program.

599A FINAL PROJECT AND INTERDISCIPLINARY RESEARCH (2-4)**599B FINAL PROJECT AND INTERDISCIPLINARY RESEARCH (2-4)**

599A/B must be taken sequentially and for a total of 6 units. Prerequisite: approval of Advancement to Candidacy form.

KINESIOLOGY

DEPARTMENT OFFICE

PE14
(707) 664-2357
www.sonoma.edu/kinesiology

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Tom Ormond

DEPARTMENT COORDINATOR

Nancy Crosat

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Gloria Allen

Faculty

Wanda Boda
Ellen Carlton
C. Douglas Earl
James Gale
Elaine McHugh
Michelle Moosbrugger
Tom Ormond
Lea Ann "Beez" Schell
Steven Winter

Programs Offered

Bachelor of Science in Kinesiology
Master of Arts in Kinesiology
Minor in Kinesiology
Single Subject Teaching Credential Preparation
Adapted Physical Education Specialist Credential
Integrated Degree and Credential Program

Kinesiology, as the study of human movement, utilizes a comprehensive and integrative approach to examine phenomena related to all aspects of physical activity. The curriculum offered by the Department of Kinesiology prepares graduates who can apply kinesiological principles to the acquisition, performance, and refinement of motor skills and to the use of physical activity as an educative tool and a medium for health promotion, personal well-being, and participation in an active lifestyle. The curriculum addresses human movement across the life span from biological/physical, behavioral, sociocultural, and humanistic perspectives, with attention given to the unique and common needs of all people in a wide variety of contexts and conditions.

In conjunction with the broader educational mission of the University, the kinesiology major program prepares students to lead and participate in a modern complex society and to assume multiple roles throughout their lifetimes. Graduates have acquired knowledge and experiences that prepare them to pursue lifelong learning, advanced study, and/or careers in such areas as teaching, coaching, adapted physical education, allied health fields, health and fitness industries, sport industries, or exercise and movement science. To achieve this mission the kinesiology major provides students with a well-structured

set of curricular and cocurricular experiences and the mentorship to derive a sound education from the University experience.

The Department of Kinesiology programs lead to the B.S. or M.A. degrees. In both programs a core of courses is required. Beyond this core, the kinesiology student chooses a concentration of courses with a specific focus. The undergraduate may select physical education, adapted physical education, exercise science, lifetime fitness, or interdisciplinary studies in kinesiology. Theoretical and practical learning experiences are an important part of all concentrations. Students are required to participate in a variety of field experiences, working as coaching assistants, teacher's aides, exercise/recreation leaders, and instructors for disabled students.

Prior to beginning upper-division studies in Kinesiology, students should have acquired the knowledge and skills necessary for success. Courses with specific application to the kinesiology degree are included as support courses for the major. All students entering the upper-division kinesiology degree should

- be able to utilize computing technology in support of inquiry;
- demonstrate knowledge of a broad range of concepts, issues, facts, and theories derived from the biological, physical, behavioral, and social sciences, and from the humanities;
- demonstrate critical thinking, writing, reading, oral communication, quantitative and qualitative analysis, and information management skills; and
- document experience in a variety of movement forms and fitness activities.

At the completion of the undergraduate degree all graduates should

- demonstrate knowledge and skill in a broad variety of movement and fitness activities;
- understand the biological/physical and behavioral bases of movement and the changes that occur across the life span, within diverse populations, and under a variety of environmental conditions;
- understand the sociocultural and humanistic bases of movement with diverse cultures, historical periods, and social settings;
- understand how motor skills are acquired and fitness achieved and maintained across the life span and within diverse populations;
- understand the relationship among movement, conditioning and training, well-being, and skill across the life span and under a variety of environmental and personally unique conditions;
- know how to apply kinesiological knowledge to enhance motor skill and fitness with a variety of populations and conditions;

- apply critical thinking, writing, reading, oral communication, quantitative and qualitative analysis, and information management skills to movement-related questions;
- demonstrate knowledge of the conditions of safe practice in movement-related contexts across the life span and within diverse populations, and respond appropriately to common injuries occurring during physical activity;
- be able to use and apply kinesiological data collection techniques and measurement theory to assess, analyze, and evaluate human performance;
- understand the scientific method and other systematic ways of knowing relative to research and scholarship in human movement;
- demonstrate ability to integrate multidisciplinary knowledge bases of kinesiology in an applied, problem-solving context;
- be familiar with standards, ethics, and expectations of professional communities related to human movement;
- be prepared to engage in professionally related community activities;
- be prepared to engage in informed dialogue with diverse professional and lay communities regarding kinesiological principles and practices; and
- demonstrate additional in-depth knowledge and skills associated with study in any one of the concentrations, specializations, or emphases that are associated with kinesiology degrees.

Bachelor of Science in Kinesiology

All majors in the Department of Kinesiology must complete the support courses and the major core courses. Each major selects a concentration in which to complete the major.

Degree Requirements	Units
General education	51
Major requirements	50-52
Support courses (maximum outside GE)	18
General electives	3-5
Total units needed for graduation	124

Physical Therapy Program Prerequisites

Courses	SSU Course	UCSF	Samuel Merritt	UOP	Chapman	West Univ. of H.S.
General Physics	PHYS 209AB/210AB	R-8	R-8	R-8	R-8	R-8
General Chemistry	CHEM 115AB/116AB	R-10	R-8	R-8	F-8	F-8
Organic Chemistry	CHEM 335A	r-3				
H. Anatomy w/lab	BIOL 220	R-3	R-4	R-4	R-4	R-4
H. Physiology	BIOL 224		R-4	R-4	R-4	R-4
Bio Elective	BIOL 307, 318		R-3	R-4	R-6	
Microbiology/Cell Biology	BIOL 218/344	R-4		R-4		
Neuro Anatomy	PSY 451	r-4				
Ab Psych/Psych Dis	PSY 425/438	R-3				
General Psych	PSY 250, 302		R-3			
Psych Elective			R-3	R-3	R-6	
Sociology Elective			R-3			
Biomechanics	KIN 350	R-3	R-3			
Exercise Physiology	KIN 360	r-3	R-3			
Motor Learning/Motor Development	KIN 305/410	r-3				
Statistics	MATH 165	R-3	R-3		R-4	R-4
English Composition	ENGL 101	r-3		R-3		
Written/Oral Comm	HUM 200/ENGL 201		R-3			
Field Experience	KIN 430D	R-150	R			
GRE		R 1500/500	R 1700/540			

R=REQUIRED, r=recommended

All courses fulfilling either major or minor requirements in kinesiology must be graded A-F, except for courses not available in the A-F mode or courses that are challenged.

Support Courses for the Bachelor of Science

These courses may be taken at a community college, and some may be used to fulfill general education requirements. Some of these courses are prerequisites to courses in the major. The SSU equivalent is listed in parentheses.

Introduction to Biology (BIOL 115)*	3
Human Anatomy (BIOL 220)*	4
Human Physiology (BIOL 224)*	4
Nutrition	3
Introduction to Computing (CS 101)*+	3

Total supporting units 17

* GE courses

+ Students in physical education concentration may take KIN 307 instead.

Major Core Requirements (all concentrations)

KIN 301 Philosophy/History of Human Movement	4
KIN 305 Psychological Bases of Human Movement	4
KIN 315 Sociology of Sport	3
KIN 330A Measurement and Evaluation or MATH 165 (4)	1
KIN 350 Biomechanics	4
KIN 360 Physiology of Exercise	4
KIN 460 Conditioning for Health and Performance	3
KIN 410 Life Span Motor Development	3

Total units in the major core 26-29

Sample Four-year Program for Bachelor of Science in Kinesiology, Exercise Science Concentration

Lower-Division Preparation

FRESHMAN YEAR:: 32 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
GE (B2) (3)	Chem 115A (5)
GE (C1) (3)	GE (A3) (3)
CS 101 (3)	GE (B4) (161/165) (4)
GE (A2) (3)	GE (D2) (3)
SE (D4) (3)	

SOPHOMORE YEAR:: 29 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (17 Units)</i>
GE (A1) (3)	GE (D5) (3)
BIOL 220 (B3) (4)	GE (C4) (3)
CHEM 115B (5)	GE (D3) (3)
BIOL 307 (3)	BIO 224 (4)
	PHYS 209A/210A (4)

Upper-Division Specialization

JUNIOR YEAR:: 33 Units

<i>Fall Semester (17 Units)</i>	<i>Spring Semester (16 Units)</i>
KIN 340/342 (3)	KIN 360 (4)
KIN 301 (4)	KIN 315 (3)
GE (C2) (3)	GE UD (C3) (3)
GE UD (D1) (3)	KIN 410 (3)
PHYS 209B/210B (4)	

SENIOR YEAR:: 30 Units

<i>Fall Semester (16 Units)</i>	<i>Spring Semester (14 Units)</i>
KIN 305 (4)	GE UD (E) (3)
KIN 350 (4)	KIN 460 (3)
Elective (3)	
Elective (3)	

SUMMER SESSION OPTION::

KIN 410 (3)

In addition to the upper-division specialization, choose one of the following options:

Pre-Physical Therapy

JUNIOR YEAR:: 33 Units

<i>Fall Semester (17 Units)</i>	<i>Spring Semester (16 Units)</i>
PSY 425 Elective (4)	

SENIOR YEAR:: 30 Units

<i>Fall Semester (16 Units)</i>	<i>Spring Semester (14 Units)</i>
KIN 430D (1-3)	Elective

TOTAL UNITS:: 124

Biomechanics**JUNIOR YEAR::**

<i>Fall Semester (17 Units)</i>	<i>Spring Semester (16 Units)</i>
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KIN 330A (1)	Elective
KIN 300 (2)	

SENIOR YEAR::

<i>Fall Semester (16 Units)</i>	<i>Spring Semester (14 Units)</i>
---------------------------------	-----------------------------------

KIN 430/495 (1-4)	BIOL/GERN Elective (3-4)
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Sample Four-year Program for Bachelor of Science in Kinesiology**Physical Education, Adapted Physical Education, Lifetime Fitness Concentrations****Lower-Division Preparation****FRESHMAN YEAR:: 32 Units**

<i>Fall Semester (17 Units)</i>	<i>Spring Semester (15 Units)</i>
---------------------------------	-----------------------------------

GE (A2) (3)	Elective (3)
GE (B2) (3)	GE (A3) (3)
GE (B4) (4)	GE (C4) (3)
CS 101 (3)	GE (D2) (3)
GE (B1) (4)	GE (C2) (3)

SOPHOMORE YEAR:: 31-32 Units

<i>Fall Semester (16 Units)</i>	<i>Spring Semester (14-16 Units)</i>
---------------------------------	--------------------------------------

GE (A1) (3)	GE (D5) (3)
GE (D3) (3)	Biol 224 (4)
Biol 220 (B3) (4)	GE (C1) (3)
GE (D4) (3)	Elective (3)
Elective (3)	PE: KIN 300 Aquatics or APE: KIN 325 or LF: KIN 342 (1-3)

Upper-Division Specialization**JUNIOR YEAR:: 33 Units**

<i>Fall Semester (17 Units)</i>	<i>Spring Semester (16 Units)</i>
---------------------------------	-----------------------------------

KIN 330A (1)	KIN 360
KIN 301 (4)	KIN 410
KIN 315 (3)	
GE UD (D1) (3)	

SENIOR YEAR:: 29 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (14 Units)</i>
---------------------------------	-----------------------------------

KIN 305 (4)	GE UD (E) (3)
KIN 350 (4)	GE UD (E) (3)
GE UD (C3) (3)	KIN 460 (3)
	BIOL 307 (3)

In addition to the upper-division specialization, choose one of the following options:**Physical Education****JUNIOR YEAR:: 33 Units**

<i>Fall Semester (17 Units)</i>	<i>Spring Semester (16 Units)</i>
---------------------------------	-----------------------------------

KIN 400 (3)	KIN 325 (3)
KIN 300 (2)	KIN 300 (1)
KIN 307 (3)	KIN 342 (3)
KIN 320 (3)	

SENIOR YEAR:: 29 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (14 Units)</i>
---------------------------------	-----------------------------------

KIN 300 (2)	KIN 300 (1)
KIN 404 (2)	KIN 430 (1)

SUMMER SESSION OPTIONS::

KIN 307 (3)
KIN 400 (3)
KIN 410 (3)

Adapted Physical Education**JUNIOR YEAR:: 33 Units**

<i>Fall Semester (17 Units)</i>	<i>Spring Semester (16 Units)</i>
---------------------------------	-----------------------------------

Elective (3)	KIN 340/342 (3)
KIN 426 (4)	KIN 300 Aquatics (1)
Elective (3)	KIN 427 (3)

SENIOR YEAR:: 29 Units

<i>Fall Semester (17 Units)</i>	<i>Spring Semester (14 Units)</i>
---------------------------------	-----------------------------------

EDSP 430/433 (3-4)	KIN 430C (1)
KIN 425 (3)	Elective (3)
KIN 430C (1)	

Lifetime Fitness**JUNIOR YEAR:: 33 Units**

<i>Fall Semester (14 Units)</i>	<i>Spring Semester (16 Units)</i>
---------------------------------	-----------------------------------

KIN 426 (4)	KIN 340 (3)
KIN 342 (3)	
Elective (3)	

SENIOR YEAR:: 29 Units

<i>Fall Semester (17 Units)</i>	<i>Spring Semester (16 Units)</i>
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NURS 473 (3)	KIN 430E (3)
Elective (3)	KIN 442 (4)

Major Concentrations

Choose one of the required concentrations below to complete the major:

- I. Adapted Physical Education Concentration (26)
- II. Physical Education Concentration (26)
- III. Exercise Science Concentration (24-26)
- IV. Lifetime Fitness Concentration (26)
- V. Interdisciplinary Concentration (24)

Total units in a concentration 24-26

Total units in the major 50-52

Specific content of concentrations is detailed below.

Specific Content of Concentrations

Several options are available to a student advancing toward a specific goal in the degree program. A student may select a pattern of courses in any one of the following concentrations.

I. Adapted Physical Education Concentration

After completing the bachelor's degree, students may pursue career opportunities in private or public agencies. In combination with the physical education concentration (Single Subject Credential), a student may meet the requirements for the specialist credential in adapted physical education.

EDSP 433 or 430 Teaching Adolescents with Special Needs/ Special Education for Teachers	3 - 4
KIN 340/342 Emergency Response/Principles of Musculoskeletal Injuries	3
KIN 300 Aquatics	1
KIN 325 Introduction to Adapted Physical Education	3
KIN 425 Seminar in Adapted PE	3
KIN 426 Individualized Assessment and Program Design	4
KIN 427 Individuals with Disabilities in Educational/Recreational Setting	3
KIN 430C Field Experience	2
Additional approved elective	3
Total units in the concentration	25-26
Total units in the B.S.	51-52

II. Physical Education Concentration

The Kinesiology Department offers a Subject Matter Program in Physical Education. Students who are interested in teaching physical education and coaching in the schools may select this option. Completion of the program certifies the subject matter competence required for entry into a teaching credential program in physical education and exempts the student from taking the Praxis II Subject Assessment Examination. Kinesiology majors interested in seeking a general elementary credential may demonstrate subject matter competence by passing the Praxis II Multiple Subject Assessment for Teachers. For further information, contact the department office.

KIN 300 Analysis of Motor Performance: Aquatics	1
Skills and Fitness Performance	1
Dance and Rhythms	1
Educational Gymnastics	1
Racquet Sports	1
Team Sports	1
Contemporary Activities	1
KIN 101 Combatives	1
KIN 307 Computer Applications in Physical Education	3
KIN 320 Curriculum, Pedagogy, and Assessment	3
KIN 325 Introduction to Adapted Physical Education	3
KIN 342 Principles of Musculoskeletal Injuries	3
KIN 400 Elementary School Physical Education	3
KIN 404 Theory of Coaching	2
KIN 430 Field Experience	1
Total units in the concentration	26
Total units in the major	52

For information on credentials and professional education requirements, please see the Education section in this catalog, which describes programs in education, and also the University's special bulletin on Programs in Teacher Education.

Integrated Degree and Credential Program

Students in their freshmen year who are interested in becoming public school physical education teachers can enroll in a program of study that integrates a B.S. in kinesiology with a concentration in physical education, with the requirements necessary to obtain a teaching credential. This plan of study merges the degree and credential courses, subsequently exposing students to public school teaching experiences from their freshman through senior years. In addition, if students follow the designed advising plan, they have the potential of completing their course of study in less time than if the degree and credential programs were taken back to back. This program may necessitate students taking one or two summer school sessions.

FRESHMAN YEAR:: 31 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (16 Units)</i>
GE (B1) (3-4)	POLS 200 (D4) (3)
ENGL 101 (A2) (3)	GE (D2) (3)
Foreign Language (C4) (3) (if needed)	PHIL 101 or 102 (A3) (3)
MATH 165 (B2) (4)	BIOL 115 w/out lab (B2) (3)
KIN 120 (2)	KIN 101 (1)
	GE (C3) (3)
SOPHOMORE YEAR:: 32 Units	
<i>Fall Semester (17 Units)</i>	<i>Spring Semester (15 Units)</i>
BIOL 220 (B3) (4)	KIN 300 (2)
KIN 300 (1)	KIN 315 (3)
KIN 320 (3)	KIN 342 (3)
GE (A1, C2, D3) (9)	BIOL 224 (B3) (4)
Have taken CBEST.	GE (C3, D5) (3)
Apply to Single-Subject Credential Program.	
SUMMER SESSION:: 9 Units	
EDUC 417 (3)	
Foreign Language (if needed) (3)	
KIN 307 (3)	
JUNIOR YEAR:: 34 Units	
<i>Fall Semester (18 Units)</i>	<i>Spring Semester (16 Units)</i>
KIN 301 (4)	KIN 300 (2)
KIN 300 (1)	KIN 325 (3)
KIN 350 (4)	KIN 360 (4)
KIN 410 (3)	Nutrition (3)
GE (C1, E) (6)	EDSS 442 (4)
SUMMER SESSION:: 9 Units	
KIN 400 (3)	
EDSS 418 (3)	
EDSP 433 (3)	
SENIOR YEAR:: 35 Units	
<i>Fall Semester (18 Units)</i>	<i>Spring Semester (17 Units)</i>
KIN 300 (1)	EDSS 458 (12)
KIN 305 (4)	EDSS 459 (3)
KIN 460 (3)	KIN 404 (2)
EDSS 443A (1)	
EDSS 443B (2)	
EDSS 444 (3)	
EDSS 446 (4)	

III. Exercise Science Concentration

Students who have an interest in biomechanics or pre-physical therapy may select this concentration. It contains lower-division and upper-division courses beyond the core required of all majors and a set of courses specific to the subspecialty within the concentration.

Lower-Division Exercise Science Core

CHEM 115AB/116AB General Chemistry*	8**
PHYS 209/210 General Physics*	4**

Upper-Division Exercise Science Core

KIN 340/342 Emergency Response or Principles of Musculoskeletal Injuries	3
KIN 430/495 Field Experience/Special Studies	3

Total in the exercise science core 18

* GE courses.

** Students planning to enter a master's degree program in physical therapy may need to take additional units or courses to satisfy admission requirements to the programs. Check with the academic schools to which you plan to apply for specific requirements.

Areas of Emphasis in Exercise Science

Choose one of the following areas of emphasis to complete the exercise science concentration:

Pre-Physical Therapy

Biomechanics

Specific content of areas of emphasis is detailed below.

Pre-Physical Therapy Emphasis

PSY 425 Abnormal Behavior	4
BIOL elective related to physical therapy	4

Total units in the concentration 26

Total units in the major 52

Biomechanics

MATH 161 Calculus	4*
KIN 300 Analysis of Motor Performance	2

Total units in the concentration 24

Total units in the major 52

* GE courses

IV. Lifetime Fitness Concentration

Prepares individuals for careers in the allied fields of fitness, health, wellness, and paramedical occupations. Those who work with exercise must have an understanding of intra- and interpersonal aspects of exercise adherence, as well as knowledge of the structure and function of the human body. They must know exercise physiology and the mechanics of human motion; and they must possess skills in planning and carrying out appropriate exercise programs and treatment regimes for the healthy individual who desires lifetime fitness goals, as well as for the individual with unique needs due to a developmental concern or musculoskeletal injury. This concentration incorporates coursework in exercise history, philosophy, sociology, and psychology; exercise physiology and biomechanics

of movement; adapted physical education and emergency / sports medicine; and health education, while providing opportunities for internships & field experiences.

KIN 340 Emergency Response	3
KIN 342 Principles of Musculoskeletal Injuries	3
KIN 426 Individualized Assessment and Program Design	4
KIN 430/495 Field Experience/Internship	3
KIN 442 Musculoskeletal Evaluation, Training, and Treatment	4
KIN 446 Exercise Instruction	3

Electives * Choose a minimum of 6 units (below)

KIN 404 (2) Theory of Coaching	
KIN 427 Individuals with Disabilities in Education and Recreation (3)	
BIO 318 Biology of Aging (3)	
BUS 150 Business and Society (3)	
GERN 300 Basic Gerontology (3)	
NURS 473 Health Education and Drug Abuse (3)	
PSY 201 Human Potential (3)	
PSY 408 Transitions in Adult Development (4)	
PSY 421 Psychology of Aging (4)	
SOC 317 Emotions and Adult Life (3)	
Total units in the concentration	26

V. Interdisciplinary Concentration

In consultation with their advisors, students design a concentrated course of study or special emphasis track in preparation for a career goal. Areas of emphasis may include sport psychology, sports communication, sport art, sports management, community recreation, and others.

Students, in consultation with their advisors, shall select a minimum of 24 units to complete the program requirements. Courses in kinesiology and those offered by other departments are appropriate and may be applied to this track. A minimum of 3 units, and not more than 6 units, in Field Experience (KIN 430) and/or Special Studies (KIN 495) must be taken. The proposed study list must be signed by the student and advisor and submitted to the department chair for approval. A copy of the signed, approved study list is placed in the student's advising folder.

Total units in the concentration	24
Total units in the major	50

Career Opportunities in Lifetime Fitness

The Lifetime Fitness concentration prepares students for admittance into professional degree programs

- Athletic trainer
- Chiropractor
- Physician assistant
- Registered dietitian
- Others

Or certifications that require a baccalaureate degree

- Strength and conditioning specialist
- Certified personal trainer
- Health fitness instructor
- Exercise specialist

And advanced professional preparation for careers

- Emergency medicine EMT/paramedic
- Fitness
- Massage therapy
- Wellness

Careers in Physical Education

Physical Education

- Teaching middle school and high school (B.S. degree leads into the Single Subject Credential Program which certifies graduates to teach in public schools).
- Coaching in public schools and at the collegiate level.
- Graduate Programs in
 - Physical Education (M.A., M.Sc.)
 - Adapted Physical Education
 - Curriculum and Instruction
 - Education Administration
- Teach/coach at a community college (M.A. required).

Adapted Physical Education – Physical education for individuals with disabilities

- Work in public schools, community recreation centers, hospitals and other clinical settings, junior colleges, colleges, and universities.
- Work with infants, children, and adults with all kinds of disabilities.
- Teach adapted physical education to students and also mentor classroom and general physical education teachers (requires Single Subject Credential).
- Graduate Programs in
 - Adapted physical education
 - Special education

Students Planning to Apply to a Graduate Program in Physical Therapy

Completing the Kinesiology degree with the Exercise Science concentration, pre-physical therapy option, will satisfy many of the course requirements (or recommendations) which are prerequi-

sites for admission to a physical therapy program. While there are similarities across physical therapy programs, there are also differences from one graduate program to another. Students are urged to contact personally any graduate school they may wish to consider and request admission requirements. Information can be obtained from the American Physical Therapy Associate website: <http://www.apta.org>.

No single list of prerequisites can be totally complete and accurate. The list on the following page summarizes current requirements for some programs in California, and the requirements are similar to other programs. It is suggested that you use the attached list as general guidelines until a specific school or schools are selected.

Additional Considerations

- Plan on a minimum of two years beyond the bachelor's degree to complete a physical therapy program. Actual time varies by program.
- Find out if the Graduate Record Examination (GRE) is required and what minimum score is accepted.
- Strengthen your oral and written communication skills.
- Apply to several programs.
- Usually a 3.0 GPA is required; however, many schools actually use a 3.3 or higher GPA.
- Get extensive field experience, have excellent letters of recommendation, prepare a strong portfolio, and be prepared for a good interview.
- Some programs may not take less than a "B" in a prerequisite course; some will not accept a repeat grade if the original grade was a "C" or better.
- Many programs require that prerequisites be taken in the last 5-10 years; this varies from school to school.
- DO NOT take prerequisite courses for CR/NC.
- Take elective courses in related fields, especially the biological sciences.
- Talk to physical therapists and other pre-pt students, and be active in the pre-health professions clubs on campus.

Minor in Kinesiology

Students majoring in other disciplines may complete a minor in kinesiology to further their career goals. The minor requires a minimum of 22 units and includes a core of 12 to 13 units (required of all students) and a minimum of 9 to 10 units of electives. The minor in kinesiology may be desirable for credential candidates pursuing a second teaching area or a career in coaching, for management students entering sport/fitness businesses, for those involved in

outdoor recreation programs, for students in performing arts desiring a physical education/dance background. Students pursuing a kinesiology minor must consult with a departmental advisor for program requirements.

Minor Core Requirements

KIN 330A Measurement and Evaluation 1

Choose one course from the following:

KIN 301 History and Philosophy of Human Movement (4) **or**

KIN 315 Sociology of Sport (3) **or**

KIN 410 Lifespan Motor Development (3) 3-4

Choose two courses from the following:

KIN 305 Psychological Bases of Human Movement (4)

KIN 350 Biomechanics (4) [Prerequisite BIOL 220, Human Anatomy (4)]

KIN 360 Physiology of Exercise (4) [Prerequisites CHEM 115A, General Chemistry (5) and BIOL 224, Human Physiology (4)] 8

Total units in the minor core 12-13

Minor Options

These courses are to be determined with and approved by a departmental advisor. They must be in kinesiology and may include a maximum of 3 units of field work and/or special studies.

Total units in the minor option 9-10

Total units in the minor 22

Master of Arts in Kinesiology

The Master of Arts degree program is oriented toward professional training for those interested in obtaining terminal degrees in areas such as teaching, coaching, adult fitness, athletic training, and rehabilitation. The program emphasizes a common core/knowledge base, the interdisciplinary nature of kinesiology, a focus on applied professionals, and a culminating experience that is individualized to meet each student's professional needs and interests.

At the completion of the program all graduates will

- demonstrate knowledge of basic principles and an understanding of the current research in the field of kinesiology;
- apply critical thinking, writing, reading, oral communication, quantitative and qualitative analysis, and information management skills to movement-related questions;
- Understand the scientific method and other systematic ways of knowing relative to research and scholarship in human movement;
- develop a sense of responsibility to and for the profession and be professionally involved at the local, state, and/or regional levels; and
- be prepared to engage in informed dialogue with diverse professional and lay communities regarding kinesiological principles and practices.

M.A. Core Requirements

KIN 500 Introduction to Scholarly Inquiry in Kinesiology	2
KIN 505 Seminar in Psycho-Social Bases of Human Movement	3
KIN 520 Pedagogical Methods	3
KIN 525 Individualized Movement Programs for Rehabilitation & Education	3
KIN 550 Seminar in Biomechanics	2
KIN 560 Advanced Physiology of Exercise	2
KIN 590 Graduate Internship	3
KIN 599 Culminating Project	3
Total units in the M.A. core	21

M.A. Electives

In consultation with and receiving approval from an advisor, select an additional 9-unit study plan. For example, a student who wishes to pursue an emphasis in sport pedagogy will select from the following list of electives:

KIN 521 Curriculum Design & Analysis in Physical Education (3)	
KIN 522 Research and Issues in Physical Education Teacher Education (3)	
EDSS 444 Teaching in the Content Area (Physical Education) (3)	
EDCT 558 Educational Technology and Classroom (3)	
EDCT 560 Instructional Design and Technology (3)	
Total units in M.A. electives	9
Total units in the M.A. degree	30

The Department of Kinesiology offers the M.A. in Kinesiology via the culminating project in which graduate students choose from the following options: project, thesis, scholarly article, business/curriculum plan, clinical project, and a research component of a larger sponsored project. In so doing, graduate students are offered an array of options that are individualized to their specific professional needs. Students selecting the thesis option must complete an approved statistics course as a prerequisite.

Admissions Procedures

Students must apply to the University through the Office of Admissions and Records, and must complete a separate application to the Kinesiology Department. Applicants must:

1. Apply to the Office of Admissions to be admitted to graduate status in the University. The application must include the following:
 - a. Two sets of transcripts of all college work;
 - b. Certification of a B.S. degree or the equivalent with a 3.0 GPA in the last 60 units of college work.
2. Apply to the Department of Kinesiology for admissions to the Master's Degree Program in Kinesiology. This application must include:
 - a. Two letters of recommendation from individuals familiar with the candidate's academic work;

- b. A written personal statement indicating the applicant's academic and professional interests and goals.

Students may be admitted as conditionally classified or classified graduate students. The procedures for each are as follows:

Conditionally Classified Graduate

Application for students interested in pursuing a master's degree in kinesiology will be forwarded to the department for consideration. Students who have degrees in other areas of study must make up deficiencies in undergraduate areas: descriptive statistics, biomechanics, psychological basis of human movement, physiology of exercise. Only one (up to 4 units) of these courses may be counted toward the M.A. degree. Completion of WEPT required.

Classified Graduate

Classified graduate students are those who have completed all admissions requirements and undergraduate course work and have been admitted to the University and the master's degree program in the Department of Kinesiology.

Please see the Degree Requirements section in this catalog for postbaccalaureate degree requirements. The graduate coordinator serves as advisor to all conditionally classified graduate students until the students select a major advisor and advance to classified graduate status.

Advancement to Candidacy for the M.A. Degree

The Advancements to Candidacy form (GS01) describes the culminating project and verifies that the student has met the Writing Proficiency Requirement. This form must be approved by all members of the student's project committee and the department graduate coordinator before being forwarded to the Associate Vice President for final review and approval prior to granting of the M.A. degree.

Kinesiology Courses (KIN)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments.

101 PHYSICAL EDUCATION ACTIVITIES (1) FALL, SPRING

Activities classes. Classes are conducted in the following activities: aquatics (swimming, physical conditioning swimming, and scuba); fitness (aerobics, conditioning, pilates, jogging/running and weight training); dance (recreational, yoga); outdoor activities; team sports (basketball, soccer, volleyball); and individual sports (martial arts). Course offerings vary from semester to semester.

Most sections meet twice weekly, with some sections meeting at specially arranged times according to the nature of the activity. Students may take, for credit, as many different 101 classes as desired. The same 101 activity class may be repeated once for credit. Cr/NC only.

120 MOTOR SKILL DEVELOPMENT IN PUBLIC SCHOOLS (2) FALL

Prepares students to teach motor skills to school-age children. Topics including motor development, motor learning, and instructional design as related to motor skill acquisition are introduced. Students task analyze a variety of motor activities, plan developmentally appropriate lessons, and teach peer and public school-age children in local schools.

217 PERSONAL FITNESS AND WELLNESS (3) FALL, SPRING, SUMMER

Designed to introduce the concepts and practices involved in creating a personal lifelong fitness and wellness program. General health topics will be emphasized, specifically cardiovascular fitness, nutrition, stress management, disease prevention, and current health trends and topics. Students will develop personal action plans for enhancing personal health and well-being. Satisfies GE Area E.

230 INTRODUCTION TO FIELD EXPERIENCE (1-2) FALL, SPRING

Provides lower-division students an opportunity to sample work experiences in a variety of settings in physical education, adapted physical education, lifetime fitness training, or exercise science. Thirty hours of supervised field work for each unit of credit. This course does not meet the fieldwork requirement in the kinesiology major concentrations. Prerequisites: overall 2.0 GPA and departmental approval.

240 FIRST AID AND CPR (1) FALL

Study of the basic principles and practical applications of first aid and CPR techniques required by a first-aider to provide initial emergency care necessary to sustain life and minimize the consequences of injuries or sudden illness until qualified medical personnel arrive.

300 ANALYSIS OF MOTOR PERFORMANCE (1)

Fall: Team Sports, Racquet Sports, Educational Gymnastics, Skills and Fitness for Motor Performance

Spring: Aquatics, Dance and Rhythms, Contemporary Activities

Lecture, activity laboratory. A series of 1-unit courses. Each course is designed to provide students with an understanding of the mechanics of the neuromuscular skills and functional application of the activities presented within the course. In addition, students will be involved in task analyzing and teaching skills/activities contained within each course. Courses taught either during first six weeks, second six weeks of semester, or throughout semester.

301 HISTORY AND PHILOSOPHY OF HUMAN MOVEMENT (4) FALL, SPRING

An introduction to significant historical and philosophical considerations in the development of human movement. Contemporary philosophical issues as well as active physical participation with an experiential emphasis will be studied. Prerequisites: ENGL 101, upper-division standing, and consent of instructor for nonkinesiology majors.

305 PSYCHOLOGICAL BASES OF HUMAN MOVEMENT (4) FALL, SPRING

Introduction to psychological factors influencing learning and performing motor skills and the psychosocial influences of sport, exercise, and physical activity on the developing individual. Emphasis will be on the application of current motor learning, sport, and exercise psychology theories on such topics as learning, motivation, goal setting, stress, anxiety, group dynamics, leadership, moral development, and exercise adherence. Prerequisite: ENGL 101, upper-division standing, and consent of instructor for non-Kinesiology majors.

307 COMPUTER APPLICATIONS IN PHYSICAL EDUCATION (3) FALL, SPRING

Provides students with information on, training in, and experiences with various information technology methods and applications related to Physical Education. Two hours of lecture and two hours of laboratory activity per week. Prerequisites: consent of instructor.

311 SELECTED TOPICS (1-4)

Selected upper-division courses that are taught on a one-time basis.

315 SOCIOLOGY OF SPORT (3) FALL, SPRING

Examines and utilizes basic sociological concepts and demonstrates their manifestations in the teaching of physical education and sports. Prerequisite: ENGL 101. Priority given to Kinesiology majors.

316 WOMEN IN SPORTS: ISSUES, IMAGES, AND IDENTITIES (3) FALL, SPRING, SUMMER

Designed to introduce students to an overview of issues, images, and identities of women participating at various levels of sport in the United States. Attention will be given to the historical, social, political, and economic contexts that have influenced the American women's experiences in sport. Prerequisites: junior standing or consent of instructor. Satisfies Area E, GE.

320 CURRICULUM, PEDAGOGY, AND ASSESSMENT (3) FALL, SPRING

This course is designed to explore different styles of teaching, management strategies, and assessment techniques used in physical education. Effective teaching characteristics will be discussed and opportunities given for students to put these into practice. Prerequisite: KIN 300 (3 courses) or consent of instructor.

325 INTRODUCTION TO ADAPTED PHYSICAL EDUCATION (3) FALL, SPRING

An introduction to the scope, basic concepts, and teaching methods of adapted physical education; a study of selected disabilities, with a primary focus on implications for physical education. Course includes 18 hours of practical experience in the field.

330A MEASUREMENT AND EVALUATION (1) SPRING

A survey of descriptive statistics. Includes measures of central tendency, variability, scale scores, correlation, and graphing with applications in kinesiology. Meets first half of the semester. Required for all kinesiology majors. Prerequisite: GE math.

340 EMERGENCY RESPONSE (3) SPRING

Study of the principles and practical applications of advanced first aid techniques required to provide the initial emergency care necessary to sustain life and to maintain life support until the victims of accidents or sudden illness are cared for by qualified medical personnel.

342 PRINCIPLES OF MUSCULOSKELETAL INJURIES (3) FALL, SPRING, SUMMER

Lecture, laboratory. Designed to show students the proper methods of recognition, evaluation, and treatment of athletic injuries to the upper and lower extremities. Comprehension of anatomy, mechanism-of-injury, and pathology are stressed. Fee of \$10 required for this course. Prerequisite: BIOL 220.

350 BIOMECHANICS (4) FALL, SPRING

Lecture, laboratory. Presents the quantitative and qualitative analysis of human movement and the anatomic concepts needed for understanding human movement in relation to mechanical effects such as application of force in relation to center of mass, displacement, velocity, acceleration of bodies, and buoyancy. Emphasis is on understanding and application of principles to any movement pattern. Prerequisites: BIOL 220 and GE math.

360 PHYSIOLOGY OF EXERCISE (4) FALL, SPRING

Lecture, laboratory. Study of the acute and chronic effects of human activity and exercise. Laboratory and field experiences in selected areas, including: exercise metabolism, skeletal muscle and cardiopulmonary physiology, body composition estimation, and environment as they pertain to fitness and sports settings. Prerequisites: GE math; BIOL 115 and BIOL 224.

371-378 VARSITY INTERCOLLEGIATE SPORTS FOR MEN (2) FALL, SPRING

Activities include: soccer, tennis, basketball, baseball, and golf. May be repeated for credit.

381-388 VARSITY INTERCOLLEGIATE SPORTS FOR WOMEN (2) FALL, SPRING

Activities include: cross country, track and field, soccer, volleyball, tennis, water polo, basketball, and softball. May be repeated for credit.

395 COMMUNITY INVOLVEMENT PROGRAM (1-4)

Provides majors and non-majors the opportunity to gain volunteer experience working with individuals with disabilities in designated on-campus and community placements involving physical activity. Thirty hours of verified, supervised work and scheduled meetings with the instructor are required for each unit of credit. Requirements include a daily journal and portfolio. Prerequisite: permission of instructor.

400 ELEMENTARY SCHOOL PHYSICAL EDUCATION (3) FALL, SPRING, SUMMER

An introduction to and practice in applying the concepts and principles of developmentally appropriate physical education for children. Prerequisite: upper-division majors in kinesiology or multiple-subject credential candidates or consent of instructor.

404 THEORY OF COACHING (2) FALL, SPRING

A survey of issues encountered by coaches in all sports. Topics will include, but not be limited to communication with players, colleagues, and administration; ethical issues and responsibilities; coaching philosophies; relations with media and community; time management; coach and athlete motivation; mental training skills; and equipment and facilities management. Prerequisite: ENGL 101, upper-division standing, and consent of instructor for non-Kinesiology majors.

410 LIFESPAN MOTOR DEVELOPMENT (3) FALL, SPRING, SUMMER

Survey of the development of perceptual-motor function from birth through aging, with emphasis on gross motor performance.

425 SEMINAR IN ADAPTED PHYSICAL EDUCATION (3) FALL, ODD YEARS

Exploration and discussion of current research and professional issues in the field of adapted physical activity. Prerequisite: KIN 325 or equivalent.

426 INDIVIDUALIZED ASSESSMENT AND PROGRAM DESIGN (4) FALL

Selection, administration, and interpretation of motor assessment instruments. Planning and developing appropriate activities and programs to meet individual needs for children and adults with disabilities. Prerequisites: KIN 325, 330A, and 410 or consent of instructor.

427 INDIVIDUALS WITH DISABILITIES IN EDUCATIONAL AND RECREATIONAL SETTINGS (3) SPRING

Exploration of the role of psychosocial context in the design and implementation of effective learning environments for youths and adults with disabilities, using service-learning pedagogy.

430A FIELD EXPERIENCE IN PHYSICAL EDUCATION (1-3) FALL, SPRING

Provides upper-division kinesiology majors experiences in coaching or teaching in public or private organizations. Course requirements include a work journal, development of a personal portfolio, and verification of completion by immediate supervisor. Prerequisites: completion of 10 units in physical education concentration related to specific field experience; C average in major and support courses.

430C FIELD EXPERIENCE IN ADAPTED PHYSICAL EDUCATION (1-3) FALL, SPRING

Provides upper-division kinesiology majors specializing in adapted physical education an opportunity to work with individuals with disabilities in school or other settings. Course requirements include a daily journal, development of a personal portfolio, and verification of completion by immediate supervisor. Prerequisites: KIN 325; C average in major and support courses.

430D FIELD EXPERIENCE IN EXERCISE SCIENCE (1-3)

Provides qualified upper-division students an opportunity to gain experience with fitness, health, wellness, and premedical occupations. Course requirements include, but are not limited to, a daily journal describing experiences, a log of completed hours, and verification of completion by an immediate supervisor. Prerequisites: determined by faculty sponsor.

430E FIELD EXPERIENCE IN LIFETIME FITNESS (1-4) FALL, SPRING

Provides qualified upper-division students an opportunity to gain experience with fitness, health, wellness, and premedical occupations. Course requirements include, but are not limited to, a daily journal describing experiences, a log of completed hours, and verification of completion by an immediate supervisor. Prerequisites: determined by faculty sponsor.

442 MUSCULOSKELETAL EVALUATION, TRAINING, AND TREATMENT (4) SPRING

Learn the HIPS technique for evaluating musculoskeletal conditions and injuries. The prevention of musculoskeletal injuries and proper disposition of the patient will be stressed. The theoretical basis of rehabilitation and the physics/mechanics of therapeutic modalities, as well as common musculoskeletal injuries to the axial skeleton will be studied. Prerequisite: KIN 342.

446 EXERCISE INSTRUCTION (3)

This course provides each student with practical learning experiences designed to develop the skills needed to be a competent exercise instructor/leader. The course allows students to put into practice their knowledge of exercise from their previous course work in biomechanics, exercise physiology, and conditioning for performance and health. Students will be involved in group-centered instruction, field observation, laboratory experiences, and skill execution practicals. Prerequisites: KIN 350 and KIN 360. Corequisite KIN 460.

460 CONDITIONING FOR PERFORMANCE AND HEALTH (3) FALL, SPRING

A review of methods for the conditioning of a broad range of people from exercising adults through competitive athletes. Emphasis during the first half of the semester will be on topics related to adult fitness, including cardiorespiratory fitness, resistive training, flexibility, weight management, and exercise for special populations. During the second half of the semester, topics related to athletes will include: endurance training, training for strength and power, nutritional considerations for athletes, and the use of various putative ergogenic aids. Prerequisite: KIN 360.

495 SPECIAL STUDIES IN PHYSICAL EDUCATION (1-4) FALL, SPRING

Includes completion of a project designed to meet a specialized advanced study need. The student should have prerequisite skills. The project should be planned and described in writing, in consultation with, and with the consent of the faculty advisor. There are four areas of study: 495A Special Studies in Physical Education, 495C Special Studies in Adapted PE, 495D Special Studies in Exercise Science, and 495E Special Studies in Lifetime Fitness.

497 SELECTED TOPICS IN KINESIOLOGY (1-4)

A single topic or set of related topics not ordinarily covered by the kinesiology major curriculum. May be repeated for credit with a different topic.

Graduate Courses

500 INTRODUCTION TO SCHOLARLY INQUIRY IN KINESIOLOGY (2) FALL, SUMMER

This course is designed to prepare graduate students in Kinesiology to formulate and carry out a research project as part of his/her M.A. degree. Both theoretical and practical aspects of research will be included: examination of research paradigms, critical reviews of literature, effective design of a study, concepts of statistical and qualitative analysis of data, and the use of the library and computers as research tools. Prerequisites: KIN 330A or a course in descriptive statistics; an introductory computer course; and graduate standing.

505 SEMINAR IN PSYCHO/SOCIAL BASES OF HUMAN MOVEMENT (3) FALL, ODD YEARS

A critical review of current literature regarding the social and psychological factors involved in participation in sport, exercise, and physical activity on individuals and groups over the life span. Prerequisites: KIN 305 and KIN 315 or equivalents.

520 PEDAGOGICAL METHODS (3) SPRING, ODD YEARS, SUMMER

This course will examine instructional theories and models of teaching while focusing on practical applications that can lead to the improvement of teaching. The teaching of physical education will be analyzed with respect to various teaching approaches, systematic observation techniques, and principles of supervision, and will endorse a "theory into practice" approach to teacher effectiveness. Prerequisite: KIN 320 or its equivalent.

521 CURRICULUM DESIGN & ANALYSIS IN PHYSICAL EDUCATION (3) SUMMER

Intensive study, evaluation, and application of current developments in curriculum theory and practice for public school physical education programs. Includes review of literature related to curriculum development, review of professional standards, and examination of curricula trends and models, leading to the design of an innovative physical education curriculum plan. Prerequisite: KIN 520 Pedagogical Methods or its equivalents.

522 RESEARCH AND ISSUES IN PHYSICAL EDUCATION TEACHER EDUCATION (3) SUMMER

The central focus of this course is to introduce students to literature and research on teacher preparation, effective teaching, and research on effective schools. This includes an understanding of the research questions pursued, the methodologies employed, and the results generated. Prerequisite: KIN 520 Pedagogical Methods or its equivalent.

525 INDIVIDUALIZED MOVEMENT PROGRAMS FOR REHABILITATION AND EDUCATION (3) FALL, EVEN YEARS

The student who successfully completes this course will learn how to formulate individualized exercise programs for rehabilitation/development of fitness skills in people with orthopedic injuries, chronic diseases, and disabilities. This course will take both a medical and functional point of view in dealing with development/return of quality-of-life skills, as well as advanced athletic skills. To demonstrate mastery of the course material, the student will perform laboratories, written examinations, and develop an individualized fitness program utilizing appropriate therapeutic rehabilitation/exercise techniques. Prerequisites: BIO 220/BIO 224/KIN 342/KIN 325 or equivalents.

550 SEMINAR IN BIOMECHANICS (2) SPRING, ODD YEARS

This course uses topical published research articles to discuss the qualitative and quantitative analysis of human movement and their application for kinesiology professionals. Topics will vary; however, the underlying objective will be to understand particular aspects of the research presented in these articles including: appropriateness of research design, methodology, statistical methods, analysis techniques, and limitations of the studies. Prerequisites: KIN 350 or equivalent.

560 ADVANCED PHYSIOLOGY OF EXERCISE (2) SPRING, EVEN YEARS

This course will center around the presentation and discussion of topics related to the application of exercise physiology to school, athletic, and adult fitness settings. Topics will include: metabolism and nutrition as it pertains to exercise, the muscular system and resistive training, body composition and weight loss, the cardiovascular system as it relates to endurance training and cardiac rehabilitation, exercise in extreme environmental conditions, and commonly used ergogenic aids. Classes will include: lecture, discussion of assigned readings from the text and published research, and student presentation of topics related to personal interest. Prerequisite: KIN 360 or equivalent.

578 PROJECT CONTINUATION (1-3) FALL, SPRING

Designed for students working on their thesis or master's project but who have otherwise completed all graduate course work toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisites: permission of the graduate coordinator. Cr/NC only.

590 GRADUATE INTERNSHIP (3) FALL, SPRING

Students will have an opportunity to apply kinesiological theories and methods in field experiences related to kinesiology professions. Internships require faculty approval and a minimum of 45 hours of work per unit per semester, including regular consultation with an evaluation by the faculty sponsor. A maximum of 3 units can be applied toward graduate program. Prerequisite: graduate standing and consent of instructor.

595 SPECIAL STUDIES (1-4) FALL, SPRING

Includes completion of a project to meet a highly specialized advanced study need. Project to be selected in conference with the faculty advisor and approved by the departmental Graduate Studies Committee. Prerequisites: consent of instructor and approval of departmental Graduate Studies Committee before the study is initiated.

599 CULMINATING PROJECT (3) FALL, SPRING

The culminating project is a scholarly investigation based on the student's concentration area. Prerequisites: KIN 590 Graduate Internship and an authorized Advancement to Candidacy Form (GS01).

LATIN AMERICAN STUDIES

ADVISORS

Robert McNamara / Political Science (707) 664-2676
Elizabeth Martinez / Modern Languages (707) 664-3161
Theresa Alfaro-Belcamp / History (707) 664-2278

Program Offered

Minor in Latin American Studies

Latin American Studies Minor

The minor in Latin American Studies offers a cross-disciplinary concentration on an important region of the world for students preparing for careers in, or focusing on, Latin America. Through a combination of courses in different disciplines, it provides a general background in Latin American culture, history, politics, economics, literature, social structures, and foreign relations. Although a foreign language is not required, the study of Spanish, Portuguese, or indigenous languages is highly recommended.

The minor consists of 20 semester units, which include courses in at least two different disciplines: at least one from the Regional Courses category, and not more than three courses from any one discipline. Classes used for general education may not be applied towards the minor. Students interested in the minor can contact one

of three advisors, Robert McNamara in Political Science, Elizabeth C. Martinez in two departments, Chicano and Latino Studies and Modern Languages and Literatures, or Theresa Alfaro-Velcamp in History.

Regional Courses

GEOG 392 Latin America: Culture and Environment (3-4)
HIST 339 Introduction to Latin America (4)
HIST 342 Modern Latin America (4)
POLS 453 Politics of Latin America (4)
SPAN 307 Latin American Cultures (4)

Specialized Courses

ECON 403 Seminar in International Development (4)
GEOG 318 Field Experience, Baja California (3)
HIST 348 Race and Ethnicity in Latin America (4)
HIST 433 History of Mexico (4)
HIST 449 Gender and Sexuality in Latin America (4)
SPAN 402 Latin American Literature (4)

Supporting Electives

Any courses focusing on Latin America in art, literature, philosophy, music, economics, Mexican American studies, Native American studies, or liberal studies approved by the advisor for the minor in Latin American Studies.

Total units for minor 20

LIBERAL STUDIES

Ukiah Resident Program

DEPARTMENT OFFICE

Stevenson Hall 3066

(707) 664-2029

www.sonoma.edu/socsci/ukiah.html

PROGRAM COORDINATOR

Sandra Harrison Feldman

Stevenson Hall 3004

(707) 664-2437

Program Offered

Bachelor of Arts in Liberal Studies

School of Social Sciences

Ukiah Resident Program

Sonoma State University offers an upper-division program in Ukiah leading to a Bachelor of Arts in Liberal Studies, with an emphasis on international studies. Liberal Studies Ukiah program offers a wide variety of courses from the social sciences, humanities, and natural sciences, while providing a flexible major through which students may also take courses in other areas of interest.

Courses are offered in Ukiah for resident credit to students who have completed or almost completed general education requirements, and who have been admitted to Sonoma State University.

Like more traditional liberal arts majors, the Liberal Studies Ukiah major is excellent preparation for students interested in a career in teaching, the legal profession, social services, nonprofit organizations, or business, as well as graduate work in the social sciences and the humanities.

Bachelor of Arts in Liberal Studies

Requirements for the Major (all upper division)

Humanities (American multicultural studies, anthropology, English, history, philosophy) 16

Behavioral sciences (economics, geography, political science, psychology, sociology, women's and gender studies) 16

Natural sciences (astronomy, biology, chemistry, environmental studies, geology, physics) 6

Electives (drawn from above disciplines or in consultation with advisor) 16

Total units in the major 54

* Includes 9-unit upper-division GE requirement.

Liberal Studies Ukiah Admission Criteria

Courses are offered in Ukiah for resident credit to students who meet the following criteria:

1. Students must be residents of Mendocino County or Lake County.

2. Students must have completed 56 or more transferable units. (Sonoma State University accepts up to 70 transferable community college semester units of course credit.)
3. Students must have completed all 9 units required in General Education, Category A – Communication and Critical Thinking.
4. Students must have completed both the science laboratory requirement and the mathematics requirement in General Education, Category B – Natural Sciences and Mathematics.
5. Students must have been admitted to Sonoma State University and declared a major in Liberal Studies Ukiah.

Application to the Program

Students should follow the application procedures described in the application section of this catalog, being sure to list the major as liberal studies – Ukiah, and the major code as 49016. More information about the program may be obtained by calling the Liberal Studies Ukiah program office, (707) 664-2029.

Sample Four-Semester Plan for Bachelor of Arts in Liberal Studies — Ukiah Program

This plan assumes the student:

1. has completed 66 transferable units, including all lower-division GE courses; and
2. is attending full time. Since fields, rather than courses, are required for the major, the plan shows the way that the student would complete course work in each of the required fields, as well as the elective units within the major.

JUNIOR YEAR:: 30 Units

Fall Semester (15 Units)

Natural Science (3)

Humanities (3)

Behavioral Science (3)

Humanities (3)

Behavioral Science (3)

Spring Semester (15 Units)

Natural Science (3)

Humanities (3)

Behavioral Science (3)

Humanities (3)

Behavioral Science (3)

SENIOR YEAR:: 24 Units

Fall Semester (15 Units)

Behavioral Science (3)

Humanities (3)

Behavioral Science (3)

Humanities (3)

Major Elective (3)

Spring Semester (9 Units)

Major Elective (3)

Major Elective (3)

Major Elective (3)

TOTAL UNITS: 120

LINGUISTICS

PROGRAM OFFICE

Stevenson 3066
(707) 664-2419

LINGUISTICS PROGRAM COORDINATOR AND ADVISOR

Richard J. Senghas, Department of Anthropology

TESL CERTIFICATE PROGRAM COORDINATOR

Richard J. Senghas

Faculty

Richard J. Senghas

Programs Offered

Minor in Linguistics

Certificate in Teaching English as a Second Language
(Special Sessions)

Supplementary English Language Development (SELD)

The fundamental concern of linguistics is with description and explanation of the interrelatedness of thinking and using language. This concern takes many forms: among others, inquiry into the nature of language as speech, as knowledge, and as communication; inquiry into the history of languages and how languages change; inquiry into how language is acquired, and into the nature of language learning and teaching.

The linguistics minor offers grounding in general linguistic principles, together with the widest possible selection of elective courses. Through this study plan, students are able to develop interests in particular areas of linguistics as strong complements to majors in related disciplines.

In addition to a 20-unit linguistics minor, the linguistics program offers a 23-unit certificate program in Teaching English as a Second Language (TESL). The TESL certificate program provides training and study in applied linguistics with a specific purpose: the application of psychosociolinguistic principles and methods to the teaching of American English as a second/foreign language. For details concerning the TESL course of study, see below, or the fact sheet available from the Linguistics Program Office and the Office of Admissions and Records. For details concerning admission to the program and application for certification, consult the TESL program coordinator.

The TESL course of study meets 23 of the 30 units required for alternatives in the fifth-year program in education (please see the Education section in this catalog) and combined with the LING 200 prerequisite, also fulfills the requirements for a linguistics minor. Interested persons should contact the linguistic program coordinator and the coordinator of fifth-year programs in education.

It is possible to develop an interdisciplinary major with a strong emphasis in linguistics (please see the Interdisciplinary Studies section in this catalog). Interested persons should contact both the Interdisciplinary Studies program coordinator and the Linguistics Program coordinator.

Also, through the special emphasis in the anthropology major (please see the Anthropology section in this catalog), a student may create a course of study in linguistic anthropology that incorporates a number of the linguistics program courses.

Minor in Linguistics

For a minor in linguistics, students must complete 20 units as follows:

Minor Core Requirements

LING 200 Introduction to Linguistic Studies	3
LING 400 Linguistic Analysis	4
ANTH 480 Studies of Language Use	4

Total units in the minor core 11

Minor Electives

Choose 9 units from other linguistics courses and/or linguistically oriented courses offered in other programs or departments. For an approved list of such courses, see the linguistics program coordinator.

Total units in minor electives 9

Total units in the minor 20

Certificate in Teaching English as a Second Language

At the request of a student who has satisfactorily fulfilled the specified requirements, the linguistics program in conjunction with Extended Education will issue a Certificate in Teaching English as a Second Language.

Course Patterns in Teaching English as a Second Language Certificate Program

Fall Semester

LING 410** English Grammar and ESL	3
LING 432 Language in Sociopolitical Context	4
LING 441** Linguistics and Second Language Teaching	3
LING 460A** Curriculum Development in ESL/EFL	2

Total units in the fall semester 12

Spring Semester

LING 400 Linguistic Analysis	4
LING 442** Teaching English as a Second Language	3
LING 460B** Curriculum Development in ESL/EFL	2
LING 498** Practicum in Teaching ESL	2
OR	
LING 499* Internship in Applied Linguistics	1

Total units in the spring semester 10-11

All of the above courses will include observation of ESL classes at SSU and in the University's service area.

* Internship in Applied Linguistics and the Practicum in Teaching ESL are to be taken one time only, either in fall or spring semester. Prerequisite: completion of, or concurrent enrollment in, LING 441 or 442. LING 499 is not taken concurrently with LING 498, and may be required by coordinator as a prerequisite to LING 498.

** offered through the office of Extended Education.

Linguistics Courses (LING)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments.

200 INTRODUCTION TO LINGUISTIC STUDIES (3) FALL, SPRING

The nature and structure of natural language, language and the mind, child language acquisition, role and function of language in the context of personal and group interactions and identities, language and other communication systems in culture and society, how language changes, and using the skills and insights afforded by the scientific study of language. Satisfies GE, category D5 (Contemporary International Perspectives). Is prerequisite to the TESL program course of study.

400 LINGUISTIC ANALYSIS (4) SPRING

Phonological and grammatical analysis. Includes articulatory phonetics, methods and practice in the analysis of sound systems, with attention given to American English. Also includes grammatical analysis, methods and practice in the analysis of word and sentence structure, with emphasis on non-Western European languages. Prerequisite: Linguistics 200 or equivalent.

403 MEANING, CONTEXT, AND REFERENCE (3) SPRING, ODD YEARS

Introduction to the linguistic approach to the study of meaning, including the ways in which meaning is determined by language use. Includes issues of semantics and pragmatics. Prerequisite: LING 200 or consent of instructor.

410 ENGLISH GRAMMAR AND ESL (3) FALL

Exploration of, and suggestions for classroom teaching of, aspects of English structure that ESL/EFL students find particularly difficult. Emphasis is on such features of English as tense-aspect; modals; articles; measure words, collective nouns, and quantifiers; phrasal verbs; non-referential IT/THERE; focus constructions; complementation; logical connectors. Prerequisite: LING 200 or consent of instructor. Offered through Office of Extended Education.

430 LANGUAGE ACQUISITION AND COMMUNICATIVE DEVELOPMENT (3) SPRING, EVEN YEARS

Investigation of the processes underlying the acquisition of language in childhood and beyond including both first and second languages. Examination of various perceptual, cognitive, and social skills that interact with communicative development. Consideration of key questions concerning the nature of stages in development, the role of innate linguistic knowledge, and the role of experience in language acquisition. Prerequisite: LING 200.

432 LANGUAGE IN SOCIOPOLITICAL CONTEXT (4) FALL

Focus on such topics as language attitudes, political power and linguistic equality, language and sociopolitical institutions, and language planning. Practical introduction to the insights offered by discourse analysis to the study of language varieties reflected in particular geographical regions, and by members of particular social classes/groups. Prerequisite: LING 200 or consent of instructor. Cross-listed as ANTH 383.

441 LINGUISTICS AND SECOND LANGUAGE TEACHING (3) FALL

Application of linguistic, psychological, sociocultural, and sociopolitical aspects of second language acquisition to a range of contexts relating to second language teaching. Particular emphasis is on issues in communicative approaches to language teaching, and the implications of language diversity in the classroom. Prerequisite: LING 200. Offered through Office of Extended Education.

442 TEACHING ENGLISH AS A SECOND LANGUAGE (3) SPRING

Application of (psycho-/socio) linguistic principles/methodology to teaching standard American English as a second language. Introduction to ESL teaching approaches/methods/techniques. Practice in preparation/evaluation of teaching materials. Observation of ESL classes at SSU and in the University's service area. Prerequisite: LING 441. Offered through Office of Extended Education.

460A CURRICULUM DEVELOPMENT IN ESL/EFL (2) FALL

This course (along with LING 460B, spring semester) covers curricular issues important to teaching English as a second or foreign language (ESL/EFL). The course focuses on relations between language and content in language classrooms, the phonology of North American English, the teaching of pronunciation, and teaching of oral/aural skills. Prerequisites: LING 200 and LING 441 or consent of the instructor. LING 460A is not a prerequisite for LING 460B. Offered through Office of Extended Education.

460B CURRICULUM DEVELOPMENT IN ESL/EFL (2) SPRING

This course (along with LING 460A, fall semester) covers curricular issues important to teaching English as a second or foreign language (ESL/EFL). The course focuses on strategies for teaching reading and writing in order for students to interact with text, classroom assessment and evaluation of language proficiency, and cultural differences and influences in the ESL classroom. LING 460A is not a prerequisite for LING 460B. Offered through Office of Extended Education. Prerequisite: LING 441 or consent of instructor. LING 432 is recommended.

495 SPECIAL STUDIES (1-4) FALL, SPRING

Students interested in special studies in linguistics must fill out a special studies application by the end of the first week of the semester. Prerequisite: LING 200 or an appropriate upper-division course in linguistics or another discipline; consent of supervising faculty member and approval of program coordinator.

498 PRACTICUM IN TEACHING ESL (2)

The final course in the TESL Certificate Program is a practical experience in teaching English as a second language. With the guidance of the coordinator/instructor, each student will find placement in an ESL class. Students must complete 90 hours of service with emphasis on actual classroom teaching, but the same time commitment also includes lesson preparation, meetings, and grading of papers. Students will be observed by the instructor (once or twice during the semester). There will also be three seminar-meeting times to be arranged.

499 INTERNSHIP IN APPLIED LINGUISTICS (1) FALL, SPRING

Practical experience entailing 50-60 hours for the semester in teaching English as a second language or in the development of ESL materials. Prerequisite or corequisite: LING 441 or 442. To be taken one time only.

595 SPECIAL STUDIES (1-3)

Students interested in special studies in linguistics must complete a special studies application by the end of the first week of the semester. Prerequisite: graduate standing and consent of instructor.

Supplementary English Language Courses (SELD)

Courses in Supplementary English Language are designed to enable Sonoma State University students for whom English is a second language to improve their proficiency in the English language, especially in the reading and writing skills required for success at the University. Admission to these courses is determined by ESL Placement Test scores. Courses in SELD prepare students for entrance into ENGL 101. Students will also be required to take the Written English Proficiency Test.

100A SUPPLEMENTARY ENGLISH LANGUAGE DEVELOPMENT (3) FALL, SPRING

Designed for international students and other nonnative speakers of English, this course emphasizes communication for academic purposes, and concentrates on expository writing, lecture comprehension, and analytical reading. Limited enrollment. Admission by ESL Placement Test only. Students taking this course may not register for more than 14 units of academic course work.

100B SUPPLEMENTARY ENGLISH LANGUAGE (3) FALL, SPRING

Designed for international students and other nonnative speakers of English, this course focuses on the development of academic discourse skills, with stress on strengthening proficiency in a range of oral and written American English styles. Limited enrollment. Admission by ESL Placement Test only. Exit from SELD 100B requires passing an exit exam.

MATHEMATICS

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Programs Offered

Bachelor of Arts in Mathematics
Bachelor of Science in Mathematics
Cooperative Master of Arts in Mathematics (with San Francisco State University)
Minor in Mathematics
Minor in Applied Statistics
Preparation For Teaching
Preparation For Actuary Exam

Mathematics is a rapidly growing discipline whose concepts and applications play an ever-increasing part in modern life. Mathematics has always been an essential tool in the physical sciences, and has more recently been applied extensively in such diverse areas as medical and biological research, environmental studies, management science, behavioral and social sciences, statistics, and, of course, computer science.

Our basic curriculum is designed to give students the mathematical skills necessary for success in business, industry, government, and teaching, as well as to provide a sound background for continuation of study toward advanced degrees in mathematics, computer science, statistics, and related fields.

The B.A. program provides preparation for teaching, general application of mathematics, and graduate study in mathematics.

The B.S. degree program offers concentrations in applied mathematics, computer science, and statistics. These programs prepare students for graduate study in mathematics and in a variety of other fields: computer science, statistical work in government and industry, biostatistics, actuarial work, and consultative problem solving in modern industry.

Degree Requirements	Units
General education	51
Major	45-55
Electives	14-24
Total units needed for graduation	120

Core Curriculum

MATH 161 Differential and Integral Calculus I (3 units in GE)	4
MATH 211 Differential and Integral Calculus II	4
MATH 220 Higher Mathematics: An Introduction	3
MATH 261 Multivariable Calculus	4
MATH 340 Real Analysis I	4
Total units in core curriculum	19

B.A. Program (Pure Mathematics)

<i>Core curriculum</i>	19 plus
MATH 241 Differential Equations with Linear Algebra	4
MATH 306 Number Theory or	
MATH 308 Geometry	3
MATH 320 Modern Algebra I	4
MATH 322 Linear Algebra	3
MATH 360 Complex Variables	3
MATH 418 Topology or	
MATH 420 Modern Algebra II or	
MATH 440 Real Analysis II	3

Supporting Courses

MATH 180 Computing for Math/Science or	
CS115 Programming I (3 units in GE)	2-4
PHYS 114 Intro to Physics (3 units in GE)	4

Total units in B.A. Program 45-47

B.A. Program (Secondary Teaching)

This B.A. program satisfies state requirements for subject matter preparation in mathematics for the Single Subject Teaching Credential.

Core curriculum	19 plus
MATH 222 Elementary Applied Linear Algebra or	
MATH 322 Linear Algebra	3
MATH 250 Probability and Statistics	3
MATH 306 Number Theory	3
MATH 308 College Geometry	3
MATH 310 History of Mathematics	3
MATH 316 Graph Theory and Combinatorics or	
MATH 416 Graph Theory and Combinatorics	3
MATH 320 Modern Algebra I	4
MATH 345 Probability Theory or	
MATH 470 Mathematical Modeling	3
MATH 390 Fieldwork and Seminar: Secondary Mathematics Teaching	2
MATH 490 Capstone Seminar: Secondary Mathematics Teaching	1
Supporting Courses	
MATH 180 Computing for Math/Science or CS 115 Programming I	2-4
PHYS 114 Intro to Physics (3 units in GE)	4
Total units in secondary teaching program	53-55

Note: Students considering graduate school in mathematics are advised to choose MATH 322 as an additional course. MATH 241 is highly recommended.

B.S. Program (Applied Mathematics)

This B.S. concentration prepares students for employment in industry and graduate schools in scientific fields.

Core curriculum	19 plus
MATH 241 Differential Equations with Linear Algebra	4
MATH 316 Graph Theory and Combinatorics or	
MATH 416 Graph Theory and Combinatorics	3
MATH 322 Linear Algebra	3
MATH 331 Differential Equations II	3
MATH 345 Probability Theory	3
MATH 352 Numerical Analysis	3
MATH 360 Complex Variables or	
MATH 431 Partial Differential Equations	3
MATH 441 Operations Research	3
MATH 470 Mathematical Modeling	3
Supporting Courses	
MATH 180 Computing for Math/Science	2
PHYS 114 Intro to Physics (3 units in GE)	4
Total units in applied mathematics program	53

B.S. Program (Computer Science Option)

This B.S. concentration prepares students for computer industry employment and graduate schools in computer-science-related fields. Students who are interested in the mathematical foundations of computer science generally opt for this major.

Core curriculum	19 plus
MATH 241 Differential Equations with Linear Algebra	4
MATH 316 Graph Theory and Combinatorics or	
MATH 416 Graph Theory and Combinatorics	3
MATH 322 Linear Algebra	3
MATH 345 Probability Theory	3
MATH 352 Numerical Analysis	3
CS 110 UNIX	1
CS 115 Programming I	4
CS 215 Programming II	3
CS 315 Data Structures	3
CS 415 Algorithm Analysis (3) or	
CS 355 Database Management Systems Design (3)* or	
CS 375 Computer Graphics (3)* or	
CS 454 Theory of Computation*	3
<i>* Course may be substituted by arrangement with the math advisor.</i>	
Supporting Course	
PHYS 114 Intro to Physics (3 units in GE)	4
Total units in computer science program	53

B.S. Program (Statistics)

This B.S. concentration prepares students for employment in statistical or actuarial fields and for graduate study in statistics.

Core curriculum	19 plus
MATH 241 Differential Equations with Linear Algebra	4
MATH 322 Linear Algebra	3
MATH 345 Probability Theory	3
MATH 365 Statistical Inference I	4
MATH 367 Statistical Consulting (2 units, twice)	4
MATH 441 Operations Research	3
MATH 465 Statistical Inference II	4
MATH 470 Mathematical Modeling	3
Supporting Courses	
MATH 181 Computing for Statistics	2
PHYS 114 Intro to Physics (3 units in GE)	4
Total units in statistics program	53

Sample Four-year Program for Bachelor of Arts in Mathematics

FRESHMAN YEAR:: 30 Units	
<i>Fall Semester (16 Units)</i>	<i>Spring Semester (14 Units)</i>
MATH 161 (GE) (4)	MATH 211 (4)
GE (3)	PHYS 114 (GE) (4)
ENGL 101 (3)	MATH 180 (2)
GE (3)	GE (3)
Freshman Seminar (3)	MATH 175 (elective) (1)
SOPHOMORE YEAR:: 29 Units	
<i>Fall Semester (13 Units)</i>	<i>Spring Semester (16 Units)</i>
MATH 241 (4)	MATH 261 (4)
MATH 220 (3)	MATH 322 (3)
GE (3)	GE (3)
GE (3)	GE (3)
	GE (3)
JUNIOR YEAR:: 32 Units	
<i>Fall Semester (16 Units)</i>	<i>Spring Semester (16 Units)</i>
MATH 308 or Elective (3)	MATH 340 (4)
MATH 320 (4)	Elective or MATH 306 (3)
GE (3)	GE (3)
GE (3)	UD GE (3)
UD GE (3)	GE (3)
SENIOR YEAR:: 29 Units	
<i>Fall Semester (16 Units)</i>	<i>Spring Semester (13 Units)</i>
MATH 418 or 440 or Elective (3)	MATH 360 (3)
UD GE (3)	MATH 420 or Elective (3)
Elective (3)	Elective (4)
Elective (3)	Elective (3)
Elective (4)	
TOTAL UNITS:: 120	

Cooperative Master of Arts in Mathematics

The Department of Mathematics participates in a cooperative Master of Arts in Mathematics with San Francisco State University. Through this program, students who have been accepted into the master's degree program at San Francisco State may complete up to 12 units of course work in residence at Sonoma State University. Students interested in this cooperative program should contact the chair of the Mathematics Department for further information.

Minor in Mathematics

Twenty units of mathematics are required. These must include MATH 161 (or its equivalent) and at least 6 units of upper-division mathematics courses, not including MATH 300A, MATH 300B, MATH 390, MATH 395, MATH 399, or MATH 490. Approval of the Mathematics Department should be obtained by the junior year in order to plan the minor properly.

Minor in Applied Statistics

Twenty units are required. These must include MATH 165, MATH 181, MATH 265, and MATH 367 (twice) and at least 6 upper-division units, not including MATH 300A, MATH 300B, MATH 390, MATH 395, MATH 399, or MATH 490. Seven units may be selected from statistically relevant courses in the department or elsewhere at Sonoma State University.

Actuarial Science Career Preparation

Students interested in a career in Actuarial Science can prepare for the first two actuarial examinations by taking the following courses:

1. For Actuarial Exam 1: MATH 161, MATH 211, MATH 222 or MATH 241, MATH 261, MATH 345, and MATH 365.
2. For Actuarial Exam 2: ECON 201A, ECON 201B, ECON 304, MATH 303, ECON 305, and BUS 470.

Preparation for Teaching

Secondary

The B.A. Program for secondary teaching is designed for students planning to teach mathematics in middle, junior high, and high schools. This program is fully accredited by the California Commission on Teacher Credentialing and satisfies the subject matter competency requirement for a Single Subject Teaching Credential. (An alternative route for demonstrating subject matter competence is passing a battery of commercial exams.) Most students complete the B.A. program, then a one-year teaching credential program to earn the Single Subject Credential.

Any student interested in teaching mathematics at the secondary level should consult a Mathematics Department education advisor as early as possible in his or her college career. The advisor can provide information about Sonoma State's Single Subject Credential Program and can help the student design a plan for taking the required mathematics and education courses to complete both degree and credentialing requirements efficiently.

Elementary

The Department of Mathematics also offers course work for students planning to teach in elementary schools or preschools. The minimal college-level mathematics preparation recommended for elementary teachers is three courses: MATH 150, MATH 300A, and MATH 300B. Particular subject matter preparation programs for elementary teachers may have additional requirements or may offer the option of a mathematics concentration; consult advisors in the program for additional details.

Supplementary Authorization

Students planning to earn either the Multiple Subject (elementary), Single Subject (secondary), or Special Education Credential may further emphasize mathematics in their teaching preparation by completing course work leading to a supplementary authorization in mathematics. This addition to the credential qualifies the holder

to teach in mathematics-only classes up through ninth-grade-level math. The supplementary authorization can also be combined with a mathematics minor. Interested students should consult the Mathematics Department's education advisor.

Entry-Level Mathematics (ELM) Requirement

Unless exempted, the Entry-Level Mathematics Examination must be taken within the past two years before enrollment in any general education course or developmental mathematics course (MATH 35 or 45). The ELM results will place the student in the appropriate level of mathematics courses. Note that if placement in the developmental mathematics sequence is necessary, satisfactory completion of MATH 45 is required for placement in MATH 103, 104, 105, 107, 111, 131, 141, 150, and 165. Please consult the Schedule of Classes or telephone the Office of Testing Services for times and places of examination. The examination will be given in conjunction with the English Placement Test. For additional information, please see the Admissions section of this catalog.

Grading Policy in the Mathematics Department

Nonmajors

All mathematics courses except MATH 35, 45, 103, 104, 105, 107, 111, 131, 141, 150, 161, and 165 are available in the Cr/NC grading mode to nonmathematics majors.

All Students

MATH 175, 210, 295, 330, 390, 395, and 499 are available only as Cr/NC.

Mathematics Majors

A mathematics major must take all mathematics courses in the traditional grading mode, with the exceptions of courses offered only in the Cr/NC modes: MATH 107W, 161W, 175, 210, 211W, 295, 330, 390, 395, and 499, and any course taken as credit by challenge examination (please see more information on this in the Admissions section of this catalog). However, a maximum of 6 units total credit in MATH 330, 375, 395, and 499 may be applied toward any mathematics degree.

Majors are advised to take PHIL 102 for the GE category A3 (Critical Thinking).

Mathematics (MATH)

Classes are normally offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments.

35 ELEMENTARY ALGEBRA (4) FALL, SPRING

Real numbers, linear equations and inequalities, quadratic equations, polynomial operations, radical and exponential expressions. Prerequisite: placement based on ELM examination taken within the past two years. Course credit is not applicable toward graduation.

45 INTERMEDIATE ALGEBRA (4) FALL, SPRING

Linear, quadratic, radical, rational, exponential, and logarithmic functions and their graphs. Prerequisite: MATH 35 or equivalent, or placement based on ELM examination taken within the past two years. Course credit is not applicable toward graduation.

103 ETHNOMATHEMATICS (3) FALL

This course examines the mathematics of many indigenous cultures, especially those of North and South America, Africa, and Oceania. It will examine the use of mathematics in commerce, land measure and surveying, games, kinship, measurement of time, navigation, data storage, and other topics. The mathematics involved includes number bases, probability, geometry, number theory, lattice theory, and many other topics of interest in modern mathematics. This class is recommended for liberal arts students who are interested in studying other cultures. Satisfies GE requirement for mathematics, category B4. Prerequisite: satisfaction of ELM requirement.

104 INTRODUCTION TO MODERN MATHEMATICS (3) FALL, SPRING

A class designed to explore the beauty and relevance of mathematics. Topics may include puzzles, paradoxes, and logic; axiomatic systems; biographies; infinity of the counting numbers and higher infinities; historical crises and breakthroughs in mathematics; and uncertainty. This class is recommended for liberal arts students. Satisfies GE requirement for mathematics, category B4. Prerequisite: satisfaction of ELM requirement.

105 MATHEMATICS AND POLITICS (3) SPRING

This course will explore mathematical achievements in the theory of politics. Topics may include: escalation, conflict, yes/no voting, political power, and social choice. This course has an enormous cultural content, while at the same time dealing with important mathematical ideas. This class is especially suitable for social science students. Satisfies GE requirement for mathematics, category B4. Prerequisite: satisfaction of ELM requirement.

107 PRECALCULUS MATHEMATICS (4) FALL, SPRING

Covers a brief review of college algebra; functional notation, composition and decomposition of functions, inverse functions; behavior of families of functions such as polynomial, rational, exponential, and logarithmic; trigonometric functions, equations, and identities; some mathematical modeling. Emphasis on problem solving. Satisfies the GE requirement for mathematics, category B4. Prerequisite: satisfaction of ELM requirement. CAN MATH 16.

107W PRECALCULUS WORKSHOP (2) FALL, SPRING

A workshop designed to be taken with MATH 107. Exploration of precalculus concepts through problem solving in a group setting. Cr/NC only. Corequisite: MATH 107.

111 SYMMETRY IN THE ARTS AND SCIENCES (3) SPRING

Exploration of the mathematical theory of symmetry in the plane and in space. The theory uses the idea that the set of rigid motions comprises an algebraic structure called a group, and that composing rigid motions corresponds to performing an algebraic operation. The course emphasizes how the mathematical theory aids in understanding the causes and consequences of symmetry in natural and manufactured objects. A central theme is the contribution of mathematics to other fields, such as architecture and the decorative arts; engineering of mechanical devices; music and dance; evolution and anatomy; crystallography; chemical bonding and atomic structure; philosophy; and mathematical proofs. Satisfies GE requirement for mathematics, category B4. Prerequisite: satisfaction of ELM requirement. High school geometry is highly recommended.

131 INTRODUCTION TO FINITE MATHEMATICS (3) FALL, SPRING

A GE course designed to give students an understanding of finite mathematics applied in the modern world to social sciences, economic analysis, statistical analysis, and decision-making. Topics include linear models, linear programming, financial mathematics, sets, combinatorics, probability, and statistics. Recommended for students with interests in the social sciences and management. Satisfies GE requirement for mathematics, category B4. Prerequisite: satisfaction of ELM requirement.

141 STUDIES IN . . . (3) FALL, SPRING

Topics and approaches may vary. Please consult the current Schedule of Classes for details. Satisfies the GE requirement for mathematics, category B4. Prerequisite: satisfaction of ELM requirement.

142 DISCRETE STRUCTURES I (3) FALL, SPRING

A study of discrete structures that have applications in computer science. Topics will include logic, proofs, mathematical induction, set theory, relations, functions, directed graphs, and Boolean algebra. Throughout the course, applications to computer science, such as grammars and finite state machines, languages, and Karnaugh maps will be discussed. Prerequisites: MATH 107 or equivalent, or consent of instructor.

150 MODERN GEOMETRICS (3) FALL, SPRING

A study of Euclidean geometry. It will cover topics such as compass and straight-edge constructions, proofs, parallel and perpendicular lines, triangles, circles, polygons, measurement, solids, transformations, tessellations, and the use of geometry software. Satisfies the GE requirement for mathematics, category B4 and is strongly recommended for prospective elementary and middle school teachers. Prerequisite: satisfaction of ELM requirement.

161 DIFFERENTIAL AND INTEGRAL CALCULUS I (4) FALL, SPRING

Calculus I includes limits, continuity, the concept of the derivative, differentiation rules and applications of the derivative, including curve sketching, extremum problems, L'Hospital's rule, implicit differentiation, related rates, Mean Value Theorem, introduction to integration, fundamental theorem of calculus, and substitution. Satisfies the GE requirement for mathematics, category B4. Prerequisite: MATH 107 or consent of instructor. CAN MATH 18.

161W CALCULUS I WORKSHOP (2) FALL, SPRING

A workshop designed to be taken with MATH 161. Exploration of first-semester calculus concepts through problem solving in a group setting. Cr/NC only. Corequisite: MATH 161.

165 ELEMENTARY STATISTICS (4) FALL, SPRING

This course is a technology-intensive introduction to elementary statistics. Topics include: elementary descriptive and inferential statistics and their application to the behavioral, natural, and social sciences; sampling; special distributions; central limit theorem; estimation; tests of hypothesis; analysis of variance; linear regression and correlation. Satisfies the GE requirement for mathematics, category B4. Prerequisite: satisfaction of ELM requirement. CAN STAT 2.

175 M*A*T*H COLLOQUIUM (1) FALL, SPRING

A student taking this course will be required to attend presentations in the M*A*T*H Colloquium series during the semester and, in addition, keep a journal. May be taken three times for credit. Cr/NC only. Prerequisite: consent of instructor. See also MATH 375.

180 COMPUTING FOR MATHEMATICS AND SCIENCE (2) FALL

This course utilizes a software system, such as Mathematica, to implement numerical, symbolic, and graphical computations useful in mathematics and science. It also introduces students to procedural programming in that system. Prerequisite: MATH 161 or consent of instructor.

181 COMPUTING FOR STATISTICS (2) SPRING

Students will learn how to use high-level statistical software packages such as SAS or SPSS to perform statistical analysis, understand computer output, interpret statistical results and write their own programs. Prerequisite: MATH 265 or MATH 365, or concurrent enrollment; or consent of instructor.

185 SELECTED TOPICS IN MATHEMATICS (1-5) FALL, SPRING

Subject matter to be determined by instructor and may differ from semester to semester. This course may be repeated with different subject matter for up to 12 units. The course title will appear on the student's transcript. Prerequisite: consent of instructor.

195 SPECIAL STUDIES (1-4)

Special studies may be arranged to cover an area of interest not covered in lower-division courses otherwise offered by the department. Prerequisites: lower-division standing and consent of instructor.

200 DISCRETE MATHEMATICS (3) SPRING

Designed for elementary and middle school teachers, this course is a study of discrete mathematics with emphasis on its use in other areas of mathematics and in real world problems. Topics include selections from logic, proof, coding and cryptography, set theory, sequences, mathematical induction, combinatorics, graphs, and others as selected by the instructor. Prerequisite: A GE Mathematics class or consent of instructor.

210 INTRODUCTION TO PROOF (1)

Introduction to propositional logic and methods of proof, including direct proof, indirect proof, proof by "pick-a-point," and proof by mathematical induction. Students construct and analyze conjectures and counterexamples, and analyze and write proofs. Topics will include basic set theory, function theory, and equivalence relations, and may include examples from elementary number theory, algebra, and geometry. Does not count toward the mathematics major, but satisfies the MATH 220 prerequisite for certain upper-division mathematics courses. Cr/NC only. Prerequisite: GE math and consent of instructor.

211 DIFFERENTIAL AND INTEGRAL CALCULUS II (4) FALL, SPRING

Calculus II includes single variable integration, numerical integration, techniques of integration, introduction to applications of integration including topics such as volumes and probability distributions, differential equations, Taylor polynomials, improper integrals, series, and introduction to multi-variable functions and their partial derivatives. Prerequisite: MATH 161 or consent of instructor. CAN MATH 20.

211S CALCULUS II-S (2) FALL, SPRING

First half of MATH 211. Prerequisites: MATH 161 or consent of instructor. Open only to students enrolled in programs that require MATH 211S.

211W CALCULUS II WORKSHOP (1) FALL, SPRING

A workshop designed to be taken with MATH 211. Exploration of second-semester calculus concepts through problem solving in a group setting. Cr/NC only. Corequisite: MATH 211.

220 HIGHER MATHEMATICS: AN INTRODUCTION (3) FALL, SPRING

This is a transitional course supplying background for students going from calculus to the more abstract upper-division mathematics courses. The principal aim of this course is to develop proficiency in reading and creating proofs. The following topics are included: elementary logic, methods of proof, set theory, relations, and functions. Topics that may be covered include: algebras, homomorphisms, cardinality, Boolean algebra, the integers, limits, and the real numbers. Transfer students are encouraged to take MATH 220 during their first semester here. Prerequisite: MATH 211 or equivalent, or consent of instructor.

222 ELEMENTARY APPLIED LINEAR ALGEBRA (3) FALL

A course in vector and matrix algebra applied to science and computing. Topics include systems of linear equations, determinants, Euclidean and general vector spaces, eigenvalues and eigenvectors, linear transformations. Prerequisite: MATH 107 or consent of instructor. CAN MATH 26.

241 DIFFERENTIAL EQUATIONS WITH LINEAR ALGEBRA (4) FALL, SPRING

A course in introduction to differential equations, introduction to vector and matrix algebra and applications of matrices in the study of systems of differential equations. Topics include first order differential equations (separable, linear, exact), vectors and matrices, linear independence, spanning, bases, linear transformations, higher order linear differential equations and linear systems of first order differential equations, eigenvalues and eigenvectors, phase planes, geometric and numerical methods. Prerequisite: MATH 211 or equivalent, or consent of instructor.

250 PROBABILITY AND STATISTICS (3) FALL

A study of elementary probability and statistics and their uses in real-world contexts. Topics include: the binomial distribution, conditional probability, expected value, data collection and sampling, measures of location and variability, correlation and regression, estimation, and simple hypothesis testing. This course is designed for teachers and may not be substituted for MATH 165. Prerequisite: Any GE-level math course or consent of instructor.

261 MULTIVARIABLE CALCULUS (4) FALL, SPRING

Calculus IV includes partial derivatives, multiple integrals, alternative coordinate systems, vector functions and their derivatives, line integrals, Green's Theorem, Stoke's Theorem, and Divergence Theorem. Prerequisites: MATH 241 or equivalent, or both PHYS 114 and MATH 211 or consent of instructor. CAN MATH 22.

265 INTERMEDIATE STATISTICS (3) SPRING

An in-depth examination of the application of statistical techniques to the real world. The course extends the concepts learned in MATH 165, and introduces new topics; it is suitable for students with an interest in applying statistics to their field of interest. Topics selected from: theory of estimation, ANOVA (analysis of variance), multiple regression, principles of experimental design, sampling theory, time series analysis, non-parametric statistics, and multivariate analysis. Prerequisite: MATH 165 or MATH 250 or instructor consent.

295 COMMUNITY INVOLVEMENT PROGRAM (1-4) FALL, SPRING

CIP involves students in basic community problems, performing such tasks as tutoring, coaching, and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. No more than 3 units of credit in CIP may be applied toward any mathematics degree. May be repeated for credit up to 6 units total. Cr/NC only.

300A ELEMENTARY NUMBER SYSTEMS (3) FALL, SPRING

This course, designed for prospective elementary and middle school teachers, explores numerical ideas and processes underlying the K-8 mathematics curriculum. The emphasis is on understanding the mathematical ideas and procedures, and on representing them in ways that children can understand. Problem solving, reasoning, and alternative strategies are emphasized throughout. Prerequisite: MATH 150 or other GE Math course or consent of instructor.

300B DATA, CHANCE, AND ALGEBRA (3) FALL, SPRING

This course is designed for prospective elementary and middle school teachers. The focus in algebra is on patterns and functions, algebraic structure, representations and connections, and reasoning and problem solving. The focus in data and chance is on developing solid understanding of fundamental concepts and skills in statistics and probability, and on enhancing students' understanding and skills in number and computation, proportional reasoning, and algebra. Prerequisite: MATH 300A or consent of instructor.

303 INTEREST THEORY (3)

Basic interest theory, including patterns of growth, interest operations, level payment annuities, non-level payment annuities, yield rates, amortization, sinking funds, and bonds. Prerequisite: MATH 161 or equivalent or consent of instructor.

306 NUMBER THEORY (3) SPRING

Topics may include mathematical induction, Euclidean algorithm, congruencies, fundamental theorem of arithmetic, perfect numbers, number theoretic functions, prime number theorem. Prerequisite: MATH 142 or MATH 200 or MATH 220 or consent of instructor.

308 COLLEGE GEOMETRY (3) FALL

Topics may include the Hilbert postulates, isometries in the Euclidean plane, non-Euclidean geometries, projective geometry, construction of geometries from fields. Prerequisites: MATH 220 and either MATH 222 or MATH 241 or consent of instructor. Any student who has not taken high school geometry is advised to take MATH 150 before MATH 308.

310 HISTORY OF MATHEMATICS (3) SPRING

Mathematics from ancient times to the present. The student learns how to solve problems of the past using the tools of the past. Prerequisite: MATH 161 or consent of instructor.

316 GRAPH THEORY AND COMBINATORICS (3) SPRING

Set theory, counting techniques such as permutations, combinations, generating functions, partitions and recurrence relations, Polya's theorem, Hamiltonian and Eulerian properties of graphs, matchings, trees, coloring problems, and planarity. Applications in many disciplines. Students may not earn credit for both MATH 316 and MATH 416. Prerequisite: MATH 142 or MATH 200 or MATH 220 or consent of instructor.

320 MODERN ALGEBRA I (4) FALL

An introduction to the theory of groups, rings, and fields. Topics covered include: permutation and cyclic groups, factor groups, ideals and factor rings, and isomorphism and homomorphism theory of groups and rings. Prerequisite: MATH 220 or consent of instructor.

322 LINEAR ALGEBRA (3) SPRING

Topics include applications using linear models, vector spaces, linear transformations, matrices, linear equations, determinants, and the Cayley-Hamilton theorem. Prerequisites: MATH 220 and either MATH 222 or MATH 241 or consent of instructor.

330 TECHNIQUES OF PROBLEM SOLVING (2)

Cultivates by experience and example the mental disciplines for generating creative solutions to challenging problems. The problems to be considered will be taken largely from recent examinations in the William Lowell Putnam Mathematical Competition, sponsored by the Mathematical Association of America. May be taken four times for credit. No more than 4 units of credit in this course may be applied toward any mathematics degree. Cr/NC only. Prerequisite: MATH 161 or consent of instructor.

331 DIFFERENTIAL EQUATIONS II (3) SPRING

Topics may include Picard's method and a discussion of the existence and uniqueness of solutions. General properties of solutions, including the Sturm separation theorem for second-order linear equations. Power series solutions for a regular singular point. Laplace transform. Linear systems of differential equations. Nonlinear differential equations and stability. Prerequisite: MATH 241 or consent of instructor.

340 REAL ANALYSIS I (4) SPRING

Topics include construction of the real numbers, sequences, topology of real numbers, metric spaces, continuity, the derivative, and the Riemann integral. Prerequisites: MATH 220 and MATH 261, or consent of instructor.

342 DISCRETE STRUCTURES II (3) FALL, SPRING

A study of discrete structures that have applications in computer science. Topics will include: combinatorics and counting, probability and statistics, matrices, recurrence relations, generating functions, and graph theory. Throughout the course, applications to computer science will be discussed. Prerequisite: consent of instructor, or MATH 211 and one of the following: MATH 142, MATH 200, or MATH 220.

345 PROBABILITY THEORY (3) FALL

Topics include: probability spaces, discrete and continuous random variables, probability mass functions, probability density functions, cumulative distribution functions, moment generating functions, law of large numbers, and central limit theorem. Prerequisites: MATH 261 (may be taken concurrently) and MATH 220, or consent of instructor.

352 NUMERICAL ANALYSIS (3) FALL

Selected numerical and iterative processes for solving equations. Topics include computer methods, finite differences, Lagrange interpolations. Introduction to the finite element method and the theory of spline functions. Iterative and direct methods for solving linear systems and the Eigen problem. Numerical integration techniques. Prerequisites: MATH 241 (may take concurrently) and MATH 180 or CS 150 or competence in a high-level programming language, or consent of instructor.

360 INTRODUCTION TO COMPLEX VARIABLES (3) FALL 2004; SPRING 2006

Topics include the complex field, functions, limits, continuity, complex differentiation and the Cauchy-Riemann equations, complex integration, residues, conformal mappings. Prerequisite: MATH 220, or concurrent enrollment in MATH 261, or consent of instructor. MATH 241 and MATH 340 are recommended.

365 STATISTICAL INFERENCE I (4) SPRING

A course in mathematical statistics, concerned with developing the concepts of statistics by the use of calculus. Topics include: theory of sampling; problem of estimation; tests of significance; confidence limits; and the t, F, and chi-square distributions. Prerequisite: MATH 345 or consent of instructor.

367 STATISTICAL CONSULTING (2) FALL, SPRING

This course is a blend of theoretical and practical aspects of statistical consulting. Students learn how to consult with professionals in various fields, find creative statistical solutions to real-world problems and present results in oral and written form. Students also learn about library research and statistical software packages. This course may be repeated for a total of 4 units. Prerequisite: MATH 165 or MATH 250 or MATH 265 or MATH 365 or consent of instructor.

375 M*A*T*H COLLOQUIUM (1) FALL, SPRING

Students will be required to attend presentations, keep a journal, and write a significant paper on one of the presentations. May be taken three times for credit. No more than 3 units may be applied to the upper-division major requirement. May not be taken concurrently with MATH 175. Prerequisites: consent of instructor and upper-division standing (see also MATH 175).

390 FIELDWORK AND SEMINAR: SECONDARY MATHEMATICS TEACHING (2) FALL

Forty hours of observation in middle school, junior high, and/or high school mathematics classrooms, plus seminar meetings. Students begin to view school mathematics from the vantage point of a teacher. Intended primarily for mathematics majors in the secondary teaching track or students considering a career in this field. This course satisfies the 40 hours of field observation required for acceptance into SSU's Single Subject Credential Program, and initiates the development of the Mathematics Portfolio required for mathematics majors in the secondary teaching track. Cr/NC only. Prerequisite: CCTC Certificate of Clearance and MATH 161 or consent of instructor. (Contact math department for instructions.)

395 COMMUNITY INVOLVEMENT PROGRAM (1-4) FALL, SPRING

CIP involves students in the community performing such tasks as tutoring, coaching, and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. No more than 3 units of credit in CIP may be applied toward any mathematics degree. May be repeated for a total of 6 units. Cr/NC only.

399 PRACTICUM IN MATHEMATICS (1-4) FALL, SPRING

Supervised unpaid instructional work experience in mathematics. May include tutoring, assisting with classroom activities, and leading supplementary course workshops. Thirty hours of contact time is required for each unit. Does not count for credit in the major or the minor. May be repeated for up to 4 units of credit. Prerequisite: requires previous or concurrent enrollment in an upper-division mathematics course and consent of instructor. Cr/NC only.

416 GRAPH THEORY AND COMBINATORICS (3) SPRING

Set theory; counting techniques such as permutations; combinations, generating functions, partitions and recurrence relations; Polya's theorem; Hamiltonian and Eulerian properties of graphs; matchings; trees; coloring problems; and planarity. Applications in many disciplines. MATH 416 covers the same topics as MATH 316. Students taking MATH 416 will work advanced problems from these topics and do a special research project which requires a significant paper and an oral presentation. Students may not earn credit for both MATH 316 and MATH 416. Prerequisite: MATH 142 or MATH 200 or MATH 220 or consent of instructor.

418 GENERAL TOPOLOGY (3) FALL, EVEN YEARS

Topics include: definition of a topology, closed sets, relativizations, bases and subbases of a topology, compact topological spaces, separation axioms, normal spaces, regular spaces, metric spaces, continuous mappings, product spaces, function spaces. Prerequisite: MATH 340 or consent of instructor.

420 MODERN ALGEBRA II (3) SPRING, EVEN YEARS

A continuation of MATH 320. Advanced topics in the theory of groups, rings, and fields. Coverage may include topics such as the direct product of groups, finite abelian groups, Sylow Theorems, unique factorization domains, field extensions, and Galois Theory. Prerequisite: MATH 320 or consent of instructor.

430 LINEAR SYSTEMS THEORY (3) FALL

Topics may include: correlation, convolution, Fourier, Laplace and z-transform, difference equations, fast Fourier transforms and state variable theory. Prerequisite: one semester of differential equations (such as MATH 241) or consent of instructor.

431 PARTIAL DIFFERENTIAL EQUATIONS (3) FALL 2004

A course in partial differential equations (PDEs). Topics include: mathematical models in physics, theory, and solution of quasi-linear first-order PDEs; second-order linear and nonlinear PDEs, including applications. Fourier series, boundary-value problems, Fourier and Laplace transforms. Numerical methods and solutions. Prerequisite: MATH 241 or consent of instructor.

440 REAL ANALYSIS II (3) FALL, ODD YEARS

A continuation of MATH 340. Topics include: sequences and series of functions, Taylor series, Weierstrass approximation theorem, Fourier series, and the Lebesgue integral. Prerequisite: MATH 340 or consent of instructor.

441 OPERATIONS RESEARCH (3) FALL 2006; SPRING 2008

A course in operations research and industrial problem solving. Topics include optimization, simplex algorithm for linear programming, queueing theory, game theory, PERT least time path analysis, mathematical modeling of industrial problems. Prerequisites: MATH 345 and either MATH 241 or MATH 222, or consent of instructor.

465 STATISTICAL INFERENCE II (4) FALL

Topics will include: general linear hypothesis, linear and nonlinear regression, analysis of variance, design of experiments, multivariate analysis. Computer use will illustrate real-world applications of the theory. Prerequisites: MATH 181 and MATH 365, or consent of instructor.

470 MATHEMATICAL MODELS (3) FALL

The process of expressing scientific principles, experiments, and conjectures in mathematical terms. Topics include: gathering reliable data, exposing underlying assumptions, variables, and relationships. Choice of modeling levels. Testing and refining of models. Deterministic vs. stochastic models. Applications to biology, physics, chemistry, geology, social science, and environmental sciences. Prerequisite: MATH 211 or consent of instructor.

485 SELECTED TOPICS IN... (1-3)

Subject matter and number of units to be determined by the instructor and may differ from semester to semester. Some of the possible areas of study are multi-variable analysis, calculus of variations, convex geometry, differentiable manifolds, graph theory, Galois theory, algebraic topology, integral equations. This course may be repeated for up to 6 units. The course title will appear on the student's transcript. Prerequisite: consent of instructor.

490 CAPSTONE SEMINAR: SECONDARY MATHEMATICS TEACHING (1) SPRING

Seminar focusing on connections among undergraduate course work, secondary school curriculum, and learning and teaching mathematics. Students present their completed Mathematics Subject Matter Program portfolios for final evaluation. Students draw upon their portfolios, experiences, and readings in mathematics education to present information and engage fellow students in discussion of relevant issues. Prerequisites: senior standing and consent of instructor.

495 SPECIAL STUDIES (1-4) FALL, SPRING

Special studies may be arranged to cover an area of interest not covered in upper division courses otherwise offered by the department. Prerequisites: a upper-division standing and consent of instructor.

496 PROSEMINAR IN MATHEMATICS (1-3)

A mutual exploration of selected current issues in mathematics by members of the mathematics faculty and mathematics majors. Non-majors may enroll by permission of the instructors. Prerequisite: upper-division standing.

499 INTERNSHIP IN MATHEMATICS (1-3)

Field experience in mathematics, computer science, or statistics. May be repeated for credit up to 3 units total. Cr/NC only. Prerequisite: prior arrangement with instructor.

Graduate Courses

595 SPECIAL STUDIES IN MATHEMATICS (1-4)

Subject matter and number of units to be determined by instructor and may differ from semester to semester. This course may be repeated with different subject matter for up to 12 units. The course title will appear on the student's transcript. Prerequisite: consent of instructor.

MODERN LANGUAGES AND LITERATURES

DEPARTMENT OFFICE
Stevenson Hall 3016
(707) 664-2351

DEPARTMENT CHAIR
Suzanne C. Toczyski

ADMINISTRATIVE COORDINATOR
Dolores Bainter

Faculty

Tania de Miguel Magro / Spanish, Golden Age, Peninsular Literature, Cultures of Spain
Michaela Grobbel / German, German-Speaking Literature and Culture
Elizabeth Coonrod Martinez / Spanish, Research Skills, Latin American Literature, Culture, Research
Jorge Porras / Spanish, Theoretical Linguistics
Jeffrey Reeder / Spanish, Applied Linguistics, Portuguese
Christine Renaudin / French, French Literature, Culture, Francophone Studies
Suzanne Toczyski / French, French Literature, Culture, Francophone Studies
Robert Train/ Spanish, Sociolinguistics, Language & Culture Learning Center Director

Programs Offered

Bachelor of Arts in French
Bachelor of Arts in Spanish
Minor in French
Minor in German
Minor in Spanish
Courses in World Literatures in English

Students can also take advantage of programs offered by International Programs.

The programs and courses of the Department of Modern Languages and Literatures make accessible to students the languages, literatures, and cultures of France and the Francophone world, Germany and Europe, and Spain and Latin America. We recognize students' need for linguistic competency and cultural sensitivity in the multilingual, multicultural world in which they will live and work. Thus, language is taught as an integral part of its cultural context. Programs and courses are designed to complement academic work in many other fields.

The Department of Modern Languages and Literatures offers major and minor programs in French and Spanish, and a minor program in German. (Students interested in German should also consider a major B.A. in Global Studies, Europe concentration.) Modern language courses are taught in the target language; functional

control of all language skills (reading, writing, listening comprehension, and speaking) is a primary goal.

It is highly advisable that students combine a major or minor in modern languages with a major or minor in another discipline. Course work, minors, and majors in modern languages complement specialized knowledge and expertise in other academic areas. The structure of the modern languages major programs facilitates the planning of double majors and minors. In addition to majors and minors offered by other departments, interdisciplinary and career minor programs of special interest to modern languages students include the international studies minor and the minor in linguistics: teaching English as a second language. For further information please consult our website: www.sonoma.edu/forlang/.

Careers in Modern Languages and Literatures

Through careful academic planning, the study of modern languages and literatures can open a wide range of career options in such fields as international business, government service, domestic and international human services, travel, librarianship, translating and interpreting, and journalism. Many department alumni have pursued work in the Peace Corps and various other nonprofit entities; others have earned teaching credentials or advanced degrees in their discipline and teach at the elementary, secondary, or university levels. A degree in a second language is also an excellent preparation for a career teaching English as a second language (TESL). The Department of Modern Languages and Literatures successfully prepares students for graduate study in a wide variety of fields, particularly in combination with a second major or a minor. The importance of early and frequent consultation with departmental advisors cannot be overstressed. It is the key to meaningful access to academic and career opportunities, including internships both at home and abroad.

Secondary Teaching Credential Preparation

The department's Spanish B.A. program is certified by the California Commission on Teacher Credentialing as an approved subject matter preparation program for the California Single Subject Teaching Credential in Spanish. For further information, please contact the Credentials Office, School of Education, (707) 664-2581.

International Programs

Through the International Programs of the California State University, Sonoma State University students may spend an academic year in residence at a university abroad. Courses taken abroad through the International Programs count as residence units in all University programs and can be integrated into an overall academic plan. For further information, contact the International Services Office, (707) 664-2582.

Language and Culture Learning Center

The Language and Culture Learning Center is dedicated to enhancing the educational experience of students at Sonoma State University through the use of technology in learning modern languages and exploring world cultures. In keeping with Sonoma State's focus on liberal arts education, the Center strives to integrate learning technologies into students' educational experience in meaningful, personal and individual ways.

The audio facility in 1028 Stevenson provides students with weekday access to language and culture learning materials representative of the courses taught in the Department of Modern Languages and Literatures. In addition to opportunities for listening, responding, recording, and playback of language tapes, the 1028 Stevenson facility also provides students with audio recordings of poetry, music, and other cultural materials, as well as viewing stations for videotapes. The Center's multimedia computer facility in 1040 Stevenson offers students the chance to participate in whole-class activities and to independently supplement their classroom work through access to digital language learning materials available on CDs and the Internet. The Center's language mentoring program provides individual instruction and assistance to students enrolled in lower-division courses within the Department of Modern Languages and Literatures. For further information on the Language and Culture Learning Center at Sonoma State, please consult our website at www.sonoma.edu/forlang/lc2/.

Placement in Modern Language Courses

Every effort is made to place students in courses at a level where they can continue to learn most satisfactorily. Thus, entering freshmen who have studied a modern language in high school will usually enroll in an appropriate course in the 100-299 sequence, and students transferring from colleges and other universities may maintain continuity of their studies. All students who have successfully completed advanced language study may enroll in upper-division courses (300-499).

The faculty of the Department of Modern Languages and Literatures will assist students in selecting the appropriate course level. In particular, recommendations for placement in French classes differ slightly from the more general schedule described below; students interested in studying French should contact one of the instructors.

Students with this many years in high school language courses should enroll in courses in this level:

Less than two years	101
Two years	102
Three years	201 or any other 200 course except 202
Four years	202 or any other 200 course except 201

Please note that placement can be very individual, particularly for heritage speakers of a language. Any students who have reason to believe that their language skills are more advanced than this

table would imply should consult with the instructor of the course in which they think they would benefit most.

Transfer students with college credit in a modern language may not receive credit for SSU courses in the same language that duplicates previous work. Exceptions may be made by the chair of the department when the following conditions are met:

1. The courses involved are lower-division.
2. The original study was accomplished three or more years prior to enrollment in the equivalent course at Sonoma State University.

In addition to the four-year graduation plans detailed below, students pursuing the Bachelor of Arts in French or Spanish may also elect a five- or six-year plan. Please see an advisor for details.

Course Challenges

Students may challenge courses, as provided in University procedures (please see more information in the Admissions section of this catalog). It is essential that students interested in this possibility consult instructors of the courses they wish to challenge at the start of the semester.

Grade Requirements

Undergraduate Progression and Retention in French and Spanish Majors: Students must maintain a minimum grade of C- in each course required for the major in French or Spanish; otherwise, the student will not be permitted to graduate in the major. The student may repeat the course if s/he does not earn the minimum grade. The student must receive a grade of C- or better when the course is repeated. This policy also applies to courses taken at other institutions, abroad or in the United States.

World Literatures

The Department of Modern Languages and Literatures regularly offers courses in world literatures, for which there is no modern language prerequisite. Please see the Schedule of Classes for most current information and faculty teaching assignments.

FL 195 ELEMENTARY SPECIAL STUDIES (1-4)

Directed, individual lower-division study in a modern language.

FL 214 WORLD LITERATURES IN ENGLISH (3-4)

Introduction to selected works of world literature from Asia, Africa, Europe, North America, Latin America, and Mexico, and from the classic literatures of Greece and Rome. Background lectures on literature, literary genres, and the different cultural histories will be given. Basic techniques of reading, analysis, and composition will be emphasized. Satisfies GE, category C2 (World Literature). Prerequisite: ENGL 101.

FL 314 WORLD LITERATURE IN ENGLISH TRANSLATION (3)

Studies in world literatures in English translation. Topics may include non-Western cultural and religious values, colonialism vs. emerging nationalisms, and the quest for identity, personal, cultural, and national. Satisfies GE, category C2 (World Literature). Prerequisite: ENGL 101.

FL 495 SPECIAL STUDIES (1-4)

Directed and individual study on subject(s) of special interest. Students must prepare a proposal which is subject to the approval of the department chair.

Bachelor of Arts in French

The purpose of the French major is to enable students to attain an advanced level of competency in speaking, listening, reading, and writing, and to provide them with a comprehensive knowledge of the historic and contemporary culture and institutions of France and the Francophone world. The French language is studied not as an end in itself, but as a vehicle for students' broader and more informed participation in their chosen fields. Students who study French at SSU also have the option of completing a portion of the course work in France (Paris or Aix-en-Provence) or in Canada, and should visit the International Programs Office for details.

Degree Requirements	Units
General education	51
Major requirements	32
General electives	37
Total units needed for graduation	120

Note: Students should note the prerequisites for upper-division courses.

Requirements for the Major

Complete the following 32 units:

FREN 202 Oral French	4
FREN 300 Introduction to Literary Analysis & Critical Writing	4
FREN 320 France Yesterday	4
FREN 321 France Today	4
FREN 410 French Literature	4
FREN 411 French Literature	4
FREN 415 Special Topics in French Culture	4
FREN 475 Senior Seminar	4
Total units in the major	32

Sample Four-year Program for Bachelor of Arts in French

Variations are easily accommodated in the sequencing of GE requirements, but should be made in consultation with an advisor. Note that courses designated as elective or minor total 37 units and could easily accommodate a second major (depending on the selected double major, which might require one or two additional courses). Careful planning and early identification of a second major make this feasible. A variation would be to complete the junior or senior year in the CSU International Program, meeting many upper-division French requirements in a single year, and completing the second major in the other upper-division year at SSU.

FRESHMAN YEAR:: 30 Units

Fall Semester (14 Units)	Spring Semester (16 Units)
FREN 101 (4)	FREN 102 (4)
FREN 101L (1)	FREN 102L (1)
GE A2 (3)	GE C1 (3)
GE A3 (3)	GE B1 (*1) (3)
GE B4 (3)	GE A1 (3)
	Elective or Minor (2)

SOPHOMORE YEAR:: 30 Units

Fall Semester (14 Units)	Spring Semester (16 Units)
FREN 201(*2) (4)	FREN 202(*2) (4)
FREN 201L (1)	GE D3(*5) (3)
GE B3(*1) (3)	GE D4(*5) (3)
GE D2(*3) (3)	GE B2 (3)
GE C2 (3)	GE D5(*4) (3)

JUNIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
FREN 300 (C4)(UD)(4)	FREN 411 (C4)(UD)(4)
FREN 321 (C4)(UD)(4)	FREN 415 (C4)(UD)(4)
GE D1 (UD) (3)	GE E1 (UD) (3)
Elective or Minor (4)	Elective or Minor (4)

SENIOR YEAR:: 30 Units

Fall Semester (16 Units)	Spring Semester (14 Units)
FREN 320 (C4) (UD) (4)	FREN 410 (C4)(UD) (4)
Elective or Minor (3)	FREN 475 (C4)(UD) (4)
Elective or Minor (3)	Elective or Minor (3)
Elective or Minor (3)	Elective or Minor (3)
Elective or Minor (3)	

TOTAL UNITS:: 120

(*1) One of B1 or B3 must have lab.

(*2) Counts as C4.

(*3) Important to take World History before upper-division French.

(*4) Can be an early prerequisite for business majors or minors, and might be taken earlier, or later, for those who decide at a later date on an internationally oriented career other than business.

(*5) Advantage of taking D3 and D4 together: understanding the U.S. Constitution in connection with U.S. history.

Minor in French

Requirements for the Minor

The French minor presupposes 15 units or the equivalent of FREN 101, 102, 201, and lab courses 101L, 102L, and 201L. All or part of these may have been completed elsewhere. Also, the student who wishes to minor in French is required to take:

FREN 202 Oral French	4
FREN 300 Introduction to Literary Analysis & Critical Writing	4
<i>and one of the following pair of courses:</i>	<i>8</i>
FREN 320 France Yesterday (4) and FREN 410 French Literature (4); or FREN 320 France Yesterday (4) and FREN 321 France Today (4); or FREN 321 France Today (4) and FREN 411 French Literature (4)	
and either FREN 415 Special Topics in French Culture (4) or FREN 475 Senior Seminar (4)	4
Total units in the minor	20

French Courses (FREN)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments. Note: Unless stated otherwise, courses are conducted in French.

101 FIRST SEMESTER FRENCH (4) FALL

Assumes no prior experience in French. Moves from simple, everyday greetings to basic vocabulary and phrases describing people, places, clothing, food, travel, studies, sports, and professions. Competency-based testing of listening, speaking, reading, writing, and cultural skills. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages) if the student has not previously studied the language. Requires concurrent enrollment in FREN 101L.

101L LANGUAGE LABORATORY (1) FALL

A minimum of two academic hours (100 minutes) weekly of practice sessions in the language laboratory. Cr/NC only. Must be taken concurrently with FREN 101.

102 SECOND SEMESTER FRENCH (4) SPRING

Students progress through increasingly complex sentence structures. Listening and speaking competence tested at intermediate-low levels; reading and writing at intermediate-mid levels. (Testing includes cultural knowledge.) Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages) if the student has not previously studied the language. Requires concurrent enrollment in FREN 102L. Prerequisite: FREN 101 or by examination.

102L LANGUAGE LABORATORY (1) SPRING

A minimum of two academic hours (100 minutes) weekly of practice sessions in the language laboratory. Cr/NC only. Must be taken concurrently with FREN 102.

201 THIRD SEMESTER FRENCH (4) FALL

An in-depth review of fundamentals and an introduction to more sophisticated grammatical patterns. Testing of speaking and listening skills at the intermediate-mid levels, reading and writing at the intermediate-high levels; teaching also includes cultural knowledge. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Requires concurrent enrollment in lab, FREN 201L. Prerequisite: FREN 102 or by examination.

201L LANGUAGE LABORATORY (1) FALL

A minimum of two academic hours (100 minutes) weekly in practice sessions in the language laboratory. Cr/NC only. Must be taken concurrently with FREN 201.

202 ORAL FRENCH (4) SPRING

Required of majors. Extensive use of oral group activities, use of periodicals and listening comprehension through video, film, tapes. Practical work in phonetics and intonation. Speaking and listening competence at advanced-low level. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Prerequisite: FREN 201 or by examination.

300 INTRODUCTION TO LITERARY ANALYSIS AND CRITICAL WRITING (4) FALL

Study of advanced aspects of French grammar and stylistics, with a focus on introducing students to the literary analysis, including poetry, theatre, and narrative prose. Oral and written presentations. Course may be repeated once for elective credit with permission of instructor. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Prerequisite: FREN 201 or equivalent, and FREN 202.

314 FRENCH LITERATURES IN ENGLISH (4)

Studies in French-speaking Caribbean, African, Near Eastern, Asian, and North American Literatures **in English translation**. Topics may include: non-Western cultural and religious values; colonialism vs. emerging nationalism; and the quest for identity, personal, cultural, and national. Satisfies GE, category C2 (World Literature). Prerequisite: completion of GE category A.

320 FRANCE YESTERDAY (4) FALL, ALTERNATE YEARS

French civilization: history, social and political institutions, and the arts, as revealed in written documents and visual media (architecture, painting, graphics, etc.), from the medieval period to the Revolution. Readings, discussion, and oral and written reports in French. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Prerequisite: FREN 300, or equivalent (may be taken concurrently).

321 FRANCE TODAY (4) FALL, ALTERNATE YEARS

French civilization: history, social and political institutions, and the arts, as revealed in written documents and visual media, Revolution to present. Readings, discussion, and oral and written reports. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Prerequisite: French 300 (may be taken concurrently).

410 FRENCH LITERATURE (4) SPRING, ALTERNATE YEARS

Readings in theatre, prose, and poetry representing major writers and movements from the Middle Ages, the Renaissance, Classical, and the pre-Romantic periods. May be organized around themes or genres, or by aesthetic movements. Readings, discussion, and oral and written reports in French. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Prerequisite: FREN 320.

411 FRENCH LITERATURE (4) SPRING, ALTERNATE YEARS

Readings in theatre, prose, and poetry from major writers and movements from the 19th through 20th century. May be organized around themes or genres, or by aesthetic movements. Readings, discussion, and oral and written reports in French. May be repeated for credit when content is different. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Prerequisite: FREN 321.

415 SPECIAL TOPICS IN FRENCH CULTURE (4) SPRING, ALTERNATE YEARS

Topics vary according to current interests and issues, e.g., the Francophone world, the French film, French feminism, or French theatre and society. Readings, discussions, and oral and written reports. May be repeated for credit when topics change. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Prerequisite: FREN 320 or 321.

475 SENIOR SEMINAR (4) SPRING, ALTERNATE YEARS

An advanced writing course in which student's performance culminates in a research and/or creative paper and a substantial oral presentation including presentation of student's portfolio to the class. This course may be taken only at SSU.

It may not be taken abroad or at any other U.S. university. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Prerequisite: FREN 321 or 411 (may be taken concurrently).

495 SPECIAL STUDIES (1-4)

Directed individual study. Prerequisite: consent of instructor.

499 INTERNSHIPS (1-4)

Students in the intern program apply skills and methods mastered in their course work in French in a variety of situations in public and private agencies. Credit is awarded for completion of 3 hours of work (weekly average) per unit, participation in a seminar or conferences, and a final report. Placement must be arranged in advance with department coordinator.

Minor in German

The German minor program consists of a minimum 20 units of course work in German, of which 8 units must be in advisor-approved upper-division courses. Additionally, German minor students must attain the "Zertifikat Deutsch," the internationally recognized basic proficiency certificate offered annually under the auspices of the Goethe Institute. Normally, students who have successfully completed SSU's three-year course sequence (through GER 302) may be confident of passing the certification examination, offered at Sonoma State University at the end of every spring semester.

Students are strongly advised to complete courses numbered higher than 302 at a German university, under the auspices of the CSU International Program.

German Courses (GER)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments. Note: Unless stated otherwise, courses are conducted in German.

101 ELEMENTARY GERMAN - FIRST SEMESTER (4) FALL, SPRING

Includes the best of the old and the new in language learning techniques. Intensive drill in German is designed to advance students to early fluency. Actual use of an internationally applicable, idiomatic German will proceed in increasing degrees from the very first day. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages) if the student has not previously studied the language. Must be taken concurrently with GER 101L.

101L LANGUAGE LABORATORY (1)

A minimum of two academic hours (100 minutes) weekly of practice sessions in the language laboratory. Cr/NC only. Prerequisite: concurrent enrollment in GER 101.

102 ELEMENTARY GERMAN - SECOND SEMESTER (4) FALL, SPRING

Continuation of 101. Successful completion of 101 and 102 guarantees a thorough initial exposure to all basic grammatical and syntactical aspects of the German language, plus a high degree of confidence in ordinary conversational situations. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages) if the student has not previously studied the language. Must be taken concurrently with GER 102L. Prerequisite: GER 101.

102L LANGUAGE LABORATORY (1)

A minimum of two academic hours (100 minutes) weekly of practice sessions in the language laboratory. Cr/NC only. Must be taken concurrently with GER 102.

195 ELEMENTARY SPECIAL STUDIES (1-4)

Directed and individual study.

201 INTERMEDIATE GERMAN (4) FALL

Review and elaboration of GER 101-102, supplemented by selected readings in such areas as philosophy, literature, art, music, history, science, and popular culture. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Must be taken concurrently with GER 201L.

201L LANGUAGE LABORATORY (1) FALL

A minimum of two academic hours (100 minutes) weekly of practice sessions in the language laboratory. Cr/NC only. Must be taken concurrently with GER 201.

202 INTERMEDIATE GERMAN (4) SPRING

Continuation of the review, reading, and discussion program begun in GER 201, supplemented by a regular schedule of written work. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Must be taken concurrently with GER 202L.

202L LANGUAGE LABORATORY (1) SPRING

A minimum of two academic hours (100 minutes) weekly of practice sessions in the language laboratory. Cr/NC only. Must be taken concurrently with GER 202.

301 ADVANCED COMPOSITION AND CONVERSATION (4) FALL

Extensive practice and discussion in German of grammatical principles, idioms, vocabulary, and style. Normally, one written composition will be assigned per week. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Prerequisite: GER 202.

302 ADVANCED COMPOSITION AND CONVERSATION (4) SPRING

Extensive practice and discussion in German of grammatical principles, idioms, vocabulary, and style. Normally, one written composition will be assigned per week. By the end of GER 302 students' mastery of German should enable them to earn the "Zertifikat Deutsch." Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Prerequisite: GER 202.

495 SPECIAL STUDIES (1-4)

Directed individual study; discussions and reports on selected topics. Prerequisites: GER 202 and consent of instructor.

Bachelor of Arts in Spanish

The culture and literary traditions of Spain, the growing interest in the politics, culture, and commerce of Latin America, the proximity of Mexico, and the presence of a large Spanish-speaking population in California and the University's service area all contribute to shape the curriculum of the Spanish program and provide excellent reasons for the study of Spanish. The Spanish program offers a full range of courses in language, literature, and culture, as well as interdisciplinary concentrations. Courses taken abroad in the CSU International Programs, with the exception of Span 490 and 491, may be counted toward the major or minor.

Degree Requirements	Units
General education	51
Major requirements	36-56
Electives/Other	13-33
Total units needed for graduation	120

Spanish Placement Test

An online placement test is offered by the department. Students who have a background in Spanish, whether through study in high school or informal exposure, and have not previously taken a college Spanish course are strongly advised to take the placement test. The test is free and takes approximately one hour. Information is available in the departmental office.

Lower-Division Spanish Courses

These constitute preparation for the Major or Minor (some or all of these courses or the equivalent may have been completed in high school or at a community college).

SPAN 101 Basic Spanish, 1st Semester	4
SPAN 101L Language Laboratory	1
SPAN 102 Basic Spanish, 2nd Semester	4
SPAN 102L Language Laboratory	1
SPAN 201 Intermediate Spanish, 1st Semester	4
SPAN 201L Language Laboratory	1
SPAN 202 Intermediate Spanish, 2nd Semester	4
SPAN 202L Language Laboratory	1

Electives

SPAN 150 Elementary Conversation	2
SPAN 250 Intermediate Conversation	2

Total units 20-24

Spanish Minor

For a minor, students must complete 300, 301, 304, and 305, and choose one additional course, either 306 or 307.

SPAN 300 Advanced Composition	4
SPAN 301 Advanced Composition and Conversation	4
SPAN 304 Introduction to Spanish Linguistics	4
SPAN 305 Introduction to Literature and Research	4

and either:

SPAN 306 Cultures of Spain or	
SPAN 307 Cultures of Latin America	4

Total minor units 20

Spanish Major

For the major, students must complete Spanish 300, 301, 304, 305, 306, and 307 (24 units), then, complete three classes at the 400-level, at least one of which must be Spanish 490 or Spanish 491:

SPAN 400 Topics in Linguistics	4
SPAN 401 Peninsular Literature	4
SPAN 402 Latin American Literature	4
SPAN 410 Spanish Translation	4
SPAN 427 Spanish Teaching Methodologies	4
SPAN 490 Seminar in Linguistics	4
SPAN 491 Seminar in Literature	4

SPAN Total Units in the Major 36

Spanish Courses (SPAN)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments.

Note: unless otherwise stated, classes are conducted in Spanish.

101 BASIC SPANISH, FIRST SEMESTER (4)

Spanish for beginners. Elementary oral expression and fundamentals of grammar; cultural readings, and beginning practice in composition. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages) if the student has not previously studied the language. Must be taken concurrently with SPAN 101L.

101L LANGUAGE LABORATORY (1)

A minimum of two academic hours (100 minutes) of weekly practice in the language laboratory. Cr/NC only. Must be taken concurrently with SPAN 101.

102 BASIC SPANISH, SECOND SEMESTER (4)

Spanish for beginners, second level. Elementary oral expression and fundamentals of grammar; cultural readings and practice in composition. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages) if the student has not previously studied the language. Must be taken concurrently with SPAN 102L. Prerequisite: SPAN 101 or equivalent.

102L LANGUAGE LABORATORY (1)

A minimum of two academic hours (100 minutes) of weekly practice in the language laboratory. Cr/NC only. Must be taken concurrently with SPAN 102.

150 ELEMENTARY CONVERSATION (2)

Directed conversation in Spanish for elementary-level students. Includes individual and class assignments in laboratory. May be repeated for credit. Admission by consent of instructor.

Sample Four-year Program for Bachelor of Arts in Spanish

Note: If students have already completed lower-division classes before arriving at SSU, they can begin taking advanced-level courses as soon as desired, and could take fewer classes per semester than indicated in this plan. In addition to the four-year graduation plan specified, students pursuing the Bachelor of Arts in Spanish may also elect a five- or six-year plan. Please consult with a Spanish Program advisor.

FRESHMAN YEAR:: 30 Units

Fall Semester (14 Units)	Spring Semester (16 Units)
SPAN 101 (4)	SPAN 102 (4)
SPAN 101L (1)	SPAN 102L (1)
GE Electives (A2,A3,B4) (9)	SPAN 150 (2)
	GE Electives (C1,B1,A1) (9)

SOPHOMORE YEAR:: 30 Units

Fall Semester (14 Units)	Spring Semester (16 Units)
SPAN 201 (4)	SPAN 202 (4)
SPAN 201L (1)	SPAN 202L (1)
GE Electives (B3,D2,C2,D5) (9)	SPAN 250 (2)
	GE Electives (D3,D4,B2) (9)

JUNIOR YEAR:: 36 Units

Fall Semester (18 Units)	Spring Semester (18 Units)
SPAN 300 (4)	SPAN 301 (4)
SPAN 305 (4)	SPAN 304 (4)
SPAN 306 (4)	SPAN 307 (4)
GE UD (E1 and other) (6)	GE UD (C3, D1) (6)

SENIOR YEAR:: 19 - 28 Units

Fall Semester (11-16 Units)	Spring Semester (8-12 Units)
Two SPAN classes at the 400-level Electives/Minor (4-8)	One SPAN class at the 400-level Electives/Minor (4-8)

TOTAL UNITS:: 120

201 INTERMEDIATE SPANISH, FIRST SEMESTER (4)

Review of fundamentals and a study of complex structural patterns. Reading of authentic cultural materials used in Spain and Latin America. Weekly compositions. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Must be taken concurrently with SPAN 201L. Prerequisite: SPAN 102 or equivalent.

201L LANGUAGE LABORATORY (1)

A minimum of two academic hours (100 minutes) of weekly practice in the language laboratory. Cr/NC only. Must be taken concurrently with SPAN 201.

202 INTERMEDIATE SPANISH, SECOND SEMESTER (4)

Communicative grammar patterns in Spanish. Reading of current authentic cultural materials and weekly practice in composition. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Must be taken concurrently with SPAN 202L. Prerequisite: SPAN 201 or equivalent.

202L LANGUAGE LABORATORY (1)

A minimum of two academic hours (100 minutes) of weekly practice in the language laboratory. Cr/NC only. Must be taken concurrently with SPAN 202.

250 INTERMEDIATE CONVERSATION (2)

Practice in essential communicative fluency in Spanish. Prerequisite: SPAN 102 or equivalent.

300 ADVANCED SPANISH LANGUAGE (4) FALL, SPRING

Activities in written and spoken Spanish designed to increase student's proficiency to the advanced level. Course will highlight selected points of grammar structure and form in the context of meaningful engagement with the language. Offered each semester. Prerequisite: Spanish 202.

301 ADVANCED COMPOSITION AND CONVERSATION (4) SPRING

Focus on critical thinking, speaking, and the craft of writing in Spanish. Students will explore writing through different genres (e.g. descriptive, autobiography, expository, journalistic, etc.). Offered each spring semester. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Prerequisite: Spanish 300 or permission of instructor.

304 INTRODUCTION TO SPANISH LINGUISTICS (4) SPRING

Introduction to the Study of Spanish Linguistics. A formal, functional analysis of sounds (phonology), words (morphology), and sentences (syntax). Examples will be taken from diverse contexts of use in Spanish, including Spanish in the United States. Offered each spring semester. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Prerequisite: Spanish 202.

305 INTRODUCTION TO LITERATURE AND RESEARCH (4) FALL

A study of short forms of literature with the objective of increasing vocabulary, reading for greater understanding, and content analysis. Introduction to concepts and principles of literary analysis (structure, character development, social context, point-of-view, discourse). Students will acquire basic literary research skills and enhance skills related to information literacy through research on databases for purposes of critical thinking in acquiring information and writing professional papers. Offered each fall semester. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Prerequisite: Spanish 202.

306 CULTURES OF SPAIN (4) FALL

A study of the development of the cultures and origins of Spain, and the formation of identities in its history, literature, film, and art. A survey course including lectures, readings, discussion, and writing. Offered each fall semester. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Prerequisite: Spanish 300.

307 CULTURES OF LATIN AMERICA (4) SPRING

A study of the development of the cultures and origins of Latin America, and the formation of identities in its history, literature, film, and art. A survey course including lectures, readings, discussion, and writing. Offered each spring semester. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Prerequisite: Spanish 300.

395 COMMUNITY INVOLVEMENT PROGRAM CIP (1-4)

CIP involves students in basic community problems, performing such tasks as tutoring, coaching, and assisting others in the process of learning, such as reading for the blind. Students receive one to four units, depending on the specific tasks performed.

400 SPECIAL TOPICS IN LINGUISTICS (4) SPRING

Topics in Spanish linguistics, which may include sociolinguistics, discourse analysis, historical linguistics, and applied linguistics. Offered in spring semester. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Prerequisite: Spanish 304 or permission of instructor.

401 PENINSULAR LITERATURE (4) FALL

A detailed study of representative authors, genre, period, or region. Requires discussion in class and a term paper. Offered each fall semester. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Prerequisites: All 300-level classes or permission of instructor.

402 LATIN AMERICAN LITERATURE (4) FALL

A detailed study of representative authors, genre, period, or region. Requires discussion in class and a term paper. Offered each fall semester. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Prerequisites: All 300-level classes or permission of instructor.

410 SPANISH TRANSLATION, THEORY, AND PRACTICE (4) SPRING, ODD YEARS

Introduction to Translation Theory; service-learning translation project. Survey of principal translation resources, critical evaluation of representative translations, and examination of translation techniques. Collaboration on a translation project with authentic texts provided by agreement with public service agencies representing a wide range of fields. Offered every other spring semester. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Prerequisite: All 300-level classes or permission of instructor.

427 SPANISH TEACHING METHODOLOGIES (4) SPRING, EVEN YEARS

Practical application of linguistic principles to the teaching of Spanish. Topics include discussion and practice of methods and materials for teaching Spanish language, technological resources for the Spanish teacher and learner, and techniques for learner testing and evaluation. Offered every other spring semester. Prerequisite: All 300-level classes or permission of instructor.

490 SEMINAR IN LINGUISTICS (4) FALL

Capstone seminar focusing on a representative theme in the field of linguistics. Requires completion and presentation of a final project (extensive portfolio or research paper), presented in a public setting or a scheduled class presentation, and serving as an exit assessment for graduation. Offered each fall semester. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Prerequisites: Completion of all 300-level classes, and one class at the 400-level.

491 SEMINAR IN LITERATURE (4) SPRING

Capstone seminar focusing on a representative theme in the field of literature, and which requires student discussion and participation. Requires completion and presentation of a final project (extensive portfolio or research paper), presented in a public setting or a scheduled class presentation, and serving as an exit assessment for graduation. Offered each spring semester. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Prerequisites: Completion of all 300-level classes, and one class at the 400-level.

495 SPECIAL STUDIES (1-4)

Directed, individual study on subjects of special interest, in the fields of literature and linguistics. Students must prepare a proposal, consult with a professor in the Spanish program, and receive approval and guidance before embarking on the independent study.

499 INTERNSHIP (1-4)

An internship in Spanish must combine: 1) service in a school or an agency in which Spanish is the operational language; 2) the selection of a topic for observation and study; 3) preparation of a bibliography and a reading list related to the internship activity; 4) a term paper that reflects both the internship work experience and appropriate research. The internship must be proposed and arranged ahead of time with the professor in the Spanish program who will supervise the internship.

MUSIC

DEPARTMENT OFFICE

Ives Hall 206
(707) 664-2324
www.sonoma.edu/music

DEPARTMENT CHAIRS

Jeff Langley and Brian S. Wilson (co-chairs)

ADMINISTRATIVE COORDINATOR

Mary Rogers

Faculty

Brass and Percussion

Pete Estabrook *trumpet*
Ruth Wilson *horn*
Chip Tingle *trombone*
Gary Meierhenry *tuba*
Andy Lewis *timpani, percussion*

Jazz

Mel Graves *program director, bass*
Miles Ellis *vibes*
Pete Estabrook *improv, jazz history, trumpet*
Charlie McCarthy *saxophone*
George Marsh *drum set*
John Simon *jazz piano*
Randy Vincent *guitar*

Keyboard

Marilyn Thompson *piano, chamber music, classical repertoire*
John Simon *jazz piano*
Yvonne Wormer *staff accompanist*
Robert Young *staff accompanist*

Music Education

Brian S. Wilson *program director, instrumental conducting and methods*
John Stanley *elementary and secondary methods*
Lynne Morrow *choral, conducting and methods, vocal pedagogy*
Roy Zajac *woodwind pedagogy*
Ruth Wilson *brass pedagogy*
Kathleen Marshall *string pedagogy*
George Marsh *percussion pedagogy*
Eric Cabalo *guitar pedagogy*

Musicology and Ethnomusicology

Laxmi G. Tewari *ethnomusicology*
Sarah Baker *ethnomusicology*
Marilyn Thompson *Western music history*
Lynne Morrow *American music history*

Performing Ensembles - Instrumental

Brian Wilson *symphonic wind ensemble, jazz big band*
Doug Morton *brass ensemble*

Nick Xenelis *chamber wind ensemble*
Marilyn Thompson *chamber music (chamber orchestra)*
Mel Graves *fusion express, jazz explorers*
Bob Affifi *Latin jazz band*
Pete Estabrook *contemporary jazz ensemble*

Performing Ensembles - Vocal

Bob Worth *chamber singers, SSU chorus, Bach choir*
Laxmi G. Tewari *Indian singing ensemble*
Lynne Morrow *opera and music theatre*

Strings

Joe Edelberg *violin*
Wayne Roden *viola*
Judyaba *cello*
Mel Graves *bass*
Eric Cabalo *classical guitar*
Michael Rado *harp*

Theory/Composition & Musicianship

Brian Wilson *theory, analysis, and composition*
William Johnson *composition, analysis, music technology*
Jeff Langley *composition, music technology*
Bob Worth *aural skills and ear training*
Mel Graves *jazz theory and composition*

Voice

Lynne Morrow *mezzo-soprano, music theatre*
Karen Clark *soprano, diction*
Christopher Fritzsche *tenor, early music*
Susan Witt-Butler *soprano, diction*

Woodwinds

Kathleen Reynolds *flute*
Daniel Celidore *oboe*
Roy Zajac *clarinet*
Rufus Olivier *bassoon*
Charlie McCarthy *saxophone*

Programs Offered

Bachelor of Arts in Music

- Applied Music Concentration
- Jazz Studies Concentration
- Music Education Concentration
- Liberal Arts Music Concentration

Minor in Music

- Liberal Arts Concentration
- Jazz Studies Concentration
- World Music (Ethnomusicology) Concentration

Teaching Credential Preparation in Music

A commitment to active involvement stands at the heart of the music curriculum. Students are involved in many ways—as listeners, performers, composers, critics, or historians. Intelligent and lively participation informs every facet of the department's various degree programs.

The core curriculum for music majors provides a thorough foundation in such essential skills as keyboard facility, theoretical understanding, aural perception, and analysis of a wide range of music literature. All majors gain experience with both the intuitive and the intellectual processes of the art. The curriculum is designed to place the specialized study of music in the setting of a liberal arts education and to serve as a firm basis for careers in a wide variety of professions both in music and related to music.

Four concentrations exist within the major. The Liberal Arts Music Concentration provides a broad basis from which a student may pursue graduate studies or a variety of careers. The Jazz Studies Concentration trains the student in the techniques and practices of contemporary jazz styles. The Music Education Concentration prepares students to enter the teaching credential program in the School of Education. The Applied Music Concentration is intended for those having a special interest and promise in the following areas:

- Vocal/Choral Performance
- Instrumental Performance
- Opera/Music Theatre
- Composition and Music Technology
- World Music Studies

All students are expected to consult with a music advisor prior to registering each semester; students in the Applied Music concentration should consult an advisor to plan appropriate electives for the specific area of study selected. Any student planning to do graduate work in music should consult a music advisor in time to plan a program that will support the intended graduate specialty. Students planning careers in business or in media should consider minors in communications studies or business administration. The Music Department is a fully accredited member of the National Association of Schools of Music.

Audition and Proficiency Expectations for Entering and Transfer Students

The Music Department requires prospective music majors in all concentrations (Applied, Jazz, Liberal, and Music Education) to send in a cassette tape, CD, or video of themselves when they apply to the University. Submissions should include 2 major scales, one minor scale (all three forms; natural, harmonic, and melodic) and two contrasting movements of music (solo or accompanied).

Jazz students submit two contrasting tunes (Aebersold-type play along accompaniments are acceptable). Jazz drummers demonstrate 4/4, 3/4, and Latin feelings and tempos, or submit a tape with a band that they are featured in.

Music Education students submit an audition as well but also note their interest in teaching. Music Theatre students may want to opt for a video showing them singing and acting in a musical. Students may submit an audition that features more than one musical style and/or instrument.

Send audition materials, along with a cover letter to

Music Department (Audition Materials)
Sonoma State University
1801 E. Cotati Ave.
Rohnert Park, CA 94928

Basic keyboard skills and the ability to read standard musical notation are prerequisites to the music major curriculum. All entering and transfer students will be given placement examinations in piano, music theory, and aural skills (sight-singing and dictation) during their first week of instruction. Students with inadequate preparation in keyboard will be expected to take MUS 109 Intensive Keyboard Lab I. Students without background in any of these areas will also be expected to take MUS 105 Fundamentals.

Jazz Studies majors, whether continuing or transfer students, must complete MUS 320, Ear Training IV; MUS 212, Jazz Theory II; MUS 489, Jazz Improvisation III; MUS 317, Small Band Arranging; MUS 392, Jazz Piano II; and MUS 412, Jazz Composition in residence. Music Education and Applied Music majors may elect to pass or successfully challenge two semesters of MUS 321 Aural Skills Practicum in place of MUS 320. Students in all concentrations except Jazz Studies must also pass MUS 309A/B Keyboard Proficiency Lab. Jazz Studies students must pass or successfully challenge MUS 392 Jazz Piano II.

Basic keyboard proficiency is a prerequisite to enrollment in MUS 110 Theory I Diatonicism. MUS 320 and 309A/B (or 392) are prerequisite to enrollment in certain upper-division music courses.

Lower-Division Program

The core of the lower-division program for music majors is a sequence of courses in musicianship, theory, and music literature. This sequence is a comprehensive approach to ear training in its broadest sense. It includes sight-singing, dictation, counterpoint, harmony, and historic and stylistic considerations as they relate to the development of aural and written skills. Materials and solfège techniques from a variety of musical styles are used. Lower-division students are encouraged to enroll in 300 level music ensembles.

Upper-Division Program

The upper-division program is designed to integrate studies of theory, musicianship, keyboard and aural skills, music history and analysis. Students who wish to specialize in jazz, music education, or applied music will be required to take classes that develop skills specific to these areas.

Before the end of the sophomore year, the student must successfully complete a Junior Qualifying Jury in order to officially continue as an Applied major. Incoming transfer students in the Applied

concentration, entering as juniors, will be required to pass a Junior Qualifying Jury *prior to the end of their first semester in residence*.

Liberal Arts Music majors and students in the Jazz Studies and Music Education concentrations are required to complete a senior project. The senior project, MUS 490, may take the form of directed research leading to a lecture-demonstration, a recital, a music education portfolio, an extended composition, the preparation of a performing edition, or another project of substantial effort. Student performers enrolled in the Applied Music Concentration must present a senior recital, MUS 491.

Performance Ensemble Requirement

Ensemble/Performance Requirements for students in all concentrations; Applied, Liberal Arts, Jazz Studies and Music Education

The Music Department regards continuous experience in active music making to be an essential part of college music study. To provide this experience, the department offers a wide range of ensembles both vocal and instrumental.

All music majors (Applied, Jazz Studies, Liberal Arts, and Music Education) must declare a *major performance medium* (instrument or voice) upon entering their program of study.

All music majors will take *studio instruction* in their performing medium in accordance with their particular concentration (Applied, Jazz Studies, Liberal Arts, and Music Education). It is department policy that music majors are required to study their major performance medium (instrument or voice) with an SSU faculty member or an approved instructor.

Students taking private lessons in the Applied concentration in voice, classical instruments, percussion, and composition are required to register for the corresponding *Repertoire Class*.

Every music major, regardless of concentration, is required to be in one *major performing ensemble* during each semester of residence in which he or she plays his or her declared performance medium (instrument or voice).

In addition, all instrumentalists are required to participate in a major choral ensemble for one semester. Also, vocalists in the applied and music education concentrations must participate in a major instrumental ensemble for one semester.

Specific Ensemble Requirements for Students with Concentrations in Applied, Liberal Arts, and Music Education

The following are the major ensembles for vocalists in the Applied, Liberal Arts and Music Education Concentrations:

SSU Chorus

Sonoma County Bach Choir

Music Theatre Production

Music Theatre Scenes Workshop

Indian Singing Ensemble

The major ensemble for woodwind, brass, and percussionists in the Applied, Liberal Arts, and Music Education Concentrations is the following:

Symphonic Wind Ensemble

The major ensemble for string, guitar, and piano players will be determined in consultation with the department chair and the area coordinator.

Students are highly encouraged to also include minor ensembles in their course of study. In some instances, permission will be granted to substitute a minor ensemble for a major ensemble. This should not exceed two semesters. Minor ensembles for vocalists in the Applied, Liberal Arts, and Music Education Concentrations are Chamber Singers *and* Gospel Choir. Minor ensembles for instrumentalists in the Applied, Liberal Arts, and Music Education Concentrations are Chamber Music, Chamber Wind Ensemble, Brass Ensemble, Percussion Ensemble, Guitar Ensemble, and the Jazz Ensembles.

Specific Ensemble Requirements for Students with Concentration in Jazz Studies

The following are the major ensembles for students in the Jazz Studies concentration:

Contemporary Jazz Ensembles

Latin Jazz Ensemble

Jazz Big Band (at least one semester)

Symphonic Wind Ensemble (at least one semester)

Students are highly encouraged to also include minor ensembles in their course of study. In some instances, permission will be granted to substitute a minor ensemble for a major ensemble. This should not exceed two semesters. Minor ensembles for instrumentalists in the Jazz Studies Concentration are Chamber Music, Chamber Wind Ensemble, Brass Ensemble, Percussion Ensemble, and Guitar Ensemble.

Music Use Fee and Instrument Checkout

A nonrefundable fee of \$25 per semester is charged for use of Music Department facilities and equipment. In addition, a \$20 deposit is charged for checking out a departmental instrument.

Private Instruction

Private lessons are available to qualified music students by audition. The department funds 30-minute lessons; additional lesson time must be paid for by the student. Private lessons are competitive.

Bachelor of Arts in Music

Applied Music Concentration

Degree Requirements	Units
General education	51
Major requirements	51
General electives	18
Total units needed for graduation	120

Requirements for the Major

The Applied Music concentration is intended for students who show special aptitude for careers as performers. It is expected that a student graduating in Applied Music will have reached a level of at least semiprofessional competence.

Lower-division students are admitted to the Applied Music concentration on the basis of faculty recommendation. Admission to the upper-division is by a juried audition for performers and a portfolio review for composers. These take place at the end of the sophomore year (or, for transfer students, prior to entering the junior year).

Students interested in World Music, Composition and/or Music Technology studies should consult a music advisor for information on an advisory plan. Complete all the following:

Preparatory

(credit not applicable toward major; students may challenge by exam)

MUS 105 Fundamentals	3
MUS 109 Intensive Keyboard Lab I	2
MUS 209 Intensive Keyboard Lab II	2

Theory/Musicianship (23)

MUS 110 Theory I: Diatonicsm	3
MUS 111 Theory II: Chromaticism	3
MUS 120 Ear Training I	2
MUS 121 Ear Training II	2
MUS 210 Theory III: Form and Analysis	3
MUS 220 Ear Training III	2
MUS 311 20th Century Techniques	3
MUS 320 Ear Training IV	2
MUS 321 Aural Skills Practicum	3 semesters (1, 1, 1)

History/Literature (15)

MUS 150 Survey of U.S. Music	3
MUS 250A Survey of Western Music - Ancient World to 1750	3
MUS 250B Survey of Western Music - 1750 to the Present	3
MUS 300 Seminar (various topics)	3
MUS 350 Survey of World Music	3

Applied Skills (5)

MUS 309A/B Keyboard Proficiency Lab (1,1)	2
MUS 491 Senior Recital	3

Private Instruction (each semester in residence) 8

Transfer students must take lessons for every semester in residence.

Music Electives (minimum of 2)

Courses will vary according to area(s) of interest - see department advisor.

Ensembles (each semester in residence)

(See section on Performance Ensemble Requirement.

Credit applicable toward graduation, but not the major.)

Repertory Class

(Credit applicable toward graduation, but not the major.)

Students enrolled in private instruction in voice, composition, classical instruments, or percussion must enroll concurrently in MUS 151/451 - Repertory Class for that area of specialty.

Total units in the major 51

Sample Four-year Program for Bachelor of Arts in Music — Applied Music Concentration

FRESHMAN YEAR:: 31 Units

Fall Semester (16 Units)	Spring Semester (15 Units)
ENGL 101 (GE area A2) (3)	PHIL 101 (GE area A3) (3)
GE Mathematics (GE area B4) (3)	MUS 110 (3)
MUS 105 (3)	MUS 120 (2)
MUS 109 (2)	Music 209 (2)
MUS Elective (2)	Private Instructions (1)
Major Performing Ensemble (2)	Music Elective (2)
Private Instructions (1)	Major Performing Ensemble (2)

SOPHOMORE YEAR:: 30 Units

Fall Semester (16 Units)	Spring Semester (14 Units)
HUMS 200 (GE area A1) (3)	GE (area D2) (3)
GE (area D3) (3)	MUS 210 (3), MUS 220 (2)
MUS 111 (3), MUS 121 (2)	MUS 250A (3)
MUS 309A/B (1,1)	MUS 250B (3)
Major Performing Ensemble (2)	Major Performing Ensemble (2)
Private Instructions (1)	Private Instructions (1)

JUNIOR YEAR:: 30 Units

Fall Semester (17 Units)	Spring Semester (13 Units)
GE (area E) (3)	GE (area D1) (3)
GE (area D4) (3)	GE (area B1) (3)
MUS 150 (GE area C1) (3)	MUS 300 (3)
MUS 311 (3)	Major Performing Ensemble (2)
MUS 320 (2)	Private Instruction (1)
Major Performing Ensemble (2)	MUS 321 (1)
Private Instructions (1)	

SENIOR YEAR:: 29 Units

Fall Semester (16 Units)	Spring Semester (13 Units)
GE (area B2) (3)	GE (area B3) (3)
GE (area D5) (3)	GE (area C2) (3)
GE (area C3) (3)	MUS 491 (3)
Major Performing Ensemble (2)	Major Performing Ensemble (2)
Private Instructions (1)	Private Instructions (1)
MUS 350 (area C4) (3)	MUS 321 (1)
MUS 321 (1)	

TOTAL UNITS:: 120

Jazz Studies Concentration

Degree Requirements	Units
General education	51
Major requirements	46
Electives	23
Total units needed for graduation	120

Requirements for the Major

The Jazz Studies concentration is designed to furnish the training and background needed for students seeking to work as jazz performers, arrangers, composers, or teachers.

Students planning to pursue careers as jazz performers should take private instruction in their major instrument or in voice as a part of their program. These students normally enroll each semester in at least one Music Department ensemble appropriate to their area of interest. They should also seek opportunities for performance off campus in a wide variety of performing environments.

Complete all the following:

Preparatory (credit not applicable toward major; students may challenge by exam)

MUS 105 Fundamentals	3
MUS 109 Intensive Keyboard Lab I	2
MUS 120 Ear Training I	2
MUS 189 Jazz Improvisation I	1
MUS 209 Intensive Keyboard Lab II	2

Theory/Musicianship (15)

MUS 112 Jazz Theory I	3
MUS 212 Jazz Theory II	3
MUS 121 Ear Training II	2
MUS 220 Ear Training III	2
MUS 320 Ear Training IV	2
MUS 321 Aural Skills Practicum (3 semesters)	1,1,1

History/Literature (12)

MUS 300 Seminar (various topics)	3
MUS 342 History of Jazz	3

and two of the following four courses:

MUS 150 Survey of U.S. Music	3
MUS 250A Survey of Western Music - Ancient World to 1750	3
MUS 250B Survey of Western Music - 1750 to the Present	3
MUS 350 Survey of World Music	3

Applied Skills (16)

MUS 292 Jazz Piano I	1
MUS 317 Small Jazz Band Arranging	3
MUS 389 Jazz Improvisation II	3
MUS 392 Jazz Piano II	1
MUS 412 Jazz Composition	3
MUS 489 Jazz Improvisation III	3
MUS 490 Senior Project	2

Music Electives (3)

Courses will vary according to area(s) of interest—see department advisor.

Private Instruction (8 semesters strongly recommended)

(Credit applicable toward graduation, but not the major.)

Ensembles (each semester in residence)

(See section on Performance Ensemble Requirement.)

Credit applicable toward graduation, but not the major.)

Repertory Class

(Credit applicable toward graduation, but not the major.)

Students enrolled in private instruction in percussion must enroll concurrently in MUS 151/451 Repertory Class for that area of specialty.

Total units in the major 46

Sample Four-year Program for Bachelor of Arts in Music – Jazz Studies Concentration

FRESHMAN YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
ENGL 101 (GE area A2) (3)	PHIL 101 (GE area A3) (3)
GE Math (GE area B4) (3)	Music elective (1)
Ensemble (2)	Private Instruction (1)
Music Elective (1)	MUS 112 (3)
MUS 109 (2)	MUS 389 (3)
MUS 342 (3)	MUS 209 (2)
Private Instruction (1)	Ensemble (2)

SOPHOMORE YEAR:: 32 Units

Fall Semester (19 Units)	Spring Semester (13 Units)
GE (area D2) (3)	GE (area D3) (3)
HUMS 200 (GE area A1) (3)	GE (area C2) (3)
MUS 212 (3)	MUS 220 (2)
MUS 121 (2)	MUS 392 (1)
MUS 292 (1)	Major Performing Ensemble (2)
Major Performing Ensemble (2)	Private Instruction (1)
MUS 489 (3)	Music Elective (1)
Private Instruction (1)	
Music Elective (1)	

JUNIOR YEAR:: 33 Units

Fall Semester (17 Units)	Spring Semester (16 Units)
GE (area E) (3)	GE (area D1) (3)
GE (area D4) (3)	GE (area B1) (3)
MUS 150 (GE area C1) (3)	MUS 300 (3)
MUS 412 (3)	MUS 317 (3)
Major Performing Ensemble (2)	Major Performing Ensemble (2)
Private Instruction (1)	Private Instruction (1)
MUS 320 (2)	MUS 321 (1)

SENIOR YEAR:: 25 Units

Fall Semester (13 Units)	Spring Semester (12 Units)
GE (area B2) (3)	GE (area B3) (3)
GE (area D5) (3)	GE (area C3) (3)
MUS 350 (GE area C4) (3)	MUS 321 (1)
Major Performing Ensemble (2)	MUS 490 (2)
Private Instruction (1)	Major Performing Ensemble (2)
MUS 321 (1)	Private Instruction (1)

TOTAL UNITS:: 120

Music Education Concentration

Degree Requirements	Units
General education (including 6 units in Music)	51
Major requirements (75 units minus 6 units)	69
Total units needed for graduation	120

Requirements for the Major

The Music Education concentration is a B.A. program that provides the skills necessary for teaching music in public or private schools in California. It is recommended for anyone planning a teaching career in music.

The program consists of a core of basic music major requirements, plus specialized courses for prospective teachers of vocal, instrumental, and general music in elementary, junior high, and senior high schools.

Preparatory (credit not applicable toward major; students may challenge by exam)

MUS 105 Fundamentals	3
MUS 109 Intensive Keyboard Lab I	2
MUS 209 Intensive Keyboard Lab II	2

Theory/Musicianship (15)

MUS 110 Theory I: Diatonicism	3
MUS 111 Theory II: Chromaticism	3
MUS 210 Theory III: Form and Analysis	3
MUS 120 Ear Training I	2
MUS 121 Ear Training II	2
MUS 220 Ear Training III	2

History/Literature/Analysis/Sociology (12)

MUS 150 Survey of U.S. Music	3
MUS 250A Survey of Western Music: Ancient World to 1750	3
MUS 250B Survey of Western Music: 1750 to Present	3
MUS 350 Survey of World Music	3

and five units of the following (5):

MUS 112 Jazz Theory I	3
MUS 212 Jazz Theory II	3
MUS 270 Music in Society	3
MUS 300 Seminar	3

MUS 311 20th Century Techniques	3
MUS 320 Ear Training IV	2
MUS 321 Aural Skills Practicum	1,1
MUS 342 History of Jazz	3
MUS 344 Studies in Specific Composers	3
MUS 347 Studies in World Music	3

Applied Skills (20)

MUS 259 Music Technology: Tools and Applications	3
MUS 289 Jazz Improvisation I	2
MUS 309A/B Keyboard Proficiency Lab	2
MUS 314 Instrumentation & Choral Arranging	2
MUS 400 Music for the Classroom	2
MUS 401 Conducting	2
MUS 402 Choral Conducting	3
MUS 403 Instrumental Conducting	3
MUS 490 Senior Project	1

Methods Courses (7)

MUS 415 Class Instruction in Voice	1
MUS 418 Class Instruction in Guitar	1
MUS 422 Class Instruction in Strings	1
MUS 423 Class Instruction in Woodwinds	1
MUS 424 Class Instruction in Brass	1
MUS 429 Class Instruction in Percussion	1
MUS 440 Vocal Instrumental Proficiency Jury	1

Private Instruction

Each semester in residence	8
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Ensembles

Each semester in residence	8
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Repertory Class

(Credit applicable toward graduation, but not the major.)

Students enrolled in private instruction in voice, percussion, or classical instrumentals must enroll concurrently in MUS 151, 451 Repertory Class for that area of specialty.

Total units in the major (6 included in GE) 75

Sample Four-year Program for Bachelor of Arts in Music — Music Education Concentration

FRESHMAN YEAR:: 28 Units

<i>Fall Semester (14 Units)</i>	<i>Spring Semester (14 Units)</i>
ENGL 101 (GE area A2) (3)	PHIL 101 (GE area A3) (3)
GE Mathematics (GE area B4) (3)	GE (area D2) (3)
MUS 150 (GE area C1) (3)	MUS 118 (1)
MUS 289 (2)	MUS 110 (3)
MUS 115 (1)	MUS 120 (2)
Private Lessons (1)	Private Lessons (1)
Major Performing Ensemble (1)	Major Performing Ensemble (1)

SOPHOMORE YEAR:: 32 Units

<i>Fall Semester (18 Units)</i>	<i>Spring Semester (15 Units)</i>
GE (area D3) (3)	HUMS 200 (GE area A1) (3)
MUS 111 (3)	MUS 210 (3)
MUS 121 (2)	MUS 220 (2)
MUS 250A (3)	MUS 423 (1)
MUS 259 (3)	MUS 250B (3)
MUS 424 (1)	MUS 309B (1)
Private Lessons (1)	Private Lessons (1)
Major Performing Ensemble (1)	Major Performing Ensemble (1)
MUS 309A (1)	

JUNIOR YEAR:: 32 Units

<i>Fall Semester (16 Units)</i>	<i>Spring Semester (16 Units)</i>
GE (area E) (3), GE (area D4) (3)	*EDUC 417 (GE area D1) (3)
MUS 350 (GE area C4) (3)	GE (area B1) (3)
MUS 400 (2), MUS 422 (1)	MUS 300 (3)
Private Lessons (1)	MUS 314 (2), MUS 401 (2), MUS 429 (1)
Major Performing Ensemble (1)	Private Lessons (1)
MUS 320 (2)	Major Performing Ensemble (1)

SENIOR YEAR:: 33 Units

<i>Fall Semester (17 Units)</i>	<i>Spring Semester (16 Units)</i>
GE (area B2) (3), GE (area D5) (3)	GE (area B3) (3), GE (area C2) (3)
GE (area C3) (3)	MUS 403 (3), MUS 490 (1)
MUS 402 (3)	Private Lessons (2)
Private Lessons (1)	Major Performing Ensemble (1)
Major Performing Ensemble (1)	MUS 440 (1)
*EDSS 418 (3)	*EDSP 433 (3)

TOTAL UNITS:: 125

* 9 Units are Prerequisites for Admission to the Single Subject Program, not counted in major

Teaching Credential Preparation in Music

The music education curriculum stated above is identical to the subject matter competency portion of the teaching credential.

In order to acquire the music teaching credential, the student must complete this concentration, a B.A., and a two-semester program in the School of Education. The music education advisor will guide the student through the program.

Nine units of prerequisites are needed to enter the Credential Program: EDSS 417, EDSS 418, EDSP 433.

The Integrated Program is available to freshmen. This program prepares students to teach music in the elementary schools, middle

schools, junior high schools, and high schools in California. Students in this program take course work in education along with music and general education throughout their undergraduate years eventually graduating with a B.A. and a teaching credential simultaneously. The Integrated Program requires formal application to SSU's Single Subject Program prior to the junior year.

Sample Four-year Integrated Program for Bachelor of Arts in Music and Teaching Credential - Music Education Concentration

FRESHMAN YEAR:: 29 Units

<i>Fall Semester (14 Units)</i>	<i>Spring Semester (15 Units)</i>
ENGL 101 (GE area A2) (3)	PHIL 101 (GE area A3) (3)
GE Mathematics (GE area B4) (3)	GE (area D2) (3)
MUS 150 (GE Area C1) (3)	MUS 123 (1), MUS 129 (1)
MUS 289 (2), MUS 115 (1), MUS 118 (1)	MUS 110 (3), MUS 120 (2)
Private Lessons (1)	Private Lessons (1)
Major Performing Ensemble (1)	Major Performing Ensemble (1)

SOPHOMORE YEAR:: 36 Units

<i>Fall Semester (19 Units)</i>	<i>Spring Semester (17 Units)</i>
GE (area D3) (3)	*EDUC 417 (GE area D1) (3)
MUS 111 (3), MUS 121 (2)	MUS 210 (3), MUS 220 (2)
MUS 250A (3)	MUS 401 (2), MUS 440 (1)
MUS 259 (3), MUS 424 (1), MUS 422 (1)	MUS 250B (3)
Private Lessons (1)	MUS 309B (1)
Major Performing Ensemble (1)	Private Lessons (1)
MUS 309A (1)	Major Performing Ensemble (1)

SUMMER SESSION:: 6 Units

HUMS 200 (GE area A1) (3)
EDSS 418 (3)

JUNIOR YEAR:: 34 Units

<i>Fall Semester (18 Units)</i>	<i>Spring Semester (16 Units)</i>
GE (area E) (3), GE (area D4) (3)	GE (area B1) (3), EDSP 433 (3)
MUS 350 (GE area C4) (3)	MUS 403 (3)
MUS 400 (2), MUS 402 (3)	MUS 300 (3)
Private Lessons (1)	MUS 314 (2)
Major Performing Ensemble (1)	Private Lessons (1)
MUS 320 (2)	Major Performing Ensemble (1)

SUMMER SESSION:: 6 Units

GE (area B3) (3)
GE (area C2) (3)

SENIOR YEAR:: 35 Units

<i>Fall Semester (17 Units)</i>	<i>Spring Semester (18 Units)</i>
GE (area B2) (3), GE (area D5) (3)	EDSS 458 (12), EDSS 459 (3)
GE (area C3) (3)	MUS 490 (1)
EDSS 444 (3)	Private Lessons (1)
EDSS 443A/B (3)	Major Performing Ensemble (1)
Private Lessons (1)	
Major Performing Ensemble (1)	

TOTAL UNITS:: 146

Liberal Arts Music Concentration

Degree Requirements	Units
General education	51
Major requirements	43
Remaining requirements	26
Total units needed for graduation	120

Requirements for the Major

The courses listed below constitute the Liberal Arts Concentration in Music. A student satisfactorily completing these courses, along with other University requirements, will earn a B.A. with a major in music. All students are encouraged to consult an advisor about arranging individually tailored programs of study. Private study on an instrument and/or in voice or composition is strongly encouraged. Students in the Liberal Arts Concentration who wish to give a recital as the Senior Project must get approval from the Music Department faculty.

Complete all the following:

Preparatory (credit not applicable toward major; students may challenge by exam)

MUS 105 Fundamentals	3
MUS 109 Intensive Keyboard Lab I	2
MUS 209 Intensive Keyboard Lab II	2

Theory/Musicianship (15)

MUS 110 Theory I: Diatonicism	3
MUS 111 Theory II: Chromaticism	3
MUS 120 Ear Training I	2
MUS 121 Ear Training II	2
MUS 210 Theory III: Form and Analysis	3
MUS 220 Ear Training III	2

History/Literature (15)

MUS 150 Survey of U.S. Music	3
MUS 250A Survey of Western Music - Ancient World to 1750	3
MUS 250B Survey of Western Music - 1750 to the Present	3
MUS 300 Seminar (various topics)	3
MUS 350 Survey of World Music	3

Applied Skills (4)

MUS 309A/B Keyboard Proficiency Lab	1,1
MUS 490 Senior Project	2

Music Electives (minimum of 9)

Courses will vary according to area(s) of interest—see department advisor.

Ensembles (each semester in residence)

(See section on Performance Ensemble Requirement.

Credit applicable toward graduation, but not the major.)

Total units in the major 43

Sample Four-year Program for Bachelor of Arts in Music — Liberal Arts Music Concentration

FRESHMAN YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
ENGL 101 (GE area A2) (3)	PHIL 101 (GE area A3) (3)
GE MATH (GE area B4) (3)	HUMS 200 (GE area A1) (3)
MUS 105 (3)	MUS 110 (3)
MUS 109 (2)	MUS 120 (2)
Major Performing Ensemble (2)	Major Performing Ensemble (2)
Music Elective (2)	MUS 209 (2)

SOPHOMORE YEAR:: 33 Units

Fall Semester (17 Units)	Spring Semester (16 Units)
GE (area D2) (3)	GE (area D3) (3)
MUS 150 (GE area C1) (3)	MUS 210 (3)
MUS 111 (3)	MUS 220 (2)
MUS 121 (2)	MUS 250 (GE area C1) (3)
MUS 309A (1)	Major Performing Ensemble (2)
Major Performing Ensemble (2)	Music Elective (2)
MUS 250A (3)	MUS 309B (1)

JUNIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
GE (area E) (3)	GE (area D1) (3)
GE (area D4) (3)	GE (area B1) (3)
MUS 350 (GE area C4) (3)	MUS 300 (3)
Major Performing Ensemble (2)	Music Elective (3)
MUS 321 (1)	Major Performing Ensemble (2)
Music Elective (3)	MUS 321 (1)

SENIOR YEAR:: 30 Units

Fall Semester (14 Units)	Spring Semester (16 Units)
GE (area B2) (3)	GE (area B3) (3)
GE (area D5) (3)	GE (area C2) (3)
GE (area C3) (3)	MUS 300 (3)
Major Performing Ensemble (2)	MUS 490 (2)
MUS 321 (1)	Major Performing Ensemble (2)
Music Elective (2)	MUS 321 (1)
	Music Elective (2)

TOTAL UNITS:: 123

Minors in Music

The Music Department offers three minors—the Liberal Arts Music minor, Jazz Studies Music minor, and World Music (Ethnomusicology) minor. Students contemplating a minor in music should consult the Music Department for advising early in their academic careers. At least 6 units of the minor must be completed at Sonoma State University.

Liberal Arts Concentration

Complete all the following:

MUS 105 Fundamentals	3
MUS 110 Theory I: Daitonicism	3
MUS 120 Ear Training I	2
Ensemble courses	4
Elective in music	2
Upper-division lecture course	3

and one of the following courses:

MUS 150 Survey of U.S. Music (3) or	
MUS 250A Survey of Western Music (3) or	
MUS 250B Survey of Western Music (3)	3

Total units in the minor 20

Jazz Studies Concentration

Complete all the following:

MUS 110 Theory I: Diatonicism	3
MUS 120 Ear Training I	2
MUS 112 Jazz Theory I	3
MUS 212 Jazz Theory II	3
MUS 292 Jazz Piano I	1
MUS 300 Seminar (on a jazz topic)	3
MUS 389 Jazz Improvisation II	3
Performing Ensemble	2

Total units in the minor 20

World Music (Ethnomusicology) Concentration

One of the following courses:	3
MUS 150 Survey of US Music	3
MUS 250A Survey of Western Music - Ancient World to 1750	3
MUS 250B Survey of Western Music - 1750 to the Present	3
CALS 368 Chicano Latino Music	3

All of the following:

MUS 300 Seminar (1 semester)*	3
MUS 321 Aural Skills Practicum	2
MUS 350 Survey of World Music	3
MUS 351 The Sacred Traditions of South Asia	3
MUS 370 Music & Dance in the World Religion	3
THAR 373 Dances of the World	3

Recommended but not required:

MUS 300 Seminar*	3*
MUS 353 Indian Singing Ensemble	1-2
MUS 480 Special Topics	1

Total units in the minor 20

*MUS 300 is a seminar class with revolving topics that rotate each semester. Some topics relate specifically to World Music. These include: *Field Research in Ethnomusicology*, *The Sacredness of Music*, and *Advanced Seminar in Indian Music*, each of these taught by Professor Tewari.

Music Courses (MUS)

Classes are offered in the semesters indicated. Please see Schedule of Classes for most current information and faculty assignments.

101 INTRODUCTION TO MUSIC (3) FALL

What does music mean? Why does music matter? These questions will shape the development of listening tools and cultural perspectives appropriate to the diverse and changing roles music plays in different times and places. No prior background in music is required. Satisfies GE, Category C1 (History of the Fine Arts).

105 FUNDAMENTALS (3) FALL

Through writing and analysis, this course incorporates the following concepts: rhythm and meter, basic properties of sound, intervals, diatonic scales and triads, diatonic chord progressions, basic cadential formulas, melodic and phrase structure, dominant seventh, and use of music notation software. Satisfies GE, Category C1.

109 INTENSIVE KEYBOARD LAB I (2) FALL

A course designed for prospective music majors who fail to meet the keyboard competencies required for entry into the program. Those students who also lack knowledge of theory fundamentals should take MUS 105 with this course. Prerequisites: prospective major status and recommendation of a music advisor.

110 THEORY I: DIATONIC HARMONY (3) SPRING

This course incorporates the concepts from MUS 105. In addition, through writing and analysis, the course will include: introduction to sequence, secondary dominants, modulation to closely related keys, and secondary leading tones. Diminished 7th and non-dominant 7th chords and borrowed chords will be addressed. Figured bass, non-harmonic tones, melodic and phrase structure, and voice leading involving 4-part chorale writing. Use of music notation software. Note: A concurrent laboratory experience in ear training and sight-singing including melodic, harmonic, and rhythmic dictation is required. See Ear Training I.

111 THEORY II: CHROMATICISM (3) FALL

This course incorporates the concepts from Music Theory II. In addition, through writing and analysis, the course will include: Neapolitan and augmented 6th chords, chromatic harmony, altered chords and dominants, mixture chords; modulation to distantly related keys, and 9th, 11th and 13th chords, melodic, phrase and theme structure, voice leading involving 4 part chorale writing. Use of music notation software. Note: A concurrent laboratory experience in ear training and sight-singing including melodic, harmonic, and rhythmic dictation is required. See Ear Training II.

112 JAZZ THEORY I (3) FALL

Harmonic materials and aural skills appropriate to jazz composition, arranging, and performance. Prerequisite: MUS 105 or the equivalent, or consent of instructor. A minimum grade of B is required.

115 CLASS INSTRUCTION IN VOICE (1) FALL

Group work in the fundamental techniques of singing. Problems of tone production, breath control, diction, repertory, and interpretation. Offered for upper-division credit as MUS 415 with additional course requirements. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

118 CLASS INSTRUCTION IN GUITAR (1) SPRING, ODD YEARS

Basic performing techniques on guitar. Offered for upper-division credit as MUS 418 with additional course requirements. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

120 EAR TRAINING I (2) SPRING

Development of sight-singing and dictation skills using pentatonic and diatonic materials. Techniques include moveable-do solfa, takadimi rhythmic system, and drills in intervals, triads, and dictation, facilitated by computer software and partner work. Also emphasizes development of broad listening skills, using examples of great works based upon simple diatonic melodies. Prerequisite: MUS 105 or equivalent.

- 121 EAR TRAINING II (2) FALL, CONTINUATION OF EAR TRAINING I**
Sight-singing progresses to two-, three-, and four-part music, incorporating the most common chromatic tones. Dictation focuses upon triad inversions, continuing development of melodic and rhythmic dictation skills, and the introduction of polyphonic dictation. Listening skills are pursued using great works which emphasize contrapuntal techniques. Prerequisite: MUS 120 or equivalent.
- 122 CLASS INSTRUCTION IN STRINGS (1) FALL, EVEN YEARS**
Basic performing and pedagogical techniques on orchestral string instruments. Offered for upper-division credit as MUS 422 with additional course requirements. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.
- 123 CLASS INSTRUCTION IN WOODWINDS (1) SPRING, EVEN YEARS**
Basic performing and pedagogical techniques on band or orchestral woodwind instruments. Offered for upper-division credit as MUS 423 with additional course requirements. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.
- 124 CLASS INSTRUCTION IN BRASS (1) FALL, ODD YEARS**
Basic performing and pedagogical techniques on band or orchestral brass instruments. Offered for upper-division credit as MUS 424 with additional course requirements. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.
- 129 CLASS INSTRUCTION IN PERCUSSION (1) SPRING, ODD YEARS**
Basic performing and pedagogical techniques on standard band and orchestral percussion instruments. Offered for upper-division credit as MUS 429 with additional course requirements. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.
- 133 PRIVATE INSTRUCTION-STRINGS (1) FALL, SPRING**
Private instruction on one instrument. May be repeated for credit. Prerequisite: audition.
- 134 PRIVATE INSTRUCTION-WOODWINDS (1) FALL, SPRING**
Private instruction on one instrument. May be repeated for credit. Prerequisite: audition.
- 137 PRIVATE INSTRUCTION-BRASS (1) FALL, SPRING**
Private instruction on one instrument. May be repeated for credit. Prerequisite: audition.
- 138 PRIVATE INSTRUCTION-PERCUSSION (1) FALL, SPRING**
Private instruction on percussion instruments. May be repeated for credit. Prerequisite: audition.
- 139 PRIVATE INSTRUCTION-KEYBOARD (1) FALL, SPRING**
Private instruction on one keyboard instrument. May be repeated for credit. Prerequisite: audition.
- 141 PRIVATE INSTRUCTION-VOICE (1) FALL, SPRING**
Private voice instruction. May be repeated for credit. Prerequisite: audition.
- 143 PRIVATE INSTRUCTION-GUITAR (1) FALL, SPRING**
Private guitar instruction. May be repeated for credit. Prerequisite: audition.
- 147 APPLIED MUSIC STUDIES (1) FALL, SPRING**
Advanced individual study of instrument or voice. Instructor permission required. May be repeated for credit.
- 148 ACCOMPANYING WORKSHOP (1-2) FALL, SPRING**
This course offers pianists and vocalists an opportunity to explore and perform their shared repertoire. Emphasis will be placed on developing communication skills between performers and on improving sight-reading proficiency. The course culminates in a recital presented by class members.
- 150 SURVEY OF U.S. MUSIC (3) FALL**
An introductory course with lectures and demonstrations dealing with the broad range of music in the United States from the Colonial period to the present. Satisfies GE, category C1 (History of the Fine Arts).
- 151 REPERTORY CLASS-PRIVATE INSTRUCTION (1) FALL, SPRING**
This class provides an opportunity for students to perform their repertoire in a group setting. Private instruction faculty coach students in technique, interpretation, and presentation. Classes are normally offered for voice, piano, instrumental, and percussion. Also offered for upper-division credit as MUS 451. May be repeated for credit. Prerequisite: concurrent enrollment in appropriate private instruction course.
- 189 JAZZ IMPROVISATION I (1-2) FALL, SPRING**
Exploration of the techniques of melodic composition and improvisation based on the scales and chords used in jazz. May be repeated for credit. Prerequisite: MUS 105 and consent of instructor. A minimum grade of B is required.
- 199 STUDENT-INSTRUCTED COURSE (1-3)**
Topic will differ each semester. Cr/NC only.
- 209 INTENSIVE KEYBOARD LAB II (2) SPRING**
A continuation of work begun in MUS 109. Prerequisite: MUS 109.
- 210 THEORY III: FORM AND ANALYSIS (3)**
This course incorporates the concepts from Music Theory I and II. In addition, through analysis from the macro to the micro large-scale form, orchestration, motive identification and tracking, detailed harmonic progression (sonorities, functions, and modulation types) are studied. Variation techniques, binary and ternary forms, sonata forms, contrapuntal forms are included in the study of such composers as Bach, Mozart, Beethoven, and Mahler. Use of music notation software. Note: A concurrent laboratory experience in ear training and sight-singing including melodic, harmonic, and rhythmic dictation is required. See Ear Training III.
- 212 JAZZ THEORY II (3) SPRING**
A continuation of MUS 112. Advanced harmonic concepts are studied. Includes ear training, culminating in transcription of a jazz solo. Prerequisite: MUS 112 or consent of instructor.
- 220 EAR TRAINING III (2) SPRING**
Continuation of Ear Training II. Focuses upon the music of Bach. Bach's chorales form the core of sight-singing and dictation exercises, supplemented by excerpts from cantatas and other works. The full chromatic gamut is introduced, and more advanced harmonic and rhythmic patterns. Listening and analysis activities focus upon a diverse selection of Bach's works. Prerequisite: MUS 121 or equivalent.
- 250A SURVEY OF WESTERN MUSIC - ANCIENT WORLD TO 1750 (3)**
Music 250A is a survey of the history of Western Music from the Ancient World to 1750. The course embodies the study of the evolution of musical genres, from the earliest plainchant of the Medieval church to the intricate polyphony of the High Baroque including the music of Bach and Handel. Listening and analytical study of specific compositions requires the student to have a working knowledge of musical notation and theory. Prerequisites: Music 105 or by consent of the instructor. Satisfies GE category C1 (History of the Fine Arts).
- 250B SURVEY OF WESTERN MUSIC - 1750 TO THE PRESENT (3)**
Music 250B is a survey of music in the Western tradition, dating from 1750 to the present. The course embodies the study of representative composers including Mozart, Beethoven, Brahms, and Stravinsky, as well as analytical studies of specific works dating from this time period. This course is offered to both majors and non-majors with a working knowledge of musical notation and theory. Prerequisites: Music 105 or by consent of the instructor. Satisfies GE category C1 (History of the Fine Arts).
- 259 MUSIC TECHNOLOGY: TOOLS AND APPLICATIONS (3) FALL, SPRING**
A hands-on survey of hardware and software resources for music notation, midi-sequencing, digital recording, and synthesizer operation. The focus will be on building basic skills for using these tools in real-world situations. Required for Music Education students; open only to music majors.

270 MUSIC IN SOCIETY (3) FALL

A study of the relationship between the operation of societies, the activities of musicians, and the nature of music produced in various social contexts. Satisfies GE, category C4 (Comparative Perspectives).

292 JAZZ PIANO I (1) FALL

An introduction to jazz improvisation at the keyboard. Emphasis is placed on developing skill in reading lead sheets, in chord substitution and voicing at the keyboard, and in creating an improvised-piano trio-texture. Prerequisite: MUS 209 or consent of instructor.

295 COMMUNITY INVOLVEMENT PROGRAM (1-4)

CIP involves students in basic community problems, performing such tasks as tutoring, coaching, and performing for hospitals and schools. Students taking CIP through the Music Department must arrange for supervision by a Music Department advisor. Students in the music education concentration must see their advisor about special requirements. Cr/NC only.

300 SEMINAR: (SUBTITLE) (3) FALL, SPRING

An intensive study, for music majors, of the history, theory, or research methodology of a specific topic in music. May be repeated for credit under different subtitles. Prerequisites: 9 units of theory and concurrent enrollment in MUS 320, or consent of instructor.

301 MUSIC AND TECHNOLOGY: THEN AND NOW (3) SPRING

How does technology affect music, its composition, performance, and distribution? An exploration of the effects of musical notation, music printing, the development of acoustic music instruments, self-playing musical instruments, recording, electronic instruments, and digital resources on the making and the using of music past and present. No prior background in music is required. Satisfies GE, Category C1 (History of the Fine Arts).

309A/B KEYBOARD PROFICIENCY LAB (1,1) FALL, SPRING

The study of functional keyboard; figured bass, harmonization, transposition, and sight-reading. Prerequisite: Placement test. Students who lack sufficient keyboard fluency may take pre-major Intensive Keyboard Labs (MUS 109 and 209) to meet the required competency.

311 20TH CENTURY TECHNIQUES (3) FALL

A study of melodic, rhythmic, harmonic, and formal organization of 20th century music. Prerequisites: MUS 210, 220, 150, and 250 or consent of instructor.

314 INSTRUMENTATION AND CHORAL ARRANGING (2) SPRING, ODD YEARS

Techniques of instrumentation and choral arranging. Prerequisites: MUS 323, 324, or 325, and 210 or 212 or 317; performance experience on strings, woodwind, brass, and percussion instruments (recommended); and consent of instructor.

315 DICTION - ENGLISH/ITALIAN (2) FALL

This hands-on course complements vocal instruction and theatre arts classes through diction training. Students will learn to use the International Phonetic Alphabet to help them analyze and transliterate English for the stage, Italian and Latin songs and arias.

316 DICTION - FRENCH AND GERMAN (2) SPRING

A continuation of MUS 315. Students will learn to use the International Phonetic Alphabet to help them analyze and transliterate foreign texts in French and German.

317 SMALL JAZZ BAND ARRANGING (3) FALL, ODD YEARS

Arranging for two, three, and four parts in a jazz style is explored. Instrumental and vocal orchestration is studied. Prerequisites: MUS 112 and 212.

320 EAR TRAINING IV (2) FALL

Continuation of Ear Training III. Begins with Mozart, and proceeds through Beethoven and the Romantics into music of the 20th century. Emphasizes accurately singing and hearing music of increasing chromatic complexity, using an intervallic approach to augment tonal hearing. Listening and analysis activities focus upon a selection of great works from Mozart to Stravinsky. Prerequisite: MUS 220 or equivalent.

321 AURAL SKILLS PRACTICUM (1) FALL, SPRING

Focus varies each semester. Will stress the development of such practical skills as sight-singing, dictation, oral tradition, transcription, repertory building, score-reading, rhythm training, and sight-reading of various periods, cultures, and styles. May be repeated for credit. See each Concentration for number of semesters required.

323 CHAMBER SINGERS (2) FALL, SPRING

Small vocal ensemble. Repertoire may include madrigals, motets, masses, and partsongs from the Medieval, Renaissance, Baroque, and 20th century periods. Emphasis is placed on the development of comprehensive musicianship, interpretive skills, and ensemble sensitivity. Frequent public performances. Admission by audition. May be repeated for credit.

324 SONOMA COUNTY BACH CHOIR (1-2) FALL, SPRING

Medium-sized vocal ensemble specializing in rehearsal and performance of music from the Renaissance, Baroque, Classical, and 20th century periods. Repertoire features major choral/orchestral works by Schütz, Bach, Mozart, and others, performed with historical instrumentation and performance practices. Frequent public performances. Admission by audition.

325 SSU CHORUS (1-2) FALL, SPRING

Large chorus featuring a wide range of accompanied and a cappella literature. Emphasis placed on development of vocal technique and musicianship skills, and on preparation of repertoire. Includes public performances. No previous choral experience required; singers will be given a simple screening after enrolling. May be repeated for credit.

326 CLASSICAL GUITAR ENSEMBLE (1-2) FALL, SPRING

The course focuses on all aspects of the literature for multiple guitars-performance, listening, sight-reading, and technique. A wide variety of repertory is covered and a public performance is required. Project proposals from class members are welcomed. Prerequisite: consent of instructor.

327 SYMPHONIC WIND ENSEMBLE (1-2) FALL, SPRING

Woodwind, brass, and percussion ensemble of 60+ music majors, qualified non-majors, and community members. Focus is on the performance of serious wind band literature, including the best of the traditional band repertoire. Four annual concerts includes some touring. Placement by audition. May be repeated for credit.

328 CHAMBER ORCHESTRA (1-2) FALL, SPRING

This string-based ensemble will explore concert and opera literature from several periods, and eventually will include woodwinds, brass, and percussion players. This course is open to students, faculty, and staff. May be repeated for credit

329 CHAMBER MUSIC ENSEMBLES (1-2) FALL, SPRING

Enrolled students will be assigned to various ensembles according to instrumentation and expertise. During each semester outstanding musicians from the San Francisco Symphony and the San Francisco Opera Orchestra will coach each ensemble on a periodic basis. Course culminates in a series of public performances. Admission by audition. May be repeated for credit.

330 MUSIC THEATRE PRODUCTION (1-3) FALL, SPRING

A course devoted to the study and performance of operatic and musical theatre literature. Designed for singers, actors, and others interested in Music Theatre. May be repeated for credit. Prerequisite: By audition.

340 MUSIC THEATRE SCENES WORKSHOP (2-3) FALL, SPRING

A performance course designed to broaden students' familiarity with the opera and musical theatre repertoire. Students have input regarding literature and scenes. The class is open to all students. May be repeated for credit.

341 STUDIES IN COUNTERPOINT (1-3)

Study of a particular contrapuntal style. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

342 HISTORY OF JAZZ (3) FALL, EVEN YEARS

The study of jazz from its origins to the present. Listening to music is the core of the class; emphasis is on developing skill in recognizing and describing what happens in classic performances. The changing styles of jazz are related to the social and cultural context of the music in each style period.

343 STUDIES IN MUSICAL GENRES (1-3)

An in-depth study of a particular type of music. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

344 STUDIES IN SPECIFIC COMPOSERS (1-3)

Study of life and works of a specific composer. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

346 STUDIES IN MUSIC THEORY (1-3)

The detailed study of a particular theoretical system in music. May be repeated for credit with consent of the instructor.

350 SURVEY OF WORLD MUSIC (3) FALL, SPRING

This class examines the world's musical cultures with an emphasis on musical repertoires and how they relate to social, cultural, and religious contexts. Students are encouraged to show their musical talents and participate in learning a few melodies and rhythm. Satisfies GE, category C4 (Comparative Perspectives).

351 THE SACRED TRADITIONS OF SOUTH ASIA (3) FALL

A journey into the philosophies, spirituality, and music of South Asia from the earliest times to the present; ritualistic practices of Hinduism, Zoroastrianism, Jainism, Buddhism, Sikhism, and Sufism in South Asia are emphasized. The class will learn a few basic chants and songs and practice basic meditation. Satisfies GE, category C4 (Comparative Perspectives).

352 THE SOCIETY AND MUSICAL TRADITIONS OF SOUTH ASIA (3) SPRING

The amazing mosaic of South Asian subcultures, regional variations, musical expressions and traditions will be the focus of class lectures. Literature (in translation), the arts and music, in historical and sociopolitical background, form the basis of this class. Satisfies GE, category C4 (Comparative Perspectives).

353 INDIAN SINGING ENSEMBLE (1-2)

Experience the joy of Indian singing as we explore the philosophical and spiritual concept of Nada Brahma (the universe is sound; music being eternal bliss). No requirements; bring your throat.

370 MUSIC AND DANCE IN THE WORLD'S RELIGIONS (3) FALL

A survey of music and dance in the world's major religions as well as in the traditional religions of Africa, Asia, and the Native Americans. Satisfies GE, category C4 (Comparative Perspectives).

376 CHAMBER WIND ENSEMBLE (1) FALL, SPRING

While the core instrumentation of the group is the traditional wind octet or harmoniemusik, the ensemble maintains a flexible instrumentation to accommodate a diverse and exciting repertoire. Original repertoire from composers such as Gabrieli, Strauss, Dvorak, and Stravinsky form the core repertoire of this group comprised of select members from the Symphonic Wind Ensemble.

377 BRASS ENSEMBLE (1)

This ensemble is a vibrant group of interested trumpet, horn, baritone, trombone, and tuba players who perform a wide array of pieces from Gabrieli antiphonal music to jazz works as well as music in the Philip Nones brass repertoire. The group meets weekly and plays concerts on and off campus.

379 CONTEMPORARY JAZZ ENSEMBLE (1-2) FALL, SPRING

Rehearsal and performance of literature from post-bebop through fusion, with different ethnic music, classical music, rock, and free improvisation. May be repeated for credit. A Latin music ensemble is also offered some semesters. Prerequisite: consent of instructor.

380 GOSPEL CHOIR (1-2)

A study and performance of music and styles drawn from the Afro-American religious traditions. May be repeated for credit.

389 JAZZ IMPROVISATION II (3) FALL, SPRING

This class explores tunes that are based on the diatonic modes and blues progressions in all 12 keys. Various improvisation techniques are discussed. Prerequisite: consent of instructor. A minimum grade of B is required.

390 JAZZ BIG BAND (1-2) FALL, SPRING

The Big Band performs the best literature for the medium from the traditional swing era to modern big band arrangers. May be repeated for credit.

391 CONCERT JAZZ ENSEMBLE (1-2) FALL, SPRING

Rehearsal and performance of literature in traditional and contemporary jazz idioms. Repertory includes original arrangements especially designed for the ensemble by music faculty and students. May be repeated for credit. Prerequisite: consent of instructor.

392 JAZZ PIANO II (1) SPRING

Continuation of MUS 292. Prerequisite: MUS 292 or consent of instructor.

395 COMMUNITY INVOLVEMENT PROGRAM (1-4)

CIP involves students in basic community problems, performing such tasks as tutoring, coaching, and performing for hospitals and schools. Students taking CIP through the Music Department must arrange for supervision by a Music Department advisor. Students in the music education concentration must see their advisor about special requirements. Cr/NC only.

399 STUDENT-INSTRUCTED COURSE (1-3)

Topic differs each semester. Cr/NC only.

400 MUSIC FOR THE CLASSROOM (2) EVERY THIRD SEMESTER

Philosophy, concepts, and materials for music teaching in the classroom. The structure, nature, and function of music in children's lives. Prerequisite: MUS 105 or equivalent or consent of instructor.

401 CONDUCTING TECHNIQUE (2)

An introduction to the basics of conducting with emphasis on baton technique and development of effective conducting and rehearsal techniques common to instrumental and vocal ensembles.

402 CHORAL CONDUCTING AND METHODS (3) FALL

Basic conducting techniques, and techniques of choral rehearsal and performance. Prerequisite: MUS 309, 320, or consent of instructor.

403 INSTRUMENTAL CONDUCTING AND METHODS (3) SPRING

Conducting techniques through the study of selected instrumental works. The course will include score-reading at the piano. Prerequisites: MUS 309, 314, and 402, or consent of instructor.

412 JAZZ COMPOSITION (3) ALTERNATE YEARS

The goal of this class is to compose five original jazz compositions. Various melodic, harmonic, and rhythmic concepts will be discussed. Prerequisites: MUS 112 and 212.

415 CLASS INSTRUCTION IN VOICE (1) FALL

Group work and teaching techniques in the fundamentals of singing. Problems of tone production, breath control, diction, repertory, and interpretation. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

418 CLASS INSTRUCTION IN GUITAR (1) SPRING, ODD YEARS

Basic performing and pedagogical techniques on guitar. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

422 CLASS INSTRUCTION IN STRINGS (1) FALL, EVEN YEARS

Basic performing and pedagogical techniques on orchestral string instruments. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

423 CLASS INSTRUCTION IN WOODWINDS (1) SPRING, EVEN YEARS

Basic performing and pedagogical techniques on band and orchestral woodwind instruments. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

424 CLASS INSTRUCTION IN BRASS (1) FALL, ODD YEARS

Basic performing and pedagogical techniques on standard brass instruments. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

425 COMPOSITION (1-3) FALL, SPRING

Individual projects in creative work. May be repeated for credit. Prerequisite: consent of instructor.

429 CLASS INSTRUCTION IN PERCUSSION (1) SPRING, ODD YEARS

Basic performing and pedagogical techniques on standard percussion instruments. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

433 PRIVATE INSTRUCTION-STRINGS (1) FALL, SPRING

Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 133 and audition.

434 PRIVATE INSTRUCTION-WOODWINDS (1) FALL, SPRING

Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 134 and audition.

437 PRIVATE INSTRUCTION-BRASS (1) FALL, SPRING

Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 137 and audition.

438 PRIVATE INSTRUCTION-PERCUSSION (1) FALL, SPRING

Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 138 and audition.

439 PRIVATE INSTRUCTION-KEYBOARD (1) FALL, SPRING

Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 139 and audition.

440 VOCAL/INSTRUMENTAL PROFICIENCY JURY (1) FALL, SPRING

A performance illustrating proficiency as well as knowledge of the technique and tone production in voice, on guitar, and on string, woodwind, brass, and percussion instruments. For students in the music education concentration or the California Music Subject Matter Competency Program. Cr/NC only. Prerequisites: MUS 415, 418, 422, 423, 424, and 429.

441 PRIVATE INSTRUCTION - VOICE (1) FALL, SPRING

Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 141 and audition.

442 PRIVATE INSTRUCTION - INDIAN SINGING (1) FALL, SPRING

Private instruction in Indian classical singing. May be repeated for credit. Prerequisite: MUS 353 and consent of instructor.

443 PRIVATE INSTRUCTION - GUITAR (1) FALL, SPRING

Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 143 and audition.

445 PRIVATE INSTRUCTION - COMPOSITION (1-2) FALL, SPRING

Private instruction in composition for advanced students. May be repeated for credit. Prerequisite: MUS 425 or consent of instructor.

446 PRIVATE INSTRUCTION - CONDUCTING (1-2) FALL, SPRING

Private instruction in conducting for advanced students. May be repeated for credit. Prerequisite: audition.

447 APPLIED MUSIC STUDIES (1) FALL, SPRING

Advanced individual study of instrument or voice. Instructor permission required. May be repeated for credit.

448 ACCOMPANYING WORKSHOP (1-2) FALL, SPRING

This course offers pianists and vocalists an opportunity to explore and perform their shared repertoire. Emphasis will be placed on developing communication skills between performers and on improving sight-reading proficiency. The course culminates in a recital presented by class members.

451 REPERTORY CLASS - PRIVATE INSTRUCTION (1) FALL, SPRING

This class provides an opportunity for students to perform their repertory in a group setting. Private instruction faculty coach students in technique, interpretation, and presentation. Classes are normally offered for voice, piano, instrumental, and percussion. May be repeated for credit. Prerequisite: concurrent enrollment in the appropriate private instruction course.

453 ADVANCED INDIAN SINGING ENSEMBLE (1)

This course is designed for advance singers of Indian classical music. It is open to those who have taken 3 semesters of MUS 321/353 or the consent of the instructor.

460 TEACHING ASSISTANTSHIP IN MUSIC (1-4)

Open only to advanced music majors or music majors with special skills. Intended to give students experience in assisting the instructor in a music course or, under the supervision of a faculty member, experience in tutoring other students. Cr/NC only.

480 SPECIAL TOPICS (1-4)

Topic will vary from semester to semester. Consult Schedule of Classes for current offering.

481 SPECIAL TOPICS WORKSHOP (1-3)

Activity will vary from semester to semester. Consult Schedule of Classes for current offering.

489 JAZZ IMPROVISATION III (3) SPRING

A continuation of MUS 389. May be repeated for credit. Prerequisite: MUS 389 or consent of instructor. A minimum grade of B is required.

490 SENIOR PROJECT (1-3) FALL, SPRING

A course in which the work of the music major reaches culmination. Group or individual projects in research, analysis, theory, or performance that bring together all the skills and proficiencies developed by the student. For the music education concentration the project is a summative portfolio. Prerequisites: completion of all music major requirements or consent of instructor.

491 SENIOR RECITAL (3) FALL, SPRING

The preparation and presentation of a senior recital is the culminating activity for music majors in the applied music concentration. Prerequisites: completion of all concentration requirements or consent of instructor.

495 SPECIAL STUDIES (1-4)

Individualized studies in topics beyond the scope of the regular curriculum. Contract with an instructor, specifying work to be completed. A regular schedule of contract hours is necessary. Prerequisite: consent of instructor.

499 INTERNSHIP (1-4)

Work experience in organizations and projects related to music. Prerequisites: appropriate preparation for successful completion of internships and consent of instructor.

500 INTRODUCTION TO GRADUATE STUDY (3)

A course in the methods and materials for research in music. Proficiency in an imaginative use of the resources for accessing musical data will be developed through projects in bibliography. Required of first-semester graduate students.

595 SPECIAL STUDIES (1-4)

Individualized studies in topics beyond the scope of the regular curriculum. Contract with an instructor, specifying work to be completed. A regular schedule of contract hours is necessary. Prerequisite: consent of instructor.

NATIVE AMERICAN STUDIES

PROGRAM OFFICE

Nichols Hall 214
(707) 664-2458

COORDINATOR

Edward D. Castillo/ California Indian Culture and History, American Indian Religion & Philosophy, Native American Education and North American History

ADMINISTRATIVE COORDINATOR

Perce Smith

Faculty

Edward D. Castillo
Duane BigEagle
Gregory Sarris

Program Offered

Minor in Native American Studies

The Native American Studies program is designed to provide a minor with a multidisciplinary approach to Native Americans through ethnography, history, sociology, and the humanities. By approaching the multiplicity of Indian cultures from a variety of academic perspectives, a deeper understanding of native societies past and present, will emerge. The program is designed to present a variety of American Indian experiences and issues within the wider context of human history and evolution. The program is especially interested in providing teachers, community service personnel, tribal administrators, and other interested persons with useful skills in dealing with this unique community. Special emphasis will be placed on assisting educators with practical and theoretical approaches to Indian education. Students in Native American studies are encouraged to apply toward the NAMS minor selected courses from history, anthropology, art, CALS, AMCS, and Education.

Students may develop a special major in Native American studies; those interested should review the guidelines for special majors and consult the program coordinator.

Minor in Native American Studies

The suggested pattern for completing the minor is:

Minor Core Requirements

NAMS 200 Introduction to Native Americans (3) or	
NAMS 205 Introduction to Native American Arts (3)	3
NAMS 305 North American Indian History	4
NAMS 346 Philosophic Systems and Sacred Movements in Native North Americans	3
Total units in minor core	10

Minor Electives

Select 10 units from the following courses:

NAMS 300 Experimental (1-5)
NAMS 354 Native American Literature (3)
NAMS 338 Native Americans and the Cinema (3)
NAMS 400 Special Topics in Native American Studies (1-4)
NAMS 410 Seminar in an Individual Native American Culture (4)
NAMS 412 Native California History and Culture (4)
NAMS 414 Native American Cultures of the Southwest (4)
NAMS 418 Regional Historical Studies (4)
NAMS 420 Fundamentals of Native American Education (1-4)
NAMS 430 Advanced Native American Workshop (4)
NAMS 442 Contemporary Affairs of Native Americans of California (4)
NAMS 495 Special Studies (1-4)

Total units in minor electives 10

Total units in the minor 20

Native American Studies Courses (NAMS)

Classes are offered in the semesters indicated. Please see Schedule of Classes for most current information and faculty assignments.

200 INTRODUCTION TO NATIVE AMERICANS (3) FALL

A survey of the various geographical environments of tribes living in North America. The emphasis is upon precontact cultures, but includes cultural and historical changes to tribes during the settling of this country by Europeans. Satisfies GE category D1 (Individual and Society), and the ethnic studies requirement.

205 INTRODUCTION TO NATIVE AMERICAN ARTS (3) FALL, ALTERNATE YEARS

A general introduction of the traditional American Indian arts in the United States. The course will include information on the culture that produced the art forms. Craft projects or research paper by the student will be a part of the class requirements. Satisfies GE, category C1 (Fine Arts), and the ethnic studies requirement.

300 EXPERIMENTAL COURSES (1-5)

Content varies from semester to semester. The majority of these courses are designed as short-term field excursions into various areas of the country where American Indians lived or are living.

305 NORTH AMERICAN INDIAN HISTORY (4) SPRING, ALTERNATE YEARS

A survey/lecture course. It will chronologically follow the economic, military, social, and legal relationships between North American Indians and Euro-American colonists. Special emphasis will be placed on the relations with the federal and state governments from the Colonial period to the 20th century.

338 NATIVE AMERICANS AND THE CINEMA (3)

This course examines and critiques the depiction of Native Americans in American cinema, video, and documentary films. These media efforts are analyzed through an exploration of stereotypes, literature, and other popular influences found in American society. Documentary films by non-Indian and Native American film makers will be examined and analyzed. Satisfies GE, category C1 (Fine Arts), and the ethnic studies requirement.

346 PHILOSOPHIC SYSTEMS AND SACRED MOVEMENTS IN NATIVE NORTH AMERICA (3) FALL, SPRING

Only by common participation in religious cults and philosophic systems have the separate Indian tribes of North America ever united. This proposition will be critically examined by analysis of prehistoric and contemporary American Indian religious movements and philosophic systems. Precontact native religious systems will be surveyed. Archaeoastronomy and native art forms will be investigated as expressions of religious activities. Postcontact religious reorganization such as the ghost dance will be studied. Satisfies GE, category C3 (Philosophy and Values), and the ethnic studies requirement.

354 NATIVE AMERICAN LITERATURES (3) SPRING

A discussion of traditional myths and songs as well as contemporary literary works of Native Americans. Satisfies GE, category C2 (World Literature), and the ethnic studies requirement.

399 SELECTED TOPICS (1-3)

This student-instructed course is offered periodically on various Native American subjects. The course is offered when instructors are available with unique knowledge and skill not available through the regular faculty.

400 SPECIAL TOPICS (1-4)

Special topics courses in Native American studies are offered occasionally, depending on student interests and faculty availability. Typically, courses might be: Native American Law, Health Issues in the Native American Community, and Native American Tribal Government.

410 SEMINAR IN AN INDIVIDUAL NATIVE AMERICAN CULTURE (4)

An in-depth focus on the cultural experience of an individual Native American people.

412 NATIVE CALIFORNIA HISTORY AND CULTURE (4) FALL, ALTERNATE YEARS

A survey of the cultures and histories of Native California Indians. Special emphasis on local Indians.

414 NATIVE AMERICAN CULTURES OF THE AMERICAN SOUTHWEST (4)

An examination of the prehistory, ecology, settlement patterns, social organization, cosmological and ritual systems, material culture, mythology, language, and status of Southwestern Native Americans.

418 REGIONAL HISTORICAL STUDIES (4)

Seminar. Provides students with an opportunity to pursue various regional studies of Indian groups from precontact times to the present. Prerequisite: NAMS 200 or consent of instructor.

420 FUNDAMENTALS OF NATIVE AMERICAN EDUCATION (1-4)

This course is appropriate for those who will be teaching Native American students K-12 or those who wish to develop curriculum materials about American Indians. A survey of North American Indian educational history will be followed by practical projects stressing appropriate teaching strategies.

430 ADVANCED NATIVE AMERICAN ART WORKSHOP (3)

Emphasizes the practical application of traditional and contemporary Native American art forms, designs, and techniques. This course attempts to advance the student's utilization of and appreciation for the various methods and skills of Native American arts while promoting individual creativity.

440 THE CONTEMPORARY NATIVE AMERICAN (4)

A seminar on the status of Native Americans in modern American society, including economic, political, and legal aspects; the role of the federal government; and the emergence of pan-Indianism and political activism.

442 CONTEMPORARY AFFAIRS OF NATIVE AMERICANS OF CALIFORNIA (4)

An intensive study of the contemporary problems, issues, and developments involving American Indians in California.

495 SPECIAL STUDIES (1-4)

Prerequisites: An upper-division core course; approval of supervising faculty member and approval of program coordinator.

NURSING

DEPARTMENT CHAIR

Liz Close

ADMINISTRATIVE COORDINATOR

Becky Cohen

Ana Munoz

Faculty

Anita Catlin

Liz Close

Carole Heath

Deborah Kindy

Jeanette Koshar

Wendy Smith

Melissa Vandever

Mary Ellen Wilkosz

Programs Offered

(fully accredited by the NLNAC)

Bachelor of Science in Nursing

Prelicensure B.S.N.

R.N.-B.S.N.

L.V.N.-B.S.N.

Master of Science in Nursing

Family Nurse Practitioner

Leadership and Management (concentration in Nursing Administration, Clinical Nurse Leader, or Nursing Education)

Direct Entry Master of Science in Nursing (Entry Level Master's Program)

Post-Master's Certificates

Family Nurse Practitioner

Sonoma State University's mission is reflected in the Department of Nursing's commitment to provide a foundation for lifelong learning and graduate nurses who practice within a broad cultural perspective, affirm intellectual and aesthetic achievements as a part of the human experience, develop professional leadership, foster flexibility and resilience, and contribute to the health and well-being of the world at large. The Department of Nursing recognizes nursing as a nurturing response, based upon a blend of art and science, occurring within a subjective and objective environment with the aim of developing the well-being of both nurse and client (client as individuals, families, communities, and organizations). Consistent with the philosophy and objectives is the consideration of students as unique individuals with varied ethnic and cultural backgrounds, learning styles, and goals.

The Department of Nursing provides opportunities for learning using a variety of traditional and technology mediated strategies. Courses may be taught using televideo conferencing technology, interactive and real-time electronic communications via computer for lecture, small-group and seminar discussions, self-paced and self-directed independent study, and Internet tools that support lifelong intellectual and professional development.

The Department of Nursing enjoys a collaborative relationship with the health care services community within its service area and beyond. Consequently, there are many clinical opportunities available. Students are placed in a variety of community-based hospitals and health care agencies. Graduates of both the baccalaureate and master's programs are well prepared for careers in a variety of health care settings and roles in the community.

Sonoma State University's nursing programs are approved by the California State Board of Registered Nursing and accredited by the National League for Nursing Accrediting Commission, from which information about tuition, fees, and length of program may be obtained, either in writing or by telephone at National League for Nursing, 350 Hudson Street, New York, NY, 10014, (212) 989-9393.

Bachelor of Science in Nursing

The undergraduate nursing program provides three options to obtain a baccalaureate degree in nursing:

1. A prelicensure program option that prepares students to become licensed registered nurses.
2. An R.N. to B.S.N. program option for licensed R.N.s with associate degrees or the equivalent.
3. An L.V.N. to B.S.N. program option for licensed vocational nurses.

All graduates of the baccalaureate program are prepared to plan and provide patient care; to teach patients, families, and staff; and to provide leadership in the delivery of health care services. The bachelor of science in nursing program offers students an opportunity to become liberally educated professionals, qualified for certification as public health nurses, and completely prepared for graduate education in nursing. The prelicensure and L.V.N.-B.S.N. options also prepare the graduate for the R.N. licensure examination.

Eligible applicants should visit the website, www.sonoma.edu/nursing, for further information.

Prelicensure B.S.N. Option

The prelicensure option consists of two components: the pre-nursing curriculum, in which the student takes the prerequisite courses for the nursing program; and the prelicensure curriculum, in which the student is admitted on a competitive basis to take the courses required for R.N. licensure and complete the bachelor of science in nursing degree. The pre-nursing courses may be taken at either

Sonoma State University or another university or community college. Students who complete their prerequisites at Sonoma State University will be given priority consideration for admission to the nursing major; however, they are not guaranteed entrance. For admission to the Prelicensure Option of the B.S.N. program, SSU students must submit a supplemental application to the Nursing Department between November 1 and February 28. Transfer students must submit an application to SSU and a supplemental application to the Nursing Department. Applications are available on the department's website at www.sonoma.edu/Nursing or by contacting the Nursing Department.

Admission to Pre-Nursing Status (for the Prelicensure Option)

Students applying directly from high school must meet the following criteria:

1. Standard SSU admission criteria.
2. High school chemistry and biology with a GPA of 3.00 (B) or better.
3. Overall high school GPA of 3.0 or better.

Community college transfer students must meet the following criteria:

1. Standard SSU transfer criteria.
2. B average in nursing prerequisite science courses.
3. Overall college GPA of 3.0 or better.

Admission to the Prelicensure Option (final three years of degree program)

Nursing is an impacted program and therefore requires supplemental application to the Nursing Department in addition to application to Sonoma State University. Students applying for admission to the prelicensure option in the B.S.N. program must submit:

1. Transcript verification of completion of GE categories A (Written and Oral Analysis, Fundamentals of Communication, and Critical Thinking) and B (Natural Sciences and Mathematics [Statistics required for Nursing]).
2. GPA of 3.00 or better in prerequisite science courses: BIOL 220, 218, 224, and CHEM 105 or equivalent.
3. Results of the Test of Essential Academic Skills (TEAS).
4. Health care experience (written verification of at least 50 hours of volunteer or paid work).
5. Essay (criteria available from the Department of Nursing).
6. Recommendations (forms available from the Department of Nursing).

Requirements for the Prelicensure B.S.N. Option	Units
General education	*48
Major requirements	58
Support courses	14
General electives	4
Total units needed for graduation	124

*3 units of Area E will be satisfied upon completion of the nursing major to meet the 51-unit GE requirement.

Required Courses for the Prelicensure Option Bachelor of Science in Nursing

YEAR 1	
<i>Fall Semester</i>	<i>Spring Semester</i>
BIO 115 (3)	BIO 218 (4)
CHEM 105 (5)	BIO 224 (4)
BIO 220 (4)	Written & Oral Analysis (Speech) GE (3)
ENGL 101 (3)	MATH GE (Math 165 Statistics required) (4)
GE, A3 Critical Thinking GE (3)	
YEAR 2 (Admission to the Prelicensure Option of the B.S.N. program is required from this point forward)	
<i>Fall Semester</i>	<i>Spring Semester</i>
NURS 200 (3)	NURS 206 (3)
NURS 203 (2)	NURS 208 (3)
NURS 205 (3)	NURS 210B (4)
NURS 210A (4)	NURS 300 (3)
	GE and other degree requirements
YEAR 3	
<i>Fall Semester</i>	<i>Spring Semester</i>
NURS 340 (3)	NURS 380 (3)
NURS 342 (3)	NURS 385 (3)
NURS 345 (4)	GE and other degree requirements
PSY 302 (3)	
GE and other degree requirements	
YEAR 4	
<i>Fall Semester</i>	<i>Spring Semester</i>
NURS 404 (3)	NURS 425 (4)
NURS 405 (3)	NURS 440 (3)
NURS 415 (1)	Elective (3)
NURS 450 (3)	GE and other degree requirements
GE and other degree requirements	

R.N. to B.S.N. Option

Sonoma State University's baccalaureate program also offers an upper-division option designed to articulate with community college Associate Degree Nursing (ADN) programs. The SSU program provides upper-division education for Registered Nurses and enables nurses to expand their practice and function with increased independence in a variety of settings.

R.N.s who have attended a hospital (diploma) program should contact a community college with an R.N. program to obtain equivalent credit for their diploma program (30 ungraded lower-division nursing units) and to complete the community college's general education requirements for an A.A. degree.

Admission to the R.N.-B.S.N. Option

1. Current California licensure as a registered nurse. (Recent ADN graduates who have not received California R.N. licensure but who otherwise meet program prerequisites will be accepted on a conditional basis pending NCLEX results. Failure to pass NCLEX disqualifies the student from the nursing major – but not from the University – until such time as a passing score is obtained.)
2. Sixty semester units of college-transferable credit: 30 units should meet California State University general education requirements, including Areas A (English Composition, Speech, and Critical Thinking) and B4 (Statistics required); 30 units must be credit for lower-division nursing course work. R.N.-B.S.N. applicants may be admitted to SSU and the Nursing program without having yet completed Critical Thinking and/or Statistics.
3. Minimum of 3 semester units of college-transferable credit in general chemistry with a grade C or better.
4. Human anatomy and physiology within the past 10 years or direct clinical nursing experience within the past two years.

Requirements for the R.N.-B.S.N. Option	Units
General education (40 units may be transferred from a community college or university)	*48

Major Requirements

Lower-division at community college or university	30
Upper-division at SSU (includes 26 units in nursing)	40
General electives	6
Total units needed for graduation	124

*3 units of Area E will be satisfied upon completion of the nursing major to meet the 48-unit GE requirement (for transfer students).

L.V.N. to B.S.N. Option

A program option for licensed vocational nurses who wish to become Registered Nurses is available. There are two options:

1. The recommended option provides the graduate with preparation needed for taking the NCLEX-RN exam, a bachelor of science in nursing degree, and eligibility for public health nursing certification. To enter the first option, an individual must complete the same prerequisites as those students who enter the prelicensure B.S.N. program.
2. The second option includes only those nursing courses required for R.N. licensure and qualifies L.V.N.s to take the NCLEX-RN, but does not earn a B.S.N. To enter the second option, an L.V.N. must have completed 4 units of physiology and 4 units of microbiology with a grade of B or better. Admissions to this option is on a space available basis only. Contact the department for further details. Courses required for this option are indicated by * in the following sample program.

Requirements for the L.V.N.-B.S.N. Option	Units
General education (40 units may be transferred from a community college or university)	*48
Major requirements (lower-division at community college or university, including SSU)	22
Upper-division at SSU (includes 36 units nursing)	42
General electives (may include additional community college or university units up to maximum allowed)	12
Total units needed for graduation	124

*3 units of Area E will be satisfied upon completion of the nursing major.

Required Nursing Major Courses for the R.N.-B.S.N. Option and Sample Two-Year Program

The sequence below is for full-time students. A part-time sequence that can be completed in six semesters is also available from the Nursing Department and on the website.

YEAR 1

Fall Semester	Spring Semester
NURS 305 (3)	PSY 302 (3)
NURS 312 (3)	NURS 300 (3)
NURS 404 (3)	NURS 405 (3)
GE and other degree requirements	GE and other degree requirements

YEAR 2

Fall Semester	Spring Semester
NURS 450 (3)	NURS 425 (4)
NURS 415 (1)	NURS 440 (3)
GE and other degree requirements	GE and other degree requirements

Required Nursing Major Courses for the L.V.N.-B.S.N. Option and Sample Two-Year Program

The following required sequence is offered full-time only.

YEAR 1

Fall Semester	Spring Semester
NURS 305 (3)	NURS 380 (3)
NURS 312 (3)*	NURS 385 (3)*
PSY 302 (3)	NURS 300 (3)
GE and other degree requirements	NURS 206 Theory (3)*
	NURS 495 Practicum (2)*
	GE and other degree requirements

YEAR 2

Fall Semester	Spring Semester
NURS 404 (3)	NURS 425 (4)*
NURS 405 (3)	NURS 440 (3)*
NURS 415 (1)*	GE and other degree requirements
NURS 450 (3)	
GE and other degree requirements	

* Courses required in the L.V.N. to R.N. option.

Undergraduate Nursing Progression and Retention

Should a student not attain a minimum grade of C (a C- is not acceptable) in a required nursing course, the student will not be permitted to continue in the nursing major. The student may petition the faculty to repeat the course. If approval is granted, the student must receive a grade of C or better in the course when repeated. If a minimum grade of C is not attained, the student will not be eligible to continue in, or graduate from, the B.S.N. program.

Master of Science in Nursing

The goal of the graduate curriculum is to provide advanced professional education to nurses with a B.S.N. or equivalent. The graduate degree in nursing is designed to respond to society's needs for professional nurses who influence the structure of emerging patterns of health care practice and delivery. Specialization in an area of nursing practice or function enables graduates to effectively address current and future societal health needs. Graduates support the development and refinement of nursing science by assuming advanced clinical roles and leadership roles within the profession and by participating in research and other scholarly activities.

The curriculum includes a core of instruction with an emphasis on theoretical and conceptual foundations of nursing practice, research, professional issues, and leadership. One option offers specialization as a Family Nurse Practitioner (FNP), with emphasis on advanced clinical primary care practice. A second option, nursing leadership and management (L&M), prepares nurses for executive leadership functions and responsibilities in current and emerging health care systems and includes concentration in nursing administration, clinical nurse leader, or education.

The Department of Nursing also offers a Direct Entry Master of Science in Nursing program designed specifically for the student with a baccalaureate degree in a discipline other than nursing who wishes to become a Registered Nurse with a graduate focus in the Clinical Nurse Leader emphasis of the Leadership and Management option. The department website (www.sonoma.edu/nursing) contains in-depth information about this program.

Application Procedures

The standard CSU application form must be submitted (available from the SSU Office of Admissions and Records). In addition, applicants must:

1. Meet the minimum admissions requirements for the chosen option (FNP or L&M).
2. Submit a supplemental Nursing Department application form.
3. Submit three letters of recommendation (on departmental forms).

Application packets are available on the Nursing Department website, www.sonoma.edu/nursing. Applicants who have received their B.S.N. from SSU also need to submit a standard CSU application and supplemental nursing application to apply for graduate standing at SSU.

Pathways Option (for Registered Nurses with a Bachelor's Degree in a Discipline Other than Nursing)

Application to the Department of Nursing's Master of Science program requires the foundation and skills equivalent to a Bachelor of Science degree in nursing. For those Registered Nurses who hold a baccalaureate degree in a field other than nursing, the department offers a Pathways Option that provides the student an individualized plan of study in preparation for application to the master's program, taking into account the student's background and chosen master's option (Family Nurse Practitioner or Leadership and Management).

Pathways Program Admissions Procedure: In addition to the standard California State University application, a Nursing Pathways application must be submitted. Applications are available on the department website, www.sonoma.edu/nursing.

Admission Status: Initial status will be "conditionally classified" while the student is fulfilling requirements for B.S.N. equivalency and other graduate admissions criteria. Completion of the Pathways option permits the student to be considered in the applicant pool; it does not guarantee admission to the graduate nursing program.

Culminating Experience

Degree requirements include completing a culminating experience during the final semester of study. The experience provides an opportunity for the student to synthesize the major learning outcomes of the graduate program and the nursing specialty option. The student may choose from one of the three options to meet this requirement:

1. Prepare a publishable paper based on research or clinical practice;
2. Complete a directed project; or
3. Complete a comprehensive simulated exam.

Family Nurse Practitioner Specialty Option

The purpose of the Family Nurse Practitioner specialty option is to prepare Registered Nurses with a bachelor's degree in nursing for advanced clinical practice with an emphasis on promoting individual and family wellness. The FNP concentration focuses upon the theoretical and scientific bases for the diagnosis and management of common illness, as well as health teaching, counseling, and preventive services. Emphasis is placed upon advanced clinical skills that include history-taking, physical examination, health screening, management of common illnesses, and techniques of prevention and risk reduction. Graduates may work in clinics, health maintenance organizations, schools, and medical practices as primary health care providers.

In addition, an understanding of the economic and ethical factors affecting health care delivery provides nurses with unique capabilities to respond to society's complex needs. The ability to critically evaluate and apply research to the clinical setting is included as an important dimension of advanced professional practice.

Admissions Requirements

1. B.S.N. degree (RNs with a bachelor's in an area other than nursing, please see section above on Pathways option).
2. GPA of 3.00 in the last two years (60 units) of undergraduate or post-graduate study.
3. Current California licensure as a registered nurse.
4. Completion of courses in statistics and physiology/pathophysiology within the last seven years; completion of a physical assessment course within the last three years. (Students may challenge the physiology requirement by taking the NLN test. See the department website at www.sonoma.edu/nursing for details.)
5. Completion of course(s) in community health nursing required for Public Health Nursing Certificate.
6. Two years full-time experience as an R.N. preferred.

Curriculum Features

Students have a three-semester clinical preceptorship with a primary care provider. Students and faculty share responsibility for finding an acceptable preceptor. Content includes health needs and risks of all family members, family theories, and legal and professional issues pertinent to nurse practitioners. Content taken concurrently with the clinical sequences includes health risk assessment of individuals and families, pathophysiological concepts in diagnosis and treatment of common illness, pharmacology, and practice issues pertinent to nurse practitioners.

Students take courses in health economics and ethics of health care. Students complete a culminating experience that serves as evidence of successful integration of the diverse content areas in the curriculum.

The SSU family nurse practitioner specialty option meets criteria specified in Section 1484, Title 16, of the *California Administrative Code* and is approved by the California State Board of Registered Nursing.

Accelerated FNP Option

Registered Nurses with a B.S. who are nurse practitioners may progress more rapidly through the program using a series of challenge examinations. A maximum of 12 semester units from prior course work and challenge examinations may be counted toward the MSN degree. A total of 28 units must be taken in residence at SSU. Students are evaluated individually to determine which courses have been met by prior course work and which courses may be challenged. By using this option, it is possible for eligible students to receive credit for some of the didactic courses and for most of the clinical experience required for FNP preparation.

Post-Master's Family Nurse Practitioner Certificate Option

The Certificate Option is a 31-unit course of study designed for Registered Nurses who hold a master's degree in nursing who wish to become family nurse practitioners. Application is through the Department of Nursing.

Curriculum for Full-time Progression for Master of Science in Nursing – Family Nurse Practitioner

The sequence below is for full-time students. A part-time sequence that can be completed in six semesters is also available from the Nursing Department and on the website.

YEAR 1	
<i>Fall Semester (13 Units)</i>	<i>Spring Semester (12 Units)</i>
NURS 501 (3)	NURS 540B (4)
NURS 540 (2)	NURS 550B (5)
NURS 549 (3)	NURS 505 (3)
NURS 550A (2)	
NURS 552 (3)	
YEAR 2	
<i>Fall Semester (9 Units)</i>	<i>Spring Semester (6 Units)</i>
NURS 500A (3)	NURS 500B (3)
NURS 504 (2)	NURS 510 (3)
NURS 550C (4)	Culminating Experience
TOTAL UNITS:: 40	

Leadership and Management Specialty Option: Nursing Administration, Clinical Nurse Leader, and Nursing Education Concentrations

The curriculum for the concentrations within the Leadership and Management specialty option (Nursing Administration, Clinical Nurse Leader, and Nursing Education) prepares Registered Nurses with a B.S.N. to function as nurse leaders in a variety of roles and settings. Graduates lead and evaluate health care delivery systems and provide educational support for evolving clinical practice. The Nursing Administration concentration focuses on leadership and management in all segments of health care organizations and systems. The Nursing Education concentration prepares nurse educators to play a pivotal role in developing, implementing, and evaluating educational programs that support contemporary and scientifically based nursing practice. The Clinical Nurse Leader concentration focuses on client care outcomes through the assimilation and application of research-based information to design, implement, and evaluate client care planning across all health care settings.

The Leadership and Management curriculum emphasizes the application of theories and concepts of organization, leadership, management, financial management, and education, as well as the use and application of research. The course of study provides for the development and application of knowledge relevant to the structure and financing of the health care system and the analysis of the interrelationships and interdependence of its various elements. Students learn to apply specialized knowledge and skills in selected areas of administration, clinical leadership, and health care services in a variety of settings.

Graduates may work as mid-level managers, administrators, and in-service or nursing school educators in health care agencies and nursing schools.

Admission Requirements

1. B.S. degree (R.N.s with a bachelor's degree in an area other than nursing, please see section on Pathways program).
2. GPA of 3.00 in the last two years (60 units) of undergraduate or post-graduate study.
3. Current California licensure as a Registered Nurse.
4. Completion of statistics within the last seven years.
5. Completion of course(s) in community health nursing.

Curriculum

The Nursing Administration, Clinical Nurse Leader, and Nursing Education concentrations are managed in class cohorts, and admission may not be made to each concentration every year. Check with the department on the status of admissions to your desired concentration. Students take an average of 8 units per semester. Courses are taught via the traditional classroom, teleconference, and Internet.

The first year focuses on the acquisition of a theoretical base in nursing, the health care delivery system, advanced practice issues, and ethics. The second year incorporates further knowledge in nursing administration, clinical nursing leadership, and nursing education theories, financial management, quality management, and human resources. Students analyze and evaluate organizational and management theories in relation to the provision of health care and nursing care delivery systems. A final semester residency program provides for application of theoretical knowledge with a mentor in a health care agency selected by the student in consultation with faculty. Students tailor their plan of study and select the focus for their residency based on their professional background and career goals. Students complete a culminating experience that serves as evidence of successful integration of the diverse content areas in the curriculum.

MSN - Leadership and Management Curriculum

Required courses of all students in Leadership & Management Track

Course #	Course Title	Units
NURS 500A	Scholarly Inquiry I	3
NURS 500B	Scholarly Inquiry II	3
NURS 504	Policy & Politics of Health Care	2
NURS 505	Ethics in Healthcare	3
NURS 506	Systems Management in Healthcare	4
NURS 515A	Financial Management in Healthcare Organizations I	4
Total Units		19

Concentrations

Students take 13 units in their concentration

Administration Concentration		Units
NURS 515B	Financial Management II	4
NURS 530	Nursing Leadership Theory	4
NURS 535	Residency	5
Education Concentration		
NURS 522A	Instructional Process in Higher Education I	4
NURS 522B	Instructional Process in Higher Education II	4
NURS 535	Residency	5
Clinical Nurse Leader Concentration		
NURS 502	Pathophysiologic Basis of Nursing Care	3
NURS 509	Advanced Assessment & Clinical Decision-Making	3
NURS 553	Pharmacology for Clinical Nurse Leaders	2
NURS 535	Residency	5
Total Units in L&M Concentration Courses		13
Total Units for the Degree		32

Direct Entry Master of Science in Nursing Program

The Direct Entry Master of Science in Nursing (DEMSN) program is designed specifically for individuals with a baccalaureate or higher degree in a field other than nursing. The key characteristics of this program are:

1. Eighteen continuous months of study.
2. Extensive use of online education strategies.
3. Utilization of a Collaborative Clinical Education model (CCEM).
4. Simultaneous integration of undergraduate and graduate nursing curricula.
5. Curriculum designed to prepare clinical nurse leaders.

DEMSN graduates are awarded a Master of Science in Nursing degree and are eligible to take the R.N. licensing exam (NCLEX) at the end of the program. Graduates are immediately employable as staff nurses and have the opportunity to continue a variety of educational pursuits of individual interest as well as market opportunity.

Admission Requirements

Baccalaureate or higher degree in a discipline other than nursing.

Minimum 3.0 GPA in college level, nursing major prerequisite courses:

- Integrated chemistry (5 units)
- Human Anatomy (4 units, lab)
- Human Physiology (4 units, lab)
- Microbiology (4 units, lab)
- Statistics (3 units)
- Human Growth and Development [across the lifespan] (3 units)

Students are also required to have completed a certified nursing assistant (CNA) course prior to beginning the program.

DEMSN- Clinical Nurse Leader Curriculum

The DEMSN curriculum is presented in five continuous semesters/sessions. Each semester has course work and clinical experience. The didactic portion of the curriculum is delivered primarily online through the Internet using up-to-date distributive education strategies and technology. Clinical experience occurs primarily in one of three major hospitals and is augmented in a variety of health care institutions.

Clinical experiences are managed by Sonoma State University doctoral prepared faculty using the Collaborative Clinical Education Model, which is a joint effort between partnering health care institutions and the University.

The option for online education coupled with the innovative Collaborative Clinical Education Model for clinical experience maximizes student effort in learning. The highly motivated, flexible, self-directed learner characterizes the nature of the student likely to be successful in this role.

Curriculum for Direct Entry Master of Science in Nursing - Clinical Nurse Leader

Course #	Course Title	Units
Year 1		
SPRING SEMESTER		
N 200	Nursing in Health and Illness	3
N 203	Basic Pharmacology for Nurses	2
N 210A	Clinical Practicum I	4
N 208	Nursing Applications of Pathophysiology	3
N 506	Systems Management in Health Care	4
Total		16
SUMMER SESSION		
N 206	Psychiatric/Mental Health Nursing	3
N 502	Pathophysiology Basis of Nursing Care	3
N 210B	Clinical Practicum II	4
N 509	Advanced Assessment	3
Total		13
FALL SEMESTER		
N 507	Community Health Nursing Theory	3
N 515A	Financial Management	3
N 500A	Scholarly Inquiry	3
N 380	Care of Individuals and Families with Complex Needs	3
N 385	Clinical Practicum Care of Individuals & Families with Complex Needs	3
Total		15

Year 2		
SPRING SEMESTER		
N 500B	Scholarly Inquiry	3
N 514	Community Health Nursing Practicum	3
N 340	Women's Health in the Expanding Family	2
N 342	Child Health in the Expanding Family	2
N 345	Clinical Practicum with Expanding Families	3
Total		13
SUMMER SESSION		
N 505	Ethics in Health Care	3
N 525	Clinical Residency	3
N 504	Policy and Politics of Health Care	2
Total		8
Total Units Required		65

Graduate Nursing Progression and Retention

Should a student not attain a minimum grade of C (a C- is not acceptable) in a required nursing course, the student will not be permitted to continue in the nursing major. The student may petition the faculty to repeat the course. If approval is granted, the student must receive a grade of C or better in the course when repeated. If a minimum grade of C is not attained, the student will not be eligible to continue in, or graduate from, the MSN program.

Nursing Courses (NURS)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for the most current information and faculty teaching assignments.

200 NURSING IN HEALTH AND ILLNESS (3) FALL

Seminar, 3 hours. Professional, philosophical, and theoretical foundations of nursing are explored. Basic concepts of health are examined and issues common to all aspects of professional nursing are introduced. Corequisites: NURS 205 and 210A.

203 BASIC PHARMACOLOGY FOR NURSES (2) FALL

Seminar, 2 hours. Introduction to principles of pharmacology and to the nurse's role in the safe administration of medications. Content includes: basic pharmacological principles, physiological actions, therapeutic and adverse effects of major drug classifications and routes of administration, basics of drug calculations, and patient education.

204 NURSING APPLICATIONS OF PATHOPHYSIOLOGY (3)

Seminar, 3 hours. Pathophysiology in medical-surgical nursing is presented as a foundation for caring for the adult patient. Health and disease processes are studied as they apply to the clinical care of the adult patient.

205 SKILLS IN PROFESSIONAL NURSING PRACTICE (3) FALL

Lecture, 2 hours; lab, 3 hours. Concepts, processes, and practices are offered in a variety of classroom and laboratory activities using the nursing process. The nursing laboratory emphasizes the role of the nurse and the opportunity to acquire and demonstrate communication and psychomotor skill proficiency. Laboratory fee payable at time of registration.

206 PSYCHIATRIC/MENTAL HEALTH NURSING (3) SPRING

Seminar, 2 hours; lab, 3 hours. Students are introduced to the principles of mental health and illness. Nursing care therapeutics with populations experiencing mental stresses and psychiatric illnesses are examined.

210A CLINICAL PRACTICUM I (4) FALL

Clinical lab, 12 hours. Students apply the nursing process and theoretical principles in ambulatory and nonacute health care settings. Students develop the ability to recognize health problems and implement professional standards of care. Corequisites: NURS 200, 203, and 205.

210B CLINICAL PRACTICUM II (4) SPRING

Clinical lab, 12 hours. Students apply the nursing process and theoretical principles of medical-surgical and mental health/psychiatric nursing in hospital and community settings within the recognized standards of care. Corequisites: NURS 206 and 208.

300 INTRODUCTION TO NURSING RESEARCH (3) SPRING

Seminar, 3 hours. Discusses the nature of scholarly inquiry, basic research concepts, language, and processes. Approaches to research in nursing are explored. Qualitative and quantitative research methods are compared. Students critically appraise and interpret studies in order to enhance their understanding of the research process. Prerequisites: Statistics.

305 ASSESSMENT AND CLINICAL DECISION-MAKING (3) FALL, SUMMER

Seminar, 2 hours; lab, 3 hours. Concepts and skills of human health assessment basic to clinical decision-making within the caring process are expanded. Interview skills focus on eliciting an accurate and thorough history, taking into account multiple dimensions that characterize the person. Physical examination skills are further developed to provide a database for nursing diagnosis and planning nursing care. Laboratory fee payable at time of registration.

312 INTRODUCTION TO PROFESSIONAL NURSING (3) FALL

Seminar, 3 hours. Professional development in nursing is explored with emphasis on self-assessment of learning, patient education, information management, communication, theory in practice, and scholarly productivity.

340 WOMEN'S HEALTH IN THE EXPANDING FAMILY (2-3) FALL

Seminar, 3 hours. Principles and concepts of health and illness in childbearing and child-rearing families. Preventative and therapeutic aspects of nursing care for the pregnant and postpartum client. Use of community resources introduced. Prerequisites: all 200-level nursing major courses; concurrent enrollment in NURS 342 and 345.

342 CHILD HEALTH IN THE EXPANDING FAMILY (2-3) FALL

Seminar, 3 hours. Principles and concepts of child health and illness in the context of the family. Preventative and therapeutic aspects of nursing care of the infant, child, and adolescent are emphasized. Prerequisites: all 200-level nursing courses; concurrent enrollment in NURS 340 and 345.

345 CLINICAL PRACTICUM WITH EXPANDING FAMILIES (3-4) FALL

Clinical lab, 12 hours. Applies the nursing process to child-bearing and child-rearing families. Clinical experiences focus on principles and concepts of health promotion and maintenance to families in various phases of the health and illness continuum. Prerequisites: all 200-level nursing major courses. Corequisites: NURS 340 and 342.

380 CARE OF INDIVIDUALS AND FAMILIES WITH COMPLEX NEEDS (3) SPRING

Seminar, 3 hours. Applies the nursing process to individuals and families with complex health care needs, emphasizing care of older adults. Prerequisites: NURS 340, 342, and 345. Corequisite: NURS 385.

385 CLINICAL PRACTICUM IN CARE OF INDIVIDUALS AND FAMILIES WITH COMPLEX NEEDS (3) SPRING

Clinical lab, 9 hours. Applies the nursing process to individuals and families with complex health care needs, emphasizing care of older adults. Clinical experience originates in acute care settings and includes discharge planning, case management, and leadership roles of the nurse. Corequisites: NURS 380.

395 COMMUNITY INVOLVEMENT PROGRAM (1-4)

CIP involves students in community problems related to the promotion of health and the prevention of illness. Credit may be given for such activities as volunteer work in health agencies and planning and participating in community health projects. A total of 6 units may be applied toward a degree. May be taken by petition only. Prerequisites: admission to the nursing major, consent of advisor and department chair.

396 SELECTED TOPICS IN NURSING (1-5)

A single topic or set of related topics not ordinarily covered by the nursing major curriculum (e.g., sexuality, death and dying, health planning and policy). The course may be repeated for credit with different topics, to a maximum of 12 units.

404 COMMUNITY HEALTH NURSING THEORY (3) FALL

Seminar, 3 hours. Explores population-focused nursing in the context of promotion, protection, and improvement of health for individuals, families, and communities. Determinants of health and operations of the health care system will be discussed with an emphasis on social, cultural, and environmental factors which impact the health of the greater community. Prerequisite: NURS 300.

405 COMMUNITY HEALTH NURSING PRACTICUM (3) FALL, SPRING

Clinical practice, 9 hours. Students apply knowledge and skills from nursing and public health science to provide clinical care for clients, individuals, and families in their communities. Cultural diversity and vulnerable populations are emphasized while exploring the community as client. Pre/Corequisite: NURS 404.

415 THEORY IN NURSING PRACTICE (1) FALL

Seminar, 1 hour. Theories and concepts from nursing and related sciences are applied to a selected client population in a clinical setting. A learning contract for senior clinical study is developed by each student in a selected area of nursing practice that includes client care, research and theory, legal and ethical issues, standards of practice, and leadership and management in the clinical setting. Students must expect to complete NURS 425 Senior Clinical Study within the next two semesters.

425 SENIOR CLINICAL STUDY (4) FALL, SPRING

Clinical lab, 12 hours. Clinical application of theories and concepts from nursing and related sciences is applied in the nursing care of selected populations. Research-based knowledge and pertinent theoretical frameworks are utilized to respond to complex and specific health care needs of these populations. Integration and synthesis of concepts, personal development, and leadership/management abilities are expanded through professional nursing practice. Prerequisite: NURS 415 within past two semesters.

440 NURSING LEADERSHIP AND MANAGEMENT (3) SPRING

Lecture/discussion, 3 hours. Formulates a theoretical foundation for the process of nursing leadership and management. Attitudes and behavioral principles of effective leadership are developed and applied. Problem-solving strategies are developed as management problems are analyzed. Effects of the management process on patterns of health care practice and delivery are critically evaluated. Prerequisite: completion of all 300-level course work.

450 NURSING IN A SOCIOPOLITICAL ENVIRONMENT (3) FALL

Seminar, 3 hours. Explore historical and current sociopolitical issues in nursing and health care and their impact on the practice and profession of nursing. Professional accountability and effective sociopolitical advocacy are emphasized.

473 HEALTH EDUCATION AND DRUG ABUSE (3) FALL, SPRING

Lecture, 3 hours. Emphasizes the teacher's responsibility for health promotion. Focus is on health issues affecting the school child's growth and maturation, and curriculum development for translating health knowledge into desirable health behavior. Includes units on nutrition, drug use and abuse, and AIDS. Prerequisite: upper-division standing.

480 HEALTH, SEXUALITY, AND SOCIETY (3) FALL, SPRING

Seminar, 3 hours. Examines issues in human sexuality as they relate to the health and well-being of self and others. The range of human sexual experience will be explored. Satisfies GE, category E. Open to non-nursing majors. Prerequisite: upper-division standing.

495 SPECIAL STUDIES (1-4) FALL, SPRING

Individual or group study, under guidance of an advisor, of special issues in nursing. Prerequisites: admission to the nursing major and/or consent of instructor and department chair. Specific guidelines available from the nursing department.

497 NURSING EXTERNSHIP (2-6)

Clinical lab, 6 to 18 hours. This work-study course is offered by the Department of Nursing in cooperation with selected clinical agencies. Students apply previously learned nursing theory and clinical skills in assigned patient care setting under the supervision of selected Registered Nurse preceptors. The course is offered for 2-6 units. Cr/NC grading only. Prerequisites: NURS 385 and permission of department.

500A SCHOLARLY INQUIRY (3) FALL

Seminar, 3 hours. Linkages between theory, research, and advanced practice are further developed to provide the student with the necessary skills to critically analyze and apply research. Application of selected foci to include health care issues.

500B SCHOLARLY INQUIRY (3) SPRING

Seminar, 3 hours. Students apply the knowledge and skills gained in NURS 500A through scholarly activities and projects in community settings.

501 ASSESSMENT AND MAINTENANCE OF THE INDIVIDUAL, FAMILY, AND COMMUNITY (3) FALL

Seminar, 3 hours. Expands the student's ability to identify and promote behaviors that enhance the health of self, individuals, and families. Principles from epidemiology, family health, psychology, sociology, change theory, and related therapies. Focuses on rapid identification of physical, mental, emotional, and spiritual health risks and modification of those risks as part of primary care.

502 PATHOPHYSIOLOGIC BASIS OF NURSING CARE (3)

Seminar, 3 hours. Physiological and pathophysiological processes are examined and integrated within the context of the human experience.

504 POLICY AND POLITICS OF HEALTH CARE (2) FALL

Seminar, 2 hours. Course reviews the principal ways health care is organized and financed, and identifies current issues in health care organization and financing. Analytic perspectives on health and health care economics are emphasized. Prerequisite: graduate nursing student or consent of instructor.

505 ETHICS IN HEALTH CARE (2-3) SPRING

Seminar, 3 hours. Bioethics in health care is critically discussed from both a theoretical and practical viewpoint. Separate modules address various ethical aspects of health care delivery related to clinical, educational, and administrative topics.

506 SYSTEMS MANAGEMENT IN HEALTH CARE (4) FALL

Seminar, 4 hours. Systems Management utilizes systems theory in understanding organization behavior and change. The content of the course includes selected issues in organization environment, structure, culture, human resources, politics, and system leadership. The process of the course will focus on effecting organizational change.

507 COMMUNITY HEALTH NURSING THEORY (3)

Seminar, 3 hours. Explores population-focused nursing in the context of promotion, protection, and improvement of health for individuals, families, and communities. Determinants of health and operations of the health care system will be discussed with an emphasis on social, cultural, and environmental factors which impact the health of the greater community.

509 ADVANCED ASSESSMENT & CLINICAL DECISION-MAKING (3) SUMMER

Seminar, 3 hours; lab, 3 hours. Advanced concepts and skills in human health assessment are presented in relation to clinical decision-making. Interview skills focus on eliciting an accurate and thorough history, taking into account multiple dimensions of the person. Exam skills are further developed to provide a database for advanced diagnosis and care. Lab fee. Open to individuals entering the Family Nurse Practitioner program.

510 PROFESSIONAL ISSUES AND LEADERSHIP (3) SPRING

Seminar, 2 or 3 hours. Current nursing issues in advanced practice, professionalism, and nursing education are examined from a leadership perspective. Focuses on expanding nursing power and influence in professional situations. Faculty and students collaborate in the identification of contemporary issues.

514 COMMUNITY HEALTH NURSING PRACTICUM (3)

Clinical practice, 9 hours. Students apply knowledge and skills from nursing and public health science to provide clinical care of clients, individuals, and families in their communities. Cultural diversity and vulnerable populations are emphasized while exploring the community as client. Pre/Corequisite: NURS 507.

515A FINANCIAL MANAGEMENT IN HEALTH CARE ORGANIZATIONS I (3 OR 4) FALL

Seminar, 3 or 4 hours. Provides theory and experience with the elements of budget development. The course is divided into segments: 1) pre-budget; 2) budget preparation; and 3) monitoring variance. Students select a clinical site and mentor to provide experience with budget preparation and monitoring. DEMSN students take for 3 units; all other MSN-L&M students take for 4 units.

515B FINANCIAL MANAGEMENT IN HEALTH CARE ORGANIZATIONS II (4) SPRING

Seminar, 4 hours. Continuation of NURS 515A provides hands-on experience with budget control and variance.

522A INSTRUCTIONAL PROCESS IN HIGHER EDUCATION I (4) FALL

Seminar, 4 hours. Examination of curriculum formation, revision, and evaluation. Theoretical and practical aspects of the instructional role in higher education are examined. Major theories of learning are critiqued. Teaching strategies are analyzed in relation to learning objectives. Students engage in individual and group projects in curriculum development and teaching methods.

522B INSTRUCTIONAL PROCESS IN HIGHER EDUCATION (4) SPRING

Seminar, 4 hours. Continuation of NURS 522A incorporates online and teleconference teaching skills and concepts into a course design and plan for implementation. Students evaluate their online and teleconference teaching plans with respect to clearly delineated clinical or administrative learning outcomes and appropriate teaching models. Students build well balanced and appropriately sequenced assignments and determine whether the technology tools they have selected meet the learning objectives of the course they are designing. Current nursing research, curriculum, and assessment with particular emphasis on the online and teleconference paradigm will be included.

525 CLINICAL PRACTICUM (3)

Clinical lab, 9 hours. Clinical application of theories and concepts from nursing and related sciences is applied in the nursing care of selected populations. Research-based knowledge and pertinent theoretical frameworks are utilized to respond to complex and specific health care needs of these populations. Integration and synthesis of concepts, personal development, and leadership/management abilities are expanded through professional nursing practice.

530 NURSING LEADERSHIP THEORY (4) FALL

Seminar, 4 hours. Theories of organizations and management are analyzed in relation to health care and nursing care delivery systems. Emphasis is placed on analyzing and evaluating the relationship between clinical nursing practice and organizational management. Organizations are analyzed according to structure, functions, and organizational behaviors.

532A CASE MANAGEMENT THEORY I (4)

Seminar, 4 hours. Case Management theory in relation to coordinating and evaluating client care is explored. Emphasis is placed on analyzing and evaluating the relationship between the provision of quality client care and organizational effectiveness. The interdependent role of the case manager is analyzed.

532B CASE MANAGEMENT THEORY II (4)

Seminar, 4 hours. Focus is on continuation and further development of a knowledge base related to health care delivery systems and the role of the case manager. Emphasis will be placed on complex aspects of the case management process, including human and financial resources and organizational, local, state, and federal health policy development.

535 RESIDENCY (5) FALL

Fieldwork, 15 hours. Focuses on the application of theoretical knowledge in a nursing leadership and management role. The student gains an understanding of the relationship of leadership theory to leadership practice through the initiation, implementation, and completion of a project.

540A PATHOPHYSIOLOGICAL CONCEPTS IN DIAGNOSIS AND TREATMENT I (2) FALL

Seminar, 2 hours. Develops a pathophysiological conceptual foundation for the diagnosis and management of common acute and chronic illnesses in advanced primary care nursing practice. Research and theory from various disciplines are used to evaluate unique interaction patterns of person and environment as a basis for selecting strategies to promote health and minimize the effects of illness. Emphasizes interdisciplinary aspects of primary health care through partnerships with patients as a basis for collaboration, consultation, and referral.

540B PATHOPHYSIOLOGICAL CONCEPTS IN DIAGNOSIS AND TREATMENT II (4) SPRING

Seminar, 4 hours. Further develops a foundation for the diagnosis and management of common, yet more complex, acute and chronic illness in advanced primary care nursing practice. Research and theory from various disciplines are used to evaluate unique interaction patterns of person and environment as a basis for selecting strategies to promote health and minimize the effects of illness. Continues to emphasize the interdisciplinary aspect of primary health care through partnerships with patients as a basis for collaboration, consultation, and referral. Prerequisite: NURS 540A.

549 HEALTH MAINTENANCE PRACTICUM (3) FALL, SPRING

Clinical lab, 9 hours. The course reviews health assessment of the adult and introduces assessment of the well child and healthy pregnant woman. The course correlates with and supports the student in applying the theoretical concepts of health maintenance from NURS 501. The course provides the student with a comprehensive understanding of health promotion and disease prevention in clients across the life span. The course provides the students with the skills to evaluate the health status of a client, taking into account the unique dimensions of a person including culture, ethnicity, socioeconomic status, educational status, and religious and spiritual status when developing a health maintenance plan. Prerequisites: acceptance into family nurse practitioner program; concurrent enrollment in NURS 550A and previous or concurrent enrollment in NURS 501 and 540A. Laboratory fee payable at time of registration.

550A FNP PRECEPTORSHIP I (2) FALL, SPRING

Clinical preceptorship, 6 hours. Beginning clinical practice in primary care settings is implemented. Specialized knowledge and skills are utilized to assess physical, emotional, social, cultural, and spiritual needs of patients. Concepts from various disciplines are integrated to provide a framework for developing and applying strategies for health promotion and illness management. Begins to develop advanced nursing role identity as FNP. Prerequisites: concurrent enrollment in NURS 549; previous or concurrent enrollment in NURS 501, 540A, and 552. Laboratory fee payable at time of registration.

550B FNP PRECEPTORSHIP II (5) FALL, SPRING

Clinical preceptorship, 15 hours. Continued implementation of clinical practice in primary care settings. Further develops and expands FNP clinical judgment and practice skills in family primary care. Research findings and theory-based knowledge are applied to formulating diagnoses and management plans. Personal and professional parameters of the nurse practitioner role are examined. Prerequisite: NURS 550A. Laboratory fee payable at time of registration.

550C FNP PRECEPTORSHIP III (4) FALL, SPRING

Clinical preceptorship, 12 hours. Expands clinical practice in primary and extended care settings. Facilitates the integration of nursing and other theories and research in providing health care to individuals, families, and groups. Conceptual perspectives are applied as a foundation for complex decision-making in advanced nursing practice. Professional identity is expanded to integrate the multiple aspects of the nurse practitioner role. Prerequisites: NURS 540A/B, 549, and 550A/B.

552 PHARMACOLOGY FOR FNPs (3) FALL

Seminar, 3 hours. Develops a foundation for safe and effective management of client's pharmacological needs in the care of common acute and chronic illnesses. Research findings and theory-based knowledge are applied in assessing the needs of the individual client for medications and patient education. Parameters of legal practice and community standards of care are addressed. Meets state educational requirement for NP furnishing license. Concurrent enrollment in NURS 540A or permission of instructor required.

553 PHARMACOLOGY FOR CNL (2)**578 PROJECT CONTINUATION (1-3) FALL, SPRING**

Designed for students working on their thesis or master's project but who have otherwise completed all graduate coursework toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisite: permission of the graduate coordinator. Cr/NC only.

595 SPECIAL STUDIES IN NURSING (1-4) FALL, SPRING

Individually arranged course for one or more students who wish to pursue academic interests beyond the scope of the regular curriculum. Prerequisites: acceptance into master's program in nursing and consent of instructor and department chair.

596 SELECTED TOPICS IN NURSING (1-4)

A single topic or set of related topics not ordinarily covered in the graduate curriculum (e.g., nursing administration and supervision, curriculum development, and teaching methods). The course may be repeated for credit with a different topic, to a maximum of 12 units. Prerequisite: consent of instructor.

599 MASTER'S THESIS (2-6)

Research on thesis developed by student in consultation with nursing department faculty and approved by the department and the student's thesis committee. Prerequisites: NURS 500A and approval of thesis prospectus.

PHILOSOPHY

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ADMINISTRATIVE COORDINATOR

Brenda Cloney

Faculty

Roger Bell
Ada Jaarsma
Gillian Parker
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Andy Wallace

Programs Offered

Bachelor of Arts in Philosophy

Minor in Philosophy

The Philosophical Life

The value of a philosophy degree stems from the richness of the perennial themes that are addressed in philosophical texts and discussions. Majors in this department balance their studies of the great classical themes of philosophy with a focus on the particular philosophical issues that are of paramount importance to them. In designing the department major, care has been taken to emphasize both the historical and analytical dimensions of philosophy, as well as its theoretical and practical dimensions. In this regard, the Department of Philosophy believes that the Socratic dictum "Know thyself!" requires the exercise of both theoretical and practical reason. The design of the major expresses this fundamental belief.

In its historical dimensions, an education in philosophy gives the student a nuanced appreciation of the wide array of conceptual systems that human beings have employed to deal with questions concerning reality, justice, truth, morality, and the meaning of life. In its analytical and critical dimensions, philosophy trains one to detect and avoid errors in thinking. Such training involves special emphasis on the logical use of language, the analysis of concepts, and the ability to critique and construct extended arguments.

Philosophy's emphasis on both the imaginative and critical use of rationality helps prepare one for a wide variety of careers that require finely honed reasoning and communication skills. Such fields include law, medicine, social and political advocacy, counseling, teaching, print and electronic media, and research and writing in both academic and nonacademic fields.

Faculty and Curriculum

At the heart of the philosophy program is the faculty: dedicated teachers and scholars who represent key approaches to philosophy, and who are actively engaged in ongoing research. We have designed the curriculum to provide the major with a balanced historical and contemporary understanding of philosophy.

Advising

Advising begins with an initial advising interview with the department chair. During the following semester the student will choose a regular faculty advisor.

Bachelor of Arts in Philosophy

A major in philosophy involves a core of courses required of all majors, one senior seminar, and 18 elective units in philosophy chosen by the student. Core courses provide overviews of the major areas of philosophy, whereas elective courses may be more specialized or experimental in content and method.

Degree Requirements	Units
General education	51
Major requirements: Core (24), Electives (18)	42
General electives	27
Total units needed for graduation	120

Major Core Requirements

PHIL 101 Critical Thinking (these GE C1 units do not count for the major) (3)	
PHIL 102 Introduction to Logic	3
PHIL 120 Introduction to Philosophy	3
PHIL 202 Proseminar	3
PHIL 302 Ethics and Value Theory (these GE C3 units do not count for the major) (3)	
PHIL 290 Studies in Ancient Philosophy	3
PHIL 295 Studies in Modern Philosophy	3
PHIL 305 Truth	3
PHIL 310 Being	3
PHIL 400 Senior Seminar	3

Total units in the major core 24

Teaching of senior seminars rotates among full-time department members, and at least one is offered each semester. PHIL 400 may be repeated twice for credit when the subject matter and instructor are not repeated.

In exceptional cases, the Philosophy Department permits the design of an individual major. A proposal for an individual major must be approved by three members of the full-time faculty selected by the applicant. These three faculty members shall constitute the student's major committee.

The major requirement is thus 42 units: 24 core units and 18 units of electives. Students may petition for elective units to be transferred in from outside the department.

Sample Four-year Program for Bachelor of Arts in Philosophy

FRESHMAN YEAR:: 30 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
PHIL 101 (A3) or ENGL 101 (A2) (3) PHIL 102 (A3) (3) GE (6), Electives (3)	ENGL 101 (3) PHIL 102 or PHIL 101 (3) GE (6) Electives (3)
SOPHOMORE YEAR:: 30 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
PHIL 202 (3) PHIL 290 (3) HUMS 200 (3) GE (3) Electives (3)	PHIL 295 (3) GE (6) Electives (6)
JUNIOR YEAR:: 33 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (18 Units)</i>
PHIL 305 (3) PHIL 302 (C3) (3) Philosophy Elective (3) GE (6)	PHIL 310 (3) Philosophy Electives (6) GE (6) Electives (3)
SENIOR YEAR:: 27 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (12 Units)</i>
PHIL 400 (3) Philosophy Elective (3) GE (3) Electives (6)	Philosophy Electives (6) Electives (6)
TOTAL UNITS:: 120	

Minor in Philosophy

The minor in philosophy consists of 18 units chosen by the student in consultation with a department advisor. No more than 6 of these 18 units may be lower-division GE courses. The minor track in philosophy may be designed to emphasize pre-law, pre-med, pre-business, critical thinking, and other applied areas and/or pre-professional programs. Consult the department chair for further information.

Philosophy Courses (PHIL)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments.

Lower-division courses are designed to provide the student with fundamental background information and skills. Non-majors who wish to take upper-division electives are encouraged to take 6 units

of lower-division course work in philosophy before taking upper-division courses.

101 CRITICAL THINKING (3) FALL, SPRING

Critical thinking is the best defense against intellectual trickery and self-delusion. It provides specific techniques and tools whereby we can avoid basic fallacies in our own thinking and detect them in the thought of others. Reasoning is a highly complicated human activity and cannot be satisfactorily studied in an intellectual vacuum. Hence, in this course, critical and uncritical thought are contrasted in the context of the world of human interests and activities—social, political, and scientific. All of the basic “tricks” for persuading people to accept false premises and conclusions as true are systematically laid out and their detection practiced. Satisfies GE, category A3 (Critical Thinking).

102 INTRODUCTION TO LOGIC (3) FALL, SPRING

An introduction to the nature of contemporary systems of logic and their application. Students will learn how to abbreviate arguments in ordinary language, to deduce conclusions, and to locate fallacies. Recommended for students of the sciences, computer programming, or mathematics, and the general student interested in the structure of arguments. Satisfies GE, category A3 (Critical Thinking). CAN PHIL 6.

120 INTRODUCTION TO PHILOSOPHY (3) FALL, SPRING

This course provides an introduction to some of the enduring questions of thinking: What is the nature of knowledge, of morality, of justice, of the self, of religion, of the search for wisdom, of reality? Topics and approaches may vary from section to section. Consult the department office for current information. Satisfies GE, category C3 (Philosophy and Values).

200 PHILOSOPHICAL ISSUES (3)

Students practice the techniques of reading and thinking critically, of expository writing, and of oral expression as they reflect together on philosophical issues. Recent topics have included Human Consciousness, Foundations of Greek and Chinese Thought, and Philosophical Issues in Global Climate Change. As students read and discuss the semester’s topic, they will reflect consciously on the principles of thinking, speaking, and writing. This skills-oriented course reflects the assumption that we master skills more thoroughly when we are working on an interesting set of issues that are significant and relevant to our lives. Prerequisites: completion of GE categories A2 and A3.

202 PROSEMINAR (3) FALL

This course is designed as an in-depth orientation to the academic discipline of philosophy. The central question of the course is as simple as it is profound: What is philosophy? Students will study an eclectic sampling of answers to this question from historical and contemporary sources. Students are encouraged to appreciate the merits of different philosophical perspectives. In addition, the course emphasizes acquisition of the requisite skills for an intellectually rewarding course of study in the philosophy department. These skills include being able to make oral presentations, participate in seminar discussions, listen to what others have to say and respond appropriately, write expository prose essays, evaluate philosophical arguments, and synthesize complex information. Reading assignments are subject to the interests of the faculty.

290 STUDIES IN ANCIENT PHILOSOPHY (3)

This course treats topics relating to philosophy in the pre-Modern period. Readings may be drawn from the ancient Greek, Hellenistic, Medieval, and non-Western ancient traditions, and may include subsequent studies thereof. Emphasis will vary from semester to semester.

295 STUDIES IN MODERN PHILOSOPHY (3)

This course treats topics relating to philosophy in the Modern period. Readings may be drawn from the period spanning the 16th through the 20th centuries in Europe, and may include subsequent studies thereof. Emphasis will vary from semester to semester.

302 ETHICS AND VALUE THEORY (3) FALL AND SPRING

An introduction to the philosophical analysis of ethics, morality, and values, and a survey of the various systems of moral philosophy. The course covers such issues as: What is the good life? What considerations are relevant to making moral decisions? Are moral principles universal, or relative to a given society? How, if at all, can moral judgments be justified or moral disagreements resolved? Satisfies GE, category C3 (Philosophy and Values). Consult Schedule of Classes for topic to be studied. May be repeated (with a different focus) for credit.

303 SOCIAL AND POLITICAL PHILOSOPHY (3)

A philosophical examination of the Western tradition of social and political thought. The course will discuss topics such as justice and the ideal society; the question of justified revolution; the role of private property; freedom, individual rights, and social welfare; different forms of government; and the role of values in political deliberation.

305 TRUTH (3) FALL

The aim of this course is to examine a wide sampling of answers to one of the great perennial questions of philosophy: What is truth? Depending on the interests of the faculty, possible readings may address, but are not limited to, the following thematic areas of interest: debates over truth from Socrates to Nietzsche and beyond; the meaning of truth in science, technology, religion, and art; truth and power; non-Western approaches to truth; universal versus particular truth. This course is required of all students who are majoring in philosophy.

310 BEING (3) SPRING

The aim of this course is to examine a wide sampling of answers to one of the most fascinating questions of philosophy: What is the nature of reality? Depending on the interests of the faculty, readings can address, but are not limited to, the following thematic areas of interest: scientific and technological conceptions of reality, religious conceptions of reality, differences/similarities between human and nonhuman reality, non-Western approaches to reality, the reality of history, and the history of reality. This course is required of all students who are majoring in philosophy.

311 ROBOTICS AND THE TRANSHUMAN FUTURE (3)

The field of cognitive robotics presents us with profound philosophical questions. Can robots be used to model or replicate human cognitive functions? How would robust robotic artificial intelligence change the world we live in? What would it mean to be human in a fully automated world? To begin to answer these questions we will create simple mechanical reasoning devices and discuss their relevance to philosophical theories of life and mind. We will use LEGO beams, plates, gears, motors, and a RCX micro controller board programmed in the LEGO or NQC (Not Quite C) language along with various sensors and motors to construct small autonomous robots. These robots will be used to try to re-create and explore the strengths and weaknesses of some recent experiments in the field of cognitive robotics.

313 ETHICS IN SCIENCE, ENGINEERING, AND INFORMATION TECHNOLOGY (3)

Advanced sciences and high technologies constantly challenge our notions of ethics and morality. In this class we will look at ethical theories that seek to give guidance to scientists, engineers, and other technologists whose work is not only changing the way we live our lives but also our very understanding of life and our place in the universe. Students will look at case studies on topics such as: biotechnology, ethical decision-making in the technological design process, engineering disaster analysis, ethics and information technology, technology design and its impact on the traditional social contract.

315 EXISTENTIALISM (3)

Existentialism points to the philosophical significance of human existence itself: to do philosophy means to take oneself seriously as an embodied, finite subject, existing in the world and relating to other subjects. Existentialist thought is both a historical movement in philosophy and a methodology of philosophy. In this class, we will read several prominent existentialist philosophers and examine relevant

themes such as the ethics of ambiguity, anxiety and dread, passion and desire, subjectivity and intersubjectivity, finitude and the divine, freedom and choice.

325 ENVIRONMENTAL PHILOSOPHY (3)

This course examines the philosophical problems that emerge with sustained reflection on environmental issues. These problems include: the moral standing of non-human entities, the status of "value" in nature, and the status of "nature" itself as something other than human, and vice versa.

338 PHILOSOPHY OF EMOTION (3)

A philosophical study of emotion, raising definitional, epistemological, metaphysical, and value questions about emotion. The course includes the study of particular emotions, such as love, compassion, fear, and pride, and makes use of information about emotions from the sciences and social sciences.

340 BUDDHISM AND PHILOSOPHY (3)

From its historical beginnings in India to Japanese Zen and its eventual introduction to the West, Buddhism has had a distinctive and important impact on philosophical thought. The course will focus on the metaphysical, psychological, ethical, aesthetic, and practical dimensions of Buddhist teachings. Course content and historical emphasis will vary.

350 TOPICS IN MORAL PHILOSOPHY (3)

The aim of this course is to examine recent research and scholarship dealing with a wide range of problems and issues of concern to philosophers who are working in the area of practical philosophy. Some possible topics include: the roles of reason and emotion in moral motivation and judgment, the objectivity of value, the nature of moral identity, social dimensions to moral experience, advanced work in the theory of justice, the scope and limits of morality, the relationship between morality and self-interest, and the character of rational action.

355 AMERICAN PHILOSOPHY (3)

This course surveys major themes and thinkers that define America's distinct philosophical tradition. Stress will be on the origins of "Pragmatism" as a philosophical movement. Our focus will be on the classical thinkers: Emerson, Thoreau, Peirce, James, Dewey, and Mead, and extend to cover the "Neo-Pragmatism" of Richard Rorty, Hilary Putnam, Cornell West, Stanley Cavell, and others. Course content and emphasis may vary.

360 PHILOSOPHY OF ART AND LITERATURE (3)

An inquiry into the nature of art and literature. This course includes consideration of such topics as: The Possibility of Defining "Art," Artistic Imagination, Creativity and Genius, the Purpose of Art, The Interpretation, and Critical Evaluation of Artworks and Works of Literature, Art and Literature in Everyday Life, and The Intriguing Relationship between Philosophy and Literature.

368 PHILOSOPHY AND FILM (3)

A turn to film and film studies in search of contemporary culture's handling of philosophical themes. The course will develop strategies to study the hidden philosophical significance found within selections from film genres. Such study is indebted to the work of Stanley Cavell and his project to find in film the voices of a repressed American philosophy. Work from throughout critical theory will be considered.

370 ADVANCED LOGIC (3)

This course is designed for students who have taken an introductory course in logic. The goal of this course is twofold. First, to consider some more complex logical languages and systems, and second, to consider some of the more properly philosophical issues raised by discussion of those systems. Possible topics of discussion include: modality and modal propositional languages, the probability calculus and its application to problems of induction and confirmation, decision theory and some of the paradoxes of rationality that it seems to give rise to, and game theory and its relation to economic and moral reasoning.

378 FEMINIST PHILOSOPHY (3)

This course is an introduction to feminist philosophy. In this class, we will see how the meaning of concepts such as the body, identity, gender, sexuality, and race have changed throughout the past two centuries by looking at central debates within feminist thought. Questions may include: How is it that we come to expect behavior, appearance, and actions to be essentially gendered? What are the implications of gender for how we understand sexuality and race? Where can we find resources for changing such expectations? How do we decide when such transformation is necessary and worth pursuing?

383 PHILOSOPHY OF LANGUAGE (3)

A study of classical and current theories about the nature and functions of language, and about truth and meaning. Analysis of the relevance of philosophy of language to other branches of philosophy, linguistics, psychology, and the social sciences. Analysis of philosophical issues in the language of fiction and poetry.

390 TOPICS IN PHILOSOPHY (1-6)

Topics courses are intended to cover some particular aspect of a philosophical problem, a particular philosopher, or some philosophical issue not normally explored in detail in any of the standard course offerings.

399 STUDENT-INSTRUCTED COURSE (1-3)

An introductory or advanced course designed by a senior or graduate student and taught under the supervision of faculty sponsor(s).

Advanced Courses

400 SENIOR SEMINAR (3)

A seminar for students in their senior year. Topics vary from semester to semester. May be repeated for credit.

450, 452 SENIOR THESIS (3, 3)

Writing of a paper deemed acceptable by a faculty director and reader. Superior papers nominated for distinction will be defended before the philosophy faculty. Students wishing to be candidates for graduation "with distinction" are urged to write a thesis. Prerequisite to PHIL 452: PHIL 450. Prerequisites: advanced standing and instructor consent.

462 RESEARCH ASSISTANT IN PHILOSOPHY (1-6)

Intended to give selected students experience in participating in the construction of a professor's research project. Prerequisites: advanced standing and a faculty invitation.

470 TEACHING ASSISTANT IN PHILOSOPHY (1-6)

Intended to give students experience in assisting the instructor in a philosophy course by doing research and tutoring students in the class. Prerequisites: advanced standing and consent of the instructor.

495 SPECIAL STUDIES (1-3)

Advanced individualized instruction and research with one or more members of the philosophy faculty. The course is designed to provide advanced students with an opportunity to do specialized research and study under strict faculty supervision. Prerequisite: consent of the instructor.

499 INTERNSHIP (1-4)

Supervised training and experience in applied philosophy for advanced students in community organizations. Internship contracts are required. Cr/NC only. Prerequisite: consent of the instructor.

Graduate Courses

The Philosophy Department does not offer a master's program. However, a number of students have received graduate credit for work in philosophy under the auspices of the interdisciplinary M.A. Interested students should consult the chair of the Philosophy Department and the special major advisor.

595 SPECIAL STUDIES IN PHILOSOPHY (1-6)

Advanced research and writing. Students work under close supervision of faculty members. Subject matter variable. May be repeated for credit.

PHYSICAL SCIENCES FOR ELEMENTARY SCHOOL TEACHERS

PROGRAM ADVISORS AND OFFICES

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Darwin Hall 336A

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Darwin Hall 144

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Program Offered

Minor in Physical Sciences

The minor in physical sciences for elementary teachers provides an introduction to the physical sciences at a nontechnical (nonmathematical) level. The minor is intended for liberal studies majors who also plan to enter a general elementary school teaching credential program. The minor will provide the background and skills to teach some physical sciences in the elementary and middle schools. This minor is not appropriate for students planning to teach science in the secondary schools; they should study physical science at a more technical level and may choose a minor in astronomy, chemistry, geology, or physics.

Minor in Physical Sciences

The minor consists of the following 22-23 units. Six of these will also be counted in general education. Students interested in the minor should consult an advisor.

Minor Core Requirements

Complete the following 16-17 units; of these, 6 may be applied to general education.

ASTR 100 Descriptive Astronomy	3
CHEM 102 Toxicology, Food, and Chemistry	3
GEOL 102 Our Dynamic Earth	3
CS 101 Introduction to Computers and Computing	3
PHYS 100 Descriptive Physics	3
ASTR 231 Introductory Observational Astronomy (2) or	
PHYS 102 Descriptive Physics Laboratory (1)	1-2

Total units in minor core 16-17

Minor Electives

Complete 6 units from the following:

ASTR 305 Frontiers in Astronomy (3)
ASTR 350 Cosmology (3)
GEOG 310 Meteorology (3-4)
GEOL 306 Environmental Geology (3)
GEOL 323 Hydrology (3)
PHYS 342 Popular Optics (3)

Total units in the minor electives 6

**Total units in the minor, including
6 units in general education 22-23**

PHYSICS

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DEPARTMENT CHAIR

Lynn R. Cominsky

ADMINISTRATIVE COORDINATOR

Cathi Cari-Shudde

Faculty

Lynn R. Cominsky

Bryant P. Hichwa

Saeid Rahimi

Hongtao Shi

*Gordon G. Spear

*Joseph S. Tenn

**Faculty Early Retirement Program*

Programs Offered

Bachelor of Science in Physics

Bachelor of Arts in Physics

Minor in Physics

Teaching Credential Preparation

Physics is the most basic of all the scientific disciplines. Ranging from the applied to the abstract, from the infinitesimal to the infinite, and from quarks to the cosmos, the study of physics seeks to explain all the complicated phenomena in the natural world by providing a description of these phenomena in terms of a few basic principles and laws.

In their most abstract work, physicists seek a unified mathematical description of the four known forces of nature (gravitation, electricity, and magnetism, and the weak and strong nuclear forces). This quest for the "Theory of Everything" eluded Einstein, and is continued today by many physicists, including those who study superstring theory. A successful "Theory of Everything" will correctly predict the fundamental forces and the masses and interactions of the elementary particles from which all matter is formed.

Physicists also use their knowledge of fundamental principles to solve more concrete problems. Problems in understanding and utilizing the properties of semiconductors and other materials; in designing and building lasers, photonics, and telecommunications devices; in nuclear physics and biophysics; and in designing and using instrumentation for astrophysics and cosmology are typically solved using the techniques of physics. Such applied physics problems often have a significant overlap with topics and techniques in engineering and computational physics. Indeed, many of the department's graduates are currently employed in engineering or computationally oriented positions.

The department offers a traditional, mathematically rigorous program leading to a B.S. in physics; a more applied curriculum leading to a B.S. in physics with a concentration in applied physics; and a flexible B.A. program with two advisory plans (algebra and trigonometry or calculus). All programs stress fundamental concepts and techniques, offer an unusually rich laboratory experience and intensive use of computers, and require a "capstone" course as a culminating experience. Capstone projects may include experimental design, instructional design, or undergraduate research—personalized and unique opportunities to demonstrate the skills and knowledge acquired in the major.

In 2006, the department returned to the newly remodeled Darwin Hall, equipped with new lower-division teaching laboratories and facilities for intermediate and advanced laboratory courses, undergraduate research, design projects, and special studies. These facilities include an x-ray diffractometer, sputtering, chemical vapor deposition and e-beam evaporation thin film deposition equipment, and a nuclear low-level counting laboratory.

Physics majors also use multidisciplinary facilities in the Cerent Engineering Science Complex in Salazar Hall. These state-of-the-art laboratories include a scanning electron microscope, atomic force microscopes, a confocal microscope, and extensive instrumentation to support experiments in photonics and laser science, including experiments in laser-induced breakdown spectroscopy, laser-induced fluorescence spectroscopy, interferometry, holography, laser material processing, and micro-machining.

A substantial program in undergraduate astronomy includes many courses, listed in this catalog under Astronomy, which may be included in the B.A. or B.S. degree programs in physics. The department operates a teaching observatory on the SSU campus and a NASA-funded research observatory at a darker site in northern Sonoma County.

Careers in Physics

For information on what you can do with a bachelor's degree in physics, follow links from: <http://phys-astro.sonoma.edu>

Bachelor of Science in Physics

The B.S. program is a thorough introduction to the principles of physics, providing a strong foundation for graduate study or industrial research. It is also intended for those students who wish to prepare for interdisciplinary studies on the graduate level in fields such as astronomy, atmospheric science, biophysics, environmental science, geophysics, materials science, and physical oceanography.

Degree Requirements	Units
General education	51
Major requirements (may include 5 units in GE)	46
Supporting courses (may include 4 units in GE)	26
Electives	1-10
Total units needed for graduation	124

Major Core Requirements

PHYS 114 Introduction to Physics I (may be applied to GE)	4
PHYS 116 Introductory Laboratory Experience (may be applied to GE)	1
PHYS 214 Introduction to Physics II	4
PHYS 216 Introductory Laboratory	1
PHYS 230 Electronics I	3
PHYS 231 Electronics I Laboratory	1
PHYS 314 Introduction to Physics III	4
PHYS 320 Analytical Mechanics	3
PHYS 325 Introduction to Mathematical Physics	3
PHYS 340 Light and Optics	3
PHYS 366 Intermediate Experimental Physics	3
PHYS 381 Computer Applications for Scientists	2
PHYS 430 Electricity and Magnetism	3
PHYS 450 Statistical Physics	2
PHYS 460 Quantum Physics	3
Total units in the major core	40

Major Electives (Advanced)

To complete the major, select 6 units from the list below. At least one of the courses chosen must be a *capstone course.

ASTR 380 Astrophysics: Stars (3)	
ASTR 482 Advanced Observational Astronomy (2)	
*ASTR 492 Instructional Design Project (2)	
ASTR 495 Special Studies (1-4)	
*ASTR 497 Undergraduate Research in Astronomy (2)	
PHYS 413 Microprocessor Applications (3)	
PHYS 413L Microprocessor Applications Laboratory (1)	
PHYS 445 Photonics (3)	
PHYS 466 Advanced Experimental Physics (3)	
PHYS 475 Physics of Semiconductor Devices (3)	
*PHYS 492 Instructional Design Project (2)	
*PHYS 493 Senior Design Project (2)	
PHYS 494 Physics Seminar (1)	
PHYS 495 Special Studies (1-4)	
*PHYS 497 Undergraduate Research in Physics (2)	
Certain selected-topics courses, ASTR or PHYS 396, may be approved by the advisor.	
Total units in the advanced electives	6
Total units in the major	46

Required Supporting Courses

MATH 161 Calculus I (3 units may be applied in GE)	4
MATH 211 Calculus II	4
MATH 241 Calculus III	4
MATH 261 Calculus IV	4
CHEM 115AB General Chemistry (1 unit may be applied in GE)	10
Total units in supporting courses	26
Total units in the major and supporting courses (9 may be applied in GE)	72

Sample Four-year Program for Bachelor of Science in Physics

The sequential nature of the physics curriculum necessitates an early start with major requirements and the distribution of general education courses over four years.

FRESHMAN YEAR:: 31 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (16 Units)</i>
CHEM 115A (5)	CHEM 115B (5)
MATH 161 (4)	MATH 211 (4)
ENGL 101 (3) (GE A2)	PHYS 114 (4)
Elective (2)	PHYS 116 (1)
PHYS 494 (1) (Recommended)	Elective (2)

SOPHOMORE YEAR:: 31 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (16 Units)</i>
MATH 261 (4)	MATH 241 (4)
PHYS 214 (4)	PHYS 230 (3)
PHYS 216 (1)	PHYS 231 (1)
GE (3)	GE (3)
GE (3)	GE (3)
	Elective (2)

JUNIOR YEAR:: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
PHYS 325 (3)	PHYS 320 (3)
PHYS 314 (4)	PHYS 340 (3)
PHYS 381 (2)	PHYS 366 (3)
GE (3)	GE (3)
GE (3)	GE (3)

SENIOR YEAR:: 32 Units

<i>Fall Semester (16 Units)</i>	<i>Spring Semester (16 Units)</i>
PHYS 450 (2)	PHYS 430 (3)
PHYS 460 (3)	PHYS Elective (2)
PHYS Elective (3)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)
Elective (2)	Elective (2)

TOTAL UNITS:: 124

See your advisor to discuss acceptable physics electives and when they will be offered. Twelve of the 51 units of GE are met by required courses listed here (3 each in areas A2, B1, B3, and B4).

Applied Physics Concentration

Students may earn a B.S. in physics with a concentration in applied physics. This program is intended for those students who desire an emphasis on laboratory work. It provides a rigorous, yet slightly less theoretical course of study, and a greater selection of hands-on electives. It is a good choice for students who wish to continue their studies in graduate engineering programs, or who wish to work in industry in engineering or computationally oriented positions.

Degree Requirements	Units
General education	51
Major requirements (may include 5 in GE)	48
Supporting courses (may include 4 in GE)	17
Electives	8-17
Total units needed for graduation	124

Major Core Requirements

PHYS 114 Introduction to Physics I (may be applied to GE)	4
PHYS 116 Introductory Laboratory Experience (may be applied to GE)	1
PHYS 214 Introduction to Physics II	4
PHYS 216 Introductory Laboratory	1
PHYS 230 Electronics I	3
PHYS 231 Electronics I Laboratory	1
PHYS 314 Introduction to Physics III	4
PHYS 325 Introduction to Mathematical Physics	3
PHYS 340 Light and Optics	3
PHYS 366 Intermediate Experimental Physics	3
PHYS 381 Computer Applications for Scientists	2
PHYS 430 Electricity and Magnetism	3
PHYS 450 Statistical Physics	2
PHYS 460 Quantum Physics	3
PHYS 475 Physics of Semiconductor Devices	3
Total units in the major core	40

Major Electives (Advanced)

8 units selected from the following (must include at least one *capstone course)

ASTR 482 Advanced Observational Astronomy (2)
*ASTR 492 Instructional Design Project (2)
ASTR 495 Special Studies (1-4)
*ASTR 497 Undergraduate Research in Astronomy (2)
PHYS 320 Analytical Mechanics (3)
PHYS 413 Microprocessor Applications (3)
PHYS 413L Microprocessor Applications Laboratory (1)
PHYS 445 Photonics (3)
PHYS 466 Advanced Experimental Physics (3)
*PHYS 492 Instructional Design Project (2)
*PHYS 493 Senior Design Project (2)
PHYS 494 Physics Seminar (1)
PHYS 495 Special Studies (1-4)
*PHYS 497 Undergraduate Research in Physics (2)

Certain selected topics courses, ASTR or PHYS 396, may be approved by the advisor.

Total units in the major electives	8
Total units in the major	48

Required Supporting Courses

MATH 161 Calculus I (3 units may be applied in GE)	4
MATH 211 Calculus II	4
MATH 261 Calculus IV	4
CHEM 115A General Chemistry (1 unit may be applied in GE)	5
Total units in supporting courses	17
Total units in the major and supporting courses (9 may be applied in GE)	65

Sample Four-year Program for Bachelor of Science in Physics with Concentration in Applied Physics

The sequential nature of the physics curriculum necessitates an early start with major requirements and the distribution of general education courses over four years.

FRESHMAN YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
CHEM 115A (5)	MATH 211 (4)
MATH 161 (4)	PHYS 114 (4)
ENGL 101 (3) (GE A2)	PHYS 116 (1)
Elective (2)	GE (3)
PHYS 494 (1) (recommended)	GE (3)

SOPHOMORE YEAR:: 31 Units

Fall Semester (15 Units)	Spring Semester (16 Units)
MATH 261 (4)	PHYS 230 (3)
PHYS 214 (4)	PHYS 231 (1)
PHYS 216 (1)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)
	GE (3)

JUNIOR YEAR:: 31 Units

Fall Semester (15 Units)	Spring Semester (16 Units)
PHYS 325 (3)	PHYS 340 (3)
PHYS 314 (4)	PHYS 366 (3)
PHYS 381 (2)	PHYS Elective (3)
GE (3)	GE (3)
Elective (3)	Elective (4)

SENIOR YEAR:: 32 Units

Fall Semester (16 Units)	Spring Semester (16 Units)
PHYS 450 (2)	PHYS 430 (3)
PHYS 460 (3)	PHYS 475 (3)
PHYS Elective (2)	PHYS Elective (2)
GE (3)	GE (3)
Elective (3)	GE (3)
Elective (3)	Elective (2)

TOTAL UNITS:: 124

See your advisor to discuss acceptable physics electives and when they will be offered. Twelve of the 51 units of GE are met by required courses listed here, (3 each in areas A2, B1, B3, and B4).

Bachelor of Arts in Physics

The B.A. program allows considerable flexibility for the student who wishes to study physics as part of a liberal arts education. Two advisory plans are offered:

Bachelor of Arts in Physics with Advisory Plan C

This plan uses calculus. Students who choose this, the more popular B.A. advisory plan, have the prerequisites to take nearly all of the courses in the department. They find employment in scientific and engineering fields. Some go on to graduate school in interdisciplinary sciences. This degree program is appropriate for those who wish to earn a California Science Teaching Credential with a concentration in Physics.

Degree Requirements	Units
Major requirements (may include 5-6 in GE)	34-38
Required area of concentration	12
Supporting courses (may include 3 in GE)	12
General education	51
General electives	7-19
Total units needed for graduation	120

Major Core Requirements

PHYS 114 Introduction to Physics I (may be applied to GE)	4
PHYS 116 Introductory Laboratory Experience (may be applied to GE)	1
PHYS 214 Introduction to Physics II	4
PHYS 216 Introductory Laboratory	1
PHYS 314 Introduction to Physics III	4
PHYS 340 Light and Optics	3

Choose one of the following two programming courses: 2-4

PHYS 381 Computer Applications for Scientists (2)	
CS 115 Programming I (4)	

Capstone course: One of the following 2

ASTR 492 Instructional Design Project (2)	
ASTR 497 Undergraduate Research in Astronomy (2)	
PHYS 492 Instructional Design Project (2)	
PHYS 493 Senior Design Project (2)	
PHYS 497 Undergraduate Research in Physics (2)	

The major must include a minimum of 24 upper-division units in physics and astronomy, so, with an advisor, choose 13-15 units in additional upper-division physics and astronomy courses. Physics 230 and 231, although lower-division, may be used to meet part of this requirement. 13-15

Total units in the major core 34-38

Required Area of Concentration

Courses in one other field, chosen in consultation with an advisor.

Total units in area of concentration 12

Supporting Courses

MATH 161 Calculus I (3 units may be applied in GE)	4
MATH 211 Calculus II	4
MATH 261 Calculus IV	4

Total units in supporting courses 12

**Total units in the major and supporting courses
(8-9 may be applied in GE) 58 - 62**

Sample Four-year Program for Bachelor of Arts in Physics with Advisory Plan C

The sequential nature of the physics curriculum necessitates an early start with major requirements and the distribution of general education courses over four years.

FRESHMAN YEAR:: 31 Units

Fall Semester (16 Units)	Spring Semester (15 Units)
MATH 161 (4)	MATH 211 (4)
ENGL 101 (3) (GE A2)	PHYS 114 (4)
GE (3)	PHYS 116 (1)
GE (3)	GE (3)
GE (3)	GE (3)

SOPHOMORE YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
MATH 261 (4)	PHYS Elective (3)
PHYS 214 (4)	Elective (3)
PHYS 216 (1)	GE (3)
GE (3)	GE (3)
GE (3)	Elective (3)

JUNIOR YEAR:: 30 Units

Fall Semester (15 Units)	Spring Semester (15 Units)
PHYS 314 (4)	PHYS 340 (3)
PHYS 381 (2)	PHYS Elective (3)
Area of Concentration* (3)	Area of Concentration* (3)
GE (3)	GE (3)
GE (3)	Elective (3)

SENIOR YEAR:: 29 Units

Fall Semester (15 Units)	Spring Semester (14 Units)
PHYS Elective (3)	Capstone Course (2)
Area of Concentration* (3)	Area of Concentration* (3)
GE (4)	PHYS Elective (4)
Electives (5)	Electives (5)

TOTAL UNITS:: 120

**Area of Concentration = 12 units in one other subject. Eleven of the 51 units of GE are met by required courses listed here (in areas A2, B1, B3, and B4). (One more can be met with a physics elective.)*

Bachelor of Arts in Physics with Advisory Plan T

This plan uses algebra and trigonometry. Students may select from upper-division courses, appropriate to careers as science or technical writers, scientific sales personnel, technicians, programmers, or other technical specialists. There is opportunity to take courses that lead to careers in the health sciences or environmental fields. This degree program is appropriate for those who wish to earn a California Multiple Subject Teaching Credential. Advisory Plan T is often taken as part of a double major.

Degree Requirements	Units
Major requirements (may include 6 in GE)	32-36
Required area of concentration	12
Supporting course (may include 3 in GE)	4
General education	51
General electives	17-30
Total units needed for the degree	120
Major Core Requirements	
PHYS 209AB General Physics Laboratory	2
PHYS 210AB General Physics	6
<i>Choose one of the following two courses in modern physics or astronomy:</i>	3-4
ASTR 305 Frontiers in Astronomy (3)	
PHYS 314 Introduction to Physics III (4)	
<i>Choose one of the following two courses in optics:</i>	3
PHYS 340 Light and Optics (3)	
PHYS 342 Light and Color (3)	
<i>An approved course in computer applications, e.g., PHYS 381 (2):</i>	2-4
<i>Capstone course: One of the following:</i>	2
ASTR 492 Instructional Design Project (2)	
ASTR 497 Undergraduate Research in Astronomy (2)	
PHYS 492 Instructional Design Project (2)	
PHYS 493 Senior Design Project (2)	
PHYS 497 Undergraduate Research in Physics (2)	
<i>The major must include a minimum of 24 upper-division units in physics and astronomy, so, with an advisor, choose 13-16 units in additional upper-division physics and astronomy courses. Physics 230 and 231, although lower-division, may be used to meet part of this requirement.</i>	13-16
Total units in the major core	32-36
Required Area of Concentration	
<i>Courses in one other field chosen in consultation with an advisor.</i>	
Total units in area of concentration	12
Supporting Course	
MATH 107 Pre-calculus Mathematics (3 units may be applied in GE):	4
Total units in supporting course	4
Total units in the major	48-52

Sample Four-year Program for Bachelor of Arts in Physics with Advisory Plan T

The sequential nature of the physics curriculum necessitates an early start with major requirements and the distribution of general education courses over four years.

FRESHMAN YEAR:: 30 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
MATH 107 (4)	PHYS 209A (1)
ENGL 101 (3) (GE A2)	PHYS 210A (3)
GE (3)	GE (3)
GE (3)	GE (3)
Elective (2)	GE (3)
	Elective (2)
SOPHOMORE YEAR:: 31 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (16 Units)</i>
PHYS 209B (1)	PHYS Elective (4)
PHYS 210B (3)	Elective (3)
GE (3)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)
Elective (2)	
JUNIOR YEAR:: 30 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
ASTR 305 (3)	PHYS 342 (3)
PHYS Elective (3)	PHYS Elective (3)
Area of Concentration* (3)	Area of Concentration* (3)
GE (3)	GE (3)
Elective (3)	Elective (3)
SENIOR YEAR:: 29 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (14 Units)</i>
PHYS Elective (3)	PHYS Elective (2)
PHYS Elective (3)	Area of Concentration* (3)
Area of Concentration* (3)	Elective (3)
Elective (3)	Elective (3)
Elective (3)	Elective (3)
TOTAL UNITS:: 120	
<small>*Area of concentration = 12 units in one other subject. Twelve of the 51 units of GE are met by required courses listed here (in areas A2, B1, B3, and B4).</small>	

Minor in Physics

Completion of a minimum of 20 units in physics courses, including not more than one first course or more than one second course, constitutes a minor in physics. (First courses are PHYS 100, 210A, and 114 and their equivalents taught elsewhere. Second courses are PHYS 210B, 214, and their equivalents.) Interested students should consult with the advisor in the Department of Physics and Astronomy.

Teaching Credential Preparation

See the Teaching Credential Preparation in Science Courses section of this catalog or contact the department advisor.

Physics Courses (PHYS)

Classes are offered in the semesters indicated. Please see the Schedule of Classes or the department website at www.phys-astro.sonoma.edu for the most current information and faculty teaching assignments.

Grading Policy: All courses submitted toward major requirements in the Physics and Astronomy Department must be taken for a letter grade (A-F). This policy does not apply to courses challenged or offered only on a Cr/NC basis.

100 DESCRIPTIVE PHYSICS (3) FALL, SPRING

Lecture, 3 hours. A descriptive survey of the important principles of physics. Not recommended for B.S. students. Satisfies GE, category B1 or B3. Prerequisite for chemistry, physics, or mathematics majors: Physics and Astronomy Department approval.

102 DESCRIPTIVE PHYSICS LABORATORY (1) FALL, SPRING

Laboratory, 3 hours. Experimental demonstrations, exercises, and field trips illustrating the methods by which physicists have learned what they claim to know about the world. Instruction is at the PHYS 100 level. Satisfies GE, category B1 or B3, and GE laboratory requirements. Prerequisite: previous or concurrent enrollment in PHYS 100 or ASTR 100, or consent of instructor.

114 INTRODUCTION TO PHYSICS I (4) FALL, SPRING

Lecture, 4 hours. The first of three basic sequential courses in physics for science and mathematics majors. Introduction to vectors; classical mechanics, including particle dynamics and fluid mechanics; simple harmonic motion; thermodynamics and kinetics. Satisfies GE, category B1 or B3. Prerequisite: MATH 161.

116 INTRODUCTORY LABORATORY EXPERIENCE (1) FALL, SPRING

Laboratory, 3 hours. Demonstrations and participatory experiments are used to increase the student's familiarity with gravitational, electromagnetic, and nuclear forces in nature. Applications include biological, geophysical, medical, and environmental phenomena. Satisfies GE, category B1 or B3, and GE laboratory requirements. Prerequisite: previous or concurrent enrollment in PHYS 114.

209AB GENERAL PHYSICS LABORATORY (1, 1) FALL, SPRING

Laboratory, 3 hours. Laboratory experiments to accompany PHYS 210AB and develop students' ability to perform measurements of physical phenomena and increase their appreciation of the sense of the physical universe gained through experimentation. 209A satisfies GE, category B1 or B3, and GE laboratory requirements. Prerequisites: high school algebra and trigonometry and a course in high school physical science. For 209A: previous or concurrent enrollment in PHYS 210A. For 209B: 209A and previous or concurrent enrollment in 210B. CAN PHYS SEQ A.

210AB GENERAL PHYSICS (3, 3) FALL, SPRING

Lecture, 3 hours. A basic course in physics for students majoring in biology, geology, or pre-professional programs. Fundamentals of Newtonian mechanics, thermodynamics, optics, electricity and magnetism, special relativity, and quantum physics. Registration by mathematics majors requires Physics and Astronomy Department approval. 210A satisfies GE, category B1 or B3 requirement. Prerequisites: high school algebra and trigonometry, or MATH 107. CAN PHYS SEQ A.

214 INTRODUCTION TO PHYSICS II (4) FALL, SPRING

Lecture, 4 hours. The continuation of PHYS 114. Electrostatics, quasistatic fields and currents, magnetostatics; electromagnetic induction; waves; physical and geometric optics. Prerequisites: PHYS 114; previous or concurrent enrollment in MATH 211.

216 INTRODUCTORY LABORATORY (1) FALL, SPRING

Laboratory, 3 hours. Selected experiments to increase the student's working physical knowledge of the natural world. Prerequisites: PHYS 114 and 116. Concurrent enrollment in PHYS 214 is strongly recommended.

230 ELECTRONICS I (3) SPRING

An introduction to the basics of analog and digital electronics. Review of Kirchhoff's laws, Thevenin's and Norton's theorems. Electronic circuits modeling and analysis, diodes, transistors, filters, operational amplifiers, single and multi-stage amplifiers; analysis and design of combinational and sequential digital circuits. Cross-listed as ES 230. Prerequisites: ES 220 and 221, or PHYS 214 and 216, or 210B and 209B, or consent of instructor. Must be taken concurrently with Electronics I Lab.

231 ELECTRONICS I LABORATORY (1) SPRING

Laboratory, 3 hours. Laboratory work to accompany Electronics I. Computer assisted design of analog and digital circuits. Diodes, filters, transistors, oscillators, amplifiers, analog to digital and digital to analog conversion, combinational and sequential logic, programmable logic devices. Cross-listed as ES 231. Must be taken concurrently with Electronics I.

300 PHYSICS OF MUSIC (3) FALL

Lecture, 3 hours. Introduction to physical principles encountered in the study of music, applicable laws of mechanics and acoustics, harmonic analysis, musical scales, sound production in musical instruments, and elements of electronic music. Satisfies GE, category B3. Prerequisite: one course in physical science or consent of instructor.

314 INTRODUCTION TO PHYSICS III (4) FALL

Lecture, 4 hours. The continuation of PHYS 214. Special relativity, elementary quantum mechanics, the Bohr atom and deBroglie waves, the Schrödinger wave equation with applications to simple one-dimensional problems and to atomic structure, elementary nuclear physics, introduction to equilibrium statistical mechanics, the partition function, and Boltzmann statistics. Prerequisites: PHYS 214; previous or concurrent enrollment in MATH 261.

320 ANALYTICAL MECHANICS (3) SPRING

Lecture, 3 hours. Principles of Newtonian mechanics. Relativistic dynamics. Introduction to Hamiltonian mechanics. Applications to central force problems and small vibrations. Prerequisites: PHYS 114, PHYS 325.

325 INTRODUCTION TO MATHEMATICAL PHYSICS (3) FALL

Lecture, 3 hours. Coordinate systems and vectors; vector calculus; series expansions; differential equations; orthonormal functions; matrices and tensors; eigenvalues, eigenvectors, and eigenfunctions; solutions of systems of linear equations; complex numbers, complex plane, polar forms; Fourier series and Fourier integrals; use of mathematical symbolic processing software. Prerequisites: PHYS 214 and MATH 261 or consent of instructor.

340 LIGHT AND OPTICS (3) SPRING

Lecture, 3 hours. The quantum theory of light, coherence, interference, diffraction and polarization, masers, lasers, geometrical optics, spectroscopy. Prerequisite: PHYS 314 or 325.

342 LIGHT AND COLOR (3) SPRING

Lecture, 3 hours. A descriptive, nonmathematical but analytical treatment of the physical properties of light, the camera, telescope, microscope, and laser; holography, mirages, rainbows and the blue sky; colors in flowers, gems, and pigments; human and animal vision and visual perception. Satisfies GE, category B3. Prerequisite: any physical science course or consent of instructor.

366 INTERMEDIATE EXPERIMENTAL PHYSICS (3) SPRING

Lecture, 2 hours; laboratory, 3 hours. Selected topics in experimental quantum physics, photonics (including fiber optic systems and lasers), materials science (including scanning electron microscopy and atomic force microscopy), X-ray analysis, applied nuclear physics, medical physics, biophysics, and precision machining. Prerequisites: PHYS 314 and 216, or consent of instructor.

381 COMPUTER APPLICATIONS FOR SCIENTISTS (2) FALL

Lecture, 1 hour; laboratory, 3 hours. Problem-solving techniques including data reduction and error analysis for the physical sciences. The student is introduced to high-level programming languages such as C++ and various mathematical tools including Excel, Mathematica, and MathCad. Topics include modern programming techniques, use of graphics and mathematical function libraries, linear least squares data fitting techniques, and error analysis. Prerequisites: PHYS 114 and MATH 211.

395 COMMUNITY INVOLVEMENT PROGRAM (1-2)

CIP involves students in basic community problems related to physics and astronomy—performing such tasks as tutoring, reading to the blind, service to local, county, and state agencies, and service as teacher aides to elementary schools. Students receive 1-2 units, depending on the specific task performed. Not more than 4 CIP units will be applicable to the physics major requirements. May be taken by petition only.

396 SELECTED TOPICS IN PHYSICS (1-3)

A course of lectures on a single topic or set of related topics not ordinarily covered in the physics curriculum. The course may be repeated for credit with a different topic. Prerequisite: consent of instructor.

413 MICROPROCESSOR APPLICATIONS (3) SPRING

Lecture, 3 hours. Review of digital logic and programmable logic devices. Microprocessor architecture and programming and instruction design; memory hierarchy and I/O interfaces, system design using microprocessors (data acquisition, motion control robotics and other applications). Prerequisite: ES 230/ PHYS 230, or consent of instructor. Must be taken concurrently with PHYS 413L.

413L MICROPROCESSOR APPLICATIONS LABORATORY (1) SPRING

Laboratory work to accompany Physics 413. Microprocessor programming, analog port and sensors, motion control, interfacing microprocessors with computers (high level interfacing and programming), programmable logic devices, and data bus and memory data handling. Prerequisite: same as PHYS 413. Must be taken concurrently with PHYS 413.

430 ELECTRICITY AND MAGNETISM (3) SPRING

Lecture, 3 hours. Electrostatics, magnetostatics, electric currents, electromagnetic induction, electric and magnetic fields in matter, Maxwell's equations, retarded potentials, radiation reaction, light emission, simple scattering and antenna theory, properties of waveguides, relativistic formulation of electrodynamics, and Fourier decomposition of fields. Prerequisites: PHYS 214, PHYS 325.

445 PHOTONICS (3) FALL

Lecture, 3 hours. Gaussian beams; guided-wave optics; fiber optics; optical resonators; resonant cavities; laser oscillation and amplification; laser excitation; optical pumping; solid state, gas, dye, chemical, excimer, and free electron lasers; semiconductor lasers; laser spectroscopy; fiber optic communication; photomultiplier and semiconductor radiation detectors including photoconductors, junction photodiodes; p-i-n diodes, avalanche photodiodes; detector noise. Prerequisite: PHYS 314 or consent of instructor.

450 STATISTICAL PHYSICS (2) FALL

Lecture, 2 hours. The laws of thermodynamics: Boltzmann, Bose, and Fermi statistics; applications. Prerequisite: PHYS 314.

460 QUANTUM PHYSICS (3) FALL

Lecture, 3 hours. The Schrödinger equation, coordinate and momentum representation, harmonic oscillator, angular momentum and spin, Hilbert space, eigenvalues and eigenvectors, completeness relations, central potentials, hydrogen atom, scattering, perturbation theory, and Dirac notation. Extensive use of a symbolic processing program. Prerequisites: PHYS 314 and 325.

466 ADVANCED EXPERIMENTAL PHYSICS (3) FALL

Lecture 2 hours, laboratory 3 hours. Advanced topics in experimental quantum physics, photonics (including fiber optic systems and lasers), materials science (including scanning electron microscopy and atomic force microscopy), X-ray analysis, applied nuclear physics, medical physics, and biophysics. Prerequisites: PHYS 366 or consent of instructor.

475 PHYSICS OF SEMICONDUCTOR DEVICES (3) SPRING

Lecture, 3 hours. Semiconductor materials, crystal structure and growth; energy bands and charge carriers, conductivity and mobility; metal-semiconductor and p-n junctions; p-n junction diodes; bipolar junction transistors; field-effect transistors; CCDs; photonic devices and integrated circuits. Projects in photolithography, conductivity and contact resistance measurements, I-V and C-V characteristics of diodes, and characterization of transistors may be assigned. Prerequisite: PHYS 314 or consent of instructor.

492 INSTRUCTIONAL DESIGN PROJECT (2) FALL, SPRING

A directed project to develop at least one laboratory experiment and/or classroom activity that teaches basic concepts in undergraduate physics. Both written and oral presentations (including a demonstration of the experiment or activity) will be required. Prerequisite: Physics 214 and 216 or Physics 210B and 209B.

493 SENIOR DESIGN PROJECT (2) FALL, SPRING

A directed project to develop either a working prototype or a detailed conceptual design for an operational laboratory device. Prerequisites: PHYS 230 and 231.

494 PHYSICS SEMINAR (1) FALL, SPRING

A series of lectures on topics of interest in physics, astronomy, and related fields. May be repeated for credit up to 3 units maximum. Prerequisite: consent of instructor.

495 SPECIAL STUDIES (1-4) FALL, SPRING

The Physics and Astronomy Department encourages independent study and considers it to be an educational undertaking. Students wishing to enroll for special studies are required to submit proposals to their supervising faculty members that outline their projects and exhibit concrete plans for their successful completion.

497 UNDERGRADUATE RESEARCH IN PHYSICS (2)

Supervised research in an area of physics that is currently under investigation by one or more members of the Physics and Astronomy Department's faculty. This course may be repeated for up to 6 units of credit. Both written and oral presentations will be required. Prerequisites: junior standing and consent of instructor.

POLITICAL SCIENCE

DEPARTMENT OFFICE

Stevenson Hall 2070
(707) 664-2179
www.sonoma.edu/polisci

DEPARTMENT CHAIR

Diane L. Parness

ADMINISTRATIVE STAFF

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David McCuan
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Andy Merrifield
Catherine Nelson
Diane Parness
David Ziblatt

*Faculty Early Retirement Program

Programs Offered

Bachelor of Arts in Political Science

Master's in Public Administration

Minor in Political Science

Teaching Credential Preparation

Certificate Program in the Administration of Nonprofit
Agencies

The political science program at Sonoma State University offers excellent opportunities for the study of government and politics. More than 40 courses cover all the major aspects of the discipline. Students develop an understanding of human behavior as it relates to politics. They learn to discuss and analyze critically the many current public policy issues facing the United States and the world. They are taught how to analyze and understand world affairs and comparative politics. They are trained in appropriate research techniques for the study of political processes.

The political science major is a relatively open major, allowing students to choose from a wide range of courses and subjects within a general framework. A common core of courses studies the relationship between values, ideology, and politics (POLS 201); fundamental issues in American politics (POLS 202); the logic of research in political science (POLS 302); comparative approaches and politics (POLS 303); analysis of international politics (POLS 304); and a senior research seminar (POLS 498). Beyond this common core, as part of the additional 20 units required for the major, each

student must complete at least one upper-division course in each of the four major fields of political science: political theory, international relations, comparative government, and American government and politics. Since politics and economics are so closely tied together, the department recommends each student complete a basic course in economics. In addition, the department encourages international study for political science students and will arrange for appropriate credits for courses of study at international universities.

A 20-unit minor in political science also is available. Although the minor most often is used in conjunction with such majors as communications, history, economics, and sociology, it can be paired with almost any major offered at the University.

Features

The political science faculty is an interesting and diverse group of scholars. Several are involved actively in their own research projects and regularly offer the opportunity for students to participate in these projects, often in paid positions. Most of the faculty have also traveled extensively, both in this country and abroad.

Political science majors run an active student club that sponsors talks by leading political figures, candidate debates, and social events throughout the year. In addition, those students enrolling in Model United Nations (POLS 345) travel each spring to another university in the United States or Canada or to the United Nations in New York City for a simulation of the United Nations General Assembly.

Internships

The department offers several programs through which students may gain practical experience while earning academic credit. A political science internship involves working in the office of a public official or, when possible, in an election campaign. Prior interns have served in responsible positions with state assembly members, state senators, and members of Congress, and in a number of campaigns for local, state, and national office. The comparable program in public administration places students in positions, often paid, with local government offices and agencies where they may be involved with city planning and zoning issues, public relations efforts, special research topics, or budget preparation, to mention several possibilities. In addition, the department regularly sends selected students to the state Capitol to participate in the Sacramento Semester Program under which they work with members of the Legislature, officers of the executive branch, or lobbyists to gain a fuller understanding of the political process firsthand. Finally, special arrangements also may be made for some students to serve as staff to members of Congress in Washington, D.C., for a semester.

Academic Advising

The department expects students to seek faculty advice *every semester* when planning their programs. They may ask any faculty member to advise them. As they develop specific interests within the discipline, they are encouraged to select a faculty advisor who shares these interests.

Preparation

Students are encouraged to take English composition and social science courses, including civics, economics, and history. Experience in journalism and debating activities also can be helpful. A foreign language is highly recommended but not required for the degree. Students who plan further study at the graduate level are strongly encouraged to take courses in an appropriate foreign language, since proficiency in two foreign languages is often required in doctoral programs.

Community college transfer students should contact their counseling office or the Sonoma State University Political Science Office to identify appropriate lower-division major/minor preparatory courses. Typically, these would include a basic course in American political institutions, which would fulfill the state code requirements for U.S. Constitution and California state and local government. Other lower-division courses introducing students to the discipline of political science, the study of international relations, and the study of comparative politics also are highly recommended.

Teaching Credential Preparation

The Political Science Department participates in a teacher preparation program that certifies the subject matter competence in social sciences required for entry into a teaching credential program and exempts the student from taking the Praxis II Subject Assessment Examination in the social sciences. Political science majors interested in seeking a general elementary credential may demonstrate subject matter competence by passing the Praxis II Multiple Subject Assessment for Teachers. For further information, contact the department office, or Miriam Hutchins, School of Social Sciences, (707) 664-2409.

Careers in Political Science

Law and Paralegal Careers

Many political science majors plan to study and practice law as a career. Although it is advisable for pre-law students to have as wide a background as possible, the department offers a number of specialized courses in the field of constitutional law and civil liberties. Generally, it is advisable for the pre-law student to seek advice on appropriate courses from a faculty member.

Public Administration Careers

Local, state, and federal governments employ one of every six American workers. A major in political science with a public administration or public policy emphasis can prepare students for civil service careers at national, state, and local levels. While many of these careers require specialized skills (e.g., budgeting and accounting), many require general skills and understanding, with on-the-job training providing the required specialized knowledge.

Political science is also an appropriate major for students seeking training for positions in the overseas agencies of the U.S. government or in international organizations.

Journalism Careers

A political science major, combined with an ability to analyze and understand current political events, and the skills to put that analysis into lucid writing, can prepare the student for an attractive career in journalism. Practical experience offered by the University newspaper is highly recommended.

Business Careers

A large number of political science graduates have found employment in the world of business. Preparation for this career involves a broad liberal arts background, combined with knowledge of governmental organization, public administration, finance, decision-making, organizational behavior, and the process by which political decisions about economic policy are made. Many businesses that recruit liberal arts graduates expect to provide them with special training programs.

Other Careers

Other enterprising individuals develop unique and interesting careers for themselves in politics by developing skills in campaign management, speech writing, polling, public relations, lobbying, voting analysis, or fundraising. These opportunities result from the initiative of the individual combined with the practical experience gained largely through volunteer service with political campaigns.

Bachelor of Arts in Political Science

Degree Requirements	Units
General education	51
Major requirements	40
General electives	29
Total units needed for graduation	120

Major Core Requirements

These courses should be taken in this order. POLS 302 is a prerequisite for POLS 498.

POLS 201 Ideas and Institutions	4
POLS 202 Issues in Modern American Politics	4
POLS 302 Social Science Research Methods	4
POLS 303 Introduction to Comparative Government or	4
POLS 304 Introduction to International Relations	
POLS 498 Senior Seminar	4

One course must be taken from each of the following areas: Political Theory, International Relations, Comparative Politics, and American Government and Politics

Political Theory

<i>Choose one of the following six courses:</i>	4
POLS 310 Classical Political Thought (4)	
POLS 311 Development of Modern Political Thought Since 1500 (4)	
POLS 312 American Political Thought (4)	
POLS 313 Critical Theory: Race and Gender (4)	
POLS 315 Democracy, Capitalism, and Socialism (4)	
POLS 415 Explorations in Political Theory (4)	

International Relations

Choose one of the following three courses:

- POLS 345 Model United Nations (MUN) (4)
- POLS 444 United States Foreign Policy (4)
- POLS 486 Selected Issues in International Politics (4)

Comparative Politics

Choose one of the following six courses:

- POLS 350 European Parliamentary Democracies (4)
- POLS 351 Politics of Russia (4)
- POLS 352 Politics of Eastern Europe (4)
- POLS 450 Politics of Asia (4)
- POLS 452 Third World Political Systems (4)
- POLS 453 Politics of Latin America (4)
- POLS 487 Selected Topics in Comparative Politics (4)

American Government and Politics

Choose one of the following sixteen courses:

- POLS 320 State, City, and County Government (4)
- POLS 330 Race, Ethnicity, and Politics (4)
- POLS 391 Gender and Politics (4)
- POLS 420 American Political Development (4)
- POLS 421 Federalism and Intergovernmental Relations (4)
- POLS 423 Intro to Constitutional Law (4)
- POLS 424 The Bill of Rights, Civil Liberties, and the Constitution (4)
- POLS 425 The American Party System (4)
- POLS 426 The Legislative Process (4)
- POLS 427 The American Presidency (4)
- POLS 428 Seminar in California Politics and Government (4)
- POLS 429 Interest Groups (4)
- POLS 430 Introduction to Public Administration (4)
- POLS 431 Politics and the Media (4)
- POLS 466 Political Psychology (4)
- POLS 484 Elections and Voter Behavior (4)

Total units in the major core 36

Major Electives

To complete the total major requirement of 40 units, choose additional units from other upper-division political science courses.

Total units in major electives 4

Total units in the major 40

Recommended Course

ECON 201A or 201B is strongly recommended as a general elective to political science majors.

Sample Four-year Program for Bachelor of Arts in Political Science

FRESHMAN YEAR:: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
GE (15)	GE (15)

SOPHOMORE YEAR:: 30 Units

<i>Fall Semester (14 Units)</i>	<i>Spring Semester (16 Units)</i>
GE (6)	GE (6)
POLS 201 (4)	POLS 202 (4)
POLS 303 or POLS 304 (4)	Electives (6)

JUNIOR YEAR:: 29 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (14 Units)</i>
GE (3)	GE (6)
POLS 302 (4)	International Relations (4)
American Government (4)	Comparative Politics (4)
Elective (4)	

SENIOR YEAR:: 31 Units

<i>Fall Semester (16 Units)</i>	<i>Spring Semester (15 Units)</i>
Political Theory (4)	Senior Seminar (4)
Electives (12)	Electives (11)

TOTAL UNITS:: 120

Note: Nine units of the GE requisite must be filled with upper-division courses; 40 units are required for the political science major; 120 units are required for graduation.

Minor in Political Science

POLS 200 American Political System (3) or	
POLS 202 Issues in Modern American Politics (4)	3-4
POLS 201 Ideas and Institutions	4
Upper-division courses in political science	12-13

Total units in the minor 20

Code Requirements

POLS 200 The American Political System or POLS 202 Issues in Modern American Politics fulfills state code requirements in U.S. Constitution and California state and local government. Upper-division courses may also be used to satisfy certain of these code requirements upon approval by the department chair.

Master's in Public Administration

Offered primarily as an evening program, the master's degree in Public Administration provides a rigorous 40-unit curriculum that emphasizes the education required to effectively analyze, formulate, and implement public policy in local, state, and national government, and to achieve similar programmatic goals in nonprofit agencies. The program recognizes a need for a strong combination of theoretical and practical learning. Students choose from two concentrations, public management or nonprofit agency management.

Each student is required to complete a 20-unit analytic core, a 16-unit concentration, and 4 units of electives. Courses are based upon the professional curriculum established for public administration programs by the National Association of Schools of Public Affairs and Administration (NASPA). Core courses typically include organizational theory, fiscal and budget administration, research methods, program implementation, planning and evaluation, and nonprofit dynamics.

Concentrations include specialized courses oriented toward the operation and management of public and nonprofit agencies. They typically include: fiscal management, personnel administration, legal issues, public policy, labor relations, marketing and resource development for nonprofits, and grants and contract management. Electives cover a wide range of important topics, including Ethics, Organizational Computer Usage, and Internships.

Up to 9 units of comparable graduate course work may be transferred into this program.

If at any time it is determined that the candidate has an English deficiency, extra courses in English will be required in addition to the regular course of study.

Admission Requirements

Students apply to the University and to the M.P.A. program.

- A. A bachelor's degree with a major from an accredited college or university with a grade point average of at least 3.00 for the last 60 units of college-level work attempted.
- B. To ensure adequate background, a candidate for admission should have experience or course preparation in the following areas:
 - State and local government.
 - Federalism and intergovernmental relations.
 - Influences on domestic policy making.
 - **Recommended:** One year experience working in a nonprofit organization or course in introduction to nonprofit organizations (example through Sonoma County Volunteer Center).

Candidates without such experience or course preparation can be admitted to the program but must make up deficiencies during the first three semesters of study.

Prerequisites do not count toward the 40-unit degree. Acceptability of experience or previous course work as prerequisites will be determined in consultation with the program's graduate coordinator.

- C. Completion of **both** University and departmental applications. Included in the departmental application are three letters of recommendation. Only three letters will be considered.
- D. Recommendation of the program graduate coordinator for entrance to the program.

Graduation Requirements for the Master's Degree

- A. A grade point average of at least 3.00.
- B. Satisfactory completion of required course work, including elective units. No courses for which a grade less than B is earned will be acceptable in meeting the 40-unit M.P.A. requirement. Students earning a B- or lower in a course will be required to repeat the course with a grade of B or better.
- C. Completion of a master's thesis and oral defense, or two comprehensive written examinations.
- D. Recommendation of the program graduate coordinator.
- E. Successful completion of the WEPT (or its equivalent), or waiver by the University of this requirement. This waiver is granted by the program graduate coordinator.

Course Work

Common Core Requirements - 20 units

POLS 502 Organizational Theory and Analysis (4)

POLS 503 Budget and Fiscal Administration (2)

POLS 505 Research Methods (4)

POLS 539 Program Implementation (4)

POLS 550 Planning and Evaluation (4)

POLS 580 Nonprofit Dynamics: Politics and Community Environment (2)

Public Management Concentration Requirements - 16 units

POLS 501 Administrative State (4)

POLS 503A Public Finance (2)

POLS 504A Public Personnel Administration (2)

POLS 506 Public Policy Process (4)

POLS 511 Labor Relations (2)

POLS 538 Administrative Law (2)

Nonprofit Concentration Requirements - 16 units

POLS 503B Fiscal Management NPs (2)

POLS 504B Personnel NPs (2)

POLS 581 NP Governance/Legal Issues (2)

POLS 582 Planning and NP Agencies (2)

POLS 583 Resource Development (4)

POLS 585 Marketing/PR for NPs (2)

POLS 587 Grants/Contract Management (2)

Electives - 4 units

can include:

POLS 507 Ethics in Administration (4)

POLS 512 Organizational Development (4)

POLS 551 Organizational Computer Usage (4)

POLS 597 Internship (max. 4 units) (4)

POLS 599 Thesis (4) (only thesis is option for culminating experience)

Culminating Experience

All students in the M.P.A. program are required to complete either a thesis or a comprehensive examination prior to award of the degree. Those opting for a thesis as their culminating experience are

required to complete 40 units of course work, exclusive of prerequisites, and can include 4 units of 599 (thesis prep) as their elective. Students electing to take the comprehensive exam must complete 40 units of total course work exclusive of prerequisites and POLS 596 (exam preparation).

Certificate Program in the Administration of Nonprofit Agencies

The Political Science Department also offers a graduate certificate program in the administration of nonprofit agencies. Oriented to the needs of staff and administrators, this integrated series of courses is grounded in the study of contemporary trends in nonprofit agency administration, development, and fiscal management, and offers intensive exposure to the practical managerial techniques necessary for successful agency operation.

Course Work for the Certificate Program in the Administration of NP Agencies

The certificate program requires 24 units of course work from the Nonprofit Concentration and Common Core, all of which may be later applied to the master's degree in Public Administration. Students in the certificate program are encouraged to pursue the master's degree, though there is no requirement to do so. Students enroll in the 16 units in the Nonprofit Concentration, and 8 units of electives chosen from common core courses in consultation with the M.P.A. Program Graduate Coordinator.

Political Science Courses (POLS)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for the most current information and faculty teaching assignments.

151 CALIFORNIA GOVERNMENT (1)

The state code requirement in California state and local government may be satisfied by passing an examination in the Political Science Department.

199 MEDIA: CONTEMPORARY ISSUES (2)

200 THE AMERICAN POLITICAL SYSTEM (3)

An examination of American politics and governmental institutions. Introduces students to the political system and how to participate in it should the need arise. Satisfies the code requirements in American Constitution and California state and local government. Satisfies GE, category D4 (U.S. Constitution and State and Local Government). CAN GOVT 2.

201 IDEAS AND INSTITUTIONS (3-4)

An analysis of basic political values and their impact on society. Students will be introduced to the relationship among values, ideology, and the political process. Political science majors are expected to take this course, which stresses written expression, during their first year in the department. Satisfies GE, category D5 (Contemporary International Perspectives).

202 ISSUES IN MODERN AMERICAN POLITICS (3-4)

Leaders and issues in American political life considered in relation to major public policies and movements, e.g., progressivism, isolationism, the New Deal, containment. Open to majors and minors in political science. Meets code requirements in American Constitution and California state and local government. Satisfies GE, category D4 (U.S. Constitution and State and Local Government).

292 SOCIAL SCIENCE LIBRARY RESEARCH (1)

A basic introduction to social science library research sources, with special emphasis on political science. Course includes learning library research skills and practice with print resources and electronic sources.

302 SOCIAL SCIENCE RESEARCH METHODS (4)

Social science research and statistical methods, which includes as a significant component computer-based data analysis using the SPSS (Statistical Package for the Social Sciences) programs. It may include building data files and data analysis using multivariate tables, correlations, and regression techniques in a directed research project. The course includes a two-hour laboratory.

303 INTRODUCTION TO COMPARATIVE GOVERNMENT (4)

Reviews the principal concepts and theories of comparative politics, and assesses the institutions that comprise varied systems of government. Concrete examples taken from modern systems will be applied throughout the course. Special attention is focused on the political systems of Britain, France, Japan, Russia, and China. Students are assigned research projects on political systems of developing nations.

304 INTRODUCTION TO INTERNATIONAL RELATIONS (4)

An introductory analysis of the dynamics of the international political system, stressing the roles of supranational organizations, internal and external factors in foreign policy formulation by nation-states. Review of traditional and contemporary theories of international interaction.

310 CLASSICAL POLITICAL THOUGHT (2-4)

A comprehensive look at the foundations of Western political thought, with particular attention to the political theories of Plato, Aristotle, and Thomas Aquinas.

311 DEVELOPMENT OF MODERN POLITICAL THOUGHT SINCE 1500 (4)

Examination of the major writings from Machiavelli to the present. Emphasis on original sources and development of student opinions on ideas discussed.

312 AMERICAN POLITICAL THOUGHT (4)

An examination of the development of American political ideas as reflected in the works and careers of representative writers and political leaders.

313 CRITICAL THEORY: RACE AND GENDER (4)

Using race and gender as analytical tools, we investigate how major authors in the field "deconstruct" concepts such as rights, democracy, the autonomous individual, and freedom. We will evaluate the central proposition of critical theory that these political principles have been used to "disguise" disparities in power and resources in this country. The ultimate question students will answer is, "How useful is critical theory in reevaluating our political values as we face an increasingly diverse and interdependent world?"

315 DEMOCRACY, CAPITALISM, AND SOCIALISM (3-4)

An introduction to the major ideas of key theorists on the belief systems of democracy, capitalism, and socialism. A consideration of the actual strengths and shortcomings of some of the current world's major political/economic systems that attempt to put these ideas into practice. Satisfies GE, category D5 (Contemporary International Perspectives).

320 STATE, CITY, AND COUNTY GOVERNMENT (4)

An introductory study of the political structure and process at the state, county, and municipal levels, with emphasis on urban and regional problems. The changing relationships between the state and federal governments will be explored. Political decision-making at all three levels will be discussed in depth. Satisfies, with Political Science Department Chair's signature, the state code requirement in California state and local government. Can be used to fulfill prerequisite courses for M.P.A. program for Structure of State and Local Government Agencies, as well as the political science requirement for the California Cultural Studies major.

330 RACE, ETHNICITY, AND POLITICS (4)

A survey of the unique impact of race and ethnicity on American politics, including analysis of constitutional, legal, and historical factors affecting the status of persons of color. Attention to the role race and ethnicity play in the media, elections, political participation and representation, public opinion, public policy, and popular culture.

345 MODEL UNITED NATIONS (MUN) (4) SPRING

Introduction to the political structure and functions of the United Nations, with emphasis on team participation at the National MUN in New York. Students play decision-maker roles that they research for preparation of position papers on agenda items.

350 EUROPEAN PARLIAMENTARY DEMOCRACIES (4)

The theory and practice of democratic government in Europe, with special emphasis on Britain, France, and Germany. Using the United States as a basis for comparison, the course will consider the many important variations in the ways parties, parliaments, bureaucracies, and executives have developed and perform in the European political arena.

351 POLITICS OF RUSSIA (4)

The political evolution of Russia in the post-Soviet era. Evaluation of Russian political institutions and political culture. Appraisal of the most significant problems affecting democratic transition. Review of Soviet political traditions.

352 POLITICS OF EASTERN EUROPE (4)

The political development of the East European nations from the interwar period to the present. Special attention is paid to the problems and prospects for democratic transition in the region, with particular concentration on Hungary, the Czech Republic, Poland, and the former Republics of Yugoslavia.

354 COMPARATIVE POLITICAL PARTIES (4)

A comparative approach to the structure and dynamics of political parties, party systems, and electoral law. The course will consider parties and their impact on the political process in the United States, Europe, and selected cases in other global areas.

390 SPECIAL TOPICS (1-4)

A seminar lecture series on a specific theme or topic presented by members of the department, other SSU faculty, and guest speakers. May be audited or taken for credit.

391 GENDER AND POLITICS (4)

This course explores how gender is used to interpret American politics. Major works in the field are used to investigate the explanatory power of gender as an analytic category. Specific topics include the Constitution, elections, the media, social movements, race, sexuality, and comparative issues. How these aspects of American politics affect, and are affected by, men and women will be addressed.

406 INTERDISCIPLINARY SEMINAR (1-4)**415 EXPLORATIONS IN POLITICAL THEORY (3-4)**

A seminar dealing with selected topics in political theory, including contemporary theories of the political system, the political novel, revolutionary theorists, and socialist theory. A different area of emphasis will be offered each year. Consult Schedule of Classes for current offering. May be repeated for credit.

420 AMERICAN POLITICAL DEVELOPMENT (4)

The development of American political institutions including the Congress, the Presidency, the Political Party system, the Public Bureaucracy, and Federalism over time from the early years of the republic to the present. Emphasis will be upon explaining stability, critical junctures, and political change on those institutions understood from a developmental perspective.

421 FEDERALISM AND INTERGOVERNMENTAL RELATIONS (3-4)

This course examines how the different levels of government interact in the creation and implementation of public policies at the federal, state, and local levels. The class provides students with an understanding of the theory and reality of federalism in the American political system. Can be used to fulfill prerequisite course for M.P.A. Program for intergovernmental relations.

423 INTRODUCTION TO CONSTITUTIONAL LAW(4)

Judicial interpretation of the Constitution, with particular emphasis upon separation of powers, presidential powers, relationship between state and national government, control of interstate commerce, and jurisdiction of the courts.

424 THE BILL OF RIGHTS, CIVIL LIBERTIES, AND THE CONSTITUTION (4)

Judicial interpretation of the Constitution in the areas of civil liberties, freedom of speech, freedom of religion, rights of persons accused of crimes, citizenship, and the government's responsibility to protect persons from discrimination.

425 THE AMERICAN PARTY SYSTEM (4)

An examination of political parties in the American system. Comparison with party systems in other democratic countries, independent voters, third parties, proposed reforms, and the nature of the electorate. Satisfies with Political Science Department Chair's signature, the state code requirement in U.S. Constitution and California State and Local Government.

426 THE LEGISLATIVE PROCESS (4)

An examination of the organization and operation of the American Congress. For comparative purposes, legislatures in selected American states and Western European democracies will be briefly considered. Satisfies, with Political Science Department Chair's signature, the state code requirement in U.S. Constitution and California State and Local Government.

427 THE AMERICAN PRESIDENCY (4)

An examination of the place of the Presidency in the American governmental system. Emphasis will be placed upon the interplay between the president and other elements of the system, particularly the Congress, the bureaucracy, and the media. Satisfies, with Political Science Department Chair's signature, the state code requirements in U.S. Constitution and California State and Local Government.

428 SEMINAR IN CALIFORNIA POLITICS AND GOVERNMENT (4)

Analysis of the California political system. Attention is given to governmental institutions, but primary emphasis is upon parties, interest groups, public opinion, ideologies, and leadership. Satisfies, with Political Science Department Chair's signature, the state code requirement in California State and Local Government. Can be used to fulfill prerequisite courses for M.P.A. program for structure of state and local government agencies, as well as the political science requirement for the California Cultural Studies major.

429 INTEREST GROUPS (4)

The role of interest groups in the American policy-making process. Group formation, the influence of money and P.A.C.s on election outcomes and lobbying reform. Satisfies, with Political Science Department Chair's signature, the state code requirement in U.S. Constitution and California State and Local Government.

430 INTRODUCTION TO PUBLIC ADMINISTRATION (4)

An introduction to the field of public administration, with emphasis upon bureaucratic life, leadership, and decision-making.

431 POLITICS AND THE MEDIA (4)

The role of the mass media in American political life. Emphasis on television, news magazines, major newspapers, and political columnists, and their interrelationship with American political institutions.

439 POLITICAL SCIENCE INTERNSHIP (2-5)

Field experience in city, county, state, and federal agencies. May be repeated three times for credit. Note that no more than a total of 6 internship and special studies units may be counted in the 40-unit major. Prerequisite: prior arrangement with a faculty member. Cr/NC Only.

444 UNITED STATES FOREIGN POLICY (4)

An analysis of the forces, governmental and nongovernmental, that influence the formulation of U.S. foreign policy. An examination of the organizational structure charged with the formulation and execution of that policy, as well as the content of policy since World War II.

450 POLITICS OF ASIA (4)

A comparative analysis of the diverse political systems of Asia. Following a study of the comparative theories which provide a framework for understanding the political systems of Asia, focus is on selected case studies.

452 THIRD WORLD POLITICAL SYSTEMS (4)

A comparative analysis of politics and political development of Third World countries. International and domestic obstacles to modernization will be studied. The general analysis will be supplemented by an intensive scrutiny of selected countries and regions.

453 POLITICS OF LATIN AMERICA (4)

A comparative analysis of the political development of Latin America. After a review of the major theories related to economic development, revolution, and democratic transition, this course will compare the political systems of selected countries in the region.

458 COMPARATIVE SOCIAL POLICY (4)

Comparative analysis of social policies in advanced industrial democracies. Why do some of these countries have strong social safety nets while others leave individuals much more exposed? The course will look at relationships between politics, economics, political culture, and public policy.

466 POLITICAL PSYCHOLOGY (4)

An examination of the psychological sources of political leadership and decision-making. A study of the roots of political belief and extremism, as well as the acquisition of civic outlook in childhood and adolescence.

475 URBAN POLITICS AND POLICY (4)

Examination of the structure and process of urban and regional governments within the context of state sovereignty. Such aspects of local government, in both large and small urban areas, as planning, bureaucratic administration, social services, economic issues, the political policy making process, and civil rights will be discussed in depth.

481 POLITICS OF REGULATION AND LAND USE (3-4)

An examination of regulatory policies as they affect business and land use decisions in the United States. Structural, legal, and procedural aspects of the regulatory process are explored along with reform and deregulation. Explores the economic, environmental, and political consequences of land use control.

483 POLITICS OF WEALTH AND POVERTY (4)

Course focuses upon conditions and causes of poverty, wealth and income inequality in the U.S., and the variety of economic, social, governmental, and political responses that have occurred in recent decades. Of particular concern are the role of the government's income redistribution and social programs, and the function of values, political interest groups, and social science findings in shaping these policies.

484 ELECTIONS AND VOTER BEHAVIOR (4)

Course examines the impact of the new styles and techniques of political campaigning on both the public decision-making process and control over public policy. Modern techniques of analysis and voter manipulation are discussed, along with the characteristics and behavior of the electorate and their historical patterns of political participation.

485 POLITICAL POWER AND SOCIAL ISOLATION (4)

The course explores a wide variety of personal, social, and political meanings of community, including the decline of social and civic participation, political powerlessness, and theories of social fragmentation and political change. Recent theories link both economic development and community improvement to an ability to increase levels of "social capital." Given its focus, this course will be of particular interest to those concerned with these policy areas, or in participating in a general overview of the societal milieu of politics and government.

486 SELECTED ISSUES IN INTERNATIONAL POLITICS (4)

An examination of current topics and developments in global politics, such as regional conflicts, North-South issues, economic interdependence, and environmental issues. Title varies to reflect specific content each semester.

487 SELECTED TOPICS IN COMPARATIVE POLITICS (4)

Focus on dynamic political issues and developments in selected regions.

494 SELECTED TOPICS IN POLITICAL SCIENCE (1-4)**495 SPECIAL STUDIES IN POLITICAL SCIENCE (1-4)**

A student may be invited by a faculty member to participate in a continuing research project under the faculty member's direction. The research may extend for more than a single semester. Seniors who participate in this course may have their work considered for graduation with honors. This course may be repeated for credit. Note that no more than a total of 6 special studies and internship units may be counted toward the 40-unit major.

498 SENIOR SEMINAR (4)

An opportunity for senior majors and graduate students to integrate their basic understanding of political science by exploring the interrelationship between the substantive subfields, basic concepts, and the major modes of analysis current in political science today. All Political Science majors must take POLS 302 prior to enrolling in POLS 498.

Graduate Courses

Upper-division students may enroll in graduate courses with the permission of the instructor.

501 THE ADMINISTRATIVE STATE (4)

This core course examines a variety of public administration literature, including aspects of organizational structure, group behavior, policy studies, and social psychology. Special attention will focus upon specific topics within the field: organizational behavior, power, leadership, personnel, control, and administrative responsibility.

502 ORGANIZATIONAL THEORY AND ANALYSIS (4)

Presents basic analytic tools that can be used in diagnosing political and organizational situations. The nature and use of influence, strategic thinking and bargaining in organizations.

503 BUDGET AND FISCAL ADMINISTRATION (2)

An examination of the budgeting process with emphasis upon theories and politics of budgeting, and budgeting process reform. Required for all M.P.A. students.

503A PUBLIC FINANCE (2)

An examination of applied issues in public budgeting and fiscal management. Public policy formation and evaluation of results as revealed in the budget will be explored. Required for public management track students.

503B FISCAL MANAGEMENT OF NONPROFIT AGENCIES (2)

An examination of applied issues in nonprofit budgeting and fiscal management. Fund accounting, cash flow analysis, expenditure control, long-range financial planning, audits, grants, and contracts in nonprofit agencies are studied. Required for nonprofit track students.

504A PUBLIC PERSONNEL ADMINISTRATION (2)

The evolving character of public personnel administration in the United States will be considered. Topics include civil service, personnel management, work life in organizations, employee participation, diversity, labor-management relations, and the relationship of public personnel to democracy.

504B PERSONNEL ADMINISTRATION FOR NONPROFIT ORGANIZATIONS (2)

Examination of current issues in the management of employees and volunteers in nonprofit organizations. Topics include board-staff relations, staff recruitment, selection, training and management, staff development, performance evaluation of paid and unpaid staff, labor-management relations, diversity, and compliance with state/federal regulations.

505 RESEARCH METHODS (4)

Lecture and laboratory. An examination of quantitative research techniques required by agency and program managers. Course includes: work in data analysis, introduction to computer usage, techniques of needs assessment and program evaluation, and use of simple analytic models.

506 PUBLIC POLICY PROCESS (4)

The course will look at the public policy making process with emphasis on the role of ideas and analysis. Agenda setting, implementation, policy, and design will be discussed.

507 ETHICS IN ADMINISTRATION (4)

A seminar designed to help public administrators cultivate an awareness of ethical dilemmas, develop ways of conceptualizing them, and practice ways of thinking about their resolution.

508 COMPARATIVE PUBLIC POLICY (4)

A comparison of selected social policies in North America and western Europe, with emphasis on explaining the national differences in policy content in such areas as education, environment, and aging policy.

509 POLITICS OF HEALTH CARE AND AGING (4)

The course will be an examination of health care and aging policy in the United States. Comparisons with policy in several other democracies will be included. Also included will be a look at policies such as Medicare and the Older Americans Act, as well as the politics of these and others. Cross-listed as GERN 561.

511 LABOR RELATIONS (2)

A course that looks at the historical and current development of labor relations in both the public sector and also in the not-for-profit sector. The course looks at changing concepts and their implications for the existing institutions, processes, and values for both sectors of the economy.

512 ORGANIZATIONAL DEVELOPMENT (4)

An exploration of values, methodologies, strategies, and theories of organization development.

513 LEADERSHIP AND SUPERVISION (4)

Examines the role of leader and of leadership in administrative agencies, together with an examination of techniques of supervision and administrative control.

537 BARGAINING, POLITICS, AND ADMINISTRATION (4)

An examination of the politics of administration, with an emphasis on the dynamics of budgeting and interagency conflict. Of special interest in this course will be the focus on new theories of decremental budgeting—budgeting and political coalition building in an era of decreasing resources.

538 ADMINISTRATIVE LAW (2-4)

Introduction to the legal process within the framework of administrative agencies and procedures. The function of administrative law, including the role of legal agencies, delegation of powers, administrative procedures and statutes, and development of the current body of case law.

539 PROGRAM IMPLEMENTATION (4)

Focuses upon the critical movement from statute or authorization to an actual functioning program. The course will concentrate primarily on a series of case studies involving human services, environmental, economic development, and criminal justice programs at the federal, state, and local levels.

550 PLANNING AND EVALUATION (4)

Techniques of administrative analysis and program evaluation. Included are examinations of techniques for assessment of policy impact and effectiveness, analysis of program objectives, evaluation methodologies, and the administration of evaluation systems. Prerequisite: POLS 505 or consent of instructor.

551 ORGANIZATIONAL COMPUTER USAGE (4)

An investigation of contemporary developments in the area of information systems, this course views computer usage from the organizational rather than data processing perspective. Central areas of concern are organizational planning and change, and the development of information systems that meet the planning challenge.

560 SPECIAL ISSUES IN PUBLIC POLICY (4)

An examination of selected issues in public policy/public affairs. Specific topics will be offered on the basis of student interest and current issue development.

564 AGING SERVICES ADMINISTRATION (4)

For individuals interested in careers in the administration of health care; residential and social services for the elderly. An introduction to the field of long-term care administration through the use of lectures and structured case studies. Specifically addresses management decision-making in the operation of skilled nursing facilities, congregate care facilities, day care, home health care, and retirement communities. Open to undergraduates. No prerequisites.

578 PROJECT CONTINUATION (1-3)

Designed for students working on their thesis or master's project but who have otherwise completed all graduate coursework toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisite: permission of the graduate coordinator. Cr/NC only.

580 NONPROFIT DYNAMICS: POLITICS AND COMMUNITY ENVIRONMENT (2)

Introduction to nonprofit and the environment in which they operate. Analysis of nonprofits' role and effectiveness in meeting public and private sector community needs. Topics include organizational models, needs assessment and asset mapping, and trends in intrasector and cross-sector partnerships.

581 NONPROFIT GOVERNANCE AND LEGAL ISSUES (2)

Examination of the historical development of the nonprofit sector, its changing social contract, and critical legal/tax issues. Topics include board governance, mission, start-up, life cycles, executive director-board-staff relationships, legal status, fiscal sponsorship, and IRS status and rulings.

582 PLANNING AND NONPROFIT AGENCIES (2)

This course addresses techniques of strategic and operational planning appropriate to nonprofit agency operation. Topics include needs and service assessment, marketing analysis, program evaluation, organization development, and strategic management techniques.

583 RESOURCE DEVELOPMENT FOR NONPROFIT AGENCIES (4)

Course focus is on the techniques and importance of developing and implementing a comprehensive organizational resource development plan for funding, volunteers, and donations, as well as ensuring a diversified agency revenue base. In addition, the course covers fundraising, major donor development, as well as the legal restrictions for nonprofit agencies and the funding criteria used by corporate, community, and private foundation funding sources.

585 MARKETING AND PUBLIC RELATIONS FOR NONPROFIT AGENCIES (2)

An examination of the role of marketing and public relations for nonprofit agencies, together with techniques for designing and implementing realistic marketing and public relations programs. Course will stress adaptation of marketing techniques to not-for-profit organizations, and will explore the types of access to press, electronic, and other media available to nonprofits.

586 HUMAN RESOURCE MANAGEMENT IN NONPROFIT AGENCIES (2)

An examination of current issues in the management of employees and volunteers in nonprofit organizations. Recruitment, staff development, performance evaluations, labor-management issues, and affirmative action are reviewed.

587 GRANT WRITING AND ADMINISTRATION (2)

Focus upon full process of prospect research, proposal development, application, and contract management and administration of foundation, government, and corporate grants.

588 ISSUES IN NONPROFIT ADMINISTRATION (4)

An investigation of current issues and developments in the operation of nonprofit agencies.

595 SPECIAL STUDIES IN POLITICAL SCIENCE (1-4)

A student may be invited by a faculty member to participate in a continuing research project under the faculty member's direction. The research may extend for more than a single semester. May be repeated for credit.

596 GRADUATE TUTORIAL (4)

An intensive review of the literature in specific areas of concentration, including budgeting, the American presidency, legislatures, and such public policy areas as health and aging, and regulation. Prerequisite: completion of all master's degree requirements.

597 GRADUATE INTERNSHIP (1-4)

Intensive field experience in a public or private agency. The student must define a current political problem and a strategy for dealing with the problem, and work toward implementing the strategy. Cr/NC Only.

599 MASTER'S THESIS (2-4)

Prerequisite: submission of an authorized Advancement to Candidacy form.

PRE-HEALTH PROFESSIONS PROGRAM

Sonoma State University provides preparation for continuing study in the professional fields of medicine, osteopathic medicine, dentistry, veterinary medicine, podiatry, optometry, pharmacy, physical therapy, physician assistant, and chiropractic medicine.

Students interested in entering the health professions will select an appropriate major for undergraduate study. Since a majority of the courses required for admission to health-related programs are in the sciences, most students earn degrees in biology or chemistry before going on to professional schools, although many nonscience majors are being accepted.

Most health professions schools require a bachelor's degree for admission, although schools of dentistry, pharmacy, physician assistant, and chiropractic medicine may require fewer units and courses for admission. The following outline of courses will meet the requirements for admission to most medical schools. Since medical schools generally have the most rigid course requirements among the health professions schools, these courses will generally meet or exceed the requirements for other schools. However, it is important to examine closely the requirements for any program and school and take courses to fulfill those requirements. Requirements for entrance into the University of California, Davis, Veterinary Medicine program are different from those for other health professions schools. Preveterinary students should consult an advisor in the Biology Department.

Courses Required for Admission to Health Professions Schools

The following courses are most generally required for admission to health professions schools:

<i>Biology</i>	<i>Units</i>
General biology or zoology (through cellular and molecular biology)	8-12
 <i>Chemistry</i>	
Inorganic or general chemistry	10
Organic chemistry	8-10
Some schools also recommend biochemistry.	
 <i>English</i>	
Composition and Literature	6
 <i>Physics</i>	
A one-year course with lab	8
 <i>Mathematics</i>	
Some schools require a year of college mathematics and/or a calculus course or statistics.	4-8
 <i>Foreign Language</i>	
A few schools recommend a modern foreign language course.	0-8
 <i>Psychology</i>	
An introductory psychology course is recommended by some schools.	3

Courses for Health Professions

The following courses at Sonoma State University will generally fulfill the required or recommended courses suggested above:

BIOL 121* Diversity, Structure, and Function	4
BIOL 122* Genetics, Evolution, and Ecology	4
BIOL 123* Molecular and Cell Biology	4
BIOL 328 Vertebrate Evolutionary Morphology	4
BIOL 342 Molecular Genetics	4
BIOL 344 Cell Biology	4
BIOL 372 Developmental Biology	4
CHEM 115AB* and 116AB* General Chemistry and Lab	10
CHEM 335AB* and 336 Organic Chemistry and Lab (336 lab often not required)	8-10
CHEM 445 and 446 Biochemistry	3-3
PHYS 210AB* and 209AB* General Physics and Lab	8
ENGL 101 and 214 Expository Writing and Literature	6
MATH 107 Precalculus Mathematics	4
MATH 161 Calculus	4
MATH 165 Elementary Statistics	4
PSY 250 Introduction to Psychology	3

* Required courses for all California medical schools.

Applicants with a grade point average below 3.00 are almost never considered by medical admissions committees, and few students with a grade point average below 3.40 are accepted.

In addition to the required courses, most health professions students are required to take an appropriate examination such as the Medical College Admissions Test, Dental Admissions Test, or the Graduate Record Examination at, or before, the time of application.

The School of Science and Technology health professions advisory committee has been established to offer assistance to students interested in careers in the health professions. The main functions of the committee are to:

1. Advise students on how best to prepare for admission to health professions schools. Since the Sonoma State University campus is small, the health professions advisory committee has the opportunity to communicate with students on a personal basis. Individual departments may also have pre-health professions advisors.
2. Maintain career information related to health professions, including catalogs from various schools and registration materials for examinations, and centralized application services required for admission to certain programs such as medicine, osteopathic medicine, veterinary medicine, podiatry, and dentistry.
3. Evaluate candidates and write letters supporting their admission to health professions schools.
4. Provide a practice admissions interview for candidates applying to health professions schools.

The chair of the health professions advisory committee is the advisor to the Pre-Health Professions Club.

Students interested in a career in the health professions are strongly encouraged to meet with a health professions advisor immediately upon enrolling at Sonoma State University. Appointments can be made through the health professions advisory committee office in Schulz 2009C, (707) 664-2535. Visit the committee website (www.sonoma.edu/hpac) for more information.

PSYCHOLOGY

DEPARTMENT OFFICE

Stevenson Hall 3092
(707) 664-2411
Fax (707) 664-3113
www.sonoma.edu/psychology/

DEPARTMENT CHAIR

Laurel McCabe

DEPARTMENT SUPPORT COORDINATOR

Mary Hanson

GRADUATE ADMINISTRATIVE COORDINATOR

Karen Fischer

GRADUATE PROGRAMS

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*Eleanor Criswell

*Victor Daniels

*Saul Eisen

Mary Gomes

Maria Hess

Susan Hillier

Laurel McCabe

*Charles Merrill

Gerryann Olson

Heather Smith

Susan Stewart

Elisa Velasquez-Andrade

*Arthur Warmoth

Gisela Wendling

**Faculty Early Retirement Program*

Programs Offered

Bachelor of Arts in Psychology

Minor in Psychology

Minor in Gerontology

Certificate in Gerontology

Master of Arts in Psychology through Special Sessions

Art Therapy

Depth Psychology

Organization Development

What is Psychology?

Psychology is defined as the study of human behavior and experience. According to the American Psychological Association, psychology has three faces: it is a discipline, a science, and a profession. Psychology is a calling that requires one to apply special knowledge, abilities, and skills in order to solve human problems. It is an extremely diverse field that attracts people with a wide variety of backgrounds, interests, and skills.

Careers in Psychology

A career in psychology means hard work, but it can also mean opportunity – opportunity to break new ground in science, opportunity to better understand yourself and others, opportunity to help people live richer, more productive lives, and the opportunity for ongoing personal and intellectual growth in school and throughout your career.

Some psychologists find it rewarding to work directly with people – for example, helping them overcome depression, deal with the problems of aging, or stop smoking. Others are excited by research questions on topics such as animal behavior, eating disorders, how the brain functions, and child development. Still others find statistics and quantitative studies to be the most fascinating areas.

Traditionally, psychologists have been employed in universities, schools, and clinics. Today, more than ever before, they can be found working in businesses, hospitals, private practice, courtrooms, sports competitions, police departments, government agencies, private laboratories, and the military, among other settings.

Psychologists fill many different roles. For example, they work as teachers, teaching the discipline of psychology in universities, four-year and two-year colleges, and high schools. Psychologists work as researchers employed by universities, government, the military, and business to do basic and applied studies of human behavior. Psychologists also work as psychotherapists, helping people to individuate and resolve conflicts. Psychologists work as counselors in school settings, working with students and their families to provide support for the students' social, cognitive, and emotional development. In addition, psychologists work as administrators, functioning as managers in hospitals, mental health clinics, nonprofit organizations, government agencies, schools, universities, and businesses. Psychologists also work as consultants hired for their special expertise by organizations to advise on the subject or problem in which the consultant is an expert, including such tasks as designing a marketing survey or organizing outpatient mental health services for adolescents.

Careers: Graduate Work and Further Training

For most professional work in psychology, at least an M.A. degree is necessary. Most of our students who go on to graduate work in psychology enter the clinical/counseling/social work fields at both the master's and the doctoral level. Other popular choices are the fields of education, research psychology, business, organizational

development, and criminal justice. A 1998 survey of SSU alumni who graduated as psychology majors found that nearly two-thirds of the respondents had gone on to do some sort of graduate work, most at the master's level.

Early in the major, students are encouraged to conduct Web searches on graduate training programs in their fields of interest in order to find out the specific prerequisites required in order to receive training in these areas. At least some of the psychology courses and non-psychology electives should be chosen with regard to career objectives. Students should consult with an advisor to ensure that they are taking appropriate courses.

Most master's and doctoral programs and employers prefer applicants who, in addition to their academic background, have some kind of applied internship or research assistantship that provides hands-on experience in their field.

Careers: Bachelor's Degree in Psychology

Many undergraduate psychology majors do not go on to do graduate study. A bachelor's degree in psychology means that you graduate with a strong liberal arts education and adequate preparation for entry-level employment in one of many career paths, including:

- administration and management
- aging human services and advocacy
- behavior change consulting
- biofeedback consulting
- business and industry
- child development programs
- counseling
- editing
- employment interviewing
- environmental advocacy
- health services
- marketing and public relations
- organizational consulting
- personal coaching
- personnel and human systems
- probation and parole
- psychiatric assisting
- sales
- social service casework & advocacy
- teaching
- technical writing

About the Psychology Department at SSU

The Psychology Department at Sonoma State University is distinguished by its focus on the quality of human experience. The key words here are: distinguished, quality, human, and experience. For us, each of these words holds special significance.

Distinguished: This expresses both that the department is unique and that it has achieved recognition for this uniqueness over the years. This department offered the first graduate program in

humanistic psychology and also helped to pioneer that field, with four of our members having served as president of the Association for Humanistic Psychology, an international organization. The department also has been distinctive for its pioneering work in such areas as: somatics, expressive arts, biofeedback, organization development, wilderness psychology, Jungian/archetypal psychology, transpersonal psychology, interdisciplinary learning, student-directed learning, experiential learning, and learning-community approaches. This distinctiveness has led to widespread recognition. The department has stood out as a beacon for many students seeking an alternative to traditional psychology.

Quality: This word carries a number of important messages. First of all, we are interested in quality, as in excellence. At the same time, we are struck that the word quality is in ascendance in business, and elsewhere, even as we see ourselves surrounded by the deteriorating quality of our physical, social, and economic environments. We seek to develop a psychology that not only studies but also enhances the quality of life. The word quality also communicates that we value qualitative, as well as quantitative, research methods.

Human: While affirming our interdependence with all creatures, this word communicates our emphasis on studying uniquely human, rather than animal, phenomena.

Experience: We take seriously the subjective realm, rather than focusing exclusively on the objective. Our approach to investigation is often phenomenological, and our approach to teaching emphasizes experiential approaches to learning, when possible, both inside and outside the classroom.

The origins of the department were closely associated with humanistic and existential psychology. Our current range of interests is reflected in the section on Advising and Interest Areas below. Our teaching-learning model is person-centered. That is, we try to foster the unique intellectual, spiritual, and emotional growth of each student as an individual. Our approach to self-knowledge leads from a concern for a private and inner self to a wider concern for one's relationship to one's community and culture.

Psychology Department Learning Goals and Objectives

The Sonoma State Psychology Department is one of a handful of humanistically oriented psychology undergraduate departments in the country. We are especially strong in several areas that are not the focus of most psychology departments but are the focus of our graduate and certificate programs: organization development, depth psychology, art therapy, gerontology, somatics and body-mind approaches, and biofeedback. Our diverse curriculum offers a stimulating and timely liberal arts education that responds to current student needs and supports faculty development and renewal. The department's goals and objectives are designed to support a rich and diverse list of course offerings without compromising students' abilities to learn the skills they need. We also believe that successful teaching and learning extends beyond the classroom to individual advising.

The Psychology Department curriculum is arranged to develop the following skills in each student by graduation time. The courses are designed to enable each student to:

- be familiar with the major concepts, theories, and perspectives in psychology;
- be able to apply psychological theories, concepts, and principles to individual experience as well as to broader social issues and social systems;
- be able to reflect on personal experience in light of psychological knowledge;
- be able to recognize and understand the complexity of cultural diversity, in light of psychological knowledge;
- be able to understand and apply basic research methods in psychology and the social sciences;
- be able to demonstrate skills that promote behavioral change at the individual, organizational, and community levels.

One course from the following group is strongly recommended for all students:

PSY 380 Psychological Research Methods
 PSY 440 Community-Based Research Design and Analysis
 PSY 441 Qualitative Research
 PSY 445 Advanced Research Design and Analysis
 PSY 445L Advanced Research Laboratory
 PSY 454 Biofeedback, Somatics, and Stress Management
 PSY 459 Intercultural Research
 PSY 493 Narrative: Theories and Methods

Psychology is an academic discipline that includes the systematic analysis of human behavior, experience, and consciousness through diverse research methodologies. Students enrolled in research methods courses acquire knowledge of how to critically evaluate information from the social sciences presented in popular publications and the media; and of research skills and experience required for most psychology graduate programs and research-related jobs.

The department strongly recommends that students take courses in psychology and other disciplines that educate them about issues of diversity and multiculturalism, such as culture, race and ethnicity, sexual orientation, disability, age, religion, and social class. Courses in American Multicultural Studies, California Cultural Studies, Chicano and Latino Studies, Foreign Languages, Global Studies, Native American Studies, Cross-Cultural Psychology, and Women's and Gender Studies contribute to students' development of multicultural competence.

Students are asked to consult with an academic advisor early in their major to design a course of study that fulfills major requirements, and that is in line with their interest areas and career goals. When time and interest permit, students are encouraged to consider a minor in another field, or even a double major.

Advising and Interest Areas

The Psychology Department provides an individualized major that is tailored to meet your personal needs, interests, and directions. You should meet with an advisor no later than the second semester of your sophomore year, or if you are a transfer student, during your first semester at SSU. Your advisor will help you to design a major that will provide you with the background you need to pursue your career objectives. You are encouraged to come in for advising before the scheduled "advising for registration" period; faculty are more likely to be readily available earlier in the semester.

Students may choose an advisor or are assigned an advisor according to the interest areas they indicate on the advising questionnaire. Students may also change advisors at any time. The following interest areas can be used as a guide for designing the major program and for choosing an advisor:

- Adulthood and Later Life Development
- Clinical/Counseling Psychology
- Cultural Psychology
- Developmental Psychology
- Depth, Jungian, and Creative & Expressive Arts Psychology
- Ecopsychology
- Humanistic Psychology

Bachelor of Arts in Psychology Degree Requirements

For first-time freshmen	Units
General education	51
Major requirements	40
Electives	29
For transfer students	
General education	48
Major requirements	40
Electives	32
Total units needed for graduation:	120

Students who apply to transfer into the psychology major must have an overall GPA of 3.0 and must have taken the following courses (or the equivalents):

English 101 Expository Writing and Analytical Reading
 Philosophy 101 Critical Thinking
 Psychology 250 Introduction to Psychology

English 101 and Psychology 250 must be completed with a grade of B or higher. Because psychology is a high-demand major, other prerequisites may be added between the release of one catalog and the next in order to control enrollment. Students considering transferring into the major should contact the department for current information.

Major Requirements

The major consists of at least 40 units in psychology plus a course in statistics, which may be taken in either a psychology or mathematics department. Of these units, at least 34 must be upper-division units (courses numbered 300 or higher at SSU; numbering at other institutions may differ). Most students take a statistics course that can also be used for the General Education area B requirement. All courses for the major must be passed with a grade of C or better.

Required courses for the major include:

Psychology 250, Introduction to Psychology (or the equivalent) taken within the past ten years. Students who believe they possess the requisite knowledge may substitute a passing score on the CLEP test in introductory psychology administered by the Educational Testing Service at (510) 653-5400.

Psychology 306, History of Modern Psychology
 Psychology 307, Humanistic, Existential and Transpersonal Psychology
 Math 165, Elementary Statistics (or equivalent)

Research Methods
 Social, Community and Organizational Psychology
 Somatics/Health/Performance Psychology
 Teaching Credential Preparation
 Transpersonal Psychology

2. Completion of 20 units of upper-division psychology courses, with a minimum grade of C. Courses must be taken for a letter grade unless Credit/No Credit is the only way the course is offered.

Sample Four-year Program for Bachelor of Arts in Psychology

FRESHMAN YEAR:: 30 Units	
<i>Fall Semester (16 Units)</i>	<i>Spring Semester (14 Units)</i>
UNIV 102 (optional) (3)	HUM 200 (3)
ENGL 101 (3)	MATH 165 (4)
GE (3)	Elective (4)
BIOL 110 (4)	PHIL 101 (3)
PSY 250 (3)	
SOPHOMORE YEAR:: 32 Units	
<i>Fall Semester (16 Units)</i>	<i>Spring Semester (16 Units)</i>
PSY Lower-Division Elective (4)	PSY 306 (4)
GE (3)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)
GE (3)	Elective (3)
JUNIOR YEAR:: 30 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
PSY 307 (4)	Upper-Division GE (3)
PSY Elective (4)	PSY Elective (4)
PSY Elective (4)	PSY Elective (4)
Upper-Division GE (3)	PSY Elective (4)
SENIOR YEAR:: 28 Units	
<i>Fall Semester (14 Units)</i>	<i>Spring Semester (14 Units)</i>
Upper-Division GE (3)	PSY Elective (4)
PSY Elective (4)	PSY Elective (4)
PSY 499,481 (4)	Elective (3)
Elective (3)	Elective (3)
TOTAL UNITS:: 120	

Minor in Gerontology

The minor in Gerontology provides students with a focused multi-disciplinary program to study the aging process. The minor gives students a solid academic foundation in the field and offers practical applications through the internship. Students receive a strong theoretical orientation based in the liberal arts tradition and practical information about aging. The requirements include 22 units incorporating biology, psychology, and the social aspects of aging, and 6 elective units. Specific courses are listed under Gerontology in the catalog.

Internships

The Psychology Department strongly recommends community internship experience, particularly for the student going on to counseling or clinical psychology master's and doctoral degrees.

Each semester a number of advanced undergraduate and graduate students participate in field placements and internship work experiences in organizations and agencies throughout the University's six-county service area. These internships involve on-the-job training by the agency, as well as academic work under the direction of a faculty member. This forms an important base for academic credit and helps the student obtain a range of learning experiences not otherwise found in the department. Applications for internship should be made near the end of the semester preceding the internship semester. A maximum of 8 units of PSY 499 Internship can be applied toward the degree. Students planning on graduate work in clinical or counseling psychology are encouraged to gain internship experience well before applying to graduate school.

Research Assistanceships

The Psychology Department strongly recommends research assistantships for those students going on to graduate work in psychology at the master's or doctoral levels. Many University graduate programs require students to have experience in designing and conducting psychological research, as well as in analyzing data and writing up the results. In order to find out more about these research opportunities, students should consult with individual faculty members who are mentoring students in their own research projects.

Special Studies

Students who wish to carry out independent study and research are encouraged to contact an individual faculty member of their choice.

Master of Arts in Psychology

The Psychology Department, working in conjunction with the School of Extended Education, offers three areas of study within the master

Minor in Psychology

Students seeking a minor in Psychology are encouraged to consult with a psychology faculty advisor to assist them in planning a series of courses tailored to their own personal and career goals. The requirements of the minor are:

1. Completion of PSY 250, Introduction to Psychology (or equivalent), with a grade of C or better.

of arts program: art therapy, depth psychology, and organization development. Each program offers its own goals and curricula, and applicants apply to the program of their choice. Prerequisites and fees vary according to program. The M.A. programs **are self-support programs administered through Special Sessions and funded entirely through student fees.**

University policy requires students in master's programs to maintain continuous enrollment until completion of the M.A. program, or pay a continuing enrollment fee of \$250.00 per semester.

University policy also requires students who take four semesters to complete their thesis/project to re-enroll in PSY 599, Master's Thesis Project (Organization Development students re-enroll in PSY 596, Graduate Tutorial). Consult each program's requirements for more information.

For information about individual programs, and for application materials, contact the graduate administrative coordinator in psychology, (707) 664-2682, e-mail psychma@sonoma.edu. You may also write to:

Graduate Admissions
Psychology Department
Sonoma State University
Rohnert Park, CA 94928-3609

Art Therapy Program

Art as "making special" is at least 250,000 years old (Dissanayake, 1992). Today, art therapists throughout the world engage clients in this universal human behavior to restore personal meaning and dignity and to develop new potentials and aspirations. Through education, art therapy students learn how to help others to "make special," that is, to provide a healing and restorative therapy for people of all ages, from all backgrounds. Art therapists can combine artistic skillfulness with depth-oriented psychological understandings, in service to the full range of individual, group, and community needs and aspirations.

This master's program offers advising and evaluation for an art therapy education program that meets the national educational standards of practice of the American Art Therapy Association (AATA). It continues the humanistic/transpersonal tradition of education in the SSU Psychology Department, while educating students to work in clinical, medical, educational, and community settings. A graduate becomes an art therapy intern upon completion of studies. With 1500 post-master's supervised hours of practice, a graduate is eligible to become professionally registered as an ATR and may sit for an exam to become an ATR-BC, board certified art therapist.

While considering the full range of Western psychological approaches, this program emphasizes an imaginal psychology approach; contemporary psychological knowledge has grown out of the indigenous wisdom of our collective humanity. The healing effects of art making, ritual, storytelling, and embodied rituals remain a rich dimension of our human heritage. Today, art making within an art therapy setting evokes deep, direct experiences in knowing: images arise from a deeper story than the stories that our conscious mind keeps repeating to protect ourselves. Through the revealing

acts of art making, one can recover a personal connection with both individual and universal healing images. Surprise, new challenges, choice, and wisdom are resulting gifts from learning to see and to accept what has remained invisible and often ignored.

The development of skillfulness in supporting others in the use of creativity and imagination for healing entails an initiation: students learn by doing—by their own direct experiences first—followed by theoretical understandings and practical applications. Students are expected to be self-motivated, emotionally mature, responsible, and committed to engage their creativity and imagination in service to others.

Program of Study

Students are admitted in the fall every other year (2007, 2009). Students study as a learning community for six (6) semesters (three years). Within a 36-unit program, students complete approximately 900 hours of classroom learning, plus supervised fieldwork of 700 hours. This program provides courses in art therapy principles, practices, and applications. Within these courses, a rich series of seminars provides an education which meets national standards for becoming a professional art therapist (AATA). In the 2005-06 academic year, all learning experiences are provided off campus.

The Art Therapy Program includes the following courses:

Psy 520A Art Therapy Principles
Psy 545A Art Therapy Practices
Psy 550A Art Therapy Applications
Psy 520B Art Therapy Principles
Psy 545B Art Therapy Practices
Psy 550B Art Therapy Applications
Psy 574A Art Therapy Internship
Psy 545C Art Therapy Practices
Psy 550C Art Therapy Applications
Psy 574B Art Therapy Internship
Psy 547A Advanced Art Therapy Practices
Psy 562A Art Therapy Research
Psy 552A Advanced Art Therapy Applications
Psy 574C Art Therapy Internship
Psy 547B Advanced Art Therapy Practices
Psy 552B Advanced Art Therapy Applications
Psy 562B Art Therapy Research
Psy 552C Advanced Art Therapy Applications
Psy 599 Investigative Project

Evaluation

Within the first 18 units of study each student selects an M.A. committee in consultation with the program advisor. This committee evaluates student work with the student during the mid-program and final program meetings. The committee includes the advisor, a second faculty member (from psychology or a related department), an art therapy field supervisor, and a peer.

Prerequisites for Admission

The Art Therapy Program has the following admissions prerequisites:

1. B.A. or B.S. in Psychology, or Studio Art (B.F.A.), preferred, or equivalent studies from an accredited institution.

2. Minimum GPA of 3.0 in the last 60 units of course work.
3. Applicants must demonstrate an acceptable level of competence in oral and written communication, which is demonstrated by: a written statement about the student's background, relevant experience, and specific goals to be achieved in the program. Individual and/or group interviews are a required part of the admissions process.
4. Related human services work experiences are valued (paid or volunteered).
5. Completion of 18 units of studio art experiences (to be completed within one year of admission).
6. Completion of 12 units of psychology (human development, abnormal psychology, and personality) must be completed within one year of admission); Introduction to Counseling, and Myths, Dreams, Symbols, or other related courses strongly suggested.
7. An Introduction to Art Therapy course (Psy 431 at SSU or elsewhere, or equivalent personal experience) is strongly recommended. Requirement may be met by demonstrated participation in an art therapy process or therapy group.

Fees

SSU fees for 2006-07 cover advising, administration, and portfolio/project supervision and evaluation (36 units @ \$315/unit = \$11,340). In addition, the student is responsible for art therapy seminars held off-campus (an additional \$18,945). The 2005-06 educational program total cost is \$30,285. Fees may change with increased program costs; every effort is made to maintain a stable fee structure for each student group. Art materials, individual supervision, and personal therapy are additional expenses.

For more information, please refer to the art therapy website: www.sonoma.edu/exed/mapsych/art_therapy. General M.A. program questions may be addressed to Karen Fischer, Administrative Coordinator, (707) 664-2862. For more details, please contact Art Therapy Program Coordinator, Suzanne Lovell, Ph.D., ATR-BC, (707) 539-9245. E-mail: suzlovell@earthlink.net.

Depth Psychology Program

The master's program in depth psychology is an interdisciplinary, cross-cultural 36-unit two-year curriculum providing education in the theory, practice, methods, and applications of Jungian and archetypal psychology. It uses experiential learning, depth inquiry, and an embodied curriculum to educate its students in a soulful way. Students explore the depth dimensions of human experience: in art, dreams, ritual, nature, mythology, storytelling, and sacred practice. Small 10-15-person classes engage the students in experiential work which grounds the learning and provides embodied understanding. In the yearlong passion-of-inquiry thesis process, students use depth inquiry methods involving art, nature, dream work, active imagination, sacred practices, and interviewing to explore their areas of passionate concern.

The first year offers three yearlong foundational courses exploring Jungian and archetypal psychological theory, methods of depth inquiry, and cross-cultural mythology and symbolism. Depth inquiry methods include work in artistic media; dream work; imaginal practices; myth and storytelling; masks and ritual; work with the earth; embodied depth techniques; performance; and work in sound, voice, and movement. Work on mythology and symbolism is woven into work with dreams, artwork, ritual, and imaginal practices, as well as practices involving indigenous wisdom, shamanism, and ecopsychology.

The second year offers seminars in student-chosen topics, interpersonal process, research methods, and guidance in depth inquiry and master's thesis work. The master's thesis provides the opportunity for passionate inquiry into an area of deep interest to the student. The thesis is often a personal process study that symbolically and artistically explores psychological development. The publicly presented Thesis Evening in May completes the yearlong passion-of-inquiry process.

Students may engage in community internships in their second year. They may choose to teach an undergraduate course in their field of expertise in the SSU Psychology Department, such as Psychology of the Fairy Tale, Psychology of Masculine and Feminine, and Psychology of Myth and Narrative. The program advisor assists students in developing curriculum and supervises the internship teaching experience. Students also have the option, at additional expense, of enrolling in University courses which meet their specific learning needs.

A monthly visiting scholars program invites noted authors, analysts, therapists, and practitioners to a half-day lecture and lunch in the depth community. Recent scholars have presented on the Native American trickster archetype, the sacred feminine in India, the Kabalah, and creation mythology.

The program in depth psychology is designed to move students to the next step in their personal and professional development. Graduates go on to teach, to work in personal growth facilitation and program design, to pursue clinical training in master's and doctoral programs, and to research and write in the field of depth psychology.

Course prerequisites are required for admission and are designed to give students a foundation in adult development and symbolic expression.

Program of Study

The program includes the following courses:

- PSY 511A,B Theories of Depth Psychology (3,3)
- PSY 515 Psychological Writing (1)
- PSY 530A,B Seminar in Interpersonal Process (1,1)
- PSY 542A,B Methods and Applications of Depth Psychology (3,3)
- PSY 543A,B Cross-Cultural Mythology and Symbolism (3,3)
- PSY 570 Directed Field Experience (1-3)
- PSY 575 Research Methods (2)
- PSY 576 Seminar in Depth Psychology (1-5)
- PSY 596 Graduate Tutorial (1-4)
- PSY 599A,B Master's Thesis: Project and Directed Reading (3,3)

Prerequisites for Admission

The Depth Psychology program has the following prerequisites:

1. B.A. Or B.S. from an accredited institution.
2. Minimum GPA of 3.0 in the last 60 units of course work.
3. An acceptable level of competence in oral and written communication, as demonstrated by the coherence of the personal statement and an oral interview.
4. Emotional maturity, as demonstrated in the applicant's personal written statement, life experiences, and oral interview.
5. Five course prerequisites (a maximum of 9 units may be lower-division courses completed at a community college): child development, adult development, personality, abnormal psychology, and research methods in psychology.
6. A minimum semester-long experience in symbolic forms (art, dream work, writing, poetry) and reflection on that expression for personal growth.

Fees

Fees are set in consultation with the School of Extended Education. Fees are expected to be \$475 per unit for the 2006-2007 academic year and are expected to change yearly due to increased program costs.

Refer to the Depth Psychology website for additional information: www.sonoma.edu/psychology/depth.

Organization Development Program

The Psychology M.A. in Organization Development provides professional preparation for individuals interested in learning how to develop more effective and sane organizations. In four semesters, participants gain the practical skills, conceptual knowledge, and field-tested experience to successfully lead organization improvement efforts. The academic experience involves seminar discussions, skill-building activities, and extensive field projects under the guidance and supervision of practitioner faculty.

Students are admitted each fall and work together as one cohort group through the 36-unit program. Interaction processes among students and instructors are an important source of learning. Both the coursework and field supervision emphasize the acquisition of personal awareness, interpersonal competence, and conceptual understanding required for effective practice in organization development.

Classes are scheduled in the evenings to meet the needs of currently employed students. Some courses schedule all-day sessions on Saturdays. For employed students, work schedule flexibility is highly desirable.

Program of Study

Each cohort group participates together in an integrated sequence of courses over the four-semester program. These courses address the theory and practice of group facilitation, design and presentation of training experiences, arranging and carrying out organizational client engagements, and leading whole-system change projects. Case reports and conceptual frameworks provide a solid foundation to guide professional practice.

Students take all courses together as a cohort group. The course list is as follows:

PSY 513 Facilitation and Training (3-4)
PSY 554 Organization Systems Inquiry (3-4)
PSY 533A,B,C Group Dynamics in Organization Development (1-3)
PSY 514 Organization and Team Development (3-4)
PSY 556 Seminar in Socio-Technic Systems Redesign (3-4)
PSY 557 Human Systems Redesign (2-4)
PSY 572A,B Internship in Organization Development (2-4)
PSY 544 Qualitative Research Methods (1-3)
PSY 518 Large Group Interventions (2-4)
PSY 510 Professional Practice in Organization Development (2-4)
PSY 596 Graduate Tutorial (1-4)

The culminating experience requirement consists of two parts:

- An analytical case study demonstrating competence in the design and implementation of an organization development project with an actual organization.
- A publishable article on a topic relevant to professional practice in organizations. Both reports are planned with, and approved by, the student's faculty advisor.

Prerequisites for Admission

The Organization Development Program has the following admissions requirements:

1. B.A. degree from an accredited college or university.
2. A 3.00 GPA for the last 60 units of academic work.
3. At least two years of relevant work experience in or with organizations.
4. Applicants should have a foundational understanding of issues and concepts encountered in organizations, as well as those pertaining to human behavior and experience. Generally, this may mean that applicants with a B.A. in psychology may need courses in business administration, while those with a degree in business may need courses in psychology. Prerequisite course work in one or more of the following may be used to satisfy these requirements:
 - Organization behavior or organizational psychology
 - Psychological foundations, personality, development, or group process

5. It is advisable to consult with the Organization Development Program Coordinator before taking prerequisite courses.
6. Applicants must demonstrate an acceptable level of competence in oral and written communication, which will be demonstrated by: a written statement about the student's background, relevant work experience, and specific goals to be achieved in the program; a writing sample from the applicant's recent academic or professional work; and interviews during the admissions process.

Fees

Fees are set by the School of Extended Education, and may vary depending on program costs. For the 2005-07 academic year fees were \$425 per unit, but may change due to increased program costs in succeeding years.

Refer to the Organization Development website for additional information: www.sonoma.edu/programs/od/.

Psychology Courses (PSY)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for the most current information and faculty teaching assignments.

201 HUMAN POTENTIAL (3-4)

Concepts and skills useful for increasing self-understanding and interpersonal effectiveness. Topics include self-esteem, social influence, and cognitive mediation of emotion and behavior.

237 CAREERS IN PSYCHOLOGY (2-4)

Offers students an opportunity to explore and discover their values, skills, interests, lifestyle preferences, and the undertaking of the personal strategies necessary to formulate career paths and alternatives.

250 INTRODUCTION TO PSYCHOLOGY (3) FALL, SPRING

Introduction to the theories, research, and applications of psychology. Educates students how to become informed consumers of psychological knowledge. Prerequisite to upper-division courses in the major for students who enter the University as first-time freshmen and for University students who transfer into psychology from other majors. Satisfies GE, category D1 (Individual and Society).

299 STUDENT-INSTRUCTED COURSE (1-4)

Each student-instructed course is designed by an advanced undergraduate student under the guidance of a faculty sponsor. Each course proposal is carefully reviewed by the department executive committee before approval is granted. Consult the Schedule of Classes for the topic studied. Only two lower-division Student-Instructed courses may be credited toward the psychology major. Cr/NC only.

302 DEVELOPMENT OF THE PERSON (3) FALL, SPRING

A multidisciplinary examination of the social, cultural, emotional, and psychophysiological development of the human being. Shows how research and theories relate to and assist individuals in their own self-development. Satisfies upper-division GE, E (The Integrated Person). Upper-division psychology GE courses (PSY 302, PSY 303, and PSY 326) may be double-counted as upper-division GE units and as units for the psychology major.

303 THE PERSON IN SOCIETY (3) FALL, SPRING

How humans behave, think, and feel in interpersonal relationships, families, workplaces, communities, and natural environments. How each of these social contexts affects the way people behave in the others. Interrelationships with larger political and economic variables are explored, drawing from other disciplines that offer relevant insights and knowledge. Satisfies upper-division GE, D1 (Individual and Society). Upper-division psychology GE courses (PSY 302, PSY 303, and PSY 326) may be double-counted as upper-division GE units and as units for the psychology major.

304 SIBLING RELATIONSHIPS (4) FALL

An exploration of the role of siblings in personal and family development, with a focus on sibling relationships in adulthood and later life. An emphasis will be placed on the psychosocial context of the sibling relationship in addition to theories of the psychology of the individual. Cross-listed as GERN 304.

306 HISTORY OF MODERN PSYCHOLOGY (3-4) FALL, SPRING

Part I of a yearlong sequence that presents perspectives on the field of psychology. Includes past and present understandings of human experience, integrating issues and controversies. The first semester includes: epistemology; traditional scientific and clinical methodologies; and psychoanalytic, behavioral, and Gestalt psychologies. Prerequisites: PSY 250, ENGL 101, PHIL 101, and admission to the psychology major or consent of instructor.

307 HUMANISTIC, EXISTENTIAL, AND TRANSPERSONAL PSYCHOLOGY (3-4) FALL, SPRING

Part II of this sequence on the major forces in modern psychology presents theories, methods, and research in humanistic, existential, and transpersonal psychology. Prerequisite: PSY 306 or consent of instructor.

311 PSYCHOLOGY DIALOGUE SERIES (1-2)

A lecture series that explores careers and topics of interest to psychologists. Practitioners in diverse fields of psychology are invited to speak on the nature of their work, current social and political trends in psychological practice, and their view of the future of psychology. Cr/NC only.

312 ADULT DEVELOPMENT LECTURE SERIES (2) FALL

Lectures and presentations on thematic issues in the field of adult development. Speakers are drawn from local community programs, Bay Area research organizations, and academic disciplines. May be repeated for credit. Cross-listed as GERN 312.

322 MYTH, DREAM, AND SYMBOL (4) FALL, SPRING

Exploration of the creative unconscious in individual growth. Myths, dreams, and symbols are explored from the standpoint of theory, symbolic work, art process, guided meditation, and group process. Approaches vary by instructor and may draw from texts by Jung, Campbell, Johnson, Hillman, Edinger, Singer, and others. Prerequisite: junior standing.

324 LEARNING MOMENTS (1)

A series of presentations from individuals from all areas of the University, focused on their own personal moments of significant learning. May be repeated once for credit. Cr/NC only.

326 SOCIAL PSYCHOLOGY (4) FALL, SPRING

Introduces relationships between self and society, including the formation and change of attitudes and values, intergroup and interpersonal dynamics and cultural influences on them. Topics include symbolic interactionism, personal and social identities, motivation, prejudice and the consequences of ethnicity, class, and gender. Cross-listed as SOC 326. Satisfies upper-division GE D1 (Individual and Society). Upper-division Psychology GE courses (PSY 302, PSY 303, and PSY 326) may be double-counted as upper-division GE units and as units for the Psychology major.

327 PSYCHOLOGY OF ORGANIZATIONS (4)

Exploration of the psychological factors that contribute to meaningful and satisfying work. Includes the application of psychological theories and principles to an analysis of issues and events in the workplace. Drawing on current research and theory, course topics include individual motivation; social perception; leadership and participation; group, intergroup, and system dynamics; conflict and conflict resolution; cooperation and group decision-making.

328 CROSS-CULTURAL PSYCHOLOGY (4)

An introduction to the field of multicultural psychology as it pertains to concepts, issues, professional practice, and research. Focus on self-exploration and understanding of one's worldview regarding race, ethnicity, culture, gender, sexual orientation, age, and disability. Students reflect on the psychological and social implications of prejudice, racism, oppression, and discrimination on identity development, and social justice issues in a multicultural society like the United States. Didactic and experiential in nature.

329 GROUP PROCESS (4)

The use of the small group as a basis for understanding the individual, the individual's relationship to others, and the individual in group behavior. Normally conducted as an experiential process group, with supplementary readings and written work. Prerequisite: junior standing. Cr/NC only.

335 NARRATIVE PSYCHOLOGY (4)

Storytelling and the storied nature of human experience, in research, counseling, therapy, and history. Uses methodology from psychology, literature, and other branches of the social sciences and humanities. Includes biography and autobiography, interview, and students' own oral and written narratives.

338 PSYCHOLOGY OF CREATIVITY (4)

The study of creative people, processes, and environments. Current and historical theory and research on creativity in personal and professional situations, humanities, science, business, education, and everyday life. Emphasis on individual and group projects.

342 THE PSYCHOLOGY OF MEDITATION (4)

An exploration of meditative practice as a means of developing awareness, self-growth, and psychological insight. Basic instruction in various meditation techniques, actual meditation practice, readings, and discussions of the psychodynamics of meditation. Cr/NC only.

352 PSYCHOLOGY OF YOGA (4)

Unification of mind and body through the practice of yoga. An introduction to the philosophy, literature, and practice of yoga. The course normally includes separate lecture and practice sessions. May be repeated once for credit.

358 HEALTH PSYCHOLOGY (4)

Focuses on the relationship between the body and the mind in physical health, psychological well-being, and personal growth. Students learn to critically evaluate empirical research reports and popular claims about mind-body practices; develop an individualized long-term mind-body practice that can be used to promote health, well-being, and personal growth; and apply psychological principles and strategies for helping others adopt and maintain health and wellness promoting mind-body practices.

360 PEAK PERFORMANCE PSYCHOLOGY

Focuses on developmental, social, and performance issues in sport, the performing arts, and other areas of life in which one is called to perform under pressure (public speaking, test-taking, etc.). Includes readings, discussions, presentations to peers, and participation in a mental skills training program that has been used by elite athletes, performing artists, and professionals from all walks of life to enhance their performance.

362 HUMAN SEXUALITY (4)

The biological, social, developmental (across the life span), behavioral, and cultural dimensions of human sexuality. Issues addressed include intimacy, sexual expression, gender identity, sexual education, sex and the media, and sexual practices across cultures.

380 INTRODUCTION TO PSYCHOLOGICAL RESEARCH METHODS (4) FALL

Introduces the variety of ways in which psychologists collect and evaluate research evidence. Includes a critical evaluation of major research methods in psychology and the social sciences. Exploration of different research methods including interviews, observation, surveys, and experimental design. Prerequisite: PSY 250.

398 STUDENT-INSTRUCTED COURSE (1-3)

Each student-instructed course is designed by an advanced undergraduate student under the guidance of a faculty sponsor. Each course proposal is carefully reviewed by the department executive committee before approval is granted. Consult the Schedule of Classes for the topic studied. Only two Student-Instructed Courses may be credited toward the psychology major. Cr/NC only.

399 GRADUATE STUDENT-INSTRUCTED COURSE (1-3)

Each graduate student-instructed course is designed by a Psychology graduate student under the guidance of a faculty sponsor, and reflects the area of expertise of the student. Each course proposal is carefully reviewed by the department executive committee before approval is granted. Consult the Schedule of Classes for the topic studied. Only two Student-Instructed courses may be credited toward the psychology major.

404 PSYCHOLOGY OF WOMEN (4)

Examines women's development and women's place in the world from a psychological perspective. Material is drawn from contemporary research and thinking, longitudinal studies, case studies, personal narratives, and story. Prerequisite: junior standing. Cross-listed with WGS.

408 TRANSITIONS IN ADULT DEVELOPMENT (4) SPRING

Transitions are key events in adulthood because they require change. This course explores how women and men experience and shape the changes that occur as they mature socially and psychologically. Inquiry includes normative life cycle transitions as well as unexpected, unusual, or "off-time" transitions and develops understandings of how these transitions shape the development of an individual throughout adulthood and later life. Cross-listed as GERN 408. Prerequisite: junior standing.

409 SOCIAL AND EMOTIONAL DEVELOPMENT (4)

An overview of social-emotional development across the life span. Theory and research are assessed based on different theoretical models and approaches, including cross-cultural perspectives. Topics include: attachment, moral and personality development, social cognition, gender roles, identity, aggression, achievement, and emotions.

410 CHILD DEVELOPMENT (4)

Introduces students to the social-emotional, cognitive, language, biological, and physical development of children and adolescents. Students learn major developmental theories and current research as applied to relevant issues in today's society. The role that parents, teachers, communities, and cultures play in the healthy growth and development of children is emphasized. Prerequisites: PSY 250 and junior standing, or consent of instructor.

411 BEHAVIORAL AND EMOTIONAL PROBLEMS OF CHILDREN (3-4)

Study and observation of children with problems, and examination of the environments in which those problems occur. Major diagnostic categories for behavioral and emotional problems of childhood are covered. Prerequisite: junior standing.

412 ADOLESCENT PSYCHOLOGY (4) SPRING

An examination of the social, cognitive, and biological theories in adolescent development. Major developmental tasks of early, middle and late adolescence are covered. Material is drawn from research and personal interaction with adolescents. Prerequisite: junior standing.

418 PSYCHOLOGY OF THE FAMILY (4)

A study of the family as a social-psychological group. Considers family of origin, present families and relationships, and parenting. Prerequisite: junior standing.

421 PSYCHOLOGY OF AGING (4) FALL

Analysis of psychological development as a lifelong process. Examination of patterns of adult learning and ways to facilitate it. Exploration of the role of memory for learning and psychological functioning. Study of issues in mental health in adulthood and later life. Cross-listed as GERN 421. Prerequisite: junior standing.

422 LIVING AND DYING (4) SPRING

This course explores personal values and attitudes about life and death and seeks to understand them in relation to our own psychology and to the larger social context. Topics of separation and loss, loss as transformative process, the dying process, bereavement, suicide, homicide, mythology, and immortality will be addressed. Cross-listed as GERN 422.

423 COMMUNITY PSYCHOLOGY (4)

Examines community structure and processes in relation to human needs; organizing community action; and the role of the individual in social change. Theories and strategies of organizing, building alliances, and affecting legislation and policy are reviewed.

424 HUMAN SYSTEMS LEADERSHIP (3-4)

Designed to develop insight and skills related to the functioning of human, task-oriented organizations, this course uses social-psychological theory, phenomenologically based data, and a holistic, systems perspective. In field projects with community organizations, psychology majors gain practical experience and leadership skills for assisting human organizations to function more effectively and humanely.

425 ABNORMAL PSYCHOLOGY (4) FALL, SPRING

The study of the wide spectrum of mental disorders found in the DSM with applications for community mental health, psychotherapy, and other helping professions. Prerequisite: PSY 306 and junior standing, or consent of instructor.

428 INTRODUCTION TO COUNSELING (4) FALL, SPRING

An examination of the theories and practices of the counseling process. Various approaches are considered and methods for the development of component skills presented. Prerequisites: PSY 306 and junior standing, or consent of the instructor.

429 GESTALT PROCESS (4)

An experiential-didactic approach to the Gestalt process as developed by Fritz Perls and his associates. Includes contemporary additions to the process and varied approaches. May be repeated once for credit. Prerequisite: PSY 307, 329, or 428; or consent of instructor.

431 INTRODUCTION TO ART THERAPY (4) SPRING

An overview of the field of Art Therapy, its varied schools of thought, and different possibilities of application—from public school settings to mental hospitals. Information on graduate and professional training in the field. Prerequisite: junior standing.

432 GROUP WORK WITH OLDER ADULTS (4) SPRING

Introduction to the fundamentals of group work with older adults. Provides an overview of the phases of group development and basic skills and techniques for facilitating effective groups. Theoretical perspectives from sociology and psychology are used to examine how groups function, the value they have for older adults, and common themes in groups for older adults. Students travel to senior sites in the community to cofacilitate weekly, intergenerational dialogue groups. Service-learning course. Cross-listed as SOC 432 and GERN 432.

438 PSYCHOLOGICAL ASPECTS OF DISABILITY (4)

Designed to give participants a better understanding of the experience of people with disabilities and an awareness of how society regards them. The disabilities addressed include traumatic physical injuries, progressive diseases and conditions, mental retardation, alcoholism, and emotional disabilities. Appropriate for anyone interested in disability, whether for personal or professional reasons. Cross-listed as GERN 438.

440 COMMUNITY-BASED RESEARCH (4)

An overview of fundamental concepts, issues, and methods in community-based research and applied developmental psychology. Students design, implement, analyze data, and write the report of research projects following APA format. Research projects should meet ethical and professional standards so they can be submitted to appropriate conferences. Students become critical consumers of psychological research. Prerequisite: Math 165, PSY 380, or consent of instructor.

441 QUALITATIVE RESEARCH (4)

Introduces the principles and techniques of qualitative research that are relevant for designing and carrying out psychological research. Topics include phenomenology, action research, grounded theory, and discourse analysis. As a class, we design and conduct a qualitative research project. Prerequisite: PSY 380 or permission of instructor.

444 SOCIAL JUSTICE AND INTERGROUP RELATIONS (4)

Review of psychological research and theory about social justice and intergroup relations. Topics include the ways in which people define fairness and how these definitions shape personal and business relationships, environmental resource allocation, criminal justice practice, and international relations.

445 ADVANCED RESEARCH DESIGN AND ANALYSIS (4) SPRING

Locate and use relevant research and theory to plan, conduct, and interpret the results of a collaboratively designed quantitative research study. Topics include research ethics, experimental design, survey design, and tensions between applied and basic research. Prerequisite: PSY 380 or consent of the instructor. Corequisite: PSY 445L.

445L ADVANCED RESEARCH LABORATORY (2) SPRING

Complements PSY 445 by introducing and reviewing the statistical techniques used by psychologists to analyze quantitative data. Prerequisite: PSY 380 or consent of the instructor. Corequisite: PSY 445.

446 BEHAVIOR AND COGNITIVE CHANGE PROCESSES (3-4)

Classical and instrumental conditioning, desensitization, stimulus control and reinforcement, social learning, and cognitive mediation of emotion and behavior. Prerequisite: PSY 250.

447 LEARNING AND BEHAVIOR (3-4)

A study of the learning process including major theories of learning and cognition and their application to problem-solving behavior. Topics include types of conditioning, stimulus controls and reinforcement, social learning, and cognitive mediation of emotion and behavior. Prerequisite: PSY 250. Recommended: PSY 306.

448 COGNITIVE DEVELOPMENT (4)

Theories and research on cognition from infancy through adulthood. Major theorists include Piaget, Vygotsky, Sternberg, Fischer, Case, Bruner, and information-processing perspectives. Special topics include social cognition, theory of mind, concept formation, problem solving, memory, multiple intelligences, standardized testing, language, and cultural variations. Prerequisite: PSY 302 or 410.

450 PHYSIOLOGICAL PSYCHOLOGY (4)

A study of the relationship between physiological processes and behavior. Particular emphasis on the anatomy and physiology of the nervous system, the effects of metabolic processes, brain lesions, and various drugs on behavior.

451 NEURAL SCIENCE AND BIOPSYCHOLOGY (4-8)

A study of the human and mammalian brain, covering nerve cells and how they work, synapses, neurotransmitters, pharmacology, sexuality, neuroanatomy, neurophysiology, evolution, neuropathology, sleep, language, left brain and right brain, higher consciousness, and much more. Number of units varies depending upon semester/instructor.

451L NEURAL SCIENCE AND BIOPSYCHOLOGY LABORATORY (4)

Demonstrations and exercises that exemplify the methods and subject matter of neuroscience and biopsychology. Corequisite: PSY 451.

454 BIOFEEDBACK, SOMATICS, AND STRESS MANAGEMENT (4) FALL, SPRING

An introduction to biofeedback, somatic psychology, and stress management through the study of human psychophysiology and psychology. Development of familiarity with the burgeoning research and technology related to health and wellness.

459 INTERCULTURAL RESEARCH (4)

Ethnographic and archeological methods for the study of behavior and experience in diverse present and past cultures. This is a cross-listing of methodology classes taught by the anthropology faculty. May be repeated for credit.

461 PERSONALITY (4) FALL AND SPRING

Examination of theories and approaches used to conceptualize and understand the process and functioning of human personality. Prerequisite: junior standing.

462 SEMINAR IN HUMANISTIC AND EXISTENTIAL PSYCHOLOGY (4) FALL

Considers historical thinking in humanistic and existential psychology together with examination of contemporary directions. Focus is holistic, dealing with the whole person in relation to his or her environment, from relationships and the family to the community, larger organizations, and the natural environment. Prerequisite: PSY 306 and 307 or consent of instructor.

466 JUNGIAN PSYCHOLOGY (4) SPRING

Examination of Jung and contemporary Jungian thinkers. Examines developmental aspects of Jungian theory such as individuation, typology, the sacred, masculine and feminine development, and the transcendent function. Prerequisite: junior standing.

472 TRANSPERSONAL PSYCHOLOGY (4)

Surveys the psychological literature on spiritual, transcendent, and extra-ordinary experiences. Reviews roots of transpersonal psychology in ancient philosophies as well as current applications. Studies dualism and relationship, symbols of transformation, and doorways into the sacred from a psychological perspective.

481 RESEARCH INTERNSHIP (1-4)

Students learn applied research methods and practical research skills under the supervision of a faculty mentor. Prerequisite: consent of instructor. A maximum of 12 units of special study and internship credit may be applied to the psychology major. Cr/NC only.

482 TEACHING INTERNSHIP (1-4)

Students learn the skills of organization and communication of psychological theory and research under the supervision of a faculty mentor. Prerequisites: PSY 306 and 307 and consent of instructor. A maximum of 12 units of special study and internship credit may be applied to the psychology major. May be repeated once for credit. Cr/NC only.

483 ADVANCED TEACHING INTERNSHIP (1-4)

Advanced skills in teaching internship. Prerequisites: PSY 306 and 307 and consent of instructor. A maximum of 12 units of special study and internship credit may be applied to the psychology major.

485 ECOPSYCHOLOGY (4)

Psychological aspects of our relationship to the Earth, including the psychological impact of living in a time of ecological crisis, and the role of psychology in promoting a transition to an ecologically sustainable society. Field trips to be arranged.

488 BIOFEEDBACK EXPERIENCE (1)

Participation in personal biofeedback sessions conducted by interns in the biofeedback training sequence. Interns are supervised by a qualified biofeedback practitioner.

489 APPLIED ECOPSYCHOLOGY (4)

Individual, group, and community practices for healing and deepening our connection with the Earth. Approaches include meditation in nature, wilderness-based rites of passage, sensory awareness practices, and seasonal celebrations. Field trips to be arranged. Cr/NC only.

490 PSYCHOLOGY SEMINAR (1-4)

Each semester one or more psychological topics are selected for study in depth. Consult Schedule of Classes for topics to be studied and current unit offering. May be repeated for credit.

493 NARRATIVE: THEORIES & METHODS (4) SPRING

Examines the role of narrative, or life storying, in human development research. Students develop a protocol, conduct research in the community using interview methodologies appropriate to the narrative perspective, analyze transcriptions for theoretical and life themes, and develop a final project based on the analysis of the data. Cross-listed as GERN 493.

494 COUNSELING EXPERIENCE (1) SPRING

Participation in personal counseling conducted by a graduate student in the Counseling M.A. program under the direct supervision of a Counseling Department faculty member. Students generate a written evaluation of the counseling experience. Students compile a weekly journal and write a summary essay. May be repeated once. Cr/NC only.

495 SPECIAL STUDY (1-4)

The Psychology Department encourages independent study as preparation and practice for lifelong self-directed learning. Students formulate plans for a project and present them to a faculty member for sponsorship. Special forms for this purpose are available in the department office. These should be completed and filed during the add/drop period. Twelve units of special study and internship may be credited toward graduation. Prerequisite: upper-division psychology major or consent of instructor. Cr/NC only.

496 PSYCHOLOGY TUTORIAL (1-4)

Directed study of a selected psychological topic under the supervision of a faculty member. A plan of study must be developed in consultation with the faculty member prior to registration. Prerequisites: upper-division psychology major and consent of instructor. Cr/NC only.

497 INTERDISCIPLINARY SEMINAR (2-4)

Exploration of basic social problems. Resource persons from other disciplines may participate. Themes and topics vary. May be repeated for credit.

499 INTERNSHIP (1-4)

Supervised training and experience for advanced students in community agencies throughout the University service area. Special contracts are required and are obtainable either in the department office or the Center for Field Experience. Internship assignments may be paid. Priority is given to students who apply during the last month of the preceding semester. Students register for PSY 499 before or during the add/drop period. Prerequisite: consent of instructor. Cr/NC only. A maximum of 12 units of special study and internship credit may be applied to the psychology major. No more than 4 units of PSY 499 may be earned in one semester.

Graduate Courses

500 SOCIAL AND PSYCHOLOGICAL ISSUES IN AGING (3-4)

Selected issues provide exploration of relationships between psychological and social development in later life. Developmental historical, cultural, psychological, and policy perspectives may be offered. Consult Schedule of Classes for specific topic. Cross-listed as GERN 500. Prerequisite: graduate standing or permission of instructor.

510 PROFESSIONAL PRACTICE IN ORGANIZATION DEVELOPMENT (2-4)

Advanced theory and practice of organization and human system development. Limited to students in the second year of the Organization Development program.

511AB THEORIES OF DEPTH PSYCHOLOGY (2-4)

A two-semester sequence that examines Jungian, depth, and archetypal psychology. Readings include Jung, Edinger, Hillman, and post-Jungians. Limited to students in the Depth Psychology program.

512 DIDACTIC INSTRUCTION (1-4)

Didactic/lecture/lecture-discussion instruction in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

513 FACILITATION AND TRAINING (3-4)

Theories of adult development, learning styles, and experience-based training. In-class practice in assessing needs, defining objectives, designing and planning training experiences, presentation methods and skills, and evaluating outcomes. Students apply emerging methods for managing meetings and facilitating groups for effective planning, problem-solving, and communication. Limited to students in the Organization Development program.

514 ORGANIZATION AND TEAM DEVELOPMENT (3-4)

Contributions of systems theory and organization development practice for guiding constructive change and self-renewal in groups, organizations, and communities. Students integrate theory and practice of process-oriented leadership and consultation, in the context of a supervised field experience with an actual organization. Prerequisite: PSY 513.

515 PSYCHOLOGICAL WRITING SEMINAR: ADVANCED (1-4)

Advanced instruction in the analysis, organization, style, and content of psychological writing, including personal explorations, and presentation(s) and critique of thesis. Prerequisite: PSY 599 or concurrent enrollment in PSY 599. Cr/NC only.

518 LARGE GROUP INTERVENTIONS (2-4)

Concepts and methods for working with whole systems and for using large group interventions to facilitate desired change toward shared goals. Topics may include future search conferencing, dialogue, open space methods, and participative redesign. Open only to students in the Organization Development Program.

520ABC ART THERAPY PRINCIPLES (1-3)

Surveys psychological theories, techniques, and interventions essential to the practice of Art Therapy. Students gain conceptual and experiential understanding of the interface of creativity and imagination with contemporary Western knowledge and indigenous knowing. Addresses standards and ethics of Art Therapy. Limited to students in the Art Therapy Program. Course may be repeated for credit.

521 SEMINAR (1-4)

Seminar instruction in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

530AB SEMINAR IN INTERPERSONAL PROCESS (1-4)

A two-semester sequence in which students apply their knowledge of depth psychology to group process. Students read selected theorists and practitioners, as well as participate in group process interactions within the class. Limited to students in the Depth Psychology program.

533ABC GROUP DYNAMICS IN ORGANIZATION DEVELOPMENT (1-3)

Experiential and conceptual study of group and interpersonal interaction processes, with an emphasis on the unfolding dynamics within the class group itself. Interpersonal feedback in the service of personal and professional development. Developmental models of group behavior. Intervention and facilitation methods and skills. Limited to students in the Organization Development Program. (Two semesters.)

541 PROFESSIONAL TRAINING (1-4)

Supervised professional training in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

542AB METHODS AND APPLICATIONS OF DEPTH PSYCHOLOGY (3-4)

A two-semester sequence that surveys the methods and applications used in depth psychological work. Students learn how the symbol contains, mediates, and expresses personal experience, and learn the methods associated with depth

inquiry. Intensive work with different art forms, dreams, myth, meditation, active imagination, and the body. Students learn conceptual approaches for interpreting symbolic experience. Theory and practice are integrated throughout the course. Limited to students in the Depth Psychology program.

543AB CROSS-CULTURAL MYTHOLOGY AND SYMBOLISM (1-4)

A two-semester sequence that surveys selected mythological, religious, artistic, and cultural symbolic motifs and examines their expression in cultures throughout the world. Earth-based healing traditions and the council process are included. Readings are drawn from depth psychology, mythology, folklore, anthropology, ecopsychology, religion, and art history. Limited to students in the Depth Psychology program.

544 QUALITATIVE RESEARCH IN ORGANIZATIONS (1-2)

This course introduces the principles and techniques of qualitative research that are relevant for designing and carrying out research in organizations. Topics may include phenomenology, action research, social construction, grounded theory, and discourse analysis. The course goal is to facilitate the design, analysis, and reporting of research projects relevant to the practice of organization development. Open to students in the Organization Development program only.

545ABC ART THERAPY PRACTICES (1-3)

Introductory studies in the use of various art therapy practices, techniques, and interventions to develop in-depth personal knowledge and professional expertise in the application of Art Therapy theories and practices with others. Limited to students in the Art Therapy Program. Course may be repeated for credit.

546 PROFESSIONAL WORKSHOP (1-4)

Professional workshop in the area indicated on the transcript evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

547ABC ADVANCED ART THERAPY PRACTICES (1-3)

Advanced studies in the use of various art therapy practices, techniques, and interventions to develop in-depth personal knowledge and professional expertise in the application of Art Therapy theories and practices with others. Limited to students in the Art Therapy Program. Course may be repeated for credit.

550ABC ART THERAPY APPLICATIONS (1-3)

Studies to integrate Art Therapy principles and approaches with a variety of populations and settings where Art Therapy is commonly applied. Specific applications focus on children, adolescents, and adults; issues of standards and ethics; diversity and multiculturalism. Relevant professional issues in the practice of Art Therapy are addressed. Limited to students in the Art Therapy Program. Course may be repeated for credit.

551 DIRECTED READING (1-4)

Directed reading in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

552ABC ADVANCED ART THERAPY APPLICATIONS (1-3)

Advanced studies to integrate Art Therapy principles and approaches with a variety of populations and settings where Art Therapy is commonly applied. Specific applications may include families, groups, special populations, issues of diversity, and others. Limited to students in the Art Therapy Program. Course may be repeated for credit.

554 ORGANIZATIONAL SYSTEMS INQUIRY (3-4)

Study of human systems and organizations based on core and emerging theories and research. Emphasis on application of systemic perspectives for understanding the functioning and dynamics of organizations, including structure, culture, technology, leadership, environment, and change. Limited to students in the Organization Development program.

555 INTEGRATED STUDY (1-4)

Integrated study incorporating a variety of modalities in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

556 SOCIOTECHNIC SYSTEMS REDESIGN (2-4)

A seminar in the design or redesign of work organizations to increase productive effectiveness while enhancing the quality of the human work experience. Emphasis on the application of systems concepts and methods for understanding and jointly optimizing the social and technical aspects of work environments. Both classical and emerging models for addressing whole system change are considered. Prerequisite: PSY 554. Limited to students in the Organization Development program.

557 HUMAN SYSTEMS REDESIGN (2-4)

The social construction of meaning in the context of interrelated human systems, including individuals, relationships, teams, families, organizations, communities, and the global society. This course considers analytical perspectives as well as their application to the practice of change facilitation and leadership. Open only to students in the Organization Development program.

558 HUMAN SYSTEMS AND SOCIAL CHANGE (4)

The "human systems" perspective in the context of an information and communications society, as developed by general systems theory, organization development, and humanistic-transpersonal psychology. Organizational and societal leadership are explored from perspectives of values, organizational dynamics, and cultural/economic/ecological systems.

560 PROFESSIONAL WORKSHOP (1-4)

Each semester a particular problem or methodology will be selected for study in depth, such as Gestalt Therapy or Wilderness Leadership, with the aim of developing professional capacity in the area studied. Consult Schedule of Classes for current topic. May be repeated for credit.

561 RESEARCH METHODS (1-4)

Apprenticeship in qualitative and/or quantitative research methods, as indicated, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

562ABC ART THERAPY RESEARCH (1-4)

Students learn fundamental approaches to research in Art Therapy. Focus is on qualitative and phenomenological data collection, observational and process-writing skills, and creating a project applicable to final investigative project. Limited to students in the Art Therapy Program. Course may be repeated for credit.

566 BIOFEEDBACK PRACTICUM (2-4)

Develops proficiency in the use of biofeedback equipment through simulated training sessions and supervised actual biofeedback training sessions. Case presentation format is used for discussion of issues that emerge in the student's clinical experience. Prerequisite: PSY 454.

570 DIRECTED FIELD EXPERIENCE (1-6)

Internship arranged at an approved college, school, hospital, clinic, or community group. Regularly scheduled individual and group meetings with Psychology Department faculty for consultation regarding field experiences. Prerequisite: consent of instructor.

571 PRACTICUM (1-4)

Training and applied skill development in area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

572AB INTERNSHIP IN ORGANIZATION DEVELOPMENT (2-4)

Supervised practical experience applying organization development concepts and methods in business, nonprofit organizations, and community settings. (Two Semesters.) Limited to students in the Organization Development program only.

573 INTERNSHIP IN BIOFEEDBACK (1-4)

Internship is practical experience using biofeedback equipment during supervised biofeedback training sessions. Available for letter grade only. Prerequisites: PSY 454 and PSY 566.

574ABC INTERNSHIP IN ART THERAPY (1-4)

Students will engage in a supervised professional field placement setting where art therapy practices may be applied to various child and adult populations. The internship experience continues at more advanced levels over three semesters. The actual course title is Art Therapy Internship I, II, and III.

575 RESEARCH SEMINAR (1-4)

Exploration of depth inquiry and qualitative research approaches to understanding personal experience. Students learn techniques in depth processes, interviewing, and organic inquiry. Emphasis is on stimulation of students' individual research interests, and the design, implementation, and completion of an individual research study.

576 SEMINAR IN DEPTH PSYCHOLOGY (1-5)

Selected topics in the field of Depth Psychology. Open to Depth Psychology students only.

578 PROJECT CONTINUATION (1-3) FALL, SPRING

Designed for students working on their master's thesis or investigative project who have otherwise completed all graduate course work toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisite: permission of the graduate coordinator. Cr/NC only.

580 SEMINAR IN TEACHING PSYCHOLOGY (1-4)

Discussion of theory, methods, and materials of teaching psychology. Customary emphasis is on undergraduate college instruction, but may vary according to the needs and interests of participants. Prerequisite: consent of instructor.

581 INTERNSHIP (1-6)

Field experience in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

582 PRACTICUM: TEACHING COLLEGE PSYCHOLOGY (1-4)

Practical experience of supervised teaching in a college psychology classroom. Prerequisite: consent of instructor.

583 GRADUATE RESEARCH ASSISTANT (1-4)

Students learn advanced research methods and practical research skills under the supervision of a faculty mentor. Prerequisite: consent of instructor. A maximum of 15 units of thesis, special study, and internship credit may be applied to the M.A. in Psychology.

595 SPECIAL STUDIES FOR GRADUATE STUDENTS (1-4)

Students should formulate plans for a project and present them to a faculty member for sponsorship. Special forms for this purpose are available in the department office. Prerequisite: graduate standing and consent of instructor. Cr/NC only.

596 GRADUATE TUTORIAL (1-4)

Seminar in selected topics. Consult semester class schedule for current offerings.

599 INVESTIGATIVE PROJECT/THESIS (1-3)

Students develop and document individual final projects which demonstrate special mastery within the field of Art Therapy/the creative arts therapies.

599AB MASTER'S THESIS: PROJECT (1-3)

A master's thesis or investigative project is developed by the student, supervised by a Psychology Department faculty member, and approved by the student's graduate committee. Prerequisite: consent from instructor is necessary for enrollment.

RELIGIOUS STUDIES • SCIENCE, SOCIAL SCIENCE COURSES

Religious Studies

For more information, please contact the program in Interdisciplinary Studies

Physical Education 25
(707) 664-3918

The University offers a wide selection of courses on religious topics. The departments of Anthropology, Art, History, Chicano and Latin American Studies, Hutchins School of Liberal Studies, Music, Native American Studies, Philosophy, Psychology, and Sociology offer courses either entirely devoted to religious subject matter or with significant religious content. Students interested in a major or minor in religious studies should consult the interdisciplinary studies coordinator for the procedures involved in developing a suitable program of study.

Science Course

For more information, please contact the Health Professional Advising Office

Darwin Hall 200
(707) 664-2535 or 2981

Science Course (SCI)

150 INTRODUCTION TO CAREERS IN THE HEALTH PROFESSIONS (1)

Lecture, 1 hour. An introduction to careers and current issues in the health professions. The professions examined generally require a bachelor's degree before being accepted into a graduate-level health professions program such as allopathic medicine, osteopathic medicine, dentistry, veterinary medicine, optometry, pharmacy, physician assistant, podiatry, chiropractic medicine, genetic counseling, hospital administration, public health, clinical laboratory science, nursing, physical or occupational therapy, etc. Cr/NC only.

Social Science Courses

For more information, please contact the School of Social Sciences

Stevenson Hall 2078
(707) 664-2112

Social Science Course (SSCI)

300 INTRODUCTION TO PORTFOLIO DEVELOPMENT AND SPECIAL PROJECT (1)

Introduces the student to both the Liberal Studies Program and to the subject matter preparation program through a broad-based, interdisciplinary approach that facilitates the student's need to understand the underlying relationship among all the courses in the program of study.

400 PORTFOLIO EVALUATION (3)

Contents of each portfolio will reflect the courses students have taken to complete the program and will include organized examples of their achievement in each of the core courses in history, political science, economics, and geography, and in the courses they have chosen in the breadth/perspectives part of the program.

410 TEACHING THE SOCIAL SCIENCES (3)

Concepts and methodology in the teaching of Social Sciences K-12.

SOCIAL SCIENCE SUBJECT MATTER PREPARATION PROGRAM

PRINCIPAL ADVISOR

Miriam Hutchins and faculty from the School of Social Sciences
(707) 664-2409

PROGRAM COORDINATOR

Call the History Department, (707) 664-2045

The History/Social Science Subject Matter Preparation Program is a series of courses designed for prospective teaching credential candidates to take while earning their bachelor's degrees in one of the traditional social sciences. Completion of the program will exempt students from taking the PRAXIS Examinations in the Social Sciences.

Program Core Requirements

The program core requirements consist of the following 47 units:

I. World History

HIST 201 Foundations of World Civilization	3
HIST 202 Development of the Modern World	3
HIST 380 Twentieth Century World	3

II. United States History, including California

HIST 251 The United States to 1877	3
HIST 252 The United States since 1865	3
HIST 472 California History Part I	4

III. Geography

GEOG 302 World Regional Geography	3
GEOG 330 Historical Geography of North America (4) or GEOG 391 Geography of North America	4
GEOG 390 Geography of California	2

IV. Political Science

POLS 200 American Political System	3
POLS 423 American Constitutional System	4

V. Economics

ECON 201A Introduction to Macroeconomics	4
ECON 201B Introduction to Microeconomics	4

VI. Behavioral Sciences

One course from the following:

ANTH 318 Human Development: Sex and the Life Cycle	3
PSY 303 Person in Society	3
SOCI 431 Sociology of Religion	4

VI. Portfolio Evaluation

SSCI 400 Portfolio Evaluation	1
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Total units in the core 46-47

Breadth and Perspectives

In addition to the core requirements, students must also complete the following 15-18 units in breadth and perspectives:

I. Individual and Society

One course from the following:

AMCS 210 Ethnic Groups in America (3)
AMCS 339 Ethnic Minorities and American Social Policy (3)
ANTH 203 Introduction to Cultural Anthropology (3)
PSYC 303 Person in Society (3)
SOCI 201 Introduction to Sociology (3)
WOMS 375 Race, Sex, and Class (3)

II. Contemporary International Perspectives

One course from the following:

ECON 426 Seminar in the History of Economic Thought (3)
POLS 315 Democracy, Capitalism, and Socialism (3)

III. The Integrated Person

One course from the following:

ANTH 340 Living in a Pluralistic World (3)
GEOG 338 Social Geography (3)
PSY 302 Development of the Person (3)
WOMS 350 Gender, Sexuality, and Family (3)

IV. Ethical Perspectives, Philosophy, and Values

One course from the following:

ANTH 341 Emergence of Civilization (3)
AMCS 350 Ethics, Values, and Multiculturalism (3)
CALS 352 Chicano/Latino Philosophy (3)
NAMS 346 Philosophic Systems and Sacred Movements in Native North Americans (3)
PHIL 120 Introduction to Philosophy (3)
PHIL 302 Ethics and Value Theory (3)

V. Ethnic and Gender Studies

One course from the following:

- AMCS 210 Ethnic Groups in America (3)
- AMCS 255 Ethnicity in the Humanities (3)
- AMCS 339 Ethnic Minorities and American Social Policy (3)
- AMCS 350 Ethics, Values, and Multiculturalism (3)
- AMCS 355 Language and Ethnicity (3)
- AMCS 370 Asian Americans (4)
- AMCS 400 Pan-African Cultures (4)
- AMCS 420 Sexism and Racism in the United States (3-4)
- AMCS 455 Civil Rights and Human Rights Law (4)
- HIST 446 Women in American History (4)
- HIST 447 Women of the Modern World (4)
- HIST 468 Blacks in American History (4)
- CALS 219 Mexican American Identity and Society (3)
- CALS 352 Chicano/Latino Philosophy (3)
- CALS 445 Chicano/Latino History (4)
- CALS 451 Chicano Humanities (4)
- NAMS 200 Introduction to Native Americans (3)
- NAMS 305 North American Indian History (4)
- NAMS 346 Philosophic Systems and Sacred Movements in Native North Americans (3)
- POLS 330 Politics of Race, Ethnicity, and Sex (3)
- WGS 350 Gender, Sexuality, and Family (3-4)
- WGS 375 Race, Sex, and Class (3)

Total units in breadth and perspectives 15-18

Total units in the preparation program 61-65

Sample Four-year Plan for Bachelor of Arts in a social science with Teaching Credential

For history majors completing the Subject Matter Program in History-Social Science for the Single-Subject Credential in Social Science. Other social science majors must consult with their department advisor and SSSMPP advisor.

FRESHMAN YEAR:: 31 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (16 Units)</i>
PHIL 101 (A3) (3)	HIST 201 (D2) (3)
ENGL 101 (A2) (3)	UNIV 200 (A1) (3)
GEOL 102 (B1) (3)	BIOL 115 (B2) (3)
ART 210 (C1) (3)	MATH 165 (B4) (4)
ANTH 203* (D1) (3)	HIST 251 (D3) (3)

SOPHOMORE YEAR:: 30 Units

<i>Fall Semester (17 Units)</i>	<i>Spring Semester (13 Units)</i>
HIST 202* (3)	POLS 200* (D4) (3)
HIST 252* (3)	ECON 201B* (4)
FL 214 (C2) (3)	AMCS 350* (C3) (3)
ECON 201A* (D5) (4)	WOMS 350* (E) (3)
GEOG 204 (B3) (4)	

JUNIOR YEAR:: 29 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (14 Units)</i>
HIST 472* (4)	Elective (4)
HIST 391 (4)	Elective (4)
GEOG 390* (2)	PHIL 302* (C4) (3)
POLS 423* (4)	CALS 451* (C5) (3)
Elective (1)	

SENIOR YEAR:: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15-16 Units)</i>
Elective (4)	SSCI 400* (1)
HIST 380* (3)	HIST 498 (4)
Elective (4)	GEOG 330* (4)
GEOG 302* (4)	Elective (2-3)
	Elective (4)

TOTAL UNITS:: 121

* History-social science subject-matter program course.

For further information about Sonoma State University's requirements for admission to the teaching credential program, contact the Credentials Office, (707) 664-2581.

SOCIOLOGY

DEPARTMENT OFFICE

Stevenson Hall 2084
(707) 664-2561
www.sonoma.edu/sociology

DEPARTMENT CHAIR

Myrna Goodman

ADMINISTRATIVE ANALYST

Lisa Kelley

ADMINISTRATIVE COORDINATOR

Katherine Musick

Faculty

Noel Byrne
Kathleen Charmaz
Teresa Ciabattari
James Dean
Myrna Goodman
Elaine Leeder
Melinda Milligan
Peter Phillips
Andrew Roth

Programs Offered

Bachelor of Arts in Sociology

Minor in Sociology

Sociological research attempts to improve the human condition within the context of a strong tradition of social justice and human equality. Society shapes attitudes, goals, hopes and aspirations, and personal preferences. Society affects individuals, groups, and entire nations. Yet at the same time that society is shaping the individual, the individual is shaping society. In order to understand oneself and others, to understand the world, to understand the future, one has to understand society. Sociology is the discipline that studies groups and societies—what they are, how they got that way, and what impact they have.

Sociology is a field with diverse areas of study. These range from the behavior of the individual as a social actor to the structure of entire societies. Key topics include social psychology, socialization, deviant behavior, group behavior, organizations and institutions, power, inequality, and social change. Major social institutions, including the family, education, religion, social welfare, medicine, work, politics, leisure, and the media, are also explored in detail. To develop skills for studying society, students are introduced to valuable techniques such as survey research, sampling, observational methods, content analysis, experimentation, interviewing, and computer applications in research.

Because sociology is a core subject for any liberal arts education, the department offers a variety of courses of interest to non-majors. These concern such current social issues as the problems

of ageing, drugs and society, social inequities, media, education, globalization, and the information revolution.

The major has been designed to allow each student, in consultation with an advisor, to develop an individualized program of study. The required courses ensure a solid grounding in sociological concepts, theories, and research methods.

By the time students graduate, they will:

- create clear, succinct analysis in writing and speaking.
- understand the structure and logic of the full range of the discipline.
- formulate critical and analytic questions about society and be able to investigate them through original research.
- demonstrate competence in handling databases and in using appropriate technical tools.
- apply theory and methods in sustained independent inquiry.

Careers in Sociology

Sociology provides an excellent preparation for a wide range of careers. A bachelor's degree in sociology qualifies one for opportunities in national, state, and local government, including research, public administration, personnel, and planning. The major can lead to positions in human services and social advocacy, including alcohol and drug rehabilitation, health agency administration, counseling, recreation, senior services, social welfare, vocational and rehabilitation counseling. Applications of sociology in business include: organizational management, human relations, union organization, industrial relations, communication consulting, public relations, and marketing. Sociology constitutes valuable course work in preparation for graduate study in law, business, and a variety of human services professions, as well as doctoral programs in sociology and related academic fields. Before graduation, sociology majors can establish internships that lead to valuable professional contacts and provide practical experience in pursuing these and additional career paths.

The department has a chapter of the national sociology honor society, Alpha Kappa Delta, and it awards a C. Wright Mills Award for Sociological Imagination on an annual basis for the best original research paper produced by a student in the department.

Every year the Joseph J. Byrne Memorial Scholarship is awarded to an outstanding student majoring in sociology.

The department also awards the Robert Holzapfel Scholarship to a student majoring in sociology or counseling.

Bachelor of Arts in Sociology

Degree Requirements	Units
General education	51
Sociology courses	40
General electives	29
Total units needed for graduation	120

Major Requirements

*This requirement list and advising guide is designed for students entering the Sociology major beginning in Fall 2006. Students who entered the major in earlier semesters may follow the requirements listed in this worksheet or they may complete their requirements using the earlier advising guide (which contained a slightly different placement of courses in areas but the same core requirements and units).

SOCl 201 Introduction to Sociology	3
SOCl 300 Sociological Analysis	4
SOCl 375 Sociological Theory	4
Methods Seminar (see below)	4
SOCl 498 Senior Seminar	4
Total units	19

A student must take Sociology 201 before proceeding to any other required sociology course and Sociology 300 before taking a methods seminar. Sociology 300, a methods seminar, Sociology 375, and a total of 20 upper-division units of sociology are required before a student will be allowed to enroll in Sociology 498. Sociology 498 is a restricted class, and students will need evidence that they have met the prerequisites for it before the instructor will authorize enrollment. (Note: Sociology 300, the methods seminar, and Sociology 375 do count as part of the 20 upper-division sociology units)

Students must earn a minimum grade in each of the five required courses. See a faculty advisor in the department for details on these minimum grade requirements..

Methods Seminar

The Methods Seminar furthers students' methodological skills in a wide choice of substantive areas. Students must take one of the following seminars, or another course designated as a methods seminar.

SOCl 414 Methods Seminar: Social Interaction
SOCl 418 Methods Seminar: Social Development of Self
SOCl 429 Methods Seminar: Language and Society
SOCl 425 Methods Seminar: Urban Sociology
SOCl 436 Methods Seminar: Investigative Sociology
SOCl 441 Methods Seminar: U.S. by the Numbers
SOCl 451 Methods Seminar: Sociology of Education
SOCl 452 Methods Seminar: Health Care and Illness
SOCl 463 Methods Seminar: Bureaucracies and Institutions
SOCl 480 Methods Seminar: Sociology of Work
SOCl 484 Methods Seminar: Sociology of Genocide

Additional Major Requirements

Substantive areas courses	8-12
Upper-division sociology electives (chosen in consultation with a department advisor)	9-13
Total Units in the Major	40

Substantive Areas of Sociology

Majors must take a minimum of one upper-division course in three of the five substantive areas below. The methods seminar may be used to fulfill one of the substantive areas. Additional area courses may be offered in a given semester. Consult with an advisor.

Microsociology

This area assumes human agency and social action as fundamental to social life and takes into account both thinking and feeling in defining situations and in constructing actions. Microsociology focuses on reciprocal relationships between self and society with emphasis on:

- the social shaping of self, identity, and role.
- the interaction between self and others.
- The development, maintenance, and change of subjective and social meanings. Applying microsociological approaches to status variables such as gender and age reveals how they are constructed, given meaning, and played out in individual lives.

SOCl 314 Deviant Behavior
SOCl 315 Socialization
SOCl 317 Emotions and Adult Life
SOCl 319 Aging and Society
SOCl 326 Social Psychology
SOCl 350 City and Community Life
SOCl 417 Sociology of Mental Illness
SOCl 414 Methods Seminar: Social Interaction
SOCl 418 Methods Seminar: Social Development of the Self
SOCl 420 Methods Seminar: Language and Society

Organizations, Occupations, and Work

This area addresses both organizational dynamics and their relation to broader societal processes. These include organizational cultures, structures, processes, and outcomes. Knowledge of these matters is relevant to students interested in human services, business, non-profit agencies, education, and criminal justice administration.

SOCl 306 Career Planning
SOCl 355 Talk and Social Institutions
SOCl 365 Human Services Administration
SOCl 366 Administration of Juvenile Justice (cross-listed with CJA)
SOCl 432 Group Work with Older Adults
SOCl 450 Punishments and Corrections (cross-listed with CJA)
SOCl 451 Methods Seminar: Sociology of Education
SOCl 461 Social Work and Social Welfare
SOCl 463 Methods Seminar: Bureaucracies and Institutions
SOCl 480 Methods Seminar: Sociology of Work
SOCl 485 Organizations and Everyday Life

Macrosociology

Courses in this area investigate large social structures, institutions, networks, and processes that define and shape individual and organizational behavior, and contribute to social and public policy. This area provides a conceptual overview of diverse social institutions. Macrosociology gives the student new insight into American society and its problems and possibilities from both the personal and professional perspectives.

- SOCI 335 American Society
- SOCI 340 Drugs and Society
- SOCI 343 Women and Social Policy
- SOCI 345 Family Systems
- SOCI 347 American Class Structure
- SOCI 363 Sociology of Race and Ethnicity
- SOCI 377 Contemporary Sociological Theory
- SOCI 383 Social Change
- SOCI 384 Sociology of Consumption
- SOCI 425 Methods Seminar: Urban Sociology
- SOCI 440 Sociology of Reproduction
- SOCI 441 Methods Seminar: U.S. by the Numbers
- SOCI 451 Sociology of Education
- SOCI 452 Methods Seminar: Health Care and Illness

Culture

Courses in the sociology of culture introduce students to central social forms that generate, transmit, and/or critique values, ideas, ideologies, lifestyles, and popular culture. Topics include the ways in which culture can act as a socializing agent reaffirming the existing social order or providing impetus to change, helping integrate societies or contributing to dissension. Students considering careers in the media, education, human services, and recreation are among those who will find these classes of special value.

- SOCI 312 Sociology of Gender
- SOCI 330 Sociology of Media
- SOCI 331 Mass Communications Theory and Research
- SOCI 332 Death and American Culture
- SOCI 360 Sociology of Sexualities
- SOCI 385 Sociology of Culture
- SOCI 430 Sociology of Leisure
- SOCI 431 Sociology of Religion
- SOCI 434 Cinema and Society
- SOCI 435 Media Censorship
- SOCI 436 Methods Seminar: Investigative Sociology

Transnational Sociology

Transnational sociology provides a comparative perspective on societies throughout the world. Economic, political, and social institutions and dynamics are examined and compared. Among specific topics are comparative ideologies, roles, world elites, and local communities. Courses in transnational sociology explore these consequences and their long-term implications. Students interested in a historical and comparative examination of international issues would be well served to take courses in this area.

- SOCI 305 Perspectives on the Holocaust and Genocide
- SOCI 380 Political Sociology
- SOCI 381 Population and Society
- SOCI 382 Social Movements and Collective Behavior
- SOCI 449 Seminar: Sociology of Power
- SOCI 482 Sociology of the Environment
- SOCI 484 Methods Seminar: Sociology of Genocide

Sample Four-year Program for Bachelor of Arts in Sociology

FRESHMAN YEAR:: 31 Units	
<i>Fall Semester (16 Units)</i>	<i>Spring Semester (15 Units)</i>
ENGL 101 (3)	PHIL 101 (3)
GE Mathematics (3)	GE Physical Science (3)
GE BIOL 115 (3)	GE World History (3)
UNIV 102 First Year Experience (3)	SOCI 201 (3)
Electives (4)	CIS 101 (3)
SOPHOMORE YEAR:: 30 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
HUM 200 (3)	GE Social Sciences (6)
GE History/Political Science (6)	History of the Fine Arts (3)
GE Comparative Perspectives and Foreign Languages (3)	GE World Literature (3)
Electives (3)	Electives (3)
JUNIOR YEAR:: 30 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
SOCI 300 (4)	SOCI 375 (4)
Sociology Organizations Area (4)	Sociology Microsociology Area (4)
Sociology UD Electives (4)	UD GE Integrated Person (3)
UD GE Philosophy and Values (3)	Electives (4)
SENIOR YEAR:: 29 Units	
<i>Fall Semester (16 Units)</i>	<i>Spring Semester (13 Units)</i>
Sociology Methods Seminar (4)	SOCI 498 (4)
Sociology Transnational Area (4)	SOCI 499 (4)
UD GE Contemporary International Perspectives (3)	Electives (5)
Electives (5)	
TOTAL UNITS:: 120	

Minor in Sociology

SOCI 201 Introduction to Sociology	3
Upper-division courses in sociology chosen in consultation with an advisor	17
Total units in the minor	20

Sociology Courses (SOCI)

Classes are offered in the semesters indicated. Please see the Schedule of Classes for most current information and faculty teaching assignments.

201 INTRODUCTION TO SOCIOLOGY (3) FALL, SPRING

A general overview of the concepts, theories, research methods, and findings of sociology. The purpose is to train students to view the world through a sociological perspective. Satisfies GE, category D1 (Individual and Society). CAN SOC 2.

300 SOCIOLOGICAL ANALYSIS (4) FALL, SPRING

Consideration of the ways in which sociological questions are formulated and answered. Examination of and practice in conceptualization, theory construction, deductive and inductive reasoning, and other elements of sociological analysis, with an emphasis upon sociological research methods. Required for majors. Grade only.

305 PERSPECTIVES ON THE HOLOCAUST AND GENOCIDE (4) SPRING

A weekly lecture series on the Holocaust, genocide, and human rights. Guest lecturers and SSU faculty provide a variety of sociological and interdisciplinary perspectives on the topics. The course explores the intellectual, emotional, and ethical aspects of the Holocaust and seeks to deepen students' understanding of organized society, political leadership, democratic participation, and human nature. Students also attend a weekly discussion group to explore and synthesize information presented in the weekly lectures. Requirements include written position, midterm, and final papers. Prerequisite: upper-division standing. Satisfies upper-division GE, category D5.

306 THE SOCIOLOGY OF CAREER PLANNING (3-4)

How to identify and locate liberal arts jobs in government, business, private institutions, or self-employment. Choosing a career, job-hunting skills and techniques, and keeping a job. Study of such work-related issues as dual-career families, equal opportunity, and professionalism.

312 SOCIOLOGY OF GENDER (4)

Considers gender as a social construction and a product of social life. Analyzes how gender inequalities shape social structures, institutions, and interaction for both women and men. Challenges biological explanations for gender differences and inequalities. Focuses on analysis of gendered experiences as they relate to race/ethnicity, class, and sexualities.

314 DEVIANT BEHAVIOR (4)

The social causes and consequences of insanity, delinquency, criminality, addiction, social unconventionality, and other deviant behavior. Examines the conversion and commitment to deviant world views, and the social processes involved in the transformation to a deviant identity.

315 SOCIALIZATION (4)

Analysis of the social processes through which human beings are inducted into social groups, in both childhood and adulthood. Particular attention is given to the socializing effects of schools, work, family, and friends.

317 EMOTIONS AND ADULT LIFE (4)

Emphasizes the social context and social development of emotional responses throughout adulthood. Analyzes the reciprocal relations between social definitions and subjective feelings in connection with life events. Addresses both basic emotions such as fear, anger, pleasure, and excitement, and the more complex emotions such as love, jealousy, grief, sympathy, pride, shame, and despair. Cross-listed as GERN 317. Satisfies GE, category E (Integrated Person).

319 AGING AND SOCIETY (4)

Examination of aging throughout adulthood. Analysis of theories of aging, their foundations in social science theory, and their policy implications. Exploration of the meanings and consequences of increasing longevity for society and the individual, with emphasis on the social psychological implications for women, minorities, and those who are poor. Cross-listed as GERN 319. Satisfies GE, category D1 (Individual and Society).

326 SOCIAL PSYCHOLOGY (4)

Introduces relationships between self and society, including the formation and change of attitudes and values, interaction and interpersonal dynamics, and the cultural influences on them. Topics include: symbolic interactionism, personal and social identities, motivation, prejudice and the consequences of ethnicity, class, and gender. Cross-listed as PSY 326. Satisfies GE D1 (Individual and Society).

330 SOCIOLOGY OF MEDIA (4) FALL

This course will conduct an analysis of structural censorship in the United States and the importance of a free press for the maintenance of democratic institutions in society. Students will become familiar with independent/alternative news sources and prepare summaries of news stories for public release. This is a Project Censored related class.

331 COMMUNICATION THEORY AND RESEARCH (3)

A critical analysis of the nature and functions of mass communications in contemporary society. Overview of the history, structure, function, and influence of the mass media. Development of critical and analytic skills necessary to determine when and how "truth" is manipulated to serve special parochial or cultural interests. Cross-listed as COMS 301.

332 DEATH AND AMERICAN CULTURE (4)

Examination of the relation of cultural values to practices, attitudes, and views about death. Application of sociological and social psychological theories to topics on death and dying, such as death conceptions, terminal care, suicide, war, and grief. Emphasis on the social psychology of dying, caregiving, grieving, and being suicidal. Cross-listed as GERN 332.

335 AMERICAN (U.S.) SOCIETY (4)

Study of the major values, institutions, and social organizations in the United States. The social sources of change and stability in U.S. society.

340 DRUGS AND SOCIETY (4)

Examination of the sociopsychological, political, economic, ethnic, and legal factors relating to drug use and abuse. Theories of causation and methods of rehabilitation will be critiqued. Cross-listed as CJA 340.

343 WOMEN AND SOCIAL POLICY (4)

Explores the effects of social welfare programs and policies on women's lives. Analyzes and critiques the ideologies that shape these policies and their implementation. Considers how gender intersects with race/ethnicity, family, age, religion, and place to affect policy outcomes. Specific topics will vary by semester.

345 SOCIOLOGY OF FAMILIES (4)

Analyzes family as a social institution. Examines the interconnections between families and other institutions, with a focus on family change. Considers how families are affected by structures of race/ethnicity, class, gender, and sexuality. Examines and challenges ideologies about families.

347 AMERICAN CLASS STRUCTURE (4)

An overview of stratification in the United States. Analysis of the effects of this system on those who participate in it, through the study of theoretical, ethnographic, and community studies. Analysis of how class affects power, prestige, opportunity, culture, and consciousness, as well as the interaction of ethnicity, gender, and class.

350 CITY AND COMMUNITY LIFE (4)

Examination of the social psychology of urban and community life. Particular attention will be paid to the analysis of the culture of public life, place and place attachment, patterns of interaction in urban and neighborhood settings, and the sociological debate surrounding loss of community.

355 TALK AND SOCIAL INSTITUTIONS (4)

Explores the relationship between talk and social organization in a range of contemporary work contexts. The course uses actual recordings of institutional interaction as data to identify the tasks, goals, constraints, and inferential frameworks that characterize work settings such as emergency services, medicine, courts, news interviews, and political speech.

360 SOCIOLOGY OF SEXUALITIES (4)

An overview of sexuality across institutions of society. Uses theoretical, conceptual, and empirical tools to analyze sexuality as a social fact. Explores the social construction of sexuality and how sexuality is socially created, organized, and constrained.

363 SOCIOLOGY OF RACE AND ETHNICITY (4)

Examines race and ethnic relations in the U.S. from a theoretical, historical, and comparative perspective. Explores the emergence of racial and ethnic minorities through such historical processes as colonialism, slavery, and immigration. Studies the current relations among racial and ethnic groups in the U.S.

365 HUMAN SERVICES ADMINISTRATION (4)

Preparation for sociological practice in human service agencies, both public and private nonprofit. Includes training in such skills as organization planning, grant writing, volunteer management, report writing, communication consulting, and group dynamics. Discusses the ethics and professional responsibility of sociologists.

366 JUVENILE JUSTICE (4)

An exploration of the nature and extent of juvenile delinquency, with emphasis on serious or violent crime. The major theories of delinquency causation will be reviewed. The course will be devoted to the juvenile justice system and how it processes youths accused of crime. The nature and function of all major segments of the juvenile justice system will be discussed, including law enforcement, juvenile court, and corrections. The legal rights of juveniles will also be reviewed. Finally, the current policy issues in juvenile justice will be explored. Cross-listed as CJA 497.

375 SURVEY OF SOCIOLOGICAL THEORY (4) FALL, SPRING

A critical examination of the writings of major sociological theorists, including Marx, Weber, and Durkheim. This course will involve students in critical analysis of central sociological theories and offer them tools for understanding the development of sociological theory and its unique role in sociology. Satisfies upper-division GE, category D1 (Individual and Society).

377 CONTEMPORARY SOCIOLOGICAL THEORY (4)

Emphasis on contemporary trends in theory, including topics such as culture, social identity, modernity and post-modernity, and the social construction of knowledge and reality. Includes critical assessment of problems, methods, and theories characteristic of sociological inquiry in the 20th and 21st centuries. Sociology 375 recommended but not required.

380 POLITICAL SOCIOLOGY (4)

An analysis of the relation between political processes and ideologies and the larger society. Emphasis on the social consequences of power arrangements, political economy, and political structures. Comparisons between societies will be made.

381 POPULATION AND SOCIETY (4)

Variables such as gender, race, ethnicity, age, social development, politics, and environment are explored in relation to population change. The uses of population studies for consumer marketing, political campaigns, jury selection, and social planning are addressed, with an emphasis on California and Sonoma County concerns.

382 SOCIAL MOVEMENTS AND COLLECTIVE BEHAVIOR (4)

Social movements are a significant source of social change in modern societies. This course analyzes the structure and dynamics of social movements, with attention to the roles of organizations, resources, leadership, recruitment, commitment, values, ideology, political culture, and countermovements. Case studies will emphasize the civil rights, women's rights, and environmental movements in the United States.

383 SOCIAL CHANGE (4)

Theories and methods for analyzing social change, past, present, and future, such as: the relationship of the plow, steam engine, and computer to the rise of the agricultural, industrial, and information ages; the development, dissemination, and

impact of such major technologies as the printing press, the automobile, VCRs, and computers.

384 SOCIOLOGY OF CONSUMPTION (4)

This course explores how goods, commodities, and market logic have saturated all forms of contemporary social life. Analysis of the theoretical ideas and historical factors that shape and influence modern consumerism are also considered. Explores how the dynamics of globalization and issues of identity politics influence consumer consumption.

385 SOCIOLOGY OF CULTURE (4)

Examines the role culture plays in consensus formation, in domination, in resistance, and as a social force creating meaning in our lives. Culture refers to shared beliefs, values and norms, personal and political identities, ideologies, and the things we consume daily.

414 METHODS SEMINAR: SOCIAL INTERACTION (4)

Examination of everyday interaction in natural settings. Emphasis will be placed on ethnographic approaches to the understanding of social encounters, situations, identities, and human relationships. Particular attention will be given to the work of Erving Goffman. Prerequisite: SOCI 300.

417 SOCIOLOGY OF MENTAL ILLNESS (4)

Identifies the social sources of behavior defined as mental illness. Compares and contrasts psychological, biochemical, and sociological theories of insanity. Analyzes psychiatry and other forms of therapy, mental hospitals, the role of the mental patient, and mental health policy.

418 METHODS SEMINAR: SOCIAL DEVELOPMENT OF THE SELF (4)

Examination of the social sources of self-concept, personal identity, and individual world views. Special attention will be given to the theories of Mead, Cooley, James, and Schutz, as well as to research techniques for the study of social identity, its development and change. Prerequisite: SOCI 300.

420 METHODS SEMINAR: LANGUAGE AND SOCIETY (4)

Introduces the study of talk in social interaction and how talk links to social structures, identities, and processes. Examines ordinary conversation and talk in work settings, such as emergency services, courts, news interviews, and political speech. Gives students direct experience in analyzing interaction using the sociological method of Conversation Analysis. Prerequisite: SOCI 300.

425 METHODS SEMINAR: URBAN SOCIOLOGY (4)

Examines the social consequences of the transition from rural to urban forms of social organization. Special attention directed to the social structural, cultural, and social psychological characteristics of urban life. Prerequisite: SOCI 300.

430 SOCIOLOGY OF LEISURE (4)

An examination of leisure in the United States. Topics include the uses of uncommitted time by various groups, an examination of leisure subcultures, the relation of leisure patterns to other societal values and institutions, and social issues related to the increased leisure of our society.

431 SOCIOLOGY OF RELIGION (4)

Study of world religions (Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism), tribal beliefs, American sects and denominations. Theories of religious development, values, change, and effects on society. Satisfies GE, category C3 (Philosophy and Values).

432 GROUP WORK WITH OLDER ADULTS (4)

This interdisciplinary seminar introduces students to the fundamentals of group work with older adults. The class provides an overview of the phases of group development and basic skills and techniques for facilitating effective groups. Theoretical perspectives from sociology and psychology are used to examine how groups function and the value they have for older adults. In addition to class meetings, students work directly with older adults by cofacilitating intergenerational dialogue groups. Cross-listed with GERN 432 and PSY 432.

434 CINEMA AND SOCIETY (4)

An examination of film as a window to the social world and of sociology as a tool to understand it. The course uses films as data that can be analyzed to learn about such sociological topics as gender, crime, collective behavior, organizations, and the family. In addition, sociology is used to examine the structure and functions of film in contemporary society.

435 SEMINAR: MEDIA CENSORSHIP (4) SPRING

Seminar provides an opportunity to gain new insights into social problems through an intensive analysis of the role and impact of mass media in contemporary society. Students will analyze the levels of coverage of important news stories in the United States and write publishable synopses of the stories with the least coverage. This is a Project Censored related class.

436 METHODS SEMINAR: INVESTIGATIVE SOCIOLOGY (4)

This course is for the development of sociology research methods for popular press publication. Students will learn interviewing techniques, review sources of public information, and use of the freedom of information laws. Students will write and investigate social justice news stories using sociological research methods, and prepare a report for popular press publication. Prerequisite: SOCI 300.

440 SOCIOLOGY OF REPRODUCTION (4)

An exploration of sociological perspectives on human reproduction. Topics include reproduction and gender identity, the social implications of reproductive technologies, historical and contemporary perspectives on normal pregnancy and childbirth, the cultural context for breastfeeding, and the politics of reproductive rights and choices in the United States. Cross-listed as WGS 440.

441 METHODS SEMINAR: U.S. BY THE NUMBERS (4)

An empirical examination of individuals and institutions in U.S. society, with a focus on quantitative data. Teaches students about existing data sources, such as the U.S. Census and the General Social Survey, and how to analyze them. Provides preparation for work in policy analysis, organizational consulting, survey or market research, and other social science careers. Prerequisite: SOCI 300.

449 SEMINAR: SOCIOLOGY OF POWER (4)

An analysis of the origin, development, dynamics, and application of power in human interaction, social organizations, and institutions. Problems of ensuring a balance of power and fairness in the exchange of needed services, benefits, and rewards will be emphasized.

450 PUNISHMENTS AND CORRECTIONS (4)

A consideration of the problems created by pressures to punish and control criminals, the politics of control strategies. The use and misuse of probation and parole, the concept of correction, and alternatives to incarceration. Cross-listed as CJA 450.

451 METHODS SEMINAR: SOCIOLOGY OF EDUCATION (4)

A survey of issues concerning the structure of education in contemporary society, such as the social organization of the classroom, grading practices, political influences on schools, the contribution of education to the maintenance of capitalist society, teacher unionization, and student rights. Prerequisite: SOCI 300.

452 METHODS SEMINAR: HEALTH CARE AND ILLNESS (4)

A dual focus on the social organization of health care and the social psychology of illness. Analyses of the structure of care, patient-practitioner relationships, and treatment ideologies. Emphasis on the patient's experience of illness, intimate relationships, and self-images. Cross-listed as GERN 452. Prerequisite: SOCI 300.

461 SOCIAL WORK AND SOCIAL WELFARE (4)

The history of social welfare and social services in modern society. Comparison of government social services with nonprofit or private social services. Overview of major social service issues such as mental health, senior services, and aid to families. Recommended for anyone considering social work, counseling, or human service administration.

463 METHODS SEMINAR: BUREAUCRACIES AND INSTITUTIONS (4)

Political, economic, social, and psychological analyses of administrative structures. The role of formal and informal organization, ideology in bureaucracy, decision-making, morale, and conflict. Prerequisite: SOCI 300.

480 METHODS SEMINAR: SOCIOLOGY OF WORK (4)

A theoretical and empirical analysis of work in American society, examining the types of jobs open to women and men today, the rewards and dissatisfactions of these jobs, and how work has changed historically or may evolve in the future. Prerequisite: SOCI 300.

482 SOCIOLOGY OF ENVIRONMENT (4)

The relations among major social institutions and the environment, and between national and global social inequalities and environmental degradation are examined. Differences in class, race, and gender mean that some people are disproportionately burdened by consequences of environmental degradation. Socioenvironmental perspectives and practical alternatives to our acknowledged ecological crises are explored, including environmental social justice movements, critical social analysis, and alternative socioeconomic approaches to consumption and employment that foster ecologically sustainable societies.

484 METHODS SEMINAR: SOCIOLOGY OF GENOCIDE

Using the tools of comparative historical methodology, students analyze the sociological factors typifying genocide and genocidal processes. Examination of the causes and consequences of the Holocaust and the characteristics of pre-20th century genocide; the Armenian, Rwandan, and contemporary genocides are considered, as well. Prerequisite: SOCI 300.

485 ORGANIZATIONS AND EVERYDAY LIFE (4)

Introduces key themes and concepts in the sociological study of organizations. Emphasis on applying theories and perspectives to organizational settings and circumstances likely to be encountered in everyday social life.

490 TEACHING ASSISTANTSHIP (1-4)

Open only to advanced students. Intended to give students experience in assisting the instructor in a sociology course by doing research and tutoring students in the class. Prerequisite: consent of instructor.

495 SPECIAL STUDIES (1-4)

A supervised study of a particular problem or area of interest selected by the student in consultation with a sponsoring faculty member. Regular meetings will be arranged for discussions and progress evaluations, and a term paper will be submitted.

497 INTERDISCIPLINARY SEMINAR (1-4)

Exploration of basic social problems. Resource persons from other disciplines may participate. Themes and topics will vary. May be repeated for credit.

498 SENIOR SEMINAR (4) FALL, SPRING

Each semester different topics are offered to allow advanced sociological analysis. Past examples include: women and aging, food and society, gender and politics, and the sociology of time. Check department for current offerings. Required for all majors. May be repeated for credit. Prerequisite: Open only to sociology majors who have completed at least 20 upper-division units in sociology, including SOCI 300, 375, and a methods seminar.

499 INTERNSHIPS (1-4)

Prerequisite: consent of instructor.

595 SPECIAL STUDIES (1-4)

Advanced research and writing. Students work under close supervision of faculty members. Subject matter can be variable. May be repeated for credit. Prerequisites: Graduate status, consent of instructor, and completed special studies form.

THEATRE ARTS

Acting / Dance / Technical Theatre

DEPARTMENT OFFICE

Ives Hall 206
(707) 664-2474
www.sonoma.edu/theatre

DEPARTMENT CHAIR

Jeff Langley

ADMINISTRATIVE COORDINATOR

Shelley Martin

Faculty

Dance: Kristen Daley, Nancy Lyons, Mahalath Nathe, Scott Wells
Drama and Acting: Paul Draper, Judy Navas, Danielle Cain, Stephanie Hunt, Kent Nicholson, Tori Truss, Adrian Eifenbaum
Technical Theatre: Anthony Bish, Heather Basarab

Programs Offered

- Bachelor of Arts in Theatre Arts with a
 - Concentration in Acting
 - Concentration in Dance
 - Concentration in Technical Theatre
- General Theatre Degree
- Minor in Theatre Arts (with acting, dance, drama emphases)

The Theatre Arts Department is committed to creating, teaching, and learning about theatre that enlightens as well as entertains, that explores the values and ideas of many cultures and times, and that contributes to the artistic and personal growth of both participants and audience. Faculty work to create a teaching/learning environment that is a model for the collaborative work of theatre and life, in which student and teacher are equally important and respected.

Theatre artists – dancers, actors, directors, playwrights, choreographers, designers, and technicians – are all engaged in various ways of exploring, shaping, and communicating experience. SSU students learn that theatre can be a place in which values and beliefs, both personal and societal, are tested. By entering into the world of a theatrical production, temporarily assuming the reality of the experiences, personalities, and beliefs of the characters and situations, students are presented with unique opportunities to grow in empathy and understanding. Making theatre helps participants discover who they are and what they truly believe about theatre, and also about life.

SSU theatre faculty cultivate the newest and most innovative approaches to dance, drama, and theatre technology, while respecting and learning from the past. They offer numerous performance opportunities and actively encourage and support the development of new work by both students and faculty.

The Theatre Arts program is closely associated with the Music Department, especially in voice and music theatre. The Theatre and Music departments form the jointly chaired Departments of Performing Arts, and through its Center for Performing Arts offers more than 200 student performances of theatre, dance, and music each year.

Bachelor of Arts in Theatre Arts with Concentration in Acting

The Acting Concentration offers intensive training in acting, with supporting courses in voice, theatre production, theatre history, dramatic literature, directing, technical theatre, and special topics. We also offer numerous performance opportunities.

Degree Requirements	Units
General education	51
Theatre arts requirements	48
General electives	21
Total units needed for graduation	120

Phase I, Required for Acting Concentration (Freshman and Sophomore Years)

Students must complete Phase I before Phase II.

THAR 102 Intro to the History of Drama and Dance: Origins to 1800	3
THAR 103 Intro to the History of Drama and Dance: 1800 to present (strongly recommended)	3
THAR 120A Acting: Fundamentals	2
THAT 120B Acting: Fundamentals for Acting Concentration Majors	2
THAR 220A Acting: Text and Scene Study	2
THAR 220B Acting: Characterization (strongly recommended)	2

Any two of the following three technical theatre classes: 4

** prerequisite or concurrent enrollment in THAR 143A.*

THAR 143B* Costumes (2)	
THAR 144A* Lighting (2)	
THAR 144B* Scenery (2)	
THAR 145A Voice for the Actor (strongly recommended) (1)	
THAR 145B Speech for the Actor (strongly recommended) (1)	

Total units required in Phase I 11

Phase II, Required for Acting Concentration (Junior and Senior Years)

THAR 300 Theatre in Action	3
THAR 320A Intermediate Acting Block A	5
THAR 320B Intermediate Acting Block B	5
ENGL 339 Introduction to Shakespeare (strongly recommended)	3
THAR 350 Directing Workshop	2
THAR 370A Early Plays: Evolution and Innovation	3
THAR 370B Modern Plays: Evolution and Innovation	3
THAR 400 Theatre of Today	1
THAR 420A Advanced Acting Block A	5
THAR 420B Advanced Acting Block B	5
Theatre Arts electives	5

Total units in Phase I 11

Total units in Phase II 37

Total units in the acting concentration 48

Sample Four-year Program for Bachelor of Arts in Theatre Arts — Acting Concentration

FRESHMAN YEAR:: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (16 Units)</i>
THAR 102 (3) GE (C1)	THAR 103 (3) GE (C1)
THAR 143A (2)	THAR 120B (2)
THAR 145A (1) elective	THAR 144B (2)
GE (9)	THAR 145B (1) elective
	THAR 143B (2) GE (6)

ALTERNATIVE FRESHMAN YEAR:: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (16 Units)</i>
THAR 120 (2)	THAR 103 (3) GE (C1)
THAR 143A (2)	THAR 144A (2) or
THAR 145A (1) elective	THAR 144B (2)
THAR 302 (3) elective	THAR 145B (1) elective
GE (7)	THAR 143B (2) GE (6)

SOPHOMORE YEAR:: 31 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (17 Units)</i>
THAR 220A (2)	Electives (2)
THAR 110 (1)	THAR 302 (3) elective
THAR 325 (2)	ENG 339 (3) GE (9)
GE (10)	

ALTERNATIVE SOPHOMORE YEAR:: 31 Units

<i>Fall Semester (16 Units)</i>	<i>Spring Semester (15 Units)</i>
THAR 102 (3) GE (C1)	THAR 220B (2)
THAR 143B (2)	THAR 302 (3) elective
THAR 220A (2)	GE (10)
GE (9)	

JUNIOR YEAR:: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
THAR 320A (5)	THAR 320B (5)
THAR 350 (2)	THAR 300 (3) GE UD (C1)
THAR 370A (3)	THAR 370B (3)
GE UD (3)	THAR 400 (1)
Electives (2)	GE (3)

SENIOR YEAR:: 29 Units

<i>Fall Semester (14 Units)</i>	<i>Spring Semester (15 Units)</i>
THAR 420A (5)	THAR 420B (5)
Theatre Electives (2)	THAR 374 (3) elective
GE UD (3)	GE (4)
Electives (4)	Electives (3)

TOTAL UNITS:: 120

Bachelor of Arts in Theatre Arts with Concentration in Dance

The dance concentration offers dance and movement studies with an emphasis on choreography, performance, and somatic approaches to dancing, with supporting courses in dance and theatre history, technical theatre, and special topics.

Degree Requirements	Units
General education	51
Theatre Arts requirements	48
General electives	21
Total units needed for graduation	120

Students must complete Phase I before Phase II.

Phase I, Required (Freshman and Sophomore Years)

THAR 102 Intro to the History of Drama and Dance Origins to 1800	3
THAR 210A Dance Level I	2
THAR 210B Dance Level II	2
THAR 240 Choreography I	2

Choose two from the following technical theatre courses:

* prerequisite or concurrent enrollment in THAR 143A.

THAR 143B* Costumes (2)	
THAR 144A* Scenery (2)	
THAR 144B* Lighting (2)	4

Total units required in Phase I 13

Phase II, Required (Junior and Senior Years)

THAR 300 Theatre in Action	3
THAR 310A Intermediate Dance Block A	5
THAR 310B Intermediate Dance Block B	5
THAR 340 Choreography II	2
THAR 345 Choreography III	2
THAR 371A History of Dance A	3
THAR 371B History of Dance B	3
THAR 400 Theatre of Today	1
THAR 410A Advanced Dance Block A	5
THAR 410B Advanced Dance Block B	5
Electives - Dance	1

Total units in Phase I 13

Total units in Phase II 35

Total units in the dance concentration 48

Sample Four-year Program for Bachelor of Arts in Theatre Arts — Dance Concentration

FRESHMAN YEAR:: 30 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
THAR 110 (1)	THAR 110 (1)
THAR 143A (2)	THAR 144A (2) or
THAR 143B (2)	THAR 144B (2)
GE (10)	THAR 102 (3) (GE-C1)
	GE (9)
SOPHOMORE YEAR:: 30 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
THAR 210A (2)	THAR 210B (2)
THAR 240 (2)	THAR 340 (2)
GE (8)	GE (7)
Electives (3)	Electives (4)
JUNIOR YEAR:: 31 Units	
<i>Fall Semester (16 Units)</i>	<i>Spring Semester (15 Units)</i>
THAR 310A (5)	THAR 310B (5)
THAR 345 (2)	THAR 300 (3) GE UD (C1)
THAR 371A (3)	THAR 400 (1)
GE UD (3)	GE (UD) (3)
Electives (3)	Electives (3)
SENIOR YEAR:: 29 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (14 Units)</i>
THAR 410A (5)	THAR 410B (5)
GE (5)	THAR 371B (3)
Electives (5)	Electives (3)
	GE (3)
TOTAL UNITS:: 120	

Bachelor of Arts in Theatre Arts with Concentration in Technical Theatre

The technical theatre concentration offers intensive work in design, theatre technology, and stage management, with supporting courses in acting and movement, theatre and dance history, and special topics.

Degree Requirements	Units
General education	51
Theatre Arts requirements	48
Electives	21
Total units needed for graduation	120

Students must complete Phase I before Phase II.

Phase I, Required (Freshman and Sophomore years)

THAR 102 Intro to the History of Drama and Dance: Origins to 1800 or	3
THAR 103 Intro to the History of Drama and Dance: 1800 to Present (strongly recommended)	3

* prerequisite or concurrent enrollment in THAR 143A.

THAR 143B* Costumes	2
THAR 144A* Scenery	2
THAR 144B* Lighting	2
ART 101 Art Fundamentals (strongly recommended) (3)	
ART 102 Art Fundamentals (strongly recommended) (3)	

Choose 3 units from the following dance/drama courses: 3

THAR 120 Acting: Fundamentals (2)	
THAR 110 Beginning Dance (1)	
THAR 210A Dance Level I (2)	
THAR 116 Comedy and Improvisation (1)	
THAR 230 Stage Management (3)	

Total units required in Phase I 15

Phase II, Required (Junior and Senior Years)

THAR 300 Theatre in Action	3
THAR 344A Design for the Stage	3
THAR 344B Design for the Stage	3
THAR 321A Intermediate Technical Block	2
THAR 321B Intermediate Technical Block	2
THAR 350 Directing Workshop	2
THAR 370A Early Plays: Evolution and Innovation	3
THAR 370B Modern Plays: Evolution and Innovation	3
THAR 400 Theatre of Today	1
THAR 421A Advanced Technical Block	2
THAR 421B Advanced Technical Block	2
THAR 444 History of Ornament	2
Electives - Theatre	5

Total units required in Phase II 33

Total units in Phase I 15

Total units in Phase II 33

Total units in the technical theatre concentration 48

Sample Four-year Program for Bachelor of Arts in Theatre Arts — Technical Theatre Concentration

FRESHMAN YEAR:: 30 Units	
<i>Fall Semester (16 Units)</i>	<i>Spring Semester (14 Units)</i>
THAR 143A (2)	THAR 144A (2)
THAR 143B (2)	THAR 144B (2)
GE (12)	GE (10)
SOPHOMORE YEAR:: 30 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
THAR 102 GE (C1) (3)	THAR 120 or 210A (2)
GE (9)	THAR 230 (2)
THAR 110 or 116 (1)	GE (9)
Electives (2)	Electives (2)
JUNIOR YEAR:: 30 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
THAR 321A (2)	THAR 321B (2)
THAR 344A (3)	THAR 344B (3)
THAR 350 (2)	THAR 300 (3)
THAR 370A (3)	THAR 400 (1)
GE UD (3)	GE UD (3)
Electives (2)	Electives (3)
SENIOR YEAR:: 30 Units	
<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
THAR 421A (2)	THAR 421B (2)
THAR 444 (2)	THAR 370B (3)
GE (3)	Theatre Electives (3)
Theatre Electives (2)	Electives (7)
Electives (6)	
TOTAL UNITS:: 120	

Phase I, Required (Freshman and Sophomore Years)

Students must complete Phase I before Phase II.

THAR 102 Intro to the History of Drama and Dance: Origins to 1800	3
THAR 103 Intro to the History of Drama and Dance: 1800 to the Present	3
THAR 120 Acting: Fundamentals	2
THAR 143A Stagecraft	2

Any one of the following three technical theatre classes: 2

* prerequisite or concurrent enrollment in THAR 143A

THAR 143B* Costumes (2)

THAR 144A* Lighting (2)

THAR 144B* Scenery (2)

THAR 230 Stage Management 3

THAR 220A Acting: Text and Scene Study (may substitute 2 units of Dance) 2

Total units required in Phase I 17

Phase II, Required (Junior and Senior Years)

THAR 300 Theatre in Action 3

Any one of the following three workshop classes: 3

THAR 301 Dance Ensemble (3) or

THAR 302 Drama Ensemble Workshop (3) or

THAR 303 Technical Theatre Workshop (3)

ENGL 339 Introduction to Shakespeare 3

THAR 350 Directing Workshop 2

THAR 370A Early Plays: Evolution and Innovation 3

THAR 371A History of Dance A 3

One of the following two classes: 3

THAR 370B Modern Plays: Evolution and Innovation (3) or

THAR 371B History of Dance B (3)

One of the following two classes: 3

THAR 374 World Theatre (3) or

THAR 373 Dances of the World (3)

THAR 375 Contemporary Plays and Playwrights 3

THAR 400 Theatre of Today 1

One of the following two teaching classes: 2

THAR 460 Drama for Children (2) or

THAR 470 Dance for Children (2)

Theatre Arts electives 2

Total units in Phase I 17

Total units in Phase II 31

Total units in the general drama concentration 48

+ student may substitute 3 units from the following courses with consent of Theatre Arts advisor.

Bachelor of Arts in Theatre Arts (General Theatre Degree)

The general theatre degree takes a liberal arts approach to studies in theatre and provides students with a broad-based theoretical background in the history, theory, and practice of theatre. It is for students aiming for careers in education, directing, research, script writing, arts management, film production, and other careers that may not have performance or theatre technology at their centers.

Degree Requirements	Units
General education	51
Theatre arts requirements	48
General electives	21
Total units needed for graduation	120

In English

- ENGL 439 Studies in Shakespeare (3)
- ENGL 329 Screen/Script Writing (Film-TV-Stage) (3)
- ENGL 373 Introduction to Drama (3)
- ENGL 474 Studies in Drama (3)
- ENGL 377 Film and Literature (3)

In Chicano and Latino Studies

- Chicano/Latino Theatre (1-2)

In Modern Languages and Literatures

One of the above may be substituted for an upper-division dramatic literature course offered in the Modern Languages and Literatures Department (as available, and if student's language skills allow).

Sample Four-year Program for Bachelor of Arts in Theatre Arts (General Theatre Degree)

FRESHMAN YEAR:: 30 Units	
Fall Semester (14 Units)	Spring Semester (16 Units)
THAR 102 (3) GE (C1)	THAR 103 (3) GE (C1)
THAR 143A (2)	THAR 144B (2)
THAR 120 (2)	GE (11)
GE (7)	
SOPHOMORE YEARS:: 31 Units	
Fall Semester (15 Units)	Spring Semester (16 Units)
THAR 220A (2)	THAR 200 (3) GE (C4)
THAR 110 (1)	THAR 115 (1)
THAR 230 (3)	THAR 302 (3) Elective
GE (9)	GE (9)
JUNIOR YEAR:: 30 Units	
Fall Semester (15 Units)	Spring Semester (15 Units)
THAR 350 (2)	THAR 300 (3) UD GE (C1)
THAR 370A (3)	THAR 375 (3)
ENGL 339 (3)	THAR 400 (1)
GE UD (3)	GE UD (3)
Electives (4)	Electives (5)
SENIOR YEAR:: 29 Units	
Fall Semester (15 Units)	Spring Semester (14 Units)
THAR 371A (3)	THAR 370B (3)
ENGL 373 (3)	THAR 374 (3)
GE (3)	THAR 460 or 470 (2)
Theatre Electives (3)	Theatre Electives (3)
Electives (3)	Electives (3)
TOTAL UNITS:: 120	

Minor in Theatre Arts

The minor in theatre arts consists of 24 units of theatre arts courses. Students may choose a minor concentration in acting, dance, technical theatre, or drama. Six of the elective units must be upper-division. Students contemplating a minor in theatre arts should consult the Theatre Arts Department full-time faculty at the earliest possible date for approval and advising.

Minor Core Requirements

THAR 103 Intro to the History of Drama and Dance: 1800 to present	3
THAR 300 Theatre in Action	3
THAR 301 Dance Ensemble or	
THAR 302 Drama Ensemble Workshop or	
THAR 303 Technical Theatre Workshop	3
Total units in the minor core	9

Minor Electives

Electives must include at least 6 upper-division units and should be chosen in consultation with an advisor. (For dance emphasis, students may choose THAR 103, Intro to History of Drama and Dance, or THAR 371A or 371B, History of Dance. Choreography I is a core requirement for a dance emphasis.)

Total units in the minor electives 15

Total units in the minor 24

Theatre Arts Courses (THAR)

Classes are offered in the semesters indicated. Please see Schedule of Classes for most current information and faculty assignments.

101 MAKING THEATRE (3)

This course is an overview of the art and practice of making theatre. Designed for non-majors, the class examines the various elements involved in creating, developing, performing, and presenting a theatrical event. Through lecture, hands-on projects, video, and demonstrations, students gain an appreciation of the artistry of live theatre performance. Satisfies GE, category C1.

102 INTRO TO THE HISTORY OF DRAMA AND DANCE: ORIGINS TO 1800 (3)

First of a two-part course, this course examines Western theatre traditions of ritual, drama, and dance at their origins, while dramatic tragedy and comedy are traced from the Golden Age of Greece through the Age of Enlightenment, roughly 1800. Added emphasis is placed on traditional Asian theatre forms. The course relates the theatre's past to how theatre is practiced today. Satisfies GE, category C1.

103 INTRO TO THE HISTORY OF DRAMA AND DANCE: 1800 TO THE PRESENT (3)

Part two examines theatre, drama, and dance from 19th century to the present, including the rise of Realism and other theatre and dance forms in the 20th century. Also considered are the American musical, recent trends in diversity and multiculturalism, and the theatre's relationship to electronic media. Satisfies GE, category C1.

110 DANCE FUNDAMENTALS (1)

An introduction to the fundamentals of modern dance designed to develop body awareness, movement skills, and aesthetic sensibilities. Includes improvisation, rhythm, motion, and space exploration, and fundamentals of alignment. May be taken five times for credit.

115 DANCE STYLES (1)

Class may focus on a particular dance style (e.g., contact improvisation, jazz, hip hop, or tap), or on dances of a particular era (e.g., social dance from 1935 to 1960). The emphasis will be on American dance styles. Some styles of dancing require more generalized dance background than others. May be taken five times for credit. Prerequisite: consent of instructor.

116 COMEDY AND IMPROV (1)

An acting course in comedy with an emphasis on improvisation. May be taken four times for credit.

120A ACTING: FUNDAMENTALS (2)

The exploration of acting includes group and individual improvisation, physical and vocal exercises, and scene work, leading toward relaxation, physical action, and believability. Class work is designed to stimulate the imagination, build self-confidence and trust, and reach the emotional reservoir of the actor. This class is recommended for singers. May be taken three times for credit.

120B ACTING: FUNDAMENTALS FOR ACTING CONCENTRATION MAJORS (2)

The exploration of acting includes group and individual improvisation, physical and vocal exercises, and scene work, leading toward relaxation, physical action, and believability. Class work is designed to stimulate the imagination, build self-confidence and trust, and reach the emotional reservoir of the actor. This class is recommended for singers. First of a seven-course sequence for Acting Concentration majors.

143A STAGECRAFT (2)

Work in both theory and practice covers scenery construction techniques and drawings for the theatre. Use of tools and materials for scenery, costumes, props, and lighting will be fundamental to the course.

143B COSTUMES (2)

An introduction to the fundamentals of costume design and construction. Basic makeup for the stage will be examined and practiced. Prerequisite or concurrent enrollment in THAR 143A.

144A SCENERY (2)

Design principles are applied to scenery and properties for the stage. Includes advanced drafting and rendering techniques used to realize and execute designs for production. Prerequisite: THAR 143A.

144B LIGHTING (2)

Basic lighting design, including the drawing of lighting plots, rigging techniques, and the operation of light boards and systems. Work in class affords direct experience in lighting of departmental productions. Prerequisite: THAR 143A.

145A VOICE FOR THE ACTOR (1)

Fundamentals of voice to free the natural voice and build toward its full use. Exercises in breathing, relaxation and movement, resonance, and power will help the actor discover a direct, spontaneous connection between breath and the impulse to speak, and develop greater vocal range. May be repeated once for credit.

145B SPEECH FOR THE ACTOR (1)

Articulate speech and textual clarity are primary skills for the actor. This course will concentrate on the fundamentals of speech, anatomy of good sound production, standard pronunciation techniques through the International Phonetic Alphabet (IPA), and methods for clear speech, articulation, vocal muscularity, and phrasing. Prerequisite: THAR 145A. May be repeated once for credit.

161 BALLET I (1-2)

This course is designed to give the modern dancer a foundation for movement in classical tradition. The vocabulary of classical ballet is presented, with emphasis on alignment and placement, and relevance to more contemporary dance forms. Exercises will be given to strengthen and stretch the body. Special attention will be given to turns and fast footwork, again to support work in modern dance.

199 STUDENT-INSTRUCTED COURSE (1-3)

200 SEEING THEATRE TODAY

Experience great performances created by modern and contemporary theatre artists. Students are engaged as audiences through videotaped productions of renowned and important performers, directors, and choreographers, and Theater Department productions. Post-viewing small-group discussions, and online chats ask students to further engage by reflecting upon their shared experience. Students may opt to pay an activity fee, due at registration, to see a major production in the San Francisco Bay Area. Satisfies GE, category C4.

210A DANCE LEVEL I (2)

Introduces specific contemporary techniques, with the emphasis on expanding movement range and facility. Alignment, strength, flexibility, and expressiveness are concerns of this course, which is intended for students with some experience in movement fundamentals. May be repeated twice for credit.

210B DANCE LEVEL II (2)

Continuation of THAR 210A. Prerequisite: 210A. May be repeated twice for credit.

220A ACTING: TEXT AND SCENE STUDY (2) FALL

Text analysis and scoring, rehearsals, and in-class presentation of scenes drawn from realistic dramatic literature. Work with emotional memory and characterization. Core course for acting concentration majors. May be taken two times for credit. Prerequisites: THAR 120A and consent of instructor.

220B ACTING: CHARACTERIZATION (2) SPRING

The focus of this course is on aiding the actor in developing a process for creating believable dramatic characters and bringing them truthfully to life in theatrical context. Study of life models support presentations of rehearsed scenes, which are then critiqued and worked on in class. Scenes are normally drawn from realistic dramatic literature. This course is the third in the acting concentration sequence and is a core course for acting majors. May be taken two times for credit. Prerequisites: THAR 120A, 120B, 145A, 220A, and consent of instructor.

230 STAGE MANAGEMENT (3)

The functions of the stage manager from audition to final performance are examined. Students are trained to organize rehearsals, record actors' movements, create prompt books, and to manage a performance. Students serve as stage managers for Performing Arts productions. Prerequisites: THAR 144A and B.

240 CHOREOGRAPHY I (2) FALL

Fundamentals of choreography through a problem-solving approach. Studies deal with aspects of time, space, dynamics, and movement, with an emphasis on perceptions of meaning, that is, on seeing—dancing as well as making—dancing. May be taken two times for credit. Prerequisite: THAR 210 or consent of instructor.

244 SCENE PAINTING (2)

Study and practice of the basics of layout and painting of scenery, from rendering to full scale. Students assist in painting scenery used in Performing Arts productions. Includes instruction on handling toxic materials safely and on protecting the environment. Prerequisites: THAR 143A and B, 144A and B.

261 BALLET II (1-2)

Continuation of study of classical ballet. Traditional barre with allegro and adagio center work. Western classical dance skills emphasizing strength, alignment, flexibility, and musicality as a support for contemporary dance styles. May be taken four times for credit. Prerequisite: THAR 161 or consent of instructor.

295 COMMUNITY INVOLVEMENT PROGRAM (1-4)

300 THEATRE IN ACTION (3)

Experience seven to eight Bay Area and Theatre Arts Department productions of drama and dance performances. Discussion and written critiques investigate technique, form, and content of these performances to develop articulate understanding of contemporary performance and its relation to society and culture. Required of all theatre arts majors. Activities fee payable at time of registration. Satisfies upper-division GE, category C1. May be taken two times for credit.

301 DANCE ENSEMBLE (1-3)

A process-and-product class in which students receive credit for major participation in areas of dance or choreography for presentation in public performance. Dances may be choreographed and directed by faculty, guest artists, or students. May be repeated six times for credit. Prerequisite: THAR 240 or consent of instructor.

302 DRAMA ENSEMBLE WORKSHOP (1-3)

A production class in which students receive credit for major participation in areas of acting, design, dramaturgy, or assistant directing in plays directed by faculty members and guest artists. Play titles, performance venues, styles, and production approaches vary from semester to semester. May be repeated six times for credit. By audition or consent of instructor.

303 TECHNICAL THEATRE WORKSHOP (1-3)

A production class in which students receive credit for backstage and technical work in plays directed by faculty members and guest artists. May be repeated six times for credit. By audition or consent of instructor.

310A INTERMEDIATE DANCE BLOCK (5) FALL

The Dance Block integrates the study of contemporary dance technique with the study of improvisation and anatomy for dancers. The safe and intelligent use of the body, the development of technical and improvisational skills, and artistry are emphasized. Prerequisites: THAR 210A and B and consent of instructor.

310B INTERMEDIATE DANCE BLOCK (5) SPRING

Continuation of THAR 310A. Prerequisites: THAR 310A and consent of instructor.

313 LECTURE SERIES (1-3)**320A INTERMEDIATE ACTING BLOCK (5) FALL**

First in a four-course sequence intended for acting concentration majors. In-depth actor training, integrating fundamental movement and vocal acting skills, text analysis, scene-study, and character work. The four-semester sequence includes 1) physical theatre, 2) verse drama, 3) 20th century non-realistic drama, and 4) exploration of contemporary theatre, and an on-camera component. Prerequisites: THAR 120B, 220A, 220B, 145A, and 145B, and consent of instructor.

320B INTERMEDIATE DRAMA BLOCK (5) SPRING

Continuation of THAR 320A. See description above. Prerequisite: THAR 320A ENGL 339 and consent of instructor.

321A INTERMEDIATE TECHNICAL BLOCK (2) FALL

Technical concentration students participate in foundations and script analysis portion of 320A acting block. Prerequisites: THAR 143A and B, THAR 144A and B, THAR 244, and consent of instructor.

321B INTERMEDIATE TECHNICAL BLOCK (2) SPRING

Technical concentration students participate in foundations and script analysis portion of 320B acting block. Prerequisites: THAR 143A and B, THAR 144A and B, THAR 244, 321A, and consent of instructor.

325 AUDITION FOR THE THEATRE (2) FALL

This course is designed to cover the practical aspects of auditioning for the theatre, including 1) selecting appropriate material, e.g., classic/modern, dramatic/comic, musical/revue; 2) preparing audition pieces; 3) giving a winning audition; 4) evaluating performance for future guidance; and 5) resume and headshot needs. May be taken three times for credit.

340 CHOREOGRAPHY II (2) SPRING

Further development of choreographic skills and artistry. Includes problems in group choreography and relationship to fundamentals of rhythm. May be taken three times for credit. Prerequisite: THAR 240.

343 ADVANCED SCENE PAINTING (2) SPRING

The basics of layout techniques and painting of full-scale scenery will be realized by the class with hands-on painting of the SSU productions scheduled for that semester. The course includes sections on being safe with toxic materials, and how to keep the environment green. Prerequisites: THAR 143A, 144A and B.

344A DESIGN FOR THE STAGE (3) FALL

An advanced course examining design and rendering techniques for the stage. Students learn advanced drafting techniques. Class works as a team, with students assuming various design responsibilities for selected plays. Prerequisites: THAR 144A and B and consent of instructor.

344B DESIGN FOR THE STAGE (3) SPRING

Continuation of THAR 344A. Prerequisites: THAR 144A and B, THAR 344A, and consent of instructor.

345 CHOREOGRAPHY III (2) FALL

Further development of choreographic skills and artistry, including more extensive group choreography and relationship of movement to sound and music. May be taken three times for credit. Prerequisite: THAR 340.

350 DIRECTING WORKSHOP (2) FALL

A workshop in directing scenes and compositions. Rehearsal and fundamental skills in composition, blocking, characterization, rhythm, style, and script analysis are explored. Approaches of significant directors are examined. May be taken three times for credit. Prerequisites: all lower-division theatre major/minor requirements or consent of instructor.

355 ADVANCED DIRECTING WORKSHOP (2) SPRING

An advanced workshop in composition, technique, and directed scenes or one-act plays that are rehearsed, presented, and critiqued as a means of reaching a final public performance. The course builds upon basic directing concepts and terms necessary for communication with actors and designers, while utilizing skills of research, text analysis, and staging principles. Prerequisite: THAR 350 or consent of instructor.

370A EARLY PLAYS: EVOLUTION AND INNOVATION (3) FALL

An examination of Western theatre from the Greeks to the Enlightenment. Plays are used as a basis for understanding how theatre reinvents itself to reflect social and historical currents. Emphasis on how dramatic literature and history can be interpreted and reexamined to resonate with today's theatre. The theatre artist is viewed as a voice for humanity as well as a force for social change. Prerequisite: THAR 102 or consent of instructor.

370B MODERN PLAYS: EVOLUTION AND INNOVATION (3) SPRING

Continuation of THAR 370A. Seminar on dramatic literature from the late 19th century to our own time. Continuation of THAR 370A. Prerequisites: THAR 103 or consent of instructor. May be taken out of sequence.

371A HISTORY OF DANCE A (3) FALL

Survey of history of Western theatrical dance from ritual roots to 19th century Romantic and Classical ballet. Prerequisite: THAR 102 or consent of instructor.

371B HISTORY OF DANCE B (3) SPRING

Survey of history of theatrical dance in the 20th century, including global influences on most recent dance forms. Prerequisite: THAR 371A or consent of instructor.

373 DANCES OF THE WORLD (3) FALL

An examination of dance as cultural expression primarily in non-Western, but not excluding, Western dance forms. This course will focus on ways in which dance flows across cultural boundaries, reflecting and creating culture. Satisfies upper-division GE, category C4.

374 THEATRE OF THE WORLD (3) SPRING

This course is an exploration of theatre traditions from around the world. Theatre is examined as the expression of specific cultures. Students learn how theatre practice transcends theatrical tradition and influences theatre making in both Western and Eastern cultures. Required for general theatre degree majors. Satisfies UD C4 general elective requirement. Prerequisite: junior or senior standing.

375 CONTEMPORARY PLAYS AND PLAYWRIGHTS

This class is an exciting and dynamic way to explore contemporary American playwrighting and its impact on the current American theatre scene. It offers some of the finest writing that is occurring in this country today. Students will discover theatrical trends of our own era, and how these trends relate to contemporary politics.

380 RESEARCH (3)

Development of research skills. May be used in practical application to a variety of projects for Theatre Arts productions. Students are encouraged to investigate topics of personal interest. The final research project may consist of an exploration of a particular era or phenomenon, or may be groundwork for a major creative project. May be taken three times for credit. Prerequisites: THAR 102 or 103, THAR 300, and THAR 370 and by contract with an instructor, specifying course expectations, work to be completed, regular schedule of contract hours, and assessment criteria.

395 COMMUNITY INVOLVEMENT PROGRAM (1-4)

400 THEATRE OF TODAY (1)

Survey of contemporary theatre, dance, and interdisciplinary performing arts. Includes subjects vital to the emerging artist such as career preparation guidance, resume writing, graduate school application, professional internships, and community theatre options. Prerequisites: THAR 300 or consent of instructor.

401 SENIOR PROJECT ENSEMBLE WORKSHOP (3) FALL

An upper-division Theatre Arts student may petition the Theatre Arts faculty to do a Senior Project. Such a project is the culmination of the student's work, and may be an original work, a performance project, a research paper, a teaching project, or take some other form which represents and reflects the student's interests and accomplishments. The privilege of doing a Senior Project is awarded only to a student deemed exceptional by the department faculty. Students who participate in another student's Senior Project may enroll in THAR 480 to receive credit. Prerequisites: senior standing and recommendation by department faculty.

410A ADVANCED DANCE BLOCK (5) FALL

A continuation of the work begun in 320A and B, with the focus on increasing technical and improvisational skill, and more refined perception of the structure and meaning of movement. Prerequisites: THAR 310A and 310B and consent of instructor.

410B ADVANCED DANCE BLOCK (5) SPRING

A continuation of 410A. Prerequisites: THAR 410A and consent of instructor.

420A ADVANCED ACTING BLOCK (5) FALL

Continuation of THAR 320A and B. See description above. Further development and integration of acting skills, including a wider scope of theatrical styles and scripts from the world's dramatic literature. Emphasis is placed on strengthening connections between performer and ensemble, and between performer and director. Note: Acting concentration students enroll for 5 units. Technical Theatre concentration students enroll for 2 units. Prerequisites: THAR 300, THAR 320A and B, and by consent of instructor. THAR 320 and THAR 420 are taught concurrently.

420B ADVANCED ACTING BLOCK (5) SPRING

Continuation of THAR 420A. See descriptions above: THAR 320A and THAR 420A. Prerequisites: THAR 420A, ENGL 339, and consent of instructor.

421A ADVANCED TECHNICAL BLOCK (2) FALL

Technical concentration students participate in foundations and script analysis portion of 420A acting block. Prerequisites: THAR 143A and B, THAR 144A and B, and THAR 244, 321A, 321B, and consent of instructor.

421B ADVANCED TECHNICAL BLOCK (2) SPRING

Technical concentration students participate in foundations and script analysis portion of 420B acting block. Prerequisites: THAR 143A and B, THAR 144A and B, and THAR 244, 321A, 321B, 421A, and consent of instructor.

430 SPECIAL TOPICS (1-3)

Each semester a special topic in theatre arts is selected to introduce students to recent theory, research, and practice in the discipline. Consult Schedule of Classes for current topic and unit offering. May be taken two times for credit.

444 HISTORY OF ORNAMENT (2)

Form and function of props, furniture, and architectural structures produced by humankind through the ages. Examination of ways in which decorations, style, and uses of these objects have evolved under political, cultural, and socio-economic influences. May include research and construction of properties for Performing Arts productions. Prerequisites: THAR 143A and 143B, THAR 144A and 144B.

460 DRAMA FOR CHILDREN (2) SPRING

Developing skills and resources for working with children, including creative dramatics, mime, storytelling, and scripted drama. Practical experience in working with children will be gained through master teacher observation and student teaching. May be taken three times for credit.

463 THEATRE MANAGEMENT (3) FALL

The study of scheduling, promotion, ticketing, house and stage management, booking, budgeting, and marketing theatrical productions. Practical application is gained by participation in the evening performances of the Center for Performing Arts.

470 DANCE FOR CHILDREN (2) SPRING

Developing resources and skills for working with children in creative movement. Class includes participation in rhythmic activities and movement exploration, with observation and student teaching of children's dance classes. May be taken three times for credit.

480 COORDINATED PROJECTS (1-3)

Involvement in on- and off-campus dance or drama projects with student directors, actors, designers, and/or technicians, and under faculty supervision. May be repeated six times for Cr/NC only. Prerequisite: consent of faculty supervisor.

485 TEACHING ASSISTANTSHIP IN THEATRE ARTS (1-4)

Teaching assistantship in Theatre Arts. Open only to upper-division students with knowledge of theatre with special interest in teaching and pedagogy. Intended to give students classroom experience by assisting an instructor in a THAR course or, under the supervision of a faculty member, experience in tutoring students. Prior arrangements with faculty required. Class open to juniors, seniors and graduate students only.

490 THEATRE PRACTICUM (1-3)

The use and development of a theatre skill, such as acting, dancing, design, light, set or costume construction, in a commercial environment where the evaluation of the work is under professional rather than faculty supervision. May be taken four times for Cr/NC only. Prerequisite: consent of faculty advisor.

495 SPECIAL STUDIES (1-4)

Individualized studies in topics beyond the scope of the regular curriculum. Contract with an instructor, specifying course expectations, work to be completed, regular schedule of contact hours, and assessment criteria. Prerequisite: consent of faculty advisor.

499 INTERNSHIP: THEATRE MANAGEMENT (1-4)

The student will gain practical experience in various management areas of theatre. Individual internships may include public relations, publicity, programming, scheduling, box office management, funding, sales, budgeting. The unit value will be determined by each internship. May be taken three times for Cr/NC only.

WOMEN'S AND GENDER STUDIES

DEPARTMENT OFFICE

Rachel Carson Hall 18
(707) 664-2840
www.sonoma.edu/womenstudies

DEPARTMENT CHAIR

Charlene Tung

ADMINISTRATIVE COORDINATOR

Jo-Ann Smith

Faculty

Nan Alamilla Boyd
Velma Guillory Taylor
Cindy Stearns
Charlene Tung

Programs Offered

Major in Women's and Gender Studies

Minor in Women's and Gender Studies

Career Minor in Women's Health

Women's and gender studies is an interdisciplinary major that examines the experiences and opportunities of women and men in relation to race, ethnicity, class, and sexuality. WGS places gender in specific cultural and historical contexts in relation to families, communities, and nations. In addition, feminist scholarship in recent years has inspired a vast array of work on those who identify as gay, lesbian, bisexual, or transgendered. Uniting inquiry in women's and gender studies is the effort to understand and explain the inequalities between and among men and women and to envision change.

The Women's and Gender Studies Department allows students to engage in both classroom and community work. In addition to building skills through course work in social science research methods, feminist theory, and a substantial original research project, students are also required to complete at least four units of internship in a community organization. These combined experiences provide women's and gender studies students with an opportunity to apply the theories and methods discussed in the classroom, and importantly, develop diverse skills for the job market.

The Women's and Gender Studies Department participates in conferences and offers courses and internships on gender issues in education. We also participate in a teacher preparation program that certifies the subject matter competence in social studies required for entry into a teaching credential program and exempts the student from taking the Praxis II Subject Assessment Examination in the social sciences.

Major in Women's and Gender Studies

The major is an interdisciplinary curriculum which explores the nature and function of gender socialization, gender roles, and gender stratification. This includes contemporary, historical, and cross-cultural examinations of the impact of gender on the division of labor, the social construction of intimacy, sexuality and family, mechanisms of governmental and social control, the content and conduct of academic research and teaching, and the interacting systems of racial, ethnic, and class stratification. Women's and Gender Studies also focuses on how ideological conceptions of masculinity and femininity shape human development.

The women's and gender studies major is constructed to encourage students to double-major or to minor in another discipline. The major has three components:

1. An interdisciplinary core of 21 units that exposes students to feminist theory and research about women and gender.
2. A disciplinary concentration of 15 units that exposes students to how gender analysis has developed within, and influenced, a specific discipline.
3. Skills application in education or human services through a total of 8 units of course work and internships in organizations or in teaching.

Careers in Women's and Gender Studies

Women's and gender studies graduates hold tools – knowledge of gender issues, critical thinking skills, and breadth of perspective – that public service organizations, private industry, government, and graduate schools want and need. The women's and gender studies major or minor provides excellent preparation for students going into teaching, counseling, social work, public relations, public policy and management, advocacy work, and other fields. WGS graduates also pursue advanced degrees in education, law, public policy, history, psychology, sociology, and other areas.

Bachelor of Arts in Women's and Gender Studies

Degree Requirements	Units
General education	51
Major core requirements	44
Electives	25
Total units needed for graduation	120

I. Core Requirements

WGS 280 Women's Bodies: Health and Image	OR	
WGS 285 Men's Health, Men's Lives	OR	
WGS 350 Gender, Sexuality, and Family		3
WGS 375 Gender, Race, and Class		3
WGS 425 Feminist Research Methods		4
WGS 475 Contemporary Feminist Theory		4
WGS 485 Senior Seminar		4

Electives 3
Any combination of courses from women's and gender studies and/or other departments that focus on gender issues. These courses must be in addition to those taken to fulfill II and III below.

Total core units 21

II. Disciplinary Concentration

Students must specialize in one discipline (defined as any recognized major or minor in the University) by completing 15 units of course work in that area as follows:

- A course on women, men, or gender (3-4 units). Examples: Sociology of Gender, Women Writers, Gender and Archaeology, or Women in U.S. History;
- An introductory (3-4 units) course in the discipline (may be lower- or upper-division); and
- Additional upper-division courses (8-10 units) in the discipline, chosen in consultation with a women's and gender studies advisor.

Total disciplinary units 15

III. Skills Application in Education or Human Services

WGS 390 Gender, Work, and Organization 4
WGS 395/499 CIP/Internships 4

Internships must be completed in an appropriate community organization or an organization concerned with gender change. Examples: Commission on the Status of Women, Women's Resource Center, National Women's History Project, Men Evolving Non-Violently.

Total skills application units 8

Total units necessary for major 44

Minor in Women's and Gender Studies

The minor in Women's and Gender Studies is an interdisciplinary curriculum that applies feminist perspectives to the study of women and men. It draws upon both courses offered through the women's and gender studies department (e.g., WGS 350) and courses on women offered through various departments on a regular and occasional Special Topics basis. The minor is composed of 10 units of core courses and at least 6 units of supporting courses, for a minimum total of 16 units. At least 13 of these units must be upper-division.

Minor Core Requirements (10 units)

The core courses provide an organized framework for understanding women's and men's lives and experience individually, within cultural groups, and from a societal perspective. It is recommended that students enroll in the core courses in the following order:

WGS 280 Women's Bodies: Health and Image **OR**
WGS 285 Men's Health, Men's Lives) **OR**
WGS 350 Gender, Sexuality, and Family 3
WGS 375 Gender, Race, and Class 3
WGS 475 Contemporary Feminist Theory 4

Minor Supporting Courses (6 units)

Minors in women's and gender studies must complete at least two courses from at least two of the following categories for a total of 7 units.

Note: Courses on women and gender offered in other departments can fulfill these requirements.

- I. Women and Gender in American Society
- II. Women and Gender in the Humanities
- III. Biological and Psychological Perspective on Women or Gender
- IV. Women or Gender in International and Cross-Cultural Perspective
- V. Special Topics on Women or Gender

Please come to the Women's and Gender Studies Department office (664-2840), Rachel Carson 18 for further information and for current offerings or call Charlene Tung, 664-2086, or Cindy Stearns, 664-2708, or Nan Alamilla Boyd, 664-2574.

Total units in the minor 16

Career Minor in Women's Health

Women's health is a large and growing area of research and policy interest in the United States. The career minor in women's health provides students with interdisciplinary coursework, training, and work experience in the social, political, and economic aspects of women's health and illness. Career needs of both health care providers and liberal arts and sciences majors are addressed. It is a highly suitable program for those interested in pursuing careers as nurses, physicians, counselors, therapists, public health workers, research analysts, and policy makers, and in a variety of other fields.

Program Advisor

Cindy Stearns, Women's and Gender Studies
Rachel Carson Hall 32, (707) 664-2708/2840

Minor Core Requirements (6 units)

WGS 280 Women's Bodies: Health and Image 3
NURS 480 Health, Sexuality, and Society or
WGS 350 Gender, Sexuality, and Family 3

Practical Application (3-4 units)

WGS 499 Internship in Women's Health Setting (4) or
NURS 425 Senior Clinical Study (3) 3-4

Electives (10-11 units)

All electives must be health-related (including mental health). When the health course does not explicitly deal with women's health, students are expected to do their term papers and projects on women's health issues and to be prepared to share these course materials with the program coordinator.

Suggested Electives

ANTH 370 Cultures, Illness, and Healing 3
ANTH 372 Talk About Feeling Sick 3
GERN 300 Basic Gerontology 3
GERN 319/SOCI 319 Aging and Society 3
NURS 340 Health and Illness in the Expanding Family 4
PSY 404/WGS 330 Psychology of Women 4
PSY 408 Transitions in Adult Development 4
PSY 454 Biofeedback and Somatic Psychology 4
SOCI 452 Health Care and Illness (cross-listed as GERN 452) 4
WGS 301 Women's Health Lecture Series 1-2
WGS 440/SOCI 440 Sociology of Reproduction 3-4
WGS/NURS 495 Special Study Research on Women's Health 1-4

Total units required in the minor 20

For more information come to the Women's and Gender Studies Department Office in Rachel Carson 18.

Sample Four-year Plan for Women's and Gender Studies Major *(freshman entry to program)*

Plan to complete the major (44 units) and graduate (120 units) in eight semesters starting in the freshman year. This major is organized to facilitate a double major or minor in another discipline. Hence 20 units of the major can be counted toward the double major (e.g., all the disciplinary concentration and 4 additional units can be counted for both majors).

FRESHMAN YEAR:: 30 Units

<i>Fall Semester (15 Units)</i>	<i>Spring Semester (15 Units)</i>
GE (3), GE (3)	GE (3), GE (3)
GE (3), GE (3), GE (3)	GE (3), GE (3), GE (3)

SOPHOMORE YEAR:: 30 Units

<i>Fall Semester (16 Units)</i>	<i>Spring Semester (14 Units)</i>
WGS 280 (GE) (3) or WGS 285 (3)	WGS elective (3)
Lower-division course in disciplinary concentration (4)	Disciplinary course (4)
GE (3)	GE (3)
Electives (6)	Electives (4)

JUNIOR YEAR:: 30 Units

<i>Fall Semester (17 Units)</i>	<i>Spring Semester (13 Units)</i>
WGS 375 (3)	WGS 390 (4) and WGS 499 (2)
Gender course in disciplinary concentration (4)	Disciplinary course needed for 20-unit minor (4)
WGS 350 (3)	Upper-division GE (3)
Disciplinary course needed to complete a minor (4)	
Upper-division GE (3)	

SENIOR YEAR:: 30 Units

<i>Fall Semester (17 Units)</i>	<i>Spring Semester (13 Units)</i>
WGS 425 (4)	WGS 485 (4)
WGS 475 (4)	WGS 499 (2)
Electives (9)	Electives (7)

TOTAL UNITS:: 120

Sample Four-Semester Plan for Women's and Gender Studies Major *(transfer students and upperclassman entry to program)*

Plan for transfer students and those who declare a major in women's and gender studies at the start of their junior year. (This plan assumes the student has completed 62 units toward graduation and all lower-division GE.) This plan is organized to facilitate a minor in another discipline.

JUNIOR YEAR:: 29 Units

<i>Fall Semester (14 Units)</i>	<i>Spring Semester (15 Units)</i>
WGS 350 (3)	WGS 375 (3)
WGS Elective (3)	WGS 390 (4) and WGS 499 (2)
Gender course in disciplinary concentration (4)	Disciplinary course (4)
Course in disciplinary concentration (4)	Upper-division GE (3)

SENIOR YEAR:: 30-32 Units

<i>Fall Semester (16 Units)</i>	<i>Spring Semester (15 Units)</i>
WGS 425 (4)	WGS 485 (4)
WGS 475 (4)	WGS 499 (2)
Disciplinary course (4)	WGS elective (3)
Course to complete the minor in a discipline (4)	Upper-division GE (3)
	Electives (3)

TOTAL UNITS:: 120

Women's and Gender Studies Courses (WGS)

Classes are offered in the semesters indicated. Please see Schedule of Classes for most current information and faculty assignments.

255 INTRODUCTION TO QUEER STUDIES (3)

This interdisciplinary course offers an introduction to the emergent field of queer studies by analyzing the role race, ethnicity, gender, and sexuality play in the social construction of modern gay, lesbian, bisexual, transgender, and queer (LGBTQ) identities.

280 WOMEN'S BODIES: HEALTH AND IMAGE (3) FALL, SPRING

This course examines research and theory about the health and body image concerns of women throughout the life cycle. This includes the gender politics of medical research, mental health, body image, reproductive health, and chronic illness. Students will be exposed to current theoretical work and writing about the body in society, including weight and appearance issues for women across race and social class. Students will develop the skills necessary to become better consumers of health information, including training in how to evaluate the quality of medical and health information available on the World Wide Web. Satisfies GE, category E.

285 MEN'S HEALTH, MEN'S LIVES (3)

The purpose of this course is to examine men's mental and physical health within the larger context of men's lives. A multidisciplinary perspective will be used to explore how various populations of men experience health, disease, and disability; the social sources of health and illness; and men's body image concerns. In addition, this course will develop an understanding of various theories of manhood or masculinity, and explore how men's participation in various activities—including relationships, family, fatherhood, sports, crime, and violence—influence their health and well-being. Satisfies GE, category E.

301 FEMINIST LECTURE SERIES (1-2) FALL, SPRING

A weekly lecture series (or occasional workshops) offering presentations and discussions of current issues from feminist perspectives. There is usually a semester-long focus on a particular topic, such as women's health or queer studies. The lectures are open to the community. May be repeated for credit. Cr/NC only.

311 SPECIAL TOPICS IN WOMEN AND GENDER STUDIES (1-4)

A variable-topics seminar focusing upon intensive study of specific topics in WGS. May be repeated for credit.

325 YOUTH: GENDER PERSPECTIVES (3-4)

This course examines youth, focusing on the complex interconnection of gender, race/ethnicity, social class, sexuality, and other factors in understanding the experiences and social conditions of children in the U.S., as well as the methodological issues that arise in conducting research on children. This course requires community service.

330 PSYCHOLOGY OF WOMEN (3-4)

An exploration of the psychology of women, with attention to issues of power and conflict, intimacy and dependence, special concerns in therapy for women, and the impact of race, class, ethnicity, and sexual preference on women's psychological development. Cross-listed as PSY 404.

350 GENDER, SEXUALITY, AND FAMILY (3-4) FALL, SPRING

An exploration of changing ideals and practices of gender, sexuality, and family life in the United States, drawing especially on recent feminist scholarship. Topics for reading and discussion will focus on both women and men. Fulfills upper-division GE, category E (The Integrated Person). Prerequisites: ENGL 101 or PHIL 101; and one course in sociology, psychology, American history or women's studies; or consent of the instructor.

365 WOMEN'S HISTORY AND WOMEN'S ACTIVISM (3)

This course will take an activist-historical perspective on the history of American women. The course will review historical figures and trends and the history of feminist activism, especially concerning writing women into history and the struggles for equality beginning with the Seneca Falls Convention in 1848.

370 GENDER IN ASIAN AMERICA (3-4)

This interdisciplinary course examines gender, race, class, and sexuality in Asian America. We consider how Asian American women and men fit into debates about sexism and racism in the U.S.—historically and contemporarily. Topics include Asian American participation in women's/civil rights movements as well as popular culture representations.

375 GENDER, RACE, AND CLASS (3) FALL, SPRING

An overview of the interaction of race, gender, and class oppression and resistance in the historical and contemporary experience of Native American, Asian American, African American, and Latino/Chicano women and men. The course seeks to enhance understanding of how racism, sexism, and classism function in the political, social, and economic systems of the United States. Students will have an opportunity to acquire knowledge of how race, gender, and class function and intersect with other issues. Satisfies GE, category D1 (Individual and Society); meets Ethnic Studies requirement.

380 GENDER AND SOCIAL MOVEMENTS (3)

Social movements organized around gender issues and identities are significant sources of social change in modern societies. This course analyzes the structure and dynamics of social movements based on gender, with attention to the roles of organizations, resources, leadership, recruitment, commitment, values, ideology, political culture, and countermovements. Case studies will emphasize the women's suffrage movement, the women's peace movement, the feminist movement that began in the 1960s as well as its offshoots and countermovements, the gay and lesbian rights movement, and recent men's movements. Cross-listed as SOCI 497.

385 GENDER AND GLOBALIZATION (3-4)

This class will use an interdisciplinary approach to explore how gender, race, class, sexuality, nation, and colonialism intersect locally and globally and to understand how gender shapes the realities of women worldwide. We will frame our analyses within an understanding of the processes of globalization and global communities.

390 GENDER, WORK, AND ORGANIZATION (4) SPRING

A review and critical evaluation of research on gender, work, and organization. Topics include: gender differences in earnings, advancement, and career selection; bureaucratic and alternative forms of work organization; balancing work and family demands; and practical and policy solutions for gendered problems men and women face in the workplace.

395 COMMUNITY INVOLVEMENT PROGRAM (1-4)

The purpose of CIP is to encourage student involvement in the community. Projects sponsored by women's and gender studies focus upon women's needs and organizations. Cr/NC only.

399 STUDENT-INSTRUCTED COURSE (1-4)

An introductory or advanced course designed by a senior or graduate student and taught under the supervision of faculty sponsor(s). Consult the women's and gender studies flyer for the current semester for descriptions of course offerings. Cr/NC only.

425 FEMINIST RESEARCH METHODS (4) FALL

A feminist critique of traditional methods of constructing knowledge and research practices and a discussion of gender-inclusive research strategies. Students will be given instruction in library and electronic information retrieval and in grant writing for research funding. Students will design, execute, and report on a research project.

440 SOCIOLOGY OF REPRODUCTION (3-4)

An exploration of sociological perspectives on human reproduction. Topics include reproduction and gender identity, the social implications of reproductive technologies, historical and contemporary perspectives on normal pregnancy and childbirth, the cultural context for breastfeeding, and the politics of reproductive rights and choices in the United States. Seminar. Cross-listed with SOCI 440.

455 QUEER THEORY, QUEER LIVES (4)

This interdisciplinary course offers advanced work in queer studies by looking at the production of theories about same-sex sexualities in history, culture, and politics. The course presents queer theory in conjunction with critical race theory, feminist theory, and post-Colonial studies. Prerequisite: WGS 255: Introduction to Queer Studies, instructor consent.

475 CONTEMPORARY FEMINIST THEORY (4) FALL

This course examines both historical and contemporary trends in feminist theory. Students will examine how feminist theory might address the complex relationship between race-ethnicity, gender, sexuality, class, and nation as they relate to (for example) the production of knowledge, the implementation of theory and practice, and social change/activism. Prerequisite: WGS 280 or WGS 350, or by instructor's consent.

485 SENIOR SEMINAR (4) SPRING

This course provides WGS students an opportunity for advanced study on a special topic each semester (determined by instructor). The seminar format allows students an intensive experience and heightened responsibility for course content. Students will write research papers or design organization/advocacy programming as appropriate. The course should be taken during the student's senior year. Prerequisite: WGS 280 or WGS 350 or 375, or by instructor's consent.

492 SYLLABUS DESIGN (1) FALL, SPRING

Students work on an individual basis with a faculty member to develop reading materials, lecture, and discussion topics, and assignments appropriate to the teaching of a specific student-taught course in women's and gender studies. Student-taught courses must be approved by the chair, and students must follow established procedural guidelines for teaching in the women's and gender studies program. Most student teachers are required to take WGS 492 before teaching, and WGS 493 while teaching.

493 TEACHING SUPERVISION (1) FALL, SPRING

In order to continue professional skill development in the teaching of adults, students enroll in WGS 499 in order to instruct a student-taught class in Women's and Gender Studies. Students acting as teaching assistants in the University or teaching adults in a community context may also enroll in this course. Prerequisite: WGS 492; corequisite: WGS 499, or consent of instructor.

495 SPECIAL STUDIES (1-4)

Upper-division students may elect to do an independent research or action project under the direction of a women's and gender studies faculty member.

499 INTERNSHIP (1-4)

Supervised training and experience for advanced students in community agencies concerned with women's and men's issues and gender change. Student teaching of a student-taught University course is another form of internship. At present we offer credit (and not a grade) for student teaching and off-campus projects. Special contracts are required and are obtainable either in the department office or the Center for Field Experience. Internships may be paid. Cr/NC only.

Graduate Courses**500 SEMINAR IN FEMINIST THEORY AND RESEARCH IN THE SOCIAL SCIENCES (3) SPRING**

A survey of feminist critiques of social science theory and research in various disciplines (depending on student interest): anthropology, history, political science, psychology, and sociology. A survey of feminist attempts to reformulate and transform social science theory and methods, including debates and disagreements among feminist scholars. Requirements will include an individual research project and analysis. Prerequisite: at least one course in a social science and at least one course that focuses on women or gender (course may be at graduate or undergraduate level).

UNIVERSITY COURSES

UNIV 50 WRITING SKILLS (3)

This course focuses on developmental and learning skills in writing, including language mechanics, sentence patterns, paragraph patterns, spelling, vocabulary, and developmental skills in reading, in preparation for ENGL 99. UNIV 50 is taught by Learning Skills Services staff and features an intensive learning environment. Placement in this course is based on the score on the English Placement Test (EPT). Cr/NC only. Not applicable toward graduation.

UNIV 102 FIRST YEAR EXPERIENCE (3)

Designed to foster a supportive learning community, provide mentoring, enhance academic skills, personal skills (self-awareness, responsibility, relationships with others), and knowledge about campus resources to facilitate successful transition from high school to college. Other aspects covered are choosing a major, career exploration, health and social issues (sexual assault/harassment, alcohol/drug abuse), information competencies, code of conduct, and diversity/multiculturalism. This course is strongly recommended for first semester students.

UNIV 103A LEARNING STRATEGIES: MATH THINKING (1)

An academic success course that explores mathematical thinking, problem solving, and personal and cultural approaches to mathematics. Suitable for all students who have not yet passed a GE math course. This course can be taken for credit up to two times.

UNIV 103B LEARNING STRATEGIES: STUDY SKILLS (1)

An academic success course that provides in-depth study skills information and practice, including effective time management, test taking, textbook reading, stress management, and memory techniques. This course can be retaken for credit up to two times. Cr/NC only.

UNIV 103C LEARNING STRATEGIES: WRITING (1)

An academic success course that reviews strategies, skills, and habits that lead to improved academic writing. This course can be retaken for credit up to two times.

UNIV 103D LEARNING STRATEGIES: ACADEMIC READING (1)

An academic success course that introduces strategies to aid comprehension and retention of academic reading skills required across the University disciplines. This course can be retaken for credit up to two times.

UNIV 103S LEARN STRATEGIES: SUPPLEMENTAL INSTRUCTION (1)

Discipline-specific study skills taught in the context of a designated GE course. Consent of instructor required. May be taken three times. Cr/NC only. Corequisite: enrollment in designated GE course.

UNIV 199 STUDENT-TO-STUDENT LECTURE SERIES (1)

UNIV 237 CAREER-LIFE PLANNING (1-2)

Offers students an opportunity to clarify their interests, values, skills, and lifestyle preferences to provide a foundation for effective career planning. Students use assessment inventories, interactive exercises, and occupational research to expand their understanding of options and plan their education and career paths, and learn job search strategies. Most appropriate for sophomores, juniors and seniors.

UNIV 238 FOUNDATIONS OF LEADERSHIP (3)

This course examines the basic concept of leadership and the elements that comprise its practice in today's society. Through theory, discussion, and experiential learning, the course provides the foundational knowledge required for actual leadership opportunities on campus and future employment in the work world. Topics include historical and modern views on leadership; the relationship between service, followership, and leadership; motivation; environmental effects on leadership; and ethics and power. Concurrent enrollment in 238B is required.

UNIV 295 COMMUNITY INVOLVEMENT PROGRAM (1-4)

CIP provides undeclared students the opportunity to explore career possibilities while providing much-needed community service. Students may earn credit for volunteer service in a variety of organizational settings that may help them clarify their career goals and declare a major appropriate for them. Requirements are 30 hours of community service per unit, a minimum of 2 meetings with advisor or faculty sponsor, and a final paper. A maximum of 6 units of CIP may be used toward graduation. Cr/NC only.

UNIV 310 PORTFOLIO WORKSHOP (3)

A mentoring seminar for students re-entering higher education. This orientation course has as its primary goal the connecting of past experiences with present academic opportunities through an academic plan for graduation. Course activities include discussion of learning theory, completion of learning styles inventories, introduction to educational uses of information resources and technology, and the compiling of a portfolio, including an expanded resume, an intellectual autobiography, two learning essays, and an individual academic plan. On instructor recommendation, portfolios may be evaluated for degree credit for prior learning through the Faculty Evaluated Prior Learning Program. Prerequisites: completion of GE areas A2 and A3.

UNIV 375 STUDY ABROAD (12)

Academic programs in institutions outside the country. Enrollment is by permission of the Office of International Programs. Cr/NC only.

ACADEMIC CENTERS, INSTITUTES, AND PROJECTS

Anthropological Studies Center

ASC Building 29
(707) 664-2381
Fax: (707) 664-4155
www.sonoma.edu/projects/asc
e-mail: asc@sonoma.edu

Director

Adrian Praetzellis

The Anthropological Studies Center undertakes activities that benefit the students of Sonoma State University, scholarship in the field of historic preservation, and the community at large.

The Center fulfills its mission in education, research, and public service by creating the opportunity for SSU students to learn real-world skills in historic preservation through the Center's professional apprenticeship program; by maintaining an Archaeological Collections Facility in which millions of artifacts are available for students and scholars to study; and by operating an Office of Interpretive and Outreach Services that provides the public with information about archaeology and historic preservation.

Since 1977, nongovernmental organizations and state and federal agencies have awarded ASC more than \$40 million in grants and contracts. The Center, which maintains more than 5,000 square feet of laboratory and administrative office space, has a staff of 25 salaried professional staff and many part-time student employees. In 1999, ASC was awarded the Governor's Award for Historic Preservation by Governor Davis.

California Institute on Human Services

CIHS Building
(707) 664-2416
www.sonoma.edu/cihs/
e-mail: cihsweb@sonoma.edu

Director

Tony Apolloni
e-mail: tony.apolloni@sonoma.edu

The California Institute on Human Services (CIHS) works in concert with the SSU faculty, staff, and students in developing and testing research-based solutions to "real world" problems in the fields of education and related human services. Current areas of focus include child and family violence prevention, early childhood education, language development, literacy, improvement of low-performing schools, service learning, special education, and career vocational education.

The education, child development, and social science professionals and staff who work at CIHS possess special expertise and experience in the delivery of professional development training and technical assistance programs, in-service learning, the design and

preparation of research-based written and video program materials, assessment systems, and the latest developments in computerized distance learning. CIHS is committed to work that reduces barriers to learning and opportunity, and promotes a healthier and better quality of life for all individuals throughout the United States.

California Reading and Literature Project

Rachel Carson Hall 19
(707) 664-2257
Fax (707) 664-4330

Co-Directors

Kathy Harris and Julie Hermsillo
e-mail: kathy.harris@sonoma.edu

The California Reading and Literature Project (CRLP) is one of the several subject matter projects administered by the University of California in concurrence with the superintendent of public instruction and the chancellor of the California State University. The mission of the CRLP is to help ensure that every California student achieves the highest standards of performance in reading and language arts through support for teacher leadership and by providing continuing professional development opportunities for teachers of reading and literature, including expository texts, in K-12 and university classrooms.

The site office at Sonoma State University administers programs for educators from Marin County to the Oregon border. Teachers working in grades K-university are invited to participate in the many professional development opportunities offered by the California Reading and Literature Project, including the Governor's Reading Professional Development Institutes, University-based courses and institutes, and site-based staff development. The chief focus of the Project is the improvement of student achievement against state standards, with a special focus on underperforming schools. In all CRLP programs, teachers participate in the examination of best classroom practice in the teaching of reading and literature, as well as recognition of the multifaceted roles in which teachers are engaged themselves as readers, facilitators of learning, researchers, and professionals.

Center for Management and Business Research

Stevenson Hall 2042
(707) 664-2377

The Center for Management and Business Research serves as a bridge between the institution and the external community, and provides the business community with an opportunity to upgrade existing skills, to gain new knowledge, and to increase productivity. The Center also serves as a repository of a comprehensive economic database useful to decision makers in the North Bay.

Center for Economic Education

Stevenson Hall 2026-N
(707) 664-3070

Director

Sue Hayes

The Center for Economic Education provides school teachers and the general public in the service area with a variety of educational materials. The Center also conducts workshops for high school economics teachers as required by Senate Bill 1213.

Institute for Small Business Development

Director

Armand Gilinsky
(707) 664-2709

e-mail: armand.gilinsky@sonoma.edu

The Institute works with small businesses that meet specific requirements for fieldwork for small business students.

Center for Regional Economic Analysis

Stevenson Hall 2042
(707) 664-4256

Director

Robert Eyler
eyler@sonoma.edu

The Center for Regional Economic Analysis (CREA) at SSU provides first-rate research, data, and analysis for local industry and governments. Its mission is to produce and disseminate new information in the general area of economic research, and in the specific areas of business economics, economic development, regional economics, and fiscal policy. The CREA serves the business community; federal, state, and local governments; individuals; and SSU. A special emphasis is placed on businesses and governments in the SSU service area.

Center for Teaching and Professional Development

Schulz 1104
(707) 664-CTPD
www.sonoma.edu/ctpd/

Director

Brett Christie, Ph.D.
(707) 664-2873
e-mail: ctpd@sonoma.edu

The Center for Teaching and Professional Development is funded from the budget for academic programs and is developed by University faculty to support professional development, especially excellence in teaching. It is operated by one faculty member (devoting 40 percent of his/her time to the center) and a part-time staff person, and offers a variety of services.

Workshops and programs are designed to support faculty in the use of instructional technology, innovative curriculum development, classroom management, and professional development. Workshops have highlighted collaborative learning, computer-mediated instruction, teaching traditional-age students, recognizing gender bias, developing and maintaining scholarly and professional writing skills, and situational leadership for department chairs. The Director consults with faculty one-on-one and in groups to develop effective tools and strategies for the enhancement of teaching. The Director is also available for making classroom visits to provide feedback on teaching. The Center directs the orientation process for new faculty during their first years at the University and is a clearinghouse for dissemination of professional literature and information to faculty.

Center for the Study of the Holocaust and Genocide

Stevenson Hall 2081
(707) 664-4296
e-mail: centerh@sonoma.edu

Director

Myrna Goodman

The Center for the Study of the Holocaust and Genocide is an academic institute constituted in February 1987 to provide education on the origins, nature, and consequences of the Holocaust. Recently, the Center has broadened and expanded its focus to include the study of other historical and modern genocides. The primary activities of the Center are the organization and coordination of the annual, nationally recognized Holocaust Lecture Series; developing Holocaust resource materials (publications, electronic media, etc.) for campus, school, and public use; and cooperative efforts with a community-based group, the Alliance for the Study of the Holocaust, to provide Holocaust education in the SSU service area schools.

The Center also promotes research on Holocaust themes and has sponsored conferences, film series, author presentations, and teacher training seminars. In collaboration with the Schulz Information Center and other regional libraries, the Center enhances the collection of books, videos, and other descriptive materials. The Center also supports commemorative events and the presentation of artistic and historical exhibits and offers access to information on the Holocaust and genocide across a broad range of thematic and disciplinary approaches.

Community Counseling Project

Stevenson Hall 1001
(707) 664-2648

Director

Mark Doolittle
e-mail: mark.doolittle@sonoma.edu

Under sponsorship of the Counseling Department and the California Institute of Human Services, the Project's goals are:

- 1) To create links between the University and the community that provide direct, practical services for the less fortunate and less advantaged members of our community.
- 2) Through the on-campus Community Counseling Clinic and Outreach Programs, to provide high quality, low-cost services to the children, families, and communities in the service area of SSU.
- 3) To support and develop collaborative programs with businesses, agencies, schools, and foundations that create innovative solutions for the social, family, and personal problems facing individuals and families in our community.
- 4) To sponsor and support the development of on-campus collaborations between SSU departments and centers which serve the goals of community service, increased training options, and expanded research opportunities that enhance the educational and career opportunities of Sonoma State University students.

Preserve is dedicated to protecting and restoring natural communities and fostering ecological understanding through education and research. The preserve offers SSU students the opportunity to deepen their educational experience to include field research and community-based environmental service learning.

The Preserve's environmental education program, offered to regional elementary school classes, is among the largest and longest running in Northern California. Thousands of elementary school children learn about nature each year by participating in this program. The Preserve offers public tours and a series of field workshops led by local experts on the biology and geology of the region.

Located on the western slope of the interior Coast Range mountains, the Preserve harbors a great diversity of natural communities on its 461 acres – oak woodland, freshwater marsh, upland vernal pool, riparian woodland, chaparral, evergreen forest, native grassland, and pond. This combination of aquatic and terrestrial habitats makes the Preserve an important refuge for wildlife, including migratory birds, rare amphibians, and aquatic invertebrates and insects. To protect these biological resources and ongoing research projects, and to ensure the safety of visitors, the Preserve is open for guided hikes only.

Entrepreneurship Center

Stevenson 2019
(707) 664-2709

Director

Armand Gilinsky
e-mail: armand.gilinsky@sonoma.edu

The Entrepreneurship Center is a new initiative undertaken to address the educational needs of existing and aspiring entrepreneurs in our six-county service area. The Center leverages support of the SSU School of Business and Economics and seed money provided by the Coddling Foundation and other local sponsors. The Center is in the process of forming an Advisory Board. The Center hosts monthly breakfast briefings by successful local entrepreneurs for small and family-owned businesses and nonprofits at a nominal cost.

Fairfield Osborn Preserve

6543 Lichau Road
Penngrove, CA 94951
(707) 795-5069
www.sonoma.edu/org/preserve
e-mail: fairfield.osborn@sonoma.edu

Site Manger and Education Coordinator

Julia E. Clothier

Faculty Preserve Director

Nathan E. Rank

Named in honor of the pioneer ecologist Fairfield Osborn, the Preserve was donated to The Nature Conservancy by the Roth family in 1972. Owned and managed by SSU since 1998, Fairfield Osborn

Geographic Information Center

Stevenson Hall 3060
(707) 664-2194
Fax: (707) 664-3920
www.sonoma.edu/gic/

The Center promotes and fosters the use of geographic information systems (GIS) technology in education and research at SSU and the surrounding region. The Center seeks to stimulate interdisciplinary collaboration among faculty, students, and other groups who can benefit from using geographical information and spatial analysis. The Center accomplishes this mission by providing shared hardware and software resources; data archives and access; consulting services; community outreach; and courses for GIS education. Housed in the Department of Geography, the Center provides several courses with a solid foundation in geographic information science, as well as hands-on experience using GIS analytical tools. The Center is dedicated to fostering student participation in funded research projects and community service. Student research assistants and interns are an integral component of the Center's productivity.

Projects at the Center have recently focused on efforts such as developing geographical models to predict the spread of sudden oak death; using high-resolution aircraft imagery for natural resource assessment of regional state parks; modeling spatial patterns in the abundance of invasive weeds; mapping habitat suitability for the endangered Point Arena mountain beaver; and mapping road and property parcels using aircraft imagery.

The Center has a resident systems administrator and well-equipped instructional and research computer labs for GIS analysis, image processing, and digital cartography. The Center also oper-

ates a base station for the global positioning system (GPS) and maintains ten GPS mobile receiver units. As a complement to this technology, the Center also houses extensive collections of maps, aerial photographs, and remotely sensed imagery, and one of the most complete historical weather libraries in California. A real-time weather station provides students and the community with current weather data in addition to historical resources.

Hutchins Institute for Public Policy Studies and Community Action

Rachel Carson Hall 34
(707) 664-3185

Director

Francisco H. Vázquez
e-mail: francisco.vazquez@sonoma.edu

The mission of the Hutchins Institute for Public Policy Studies and Community Action is to promote discussions about environmental and socioeconomic issues on and off campus, and to facilitate research and projects on these topics.

In keeping with this mission, the Hutchins Institute sponsors the following programs:

- A Liberal Studies Degree Completion Program featuring Saturday seminars and weekly online discussions. Students remain in the same cohort for four semesters in the interests of creating a vibrant learning community.
- Action for a Viable Future: a master's program emphasizing the interrelationships among three themes: ecological issues, economic/social justice issues, and the moral and psychological dimensions of change. The action projects completed by Master's students add a public policy dimension to the Center.
- College Assistance Migrant Program (CAMP): recruitment and support of first year college migrant or seasonal students at Sonoma State University, Santa Rosa Junior College, and Napa Valley Community College.
- Center for Information and Research on Civic Learning and Engagement (CIRCLE): a research project to determine the levels of civic engagement among Latino high school students.
- The Student Congress: a high school-based project that promotes Socratic seminars among underserved high school students.
- The Association of Hutchins Alumni (AHA): a network of individuals interested in lifelong learning, featuring occasional seminar reunions and the Alumni Book Club.
- Northern California Earth Institute: to promote discussion groups based on a series of five group study guides on various topics relating to sustainability.

- Roseland Redevelopment Project: A project to turn the Roseland Shopping Center located in Sebastopol Road (to Dutton Avenue) into a three-story building with low-income housing on the third floor, offices in the second floor, and businesses on the first floor. Include in this urban development a multi-cultural center and a plaza with a kiosk and gardens.

The Hutchins Institute invites the submission of proposals to promote activities that are in keeping with its mission. Anyone interested in participating in any of the listed current activities or wishing to propose new projects should contact the Director.

Institute for Community Planning Assistance

Rachel Carson Hall 20-A
(707) 664-4105/3145
Fax: (707) 664-4202

Director

Thomas Jacobson
e-mail: tom.jacobson@sonoma.edu

The Institute for Community Planning Assistance is a nonprofit research and community service center sponsored by the Department of Environmental Studies and Planning at Sonoma State University. ICPA was established in 1984 to meet the expressed needs of public agencies in the University service area, which sought affordable, often labor-intensive, studies, surveys, and other projects. ICPA utilizes SSU faculty and students to staff these community projects. Among ICPAC's ongoing activities is the Environmental Mediation Program, which offers neutral, third-party facilitation and mediation services on land use and environmental matters. Emphasis is on dispute avoidance and resolution and on consensus-building. ICPA also offers training programs to local governments on a variety of planning and planning law topics.

ICPA's primary purposes are to:

- engage in community service by making services available to local agencies;
- provide a mechanism for faculty and student research in the areas of community and environmental planning;
- further the education and professional development of Environmental Studies and Planning students by complementing their classroom and internship experiences; and
- provide financial assistance in the form of wages to student assistants, who are hired on an as-needed basis to fill various research and support roles.

Migrant Education Advisor Program

Nichols 241
(707) 664-2748

Director

Colleen Olmstead
e-mail: colleen.olmstead@sonoma.edu

An urgent need exists for role models with knowledge of challenges encountered by migrant students and for advocates sensitive to their social and academic needs. Research highlights three critical areas of need:

1. Lack of sufficient school counseling services, particularly ethnically diverse counselors.
2. High state and national high school dropout rates among migrant students.
3. Low disproportionate numbers of migrant students enrolling in college.

The Migrant Education Advisor Program (MEAP) is a California State University collaborative project responding to these needs.

MEAP Goals:

- Promote bilingual (bicultural) college undergraduates and Counseling M.A. program graduate students as role models and future school counselors and educators, offering paid work experience and training as paraprofessional school advisors.
- Provide academic advising for migrant and at-risk students to ensure graduation and skills for lifelong success and pursuit of postsecondary education.
- Provide career guidance so that migrant and at-risk students develop career and educational goals.
- Support social, emotional, and academic growth of students served through fostering of self-esteem, cultural pride, and leadership development.

North Bay International Studies Project

Rachel Carson Hall 10A
(707) 664-2409
Fax: (707) 664-2505

Director

Miriam Hutchins
e-mail: miriam.hutchins@sonoma.edu

The North Bay International Studies Project (NBISP) is one of the grant-funded, statewide subject-matter projects that provide pedagogical and curriculum resources in History/Social Science and International Studies to the University and K-12 educational community. The Project offers workshops, seminars, lectures, and

summer institutes aligned with the California State Standards for history/social science, including content programs in international studies, world and American history, teaching methodologies, and leadership development. All teachers participating in NBISP programs examine what constitutes best classroom practice in history/social science and the multifaceted roles in which teachers are engaged as facilitators of learning, researchers, and professionals. NBISP programs are also open to student teachers.

Project Censored

Stevenson 3043
(707) 664-2500
Fax: (707) 664-3920
www.sonoma.edu/projectcensored.org

Director

Peter Phillips

Founded by Carl Jensen in 1976, Project Censored is a nonprofit program within the SSU Foundation, a 501(c)3 organization. Its principle objective is the advocacy for, and protection of, First Amendment free press rights in the United States.

Through a partnership of faculty, students, and the community, Project Censored serves as a national media ombudsman by identifying important national news stories that are underreported, ignored, misrepresented, or censored by media corporations anywhere in the United States. The project also encourages and supports journalists, faculty, and student investigations into First Amendment issues through its annual censorship yearbook, quarterly newsletter *Censored Alert*, and nationwide free press advocacy.

Each year, Project Censored publishes a list of the top 25 most censored/misunderstood nationally important news stories. The book, *Censored: The News Stories That Didn't Make the News*, is released each year in March. Project Censored is administered through the SSU Sociology Department.

Sonoma Film Institute

Ives Hall 63
(707) 664-2606

Director

Eleanor Nichols

The Sonoma Film Institute brings to the University a broad variety of films – from silent film to the avant-garde, from contemporary American film to films from the Third World – designed to expand audience awareness of film. Sponsoring appearances of filmmakers and integrating screenings with Sonoma State University's various film studies courses, the Sonoma Film Institute is a vital and enriching program that provides its audiences with a unique viewing experience.

Sonoma State American Language Institute

Stevenson 1038
(707) 664-2742
Fax: (707) 664-2749

Director

Helen Kallenbach
e-mail: SSALI@sonoma.edu

A program of Extended Education, Sonoma State American Language Institute (SSALI) provides intensive language instruction to students, professionals, and others who need to learn English quickly to meet academic, job-related, and social needs.

Since 1979, SSALI has been providing challenging classes taught in a supportive and family-like environment. In addition to serving the needs of foreign students on F-1 visas, the SSALI program is ideal for international employees, trainees, and their spouses and adult children on B1, J1, H1B, or H4 visas, as well as residents. Most students can study up to 24 hours per week in grammar, composition, reading, and oral communication as well as elective courses such as TOEFL preparation, American culture, business, pronunciation, conversation, and vocabulary. SSALI students enjoy a variety of extracurricular activities, including holiday celebrations, sporting competitions, and excursions to nearby places of cultural and social interest.

Short-term contracts are also available by special arrangement.

For complete details on the SSALI program, contact the Institute or access its webpage at www.sonoma.edu/exed/ssali/.

Sonoma State University Wine Business Program

Stevenson 2027
(707) 664-2260
Fax: (707) 664-4009
www.sonoma.edu/winebiz

Director

Mack Schwing
e-mail: winebiz@sonoma.edu

Created through a partnership between the University and the wine industry, Sonoma State's Wine Business Program is the only University program in the United States to focus exclusively on the business dynamic within the wine industry. While other universities have programs that emphasize grape growing and wine making, SSU's program offers a specialized curriculum concerned with the business challenges currently facing the wine industry. For the wine industry professional, the University offers its professional development courses. These classes are designed specifically to improve the range of skills for those already employed within the wine industry.

Community-Based Learning Programs

COOL SCHOOL

Foundation Center, Building 200

Director

Julie McClure
(707) 664-4232
e-mail: julie.mcclure@sonoma.edu

COOL SCHOOL is a free after-school program available to address the needs of at-risk children by providing a safe and fun environment that facilitates academic and social advancement through homework assistance, recreation and arts, math activities, and one-on-one tutoring in reading.

Project SCHOLARS

Foundation Center, Building 200

Director

Julie McClure
(707) 664-4232
e-mail: julie.mcclure@sonoma.edu

Project SCHOLARS links the resources of Sonoma State University's Schools of Sciences and Education with local school districts of Sonoma County and places Sonoma State University students interested in careers in teaching at-risk, low-performing school children. Through the Project, trained tutors engage more than 700 children in more than 50,000 hours of reading tutoring annually.

Office of Community-Based Learning

148 Nichols Hall

Coordinator

Elaine Sundberg
(707) 664-2215
e-mail: elaine.sundberg@sonoma.edu

The Office of Community-Based Learning (OCBL) advances community-based programs on the SSU campus. The OCBL supports faculty to develop innovative, community-based teaching that engages local agencies and schools in partnerships to address real-world problems. Ultimately, this encourages students to be active citizens and learn through service.

The OCBL serves as a central point of contact for faculty, community agencies, and students who want information and support for community-based programs at SSU. We offer a range of support services, including: faculty development grants, faculty mentoring and training opportunities, student leadership programs, campus contacts and information for community agencies, and ongoing support for service learning promotion and recognition.

UNIVERSITY LIBRARY

The Jean and Charles Schulz Information Center

LIBRARY ADMINISTRATION

(707) 664-2397

LIBRARY HOURS

(707) 664-2595

library.sonoma.edu

DEAN

Barbara Butler

Library Faculty

Erin Bower

Karen Brodsky

Mary Dolan

Paula Hammett

Sandy Heft

Phil Huang

Dayle Reilly

Rick Robison

Geoffrey Skinner

Raye Lynn Thomas

Overview

Throughout history, libraries have been at the center of cultural and intellectual life, providing a unique place for discovery. The University Library in the Jean and Charles Schulz Information Center continues this tradition through the development of innovative programs, access to print and electronic resources, and technology designed to enhance the information seeking process.

Completed in August 2000, the Schulz Information Center offers the Sonoma State community a beautiful environment for pursuing academic endeavors. The many unique features of the three-story, 215,000-square-foot building include wireless technology; video conferencing; a 24-hour computer lab; art gallery space; a cafe; open terraces; natural and ambient lighting, including skylights; plenty of open study space and computers; and two fully accessible entrances. The infrastructure of the Information Center includes more than 2 million feet of cable, more than 100,000 feet of fiber optic cabling, nearly 5,000 network and phone jacks, a top-of-the-line integrated security system and fire alarm systems, and state-of-the-art seismic features. In addition, the Information Center has a state-of-the-art automated retrieval system that provides quick access to items housed in a computer-managed shelving system.

Collections and Services

The University Library has a collection of more than 650,000 bound volumes, with approximately 8,000 new titles added each year. Current periodical subscriptions number more than 12,000 in both print and electronic formats. The regional collection contains many current and historical materials and local documents relating to the North Bay, including a growing collection of wine-related materials. The University Library's special collections include the Carl Bernatovech collection of Jack London materials and the papers of well-known *Press Democrat* columnist Gaye LeBaron. The microform collection has more than 1.3 million items. The Library maintains a collection of more than 65,000 federal and state government documents. The Library also enjoys extensive borrowing agreements which provide speedy access to the materials held by institutions throughout the state and the country.

The Information Commons on the first floor is a multifunctional location providing students a unique gathering space to research, study, write, and pursue other academic tasks. The Information Commons provides extensive access to the types of technology needed by today's students, including wired and wireless Internet access and productivity software.

The Reference and Instruction Department is located on the second floor. Reference services range from quick answers to simple questions to advanced research consultations to librarian office hours. Instruction services include workshops and training in library research and resources, specialized sessions for specific classes at the request of instructors, and targeted sessions for entering freshmen.

The Multimedia Center, also on the second floor, houses the non-print collection, such as sound recordings, videocassettes, DVDs, and an interactive multimedia development lab. The curriculum collection for teacher education and juvenile books are also located on the second floor.

The third floor houses most of the University Library's circulating collection, SSU theses, the regional collection, and the University Archives. Within the special collections area is the Waring Jones Reading Room, which houses the Jack London materials among other unique, one-of-a-kind materials.

The Information Center was made possible through a generous gift from Jean and Charles Schulz, the Rancho-Cotati Unified School District, private donations, and the support of California taxpayers.

INFORMATION TECHNOLOGY

Jean and Charles Schulz Information Center 1000

(707) 664-2346

SENIOR DIRECTOR

Chief Information Officer

Sam Scalise

Information Technology provides the spectrum of services needed to deliver quality academic and administrative technology. SSU/IT works with:

- The faculty and students to provide Academic Computing and Instructional Technology in support of teaching and research.
- The administration and staff to provide Administrative Information Systems for the management of finances, human resources, student records, and other mission critical needs.

SSU/IT brings together teams of expertise across a range of technologies to provide the necessary guidance and leadership to fully implement successful efforts in instructional and administrative technology. SSU/IT specifies campuswide standards and provides consulting in order to ensure all technology systems are cost-effective and architecturally sound.

SSU/IT provides e-mail, webpages, multimedia equipment, video production, instructional technology software, videoconferencing facilities, high-tech classrooms, and media services preview rooms. A fully staffed help desk provides consulting in the use of information technology. Consultants are available by phone, 664-HELP; e-mail, helpdesk@sonoma.edu; or in person, Schulz 1063.

Workstation support is provided to faculty and staff for their office-based computers. SSU/IT provides assistance to faculty in developing online multimedia content.

Computer labs with a wide range of software are available to students, faculty, and staff. Lab consultants may be reached at 664-LABS. The 24-Hour Lab is open continuously during the semester. Other labs may be scheduled for classes. Schedules are posted outside each lab and on the Web at www.sonoma.edu/it/labs.

SSU/IT operates a high-speed campus and residential network with more than 20,000 nodes that provide access to resources from the campus and across the Internet. SSU/IT also operates a modern phone system with more than 4,000 lines for the campus and residential community.

SSU/IT is responsible for the technical operation of administrative information systems for human resources, finance, and student information systems.

Sonoma State University is a member institution of CENIC. As such, users of SSU's network facilities must follow the Acceptable Use Policy (www.sonoma.edu/it/get_connected/computing/aup.shtml).

For more information see www.sonoma.edu/it.

STUDENT SERVICES

Once you have decided to attend Sonoma State University, how do you make sure that you take full advantage of your University experience? Answer: Get involved!

At Sonoma State University, we are committed to enhancing the quality of life for all students. The University offers a wide range of student services and cocurricular programs and activities to support our goals of student satisfaction, retention, and graduation. We encourage you to become familiar with these services and programs that enrich your college experience. They are provided by the professional staff in the division of Student Affairs and Enrollment Management.

Student Affairs and Enrollment Management includes the following units, all of which are committed to delivering high quality student services and student activities.

- Admissions
- Advising, Career, and EOP Services
- Associated Students, Inc.
- Campus Life
- Children's School
- Counseling and Psychological Services
- Disabled Student Services
- Educational Mentoring Teams
- Intercollegiate Athletics
- International Services
- Residential Life
- SSU Writing Center
- Sonoma Student Union Corporation
- Student Conduct
- Student Health Center
- Student Records
- Testing Services
- University Support and Preparation Services

Student Affairs and Enrollment Management

Salazar Hall 1018
(707) 664-4237
www.sonoma.edu/saem/

VICE PRESIDENT
Katharyn W. Crabbe

Mission Statement

Student Affairs and Enrollment Management supports the mission of Sonoma State University by promoting, through activities, programs and services, an environment that empowers students to succeed academically and to engage life as ethical, healthy, socially responsible, and interdependent global citizens.

Our goal is to provide students with the necessary academic support services and cocurricular programs and activities to ensure that time spent pursuing their educational objectives is both produc-

tive and satisfying. By providing timely, accurate, and consistent information and academic support services to students, the division contributes to the success of students in their pursuit of their educational, career, and life goals. By providing learner-centered and developmentally appropriate programs and activities, the division promotes student self-understanding, self-esteem, and self-motivation as well as the development of leadership skills, appreciation of human diversity, responsible and healthy behavior, and respect for others. To this end, the division provides a continuum of activities, programs, and services that begin before students enter the University and continue beyond graduation. Descriptions of the activities, services and programs within Student Affairs and Enrollment Management follow.

Admissions

Salazar Hall 2030
(707) 664-2778
<http://www.sonoma.edu/ar/>

Student Outreach

Salazar Hall 1010
664-3029
<http://www.sonoma.edu/ar/prospective/>

Under the direction of the Office of Admissions, the Student Outreach Office provides several services to prospective students. The Student Outreach Office coordinates student recruitment, houses our campus tour programs, provides preadmissions information, operates the East Bay Initiative Program, and plans various campus events such as Seawolf Day, the North Bay College Fair, phone campaigns, and various counselor conferences.

Orientation Programs

Salazar Hall
664-4464
<http://www.sonoma.edu/sas/soar/>

New students at Sonoma State University are urged to participate in a variety of orientation activities that introduce them to the many facets of campus and community life.

Sonoma Orientation, Advising and Registration (SOAR) program provides the opportunity for first time freshmen students to be advised before they register for classes. During the SOAR program first time freshmen will meet other new students, learn about campus life and services available to them, and interact with SOAR Leaders. Parents are also invited to attend and become fully informed about Sonoma and its programs, policies, and services by participating in the Parent Orientation Program that is held simultaneously with the SOAR dates. SOAR programs are offered in late spring and early summer.

Transfer Orientations are held each semester for our incoming transfer students. Transfer students have the opportunity to learn

how their prior course work will lead to a degree from SSU, meet with a faculty advisor in their department, and learn about the registration process, as well as various campus services and programs.

Reentry Services

(707) 664-3029

Sonoma State University encourages all potential students in the pursuit of educational goals and personal and professional development.

Mature learners who have been away from the academic environment for some time and wish to return to school should contact the Student Outreach Office, (707) 664-3029, for information about admissions criteria.

Advising Center

Salazar Hall 1070

(707) 664-2427

www.sonoma.edu/sas/advising/

Mission Statement

Advising, Career, and EOP Services empower Sonoma State students to be architects of their own futures through educational, career, and life planning.

We provide:

- Academic advising for undeclared and undecided students.
- Guidance and resources to all students in the areas of career development and employment.
- Access and support services for first-generation low-income EOP students.
- Administration and interpretation of standardized admission and placement tests.

We are committed to excellence in advising, teaching, and mentoring to address the needs of the whole student. We work in collaboration with the larger University community to provide an environment in which students are respected and diversity is valued.

Academic Advising for Undeclared Students

All SSU continuing students are assigned an academic advisor. Students with declared majors are assigned an advisor within their academic departments and are encouraged to seek out their advisor. Undeclared students are assigned an advisor from the Advising Center.

Advisors use an integrated advising and career development approach. Undeclared students are assisted in identifying appropriate general education and other coursework that will help in exploration and meet their academic goals toward graduation. Undeclared students are encouraged to begin career development planning to identify areas of interests in order to declare a major by the end of their sophomore year. A Choosing a Major course (UNIV 236) is also offered to assist undeclared students.

Career Advising

Career advising for all University students is available on a drop-in basis or in advising appointments. Students are encouraged to use Career Services early in their career at Sonoma State to begin their exploration into possible majors and career interest areas. See the Career Services section for a fuller description of our services.

Educational Opportunity Program

We provide academic, career, and transitional advising to students enrolled in the EOP Program. See the Educational Opportunity Program section for a fuller description of our services.

Alcohol and Drug Education Program

Stevenson Hall 1088

(707) 664-2850

<http://www.sonoma.edu/saem/adept.shtml>

The Alcohol and Drug Education Program (ADEP) at Sonoma State University is a program designed to promote the well-being of all members of our educational community by providing educational programs, educational interventions, and referral services for students, staff, and faculty. In addition, we are committed to creating an environment within SSU and the surrounding community that supports informed, lawful, and safe decision-making regarding alcohol and other drug use.

Associated Students, Inc.

Student Union Building

(707) 664-2815

www.sonoma.edu/AS

The Associated Students, Inc. (ASI), is a nonprofit corporation that serves to enrich the lives and education of Sonoma State University students. This mission is realized through two distinct roles. First, ASI promotes student interests through advocacy and representation. Second, as a corporation owned and governed by students for students, ASI supports and sponsors a variety of programs, services, clubs, and organizations. ASI encourages opportunities to enhance the development of students through leadership participation, community service, social interaction, and the development of individual attitudes and values.

ASI offers students the chance to represent fellow students and advocate for student interests at Sonoma State and statewide as ASI Executive Officers, as members of the ASI Board of Directors, and as Committee Representatives. All SSU students (excluding fee waiver students) are eligible to serve in these positions and students are elected or appointed to office for a one-year term. Student government allows students to develop leadership, decision-making, budget management, and policy-making skills. More than 200 students participate in our campus democracy.

The Associated Students, Inc., services for students include: Transitional Housing, the Short-Term Loan program, supplemental health insurance, sports club insurance, and "banking services" for

clubs. In addition, the Associated Students, Inc., partners with the Office of Campus Life and the Sonoma Student Union Corporation in supporting the Centers for Campus Life and Activities.

Campus Life and Activities

Office of Campus Life
Student Union Building
(707) 664-2391
www.sonoma.edu/CampusLife/

Sonoma State University is committed to learning outside as well as inside the classroom. The campus life program delivers programs, facilities, and services that promote community-building, memory making, and fun. We encourage students to know and seek out the activities of any or all of the centers listed below.

Center for Campus Activities and Programming

Home to student-coordinated campus events including concerts, lectures, comedy shows, films, pub entertainment, the uniquely popular free bowling night, and more (located in the Student Union).

Center for Gender and Cultures

Under the leadership of dedicated students and staff, this Center provides resources, activities, and student organizations for all students regarding women's, multicultural, and lesbian/gay/bisexual/transgender/questioning issues. This Center sponsors heritage month celebrations, a noted lecture series, and a stop-the-hate program (located in the Student Union).

Center for Student Involvement, Leadership, and Service

Students, including first-years, are afforded opportunities to join with others of similar interests to be involved on- and off-campus in student organizations, fraternities and sororities, and community service projects, as well as leadership education workshops and retreats (located in the Student Union).

Center for Recreation and Wellness

Students and staff of this Center offer to the SSU community programs and services regarding positive social, wellness, fitness, outdoor, and sports experiences. The Recreation Center, which opened in 2004, is a popular campus gathering place as well as a state-of-the-art building utilizing the latest practices in energy efficiency and sustainability. It has a climbing wall, 2-court gymnasium, indoor soccer court and jogging track, fitness center, exercise studios, outdoor resource center, sport clubs office, game room, locker rooms, and spa.

Center for Student Government and Representation

Students who participate in the Associated Students and the Student Senate—both of which serve as “the voice of the students”—educate and influence the campus community about issues that most affect students. The Student Senate allocates annual budgets to student organizations. Through this Center for involvement, students can serve on University committees and academic advisory

councils. The president of Associated Students and senators are elected annually each spring by the student body (located in the Student Union).

Center for Student Life Operations

Almost 200 students are employed in the five centers described above. Students have opportunities for part-time work as clerks, event planners, service providers, and managers. We hire and train students to carry out job duties and to learn about and practice management, communication, and customer service skills (information available in the Student Union and Recreation Center).

Career Services

Salazar Hall 1070
(707) 664-2196
www.sonoma.edu/sas/crc/

Sonoma State University's Career Services is an important link from the world of academia to the ever-changing environment of the work world. Career Services assists all SSU students in making informed decisions about their futures and graduating in a timely manner by providing comprehensive resources, programs, and advising on career development, job search, internships, employment, and graduate school.

Career resources include assessment inventories, a career resource library, a broad array of online tools, and job listings for part-time, summer, and full-time jobs and internships. Programs include workshops and panels, an annual career fair and a graduate school fair, classroom presentations, on-campus recruiting, and graduate school testing. Career Services is committed to providing accurate and up-to-date resources for students, faculty, alumni, and staff.

Career Planning and Exploration

In addition to career advising and assessment inventories, a full range of tools is available for students to use independently. They include interactive, computer-assisted career planning programs such as CHOICES and EUREKA, online self-directed career planning, a course on choosing a major (UNIV 236), and a course on career and life planning (UNIV 237). Preliminary advising on selecting and applying to graduate/professional school is also provided. Publications and databases on career development, occupational information, job search strategies, employers, graduate schools, and study abroad are located in the Career Library.

Community Involvement Program

Sonoma State promotes community service as a relevant component of students' academic studies. The Community Involvement Program (CIP) is designed to facilitate experiential learning and service to the community by providing a means for students to earn academic credit for their volunteer experiences. Students volunteer in a variety of settings, including schools, hospitals, environmental and recreation programs, group homes, day care centers, senior centers, etc. Students with declared majors can learn more about CIP in their departmental offices or on the Career Services website,

and undeclared students can come to advising drop-ins for CIP information.

Internships

An internship is a pre-professional experience, designed in close consultation with a faculty advisor, that gives the student an opportunity to apply knowledge from the classroom in an employment setting consistent with the student's chosen career field. Internships allow students to gain in-depth, practical work experience and academic credit simultaneously. Employers increasingly seek candidates with relevant work experience and often rely on internships as an important recruitment tool.

Students can work with the Internship Coordinator in their department. Internship opportunity listings are also available in Career Services and on the career website, where a fuller description of SSU internship policies can also be found. Faculty sponsors in each department handle internship supervision, evaluation, and credit granting.

Employment Services

Services are available to address the student's complete range of employment needs, from part-time and seasonal job and internship listings to full-time, career-related employment.

Career Services works with students and employers to maximize students' success in locating employment and to satisfy employer demand for employees with up-to-date skills. We offer career advising, workshops, and class presentations on job search strategies, resume/cover letter writing, and interview preparation. Part-time and seasonal job listings are continually developed, and thousands of opportunities are posted to help students earn money to support themselves during their college years, build marketable skills, and make valuable career connections. Career Services also lists most on-campus student employment positions, including both student assistant and federal college work-study jobs.

The on-campus recruitment program also assists students in their transition to the world of full-time work. Our annual career fair in spring semester brings employers to campus who are seeking students for part-time and summer jobs and internships as well as entry-level professional work.

The Children's School

Child Care Center
(707) 664-2230
www.sonoma.edu/org/cs

The Children's School is a program of the Associated Students, Inc. We provide high quality early childhood education services to children of SSU student, staff, and faculty families. Our NAEYC accredited developmental program for ages one through five years is steeped in active sensory experiences and grounded in environmental ethics. We operate as the Child Development Laboratory on campus and welcome students from many different disciplines to observe and learn from and about children. Our model school is

staffed with Master Teachers who train our large SSU student staff in best practices and theory of Early Education.

Counseling and Psychological Services

Stevenson Hall 1088
(707) 664-2153
www.sonoma.edu/counselingctr

Brief counseling is provided to enrolled students who are experiencing personal difficulties that interfere with their ability to take full advantage of the University experience. Professional counselors and graduate interns provide individual, couples, and group counseling. Our goal is to facilitate the following: personal growth and self-esteem, development of satisfying relationships and effective communication and decision-making skills, and the establishment of personal values. Counselors assist clients to express and clarify their concerns and to identify specific changes that might be helpful to them. Interventions are aimed at increasing self-awareness, utilizing existing coping strategies more effectively, and developing additional skills to deal more successfully with their problems.

Counseling and Psychological Services provides individual and group intervention for students experiencing issues related to substance use and abuse. This program, Seawolf Substance Intervention Program (S.S.I.P.), is designed specifically for SSU students.

The counseling staff offers groups and workshops on a variety of themes, such as substance abuse, conflict resolution, assertiveness training, eating issues, body image, test anxiety, procrastination, and men's and women's issues. Drop-in/crisis hours are available daily. Referrals are made to community agencies and private practitioners for students requiring specialized services. For information and appointments, call (707) 664-2153.

Disabled Student Services

Salazar Hall 1049
(707) 664-2677 (voice)
(707) 664-2958 (TDD/Text Telephone)
www.sonoma.edu/sas/dss

Disabled Student Services (DSS) ensures people with disabilities equitable opportunities for higher education and promotes the civil rights of students with disabilities. Students are challenged and supported in developing self-determination and independence as people with disabilities. DSS assists in educating the campus community to the rights of people with disabilities, as well as the contributions they make to the University. At the University, students with disabilities are considered underrepresented, educational equity students. DSS works within the University community, ensuring that it upholds its responsibilities to recognize and develop these students' competencies.

Disabled Student Services offers a coordinated, wide-ranging program that reflects Sonoma State University's emphasis on the autonomy and responsibility of the individual. DSS recognizes the growth-catalyzing power of disability and diversity and works closely with students in their development of self-advocacy skills.

Access will be different for each student, depending on the individual's needs. Disabled Student Services guides and encourages students to use University resources that will bring them success and independence.

An Accessible Learning Environment

Physical accessibility is important to SSU. The campus site is flat, making it easier to travel from one location to another. Campus compliance to current structural access laws is an ongoing consideration with Facilities Planning. Campus accessibility specifically includes curb cuts, ramps, elevators, water fountains, telephones, restrooms, and power doors.

Disabled Student Services coordinates auxiliary services to ensure that the University's obligations to state and federal laws prohibiting disability discrimination are fulfilled.

Services

The goal of Disabled Student Services is to foster student development and to promote independence and self-advocacy by offering a supportive, yet non-intrusive style of service delivery. Disability management advisors are available for personal and academic advising. After a student registers with the program, services are available to any student with a disability, including physical, psychological, perceptual, learning, and temporary. Students must come into the office to provide medical verification and to register for services. The University does not provide testing for disability verification.

Disabled Student Services maintains a team approach to providing services. Liaisons are established with key staff in other departments including the Library, Admissions and Records, Financial Aid Office, Residential Life, Learning Center, Academic Advising, Career Services, Educational Opportunity Program, Counseling and Psychological Services, and other programs.

A student club on campus, Disabled Students and Friends, meets as a support and advocacy organization on behalf of students with disabilities.

Registered students with verified disabilities may be eligible for services from DSS such as:

Educational services

- registration assistance
- goals clarification
- consultation and advocacy

Classroom-access services

- readers
- notetakers
- interpreters
- testing arrangements

Adaptive services

- close-in parking
- adaptive equipment
- TDD
- campus orientation

- individual accessibility needs
- Assistive Technology Lab

Support services

- liaison with the state Department of Rehabilitation
- disability management advising
- assistive technology assistance and consultation
- liaison with other campus departments and programs

Educational Mentoring Teams

The Educational Mentoring Team (EMT) program is an advising and college orientation program for incoming first-time freshmen. An EMT consists of a faculty member or a student services professional and a peer advisor. As students make the transition to Sonoma State, one of the most important roles the EMT plays is providing accurate advising to incoming students so they begin their educational career with appropriate coursework and educational and career planning.

Each EMT provides the instruction for a three-unit Freshman Seminar course and the academic advising for assigned freshmen. While the course is not required for graduation, most freshmen will benefit from understanding how to access the various resources on campus, such as the computer network and the Jean and Charles Schulz Information Center, as well as other topics such as:

- the meaning, value, and expectations of a liberal arts college education.
- problem-solving and decision-making: selection of a college major and a future career choice.
- navigating the University curriculum: how to graduate in four years.
- learning how to learn: study skills and success in college.
- interpersonal relations and related student lifestyle responsibilities regarding wellness, alcohol and drug use, sexual harassment, and many other important topics.

In addition to offering the opportunity to become oriented to the many services the University has to offer, the EMT is an ideal setting for developing important connections with other students who are new to the University.

During the first year, student EMT contacts include advising, class time (Freshman Seminar), and informal social activities. After the first year, the EMT remains accessible for ongoing advising and assistance as students continue their studies at SSU. The EMT program ensures that new students have at least one faculty/staff member from Sonoma to guide and advise them through their academic career and help make their University experience a satisfying one.

Each EMT consults with other campus team members to solve problems or help students receive technical assistance when needed. Team members include staff from Admissions and Records,

Residence Life, Educational Opportunity Program (EOP), Advising Center, Career Services, Learning Skills Services, and others as appropriate.

Educational Opportunity Program

Salazar Hall 1060
(707) 664-2427

www.sonoma.edu/sas/eop/

The Educational Opportunity Program (EOP) is charged with improving access and retention of historically low-income and educationally disadvantaged students who have the potential to perform and succeed in the California State University. Beginning with students' admission to the University, advisors provide academic, career, and transitional advising to EOP students. Advisors assist students with concerns regarding housing, financial aid, and balancing college with personal life demands while meeting graduation requirements.

Students who wish to apply to the EOP can receive an application from their current school or apply through CSU Mentor, <http://www.csumentor.edu/>. Check the EOP Interest on the Undergraduate Application and complete the EOP Application on the CSU Mentor website.

EOP Academy

The Educational Opportunity Program (EOP) Academy is designed to provide academic and social support for our incoming EOP First-time Freshmen (FTF) through the creation of a learning community. Incoming students will enroll in a block of classes with approximately 20 other EOP FTF. It has been demonstrated that students taking part in this type of learning community tend to adapt more quickly to the challenges of college. They form a connection to the University, develop a peer support group, and receive assistance from their faculty more quickly and more effectively than do similar students who have not participated in the Academy program. During their second semester at Sonoma, EOP Academy students continue to take a group of linked classes organized for them.

EOP Summer Bridge Program

The Summer Bridge Program at Sonoma is designed to facilitate the successful transition of Educational Opportunity Program students to the University setting. This transition process is developmental in nature and includes personal, social, and educational areas. All incoming EOP first-time freshmen (FTF) attend Summer Bridge.

Intercollegiate Athletics

PE Building 14
(707) 664-2521

<http://www.sonoma.edu/athletics/>

Sonoma State University is a Division II member of the NCAA and sponsors 13 intercollegiate programs, five for men—soccer, basketball, baseball, tennis, and golf—and eight for women—soccer, cross-country, volleyball, basketball, softball, tennis, water polo, and track and field. The philosophy of the institution, and specifically the

athletic program, is to provide the maximum opportunity for student participation in intercollegiate athletics that staff and resources will allow. SSU teams have been extremely successful at all levels, capturing two national championships and 26 conference championships since 1990.

Sonoma State University competes in the California Collegiate Athletic Association, the premier Division II conference in the nation with a combined 145 NCAA national championships. Since joining the conference in 1998, Sonoma State has enjoyed much success. The baseball team has captured three of the last six CCAA championships (1999, 2001, 2003). Men's and women's soccer have posted multiple North Division championships, highlighted by the men's soccer team winning the national championship in 2002 and their first CCAA Championship in 2005.

The women's cross country team finished ninth in the 2001 NCAA National Championships. Men's and women's tennis have participated in NCAA tournaments on a regular basis. CCAA member institutions include San Francisco State University, Cal State Chico, Cal State Stanislaus, Cal State Bakersfield, Cal State Los Angeles, Cal State Dominguez Hills, Cal State San Bernardino, Cal Poly Pomona, UC San Diego, and Cal State Monterey Bay.

The athletic facilities and programs at Sonoma State University are expanding to provide students with many more opportunities to become physically active through individual and organized sports programs. The California State University is committed to providing equal opportunities to men and women students in all campus programs, including intercollegiate athletics.

Director of Athletics - Bill Fusco

Baseball - John Goelz, head coach

Basketball, men's - Pat Fuscald, head coach

Basketball, women's - Mark Rigby, head coach

Cross Country/Track and Field - Jim Hiserman, head coach

Golf - Val Verhunce, head coach

Softball - Jaime Wallin, head coach

Soccer, men's - Marcus Ziemer, head coach

Soccer, women's - Luke Oberkirch, head coach

Tennis, men's - Steve Cunningham, head coach

Tennis, women's - Tracey Prince, head coach

Volleyball - Bear Grassl, head coach

Water Polo - Alicia Hansel, head coach

International Services

International Services

Salazar Hall 1071

(707) 664-2582

Fax: (707) 664-3130

e-mail: international@sonoma.edu

www.sonoma.edu/sas/is

The SSU Office of International Services provides the SSU campus community with a variety of programs, services, and activities related to international education and exchange, including:

- support services and social programming for matriculated international students in the University and in Sonoma State American Language Institute;
- visa, legal status, and travel documentation services for nonimmigrant students, faculty, and research scholars;
- support, advice, assistance, and management services for faculty-initiated international programs, and cooperative and exchange efforts with institutions of higher education abroad;
- development, planning, and operation of study abroad programming for SSU, including the CSU International Programs; and
- operation of the National Student Exchange.

See the Admissions section of this catalog for application and general information for international students.

International Student Services

The international student advisor provides comprehensive advising to Sonoma's international student population including our F-1 and J-1 status students and scholars. As Primary Designated School Official, our advisor provides consultation and documentation and signs off on many immigration matters, including: applications for special work permission, extensions of stay, change of visa status, maintenance of F or J status, passport and visa requirements, replacement of lost documents, travel documentation, transfer of schools, reinstatement for students who have fallen out of F-1 status, and the Practical Training benefit.

The International Services office also provides help understanding University policies such as the registration process, payment of fees, scholarships, orientation, housing, required health insurance, and submission of U.S. and California tax returns. Discussion or counseling are available regarding cultural adjustment to the United States, American academic differences, testing, and personal problems. The international student advisor works closely with the International Student Club, which provides a rich array of field trips and social engagements to help students round out their experience in the United States. There are just under 100 International Students at SSU and about 40 in our Language Program (see Sonoma State American Language Institute).

Study Abroad Opportunities and the National Student Exchange

Students who want to get the most from their Sonoma educational experience should try going away! Most people in the world follow the well-worn paths of life, but some students want to explore, and "push the envelope," to excel, and to extract from their education every bit of opportunity. Study Abroad and National Student Exchange were created for these students.

The California State University International Programs

Developing intercultural communication skills and international

understanding among its students is a vital mission of The California State University (CSU). Since its inception in 1963, the CSU International Programs has contributed to this effort by providing qualified students an affordable opportunity to continue their studies abroad for a full academic year. More than 15,000 CSU students have taken advantage of this unique study option.

International Programs participants earn resident academic credit at their CSU campuses while they pursue full-time study at a host university or special study center abroad. The International Programs serves the needs of students in more than 100 designated academic majors. Affiliated with more than 70 recognized universities and institutions of higher education in 18 countries, the International Programs also offers a wide selection of study locales and learning environments.

Australia	Griffith University Macquarie University Queensland University of Technology University of Queensland University of Western Sydney Victoria University
Canada	The universities of the Province of Quebec including: Bishop's University Concordia University McGill University Université Laval Université de Montréal Université du Quebec system
Chile	Pontificia Universidad Católica de Chile (Santiago)
China	Peking University (Beijing) Shanghai Tiao Tong University (Shanghai)
Denmark	Denmark's International Study Program (the international education affiliate of the University of Copenhagen)
France	Institut des Etudes Françaises pour Étudiants Étrangers, L'Académie d'Aix-Marseille (Aix-en-Provence) Universités de Paris III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII, the Institute of Oriental Languages and Civilizations, and Université Evry.
Germany	Universität Tübingen and a number of institutions of higher education in the Federal state of Baden-Württemberg
Ghana	University of Ghana (Legon)
Israel	Tel Aviv University The Hebrew University of Jerusalem University of Haifa
Italy	CSU Study Center (Florence) Università degli Studi di Firenze La Accademia di Belle Arti Firenze

Japan	Waseda University (Tokyo)
Korea	Yonsei University (Seoul)
Mexico	Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Querétaro
New Zealand	Lincoln University (Christchurch) Massey University (Palmerston North)
South Africa	University of Kwazulu-Natal (Durban) Nelson Mandela Metropolitan University (Port Elizabeth)
Spain	Universidad Complutense de Madrid Universidad de Granada
Sweden	Uppsala Universitet
Taiwan	National Taiwan University (Taipei) National Tsing Hua University
United Kingdom	Bradford University Bristol University Hull University Kingston University Sheffield University University of Wales Swansea

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

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

Additional information and application materials may be obtained on campus, or by writing to The California State University International Programs, 401 Golden Shore, Sixth Floor, Long Beach, California 90802-4210. Visit us on the World Wide Web at www.gateway.calstate.edu/csuienet/.

Non-CSU Study Abroad

International Services will also provide assistance to students who wish to participate in a program or attend an institution which is not a partner in the CSU International Programs.

The National Student Exchange

The National Student Exchange is a program that provides opportunities to study through exchange in the United States and Canada.

Many opportunities will be available to you when accessing courses and programs from NSE's 182 member campuses. Think of the adventure, the diversity of people, the culture, and the geography among the 49 states, District of Columbia, 3 territories, and 4 Canadian provinces where NSE has member colleges and universities. Consider the impact this program can have on your personal and academic growth, as well as the implications for your future.

Semester and academic year exchanges are available for sophomores, juniors, and seniors who have and maintain a 2.50 grade point average. Academic courses completed as a National Student Exchange participant are considered in residence units at Sonoma State, and participants do not have to pay out-of-state non-resident fees at the host university.

Further information and application materials may be obtained in the Office of International Services.

Leadership Program

Student Affairs and Enrollment Management recruits and trains student leaders to fill a number of important student leadership positions, including the Peer Mentors for the Educational Mentoring Teams, Orientation Leaders for the Orientation Programs, Summer Bridge Leaders, and the Community Service Advisors for the Residential Life Community. All student leaders participate in extensive training, beginning with enrollment in UNIV 238 Group Leadership Skills and through participation in intensive training for the programs in which they become leaders.

Residential Life

Chateau Building
(707) 664-4033
www.sonoma.edu/sas/reslife/about.shtm

The campus Residential Community provides comfortable, convenient, personalized living accommodations for almost 2,650 single students. The residential life program is designed to be an important part of the student's overall educational experience by providing recreational, social, and educational opportunities. The professional Residential Life staff are trained as educational mentors and academic advisors.

The professional and student staff within the Residential Community provide personal support for the individual student in transitioning to the University environment. There is a diverse program of activities to create a sense of belonging in the Residential Community and the University through providing and supporting social, recreational, athletic, and cultural programming. These may include a trip to see a theatre production in San Francisco, hear Maya Angelou speak, whale watch at the ocean, play on an intramural team, or barbecue with neighbors.

The Residential Student Association (RSA), the student government for residents, is an outstanding opportunity to develop leadership skills. RSA is responsible for representing resident concerns to the University administration as well as planning major program

events within the residential community. Village Councils also provide opportunities for leadership and involvement in the residential community for even our newest students. Our Residential Life student groups are involved in regional and national organizations, enabling students to expand their skills and abilities.

Special living options enhance the student's University experience. Freshman Interest Groups (FIGS), Women in Math and Science House, International House, Upper-Division, and Substance-Free Living Environments are among the current options.

Sonoma Student Union Corporation

Student Union
(707) 664-2382
www.sonoma.edu/union

The Student Union serves as the campus center for cultural, social, and educational activities at Sonoma State University. As the "community or family room" of the campus, the Student Union provides, in addition to the building itself, many of the programs and services members of the campus community need in their daily life on campus. The Union also houses the Office of Campus Life, the Centers for Campus Life and Activities, and the Associated Students. The Student Union meeting rooms accommodate many of the activities that contribute to the exciting environment at Sonoma State University. Many student-oriented services are housed in the Student Union, including the Pub, which provides day and evening food service, lounge areas, low-cost copy services, and an ATM. Students are encouraged to participate in all phases of the planning and development of the Union through the Student Union Board of Directors and its committees. The Student Union partners with Associated Students, Inc., and the Office of Campus Life in supporting the Centers for Campus Life and Activities.

Student Conduct

Salazar Hall 1018
(707) 664-2838
<http://www.sonoma.edu/saem/judicial.shtml>

The President of the University has authority in disciplinary actions. In compliance with CSU Executive Order 970 the President may assign a campus official or officials to be the Student Conduct Administrator, whose responsibility is to determine whether to initiate disciplinary action under the Student Conduct Code. The Assistant Vice President for Student Affairs is the designated Student Conduct Administrator for this University.

The University is committed to maintaining a safe and healthy living and learning environment for its students, faculty, staff, and the greater campus community. Each member of the campus community has an obligation to engage in behaviors that contribute toward these common goals. Every member of this living and learning community must assume responsibility for becoming educated about the policies, procedures, and standards followed at this institution.

Students will be held accountable for their actions when their behavior goes beyond what the Sonoma State University community considers to be reasonable and responsible. Students referred to the Student Conduct Administrator will participate in a disciplinary process which emphasizes education, tolerance, integrity, and respect.

Student Health Center

Student Health Center Building
(707) 664-2921
www.sonoma.edu/shc/

Sonoma State University maintains a nationally accredited, on-campus Student Health Center that provides outpatient primary medical care as well as public health services for regularly enrolled SSU students. The Student Health Center is located along West Redwood Circle, just north of the Schultz Information Center and East of Zinfandel. Hours are 8 a.m. to 4:30 p.m. M-F, excluding campus closures and holidays. A limited extended-hours clinic is currently held until 5:30 p.m. on Mondays when academic year classes are in session.

Staffing and Services: The Student Health Center's professional staff includes doctors, nurses, nurse practitioners, pharmacists, and laboratory and X-ray technologists. The SHC provide quality outpatient care for acute illnesses and injuries, limited interim or transitional care for ongoing or preexisting conditions, as well as pharmacy, lab, x-ray, and preventative medical services such as immunizations, Pap smears, contraception, and health education. Health Center staffing and services provided during summer break periods may be limited in comparison to regular school year services.

Most SHC medical visits are available at no additional charge to SSU students, although there are nominal fees for medications, specialized diagnostic tests, pre-employment and pre-participation physicals, summer services, and certain other supplemental items. Regularly enrolled SSU students may receive basic medical services at other California State University Student Health Centers without additional charge. Referrals to off-campus physicians or medical facilities are provided when specialty consultation, long-term care, after-hours care, special diagnostic procedures, surgery, or hospitalization is needed.

Since students are financially responsible for medical services obtained outside the SHC, supplemental health insurance is advised to help cover the cost of services that are beyond the scope or hours of operation of the SHC. A private insurance carrier that contracts directly with registered CSU students offers a moderately priced supplemental health insurance policy designed to complement SHC services; contact the SSU Associated Students Office (707) 664-2815 or check www.csuhealthlink.com for information. Health Insurance is not required to use the Student Health Center.

Confidentiality: SHC medical records and related information are confidential and are held in a manner consistent with external accreditation standards as well as with state and federal law. Parents,

family members, University personnel who are not the student's healthcare providers, and others not directly involved in the student's medical care do not have access to SHC medical information without the patient's consent.

Student Health Advisory Committee: Opportunities for student involvement and advocacy relevant to campus health issues are available through the Student Health Advisory Committee (SHAC) and health promotion projects. Those interested in serving on SHAC are encouraged to contact the Student Health Center. Those interested in health promotion projects should contact the SHC health educator.

Testing Services

Salazar Hall 1070
(707) 664-2947
<http://www.sonoma.edu/sas/testing/>

Testing Services provides a variety of services to the campus community designed to assist students in their admission, placement, and graduation requirements. Tests are offered on a regularly scheduled basis. An annual test calendar is included in the Schedule of Classes and in the Career Services Office. Students must pre-register for all tests. For information on all tests offered at SSU, view our website at <http://www.sonoma.edu/sas/testing/>.

Disabled students who require special arrangements should contact Disability Resources at (707) 664-2677 or (TDD) (707) 664-2958 at least one month prior to the test date.

The following are regularly offered through Testing Services:

Undergraduate candidates for admission

- ACT-Residual (SSU only)

Placement tests

- CSU English Placement Test (EPT)

- CSU Entry-Level Math Test (ELM)

Graduate school candidates

- Graduate Record Exam (GRE), Subject Tests only

- Medical College Admissions Test (MCAT)

Teacher credential candidates

- PRAXIS Tests

Credential candidates should contact either the Credentials Office, at (707) 664-2832, or the Recruitment and Information Specialist, at (707) 664-2593, for test requirements.

Students interested in graduate work at Sonoma State University must check with their department about specific testing requirements.

University Support and Preparation Services

Stevenson Hall 1054
(707) 664-3411
<http://www.sonoma.edu/precollege/>

Administrative Offices

The mission of University Support and Preparation Services at Sonoma State University is to empower students to access and succeed in higher education by providing a spectrum of services that promote academic, social, and personal success. The various programs assist university, college and pre-college students in achieving and maintaining academic excellence, facilitate college and career planning, and conduct academic advising. Some programs offer supplemental instruction, grant aid, tutoring, summer camps, activities, field trips, and college tours. Eligibility varies by program; please call individual offices for information. All programs are free of charge.

CSU Early Assessment Program

(707) 664-4351

All 11th-grade students in the state of California can now take the California Standards Test in mathematics and English and, upon completing additional questions and meeting a satisfactory score, will be exempt from taking college placement exams (ELM/EPT) at each CSU campus throughout California. Students are notified of their readiness for college and directed to resources to assist in college preparation. Teacher in-service training is also available. Superintendents, principals, counselors, testing coordinators, and parents wishing additional information are encouraged to contact the Early Assessment Program (EAP) or visit the website at www.calstate.edu/eap. EAP is located in Schulz 3009.

Learning Skills Services

(707) 664-2698

www.sonoma.edu/lss

Learning Skills Services (LSS) provides tutoring, counseling, mentoring, supplemental instruction, and remedial courses for 350 eligible low-income, first-generation, and disabled University students. LSS also includes a Grant Aid component providing supplemental grant funding for eligible students as well as graduate school preparation services and a laptop loan program. LSS is a TRIO Student Support Services federally funded project. LSS is located in Salazar 1042.

SSU Tutorial Center

(707) 664-2429

www.sonoma.edu/sas/tutorial

The Tutorial Center provides peer-tutoring services to all enrolled SSU students free of charge. Tutoring is by appointment and is available in selected subjects; please call for availability and appointments. In some cases, SSU faculty enhance this service by organizing small group workshops or study groups led by a Tutor attached to certain courses. The SSU Tutorial Center receives supplemental funding from the Associated Students and is located in Salazar 1040.

Campus Assistance Migrant Program

(707) 664-3206

The Campus Assistance Migrant Program (CAMP) project recruits 60 eligible students to receive substantial freshman year advising, tutoring, financial aid, and activities. Students, or their family, must have participated in migrant or seasonal employment within a specified time frame to be eligible. The federally funded project operates at SSU, Santa Rosa Junior College, and Napa Valley College. CAMP administrative offices are at SSU in Carson 65.

Academic Talent Search Program

(707) 664-3122

Academic Talent Search (ATS) is designed for 6th-12th grade Sonoma County students with academic potential. ATS outreach staff and instructors provide 700 eligible program participants with field trips, college campus tours, workshops, and information about college placement and financial aid. Program participants are low-income and/or potential first-generation college students. ATS is a federally funded program and is located in the South Field House.

Upward Bound Program

(707) 664-4073

The Upward Bound program is designed for low-income and/or first-generation potential college students attending targeted high schools in Sonoma County. All Upward Bound students attend an academic year program and a Summer Academy program that emphasizes both academic and motivational skills development. Students also participate in career development, college placement, elective classes, and after-school tutorial services. The Upward Bound program is federally funded and is located in the South Field House.

Upward Bound Math and Science Program

(707) 664-4073

The Upward Bound Math and Science program provides low-income and/or first-generation potential college students attending targeted high schools in Sonoma County with an intensive six-week Summer Academy course of study in math, science, language arts, and computer science. In addition, all Upward Bound Math and Science students attend an academic year program with an interdisciplinary curriculum. After-school tutorial services are available for program students. The Upward Bound Math and Science program is federally funded and is located in the South Field House.

University Transition Academy

(707) 664-4073

The University Transition Academy (UTA) is a collaborative venture operated by SSU and funded by the Cotati-Rohnert Park School District. The program annually identifies approximately 30 rising 9th-grade students who are low-income and/or first-generation potential college students. Students participate in on-site tutoring and Saturday Academy classes at SSU during the school year. UTA is located in the South Field House.

SSU Learning Centers

(707) 664-4201

The USPS office operates Learning Centers throughout Sonoma County in various high schools, middle schools, and community facilities. Students can enjoy a safe after-school environment and have access to trained tutors to assist with homework and provide academic advising. Learning Centers are operated with financial assistance from businesses, individuals, charitable foundations, and school districts. Donations are tax deductible under IRS Section 501c3. Those wishing to assist with financial support for the Learning Centers may call (707) 664-2006 for additional information.

National Youth Sports Program

(707) 664-4201

The National Youth Sports Program (NYSP) serves more than 200 eligible low-income youth by providing a fun summer day camp that includes sports instruction, swimming safety, college planning, alcohol and drug awareness, and personal development training. Program funding is a combination of federal and private sources. NYSP is located in the South Field House.

Writing Center

Schulz Information Center 1103

(707) 664-4401

www.sonoma.edu/programs/writingcenter

The Writing Center offers assistance in writing-related issues to all members of the SSU community, with the primary goal of helping students improve as academic writers. Students can request tutoring help for any writing task and at any point in the writing process, from generating ideas to editing for correctness. In addition to one-on-one and group tutorials, the Center offers online services available through our website.

The center also offers in-class workshops for students on writing-related issues and consultations for instructors and academic units on improving writing across the curriculum.

Call or come to the Center to make tutoring appointments or to talk with the director about other services.

THE ARTS AT SONOMA STATE UNIVERSITY

Center for Performing Arts

Ives Hall 205
(707) 664-2235

EXECUTIVE DIRECTOR
Floyd Ross

UNIVERSITY BOX OFFICE
Evert B. Person Theatre
(707) 664-2353

The Center for Performing Arts coordinates the performance activities of the music and theatre arts departments, providing technical support in scenery, costumes, makeup, lighting and sound, as well as development, marketing and promotions, facility management, and ticketing services.

The center manages a variety of distinct performance venues:

- Evert B. Person Theatre, opened in 1990, a beautiful, state-of-the-art, fully equipped and accessible 475-seat proscenium theatre with excellent sight lines, a complete fly system, movable thrust with orchestra lift, large stage, computerized lighting board system, well-equipped scene and costume shops, and actor-friendly dressing rooms and makeup facilities. It is used for most large-scale theatre, dance, and music theatre productions, as well as for concerts, lectures, and special events.
- Warren Auditorium, a 182-seat proscenium auditorium, the main venue for jazz concerts and other music and theatre events.
- A 125-seat flexible recital hall, used for solo recitals, chamber, choral, and student concerts, and occasionally for drama productions.
- A 50-seat black box studio theatre suited to small-scale, intimate productions.
- A 100-seat dance studio/theatre, the primary venue for the presentation of student dance work.
- Alumni Amphitheater, a small outdoor space surrounded by trees, used for a variety of performances. The center sponsors both on- and off-campus performances by University performing arts groups as well as a guest artist series.
- The Center for Performing Arts is home to a variety of performing ensembles comprised of both students and community members, including Drama Ensemble, Dance Ensemble, University Chorus, Sonoma County Bach Choir, Chamber Sing-

ers, Music Theatre Production, Music Theatre Scenes Workshop, Vocal Jazz Ensemble, Indian Singing Ensemble, Gospel Choir, Chamber Music Ensembles, Wind Ensemble (Concert Band), Chamber Orchestra, Classical Guitar Ensemble, American Gamelan, Percussion Ensemble, Concert Jazz Ensemble, Contemporary Jazz Ensemble, Latin Jazz Ensemble, Jazz Big Band, and Jazz Piano Group. In addition, a number of student-initiated projects in music, dance, and drama are presented each semester, including noon-hour recitals each week.

There are more than 140 performances presented each academic year, with an annual attendance of more than 16,000 people. In addition, the Center sponsors special benefit performances and the annual Performing Arts Talent Award Ceremony, the annual High School Jazz Combo Intensive Workshop, and each summer, Summer Arts for Youth, and Young Artists Chamber Ensembles, and other programs under the umbrella of Greenfarm, the arts education component of the Donald and Maureen Green Music Center.

Since its inception, the Center has provided venues and support for a variety of campus activities, including convocations, lectures, conferences, and events sponsored by Associated Students Productions. In addition, many off-campus groups rent the Center's facilities for meetings, conferences, ballet, theatre, and music performances.

The Center's box office is located in the Evert B. Person Theatre. Reserved-seat tickets are available for many performances. Discount rates on all tickets for SSU students, senior citizens, and groups are in effect for all performances. Student rush tickets are available for SSU students.

Green Music Center

The new Donald and Maureen Green Music Center, modeled after Tanglewood's Seiji Ozawa Hall, will bring to Northern California a world-class concert venue, establishing SSU as a major western destination for the study of music. Designed by the best architects and acousticians in the field, the Green Music Center will include a 1,400-seat concert hall; 300-seat recital hall; large lobby; extensive amenities for patrons, performers, and students; and the ability to accommodate 3,000-10,000 additional patrons on the lawns surrounding the facility. The Green Music Center will provide the ideal performance setting for vocal, choral, chamber, and symphonic music of every style and tradition, as well as for the spoken word and the exchange of ideas, and will be known for its superb acoustics and spectacular setting among the hills and vineyards of Sonoma County. The Green Music Center will be the performance home of the Santa Rosa Symphony.

University Art Gallery

Art 101
(707) 664-2295

DIRECTOR

Michael Schwager

Opened in 1978 as part of SSU's new art department complex, the University Art Gallery is one of the largest and best-equipped contemporary art facilities in the North Bay. With almost 2,500 square feet of exhibition space in two adjoining galleries, the Art Gallery serves the campus and surrounding communities through ongoing presentation of exhibitions, publications, and lectures, featuring work by some of the most talented and respected local, national, and international contemporary artists.

During each academic year, the Art Gallery presents five exhibitions, including work by graduating Bachelor of Fine Arts students and the annual Juried Student Show, which is open to all SSU students and is selected by two art professionals from the off-campus art world. Work by the SSU Art Department faculty is also shown in the gallery every other year. In addition, the Art Gallery hosts a variety of programs and events, chief among them the Art from the Heart Valentine Auction, which each year features affordable works of art by more than 100 local and nationally recognized artists, the proceeds from which directly benefit the gallery's programs.

Throughout its existence, the Art Gallery has organized and displayed museum-quality exhibitions, ranging in focus from experimental installations and multimedia works to art that celebrates traditional styles and techniques. A brief list of artists featured at the Art Gallery includes Seyed Alavi, Enrique Chagoya, Lowell Darling, Mineko Grimmer, Mildred Howard, Robert Hudson, Mike Kelley, Maya Lin, Hung Liu, Judith Linhares, Manuel Ocampo, Judy Pfaff, Raymond Saunders, Peter Shelton, Katherine Sherwood, Masami Teraoka, Bill Viola, Peter Voukos, William Wegman, and William T. Wiley, among many others.

In addition to its public programs, the Art Gallery serves as a teaching facility, providing both art history and art studio students hands-on experience in the fields of museum and gallery work and arts administration. The Art Gallery also works with local schools and community groups, offering outreach programs, such as slide packets and study guides, that supplement the exhibitions and help make contemporary art more accessible to a wide range of people.

The Art Gallery is open 11 a.m. to 4 p.m., Tuesdays through Fridays, and noon to 4 p.m. on Saturdays and Sundays. Admission is free.

University Library Arts and Lectures Program

Jean and Charles Schulz Information Center
(707) 664-4240
libweb.sonoma.edu/about/gallery/eventscal.html

DIRECTOR

Karen Brodsky

The Arts and Lectures Program in the University Library strives to enrich the intellectual, educational, and cultural life of the Sonoma State community. The program provides a venue for people to come together to share ideas through art, lectures, and discussions. Using a variety of locations within the Information Center, the program supports the liberal arts mission of the University. Activities are designed to explore a diversity of ideas, values, and intellectual and artistic expressions. Emphasis is placed on exposure to library collections; research interests of SSU faculty, staff, and students; and regional issues, including the support of local cultural initiatives.

The University Library Art Gallery presents exhibitions by students, professional artists, selections from the Library's unique collections, and material from traveling exhibitions. Some past exhibits include the work of local photographer John LeBaron, an annual showing of work by the Edward C. Boyle Scholarship recipient, and participation in the Sonoma County-wide celebration of work by the world-renowned Christo.

The University Library Art Gallery is located on the second floor of the Information Center and includes approximately 1,250 square feet of exhibition space. Exhibits are scheduled throughout the year. The gallery is open 10 a.m. to 5 p.m., Mondays through Saturdays, excluding holidays.

Lectures and readings organized each semester by the University Library Arts and Lectures Committee, often in collaboration with campus departments and community groups, include presentations of faculty research, author readings, and other events of interest. The public reading room (Schulz 3001) is reserved to provide a gathering place for people to come together to listen, learn, and discuss.

REGULATIONS AND POLICIES

Academic Regulations

Academic Regulations
Admissions & Records
Salazar Hall 2030
(707) 664-2778

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 might alter the information contained in this publication. Changes may come in the form of statutes enacted by the Legislature or rules and policies adopted by the Board of Trustees of The California State University, by the Chancellor or designee of The California State University, or by the President or designee of the campus. It is not possible in a publication of this size to include all of the rules, policies, and other information that pertain to students, the institution, and the California State University. More current or complete information may be obtained from the appropriate department, college, or administrative office.

This catalog does not constitute a contract or the terms and conditions of a contract between the student and the institution or The California State University. The relationship of the student to the institution is one governed by statute, rules and policies adopted by the Legislature, the Trustees, the Chancellor, the President and their duly authorized designees.

Registration and Enrollment

You must be either a continuing student or an admitted applicant in order to be eligible for registration. You are a continuing student if you registered for one or both of the previous two semesters (summer and intersession excluded). Continuing student status will be lost if you earned your bachelor's degree, were academically disqualified, or were separated from the University for 2 semesters or more.

The University offers several opportunities for registration. At least two registration periods are held prior to the first day of instruction. Students are encouraged to participate in them. Late registration, which requires payment of an additional fee, is available during the add/drop period.

New students must confirm their intention to enroll at Sonoma by paying an Enrollment Reservation Deposit (ERD). Information will be sent at the time of admission about the deposit. All eligible continu-

ing students and all admitted applicants who have paid the deposit will be sent registration eligibility notifications approximately two weeks prior to the registration period with the exception of first-time freshmen who register during summer orientation. This registration eligibility notification will provide a link to the Registration website, which will include information about advising, registration appointment times, important dates, and procedures for registering. Applicants admitted too late to participate in the first registration period will receive information regarding the second registration period and late registration.

The best source for registration information is the Admissions and Records website. The Schedule of Classes is available on our online Student Information System (PeopleSoft) and is updated in real time. A PDF version of the Schedule of Classes is published electronically each semester. Registration information can also be located on the Office of Admissions and Records website at www.sonoma.edu/ar/registration.

Web Registration

All students at Sonoma State University register online. Students will find Web registration quick and easy. Carefully read all of the registration information on the Admissions and Records website to make the registration process even simpler. It provides instructions on how to register, important deadline dates, and more.

User ID and Password

Access to Web registration requires the entry of your Seawolf User ID and password. Information on how to obtain your user ID and password can be found at the Admissions and Records website at www.sonoma.edu/ar.

Registration Fee Payment Deadline

The Customer Service website at www.sonoma.edu/customerservices/studentfee publishes the fee schedule and payment due dates. Students who fail to pay their fees by the registration fee deadline will be dropped from their classes. Credit will not be granted in any course unless all registration procedures are completed and fees are paid.

Holds

Be sure to clear any holds before registration. Depending on the nature of the hold, access to registration may be blocked, and the student may miss his or her registration appointment. You can view your holds online. For additional information about a financial hold, contact the Customer Services Center. For non-financial holds, contact the office that placed the hold.

Categories of Enrollment

With the exception of first-time freshmen who register at Summer Orientation, appointments are assigned by class level in descending order of units earned. The order is:

Status	Units Completed
First-time Freshman	0
Classified Graduate and Credential	n/a
Senior	90+
Junior	60-89
Sophomore	30-59
Freshman	0-29
Unclassified Graduate Students	N/A

SSU reserves the right to give priority registration appointments to certain populations of students.

Academic Load

A minimum of two hours preparation for each hour of regular class work should be expected; in upper-division and graduate-level courses, additional time may be required.

In order to graduate in four years, the minimum average number of units an undergraduate entering as a freshman must complete is 15.5 units per semester. Undergraduate students may register for up to 20 units without special approval of the Registrar.

Students having a 3.00 overall college grade point average may petition to enroll in more than 20 units. Maximum unit load is contingent on academic level, current course load, GPA and course availability. Students must submit a petition to the Office of Admissions and Records and receive approval before they may enroll in additional courses. A listing of the additional courses must be submitted with the petition statement.

The maximum academic load recommended for graduate students is 12 units, but a student may register for up to 20 units. Students who wish to take more than 20 units must consult with their department chair or graduate advisor.

Students who need to be registered full-time should note that 12 units is the minimum load to qualify for undergraduate status. Some additional allowance is made for graduate students officially accepted into master's degree programs who are taking classes that are part of their approved plan of study.

Add/Drop

Students are permitted to change their initial enrollment by following the University's add/drop procedures. A student may add, drop, or change the basis of grading of a class utilizing the University's online Web registration procedures and within the deadlines of the Registration Calendar. Students should consult the Admissions and Records webpages (www.sonoma.edu/ar/registration) for the procedures, approvals, timelines, and fees associated with add/drop process.

Students may add courses to their schedules up to the maximum enrollment limit during the two registration periods and the

add/drop period. Students must register themselves. You may add a class only if space is available on PeopleSoft. Sitting in on a class is not equivalent to enrollment in a class. You are registered only when you successfully complete the Web transaction. Consult the Office of Admissions and Records webpages (www.sonoma.edu/AR) for appropriate dates and approvals.

Students may drop a course or courses during the two registration periods and the add/drop period. Dropping during these times will remove the course from your schedule. Once you have decided to drop a class, you should do so immediately so that another student can fill your vacated seat. After the add/drop period, you may still drop classes until Census date; however, you will receive a grade of "W" for the course(es).

Failure to attend a class does not constitute a formal drop or withdrawal from a class. Students are responsible for dropping classes they are not attending during the deadlines posted on the academic calendar.

Withdrawing from Classes

Students are responsible for attending all courses in which they have registered. Failure to do so will result in the grade of F, WU, or NC. Students may exit classes by either dropping or withdrawing from them. Dropping a class removes any record of the class from your student record; withdrawing results in the grade of W, which has no penalty attached. Students may freely drop classes during the Add/Drop period, using Web Registration.

In accordance with CSU Executive Order No. 792, it is the policy of Sonoma State University that:

1. Students may drop a course (or courses) online and without penalty until the drop deadline (check Academic Calendar).
2. From the drop deadline to the census date (check Academic Calendar), students may withdraw from a course (or courses) online for any reason. Students who withdraw during this period shall receive a non-punitive grade of "W."
3. From the census date to the last 20 percent of instruction, students may withdraw with a "W" from a course (or courses) only for serious and compelling reasons, which must be documented (SEE DEFINITION BELOW). Students must pay a fee and file a petition (available at Admissions & Records) for each course, stating their reasons for withdrawal and providing documentation, which must accompany the petition. Petitions shall be approved by the course instructor and the chair of the department in which the course is taught.
4. During the last 20 percent of instruction, students may withdraw from a course (or courses) only for serious and compelling reasons (SEE DEFINITION BELOW) and where the assignment of an incomplete is not practicable. Procedures are the same as for #3 above. However, for this period, petitions shall also be approved by the Registrar.

5. **Total Withdrawal:** A student may withdraw completely from the semester for any reason during the first 80 percent of instruction by filling out a total withdrawal form (available online or at the Office of Admissions and Records). During the last 20 percent of instruction, students who wish to withdraw totally must file a general petition, stating serious and compelling reasons for withdrawal and providing appropriate documentation, which must accompany the petition. These petitions shall be approved by the Registrar.
6. **Retroactive Withdrawal:** After a given semester has ended, students may petition to retroactively withdraw from an entire semester if there are serious and compelling reasons for such a withdrawal. The student must file a petition, which must be accompanied by documentation of the serious and compelling reasons. The petition must also be supported by the student's departmental advisor or by an academic advisor if the student is undeclared. Such petitions shall be approved or denied by the Registrar and the University Standards Committee. Students may withdraw from a single course retroactively if and only if there are serious and compelling reasons affecting a single course (such as being unable to finish a PE course due to a broken leg).
7. For the purposes of withdrawal, the University defines "serious and compelling reasons" as follows:

The standard of "serious and compelling" applies to situations, such as illness or accident, clearly beyond the student's control. The following situations are typical of those for which "serious and compelling" is appropriate justification for withdrawal. All situations require documentation.

- a) An extended absence due to a verifiable accident, illness, or personal problem serious enough to cause withdrawal from the University.
- b) An extended absence due to a death in the immediate family.
- c) A necessary change in employment status that interferes with the student's ability to attend class.
- d) Errors made by SSU.
- e) Other unusual or very special cases will be considered on their merit by the University Standards Committee.

The following situations DO NOT fall under the intent of "serious and compelling":

- a) Grade anticipated in class is not sufficiently high, or student is doing failing work (including plagiarism).
- b) Failure to attend class, complete assignments, or take a test.
- c) Dissatisfaction with the course material, instructional method, or instructor.
- d) Class is harder than expected.
- e) Pressure of other classes, employment, and/or participation in extracurricular activities.

- f) A change of major.
- g) Lack of awareness of the withdrawal process or procedures.

This standard shall be available to students, faculty, and administrators online and on the Petition to Withdraw from a Course form.

8. **Documentation:** All petitions for withdrawal after Census date must be accompanied by documentation of the "serious and compelling" reasons for withdrawal. Documentation may include: verification of accident or illness (such as a letter from the treating physician or copies of medical bills), a letter from a licensed counselor, death certificate, employer verification of change of work status, PeopleSoft records, and other like documentation as appropriate.

Cancellation of Registration or Withdrawal From the Institution

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the University's official withdrawal procedures. Failure to follow formal University procedures may result in an obligation to pay fees, as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term.

Students who receive financial aid funds must consult with Director of Financial Aid, Salazar Hall 1000, (707) 664-2389, prior to withdrawing from the University regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. If a recipient of student financial aid funds withdraws from the institution during an academic term or a payment period, the amount of grant or loan assistance received may be subject to return and/or repayment provisions.

Information concerning the refund of fees due to complete withdrawal from the University may be obtained from Customer Services.

Students who are living in Student Housing must consult with the Director of Housing to make arrangements to vacate.

Planned Educational Leave

The Planned Educational Leave program allows for leaves of one or two semesters. Continuing students should file a Planned Educational Leave form with the Office of Admissions and Records indicating the duration of the leave (1 or 2 semesters only) within the first four weeks of the first semester of the requested leave. Students must file a Planned Educational Leave form to be eligible for enrollment in the subsequent semester. New students may not request a Planned Educational Leave for the first semester of enrollment at the University.

Continuing Student Status

Once you enroll, pay fees, and attend classes at Sonoma State University, you will be in "continuing student status" for the current and

subsequent semester. Reapplication to SSU is required if you take a leave of more than two semesters and were not on an approved Educational Leave of Absence; if you graduate with a baccalaureate from this or any other institution; or if you are a newly admitted student who enrolls, pays registration fees, and then withdraws before Census day, which is the 20th day of the semester.

The term "student" means any person taking courses at a campus, both full-time and part-time, including summer session, special session, and Extended Education.

Continuing: Student is enrolled in regular programs in one or both of the previous two semesters (summer and intersession excluded) or is resuming studies after an approved Educational Leave of Absence of no more than two consecutive semesters.

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

Former: Student who has not registered in two previous consecutive semesters (summer and intersession excluded).

Readmitted: Student who previously attended SSU, broke continuous enrollment status, reapplied, and is readmitted to SSU in a regular program.

Concurrent, Cross, and Visitor Enrollment Programs

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

CSU Concurrent Enrollment

Matriculated students in good standing may enroll at both their home CSU campus (SSU) and a host CSU campus during the same term. Credit earned at the host campus is reported at the student's request to SSU to be included on the student's transcript at SSU. Details and applications are available from the Office of Admissions and Records, Salazar Hall 2030. Concurrent enrollment is valid for one term only.

Concurrent Enrollment with SSU Extended Education

Matriculated students are not permitted to enroll concurrently in regular SSU courses and SSU Extension Open University courses, nor may students who have previously attended SSU and whose current status is disqualification for either academic or administrative reasons. Neither are students who have applied and been admitted to the University, but who do not pay fees or enroll in regular University courses, eligible to enroll through the Open University

program. There will be no exceptions to this regulation, and no refund of fees.

Extension students admitted in resident classes (through Open University) shall receive the same credit as they would receive in a matriculated class. Concurrent enrollment of extension students in regular classes does not constitute admission to the University; neither does it entitle them to student services available to regular students with the exception of library privileges. Additional information is available at the Office of Extended Education.

CSU Visitor Enrollment

Matriculated students in good standing enrolled at SSU may enroll at another CSU campus for one term. Details and applications are available from the Office of Admissions and Records, Salazar Hall 2030.

Cross Enrollment

The Cross Enrollment Program is designed to enhance the educational experience of California students by providing them with increased access to courses offered by campuses of other public higher education institutions. Students may speed progress toward meeting degree requirements by investigating course availability at campuses of other systems when they are unable to gain access to required courses at their home campus or are unable to find a course offered at a convenient time. Cross enrollment also expands educational horizons by providing students with opportunities to explore disciplines not offered by the home campus.

CSU full-time undergraduate students have an opportunity to enroll without formal admission and without payment of an additional State University Fee in one course each academic term at a campus of the University of California or at participating campuses of the California Community Colleges. The Cross Enrollment Program is open to California residents enrolled for a minimum of 6 units, who have completed at least one term at their home campus, and who have a cumulative grade point average of at least 2.00. Eligibility for enrollment in a course offered by another segment is based on available space and appropriate academic preparation for the course as determined by the host campus. Although the host campus will not require the regular course fee, a \$10 administration fee may be assessed for each term, and students are expected to pay any course-related fees (lab, materials, computer use, etc.).

Sonoma also offers cross-registration for undergraduate students with the University of California, Berkeley. For more information, contact the Office of Admissions and Records, Salazar Hall 2030.

Veterans Services

Students seeking education allowances under provisions of any Veterans Act must be eligible with the Veterans Administration to receive benefits. All students wishing to draw benefits who are enrolled for any semester must have their current program on file with the VA Certifying Official who can be reached at (707) 664-2619. This rule applies each time you register with the University.

ROTC Programs (Reserve Officer Training Corps)

Aerospace Studies Department
University of California, Berkeley
(510) 642-3572

ROTC is a training program that prepares college students to become officers in the U.S. Army or Air Force. Sonoma State University students wishing to pursue ROTC training may do so by participating in ROTC programs offered at the University of California at Berkeley. For more information on enrollment requirements, procedures, and scholarship information, contact the department staff at (510) 642-3572 or e-mail airforce@berkeley.edu. Also, review www.afrotc.com and <http://airforcerotc.berkeley.edu> for visit program and schedule information.

Provisional Unclassified Graduate Status for Senior Students

Students who plan to complete upper-division or graduate-level courses in their final semester may petition for provisional unclassified graduate credit for such courses. Courses required for the baccalaureate will not be granted this provisional status. The petition must be filed at the same time as the application for award of the degree. Teaching credential candidates should consult the Education Department regarding the advisability of such a petition.

Provisional unclassified postbaccalaureate credit can only be granted for upper-division and graduate-level courses in the semester prior to graduation and will be recorded in the student's academic record as earned prior to the award of the baccalaureate. Such credit is applicable to graduate objectives at the discretion of the relevant academic department. Should requirements for the baccalaureate not be completed by the date specified on the application, the petition for postbaccalaureate credit becomes null and void.

Special Studies Courses

The University makes arrangements through Special Studies 495 and 595 for advanced or exceptionally talented students who want to pursue academic interests beyond the scope of the regular curriculum. Such course work is subject to the following conditions and restrictions:

1. Special studies courses are limited to upper-division students who have a) a cumulative GPA of 3.00 or better, and b) an appropriate background for undertaking the proposed topic.
2. Special studies are confined principally to on-site academic study and research projects (see internship and research assistant credit courses for other kinds of credited course work).
3. No more than 8 units of special studies work — with a maximum of 4 units per course — may be taken in any department.
4. No more than 12 units of special studies may count toward the baccalaureate.

5. Special studies may not duplicate a course that is listed in the catalog and that is normally offered within a two-year period.
6. Meetings between instructor and student should be scheduled at intervals appropriate to the topic and the number of units assigned.
7. Each unit of credit requires a minimum of 45 hours of academic work.
8. Approval for registration must be obtained from the advisor, instructor, department chair, and dean.

Advising

All students must be advised prior to registering. Continuing students with a declared major should have met with their academic advisors during the early advising period (see your major department for dates). Students who have not been advised should contact their academic departments. Continuing undergraduates who have not declared a major will be advised at the Academic Advising Center, Salazar Hall, (707) 664-2442. Undergraduate students who have not declared a major after 65 semester units must be advised each semester. New students should contact their declared major department, or if undeclared, the Academic Advising Center, to make an advising appointment. Students who have not been advised may have holds placed on their records that will prevent them from registering.

Declaring or Changing a Major

Enrolled SSU undergraduate students in good standing may, with prior departmental approval, change their major. A Change of Major form must be submitted to the Office of Admissions and Records with the appropriate departmental approvals. Students should contact their intended department for major change requirements and change of major periods.

Catalog Year Requirement

Undergraduate students remaining in continuous attendance and continuing in the same major at Sonoma, at any other California State University, or in any California community college, or any combination of California community and state colleges may elect to meet the Sonoma graduation requirements in effect at the time of their entering the major or at the time of their graduation from Sonoma. Substitutions for discontinued courses may be authorized or required by the proper campus authorities. The continuous attendance policy allows interruptions in enrollment so long as the student is enrolled at least one semester or two quarters each calendar year.

Auditing

At Sonoma State, auditing is an informal arrangement between an auditor and a faculty member. With the permission of the instructor and if space is available, an auditor may attend a course on an informal basis. The auditor and the instructor must agree upon

the extent to which the auditor will participate, and whether the auditor's work will be required and evaluated. Students do not register for these classes and no official records are maintained of these informal audits.

Transcripts of SSU Courses

Students may obtain transcripts of their Sonoma State University records from the Office of Admissions and Records only upon written request. Include your name, date of birth, Social Security number or SSU ID number, the dates you attended SSU, where you wish the transcripts mailed, and any special instructions (e.g., hold for degree or a grade change, or whether the transcripts should be mailed in individual, sealed envelopes). All transcript requests must include a signature. The University reserves the right to withhold issuing the transcript of any student not in good financial standing with the University. Transcripts may also be ordered by mail, or by fax, at (707) 664-2060. There is no charge for SSU transcripts.

Grading

Identification of Grades

The University uses a combination of traditional and nontraditional grading options, as follows:

Traditional Grades (A, B, C, D, F)

Letters A, B, C, and D are passing grades; F means failure. Additional + (plus) and - (minus) supplements add or subtract 0.30 grade points per unit. These apply to the A, B, C, and D grades; there is no A+.

Nontraditional Grades (Cr/NC)

Credit (Cr) may be awarded in undergraduate classes (499 and below) for work equivalent to a letter grade of C- or better, and for graduate-level classes (500) for work equivalent to a B- or better. NC, indicating No Credit, is given for work equivalent to D+ and below for undergraduate classes and C+ and below for graduate-level classes.

In classes in which there is an option between traditional and nontraditional grading modes, the mode must be declared using Web Registration by the end of the Drop/Add period. (For Web registration, see www.sonoma.edu/AR or the appropriate Schedule of Classes for instructions.) During the week after the Drop/Add period, students may continue to change their grade mode via Web Registration update mode.

Undergraduate students may complete a maximum of 24 units of Cr (credit) grades.

For students applying for degrees under catalog years beginning in Fall 1988, only courses graded A-F may be applied toward major and minor requirements, except for courses not available in the A-F mode. Thus, a course taken Cr/NC when the alternative is available can be counted only as an elective or toward the general education requirements. This provision is enforced only when the student applies for graduation rather than upon each class enrollment.

Students taking more than the maximum number of Cr units will be required to complete more than the minimum number of units required for the degree.

All nontraditionally graded units earned at other institutions that have been accepted for transfer will be accepted toward the bachelor's degree. If fewer than 24 such units are transferred, they will count toward the 24-unit limit. If 24 or more such units have been accepted, no additional Cr/NC course may be taken unless it is offered Cr/NC only and is required for the major.

All lower-division general education units earned in the Hutchins School will be acceptable for graduation, irrespective of their number, up to the 48 units that constitute the Hutchins School general education program. A student who completes at least 24 Cr/NC units in the Hutchins School general education program may not take other Cr/NC courses unless the units are earned in a course that is available only on a Cr/NC grading basis and is required for the major. Graduate students may, at the discretion of the department, take up to one-third of the total units applied to their master's degree in a nontraditional grading mode. Each department will designate those courses that may be graded only in the Cr/NC mode.

Definitions of Grading Symbols

The accompanying grade chart indicates grade symbols and their numerical equivalents for evaluating coursework. In addition, more complete definitions of administrative grades are provided.

Grades		
Symbol	Explanation	Grade Points
A	Outstanding	4.0 per unit value of course
A-		3.7 per unit value of course
B+		3.3 per unit value of course
B	Commendable	3.0 per unit value of course
B-		2.7 per unit value of course
C+		2.3 per unit value of course
C	Satisfactory	2.0 per unit value of course
C-		1.7 per unit value of course
D+		1.3 per unit value of course
D	Minimum Performance	1 per unit value of course
D-		0.7 per unit value of course
F	Failure	0 per unit value of course
Cr	Credit	Not applicable
NC	No Credit	Not applicable
I	Incomplete	Not applicable
IC	Incomplete Charged	0 per unit value of course
RP	Report in Progress	Not applicable
W	Withdrawal	Not applicable
WU	Withdrawal Unauthorized	0 per unit value of course
RD	Report Delayed	Not applicable
PRV	Provisional Graduate Credit	Not applicable

Incomplete (I)

The symbol "I" indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still

a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements that must be satisfied to remove the Incomplete. A final grade is assigned when the work agreed upon has been completed and evaluated.

An Incomplete shall be converted to the appropriate grade or symbol within one year following the end of the term during which it was assigned provided, however, an extension of the one-year time limit may be granted by petition for contingencies such as intervening military service and serious health problems. Where campus policy requires assignment of final grades on the basis of numerous demonstrations of competency by the student, it may be appropriate for a faculty member to submit a letter grade to be assigned in the event the Incomplete is not made up within one year. If the Incomplete is not converted within the prescribed time limit, it shall be counted as a failing grade in calculating grade point average and progress points unless the faculty member has assigned a grade in accordance with campus policy.

Incomplete Charged (IC)

This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an "I" being converted to an "IC" symbol, unless the faculty member assigns a specific letter grade at the time the Incomplete is assigned, which would replace the "I" in the student's record at the end of the calendar year deadline. If the Incomplete is not converted within the prescribed time limit, it shall be counted as a failing grade (if the course was registered as a graded course) in calculating grade point average and progress points unless the faculty member has assigned a grade in accordance with campus policy. If the course was registered as CR/NC, a NC will be assigned as the final grade.

Report in Progress (RP)

The "RP" symbol is used in connection with courses that extend beyond one academic year. It indicates that work is in progress but that assignment of a final grade must await completion of additional work. Work is to be completed within one year except for graduate degree theses.

Enrollment for more units of credit than the total number of units that can be applied to the fulfillment of the student's educational objective is prohibited. Work is to be completed within a stipulated time. 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 limits must receive prior authorization by the Associate Vice President for Academic Programs and Graduate Studies.

Report Delayed (RD)

The "RD" symbol is an administrative grade used when a grade has not yet been determined for the student or has been delayed in the grade reporting process.

Withdrawal (W)

"W" indicates that the student withdrew from the course after the end of the add/drop period but before the end of the eighth week of instruction. It carries no connotation of quality of student performance and is not used in calculating grade point.

Withdrawal Unauthorized (WU)

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

Credit (Cr)

"CR" grades are not included in the calculation of grade point average.

No Credit (NC)

"NC" grades are not included in the calculation of grade point average.

Grade Reporting

Approximately two weeks following the end of finals, grades will be available to view online. Any discrepancies should be reported to the Office of Admissions and Records so that they may be promptly investigated. In some cases it may be necessary to contact individual instructors to resolve grade reporting errors. No changes to the permanent record will be made after a degree has been awarded.

Dean's List

Undergraduate students who earn at least a 3.50 GPA in a minimum of 12 units of letter-graded work will be awarded Dean's List recognition. Courses taken from Extended Education or credit by examination will not be included in this calculation. Only the grades for one semester will be used in the computation of the GPA for purposes of granting this recognition.

Academic Records

Student academic records are maintained by the Office of Admissions and Records. These records are considered confidential and, while available to faculty members for advising purposes, the information contained is subject to very strict control. Parents of minor students have authorized access to the academic records of their children. All other persons requesting access to academic records, including governmental investigators and parents of students 18 years old or older, must have the student's written permission.

A student's permanent academic record cannot be changed except where an error in recording has occurred or by approval of the proper University authority. One year is allowed for errors to be identified by a student and corrected by the Office of Admissions and Records or for a petition to be submitted.

Individuals may have access to their official records by appointment with the Office of Admissions and Records. Records of work

done at other institutions cannot be copied; students' files will be kept for no more than five years after the semester last attended.

Diplomas

When students apply for graduation, they will be asked how they wish their name to appear on the diploma. The name must be legally and verifiably their own as it appears on an appropriate form of identification, such as a driver's license or Social Security card. Family names and nicknames cannot be used. The policy applies for reissued diplomas and certificates as well.

Diplomas are mailed approximately eight weeks after the graduation date. A replacement copy of a lost diploma may be purchased for \$10.

Scholastic Status

Grade point average (GPA), used as a measurement of satisfactory scholarship, is calculated by dividing the number of grade points by the number of units attempted for the grades of A, B, C, D, F, WU, and IC. CR and NC are not used in this calculation.

Academic Standing

Academic standing refers to the quality of a student's academic work at the University. Students falling below acceptable standards are placed on academic probation and become subject to academic disqualification should the quality of their academic work not improve to meet minimum standards.

Good Standing

Any student who is eligible to enroll in the University is considered to be in good standing. This means that undergraduate students who have maintained satisfactory scholarship with at least a 2.00 cumulative grade point average, as well as those who are on probation, are in good standing. Post-baccalaureate students who have maintained satisfactory scholarship with at least a 3.0 cumulative grade point average, as well as those who are probation, are in good standing. Students who are disqualified are not routinely eligible to enroll and are therefore not considered in good standing.

Academic Probation and Academic Disqualification

There are two probationary and disqualification statuses to which students may be subject: academic or administrative.

Academic Probation

An undergraduate student is subject to academic probation if at any time the cumulative grade point average in all college work attempted or cumulative grade point average at the campus where enrolled falls below 2.0 (Title 5, *California Code of Regulations*, Section 41300 (a)).

An undergraduate student shall be removed from academic probation when the cumulative grade point average in all college work attempted and the cumulative grade point average at the campus where enrolled is 2.0 or higher.

Probation and Disqualification of post-baccalaureate and gradu-

ate students are subject to Section 41300 (d), (e), and (f) of Title 5 and criteria established by the campus.

Undergraduate	2.00
Post-baccalaureate Student (credential, graduate, etc.)	3.00

Academic Disqualification

As authorized by Section 41300 (b) of Title 5, undergraduate students on academic probation are subject to academic disqualification when they fall below a 2.00 (C) average by the number of grade points indicated either for all units attempted or for all units attempted at Sonoma State University.

Class Level	Minimum GPA
Freshmen (0-29 units completed)	1.50
Sophomores (30-59 units completed)	1.70
Juniors (60-89 units completed)	1.85
Seniors (90 or more units completed)	1.95

Undergraduate students who have been disqualified may not apply for immediate reinstatement. Students who have been disqualified and who have been separated from the University for at least one semester may apply to the University Standards Committee for reinstatement. The Committee shall take into consideration qualitative and quantitative evidence of the student's ability to overcome his/her grade point deficit (SSU or cumulative); lower-division students shall normally be expected to complete enough transferable college-level course work elsewhere to raise their cumulative average to at least 2.0 before applying for reinstatement.

During the time you are away from SSU, you should (a) plan to retake any course(s) for which you received grades of C-, D, F, WU, or IC and (b) examine the circumstances that led to your unsatisfactory performance and make appropriate adjustments to ensure that the circumstances do not recur.

As a disqualified student, you are not eligible to take classes at Sonoma State University, including Extended Education or Open University courses.

As authorized by Section 41300 c of Title 5, SSU may disqualify an individual not on probation when the following circumstances exist:

- A. At the end of any term, the student has a cumulative grade point average below 1.0 and
- B. The cumulative grade point average is so low that in view of the student's overall educational record, it seems unlikely that the deficiency will be removed within a reasonable period.

Graduate and other Post-baccalaureate students: Minimum GPA 3.0. A graduate student on academic probation who fails to earn sufficient grade points for removal from probationary status is subject to academic disqualification.

Notice of Disqualification: Students who are disqualified at the end of an enrollment period under any of the provisions of Executive Order 823 will be notified before the beginning of the next consecu-

tive regular enrollment period. Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term.

Administrative-Academic Probation

A student may be placed on administrative-academic probation for withdrawal from a substantial portion of a program in two successive terms, for 1) repeated failure to progress toward a degree; 2) repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 units of NC; and 3) failure to comply with an academic requirement or regulation that is routine for all students or for a defined group of students.

Administrative-Academic Disqualification

Students may be placed in administrative-academic disqualified status for continued failure to remedy the condition resulting in their being on administrative academic probation. Additionally, the President may designate a campus official to act for him or her in the disqualification of students not on probation when: 1) a student has, at the end of any term, fewer cumulative grade points than cumulative units attempted; and 2) the cumulative grade point deficiency is so great that, in view of the student's overall educational program, it seems unlikely that the deficiency will be corrected within a reasonable period of time. A student disqualified from the University may be reinstated only by special action.

Reinstatement after Disqualification

No student is academically disqualified from the University on the basis of a single semester of unsatisfactory work unless eligible for Administrative-Academic Disqualification. However, a student who has been at the University for more than one semester and whose SSU grade point average results in disqualification will not be allowed to apply for readmission to the University until he/she has been away from the University for a period of time (generally a minimum of one semester) and has demonstrated academic success (or an equivalent experience) in another environment.

Disqualified students may be considered for reinstatement by petitioning to the University Standards Committee (in care of the Office of Admissions and Records). Petitions must be accompanied by evidence (such as satisfactory academic work elsewhere) that would justify reinstatement and a letter of support from the student's major department. Petitions are reviewed and approved or denied by the University Standards Committee. Disqualified students who are reinstated will be on a probationary basis until all grade point deficiencies have been removed or until they are again disqualified. Students who have been reinstated after disqualification and then disqualified again will not be reinstated except under exceptional circumstances.

Course Repeat

Undergraduate students may repeat a maximum of 24 units of courses taken at SSU. This maximum does not apply to courses that can be taken repeatedly for credit, such as certain P.E. and music courses (e.g. Kinesiology 101 or Music 325). Courses repeatable for credit are so indicated in the course catalog.

Up to the maximum of 24 units:

1. Students may, with permission of the department offering the course, repeat an SSU course. Courses must be repeated in the same grade mode (grade or credit/no credit) in which they were originally taken. Courses may also be repeated at another college campus as long as the department offering the course at SSU agrees, in advance and in writing (see "Course Repeat" form), that the course is an exact replacement for the relevant SSU course or a substantially equivalent course.
2. Students must file a "Course Repeat" form each time a course is repeated, no later than the Add/Drop deadline for the semester in which the course is repeated. Failure to file a course repeat form on time may affect the student's academic standing at the end of the semester. Please note that some departments limit the number of times a specific course may be repeated. See the course catalog for details.
3. A student may repeat a course to replace the grade ONLY if the first attempt resulted in a grade of C-, D+, D, D-, F, WU, NC, or IC. In this case, only the grade (even if it is lower) and units earned in the second attempt will be used in the SSU calculation of grade point average. The grade earned in the first attempt will be replaced on the student's transcript by the symbol "RPT." A student may repeat a given course to replace the grade only once, even if the second attempt results in a grade of C- or lower.
4. A student may also repeat a course without replacing the grade if the first attempt resulted in a grade of C, Credit, or better OR if a student chooses to retake a course in which the student has already replaced a grade. In this case, all grades for the course (excluding RPT) will be calculated in the Sonoma State grade point average. However, units from a repeated course will only count once toward graduation. (Thus a 3-unit course repeated once will only contribute 3 units, not 6 units, toward graduation.)
5. In any course or program where enrollment demand exceeds the resources to offer sufficient openings or sections to meet that demand, the academic unit may give enrollment priority to students taking the course for the first time.

Excessive Enrollment

If a student enrolls in the same course beyond catalog limitations, units earned will not be counted toward a baccalaureate. The grades and any grade points earned, however, will be averaged with the student's other grades.

Academic Renewal

The trustees of the California State University have established a program of academic renewal whereby students who are having difficulty meeting graduation requirements due to a grade point deficiency may petition to have up to two semesters or three quarters of previous college work discounted from all considerations associated with meeting requirements for the baccalaureate. Academic renewal is intended only to facilitate graduation from SSU and is not applicable for individuals who already possess a baccalaureate or who meet graduation requirements without the approval of a petition for academic renewal.

Conditions: To qualify for academic renewal, all of the following conditions established by the trustees must be met:

1. The student must present evidence in the petition that the coursework to be disregarded was substandard and not representative of the student's present scholastic ability and level of performance, because of extenuating circumstances.
2. The student must present evidence that if the petition is denied, it would be necessary for the student to enroll in additional coursework involving one or more additional terms in order to qualify for graduation. The student should include the specific coursework or requirements involved. Normally students should have completed 90 units prior to filing the petition.
3. Five years must have elapsed since the term or terms to be disregarded were completed. Terms taken at any institution may be disregarded.
4. Subsequent to the completion of the term(s) to be disregarded, the student must have completed the following coursework at Sonoma State University: 15 semester units with at least a 3.00 GPA, or 30 semester units with at least a 2.50 GPA, or 45 semester units with at least a 2.00 GPA.

If and when the petition is granted, the student's permanent academic record will be annotated so that it is readily evident to all users of the record that no work taken during the disregarded term(s), even if satisfactory, will apply toward baccalaureate graduation requirements. However, all work will remain legible on the record to ensure a true and complete academic history.

A final decision on the petition will be made by the University Standards Committee. The Committee will review petitions only if all of the basic requirements (indicated above) are met. Normally, students will be notified of the decision within 30 days after the completed petition is submitted.

Class Attendance

Students should not miss classes except for valid reasons, such as illness, accidents, or participation in officially approved University activities. When students are absent from classes, it is their responsibility to inform the instructor of the reason for absence and to arrange to make up missed assignments and class work. Students should be cautioned that even though absences may be for valid reasons, such absences can impair performance and result in a lower grade.

Graduate and Postbaccalaureate Regulations

1. No fewer than one-half of the units shall be in graduate (500-level) courses.
2. A classified student must continue to demonstrate, throughout enrollment in the graduate program, the level of competence required to be successful in the completion of the requirements. This evaluation of competence is primarily the responsibility of faculty actively teaching in the program.
3. The master's program contract advances the student to candidacy and must be filed no later than the time the student files for graduation.
4. At least 21 semester units shall be completed in residence.
5. At least 18 semester units shall be completed in the major.
6. No more than 6 semester units shall be allowed for a thesis.
7. No more than 9 units of Extension or transfer credit (or combination of the two) may be allowed, subject to the approval of the department concerned.
8. No credit toward a master's degree will be given for student teaching in a credential program.
9. The candidate must complete a thesis, project, or comprehensive exam as required by the department. Culminating projects that are published by the library require review by the Graduate Studies Office, as well as the student's faculty committee. A public defense of the thesis or project is required.
10. Graduate students at Sonoma State University may, at the discretion of the department, take up to one-third of the total units applied to the master's degree in a nontraditional graduating mode.
11. The student may take three semesters to complete the thesis/project following initial enrollment in the units. The SP grade will remain until the student submits the culminating project. Projects taking more than four semesters to complete will require approval by the Associate Vice Provost for Academic Programs and Graduate Studies, the appropriate campus authority, or re-enrollment in units.

Change in Graduate Standing

Many students are admitted to the University in conditionally classified standing with contingencies to remove prior to becoming a classified student. This admission does not guarantee a space in the graduate program. Such a guarantee is obtained by a change in graduate standing to classified status verified by the program in question. Each department has its own procedures for granting the student a place in its program. At the time this status is confirmed, a Change in Graduate Status form is filed with the Admission and Records Office and the Graduate Studies Office confirming the department's approval of this change in status. Changes to graduate status may not be processed until the end of the semester.

Students who were graduated with a bachelor's degree from a foreign institution and change from working toward a second bachelor's to a graduate program must submit a TOEFL score of at least 550.

Student Policies

Privacy Rights of Students in Education Records

The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) and regulations adopted thereunder (34 C.F.R. 99) set out requirements designed to protect students' privacy in their records maintained by the campus. The statute and regulations govern access to student records maintained by the campus and the release of such records. The law provides that the campus must give students access to records directly related to the student, and must also provide opportunity for a hearing to challenge the records if the student claims they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under this law does not include any right to challenge the appropriateness of a grade determined by the instructor. The law generally requires the institution to receive a student's written consent before releasing personally identifiable data about the student. The institution has adopted a set of policies and procedures governing implementation of the statute and the regulations. Among the types of information included in the campus statement of policies and procedures are: (1) the types of student records maintained and the information they contain; (2) the official responsible for maintaining each type of record; (3) the location of access lists indicating persons requesting or receiving information from the record; (4) policies for reviewing and expunging records; (5) student access rights to their records; (6) the procedures for challenging the content of student records; (7) the cost to be charged for reproducing copies of records; and (8) the right of the student to file a complaint with the Department of Education. The Department of Education has established an office and review board to investigate complaints and adjudicate violations. The designated office is: Family Policy Compliance Office, U.S. Department of Education, Washington, D.C. 20202-4605.

The campus is authorized under the Act to release "directory information" concerning students. "Directory information" may include the student's name; address; telephone listing; electronic mail

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

The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons have responsibilities in the campus's academic, administrative, or service functions and have reason for using student records associated with their campus or other related academic responsibilities. Student records may also be disclosed to other persons or organizations under certain conditions (e.g., as part of the accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; or to other institutions to which the student is transferring).

It is the policy of Sonoma State University to comply fully with the provisions of the Family Educational Rights and Privacy Act. That act requires educational institutions to define as "directory information" that information "contained in an education record that would generally not be considered harmful or an invasion of privacy if disclosed." Sonoma State University considers the following to be directory information:

Name
Address*
Telephone listing*
E-mail address*
Major field of study
Dates of attendance
Grade level
Enrollment status (e.g., graduate or undergraduate; full-time or part-time)
Participation in intercollegiate athletics
Degrees received
Most recent educational agency or institution attended.

*Verify only, and for valid educational reasons.

(Note that FERPA allows schools to disclose educational records, including but not limited to directory information, without consent to school officials with legitimate educational interests.)

It is the policy of Sonoma State University to disclose or verify the directory information regarding its students as listed above if requested to do so, unless an individual student has indicated in the student record system that he or she does not wish to have information disclosed or verified. Students are responsible for maintaining an accurate record of their FERPA intentions in the student record system.

In accordance with FERPA, information other than this directory information is released to third parties only when a valid written consent to disclose, signed by the student, is presented.

Career Placement

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

Immigration Requirements For Licensure

The Personal Responsibility and Work Opportunity Reconciliation Act (PRAWORA) of 1996 (P.L. 104-193), also known as the Welfare Reform Act, includes provisions to eliminate eligibility for federal and state public benefits for certain categories of lawful immigrants as well as benefits for all illegal immigrants.

Students who will require a professional or commercial license provided by a local, state, or federal government agency in order to engage in an occupation for which the CSU may be training them must meet the immigration requirements of the new Personal Responsibility and Work Opportunity Reconciliation Act to achieve licensure.

Pre-Enrollment Immunization Requirements

Measles and Rubella (MMR)

The CSU System requires students born after 1956 to show official medical proof of immunization against measles and rubella prior to the start of their first semester of University classes. Two doses of appropriately timed measles and rubella vaccine (usually given as MMR) with the second shot after 1979 constitute appropriate immunization. Individuals who were immunized before 1979 or who have received only one dose of measles vaccine during their lifetime should receive an additional MMR immunization prior to enrollment. If the student is unable to locate proof of the first MMR, and he or she received K-12 schooling in California, the University will accept proof of one MMR on or after 4 years of age and after 1979, and presume this represents the second dose.

Hepatitis B

The State of California also requires all students who are under age 19 at the time of first enrollment at a public university, to show proof of a series of three Hepatitis B immunizations or immunity to Hepatitis B prior to the start of their first semester of classes. Appropriate Hepatitis B immunization consists of a series of 3 shots over a minimum four-to six-month period, so prospective students should initiate and complete this series as soon as possible.

Entering students should locate documentation of previous immunizations and seek needed immunizations from their regular health care providers or local public health clinics ASAP.

Photocopies of official medical documentation of all required immunizations (or lab tests confirming immunity, or documentation of a need for medical or religious waiver) must be submitted as far in advance of enrollment as possible to:

Sonoma State University
Office of Admissions and Records
ATTN: Immunization Requirements
1801 E. Cotati Ave.
Rohnert Park, CA, 94928

MMR and Hepatitis B shots are available at reduced cost at the Student Health Center to immediately entering, conditionally registered SSU students who have been unable to complete immunizations elsewhere. Students should not delay in meeting these pre-enrollment immunization requirements, as those who do not comply in a timely fashion will be prohibited from registering for subsequent classes or making course adjustments until the requirements have been met.

Student Conduct / Judicial Affairs

Salazar Hall, 1018
(707) 664-2838

The President of the University has authority in disciplinary actions. In compliance with CSU Executive Order 970 the President may assign a campus official or officials to be the Student Conduct Administrator, whose responsibility is to determine whether to initiate disciplinary action under the Student Conduct Code. The Assistant Vice President for Student Affairs is the designated Student Conduct Administrator for this University.

Philosophy

The University is committed to maintaining a safe and healthy living and learning environment for its students, faculty, staff, and the greater campus community. Each member of the campus community has an obligation to engage in behaviors that contribute toward these common goals. Every member of this living and learning community must assume responsibility for becoming educated about the policies, procedures, and standards followed at this institution.

Students will be held accountable for their actions when their behavior goes beyond what the Sonoma State University community considers to be reasonable and responsible. Students referred to the Student Conduct Administrator will participate in a disciplinary process which emphasizes education, tolerance, integrity, and respect.

Please refer to the Student Affairs and Enrollment Management website located at <http://www.sonoma.edu/saem/> for additional information.

Student Disciplinary Procedures

Inappropriate conduct by students or by applicants for admission is subject to disciplinary action by the University as provided in sections 41301 through 41304 of Title 5 of the *California Code of Regulations*. The purpose of the code is to provide procedures that are fair and just, both to the student charged and to the institution, by which it can be determined whether violations of conduct have occurred. A complaint against a student for an alleged violation of conduct (as defined in Sections 41301 through 41304 of Title 5) may be filed by a student, faculty member, staff member, University police officer, or community member. The complaint should be filed with the Student Conduct Administrator, who will investigate the alleged violation. The administrator will hold a conference with the student to obtain his or her response to the alleged misconduct and to determine if the complaint may be dealt with informally by mutual consent through a student discipline settlement agreement. If the allegations of misconduct have not been resolved informally by conference and the Student Conduct Administrator determines that formal disciplinary action should be taken, the Student Conduct Administrator shall initiate the disciplinary action process by written Notice of Hearing. This notice shall be served in person or served by certified mail return receipt requested to the student charged at the last known address on campus records. For detailed information about the Notice of Hearing process and requirements, please refer to CSU Executive Order 970. At any point in the process, the student may waive a hearing and accept a sanction without admitting that he or she engaged in the conduct charged. The hearing will be conducted by a hearing officer, who will be an administrative officer of the University appointed by the President. The hearing officer will submit a report and recommendations to the president, who will decide the matter, notify the student, and take action as appropriate. Discipline that may be imposed includes, but is not limited to, probation, suspension, and expulsion.

Student Discipline

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

s 41301. Standards for Student Conduct

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community must choose behaviors that contribute toward this end. Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

(a) Student Responsibilities

Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their University, to be civil to one another and to others in the campus community, and to contribute positively to student and University life.

(b) Unacceptable Student Behaviors

The following behavior is subject to disciplinary sanctions:

- (1) Dishonesty, including:
 - (A) Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
 - (B) Furnishing false information to a University official, faculty member, or campus office.
 - (C) Forgery, alteration, or misuse of a University document, key, or identification instrument.
 - (D) Misrepresenting one's self to be an authorized agent of the University or one of its auxiliaries.
- (2) Unauthorized entry into, presence in, use of, or misuse of University property.
- (3) Willful, material, and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
- (4) Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.
- (5) Willful, material, and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity.
- (6) Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.
- (7) Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
- (8) Hazing, or conspiracy to haze, as defined in Education Code Sections 32050 and 32051:

“Hazing” includes any method of initiation or pre-initiation into a student organization, or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending any school, community college, college, university or other educational

institution in this state; but the term “hazing” does not include customary athletic events or other similar contests or competitions.

A group of students acting together may be considered a “student organization” for purposes of this section whether or not they are officially recognized. Neither the express or implied consent of a victim of hazing, nor the lack of active participation while hazing is going on is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.

- (9) Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia (except as expressly permitted by law and University regulations), or the misuse of legal pharmaceutical drugs.
- (10) Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.
- (11) Theft of property or services from the University community, or misappropriation of University resources.
- (12) Unauthorized destruction, or damage to University property or other property in the University community.
- (13) Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.
- (14) Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.
- (15) Misuse of computer facilities or resources, including:
 - (A) Unauthorized entry into a file, for any purpose.
 - (B) Unauthorized transfer of a file.
 - (C) Use of another’s identification or password.
 - (D) Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University community.
 - (E) Use of computing facilities and resources to send obscene or intimidating and abusive messages.
 - (F) Use of computing facilities and resources to interfere with normal University operations.
 - (G) Use of computing facilities and resources in violation of copyright laws.
 - (H) Violation of a campus computer use policy.
- (16) Violation of any published University policy, rule, regulation, or presidential order.

- (17) Failure to comply with directions of, or interference with, any University official or any public safety officer while acting in the performance of his/her duties.
- (18) Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well-being of members of the University community, to property within the University community, or poses a significant threat of disruption or interference with University operations.
- (19) Violation of the Student Conduct Procedures, including:
 - (A) Falsification, distortion, or misrepresentation of information related to a student discipline matter.
 - (B) Disruption or interference with the orderly progress of a student discipline proceeding.
 - (C) Initiation of a student discipline proceeding in bad faith.
 - (D) Attempting to discourage another from participating in a student discipline matter.
 - (E) Attempting to influence the impartiality of any participant in a student discipline matter.
 - (F) Verbal or physical harassment or intimidation of any participant in a student discipline matter.
 - (G) Failure to comply with the sanction(s) imposed under a student discipline proceeding.
- (20) Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

(c) Procedures for Enforcing This Code

The Chancellor shall adopt procedures to ensure students are afforded appropriate notice and an opportunity to be heard before the University imposes any sanction for a violation of the Student Conduct Code.

(d) Application of This Code

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the University, is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with *Education Code* Section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

Note: Authority cited: Sections 66017, 66452, 66600, 69810, 89030, and 89035, Education Code. Reference: Sections 66450, 69813 et seq. and 89030, Education Code.

41302. Disposition of Fees: Campus Emergency; Interim Suspension

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

During periods of campus emergency, as determined by the President of the individual campus, the President may, after consultation with the Chancellor, place into immediate effect any emergency regulations, procedures, and other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

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

41303. Conduct by Applicants for Admission

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

41304. Student Disciplinary Procedures for the California State University

The Chancellor shall prescribe, and may from time to time revise, a code of student disciplinary procedures for the California State University. Subject to other applicable law, this code shall provide for determinations of fact and sanctions to be applied for conduct which is a ground of discipline under Sections 41301 or 41302, and for qualified admission or denial of admission under Section 41303; the authority of the campus President in such matters; conduct related determinations on financial aid eligibility and termination; alternative kinds of proceedings, including proceedings conducted

by a Hearing Officer; time limitations; notice; conduct of hearings, including provisions governing evidence, a record, and review; and such other related matters as may be appropriate. The Chancellor shall report to the Board actions taken under this section.

Compliance

For information on Sonoma State University's compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Drug Free Schools and Communities Act, please visit the Police and Parking Services website at www.sonoma.edu/ps/

Student Grievance Procedures

Student Grievance Coordinator
Salazar Hall 1018
(707) 664-2838

A grievance may arise out of a decision or action reached or taken in the course of official duty by a member of the faculty, staff, or administration of Sonoma State University. The purpose of the grievance procedures is to provide a process for an impartial review and to ensure that the rights of students are properly recognized and protected. A grievable action is an action that: a) is in violation of written campus policies or procedures; or b) constitutes arbitrary, capricious, or unequal application of written campus policies or procedures. The complete Student Grievance Procedures Policy can be found on the Internet at www.sonoma.edu/uaffairs/policies/studentpolicy/htm.

Grade Appeal

A student may appeal a grade by an individual instructor if the student alleges that there was action by the instructor that was arbitrary, unreasonable, prejudiced, capricious or not supported by the evidence. There is a time limit and an informal process that should be followed.

Financial Aid Appeal Policy

Students have the right to appeal their financial aid award or any other financial aid decision that they feel affects them adversely and that falls outside of the jurisdiction of federal, state, or Chancellor's office regulations. This right includes answers to questions, explanations of financial aid policies and procedures, and a request for reconsideration. The initial appeal is made to the student's financial aid representative. After subsequent review by the Director of Financial Aid, the student's case may ultimately be presented to the Financial Aid Advisory Committee.

Other Campus Policies

Campus Smoking Policy

Sonoma State University has a responsibility to its employees and students to provide a safe and healthful environment. Research findings show that smoking and the breathing of secondhand smoke constitute a significant health hazard. In addition to direct health hazards, smoking contributes to institutional costs in other ways, including cleaning and maintenance costs and costs associated with employee absenteeism, health care, and medical insurance.

It is, therefore, the policy of Sonoma State University to prohibit smoking in campus buildings and certain other areas of the campus where nonsmokers cannot avoid exposure to smoke. Specifically, smoking is prohibited in all campus buildings, including classrooms, lecture halls, laboratories, offices, work areas, study areas, reception areas, meeting rooms, lobbies, hallways, stairwells, elevators, eating areas, lounges, and restrooms, and within 20 feet of all campus buildings. Furthermore, smoking is prohibited in all partially enclosed areas such as covered walkways, breezeways, walkways between sections of buildings, busstop shelters, exterior stairways, and landings. Smoking is also prohibited in all state vehicles.

Smoking is permitted generally in outside grounds areas beyond 20 feet of all campus buildings except decks and patios associated with dining facilities, or if it unavoidably exposes people entering and leaving adjacent buildings to smoke, or when it is explicitly prohibited during a particular event or activity scheduled in the area (such as in bleachers or row seating at Commencement or athletic events).

Lit tobacco products must be extinguished, and tobacco residue must be placed in an appropriate ash can or other waste receptacle located outside of nonsmoking areas.

The sale or promotional distribution of tobacco products on campus is prohibited.

In addition to instituting the regulations above, the University on an ongoing basis makes available to employees and students information about the effects of smoking and secondhand smoke and about smoking-cessation programs—primarily through the Personnel Office, the Student Health Center, and the Alcohol and Drug Education Program.

Effective implementation of the Smoking Policy depends upon the courtesy, sensitivity, and cooperation of all members of the campus community. It is a normal and reasonable duty of all employees of Sonoma State University and its auxiliaries, and expected conduct by all students, to comply with this policy.

The Smoking Policy applies to all campus buildings and grounds owned, rented, or leased by Sonoma State University, including the Residential Community, Student Union Building, Commons, and Physical Education/Athletics facilities. All members of the campus

community—students, faculty, and staff—as well as campus visitors are expected to comply with the provisions of the policy. The policy is made known to members of the campus community and visitors through the University Catalog, posted signs, and notices in campus publications.

Nondiscrimination Policy

Race, Color, and National Origin

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

Disability

The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Section 504 of the Rehabilitation Act of 1973, as amended, and the regulations adopted thereunder and the Americans with Disabilities Act of 1990 prohibit such discrimination. The Manager of Employee Relations and Diversity has been designated to coordinate the efforts of Sonoma State University to comply with these Acts and their implementing regulations. Inquiries concerning compliance may be addressed to this person at Salazar Hall 2078A and/or (707) 664-2281.

Sex/Gender

The California State University does not discriminate on the basis of sex or gender 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 Sonoma State University. Such programs and activities include admission of students and employment. Inquiries concerning the application of Title IX to programs and activities of Sonoma State University may be referred to the Manager of Employee Relations and Diversity, the campus officer(s) assigned the administrative responsibility of reviewing such matters, or to the Regional Director of the Office of Civil Rights, Region IX, 50 United Nations Plaza, Room 239, San Francisco, California 94102.

The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics.

Sexual Orientation

By CSU Board of Trustees policy, the California State University does not discriminate on the basis of sexual orientation.

For policies and procedures specific to Sonoma State University, visit these websites:

SSU Nondiscrimination Policy
www.sonoma.edu/UAffairs/policies/non-discrimination.htm

SSU Discrimination Complaint Procedures
www.sonoma.edu/hs/erc/docs/dis_complaint_proced.doc

Discrimination Complaint Procedures

Students, staff, faculty, and administrators are regularly informed of the University's policies and procedures regarding discrimination and sexual harassment/sexual assault policies and complaint procedures. In addition, all supervisors are regularly informed of their responsibility regarding complaints made against those whom they supervise.

All employees and students, female or male, who believe they have been subjected to discrimination, including sexual harassment and sexual assault, have several ways to make their concerns known. Regardless of the means selected for resolving allegations of discrimination (including sexual harassment and sexual assault), the initiation of a complaint will not cause any reflection on the reporting party nor will it affect such person's future business dealings with the University, his or her employment, compensation or work assignments, or in the case of students, grades, class selection, or other matters pertaining to his or her status as a student at the University. Every effort should be made to resolve any incident as soon as possible while the facts and potential testimony of witnesses, if any, are current.

Any complaint alleging discrimination, including sexual harassment or sexual assault, will be investigated according to the SSU affirmative action and nondiscrimination policy and discrimination complaint procedures. This investigation will result in findings being made and if necessary, recommendations for sanctions, and will serve as the investigation normally carried out prior to deciding to initiate discipline. Facts gathered and any findings made during an informal or formal resolution process may be sufficient to obligate the University to take disciplinary action against a faculty member, staff member, or student, or for the University to initiate a criminal investigation. If the University pursues disciplinary action against an alleged violator, a hearing may be required. In cases alleging sexual harassment/sexual assault, if both housing discipline and student discipline are initiated and require a hearing, the housing and student discipline hearings will be combined into one hearing. Due process guarantees exist under the student discipline process and the appropriate employee disciplinary procedures.

Complaints of discrimination and/or sexual harassment/sexual assault will be investigated promptly and thoroughly. The University recognizes that under certain circumstances, it has an independent duty to ascertain where discrimination or sexual harassment/sexual assault exists irrespective of whether a complaint is actually filed (for example, concerns of sexual harassment involving physical contact, recurrent or systematic patterns of discrimination, and/or sexual assault involving a University employee or student).

Sonoma State University's sexual assault guidelines, which are included in the discrimination complaint procedures, describe the support available to a victim, reporting procedures and University disciplinary procedures, and sanctions for students. Sexual assault is a form of sexual harassment and is also a violation of the criminal code. If a sexual assault report is made to any campus officer, the Sexual Violence Prevention Educator and the Director of Employee Diversity and University Compliance will be notified. If possible, the reporting party will be provided with the option of participating in an initial meeting to be held that includes the Sexual Violence Prevention Educator, the Director of Employee Diversity and University Compliance, and an officer from the University Police to advise the victim of various reporting options.

It is the policy of Sonoma State University that retaliation against reporting parties is prohibited. The University acts vigorously to prevent any retaliation being taken against those initiating inquiries or filing complaints; retaliation constitutes separate grounds for filing a complaint with these procedures and for potential disciplinary action against the alleged violator.

Where discrimination or sexual harassment/sexual assault has been found to occur, the University and its auxiliary organizations will impose sanctions on the individual determined to have engaged in sexually harassing or discriminatory conduct or communication at a level appropriate to the scale and scope of the violation.

Those who are considering taking action are urged to meet with the Director of Employee Diversity and University Compliance prior to filing a complaint. Discussions at this stage can be confidential and are meant to assist in the process of determining which reporting options are most appropriate. Every effort will be made to resolve potential complaints at the lowest level possible and consistent with the desires of the person bringing forward the complaint. All current faculty, students, staff, and administrators may use the discrimination complaint process for resolving sexual harassment, sexual assault, and discrimination complaints and/or documenting that the individual has resolved a complaint. All students, faculty, or staff who believe that they may have been discriminated against, sexually harassed, or sexually assaulted should obtain a copy of the SSU discrimination complaint procedures by contacting Human Services, AFC #1, (707) 664-2664, or through our webpage at www.sonoma.edu/Hs/aa.html.

Course Requirements Policy

Faculty should provide students with a written statement containing the following information:

1. Office number, office hours, and office telephone number.
2. Prerequisites.
3. Required texts and other required and/or recommended material.
4. Course description.
5. Syllabus.
6. Specific course requirements, such as exams, quizzes, papers, textbooks, field trips, labs.
7. Grading policy and standards (the relative weight of examinations, quizzes, papers, class participation, and other factors).
8. Approximate due dates for assignments and exams (subjective, objective, etc.), and format of the course.

Furthermore, students should be advised of faculty expectations for them in the course no later than the end of the second class. Any changes in course requirements should be communicated to students in a timely manner. It is the responsibility of the student to read the course statement and to request any clarification of course policies. If the student adds the course after the first week of class, it is incumbent upon the student to seek course information in a timely manner.

UNIVERSITY SUPPORT SERVICES

Alumni Association

Stevenson Hall 1027
(707) 664-2426

DIRECTOR OF ALUMNI RELATIONS AND DEVELOPMENT
Kate McClintock

The Sonoma State University Alumni Association develops and maintains interaction with alumni, students, faculty, staff, and the community. The association provides membership services, programs, and special events for its alumni, and supports the University through direct contributions and the resources of its broad network of alumni. The association awards the Ambrose R. Nichols Scholarship and the Ronald O. Logsdon Jr. Scholarships. In addition, the association sponsors the annual Distinguished Alumni Awards.

Membership in the Alumni Association is open to any individual who has attended Sonoma State University; associate membership is available for non-graduates. New graduates receive a complimentary one-year membership and the second year at a discounted rate. Membership benefits include: Access to group medical, dental, and vision insurance; library privileges at SSU and all 23 CSU campuses; discounts for auto and home insurance; student loan consolidation opportunities; discounts for SSU athletics and performing arts events; discounts on Lifelong Learning and Excel youth program courses; savings on computers through the SSU Bookstore; *Alumnotes* and *E-Connection* newsletters; special rates at the campus Recreation Center; access and discounted annual fee for Career Services; and much more. Life, annual, and family memberships are available.

Office of Development

Stevenson Hall 1024
(707) 664-2712

VICE PRESIDENT
Bucky Peterson

The Office of Development is responsible for coordinating private fundraising for Sonoma State University among its many constituents. Fundraising efforts are carried out through comprehensive campaigns, an annual fund drive, a planned giving program, and a memorial giving program. Contributions are sought for unrestricted purposes, scholarships, student talent awards, faculty development, departmental funds, and capital campaigns. Donors may designate their gifts to be used for immediate purposes or to establish or add to permanently endowed funds.

Office of Research and Sponsored Programs

Nichols 146
(707) 664-2448

ASSOCIATE VICE PRESIDENT
Tony Apolloni

The Office of Research and Sponsored Programs (ORSP) provides assistance and resources to SSU faculty and staff pursuing internal and external funding for educational and academic activities. ORSP's mission is to provide a wide range of services to help identify funding sources and craft competitive proposals. The office also provides guidance on University policies and handles all aspects of the internal endorsement process. Specific services include the following:

- Disseminating information on grants available from government and private sponsors.
- Assisting in developing projects, writing proposals, and formulating budgets.
- Managing the campus approval process to ensure compliance with agency guidelines as well as with University policies related to grants.
- Supporting the Faculty Subcommittee on Sponsored Programs in developing requests for proposals for the grant programs that are managed internally by SSU, reviewing those proposals, recommending funding, and administering the eventual awards.
- Reviewing submissions to the Institutional Review Board of protocols for research involving human subjects.
- Conducting faculty workshops on grant writing.

Sonoma State Enterprises, Inc.

(707) 664-4068

CHIEF OPERATING OFFICER
Neil Markley

Sonoma State Enterprises, Inc., is a not-for-profit, auxiliary corporation of Sonoma State University, established to provide services that are not eligible for state funding, but are nonetheless crucial to the life of the campus. Sonoma State Enterprises operates retail, dining, and general service functions including: Seawolf Shops, Ameci's Pizza and Pasta, Charlie Brown's Café, The Commons, The Pub,

Toast, the University Club, Zinfandel Dining Hall, Zinfandel Marketplace, Reprographics, Koda Copy Center, Zinfandel Post Office, and refrigerator rentals. Enterprises' net proceeds, after establishment of appropriate reserves, are provided to the University in support of the educational mission. The corporation is governed by a policy-making board of directors comprised of faculty, staff, students, administrators, and community members.

Sonoma State University Academic Foundation

VICE PRESIDENT AND CHIEF OPERATING OFFICER

Lawrence Furukawa-Schlereth

The Sonoma State University Academic Foundation, Inc., is a public service, not-for-profit corporation established in 1974 to promote the development programs of the University. The foundation's principal mission is to receive and administer gifts, endowments, scholarships, and planned giving that enhance and promote Sonoma State University's educational mission. The activities of the foundation are directed by a board of community, student, faculty, and administrative representatives. The foundation is a CSU auxiliary organization, as defined in Title 5 of the *California Code of Regulations*.

University Affairs

Stevenson Hall 1064
(707) 664-2732

VICE PRESIDENT

Dan Condron

The University Affairs Office coordinates the public, media, and government relations of the University. One of its primary functions is to communicate information about the University to students, faculty, staff, alumni, and the community. The office's News Bureau responds to media inquiries and actively works to place stories about the University in local, regional, and national publications and broadcasts. The News Bureau also oversees the faculty and staff newsletter, *NewsBytes*, and the *Experts Guide*.

The publications unit produces the University magazine *Insights*, the *Schedule of Classes*, and the University catalog, as well as various special communications projects for academic and administrative areas. The Publications staff works in conjunction with Information Technology on the content and design of the SSU website.

Additional responsibilities include maintaining relations with government leaders and public agencies, maintaining several websites for the campus, and working closely with the Development Office and the Alumni Association in support of University advancement and community outreach efforts.

THE CALIFORNIA STATE UNIVERSITY

The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972 the system became the California State University and Colleges, and in 1982 the system became the California State University. Today the campuses of the CSU include comprehensive and polytechnic universities and, since July 1995, the California Maritime Academy, a specialized campus.

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

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

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

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

The CSU offers more than 1,800 bachelor’s and master’s degree programs in some 240 subject areas. Many of these programs are offered so that students can complete all upper division and graduate requirements by part-time, late afternoon, and evening study. In addition, a variety of teaching and school service credential programs are available. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California.

Enrollments in fall 2005 totaled 405,000 students, who were taught by some 22,000 faculty. The system awards about half of the bachelor’s degrees and a third of the master’s degrees granted in California. Nearly 2 million persons have been graduated from CSU campuses since 1960.

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY

EX OFFICIO TRUSTEES

The Honorable Arnold Schwarzenegger Governor of California	State Capitol Sacramento 95814
The Honorable Cruz Bustamante Lieutenant Governor of California	State Capitol Sacramento 95814
The Honorable Fabian Núñez Speaker of the Assembly	State Capitol Sacramento 95814
The Honorable Jack O’Connell State Superintendent of Public Instruction	721 Capitol Mall Sacramento 95814
Dr. Charles B. Reed Chancellor of The California State University	401 Golden Shore Long Beach 90802-4210

OFFICERS OF THE TRUSTEES

The Honorable Arnold Schwarzenegger President	Roberta Achtenberg Vice Chair
Murray Galinson Chair	Christine Helwick Secretary
Richard P. West Treasurer	

APPOINTED TRUSTEES

Appointments are for a term of eight years, except student, alumni, and faculty trustees, whose terms are for two years. Terms expire in the year in parentheses. Names are listed alphabetically.

Roberta Achtenberg (2007)
Jeffrey Bleich (2010)
Herbert L. Carter (2011)
Carol Chandler (2012)
Moctesuma Esparza (2008)
Debra S. Farar (2006)
Robert Foster (2006)
Murray L. Galinson (2007)
George Gowgani (2010)
William Hauck (2009)
Raymond W. Holdsworth, Jr. (2011)
Ricardo F. Icaza (2008)
Corey A. Jackson (2006)
Bob Linscheid (2007)
Melina Guzman Moore (2012)
Craig Smith (2007)
Kyriakos Tsakopoulos (2009)

Correspondence with Trustees should be sent:
c/o Trustees Secretariat
The California State University
401 Golden Shore
Long Beach, California 90802-4210

OFFICE OF THE CHANCELLOR

The California State University
401 Golden Shore
Long Beach, California 90802-4210
(562) 951-4000

Dr. Charles B. Reed	Chancellor – CSU System
Dr. Gary Reichard	Executive Vice Chancellor and Chief Academic Officer
Mr. Richard P. West	Executive Vice Chancellor and Chief Financial Officer
Ms. Jackie McClain	Vice Chancellor, Human Resources
Ms. Christine Helwick	General Counsel
Dr. Keith Boyum	Associate Vice Chancellor, Academic Affairs

CAMPUSES – THE CALIFORNIA STATE UNIVERSITY

California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099
Dr. Horace Mitchell, President
(661) 654-2782
www.csub.edu

California State University, Channel Islands
One University Drive
Camarillo, CA 93012
Dr. Richard Rush, President
(805) 437-8400
www.csuci.edu

California State University, Chico
400 West First Street
Chico, CA 95929-0150
Dr. Paul J. Zingg, President
(530) 898-4636
www.csuchico.edu

California State University,
Dominguez Hills
1000 East Victoria Street
Carson, CA 90747-0005
Dr. James E. Lyons Sr., President
(310) 243-3300
www.csudh.edu

California State University, East Bay
25800 Carlos Bee Boulevard
Hayward, CA 94542
Dr. Mohammad Qayoumi, President
(510) 885-3000
www.csueastbay.edu

California State University, Fresno
5241 North Maple Avenue
Fresno, CA 93740
Dr. John D. Welty, President
(559) 278-4240
www.csufresno.edu

California State University, Fullerton
800 N. State College Boulevard
Fullerton, CA 92834-9480
Dr. Milton A. Gordon, President
(714) 278-2011
www.fullerton.edu

Humboldt State University
One Harpst Street
Arcata, CA 95521-8299
Dr. Rollin C. Richmond, President
(707) 826-3011
www.humboldt.edu

California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840-0115
Dr. F. King Alexander, President
(562) 985-4111
www.csulb.edu

California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032
Dr. James M. Rosser, President
(323) 343-3000
www.calstatela.edu

California Maritime Academy
200 Maritime Academy Drive
Vallejo, CA 94590
Dr. William B. Eisenhardt, President
(707) 654-1000
www.csum.edu

California State University, Monterey Bay
100 Campus Center
Seaside, CA 93955-8001
Dr. Diane Cordero de Noriega, Interim President
(831) 582-3330
www.csumb.edu

California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330
Dr. Jolene Koester, President
(818) 677-1200
www.csun.edu

California State Polytechnic University,
Pomona
3801 W. Temple Avenue
Pomona, CA 91768
Dr. J. Michael Ortiz, President
(909) 869-7659
www.csupomona.edu

California State University, Sacramento
6000 J Street
Sacramento, CA 95819
Dr. Alexander Gonzalez, President
(916) 278-6011
www.csus.edu

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Dr. Albert K. Karnig, President
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Dr. Stephen L. Weber, President
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1600 Holloway Avenue
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Dr. Robert A. Corrigan, President
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One Washington Square
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One Grand Avenue
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www.calpoly.edu

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San Marcos, CA 92096-0001
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www.csusm.edu

Sonoma State University
1801 East Cotati Avenue
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801 West Monte Vista Avenue
Turlock, CA 95382-0299
Dr. Hamid Shirvani, President
(209) 667-3122
www.csustan.edu

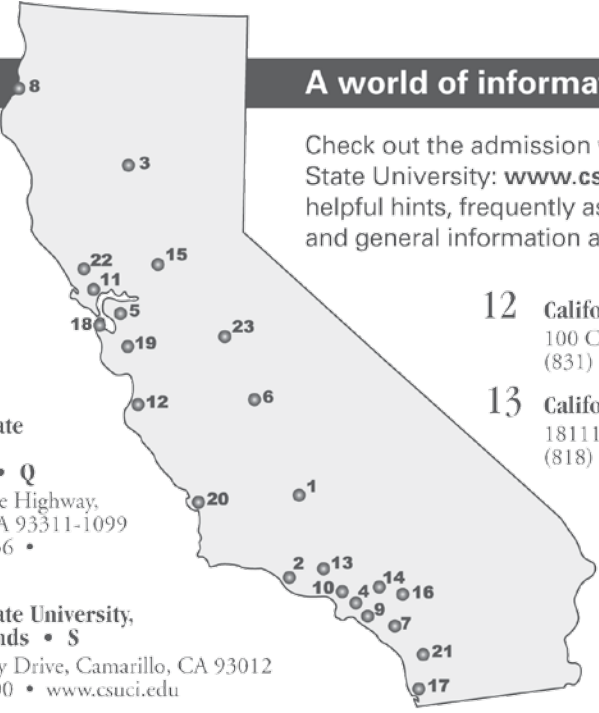
MAP OF CSU CAMPUS LOCATIONS

CSU

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9001 Stockdale Highway,
Bakersfield, CA 93311-1099
(661) 664-3036 • www.csub.edu

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

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

4 California State University, Dominguez Hills • S
1000 East Victoria Street, Carson, CA 90747
(310) 243-3696 • www.csudh.edu

5 California State University, East Bay • Q
25800 Carlos Bee Blvd., Hayward, CA 94542-3035
(510) 885-2624 • www.csueastbay.edu

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

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

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

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

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

11 California Maritime Academy • S
200 Maritime Academy Drive, Vallejo, CA 94590
(800) 561-1945 • www.csum.edu

12 California State University, Monterey Bay • S
100 Campus Center Drive, Seaside, CA 93955
(831) 582-3518 • www.csUMB.edu

13 California State University, Northridge • S
18111 Nordhoff Street, Northridge, CA 91330
(818) 677-3700 • www.csun.edu

14 California State Polytechnic Pomona • Q
3801 West Temple Avenue,
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(909) 869-3210 • www.csupo.edu

15 California State University, Sacramento • S
6000 J Street, Sacramento,
CA 95819-6048
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16 California State University, San Bernardino • S
5500 University Parkway,
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17 San Diego State University • S
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19 San José State University • S
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S - Semester system
Q - Quarter system

Note: Telephone numbers are to the campus admission office.

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James W. Robertson, Ph.D.

DEAN, SCHOOL OF EDUCATION

Mary Gendernalik-Cooper, Ph.D.

DEAN, SCHOOL OF EXTENDED EDUCATION

Les Adler, Ph.D.

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Saeid Rahimi, Ph.D.

DEAN, SCHOOL OF SOCIAL SCIENCES

Elaine Leeder, Ph.D.

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SPONSORED PROGRAMS

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Richard Ludmerer, J.D.

SENIOR DIRECTOR, FACILITIES SERVICES

Richard Marker, B.S.

SENIOR DIRECTOR, ENTREPRENEURIAL SERVICES

Neil Markley, M.B.A.

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Edna Nakamoto, B.S.

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Gloria Ogg, B.A.

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DIRECTOR, ADMISSIONS

Gustavo Flores, B.A.

MANAGING DIRECTOR, ADVISING, CAREER & EOP SERVICES

Joyce Chong, M.A.

EXECUTIVE DIRECTOR, ASSOCIATED STUDENTS, INC.

Erik Dickson, M.A.

DIRECTOR, ATHLETICS

William Fusco, M.A.

DIRECTOR, CHILDREN'S SCHOOL

Lia Thompson-Clark, M.A.

COMMON MANAGEMENT SYSTEM

Leo Alvillar, M.A., Admissions and Advisement Lead
Margo Axsom, Ph.D., Communications Officer/Records Functional Lead
Sophie Summers, Student Administration Information Systems Manager

DIRECTOR, COUNSELING AND PSYCHOLOGICAL SERVICES

Michael Daine, Ph.D., FPPR

DIRECTOR, DISABLED STUDENT SERVICES

Michael Daine, Ph.D., FPPR

DIRECTOR, OFFICE OF CAMPUS LIFE

Heather Howard, M.P.A.

EXECUTIVE DIRECTOR, SONOMA STUDENT UNION, CORP.

Peter Neville, M.S.

DIRECTOR, STUDENT DEVELOPMENT AND EQUITY RETENTION

Charles Rhodes, M.S.

DIRECTOR, STUDENT HEALTH CENTER

Georgia Schwartz, M.D.

UNIVERSITY REGISTRAR

Lisa Noto, B.A.

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DIRECTOR, CREATIVE SERVICES

Sandra L. Destiny, M.A.J.

FACULTY LISTING

Dates listed in parentheses indicate year of appointment to Sonoma State University.

Judith E. Abbott (1991)

Associate Professor, History

B.A. 1970, University of Minnesota

M.A. 1977, Ph.D. 1989, University of Connecticut

Leslie K. Adler (1970)

Dean, School of Extended Education;

Professor, Hutchins School of Liberal Studies

B.A. 1963, University of New Mexico

M.A. 1965, Ph.D. 1970, University of California, Berkeley

Jagannath P. Agrawal (2001)

Professor, Computer Science

B.E. 1966, University of Allahabad

M.S. 1969, University of Cincinnati

Ph.D. 1972, North Carolina State University

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Assistant Professor, History

B.A. 1989, California Polytechnic State University, San Luis Obispo

M.S. 1990, London School of Economics and Political Science

M.A. 1995, Ph.D. 2001, Georgetown University

Sherri C. Anderson (1980)

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B.A. (Art) 1973, B.A. (Management) 1977, Sonoma State University

C.P.A. 1980, M.B.A. 1983, San Francisco State University

Thomas B. Anderson (1968)

Professor, Geology

B.S. 1961, Yale University

M.S. 1965, Ph.D. 1969, University of Colorado

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Associate Vice President, Research and Sponsored Programs;

Director, California Institute on Human Services; Professor,

Political Science

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President, Sonoma State University; Professor, Political Science

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Ph.D. 1983, University of New Orleans

Thomas S. Atkin (2001)

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B.A. 1985, University of California, Santa Cruz

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Ph.D. 2002, Stanford University

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Ph.D. 1986, Stanford University

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Ph.D. 1967, University of California, Los Angeles

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Professor, Philosophy

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C.P.A. 1962, Licenciado 1964,

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M.F.A. 1989, Temple University

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Ph.D. 1991, University of Massachusetts at Amherst

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D.N.Sc. 1998, Rush University School of Nursing

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Assistant Professor, Art and Art History

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J.D. 1983, University of California, Hastings College of the Law

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B.A. 1992, University of California, Santa Barbara

Ph.D. 1999, Oregon State University

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Professor, Educational Leadership

B.A. Michigan State, Ph.D. Wayne State University

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B.A. 1975, M.A. 1980, Stanford University

M.B.A., Finance, Golden Gate University, 1983

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B.A. 1982, Stanford University

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Karen J. Thompson (2000)

Assistant Professor, Business Administration

B.S. 1989, California State Polytechnic University, San Luis Obispo

M.A. 1993, Claremont Graduate University

Ph.D. 1999, State University of New York, Buffalo

Sunil K. Tiwari (1966)

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B.A. 1983, M.A. 1985, University of Allahabad

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Ph.D. 1997, Montana State University

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B.A. 1987, State University of New York, Buffalo

M.Phil. 1990, Ph.D. 1994, Yale University

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B.A. 1989, Ph.D. 2000, University of California, Berkeley

Dale B. Trowbridge (1969)

Professor, Chemistry

B.A. 1961, Whittier College

M.S. 1964, Ph.D. 1970, University of California, Berkeley

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Associate Professor, Women's and Gender Studies

B.A. 1991, Grinnell College

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B.S.N. 1966, University of Evansville M.S.N. 1975, Indiana University

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Professor, Hutchins School of Liberal Studies

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Elisa R. Velásquez-Andrade, (1998)

Associate Professor, Psychology

B.S. 1978, National University of Mexico

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Professor, Geology

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Associate Professor, Educational Leadership and Special Education

B.A. 1973, University of California, Berkeley

M.A. 1979, St. Mary's College

Ph.D. 1991, University of California, Los Angeles

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B.A. 2000, Western Washington University

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Catharine Greta Vollmer (2000)

Assistant Professor, English

B.A. 1975, Miami University

M.A. (French) 1977, New York University

M.A. (English) 1981, San Francisco State University

Ph.D. 2000, University of California, Berkeley

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B.A. 1986, M.A. 1990, Ph.D. 1995, University of California, Berkeley

Andrew I. Wallace (1998)

Associate Professor, Philosophy

B.A. 1982, University of Washington

M.A. 1988, Boston College

Ph.D. 1996, University of California, San Diego

Timothy J. Wandling (1997)

Associate Professor, English

B.A. 1988, University of California, Berkeley

M.A. 1993, Ph.D. 1997, Stanford University

L. Arthur Warmoth (1970)

Professor, Psychology

B.A. 1959, Reed College

Ph.D. 1967, Brandeis University

Marcia R. "Tia" Watts (2001)

Professor, Computer Science

B.S. 1973, Indiana University of Pennsylvania

M.S. 1982, Villanova University

Ph.D. 1997, University of Pittsburg, PA

Richard Whitkus (1999)

Professor, Biology

B.A. 1978, Rutgers University

M.S. 1981, University of Alberta, Canada

Ph.D. 1988, Ohio State University

Mary Ellen Wilkosz (2005)

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B.S. 1985, San Francisco State University

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Ph.D. Candidate 2005, Capella University

Brian S. Wilson (2001)*Associate Professor, Music*

B.M. 1985, New England Conservatory

M.A. 1987, University of Chicago

D.M.A. 1992, University of Arizona, Tucson

John Wingard (2001)*Associate Professor, Anthropology*

B.A. 1980, Pennsylvania State University

M.S. 1982, University of Oregon

M.S. 1988, Ph.D. 1992, Pennsylvania State University

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B.A. 1969, Kent State University

M.S. 1990, University of North Florida

J.D. 1973, University of Akron

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M.S. 1984, University of Arizona

Ed.D. 1995, University of San Francisco

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B.A. 1996, National Central University, Taiwan

Ph.D. 2004, State University of New York at Stony Brook

Zachary Wong (2001)*Associate Professor, Business Administration*

B.S. 1988, California State University, Fresno

M.B.A. 1993, University of Dubuque

Ph.D. 2000, University of Mississippi

Carmen Works (2001)*Assistant Professor, Chemistry*

B.A. (Chemistry), B.A. (Psychology) 1996,

San Francisco State University

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Robert W. Worth (1994)*Professor, Music*

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B.E. 1998, Beijing University of Aeronautics and Astronautics

M.S. 2001, Tsinghua University

Ph.D. 2005, University of Missouri, Columbia

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M.A. (History) 1964, University of California, Berkeley

M.A. (Anthropology) 1969, Ph.D. 1976,

University of California, Los Angeles

Sandra H. Zimmermann (1998)*Associate Professor, Counseling*

B.A. 1966, University of California, Santa Barbara

M.A. 1971, University of California, Los Angeles

Ph.D. 1998, Walden University

Emeritus Faculty

Dates listed in parentheses indicate year of tenure-track appointment to Sonoma State University and year of appointment to emeritus status.

* = Emeritus status pending

Marsha Adams (1985, 2001)*Professor, Art and Art History*

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B.A. 1961, University of Florida

M.A. 1965, Ph.D. 1967, Tulane University

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B.B.A. 1963, University of Texas at Austin

M.B.A. 1969, Texas A and I University

D.B.A. 1973, Texas Tech University

Julia M. Allen (1990, 2004)*Professor, English*

B.A. 1969, University of California, Riverside

M.A. 1976, Portland State University

Ph.D. 1988, University of Texas at Austin

Gerald J. Alves (1965, 1986)*Professor**Office of Testing Services*

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Luiza Amodeo (1987, 1992)*Professor, Education*

B.S. 1959, Sacramento State University

M.A. 1971, Western New Mexico University

Ph.D. 1977, University of California, Los Angeles

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A.B. 1957, A.M. 1959, Smith College

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Kathryn Armstrong (1966, 2001)

Professor, Art and Art History

B.F.A. 1955, University of Colorado

M.F.A. 1958, California College of Arts and Crafts

M.A. 1965, University of California, Berkeley

David O. Arnold (1970, 1994)

Professor, Sociology

B.A. 1960, University of Chicago

M.A. 1962, University of Iowa

Ph.D. 1966, University of California, Berkeley

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Professor, Foreign Languages

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B.A. 1963, Miami University

M.A. 1964, University of Illinois

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B.Sc. 1952, University of London

D. en Droit 1957, University of Lyons

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Ph.D. 1972, University of Pittsburgh

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M.A. 1949, University of Oregon

Ph.D. 1958, University of California, Los Angeles

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Ed.D. 1967, Stanford University

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Ed.D. 1967, University of Oregon

Herbert Fougner (1960, 1986)

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M.Ed. 1949, Ed.D. 1956, University of California, Los Angeles

David A. Fredrickson (1967, 1992)

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M.A. 1967, Ph.D. 1973, University of California, Davis

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M.N. 1970, University of California, Los Angeles

P.N.P. 1976, University of California, Los Angeles Extension

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B.A. 1936, Hunter College

B.S.L.S. 1939, Columbia University, School of Library Service

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B.A. 1953, Yale University

Ph.D. 1963, Tübingen University, Germany

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Professor, Sociology

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M.A. 1965, The Fletcher School of Law and Diplomacy

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Ed.D. 1967, University of California, Berkeley

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Provost and Vice President for Academic Affairs

B.A. 1962, M.A. 1964, San Francisco State College

Ph.D. 1968, University of California, Davis

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Professor, Computer Science

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Ph.D. 1976, University of California, Berkeley

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B.S. 1943, University of Oregon

M.F.A. 1948, Ph.D. 1953, University of Iowa

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B.S. 1956, Polytechnic Institute of Brooklyn

Ph.D. 1962, Syracuse University

Robert Greenway (1969, 1996)

Professor, Psychology

B.S. 1955, University of Washington

M.A. 1966, Brandeis University

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Professor, Biology

B.A. 1959, Wittenberg University
M.S. 1961, University of Michigan
Ph.D. 1971, Oregon State University

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Marcia K. Hart (1972, 2000)

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B.A. 1961, California State University, Los Angeles
M.A. 1972, Ball State University

Gerald W. Haslam (1967, 1998)

Professor, English

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Ph.D. 1980, Union Graduate School

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Professor, English

B.A. 1959, University of California, Santa Barbara
B.S. 1960, University of Wisconsin
Ph.D. 1968, University of Connecticut

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M.S. 1964, Ph.D. 1966, University of Washington

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Professor, Management

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Levell Holmes (1969, 2003)

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Ph.D. 1977, University of California, Berkeley

V. Skip Holmgren (1986, 2000)

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M.S. 1966, St. Cloud State University
Ph.D. 1981, University of New Mexico

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B.A. 1949, University of California, Berkeley
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Dean, School of Business and Economics

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M.A. 1975, Ball State University
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Ph.D. 1972, University of Utah

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University of California, Santa Barbara

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Professor, History

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George C. Johnson (1975, 2000)

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Walter E. Kuhlman (1969, 1989)

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Certificate, California School of Fine Arts Certificate, Academie de la Grande Chaumiere Certificate, St. Paul School of Art

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B.A. 1955, Michigan State University

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M.S. 1967, F.N.P. 1973, University of California, Los Angeles

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Suzanne Martin (1970, 2001)

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Ed.D. 1991, University of San Francisco

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Professor, Theatre Arts

B.A. 1964, University of Washington

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Professor, Hutchins School of Liberal Studies

B.S. 1955, Mount Saint Mary's College

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Professor, Nursing

B.S. 1953, M.S. 1956, De Paul University

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M.A. 1955, Columbia University

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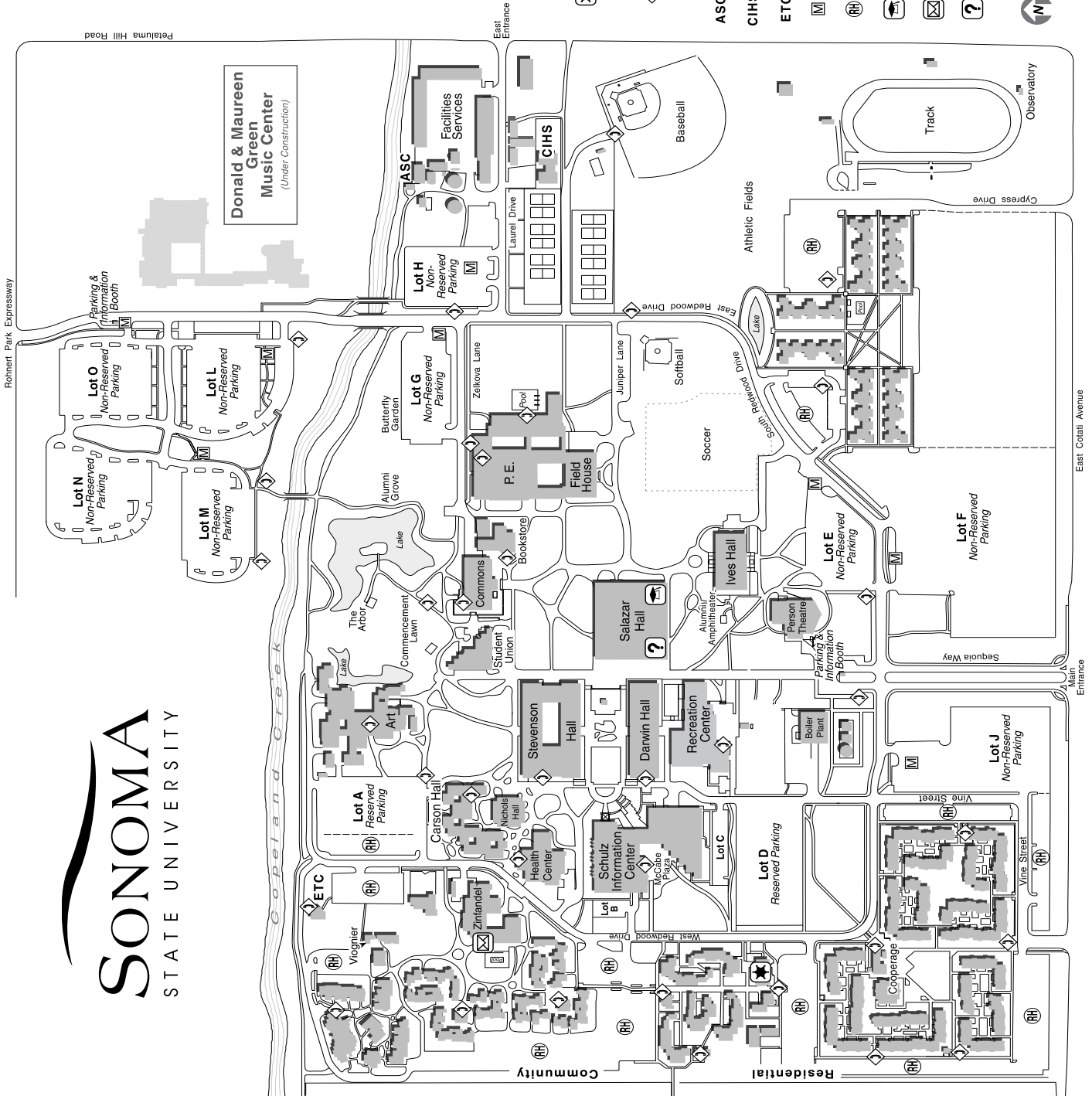
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Assistant Systems Coordinator, Financial Aid Office

B.S. 2001, Sonoma State University

A.A. 1999, Santa Rosa Junior College

Campus Map



- ★ Police & Parking Services
707-664-2143 / Police Bldg.
(Note: For emergencies, dial 911
from any campus phone.)
- ◇ Emergency Telephone

- ASC Anthropological Studies Center
- CIHS California Institute on Human Services
- ETC Environmental Technology Center
- M Parking Permit Meter
- RH Residence Hall Parking
- TS Technology High School
- U.S. Post Office
- ? Visitor Center

Source: TLCD Base Material, 1999; Cartographic Design, M. Heary, SSU University Affairs, 6/2006, Rev. A.; ©2005 Sonoma State University.

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