



**Sonoma State University
Catalog
1994-1996**

Welcome to Sonoma State University . . .

and to the 1994-96 edition of the University Catalog. Like all University catalogs, this book represents the best thinking of faculty and staff about the intellectual and social skills, attitudes, and habits of mind appropriate to tomorrow's informed citizenry. The programs and activities described here are designed to prepare you and your classmates to meet the challenges of the 21st century with broad and deep knowledge, clear intellects, and confident spirits.

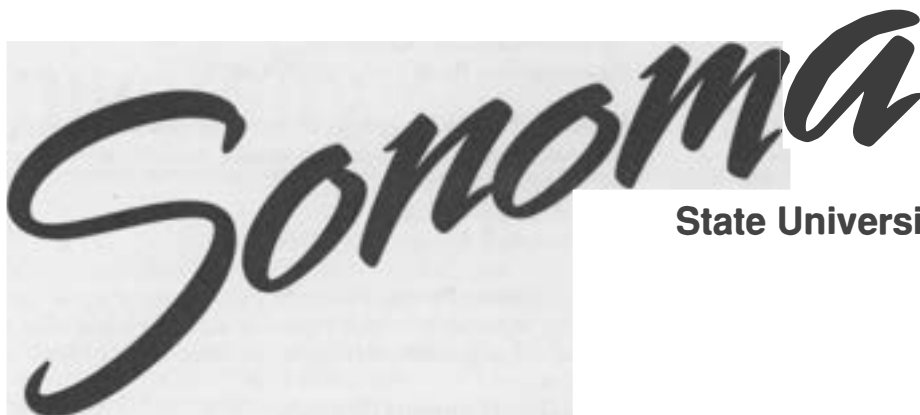


The faculty and staff of Sonoma State University are proud of the curricula and co-curricular activities described in these pages and honored that you have chosen to participate in them. We pledge to provide you the opportunity for a liberal education that will prepare you for a full and rewarding individual and public life; we pledge to provide opportunities for active involvement in a community of learners; and we pledge to encourage you to levels of effort and achievement that you will remember with pride in years to come. In return, we ask you to pledge an open mind, a willingness to work hard and to entertain new ideas, and a commitment to participate actively in this very special community.

We look forward to meeting you and welcome your enthusiasm, your ideas, and your participation in creating the Sonoma State University of the 21st century. Best wishes for success in identifying the program and activities that will call forth your best efforts and make Sonoma State University truly your own.

Sincerely,

Ruben Armiñana, Ph.D.
President



State University / 1994-96 Catalog

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For people who have difficulties with printed materials, this catalog is available using a variety of adaptations. These modifications accommodate people with visual and mobility limitations. Contact the Sonoma State University Disability Resource Center, (707) 664-2677 (voice), (707) 664-2958 (TDD), or the Multimedia Access Center of the Ruben Salazar Library, (707) 664-2597, for additional information.

The University Catalog

Copies of the Sonoma State University Catalog may be purchased at the University Bookstore or ordered by mail. The *Schedule of Classes* for each semester may also be purchased at the Bookstore.

Changes in Rules and Policies Published in the Catalog

Changes in programs occur throughout the year and all information in this catalog is subject to change without prior notice. Students should consult with departments / programs for current information.

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

Nothing in this Catalog shall be construed, operate as, or have the effect of an abridgement or a limitation of any rights, powers, or 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, rules, and policy adopted by the Legislature, the Trustees, the Chancellor, the President, and their duly authorized designees.

Student Consumer Information

Freshman entering Sonoma State University in the years 1988 through 1992 continued into the second year at rates that have improved from 68 percent in 1989 to 79 percent in 1993. Of the 1988 entering freshman class, 33 percent graduated within six years.

Undergraduate transfer student rates for continuing into the second year have been consistent, ranging from 80 percent to 81 percent for the entering classes of 1990 through 1992. Of the transfer students entering with junior standing in fall 1988, 46 percent completed degree programs within three years.

Other Helpful Publications

Application for Admission

Office of Admissions and Records
Stevenson Hall, Room 1088, (707) 664-2778

Master's Degree Programs at Sonoma State University

An introduction to the graduate programs, including phone numbers of appropriate departments.

Office of Graduate Studies
Stevenson Hall, Room 1041, (707) 664-2114

A-to-Z Student Resource Guide

Contains alphabetized entries from every department and office on campus and encourages students to make full use of the University's extensive resources.

Sonoma State University Bookstore
(707) 664-2329

Schedule of Classes

Contains academic and testing calendars, University procedures and information, Student Rights and Responsibilities, class schedule, and general education worksheet.

Sonoma State University Bookstore
(707) 664-2329

Department Brochures and Program Announcements

Available through individual departments.

Extended Education and Summer Session Bulletin

Information on Sonoma State University's Summer Session, professional certificate programs, workshops and seminars, Open University, an external MA degree in Psychology, and a variety of courses for educators and other community members.

Extended Education and Summer Session
Stevenson Hall, Room 1012, (707) 664-2394

Interession Bulletin (January semester)

This brochure lists Sonoma State University courses available during a three-week semester in January.

Extended Education and Summer Session
Stevenson Hall, Room 1012, (707) 664-2394

Student Employee Guide

Employment Rights and Responsibilities

A helpful guide for Sonoma State University's student employees.

Payroll Office
Administration and Finance Center, (707) 664-2978

Sonoma State University

History

Sonoma State University was established by the California State Legislature in 1960 as Sonoma State College.

The College opened in temporary quarters in Rohnert Park the fall of 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 programs in elementary education, psychology, and counseling formed the principal course offerings.

The College has grown steadily, developing academic programs based in the traditional liberal arts and sciences as well as career and professional programs, and emphasizing close student-faculty interaction. The College moved to its present 220-acre site in 1966, upon completion of Stevenson and Darwin Halls. Excellent new facilities have been constructed and extensive landscaping has been accomplished, creating at SSU 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.

SSU now enrolls over 6,500 students and offers 37 bachelor's degrees, 13 master's degrees, and 10 teaching, specialist, and service credentials.

The SSU Mission

The mission of Sonoma State University is to prepare students to be learned men and women who:

- have a foundation for life-long learning,
- have a broad cultural perspective, have a keen appreciation of intellectual and aesthetic achievements, will be active citizens and leaders in society,
- are capable of pursuing fulfilling careers in a changing world, and are concerned to contribute 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 that students 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 at Sonoma State University depends upon 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. SSU's special character within California higher education emerges from its relatively small size; its commitment to effective teaching, high standards of scholarship, and ongoing professional development; and its policy of promoting 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.

Accreditation

Sonoma State University is fully accredited by the Western Association of Schools and Colleges. 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. Programs in SSU's School of Education are approved by the Commission on Teacher Credentialing.

Academic Programs

Information concerning the academic programs of Sonoma State University may be obtained from Admissions and Records and may include:

1. the current degree programs;
2. the instructional, laboratory, and other physical plant facilities that relate to the academic program;
3. the faculty and other instructional personnel;
4. data regarding student retention at SSU and, if available, the number and percentage of students completing the program in which the student is enrolled or has expressed interest; and
5. the names of associations, agencies, or governmental bodies that accredit, approve, or license the institution and its programs, and the procedures under which any current or prospective student may obtain or review upon request a copy of the documents describing the institution's accreditation, approval, or licensing.

Sonoma State University Administrative Directory

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Dean, School of Natural Sciences

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Dean, School of Social Sciences

Robert Karlsrud

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Director, Pre-College Programs

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Evert B. Person

Helen Rudee

Roberta Stathis

Carlos Tamayo

David Viviani

School of Arts and Humanities

Dean of the School of Arts and Humanities

William Babula

School Office

Nichols Hall, Room 380, (707) 664-2146

This unusually diverse school combines education in the arts and humanities with student career goals. In the arts, instructional programs include Applied Arts, Art, Creative Writing, Music, and Theatre Arts. Programs in the humanities include American Multicultural Studies, English, Foreign Languages, Communication Studies, Mexican American 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.

The Hutchins School and the Mexican American Studies Program offer subject matter preparation programs for students who intend to enter teaching credential programs and to teach in elementary schools. A number of departments, including Art, English, Foreign Languages, and Music, offer subject matter preparation programs that lead to secondary, or single subject, teaching credential programs. The English program offers MA work in Literature, Creative Writing, The Teaching of Writing, and Writing for the Media.

The School also oversees the Center for Performing Arts, which features Music and Theatre Arts departmental productions as well as guest artists and touring events; the Art Gallery, with nationally recognized shows and exhibits; the Sonoma Film Institute, which brings to SSU a variety and range of films seldom matched on any campus; the Writers Lecture Series, which has brought such individuals as Tom Wolfe, Edward Albee, Nobel Laureate Czeslaw Milosz, Maya Angelou, and James Burke, among others; KSUN, the campus radio station; *The Star*, the student newspaper; the highly regarded literary journal, *Mandala*; and The Center for Critical Thinking and Moral Critique, which conducts advanced research, in-service educational programs, and professional conferences, and disseminates information on critical thinking and moral critique.

The faculty of the School are committed to excellence in teaching and a strong academic advising program. Special emphasis is placed on programs that combine traditional arts and humanities majors with career-oriented minors. Such programs include Art and the Performing Arts with Management, English with Science and Technical Writing, Foreign Languages with International Studies, Music with Recording and Computer Theory, American Multicultural Studies with Criminal Justice Administration and Management, 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 and communicate, the best preparation for a changing future.

School of Business and Economics

Dean of the School of Business and Economics

Lawrence S. Clark

School Office

Stevenson Hall, Room 2034, (707) 664-2377

The School of Business and Economics prepares students for professional careers in business and economics by offering majors that incorporate an understanding of the theories, procedures, and practice of management. Students are exposed to alternative viewpoints concerning the analysis of organizational 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.

The School of Business and Economics includes the Department of Business Administration and the Department of Economics. Through the Business Administration major, the School provides students with a broad program of study that involves an integrative set of required core courses, a field of concentration for focus in a subdiscipline, and a choice of electives. The Economics major offers students a firm foundation of undergraduate study in economics, serving as sound preparation for graduate school as well as for professional careers.

The undergraduate programs in the School of Business and Economics are intended principally for those seeking entry into appropriate professional fields. Graduate study in business at Sonoma State is designed to contribute to the professional advancement of individuals interested in the intensive study of business administration at the postbaccalaureate level.

Within the School of Business and Economics, three organizations exist to serve special needs: the Center for Business and Economic Research, the Center for Economic Education, and the Institute for Small Business Development.

School of Education

Dean of the School of Education

James Fouché

School Office

Stevenson Hall, Room 3004, (707) 664-2131

The School of Education is committed to excellence in the professional preparation of teachers and other educational specialists. Programs offered by the School are based on a solid foundation of liberal arts and sciences and emphasize experiences that are both practical and theoretical. All programs are fully accredited.

While programs are designed primarily for positions in public schools, students receive preparation that is applicable to a variety of non-teaching positions in education or related human service fields within both the public and private sectors.

Two basic credential programs are offered within the School of Education — the Multiple Subject Credential and the Single Subject Credential.

The Multiple Subject Credential, designed for the elementary-level school teacher candidate, authorizes the holder to teach all subjects required in the public school curriculum in a self-contained classroom, preschool through grade 12. In addition, a Multiple Subject Credential program with an emphasis in the area of Bilingual Education, and a Multiple Subject Credential program with an emphasis in Early Childhood Education are available for teacher candidates who wish to specialize within the Multiple Subject Credential Program.

The Single Subject Credential authorizes the holder to teach a particular subject in a school organized by subject departments, preschool through grade 12. Because most elementary schools are not departmentalized, the Single Subject Credential, in practice, is appropriate for the secondary school teacher.

The School of Education also offers programs leading to specialist credentials, service credentials, certificate programs, and Master's Degree Programs.

School of Natural Sciences

Dean of the School of Natural Sciences

Anne B. Swanson

School Office

Darwin Hall, Room 123, (707) 664-2171

The curriculum offered in the School of Natural Sciences meets the professional needs of students planning a career in science or mathematics, as well as the needs of students in fields as diverse as the arts or business. For example, art students may benefit from courses in optics (which includes the study of light and color), lasers and holography (a technology with extensive artistic possibilities), and anatomy. Students with career goals in fields such as management, law, and urban planning may find courses in mathematics, statistics, or computing essential to their future. In addition, the School of Natural Sciences offers a rich selection of studies that can enhance a student's entire life. Courses in physical education, astronomy, and geology can provide a basis for lifelong pursuits and enrichment.

Students preparing for careers in science or mathematics may follow quality programs in any of the School's eight departments. Former students in these departments have established excellent records; some have earned national awards, many have gone on to earn advanced degrees, and virtually all have found excellent employment opportunities.

The School also offers a highly respected pre-health professions program that draws on the resources of several departments. The Health Professions Advisory Committee, composed of faculty from the departments of Biology, Chemistry, Physics and Astronomy, Mathematics, and Physical Education and Health Sciences, assists and advises students as they prepare for admission to medical, dental, veterinary, and other graduate schools in the health professions. Sonoma State students have gained admission to these programs at rates well above the national averages.

The School's dedicated faculty of professional scientists and mathematicians are proud of the education they provide and of the accomplishments of their students.

Engineering

Although many SSU graduates are employed as engineers, Sonoma State University does not offer formal degree programs in Engineering. It is possible, however, for students to take the courses in Mathematics, Physics, Chemistry, and Computer Science that are part of most engineering programs. Interested students should contact an advisor in the Department of Physics and Astronomy.

School of Social Sciences

Dean of the School of Social Sciences

Robert Karlsrud

School Office

Stevenson Hall, Room 2078, (707) 664-2112

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 man and environment — past, present, and future — must be examined. Social scientists are interested in discovering the ways in which 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, and Women's Studies), 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 Waiver Program.

The School oversees several respected centers and institutes, among them the Anthropological Studies Center, the California Institute on Human Services, the Center for Holocaust Studies, the Center for Human Dignity in Organizations, the Institute for Community Planning Assistance, and the Energy Center.

All Social Science programs permit enough flexibility to allow students to select some course work from other areas of the social sciences, and in some cases 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 SSU, 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 society.

Extended Education

Dean of Extended Education

David Walls

Office

Stevenson Hall, Room 1012, (707) 664-2394

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

Attorney Assistant Certificate Program
Construction Management Certificate Program
Educational Technology Certificate Program
Management and Supervision Certificate Program
Management of Training Certificate Program
School Business Management Certificate Program
Continuing Education Program for Educators
Computer Applications and Information Technology
Psychology and Art Therapy
Master of Arts Degree in Psychology (External Degree)
EXCEL: a summer program for young people grades 4-10
Summer Session
January Intersession
Special Sessions
Open University
Customized Contracted Training
Contract Credit Program
Sonoma State American Language Institute

Summer Session

The University Summer Session offers resident credit coursework during a nine-week period with six-, four-, and three-week sessions featuring General Education and other courses required for graduation. Summer Extension presents a large selection of courses for professional and personal development, with an emphasis on continuing education for teachers. A special feature is the EXCEL program, designed for young people grades 4-10, offering a variety of academic, technical, and creative subjects to augment traditional offerings during the school year.

January Intersession

Extended Education offers a three-week program featuring a selection of resident University courses held during the break between fall and spring semesters.

Open University

Open University, also known as Concurrent Enrollment, is a means by which one may enroll without formal admission as an extension student in resident courses offered at the University. Students are encouraged whenever possible to apply for acceptance into the resident program. 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; or
- those interested in exploring college course work 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. Up to 9 units may be applied toward a master's degree.

Complete information on all Extended Education programs is published each semester in the Extended Education catalog. Free copies of the catalog, as well as brochures detailing the many specialized programs, are available in Extended Education.

University Degrees

Bachelor of Arts Degrees (BA)

Major Programs

Afro-American Studies
Anthropology
Art

Concentrations:

Art History
Art Studio

Biology

Concentrations:

Botany
Marine Biology
Medical Laboratory Technology
Microbiology
Zoology

Chemistry

Communication Studies

Criminal Justice Administration

Economics

Concentrations:

Business Economics
Computer Applications in Economics
International Economics

English

Concentrations:

Creative Writing
Literature
Secondary Teaching Preparation

Environmental Studies

Concentrations:

Environmental Conservation and Restoration
Environmental Education
Environmental Technology
Environmental Planning

French

Geography

Concentrations:

Cultural Studies
Earth Sciences

Geology

German

History

Hutchins School of Liberal Studies

Liberal Studies (BALS)

Mathematics

Mexican American Studies

Music

Concentrations:

Music Education
Performance
Jazz Studies

Philosophy

Physics

Political Science

Psychology

Sociology

Spanish

Special Majors:

Interdisciplinary

International Studies

Theatre Arts

Concentrations:

Dance
Drama

Bachelor of Fine Arts (BFA)

Major Programs

Art Studio

Areas of Emphasis:

Painting
Photography
Printmaking
Sculpture

Bachelor of Science Degrees (BS)

Major Programs

Biology

Concentrations:

Aquatic Biology
Cell Biology
Ecology
Physiology — Animal
Physiology — Plant

Business Administration

Concentrations:

Accounting
Business Economics
Finance
Human Resources and Organizational Behavior
International Business
Management Information Systems
Marketing
Special

Chemistry

Computer and Information Science

Environmental Studies

Concentration:

Environmental Technology

Geology

Mathematics

Concentrations:

Applied Mathematics

Computer Science

Statistics

Nursing

Physical Education and Health Sciences

Concentrations:

Adapted Physical Education

Physical Education

Exercise Science

Athletic Training

Physics

Concentration:

Applied Physics

Special Major (Interdisciplinary)

Master of Arts Degree (MA)

Biology

Counseling

Concentrations:

Marriage, Family, and Child Counseling (MFCC)

School Counseling (PPS)

Cultural Resources Management (Anthropology)

Education

Concentrations:

Educational Administration

Curriculum, Teaching, and Learning

Early Childhood Education

Reading and Language

Special Education

English

History

Physical Education

Psychology

Interdisciplinary Studies (ITDS)

Master of Science Degrees (MS)

Nursing

Concentrations:

Family Nurse Practitioner

Nursing Leadership and Management

Interdisciplinary Studies (ITDS)

Master of Business Administration (MBA)

Master of Public Administration (MPA)

Minor Programs

American Ethnic Studies

Anthropology

Applied Arts

Art

Art History

Arts Management (Career Minor)

Astronomy

Biology

Business Administration

Chemistry

Communication Studies

Computer Science

Criminal Justice Administration

Economics

English

Environmental Studies and Planning

Film Studies

French

Geography

Geology

German

Gerontology

Health Systems Organizations (Career Minor)

History

Human Development

Integrative Studies

Interdisciplinary Studies

International Studies

Linguistics

Mathematics

Mexican American Studies

Music

Native American Studies

Philosophy

Physical Education

Physical Sciences

Physics

Political Science

Psychology

Sociology

Spanish

Teaching English as a Second Language (Career Minor)

Technical Writing (Career Minor)

Theatre Arts

Women's Health

Women's Studies

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, only provide a framework to define a significant and coherent program of study. It is critical that the 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 will be assigned an academic advisor through the Advising Center, Village 515, (707) 664-2442/2153. All students are welcome to use the services of the Advising Center for assistance in program planning or for referral to appropriate faculty.

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

I. 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.

II. Completion of a General Education Program and American Ideals

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). See pages 13-17 for details.

III. 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 must declare a major by the time they have earned 62 units or have completed their first semester at SSU, whichever is later. Descriptions of the majors are found with the department listing in the University Curricula section of this Catalog.

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

Students must demonstrate upper-level writing competency as a requirement for graduation. In order to demonstrate this competency, students must earn a passing score on the Written English Proficiency Test administered by the Testing Services Office. All students are required to take the WEPT in the junior year.

Students who have difficulty in passing the WEPT are advised to seek assistance through the WEPT workshops provided through the Tutorial Center each semester. The Center offers two workshop series, each designed specifically for either native or non-native speakers of English.

Students who have failed the WEPT and who feel that they would benefit from additional formal instruction in writing may elect to enroll in ENGL 275 or ENGL 275N (for nonnative speakers), which are offered as special session courses through Extended Education. The final examination for ENGL 275 and 275N is the WEPT. A passing grade on the final is required for a passing grade in the course.

Students who have questions about the WEPT should contact the WEPT coordinator in the English Department.

V. Maintenance of Scholarship

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

VI. Unit Requirements and Limitations

The following requirements and limitations with regard to course credit units must be observed.

Total Units

1. A minimum of 124 semester units is required for graduation. (Some majors require up to 132 semester units for graduation.)

Upper-Division Units

2. 40 units must be upper-division work (300-499 courses), including a minimum of 12 units in the major for the BA degree or 18 units in the major for the BS degree.

Residence Units

3. 30 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 BFA in Art requires 24 upper-division units in Art in residence. *Note: Units earned in Extension, Open University, and through credit by examination may not be applied to residence requirements.*

4. A maximum of 24 units of courses with nontraditional grades may be elected. (See page 268 for information on Nontraditional Grading.) Students completing the Hutchins School Interdisciplinary General Education lower-division program may exceed this minimum (see page 147). Courses fulfilling major and minor requirements must be graded A-F, except for courses not available in the A-F 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

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 20 units, 6 of which must be upper division, and require maintenance of a C (2.00) average. Faculty advisors in the department offering the minor will assist students in selecting appropriate courses. See also Career Minors on page 59.

Electives

To complete the 124 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 124 units. Second majors for a single baccalaureate selected from the same degree program (either bachelor of arts or bachelor of science) as the first major are noted on transcripts and diplomas. Second majors selected from different degree programs are noted only on the transcript. 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, 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 SSU 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). Information regarding duplicate degree tuition may be found on page 262. *Note: Units earned in Extension, Open University, and through credit by examination may not be applied to residence requirements.*

Awarding of Degrees

Degrees are awarded in January, June, and August. (Diplomas are mailed approximately three months after the date of award of degree.) Commencement ceremonies are held once each year, at the end of the spring semester. Candidates for graduation should file an "Application for Award of Degree" form at the Admissions Office one semester prior to the anticipated semester of graduation. This will enable the Evaluations Office to determine remaining requirements to be completed. See the Academic Calendar on pages 317-318 for filing dates.

Honors at Graduation

The University awards two types of honors to students at graduation: *cum laude* and "with distinction."

Cum laude is granted upon award of the baccalaureate to candidates whose entire collegiate scholastic record indicates a minimum grade point average of 3.50. In order to be considered for graduation *cum laude*, all candidates must earn a minimum of 45 letter-graded semester units offered for the degree in resident study at Sonoma State University.

"With distinction" is granted upon award of the baccalaureate to students who are judged by their departments to have made outstanding contributions to their disciplines. (The Psychology Department does not award graduation "with distinction.")

General Education Program

Goals and Objectives of the General Education Program

There are two options for completing General Education at Sonoma State University: The University-Wide Option and the Hutchins Interdisciplinary Option.

The University-Wide General Education Program

Each baccalaureate candidate will complete a University-approved General Education program with courses distributed among the following categories:

- A. Communication and Critical Thinking
- B. Natural Sciences and Mathematics
- C. Arts and Humanities
- D. Social Sciences
- E. 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 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 listed below and marked with an asterisk (*) in the Arts and Humanities (all categories) and in the Social Sciences (category 1). **Only one** asterisked Ethnic Studies course may count toward fulfillment of General Education requirements.

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 1 course from each of the following 3 groups:

1. Written and Oral Analysis

(Prerequisites: ENGL 101 and either PHIL 101 or 200)

UNIV	200	Written and Oral Analysis (3)
ENGL	201	Written and Oral Discourse Studies (3)

2. Fundamentals of Communication

ENGL	101	Expository Writing and Analytical Reading (3)

3. Critical Thinking

PHIL	101	Critical Thinking (3)
PHIL	200	Introduction to Logic (3)
SCI	101	Critical and Scientific Thinking (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 (# indicates laboratory course).

Complete 3 units from group 1 and BIOL 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	200	Introductory Astronomy (3)
ASTR	231	Introductory Observational Astronomy (2)#
CHEM	101	Chemistry and Society: Selected Topics (3)
CHEM	102	Food, Nutrition, and Toxicology (3)#
CHEM	105AB	Elements of General, Organic, and Bio-Chemistry (4)#
CHEM	115A	General Chemistry (5)#
CHEM	125A	Honors 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 Laboratory (1)#
PHYS	114	Introduction to Physics I (4)
PHYS	116	Introductory Laboratory Experience (1)#
PHYS	209A	General Physics Laboratory (1)#
PHYS	210A	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	115	An Introduction to Biology (3)

To complete a minimum of 9 units, 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	115L	Introductory Laboratory (1)#
BIOL	116	General Biology (4)#
BIOL	117	General Zoology (4)#
BIOL	220	Human Anatomy (4)#
BIOL	224	Human Physiology (3)
BIOL	224L	Human Physiology Laboratory (2)#
BIOL	303	Natural History of the North Bay Region (3)
BIOL	308	Environmental Toxicology (3)
BIOL	309	Biology of Cancer (3)
BIOL	310	Human Biology (3)#
BIOL	311	Sexually Transmitted Diseases (3)
BIOL	312	Oceanology (3)
BIOL	314	Field Biology (3)#
BIOL	332	Plants and Civilization (3)
BIOL	385	Contemporary Issues in Biology (3)
GEOG	204	Physical Geography (3-4)
GEOL	110	Earthquakes, Volcanos, and Mountains (3)
GEOL	120	Regional Field Geology (3)#
GEOL	303	Advanced Principles of Geology (4)#
PHYS	300	Physics of Music (3)
PHYS	342	Popular Optics (3)

Complete 1 course from the following group:

4. Mathematical Concepts and Quantitative Reasoning

Mathematics courses develop students' 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	100	Geometry (3)
MATH	107	Pre-Calculus Mathematics (4)
MATH	111	Symmetry in the Sciences and Arts (3)
MATH	121	Introduction to Mathematical Analysis (3)
MATH	131	Introduction to Finite Mathematics (3)
MATH	141	Studies in Modern Mathematics (3)
MATH	161	Calculus I (4)
MATH	165	Elementary Statistics (4)

Indicates laboratory course

* Meets Ethnic Studies Requirement.

** Various examination options (AP, CLEP, course challenge examinations, and Credit by Examination) are available to satisfy this requirement. Contact the appropriate department or the Office of Testing Services.

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.

(Only 1 course in Ethnic Studies may count for General Education; it may be taken in Arts and Humanities or in Social Sciences.)

Complete 1 course from each of the following 4 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.

ART	210	Introduction to Art History (3-4)
ART	211	Introduction to Art History (3-4)
ART	212	Introduction to World Film History (3)
ART	418A	History of Modern Art — 19th Century (3-4)
ART	418B	History of Modern Art — 20th Century (3-4)
ART	418C	History of American Art (3-4)
MUS	150	Survey of United States Music (3)
MUS	250	Masterworks: European Music (3)
THAR	100	Introduction to History of Theatre: Drama and Dance (3)
THAR	300	Theatre in Action: Performance Analysis and Criticism (3)
Applied Arts Combining Studio and Theory		
ART	100	Introduction to Art (3)
MUS	105	Fundamentals 1A (3)
MUS	106	Fundamentals 1B (3)
THAR	101	The Art of Theatre (3)
Ethnic Studies in the Fine Arts		
AMCS	392	Images in Film (3-4)*
MAMS	368	Chicano/Latino Music (3)*
MAMS	393	Chicano/Latino Cinema (3)*
MAMS	479	Chicano Art History (3-4)*
NAMS	205	Introduction to Native American Arts (3)*
NAMS	338	Native Americans and the Cinema (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.

ENGL	214	Literature of the World (3)
FLIE	214	Introduction to World Literature (3)
ENGL	314	Modern World Literature in English (3)
ENGL	345	Women Writers (3)
Ethnic Studies in World Literature		
AMCS	360	Ethnic Literature (3-4)*
MAMS	374	Chicano Literature (3-4)*
NAMS	354	Native American Literatures (3)*

3. Philosophy and Values

Philosophy and values introduces 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.

PHIL	120	Introduction to Philosophy (3)
PHIL	302	Ethics and Value Theory (3)
SOCI	431	Sociology of Religion (4)
Ethnic Studies in Philosophy and Values		
AMCS	350	Ethics, Values, and Multiculturalism (3)*
MAMS	352	Chicano/Latino Philosophy (3)*
NAMS	346	Philosophic Systems and Sacred Movements in Native North Americans (3)*

4. Comparative Perspectives and Foreign Languages

Comparative Perspectives and Foreign Languages introduces students to cultural traditions other than Anglo-American in order to provide students with an understanding of other cultures and their value systems.

FILM	300B	Other Cinemas (3)
INDS	301A	Sacred Traditions of South Asia (3)
INDS	301B	The History and Secular Traditions of South Asia (3)
MUS	270	Music in Society (3)
MUS	350	Musics of the World (3)
MUS	370	Sacred Musics of the World (3)
Ethnic Studies in Comparative Perspectives		
AMCS	255	Ethnicity in the Humanities (3)*
AMCS	355	Language and Ethnicity (3-4)*
MAMS	220	Mexican American Arts and Literature (3)*
MAMS	451	Chicano Humanities (4)*

or

A foreign language course at the intermediate level, 201 or above. A first-year course may be selected if the student has met the high school subject requirement (2 years) in a different language. A first-year course may also be selected if the student has completed 1 year of a different foreign language at the college level. Selections include courses in French, German, Hindi, Italian, Latin, Sanskrit, and Spanish in the Department of Foreign Languages; MAMS 225, Spanish for Chicanos and Latinos, in the Department of Mexican American Studies. Foreign language courses do not meet the Ethnic Studies requirement.

Indicates laboratory course

* Meets Ethnic Studies Requirement.

** Various examination options (AP, CLEP, course challenge examinations, and Credit by Examination) are available to satisfy this requirement. Contact the appropriate department or the Office of Testing Services.

D. Social Sciences (15 units)

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

(Only 1 course in Ethnic Studies may count for General Education; the course may be taken in either the Arts and Humanities or Social Sciences.)

Complete 1 course in each of the following 5 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.

ANTH	203	Introduction to Cultural Anthropology (3)
CJA	201	Criminal Justice and Public Policy (3)
GERN	319	Aging and Society (4)
PSY	250	Introduction to Psychology (3-4)
PSY	303	The Person in Society (3)
SOCI	201	Introduction to Sociology (3)
SOCI	375	Survey of Sociological Theory (3-4)
WOMS	375	Race, Sex, and Class (3)
Ethnic Studies in Social Sciences		
AMCS	210	Ethnic Groups in America (4)*
AMCS	339	Ethnic Minorities and American Social Policy (3)*
MAMS	219	Mexican American Identity and Society (3)*
MAMS	339	Ethnic Minorities and American Social Policy (3)*
NAMS	200	Introduction to Native Americans (3)*
NAMS	339	Ethnic Minorities and American Social Policy (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. United States Constitution and California State and Local Government

United States constitution and California state and local government acquaint students with the political philosophies upon which the United States 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	American Political Systems (3)
POLS	202	Basic Issues in 20th Century American Politics (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 (3)
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 (4)
POLS	315	Democracy, Capitalism, and Socialism (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 (4)
ANTH	340	Living in a Pluralistic World (4)
BIOL	318	The Biology of Aging (3)
GEOG	338	Social Geography (3)
GERN	300	Basic Gerontology: A Survey of Concepts, Issues, and Services for the Elderly (3)
NURS	480	Health, Sexuality, and Society (3)
PSY	302	Development of the Person (3-4)
WOMS	350	Gender, Sexuality, and Family (3-4)

Total minimum units in General Education 51 Including:

- 9 upper-division units, representing three of the five areas (A-E), taken no sooner than the term in which upper-division standing (60 units) is attained;
- 9 units in residence at Sonoma State University;
- an approved science laboratory; and
- one course in ethnic studies.

Indicates laboratory course

* Meets Ethnic Studies Requirement.

** Various examination options (AP, CLEP, course challenge examinations, and Credit by Examination) are available to satisfy this requirement. Contact the appropriate department or the Office of Testing Services.

The Hutchins School of Liberal Studies Interdisciplinary General Education Program

The lower-division General Education requirements, with the exception of mathematics, can be met by taking the 4 Hutchins School interdisciplinary seminars of 12 units each, and 3 units of Mathematics. The seminars are: LIBS 101, The Human Enigma; LIBS 102, Exploring the Unknown; LIBS 201AB/L, In Search of Self/The American Experience; and LIBS 202, Challenge and Response in the Modern World.

In addition, 9 units of upper-division General Education courses must be completed. The Multiple Subject Option in the Hutchins major leads to automatic completion of these 9 units. For other options within the Hutchins major, 3 of the 9 units must be met with LIBS 401B. The remaining 6 units must be selected from upper-division courses in areas A-D of the University-Wide General Education Program.

The coherence of education is dependent upon effective academic advising. Students are encouraged to make the fullest use of their advisors in selecting options within the programs available, and in facilitating transfer between the programs. Sonoma State University General Education requirements may be partially met by completion of General Education programs at California Community Colleges and other CSU campuses. General Education courses from other colleges and universities will also be accepted, provided that those programs are consistent with the General Education goals of Sonoma State and the guidelines of the California State University.

Graduate Degrees

Graduate education at Sonoma State University provides opportunities for students to enhance their professional competence, develop the ability to conduct independent study and research, and prepare for significant participation in society. 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. Students interested in obtaining a second baccalaureate should see page 13 for information.

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 (MFCC)

School Counseling (PP)

Cultural Resources Management (Anthropology)

Education (5 options)

Curriculum

Early Childhood Education

Educational Administration

Reading

Special Education

English

History

Nursing

Family Nurse Practitioner

Nursing Administration

Physical Education

Public Administration

Psychology

Interdisciplinary Studies

External Master's Degree Program

Psychology

Graduate Admission Requirements

Admission requirements and procedures for graduate students are described under the Admissions section in this Catalog. Admission to the University with unclassified postbaccalaureate 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 Admission 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 by filing a contract form that describes all of the requirements for the degree in their program of study. This contract is approved by the department, is reviewed by the Graduate Studies Office, and is retained in the student's file by Admissions and Records. 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 their permanent collection.

Completion of the Written English Proficiency Requirement (WEPT)

In order to assure that graduate students possess the ability to communicate effectively in written English and the skills to write a thesis or comprehensive examination in a particular discipline, advancement to classified standing will be contingent upon fulfillment of the WEPT requirement, or fulfillment of departmentally administered review procedures designated by the individual departments and approved by the Graduate Studies committee.

General Requirements for the Master's Degree

Requirements for the master's degree include a minimum of 30 semester units of approved upper-division and graduate course work with maintenance of a B (3.00) minimum grade point average. No course for which a final grade below C (2.00) is assigned may be used to satisfy requirements for an advanced degree. All course work to be applied to the requirements for a graduate degree must have been completed within 7 years of the date of award of the degree.

Additional regulations

1. No fewer than one-half of the units shall be in graduate (500-level) courses.
- 1A. 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.

2. The Master's Program Contract advances the student to candidacy and must be filed before the student begins the last 15 units of coursework.
3. At least 21 semester units shall be completed in residence.
4. At least 18 semester units shall be completed in the major.
5. No more than 6 semester units shall be allowed for a thesis.
6. 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.
7. No credit toward a master's degree will be given for student teaching in a credential program.
8. The candidate must complete a thesis, project, or comprehensive exam as required by the department. Culminating projects which 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.
9. 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 grading mode.
10. 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 President for Academic Programs and Graduate Studies, an appropriate campus authority, or re-enrollment in units.

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 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 post-baccalaureate credit becomes null and void.

Courses that may be included in Master's Program Contract

300-499	upper-division courses may be acceptable for graduate credit. See Provisional Unclassified Graduate Status for Senior Students above.
500-599	Graduate courses.

Course Numbering System

0-99	No academic credit/prebaccalaureate course
100-299	Lower Division
300-499	Upper Division/may be acceptable for graduate program. Refer to Provisional Unclassified Graduate Status for Senior Students for more information (see page 18).
500-599	Graduate courses

California Articulation Number (CAN) System

The California Articulation Number System is a cross-reference course identification system for many lower-division transferable major preparation courses commonly taught on college campuses. See page 257 for additional information and a course list

Department Abbreviations (Course Prefixes)

American Multicultural Studies	AMCS
Anthropology	ANTH
Art	ART
Astronomy	ASTR
Biology	BIOL
Business Administration	BUS
Chemistry	CHEM
Communication Studies	COMS
Computer and Information Science	CIS
Counseling	COUN
Criminal Justice Administration	CJA
Economics	ECON
Education	EDUC
English	ENGL
Environmental Studies and Planning	ENSP
Film Studies	FILM
French	FREN
Geography	GEOG
Geology	GEOL
German	GER
Gerontology	GERN
History	HIST
Hutchins School of Liberal Studies	LIBS
India Studies	INDS
Kinesiology	KIN
Liberal Studies (Ukiah Program)	BALS
Linguistics	LING
Mathematics	MATH
Mexican American Studies	MAMS
Music	MUS
Native American Studies	NAMS
Nursing	NURS
Philosophy	PHIL
Physics	PHYS
Political Science	POLS
Psychology	PSY
Sociology	SOCI
Spanish	SPAN
Special Major/Interdisciplinary Studies	ITDS
Theatre Arts	THAR
University Courses	UNIV
Women's Studies	WOMS

American Multicultural Studies

Department Office

Nichols Hall, Room 214, (707) 664-2486

Programs Offered

Bachelor of Arts in Afro-American Studies

Minor in American Ethnic Studies

Department Chair

James E. Gray

Faculty

James E. Gray, Velma Guillory-Taylor, Larry H. Shinagawa

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

The degree in Afro-American Studies prepares individuals to function effectively in the fields of education, personnel administration, business, public health, social service, and environmental planning. It also provides a sound foundation for graduate work in many of the traditional disciplines.

Note: This curriculum is under revision. Please contact the Department for the most current information.

Bachelor of Arts in Afro-American Studies

Degree Requirements	units
General Education	51
Major Core Requirements	24
Major Electives	13
General Electives	36
Total units needed for graduation	124

Major Core Requirements

Complete the following 24 units:

AMCS	335	Historical Perspectives and Ethnicity	4
AMCS	345	Folklore and Ethnicity	
or			
AMCS	405	The Family Comparative Perspectives	3-4
AMCS	432	Health and Culture	4
MAMS	445	Chicano History	4
WOMS	470	Sexism and Racism in the United States	4
AMCS	481	Seminar: Special Topics and Issues	
or			
NAMS	412	Native California History and Culture	4
Total units in the major core			24

Major Electives

Students must complete at least 13 elective units for the major. In order to complete an emphasis within the major, students must choose 12 units from 1 of the 2 lists below. The additional unit(s) may be selected from either list or from other courses in the program. For courses marked with an asterisk (*), please see course description.

Humanities Plan

AMCS	315	Ethnic Arts, Music, and Dance (4)*
AMCS	320	Performing Arts Workshop (1-4)
AMCS	390	Ethnic Theatre (3)
AMCS	392	Images in Film (3-4)
AMCS	471	Afro-American Children's Literature (3)
or		

Social Science Plan

AMCS	335	Historical Perspectives and Ethnicity (4)
AMCS	405	The Family: Comparative Perspectives (3-4)
AMCS	432	Health and Culture (3-4)
AMCS	433	Aging and Ethnic Minorities (4)

Total units in major electives 13

Total units in the major 37

The Minor in American Ethnic Studies

The minor consists of 20 units and is designed to provide multicultural perspectives for majors in the social sciences and the humanities. The minor as designated below may be altered only in consultation with American Multicultural Studies faculty.

Complete the following 4 courses:

AMCS	320	Performing Arts Workshop (1-4)	4
AMCS	345	Folklore and Ethnicity	4
AMCS	433	Aging and Ethnic Minorities	4
AMCS	481	Special Topics	4
and 1 of the following 3:			
MAMS	445	Chicano History (4)	
NAMS	412	Native California History and Culture (4)	
WOMS	470	Sexism and Racism in the United States (4)	
Total units in the minor			20

ITDS Special Major in American Multicultural Studies

ITDS offers a special major in multiculturalism that is designed to encourage double majors.

Please contact the ITDS Coordinator for further information.

American Multicultural Studies Courses (AMCS)

201. Career Planning for Nontraditional Students (1)

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 and 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).

220. Immigrants from Europe (4)

An introductory survey of the causes, processes, and results of immigration to the United States from the countries of Europe. Emphasis will be upon the "new immigration" from 1880 to 1925 in the course of which the matrix of Euro-American ethnicity was established in the United States. Satisfies ethnic studies in GE, category C3 (Philosophy and Values).

255. Ethnicity in the Humanities (4) (Fall and Spring)

A general survey of the major political, social, cultural, and economic developments in the United States with reference to native and nascent ethnic minority populations.

301. Experimental Courses (1-4)

Refer to current Schedule of Classes.

305. Contemporary Rock and Soul Music (3-4)

A historical overview and analysis of contemporary rock and soul musical styles, including critiques of musical content. Crosslisted as MUS 480.

315. Ethnic Arts, Music, and Dance (4)

An in-depth study of the artistic, musical, and dance traditions of major ethnic groups in the United States. Topics subject to change. May be repeated for credit.

320. Performing Arts Workshop (1-4)

The objective of this course is to present musical, dramatic, and dance performances with ethnic themes. Emphasis will be different from semester to semester.

330. Nationality, Ethnicity, and History (3-4)

The interplay of ethnicity and nationality are studied from a historical perspective, including: cyclical developments, cross-cultural organizations, and institutions. Crosslisted as HIST 330.

335. Historical Perspectives and Ethnicity (4)

An historical examination of the social, economic, and political evolution of ethnic minorities within American society. Crosslisted as HIST 354. Topics subject to change. May be repeated for credit.

339. Ethnic Groups and American Social Policy (3)

The impact of American social policies on ethnic minorities over the last 200 years. Policy areas will include: children and families, mental health, and minorities and education. Major court decisions affecting public policy on bilingual and multicultural education, equal employment opportunity, immigration, and voting rights will be reviewed and analyzed. Primary sources will be taught from an Afro-American, Asian American, Mexican American, or Native American perspective. Crosslisted as MAMS/NAMS 339. Satisfies upper-division ethnic studies in GE, category D1 (Individual and Society).

345. Folklore and Ethnicity (4)

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 context. Topics subject to change. May be repeated for credit.

346. Afro-American Folklore (3-4)

An examination of the verbal and musical traditions of Afro-Americans, with emphasis on their continuity and change from Africa to the Americas.

350. Ethics, Values, and Multiculturalism (3)

An examination of the influences, conditions, and environments that enveloped significant minority philosophers, and historical periods that spawned them, and the resulting contemporary movements. Meets Ethnic Studies and upper-division GE requirements in Humanities, category C3.

355. Language and Ethnicity (3-4)

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

360. Ethnic Literature (3-4)

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 repeated for credit. Satisfies upper-division ethnic studies in GE, category C2 (World Literature).

370. Asian Americans (4)

A description and an analysis of the history and culture of Chinese, Japanese, and Filipino Americans, with emphasis on their ethnic experience in California. Topics subject to change. May be repeated for credit.

389. Jazz Improvisations (1-2)

The study of the basic tonal and rhythmic principles used by jazz musicians, from Buddy Bolden to John Coltrane. Crosslisted as MUS 389.

390. Ethnic Theatre (3)

A general introduction to the history of ethnic theatre in the U. S. and the relationship between developments in theatre and current political and sociocultural events. Topics subject to change. May be repeated for credit.

392. Images in Film (3-4)

An examination of representative and significant films tracing the evolution of ethnic minorities in cinema. The relationship between developments in film and current political and sociocultural events will be emphasized. Topics subject to change. May be repeated for credit. Satisfies upper-division ethnic studies in GE, category C1 (Ethnic Studies in the Fine Arts).

395. Community Involvement Program (1-4)

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

400. Pan-African Cultures (4)

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 Afro-American cultures in the Western Hemisphere will be addressed. Crosslisted as ANTH 369.

405. The Family: Comparative Perspectives (3-4)

An analysis of family structure and function from a multicultural perspective. Child development and multiculturalism. Sociological and anthropological literature on ethnic families will be examined to show the range of variation of family systems in the United States and the implications for health and social services.

420. Sexism and Racism in the United States (3-4)

A historical overview of racism and sexism as they affect women of color, focusing on issues in which racism and sexism intersect, such as affirmative action, abortion, forced sterilization, violence against women, and other issues. Crosslisted as WOMS 375.

425. Men, Women, and Power in Interpersonal Relationships (3-4)

Senior seminar on the interpersonal dynamics between men and women. Emphasis is given to the interplay of racial, class, and gender inequalities as they affect the power relationships between and among ethnic minority men and women.

432. Health and Culture (3-4)

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. Prerequisite: consent of instructor.

433. Aging and Ethnic Minorities (4)

An examination of the aging experience of ethnic minorities in American society, cultural/ethnic attitudes towards aging and the aged, cultural and ethnic support systems for the aged in ethnic communities, and strategies for improving health and social services for the elderly. Student involvement in a senior citizen center is required. Topics subject to change. May be repeated for credit. Prerequisite: consent of instructor.

450. Multicultural Education (3-4)

Culture as theoretical basis of multiculturalism; analysis of philosophical issues related to pluralistic education; developing resources germane to this philosophy; the guidelines constituting the foundation for multiethnic programs and practices.

455. Immigration and Ethnicity (4)

A study of ethnic minorities in the United States and the sociocultural, political, and economic factors that influence our multicultural society.

471. Multiculturalism and Children's Literature (3)

Children's books, literature, and folklore as a backdrop to child development and multiculturalism. Selected stories from folklore and literature will be used to exemplify cultural images and traditions. Topics subject to change. May be repeated for credit. Prerequisite: consent of instructor.

472. Contemporary Afro-American Literature (4)

A study of Black writers and their works, such as Richard Wright, Ernest Gaines, Cecil Brown, Ronald Fair, Alice Walker, and other contemporary authors.

480. Senior Seminar (3-4)

The application of research techniques and methodology in the examination of cross-cultural themes, problems, and institutions. Topics subject to change. May be repeated for credit. Prerequisite: consent of instructor.

481. Special Topics (1-4)

Refer to current Schedule of Classes.

490. Research and Methodology (4)

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 field research. It is recommended that majors complete this requirement as early as possible. Topics subject to change. May be repeated for credit. Prerequisite: consent of instructor.

495. Special Studies (1-4)

Prerequisites: AMCS 210 or 255; an upper-division core course; approval of supervising faculty member; and approval of Department chair.

Anthropology

Department Office

Stevenson Hall, Room 2054, (707) 664-2312

Programs Offered

Bachelor of Arts in Anthropology

Master of Arts in Cultural Resources Management

Minor in Anthropology

Teaching Credential Preparation

The Anthropology curriculum is designed to provide students with a strong background in the principles of anthropology and rigorous upper-division instruction in a number of basic areas. This combination of breadth and depth in instruction allows students to develop the intellectual foundations and the anthropological skills necessary to deal with the specific anthropological concerns of today and the flexibility to meet the needs of the profession.

As part of a liberal arts education, the study of anthropology illuminates the coherence that underlies the apparently arbitrary nature of human society, and provides individuals with a broad perspective for viewing themselves and others. Training in anthropology can be 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.

Guided by the principle that research and teaching are inseparable at the university level, 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, research publications, and public documents.

The Department's Anthropological Studies Center houses archaeology and ethnographic laboratories, a cultural resources management facility, and the Northwest Information Center of the California Archaeological Inventory for 18 Northern California counties. The Studies Center maintains collections of artifacts, archaeological site records and maps, photographs, manuscripts, tapes, and a specialized research library. In addition, the center provides facilities for specialized processing techniques such as obsidian hydration.

Other facilities include a physical anthropology laboratory, an ethnographic and primate film library, human relations area files, and computer services.

Four subdisciplines make up the core of the Anthropology curriculum:

- **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** deals with the reconstruction of past ways of life through the interpretation of material remains.
- **Cultural Anthropology** explores the diversity of existing human ways of life and how they change.
- **Linguistic Anthropology** examines the structure and diversity of language and related human communication systems.

Department Chair

Sue Taylor Parker

Faculty

Sue Taylor Parker (Biological Anthropology), David W. Peri (Cultural Anthropology), Adrian Praetzelis (Historical Archaeology), Margaret Purser (Historical Archaeology), R. Thomas Rosin (Cultural Anthropology), Shirley K. Silver (Linguistic Anthropology), Albert L. Wahrhaftig (Cultural Anthropology)

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 some other subject.

The Department also offers a Master of Arts degree in Cultural Resources Management, which involves the identification, evaluation, and preservation of cultural resources, as mandated by cultural resources legislation and guided by scientific standards within the planning process. The primary objective of the Master's program in Cultural Resources Management is to produce professionals competent in the methods and techniques appropriate for filling cultural resources management and related positions, and with the theoretical background necessary for research design and data collection and analysis.

Anthropology Scholarship

The Department offers an Anthropology scholarship, awarded each academic year to an undergraduate major, on the basis of academic achievement and commitment to the discipline. For further details, contact the Department office. The University offers another Anthropology scholarship, the Conni Miller Memorial Scholarship. Contact the Scholarship Office for information.

Bachelor of Arts in Anthropology

Degree Requirements	units
General Education	51
Major Core Requirements	27
Major Electives	15-19
General Electives	33
Total units needed for graduation	124

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.

Major Core Requirements

Complete the following introductory courses during the first year in the major:

ANTH	201	Introduction to Human Evolution	3
ANTH	203	Introduction to Cultural Anthropology	3

Complete the following synthesis course during the first semester of upper-division instruction:

ANTH	300	Nature and Culture: The Growth of Anthropology	4

ANTH	342	Organization of Societies	4

Complete 1 of the following 4 courses in Archaeology:

ANTH	321	Archaeology and Society (3)	
ANTH	323	Gender and Archaeology (3)	
ANTH	324	Introduction to Archaeology (3)	
ANTH	325	World Prehistory (3)	

Complete 1 of the following courses in Cultural Analysis and Theory or Ethnographic Areas:

ANTH	345	Human Ecology (3)	3-4
ANTH	348	The Role of the Sacred (3)	
ANTH	352	Special Topics in Culture Change (3)	
ANTH	353	Psychological Anthropology (3)	
ANTH	359	Art in Cultural Context (3)	
ANTH	360	Special Topics in Development Anthropology (4)	
ANTH	361	Indians of California (3)	
ANTH	363	Communities in Mexico (3)	
ANTH	375	Civilizations of India (3)	

Complete 1 of the following 4 courses in

Biological Anthropology:

ANTH	301	Fossil Man and Race (4)	3-4
ANTH	302	Human Ethology and Sociobiology (3)	
ANTH	313	Primate Cognition and Communication (3)	
ANTH	314	Primate Social Organization (3)	

Complete 1 of the following 4 courses in

Linguistic Anthropology:

ANTH	380	Language in Cultural Context (3)	4
ANTH	382	Language Change (3)	
ANTH	386	American Indian Languages (3)	
ANTH	389	Language and Communication (3)	

Complete 3 units from among the following 7 courses in

Anthropological Methods:

ANTH	413	Methods in Captive Primate Studies (1)	3-4
ANTH	414	Methods in Primate Studies (1)	
ANTH	420/421	Archaeological Methods: Lecture (2) and Archaeological Methods: Laboratory (1)	
ANTH	441	Laboratory in Ethnographic Field Methods (1-4)	
ANTH	447	Ethnobotany Methods (1)	
ANTH	483	Methods in Reconstructing Language History (1)	
ANTH	489	Methods in Ethnographic Study of Language Use (2)	

Total units in major core 29-32

Major Electives

To complete the 40-unit requirement for the major, students must choose the remaining 8-11 units from upper-division Anthropology courses. Anthropology units in internship and the community involvement program may be included.

Total units in major electives 8-11

Total units in the major 40

Bachelor of Arts in Anthropology Special Emphasis

Degree Requirements

	units
General Education	51
Major Core Requirements	13-15
Special Emphasis Courses	12-22
Supporting Courses	3-15
General Electives	42-57
Total units needed for the degree	124

The Special Emphasis BA 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; and human biology.

The Special Emphasis Major consists of 40 units selected from three course areas: 13 to 15 units in core courses; 12 to 22 units in special emphasis courses; and 3 to 15 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 in an authorized course of study must meet with the advisor's approval.

Course Requirements

Requirements consist of (1) core courses, (2) special emphasis courses within anthropology, and (3) supporting courses from outside anthropology.

Core Courses (14-15 units)

Introductory (6 units)

ANTH	201	Introduction to Human Evolution (3)
ANTH	203	Introduction to Cultural Anthropology (3)

History and Theory (3 units)

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

Cultural Analysis and Theory (3 units)

ANTH	342	Organization of Societies (4)

Methods

Select 1-3 units from among the following courses:

ANTH	413	Methods in Captive Primate Studies (1)
ANTH	414	Methods in Primate Studies (1)
ANTH	420	Archaeological Methods: Lecture (2)
ANTH	421	Archaeological Methods: Laboratory (1)
ANTH	441	Laboratory in Ethnographic Field Methods (1-4)
ANTH	447	Ethnobotany Methods (1)
ANTH	483	Methods in Reconstructing Language History (1)
ANTH	489	Methods in Ethnographic Study of Language Use (2)

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**.

Minor in Anthropology

The Anthropology Minor consists of 20 units chosen by the student in consultation with a faculty advisor.

Teaching Credential Preparation

The Anthropology 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. 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 further information, contact the Department office.

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. The primary objective 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 MA 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 provides its graduates with the following:

1. Training and experience in developing projects and programs in cultural resources management.
2. Training and 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 ethnohistorical resources.

4. Training in and experience with anthropological techniques of field and laboratory analysis, and archival and museum preparation.
5. Training in and experience with existing cultural resources management data-keeping facilities.

Each student in the program, with the assistance and supervision of a primary faculty advisor, develops a plan of study and thesis project that reflects her or his 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 archaeology and ethnographic laboratories, a cultural resources management facility, and the California State Regional Archaeological Center for the North Coast Counties. The Studies Center maintains collections of artifacts, archaeological site records and maps, photographs, manuscripts, tapes, and a specialized research library. In addition, the Center provides computer services and facilities for specialized processing techniques, such as obsidian hydration.

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, and consequently it takes three years or more for working students to complete our program of study.

ANTH	500	Proseminar	4
HIST*	501	Seminar in Culture, Society, and Policy Analysis	4
ANTH	502	Archaeology: History and Theory	3
ANTH	503	Seminar in Cultural Resources Management	3
ANTH**	596/597	Internships	3
ANTH	599A/B	Thesis	4
		Supporting Courses	9
Total units in the CRM degree			30

* Prerequisite: HIST 472 (History of California to 1913).

** 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, Interpretive and Outreach Services Office, the Northwest Information Center, Archaeological Collections Facility, and Ethnography Lab. Off-campus agencies include the Office of Historical Preservation, National Park Service, and the Sonoma County Museum.

Admission to the Program

There may be program changes that are not reflected in this catalog; therefore, it is advisable that interested persons contact the program's graduate coordinator before applying for admission.

The complete admissions process consists of three stages:

1. Before coming to SSU, a prospective MA candidate must apply to and be accepted by the Anthropology Department as a participating student in the CRM Program, and
2. through application to the University, must be accepted into Conditionally Classified Postbaccalaureate Standing; thereafter

3. while in residence at SSU, and before completion of 15 units of the CRM Program of study, the prospective candidate must fulfill the requirements for admission to Classified Graduate Status.

The procedures to be followed in carrying out stages (1) and (2) are described in the CRM program fact sheet *Admission to the Cultural Resources Management Program in Conditionally Classified Status*. The procedures to be followed in carrying out stage (3) are described in the fact sheet *Admission to the Cultural Resources Management Program in Classified Graduate Standing*.

Anthropology Courses (ANTH)

201. Introduction to Human Evolution (3) (Fall and Spring) Parker

An introduction to the evolutionary biology of human and nonhuman primates; evolutionary perspectives on form and function, behavior, population, and social structure are 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 115 is recommended. CAN ANTH 2.

203. Introduction to Cultural Anthropology (3) (Fall and Spring) Staff

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: Prerequisite for 300- and 400-level courses: upper-division standing.

300. Nature and Culture: The Growth of Anthropology (4) (Fall) Staff

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: ANTH 201, 203, or equivalent.

301. Fossil Man and Race (4) (Fall) Parker

Investigations of human populations and races; their ages, their relative sizes; their geographic distributions; their genetic and morphological variations. Prerequisites: BIOL 115 or ANTH 201 or equivalent, or consent of instructor.

302. Human Ethology and Sociobiology (3) (Spring) Parker

Ethological and sociobiological perspectives on human rituals, aggression, bonding, and bodily and behavioral displays of age, sex, status, and emotion. Prerequisites: BIOL 115 or ANTH 201 or equivalent.

313. Primate Cognition and Communication (3) (Spring, even years) Parker

This course focuses on controversies about the relative importance of ecological and social manifestations of intelligence in monkeys and great apes. These manifestations include tool use, imitation, symbol use, deception, and self-awareness. The levels of cognitive complexity of the abilities of various primate species are characterized and compared using frameworks drawn from various models in human developmental psychology. Prerequisites: BIOL 115 or ANTH 201 or equivalent. Completion of, or concurrent enrollment in, PSY 410 is recommended.

314. Primate Social Organization (3) (Spring, odd years) Parker

Comparative study of the behavior and social organization of wild monkeys and apes as they relate to habitat, diet, food and water density, and distribution of predators, prey, and competing species. Prerequisite: BIOL 115 or ANTH 201 or equivalent.

318. Human Development: Sex and the Life Cycle (3) (Fall) Parker

An examination of developmental and evolutionary aspects of human reproductive biology and behavior from fetal through adult stages. 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). Completion of, or concurrent enrollment in, PSY 410 is recommended.

321. Archaeology and Society (3) (Fall, even years) Staff

This course demonstrates the relevance of archaeology to the field of anthropology generally, and explores the broader questions raised by the study of past societies. It includes a brief introduction to archaeological theory and methods. Discussion will focus on issues relevant to contemporary social theory, including: the long-term relationships between humans and their diverse physical and social environments, the complex historical development of fundamental cultural constructs such as gender roles and social hierarchy, and the ways that today's societies use explanations of the human past to further contemporary social and political agendas.

323. Gender and Archaeology (3) (Fall, odd years) Purser

Examination of recent trends in the archaeological study of gender roles and gender relations. Issues addressed include: the nature of gender as a concept, the ways that archaeological data have been used to document and critique contemporary perceptions of gender, and the impact of gender studies on the science of archaeology itself. Class readings and discussions include the ways that scholars and the general public alike have used reconstructions of the past, and past sex/gender systems, to forward a range of political and social agendas in the present. Prerequisite: ANTH 321, 341, or consent of instructor.

324. Introduction to Archaeology (3) (Fall, even years) Praetzelis

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, field and laboratory methods, relationship between method and theory, and "scientific" and humanistic approaches to the interpretation of data.

325. World Prehistory (3) (Spring) Purser

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.

340. Living in a Pluralistic World (3) (Fall and Spring) Staff

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).

341. Emergence of Civilizations (3)
(Fall and Spring) Staff

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, 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).

342. Organization of Societies (4)
(Spring) Rosin, Wahrhaftig

Examination of the structure and organization of bands, tribes, chiefdoms, and ancient states and urban industrial societies from a cross-cultural perspective. Discussion of kinship, family, and larger social group formation in relation to subsistence systems, technological development, and decision making. Prerequisite: ANTH 203 and ANTH 300 or consent of instructor.

344. Material Culture Studies (3)
(Fall, odd years) Purser

An interdisciplinary examination of the objects, structures, technologies, and built environments human beings have created and used. Students will compare theoretical and methodological approaches from anthropology, archaeology, folklore, art history, vernacular architecture, and history of technology. Emphasis will be placed on the role of material culture in social interaction and communication, and the variability of material life cross-culturally and over time.

345. Human Ecology (3)
(Fall, odd years) Rosin

An investigation of the interrelations between human societies and their environments. Human biological and cultural responses to environmental influences and human impact on the ecosystems.

346. Schooling in Cultural Context (3)
(Spring) Silver

Survey of learning and teaching modes that are characteristic of a variety of societies, both literate and preliterate. Focus is on the role of anthropological concepts and methods in the study of schooling as a cultural process. Attention is given to the relation between school culture and the maintenance of social order. Prerequisite: ANTH 203 or junior standing.

347. Ethnobotany (3)
(Spring, even years) Peri

Ethnobotany is the scientific study of the human uses of plants. This course focuses on and critiques the various forms and contents that ethnobotanical works have taken over time and aims to develop models for data collection, organization, analysis, and presentation.

348. The Role of the Sacred (3)
(Fall) Wahrhaftig

An anthropological examination of religious phenomena in cross-cultural perspective. Discussion of the roles of shamans, curers, visionaries, and priests in tribal and contemporary cultures. Analysis from the perspectives of functional, semiotic, and cybernetic theory.

351. The Uses of Anthropology (3)
(Spring) Staff

Historic overview of development of Applied Anthropology, Development Anthropology, the uses of anthropology outside academia, and the influence of anthropology and anthropologists on public policy formation in this country, other countries, and internationally. Survey of professional practice including ethical considerations, state of the job market, techniques for career preparation, and issues of generalization vs. specialization. Prerequisite: ANTH 300.

352. Special Topics in Culture Change (3)
(Fall, even years) Staff

Topic varies with each offering; may be repeated for credit. Topics may include: theories of cultural change and cultural evolution; revitalization movements; transformation in traditional communities; tradition and change in Mexico.

353. Psychological Anthropology (3)
(Spring) Wahrhaftig

Cross-cultural examination of the person-within-culture, with emphasis on such topics as socialization, enculturation, cognition, the nature of the self, personality, value orientation, deviant behavior, social control, world view, and indigenous psychotherapy.

359. Art in Cultural Context (3)
(Spring) Wahrhaftig

An introduction to a variety of art forms occurring in prehistoric and existing traditional societies. Attention to art as a vehicle to symbolic communication of culturally defined meaning, and broad consideration of the significance of art and artist in terms of social structure and ecology.

360. Special Topics in Development Anthropology (4)
(Fall) Staff

Development Anthropology explores and examines anthropological perspectives and the role of anthropologists in planned and integrated development of cultural and natural resources of Western and non-Western communities toward community well-being, social and economic self-sufficiency, effective governance, and overall self-determination within local, regional, national, and international contexts. Topics include professionalism and ethics, forecasting and decision-based research, policy development, resources development, management, and monitoring.

361. Indians of California (3)
(Spring, even years) Peri, Silver

Survey of the Indian cultures of California; discussion of linguistic diversity, varieties of customs, and relationships between Indians and Europeans.

363. Communities in Mexico (3)
(Fall) Wahrhaftig

Anthropological survey of communities, Indian and mestizo, traditional and modern, rural and urban in Mexico and its peripheries, with attention to the dynamics of cultural persistence and cultural change.

375. Civilizations of India (3)
(Fall, even years) Rosin

An introduction to the urban and rural peoples of India, Pakistan, Sri Lanka, Bangladesh, and Nepal; the institutions of family and caste; and the literate and nonliterate traditions of the area.

380. Language in Cultural Context (3)
(Fall, even years) Silver

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.

- 382. Language Change (3)**
(Spring, odd years) Silver
Survey of the distribution of the world's languages and language families, with discussion of areal, genetic, and typological classifications of languages. Study of 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.
- 386. American Indian Languages (3)**
(Spring, even years) Silver
Focus is on the indigenous languages of the Americas, with emphasis on three themes: (a) language as a system, (b) language in cultural and social context, and (c) language relationships in space and time.
- 389. Language and Communication (3)**
(Fall, odd years) Silver
Introduction to an anthropological perspective of the social and psychological environments in which people manipulate language and nonverbal communication systems. Focus on cross-cultural investigations of communicative behavior as social interaction. Consideration of the acquisition of communicative skills.
- 395. Community Involvement Program (1-3)**
(Fall and Spring) Coordinator: Parker
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: major status and consent of instructor.
- 396. Experimental Courses (1-3)**
(Fall and Spring) Staff
- 399. Student-Initiated Course (1-3)**
(Fall and Spring) Staff
Student-initiated and -instructed courses on topics that enrich or extend current Departmental offerings.
- 400. Anthropology Praxis (1-3)**
(Fall and Spring) Staff
Supervision and assessment of curriculum development and application for students in instructional or faculty-adjunct roles. May be repeated once for credit.
- 413. Methods in Captive Primate Studies (1)**
(Spring, even years) Parker
Focuses on methods of behavioral sampling and analysis appropriate for studies of primates in zoos and colonies. Prerequisite: Concurrent enrollment in ANTH 313.
- 414. Methods in Primate Studies (1)**
(Spring) Parker
A course in laboratory methodologies taught in association with ANTH 314, *Primates in the Wild*. As such, it focuses on ecological and demographic indices, and on observational and analytic methodologies used in current field studies on nonhuman primates. Students will do observational assignments at Bay Area zoos as a part of their course work. Prerequisite: concurrent enrollment in ANTH 313 and 314.
- 420. Archaeological Methods: Lecture (2)**
(Spring) Praetzelis
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. Prerequisite: concurrent enrollment in ANTH 421.
- 421. Archaeological Methods: Laboratory (1)**
(Spring) Praetzelis
Prerequisite: concurrent enrollment in ANTH 420.
- 424. Mesoamerican Archaeology Field School (4)**
(Fall) Purser/Poe
An archaeological field school at the preclassical Mesoamerican site of Ujuxte on the Pacific coast of Guatemala. Students learn field techniques in archaeological research by participating in the investigation of the site. The course meets on campus throughout the fall semester, and over the interim session in the field. A course fee is required. Not applicable to the Anthropological Methods core requirement for the Anthropology major or to the Special Emphasis in the Anthropology major.
- 440. Seminar in Historical Archaeology (3)**
(Spring, odd years) Purser
Introduction to the history, methods, and theoretical issues of the field of historical archaeology. Extensive readings on archaeology from post-1300s contexts in North America, Africa, Australia, and Latin America provide material for seminar-format discussion of relevant issues. These include the relationships between history and anthropology, the cross-cultural impact of European expansion, and the significance of Marxist, structuralist, and postmodern social theory in interpreting the recent past. Prerequisite: completion of GE, category D2, and/or ANTH 203.
- 441. Laboratory in Ethnographic Field Methods (1-4)**
(Spring) Staff
Laboratory, 8 hours. Field and lab methods in the analysis of human behavior and culture; problems of access, rapport, and ethics in conducting research; data gathering through interviewing, participant observation, personal documents, photos, tapes, videotapes, remote-sensing; data collection and retrieval; computer applications; and lab analysis and interpretation in the context of theory, problem formulation, and research design. May be repeated once for credit.
- 447. Ethnobotany Methods (1)**
(Spring, even years) Peri
The art and science of plant collection, preservation, and presentation, including the collection of pertinent field and informant data.
- 483. Methods in Reconstructing Language History (1)**
(Spring, odd years) Silver
Application of comparative methods in reconstructing language history. Focus is on the reconstruction language histories with no written traditions, and how linguistic prehistory offers insights into the prehistory of cultures. Prerequisite: concurrent enrollment in ANTH 382.
- 489. Methods in the Ethnographic Study of Language Use (2)**
(Fall) Silver
Application of methods and procedures utilized in the investigation of communication in natural contexts. Prerequisite: concurrent enrollment in ANTH 380 or 389.
- 490. Topical Seminars in Anthropology (1-4)**
(Fall and Spring) Staff
Prerequisite: senior standing or consent of instructor.
- 491. Faculty Seminar (1)**
(Fall and Spring) Staff
Prerequisite: Upper-division status. May be repeated twice for credit.

495. Special Studies (1-3)
(Fall and Spring) Staff

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 and Spring) Staff

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. This internship is usually overseen by supervisors in off-campus agencies who report to faculty supervisors. Cr/NC only. May be repeated for credit.

497. Anthropology Internships (1-3)
(Fall and Spring) Staff

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 and evaluation by the faculty sponsor. Cr/NC only. May be repeated for credit.

Graduate Courses

500. Proseminar (4)
(Fall) Staff

Introduction to research methods in anthropology; design and implementation of research; use of library and archival materials; guide to preparation of professional anthropological papers.

502. Archaeology: History and Theory (3)
(Spring, even years) Purser

The rise of theoretical archaeology, with emphasis on the range of theoretical approaches taken by archaeologists and the nature of archaeological problem solving in theory and practice.

503. Seminar in Cultural Resources Management (3)
(Fall, odd years) Praetzelis

Review of federal, state, and local legislation pertinent to the inventory, evaluation, and treatment of cultural resources. Emphasis is placed on process of evaluation according to federal guidelines, the Section 106 Process, and the National Register of Historic Places.

504. College Teaching in Anthropology (1-3)
(Fall and Spring) Staff

Designed to meet the needs of graduate students preparing for a career at the college level. Includes supervised classroom observation and participation. Cr/NC only. Prerequisite: graduate standing.

528. Methods in Cultural Resources Management (3)
(Fall, even years) Staff

A survey of cultural resource methods pertinent to the regulatory context and required to obtain data to assess significance of cultural resources. Identification of relevant Native American and other ethnic values. Examination of approaches to reconcile management and research goals. Review of the relationships between cultural resource technicians and public agencies. Prerequisites: graduate standing in Cultural Resources Management, Public History, or related fields; or advanced undergraduate standing and consent of instructor; 20 units of Anthropology, including ANTH 496, 497, 596 or 597, and 503, and/or consent of instructor. Prerequisite course(s) may be taken concurrently.

590. Advanced Seminars in Anthropology (1-3)
(Fall and Spring) Staff

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.

595. Special Studies (1-3)
(Fall and Spring) Staff

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 and Spring) Staff

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, 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.

597. Anthropology Internships (1-3)
(Fall and Spring) Staff

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, 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.

598. Teaching Assistant in Anthropology (1-3)
(Fall and Spring) Staff

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 and Spring) Staff

Planning and execution of a research program culminating in the completion of a thesis. (4 units maximum for 599A plus B). Prerequisite: an authorized Thesis Prospectus Approval form.

Applied Arts

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 selected.

Activity Courses

Select 3 fields from the following 4 (Art, English, Music, and Theatre Arts) and complete 3 units in each field selected.

Art

ART 202-298
(Any beginning-level faculty-instructed studio courses) (1-4)

English

ENGL 342 Children's Literature (3)
ENGL 343 Youth and Literature (3)

One literary genre course selected from the following:

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 in the Elementary Schools (3)

Any combination of the following to total 3 units:

MUS 105, 106 Fundamentals (3 each)
MUS 325 SSU Chorus (2). May be repeated for credit.
MUS 115/415, 128/428 Voice Classes (1 each)

Theatre Arts

THAR 300 Theatre in Action: Performance, Analysis, and Criticism (3)
THAR 460 Drama for Children (2)
and
THAR 120 Beginning Acting (1)
THAR 470 Dance for Children (2)
and
THAR 110 Beginning Dance (1)

Total units in activity courses 9

Program Advisors and Offices

William Guynn, Art Department
Art Building, Room 128, (707) 664-2151
Arthur Hills, Music Department
Ives Hall, Room 207, (707) 664-2324
Nancy Lyons, Theatre Arts Department
Ives Hall, Room 53, (707) 664-2477
Don Patterson, English Department
Nichols Hall, Room 362, (707) 664-2140

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

EDUC 444 Teaching in the Content Area/Art (3)
ART 210 or 211 Introduction to Art History (3)
ART Additional activity courses (3)

English

Any 3 upper-division creative writing courses, including at least 2 genres, and ENGL 342 or 343 if not taken previously.

Music

MUS 400 (if not taken previously—3 units)
MUS 250 Survey of European Music (3)
MUS 350 Survey of World Music (3)
MUS 323 Monteverdi Singers (2)
MUS 324 SSU Bach Choir (1-2)
MUS 325 SSU Chorus (1-2)
MUS 328 Orchestra (1-2)
MUS 329 Chamber Music Workshop (1-2)
MUS 330 Opera Workshop (1-3)
MUS 333 Early Music Workshop (1)
MUS 335 New Music Workshop (1-2)
MUS 379 Contemporary Jazz Ensemble (1-2)
MUS 391 Concert Jazz Ensemble (1-2)
MUS 396 Vocal Jazz Ensemble (2)

Theatre Arts

THAR 100 Introduction to History of Theatre: Drama and Dance (3)
THAR 300 Theatre in Action: Performance, Analysis, and Criticism (3)
THAR 301A Dance Ensemble Workshop (3)
THAR 302A Drama Ensemble Workshop (3)
THAR 450 Teaching/Directing for Dancers (2)
and
THAR 110 Beginning Dance (1)
THAR An appropriate selection of technique courses chosen in consultation with an advisor (3)

Total units in concentration 9

Total units in the 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

Programs Offered

Bachelor of Arts in Art
 Studio Concentration
 Art History Concentration
Bachelor of Fine Arts
 Studio Concentration
Minor in Art
 Studio Concentration
 Art History Concentration
Career Minor in Arts Management
Teaching Credential Preparation

Department Office

Art Building, Room 128, (707) 664-2151

Department Chair

William H. Guynn

Faculty

Marsha Adams, Kathryn Armstrong, Mary Bates, William H. Guynn, Kurt Kemp, Susan McKillop, Susan Moulton, Bob L. Nugent, Mark Perlman, Shane Weare

The study of art makes possible a deeper appreciation of one's cultural heritage, clarification of attitudes and values, and a fuller realization of one's own potential. Programs in the Art Department foster these principles and offer preparation for advanced work in various fields, for graduate study, teaching, and careers in museum or gallery management.

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.

Students may pursue studies leading to the Bachelor of Arts degree with concentrations in either Art History or Studio. Within the Studio Concentration emphases are available in Painting, Printmaking, Photography, Drawing, Sculpture, and Ceramics. A Film Studies minor is also available. A career minor in Arts Management is offered jointly with the Business Administration Department for those interested in preparing for work in galleries or museums (see page 59). A program for students working toward a teaching credential is included within the curriculum, as are courses appropriate for General Education requirements.

Designed specifically for the pursuit of art practices and the study of art history, the Art Department facilities are located in one of the most well-equipped physical plants in the country. The program is nurtured by a faculty and staff devoted to the recognition of individuality and unique accomplishments.

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

General Regulations

Students desiring to major in art will be accepted on the basis of their interest and ability in one of the following areas of concentration:

Art History
Art Studio (areas of emphasis below)
 Painting
 Sculpture
 Printmaking
 Photography
 Drawing
 Ceramics

Entering freshmen or lower-division transfer students will be accepted by the University in the status of Art major in the BA 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 majors in the BA program. For information on admission to the BFA program, see page 32.

Courses in the major cannot be taken for Cr/NC except courses that are challenged. A maximum of 3 courses are allowed for challenge: 2 lower-division and 1 upper-division.

Certain studio courses require payment of lab fees at time of class registration.

Career Opportunities Relating to the Major

Art majors graduating from Sonoma State University have entered careers as diverse as those of designer, museum curator, art therapist, and teacher of art therapy, photographer, slide curator, archaeological technician, archivist, art appraiser, art auctioneer, art gallery director and salesperson, lawyer (art and law), librarian, museum director, museum guide, printer, professional artist, publisher, research assistant, portrait painter, art conservator, cartoonist, teacher, university art department technician, television designer, and biological and medical illustrator.

Advising

Each student must consult an advisor in the Art Department before beginning work as an Art major and each semester thereafter. Not all courses are offered every semester. Consultation with an Art advisor will allow for timely completion of Art major requirements.

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	28
Total units needed for graduation	124

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 which allow for the development of an emphasis in one or more of the following: Painting, Sculpture, Printmaking, Drawing, Photography, and Ceramics.

Major Core Requirements

Freshman and Sophomore Years

Complete the following 4 courses:

ART	101	Art Fundamentals	3
ART	102	Art Fundamentals	3
ART	210	Introduction to Art History	3
ART	211	Introduction to Art History	3

Choose any combination of the following 2 to total 4 units: 4

ART	202	Beginning Drawing (1-4)	
ART	204	Beginning Life Drawing (1-4)	

Choose at least 3 of the following studio courses to total 6 units: 6

ART	206	Beginning Pastel (1-4)	
ART	208	Basic Black and White Photography (1-4)	
ART	220	Beginning Painting (1-4)	
ART	229	Beginning Ceramics (1-4)	
ART	230	Beginning Clay Sculpture (1-4)	
ART	231	Beginning Wood Sculpture (1-4)	
ART	236	Beginning Sculpture (1-4)	
ART	238	Beginning Papermaking (1-4)	
ART	245	Beginning Printmaking (1-4)	
ART	298	Selected Topics in Art Studio (1-4)	

Total lower-division core units 22

Sophomore or Junior Years

Choose 2 courses from the following 4 courses: 6

ART	418A	History of Modern Art (3)	
ART	418B	History of Modern Art (3)	
ART	418C	History of American Art (3)	
ART	418D	History of Modern Art: 1945-1979 (3)	

Junior and Senior Years

Choose any combination of the following 4 courses to total 5 units: ... 5

ART	302	Intermediate Drawing (1-4)	
ART	304	Intermediate Life Drawing (1-4)	
ART	402	Advanced Drawing (1-4)	
ART	404	Advanced Life Drawing (1-4)	

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. Intermediate and advanced courses may be repeated for credit.

Painting (12)
Sculpture (12)
Ceramics (12)
Printmaking (12)
Drawing (12)
Photography (12)

Specific content of concentrations is detailed below.

Total units in major electives 12

Total units in the major 45

Painting

Complete any combination of the following 2 courses

(including repeats) to total 9-12 units: 9-12

ART	320	Intermediate Painting (1-4)	
ART	420	Advanced Painting (1-4)	

Three maximum additional units may be applied from

1 or more of the following: 0-3

ART	306	Intermediate Pastel (1-4)	
ART	406	Advanced Pastel (1-4)	
ART	382	Intermediate Monoprint (1-4)	
ART	482	Advanced Monoprint (1-4)	

Sculpture

Complete any combination of the following 2 courses

(including repeats) to total 9 units: 9

ART	336	Intermediate Sculpture (1-4)	
ART	436	Advanced Sculpture (1-4)	

Complete an additional three units from the following: 3

ART	329	Intermediate Ceramics (1-4)	
ART	429	Advanced Ceramics (1-4)	
ART	330	Intermediate Clay Sculpture (1-4)	
ART	430	Advanced Clay Sculpture (1-4)	

Ceramics

Complete any combination of the following 4 courses to

total 9 units: 9

ART	329	Intermediate Ceramics (1-4)	
ART	330	Intermediate Clay Sculpture (1-4)	
ART	429	Advanced Ceramics (1-4)	
ART	430	Advanced Clay Sculpture (1-4)	

Complete an additional 3 units from the following: 3

ART	336	Intermediate Sculpture (1-4)	
ART	436	Advanced Sculpture (1-4)	

Printmaking

Complete any combination of the following 4 courses to

total 9-12 units: 9-12

ART	340	Intermediate Etching and Woodcut (1-4)	
ART	440	Advanced Etching and Woodcut (1-4)	
ART	342	Intermediate Lithography (1-4)	
ART	442	Advanced Lithography (1-4)	

Three maximum additional units may be applied from

1 or more of the following: 0-3

ART	382	Intermediate Monoprint (1-4)	
ART	482	Advanced Monoprint (1-4)	

Drawing

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.

Choose a combination of the following 6 courses to

total 12 units: 12

ART	302	Intermediate Drawing (1-4)	
ART	402	Advanced Drawing (1-4)	
ART	304	Intermediate Life Drawing (1-4)	
ART	404	Advanced Life Drawing (1-4)	

A maximum of 6 units from the following 2 courses
may be applied toward the emphasis:

ART	306	Intermediate Pastel (1-4)	
ART	406	Advanced Pastel (1-4)	

Photography

Choose a combination of the following 2 courses, including repeats, to total 12 units:			12
ART	308	Photographic Darkroom Processes (1-4)	
ART	458	Photography Seminar (1-4)	

Recommended Electives for All Studio Majors

ART	338	Intermediate Papermaking (1-4)	
ART	438	Advanced Papermaking (1-4)	
ART	407-417	All Art History Period Courses (3-4 each)	
ART	460	Gallery and Museum Methods (4)	
ART	382	Intermediate Monoprint (1-4)	
ART	482	Advanced Monoprint (1-4)	
ART	491	Art Lecture Series (1-3)	
ART	497	Selected Topics—Lecture/Seminar (1-4)	
ART	498	Selected Topics—Studio (1-4)	

Bachelor of Arts in Art Art History Concentration

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		30
Total units needed for graduation		124

NOTE: Although the Art Department 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, Spanish, Italian, and/or German. The prospect of eventual specialization may make other languages advisable in particular instances.

Requirements for the Major Freshman and Sophomore Years

ART	101	Art Fundamentals	
or			
ART	102	Art Fundamentals	3
ART	202	Beginning Drawing	
or			
ART	204	Beginning Life Drawing	2
ART	210	Introduction to Art History	3
ART	211	Introduction to Art History	3
A minimum of 1 course selected from:			
ART	208-298	Beginning Studio Courses	2
Total lower-division units			13

Junior and Senior Years

ART	418A	History of Modern Art	3
ART	418B	History of Modern Art	3
ART	450A	Proseminar in Art Historical Method	3

Choose from the following upper-division period courses to total 21 units:

ART	407	Pre-Classical Art (3-4)	
ART	408	Greek Art (3-4)	
ART	409	Roman Art (3-4)	
ART	410	Early Christian, Byzantine, and Early Medieval Art (3-4)	
ART	411	Romanesque and Gothic Art (3-4)	
ART	413	Northern Renaissance Art (3-4)	
ART	414	Baroque Art (3-4)	
ART	415A/B	Italian Renaissance Art (3-4)	
ART	417	Oriental Art (3-4)	
ART	418C	History of American Art (3-4)	
ART	418D	History of Modern Art: 1945-1979 (3-4)	
ART	497	Selected Topics (as appropriate) (1-4)	

Electives:

One of the following elective courses may be counted toward period course requirements.

ART	419	Contemporary Art (3)	
ART	460	Gallery and Museum Methods (4)	

Total upper-division courses	30
Total units in the major	43

Recommended Electives for All Art History Majors:

ART	460	Gallery and Museum Methods (4)	
ART	491	Art Lecture Series (1-3)	
ART	497	Selected Topics in Art (1-4)	
ART	419	Contemporary Art (3)	

Bachelor of Fine Arts

The BFA degree is a 132-unit program requiring 70 units of course work in art. The BFA degree differs from the BA degree in its requirements and rigor. The BFA is often considered to be the degree of choice for students wishing to go on for additional graduate or professional study. It can offer the potential for enhancement of the artist's opportunities to perform at a higher level and can fulfill the need for additional artistic growth in an intensive studio situation. The BFA affords time for concentrated work within a specific art emphasis (Painting, Photography, Printmaking, or Sculpture).

Admission Requirements

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. Completion of all lower-division requirements in Art; lower-division courses must precede upper-division courses in area of emphasis; Fundamentals 101/102, or equivalents, must be taken before any upper-division Art course and before most lower-division Art courses; maintain a 3.0 GPA in Art, exclusive of GE courses; must complete all lower-division GE requirements by the end of the junior year; may only apply during or after the Spring semester of the sophomore year. Thereafter students may reapply as many times as desired.
2. To be considered for the BFA in Art admission review, applicants must submit 20 slides in a slide sleeve, 2 letters of recommendation, and a short statement including their reasons for applying. These will be reviewed and the candidates may be interviewed by the Art faculty to help determine if their work demonstrates the creative level expected of BFA 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.

- Throughout the BFA program, candidates must maintain a 3.0 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 portfolio and/or slide reviews.
- To complete the program, candidates will meet all requirements for the degree, and prepare an individual art exhibition, which will be reviewed by the Art faculty to determine the candidate's professional competence in a chosen area of emphasis.
- In order to receive the BFA degree from Sonoma State University, students must complete 24 upper-division units in Art in residence. (May be included within the University's unit residency requirement.)

Bachelor of Fine Arts in Art Studio Concentrations

Degree Requirements	Units
General Education	51
Major Core Requirements	70
Electives	11
Total units needed for graduation	132

The BFA 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 BFA seminar, and an Exhibition/Portfolio course. Students accepted into the program decide on an area of emphasis from the following choices: Painting, Photography, Printmaking, or Sculpture.

Major Core Requirements

Freshman and Sophomore Years

Complete the following 4 courses:

ART 101	Art Fundamentals	3
ART 102	Art Fundamentals	3
ART 210	Introduction to Art History	3
ART 211	Introduction to Art History	3

Take the following courses for a minimum of:

ART 202	Beginning Drawing (1-4)	4
ART 204	Beginning Life Drawing (1-4)	4

Total lower-division core units 16

Junior and Senior Years

Complete the following 5 courses:

ART 418B	History of Modern Art	3
ART 418D	History of Modern Art	3
ART 419	Contemporary Art	3
ART 465	BFA Seminar	3
ART 466	Exhibition/Portfolio	3

Choose any combination of the following to total 5 units:

ART 302	Intermediate Drawing (1-4)	5
ART 304	Intermediate Life Drawing (1-4)	5
ART 402	Advanced Drawing (1-4)	5
ART 404	Advanced Life Drawing (1-4)	5

Total upper-division core units 20

Areas of Emphasis

In addition to the major core requirements, each BFA student must complete 1 of the following 34-unit concentrations:

Painting

Complete at least 3 courses from 3 different studio emphases

(excluding Painting and Drawing) to total 6 units

ART 220 Beginning Painting

Complete 20 units in the following courses, including at least

8 units at the 400 level:

ART 320 Intermediate Painting (1-4)

ART 420 Advanced Painting (1-4)

Complete 5 units in intermediate and advanced auxiliary studio

courses (may include 3 units of Advanced Monoprint or

Advanced Pastel)

Total units in the emphasis 34

Photography

Complete at least 3 courses from 3 different studio emphases

(excluding Photography and Drawing) to total 6 units

Complete at least 2 units of Art 208:

Complete at least 21 units from the following 2 courses

with at least 8 units at the 400 level:

ART 308 Photographic Darkroom Processes

ART 458 Photography Seminar

Complete 5 units in intermediate and advanced auxiliary

studio courses:

Total units in the emphasis 34

Printmaking

Complete at least 3 courses from 3 different studio emphases

(excluding Printmaking and Drawing) to total 6 units

ART 245 Beginning Printmaking

Complete 20 units in the following courses, including a minimum

of 8 units at the 400 level, a maximum of 12 units in any

1 printmaking area and a maximum of 6 units in monoprint

ART 340 Intermediate Etching and Woodcut (1-4)

ART 440 Advanced Etching and Woodcut (1-4)

ART 342 Intermediate Lithography (1-4)

ART 442 Advanced Lithography (1-4)

ART 382 Intermediate Monoprint (1-4)

ART 482 Advanced Monoprint (1-4)

Complete 5 units in intermediate and advanced auxiliary

studio courses (1 upper-division course in photography is

recommended)

Total units in the emphasis 34

Sculpture

Complete at least 3 courses from 3 different studio emphases

(excluding 3-D Design and Drawing) to total 6 units

ART 236 Beginning Sculpture

One course in another 3-D area

Complete 19 units in the following courses, including at least 8 units

at the 400 level:

ART 336 Intermediate Sculpture (1-4)

ART 436 Advanced Sculpture (1-4)

Complete 3 units in Intermediate and Advanced Ceramics or

Clay Sculpture

Total units in the emphasis 34

Total units in the major 70

Minor in Art Studio Concentration

Complete all of the following:

ART	101	Art Fundamentals	3
ART	102	Art Fundamentals	3
ART	210	Introduction to Art History	
or			
ART	211	Introduction to Art History	3
Studio courses at any level			5
Upper-division studio courses			6
Total units in the minor			20

Minor in Art Art History Concentration

Complete all of the following:

ART	101-245	Any Beginning Studio Course	2-3
ART	210	Introduction to Art History	3
ART	211	Introduction to Art History	3
ART	407-417	Upper-division Art History Period Courses	8
ART	418A, B, C, or D		3
Total needed for the minor			20

Recommended Electives for Art History Minors:

Upper-division Art History or Criticism courses

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 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.

Internships are available at local and regional art galleries, museums, non-profit organizations, and other groups that provide services in the arts.

Please see Career Minors, page 59, for specific course requirements.

Teaching Credential Preparation

The Art Department offers a program of study that satisfies the subject matter preparation requirement for entry into a teaching credential program and exempts the student from taking the Praxis II Subject Assessment Examination in Art. Art majors interested in seeking a general elementary credential may demonstrate subject matter competence by passing the Praxis II Multiple Subject Assessment for Teachers. The department recommends that such students complete EDUC 444. For further information, contact Professor Bob Nugent, (707) 664-3045.

Art Courses (ART)

Numbers in parentheses are course unit values and may vary from semester to semester. Consult the current Schedule of Classes for unit offerings and for names of faculty teaching courses scheduled each semester.

100. Introduction to Art (3)

An activity (studio/lecture) class introducing the student to selected periods in the history of art while providing hands-on experience in the art-making process, exploring materials and techniques. Subjects of investigation may include drawing, painting, prints, photography, and experimental art such as performance, mixed media, temporary site sculpture, and computer art. Satisfies lower-division GE, category C1. Not applicable toward major or minor in Art.

101. Art Fundamentals (3)

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 requisite course for studio courses on the 200 level. CAN ART 14.

102. Art Fundamentals (3)

A studio course emphasizing studies in 3-dimensional design. Basic principles of sculpture will be explored through a series of projects. Concepts such as line, plane, volume, and texture will be examined using clay, plaster, wood, matboard, and other 3-dimensional media. Basic requisite course for studio courses on the 200 level. Lab fee payable at time of registration. CAN ART 16.

199. Student-instructed Course (1-4)

See current Schedule of Classes for details.

202. Beginning Drawing (1-4)

A beginner's studio course in drawing employing a variety of media, including pencil, ink, charcoal, conté, and pastel. Includes a unit on objective drawing. CAN ART 8.

204. Beginning Life Drawing (1-4)

An introductory studio course in drawing from nature, including the human figure. Basic problems in dealing with the figure as subject matter.

208. Basic Black and White Photography (1-4)

A studio introduction to basic photographic processes, including in-class lecture, lab work, and critique. Techniques of handling the camera; previsualization; history; exposure control; lighting; 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 Art History (3-4)

A lecture course covering painting, sculpture, and architecture of prehistoric and primitive cultures, ancient, classical, and medieval civilizations. Satisfies GE, category C1 (History of Fine Arts). CAN ART 2.

211. Introduction to Art History (3-4)

A lecture course covering painting, sculpture, and architecture from the Renaissance to the present. Satisfies GE, category C1 (History of the Fine Arts). CAN ART 4.

212. Introduction to World Film History (3)

Lecture, 1 hour; films, 2 hours. A chronological survey of historically representative and significant films tracing the evolution of the cinema as an art form, and its relation to other visual media. Satisfies GE, category C1 (History of the Fine Arts).

220. Beginning Painting (1-4)

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. Prerequisites: previous or concurrent enrollment in ART 101. CAN ART 10.

229. Beginning Ceramics (1-4)

A studio course in learning to throw on the potter's wheel. Glazing and firing. Laboratory fee is payable at time of registration. Prerequisites: previous or concurrent enrollment in ART 101 and 102.

230. Beginning Clay Sculpture (1-4)

A studio course on the properties of clay, fabrication, firing and finishing techniques, and mold making. Laboratory fee is payable at time of registration. Prerequisites: previous or concurrent enrollment in ART 101 and 102.

231. Beginning Wood Sculpture (1-4)

A studio course on the properties of wood, joining and finishing, and use of hand and machine woodworking tools. Laboratory fee is payable at time of registration. Prerequisites: previous or concurrent enrollment in ART 101 and 102.

236. Beginning Sculpture (1-4)

A studio course surveying a range of sculptural processes, including modeling, carving, casting, and fabrication. Basic work in wood, metal, stone, and plaster will be covered. Laboratory fee is payable at time of registration. Prerequisites: ART 101 and 102. CAN ART 12.

238. Beginning Papermaking (1-4)

A studio course to include lecture, discussion, demonstrations, and laboratory work covering the history and techniques of handmade paper sheets. Techniques include sculpture pulp, lamination, embedment, natural plant fibers, use of hydropulper, vacuum-forming and casting. Laboratory fee is payable at time of registration. Prerequisites: previous or concurrent enrollment in ART 101.

245. Beginning Printmaking (1-4)

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. Prerequisites: ART 101 and 102 or equivalent.

297. Selected Topics in Art (1-4)

A seminar course dealing with intensive study of a particular art topic, which will vary from semester to semester. Prerequisites: previous or concurrent enrollment in ART 101 and 102.

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. Prerequisites: previous or concurrent enrollment in ART 101 and 102.

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 (1-4)

Directed problems in drawing for the intermediate student. Work from imagination or nature. Prerequisite: ART 202 or 204.

304. Intermediate Life Drawing (1-4)

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: ART 204.

306. Intermediate Pastel (1-4)

A studio course providing continued work with pastel, conté, and charcoal. Directed problems with emphasis on imaginative drawing and concepts relating to other media. A maximum number of upper-division units may be applied toward the major: 3 toward Drawing requirement, 6 toward Drawing emphasis, 3 toward Painting emphasis.

308. Photographic Darkroom Processes (1-4)

A studio course with continued individualized development of photographic skills and theory, with concentration on print quality. Familiarization with various materials and combinations, including papers, films, developers. Various processes expanding upon basic black and white technology and darkroom experimentation. May be repeated up to a maximum of 12 units. Laboratory fee payable at time of registration. ART 308 and 458 may be taken concurrently only with consent of instructor. Prerequisite: ART 208 or consent of instructor based on portfolio review.

312. Principles of Arts Management (3)

May be offered every three or four semesters. A seminar surveying the social, historical, legal and economic aspects of the arts in the United States, including evolution of United States and California cultural policy, rights and responsibilities of administrators and artists, non-profit law and taxation, agreements and contracts, current legal issues, fund raising, grantsmanship, and marketing.

320. Intermediate Painting (1-4)

A studio course on the intermediate level in painting using oil, acrylic and other media. Directed and individual problems. Group and individual criticism. Prerequisite: ART 220.

329. Intermediate Ceramics (1-4)

A studio course involving clay projects using throwing and hand-building techniques. Glazing and firing processes will be investigated. Laboratory fee payable at time of registration. Prerequisite: ART 229.

330. Intermediate Clay Sculpture (1-4)

A studio course with directed projects. Emphasis on content. May be repeated for credit up to a maximum of 12 units. Laboratory fee payable at time of registration. Prerequisite: ART 230.

336. Intermediate Sculpture (1-4)

A studio course with a variable focus addressing development of skills in modeling, carving, foundry, and fabrication. Emphasis on development of a sculptural vocabulary and content. Laboratory fee payable at time of registration. Prerequisite: ART 236.

338. Intermediate Papermaking (1-4)

A studio course continuing with techniques explored in the beginning class. More emphasis on individual instruction, development of personal style. Laboratory fee payable at time of registration. Prerequisite: ART 238.

340. Intermediate Etching and Woodcut (1-4)

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: ART 245

342. Intermediate Lithography (1-4)

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: ART 245.

382. Intermediate Monoprint (1-4)

An intermediate studio course emphasizing single and multiple images derived from a variety of original sources, including painting, hand-painted prints, collagraphs, chine collé, 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: ART 245.

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.

399. Student-instructed Course (1-4)

See current Schedule of Classes for details.

402. Advanced Drawing (1-4)

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 up to a maximum of 12 units. Prerequisite: at least 4 units of ART 202 or 204, and 3 units of 300-series drawing courses, or consent of instructor.

404. Advanced Life Drawing (1-4)

An advanced studio life drawing class with directed special problems related to drawing the live model and to drawing from nature. May be repeated up to a maximum of 12 units. Prerequisite: ART 304.

406. Advanced Pastel (1-4)

A studio course providing continued work with pastel, conté, and charcoal. Advanced projects with emphasis on imaginative drawing and concepts relating to other media. A maximum number of upper-division units may be applied toward the major: 3 toward Drawing requirement, 6 toward Drawing emphasis, 3 toward Painting emphasis. Prerequisite: ART 306.

407. Pre-Classical Art (3-4)

A seminar covering the history of the arts and architecture of Egypt, Crete, and the Near East before the conquests of Alexander the Great.

408. Greek Art (3-4)

A seminar covering the history of Greek art and architecture from the Geometric through the Hellenistic periods (ca. 1000 BC-100 AD).

409. Roman Art (3-4)

A seminar covering Etruscan and Roman art and architecture from the early Republic through the age of Constantine.

410. Early Christian, Byzantine, and Early Medieval Art (3-4)

A seminar 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).

411. Romanesque and Gothic Art (3-4)

A seminar covering Western Medieval art and architecture of the Romanesque and the Early and High Gothic periods.

413. Northern Renaissance Art (3-4)

A seminar covering painting, printmaking, sculpture, and architecture of the 15th and 16th centuries in Europe apart from Italy.

414. Baroque Art (3-4)

A seminar course on Italian and Northern European painting, architecture, and sculpture of the 17th century. Content emphases may vary. May be repeated with consent of instructor.

415AB. Italian Renaissance Art (3-4)

A seminar covering painting, sculpture, and architecture in Italy of the 15th and 16th centuries.

417. Oriental Art (3-4)

A seminar on the arts of India, 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.

418A. History of Modern Art — 19th Century (3-4)

A culturally diverse survey of painting and sculpture in Europe with emphasis on the impact of non-Western traditions, from the rediscovery of Pompeii through the end of the 19th century (ca. 1750-1900). Satisfies upper-division GE, category C1 (History of the Fine Arts). Prerequisite: UNIV 200. Additional prerequisites for Art majors: ART 101, 102, 210, and 211.

418B. History of Modern Art — 20th Century (3-4)

A survey of art of the Western World in the 20th century, including non-Western and native influences. Satisfies upper-division GE, category C1 (History of the Fine Arts). Prerequisite: UNIV 200. Additional prerequisites for Art majors: ART 101, 102, 210, and 211.

418C. History of American Art (3-4)

A survey of the American experience from pre-Colonial times to the present, with insights into European, non-Western, and native influences. Satisfies upper-division GE, category C1 (History of the Fine Arts). Prerequisite: UNIV 200. Additional prerequisites for Art majors: ART 210 and 211.

418D. History of Modern Art: 1945-1979 (3-4)

A survey of modern art in the Western world since World War II. Includes non-Western and native influences. Prerequisite: UNIV 200. Additional prerequisites for Art majors: ART 210 and 211.

419. Contemporary Art (3)

A seminar course examining in-depth movements in the postmodern era. The course will examine traditional as well as nontraditional processes in the context of the past four decades. Readings in art and aesthetics, and written papers on designated topics will be required. Prerequisites: ART 418D.

420. Advanced Painting (1-4)

Continued studio work in painting in oils, acrylics, and other media. May be repeated for credit up to a maximum of 12 units. Prerequisite: ART 320.

429. Advanced Ceramics (1-4)

A studio course addressing advanced throwing and hand-building techniques, glazing, and firing. Emphasis on content and individualized instruction. May be repeated for credit up to a maximum of 12 units. Laboratory fee payable at time of registration. Prerequisite: ART 329.

430. Advanced Clay Sculpture (1-4)

Continued studio work emphasizing individual projects in clay, including advanced work in all methods covered in ART 230 and ART 330. May be repeated for credit up to a maximum of 12 units. Laboratory fee payable at time of registration. Prerequisite: ART 330.

436. Advanced Sculpture (1-4)

Studio and field work with a maximum of self-direction. Focus is variable, emphasizing development of breadth and content. Individual and/or group criticism. May be repeated for credit up to a maximum of 12 units. Laboratory fee payable at time of registration. Prerequisite: ART 336.

438. Advanced Papermaking (1-4)

A studio course with continued emphasis on development of personal style, mold construction, and independent work in techniques explored in beginning and intermediate classes. Laboratory fee payable at time of registration. Prerequisite: ART 338.

440. Advanced Etching and Woodcut (1-4)

Advanced studio problems in relief and intaglio printmaking methods, including woodcut, linocut, embossing, engraving, photo-engraving, collagraph, monotype, and etching. May be repeated for credit up to a maximum of 12 units. Laboratory fee payable at time of registration. Prerequisite: ART 340.

442. Advanced Lithography (1-4)

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. Laboratory fee payable at time of registration. Prerequisite: ART 342.

450A. Proseminar 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. 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.

457. Advanced Photography (1-4)

An advanced studio course, with an emphasis on contemporary photography 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: ART 208 and 308 (308 may be taken concurrently with permission of instructor).

458. Photography Seminar (1-4)

A seminar with emphasis on continued student dialogue and critiques in conjunction with darkroom work done outside of class. Objectives are to foster development of critical thinking and to explore the student's vision as creative resource. Students will individually contract for work to be presented in final portfolio. Laboratory fee payable at time of registration. ART 308 and 458 may be taken concurrently only with the consent of the instructor. Prerequisite: ART 208 and 308 or consent of instructor, based on portfolio review.

460. Gallery and Museum Methods (4)

An advanced lecture and activity course in methods and techniques of gallery and museum practices. Discussions concerning the nature and function of art galleries and museums, their relationship to the artist and his or her work. In addition, the class will assist in show designs, installations, publicity, gallery management, and record keeping. May be repeated for credit for a maximum of 12 units. Prerequisites: ART 418A, 418B, or 418C and 102.

465. BFA Seminar (3)

A studio seminar class designed specifically for BFA 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. BFA students only.

466. Exhibition/Portfolio (3)

Professional issues will be addressed in the preparation and mounting of a BFA exhibition that will be reviewed and critiqued by a committee of instructors in studio art. 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. BFA students only.

482. Advanced Monoprint (1-4)

An advanced studio course emphasizing single and multiple images derived from a variety of original sources, including painting, hand-painted prints, collagraphs, chine collé, and multiple manipulated prints. A maximum of 3 upper-division units may be applied toward a Printmaking or a Painting emphasis. May be repeated for credit up to a maximum of 12 units. Laboratory fee payable at time of registration. Prerequisite: ART 382.

491. Art Lecture Series (1-3)

A seminar/lecture/demonstration series offered by guest artists and critics for advanced art students. Lecture open to public. Cr/NC only.

492. Seminar — Studio (1-3)

A seminar for upper-division art studio students patterned after the graduate seminar. Provides opportunity outside the studio for criticism and discussion about one's own works and those of contemporary artists. Prerequisite: upper-division Art major status or consent of instructor.

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. Cr/NC only. Not applicable to the Art major or minor.

497. Selected Topics in Art (1-4)

A seminar 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.

498. Selected Topics in Art Studio (1-4)

A 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. Consult advisor and Department chair. Prerequisites: major status, advanced standing, and 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 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. Grade and Cr/NC.

595. Special Studies (1-4)

Cr/NC only. Prerequisite: graduate standing and consent of instructor.

Art History

For further information contact:

Department of Art
(707) 664-2151

The Art History Program is offered in the Art Department. A rich course of study within the liberal arts tradition, it is designed to prepare students for graduate work in art history or careers in Arts Management.

The BA in Art with an Art History concentration requires a minimum of 43 units of course work. It ensures that students have a historical overview of Western art, an introduction to aspects of non-Western traditions, and that they make more focused study of specific artistic periods and do advanced work in art historical methods and research, including the preparation of a comprehensive senior paper. Students in Art History make periodic field trips to the Getty and Los Angeles County museums, as well as to museums and galleries in San Francisco and occasionally the East Coast.

BA students in Arts Management have opportunities to intern in commercial galleries and museums in San Francisco, Los Angeles, and elsewhere. The Art History Program has been successful in placing its graduates in graduate schools throughout the country.

The Art History Minor requires 20 units of course work, and complements work in many disciplines. The minor is especially appropriate to majors in history, literature, anthropology, business, and the Hutchins Liberal Studies Program.

For detailed descriptions of the Art History programs, see pages 30 - 37.

Arts and Humanities Mentor Program

Program Office

Rachel Carson Hall, Room 50, (707) 664-3902

Coordinator

Elizabeth Herron

Faculty

Elizabeth Herron

The Arts and Humanities Mentor Program focuses on individual student values and goals. Emphasis is on the learning process as an ongoing, life-time endeavor. Students are encouraged to become active agents in their own education, with maximum freedom to explore and to find out how to make effective use of University resources. Faculty in the program act as guides and facilitators and provide a model for continuous learning.

One course is offered:

UNIV 350. Vision and Values (3)

A transdepartmental course for upper-division students who have a high degree of autonomy and self-direction and who wish to explore creative approaches to the clarification of values.

Astronomy

Department Office

Darwin Hall, Room 121, (707) 664-2119

Program Offered

Minor in Astronomy

Department Chair

Duncan E. Poland

Faculty

Lynn R. Cominsky, John Dunning, Samuel L. Greene,
Duncan E. Poland, Saeid Rahimi, Gordon G. Spear, Joseph S. Tenn

Astronomy, offered as a minor in the Department of Physics and Astronomy, is the study of the universe beyond the earth's atmosphere. The field today deals with some of the most important questions in science, such as the origin of the universe, the processes by which the elements are formed, and the life cycles of stars and galaxies. Modern astronomy leans heavily on the concepts and techniques of physics and mathematics. A result of this dependence on other fields is that degrees in astronomy are generally granted at the graduate, not the baccalaureate, level. The minor in Astronomy, with a BS in Physics, is an excellent preparation for graduate study in astronomy.

Career fields for which an Astronomy minor would be beneficial include aerospace, atmospheric science, education, planetary geology, and geophysics.

A variety of courses are available within the minor, including laboratory work that utilizes the on-campus observatory, rigorous courses in astrophysics, and a number of descriptive courses for students whose major interests lie in other fields.

Selected Topics courses offered in the past include: Variable Stars, Binary Star Systems, Photoelectric Photometry, Stellar Spectroscopy, and Applications of *uvby* Photometry.

The SSU Observatory, in operation since 1976, houses three telescopes (14-inch, 11-inch, and 8-inch Schmidt-Cassegrains), and auxiliary instrumentation for CCD imaging, photoelectric photometry, photography, and spectroscopy. It is used by students in laboratory and lecture courses and for independent study and research.

Minor in Astronomy

Completion of a minimum of 20 units in astronomy and physical science courses, at least 12 of which must be in astronomy, constitutes a minor in Astronomy. Interested students should consult with an advisor in the Department of Physics and Astronomy regarding their programs.

Astronomy Courses (ASTR)

100. Descriptive Astronomy (3) (Fall and Spring)

Lecture, 3 hours. Greek and Medieval 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 nonscience majors; not open to Physics, Chemistry, or Mathematics majors, except by special permission. Satisfies GE, category B1 or B3 (Physical Sciences).

200. Introductory Astronomy (3) (Fall)

Lecture, 3 hours. General principles of astronomy. A survey designed primarily for mathematics and natural science majors. Satisfies GE, category B1 or B3 (Physical Sciences). Prerequisites: MATH 107 and PHYS 210A or 114; or consent of instructor.

231. Introductory Observational Astronomy (2) (Fall)

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 (Physical Sciences) and GE laboratory requirements. Prerequisite: previous or concurrent enrollment in ASTR 100 or 200.

303. Extraterrestrial Intelligence and Interstellar Travel (3) (Spring)

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 (Specific Emphasis in Natural Sciences). 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 (Specific Emphasis in Natural Sciences). 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 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 introduced and will be illustrated using several different image processing software packages. Prerequisite: ASTR 231 or consent of instructor.

350. Cosmology (3)
(Fall)

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 (Specific Emphasis). Prerequisite: ASTR 100.

380. Astrophysics: Stars (3)

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.

411. Laboratory Instruction Practicum (1)

Laboratory, 3 hours. Presentation of experimental techniques and guidance of student activities in a lower-division physics laboratory under the supervision of the instructor in charge of the laboratory. Development and application of instructional experiments in astronomy. May be repeated for up to 3 units credit, with different subject matter in each repetition. Prerequisites: junior standing in Physics and consent of instructor.

440. Image Processing in Astronomy (3)
(Fall)

Lecture, 2 hours; laboratory, 3 hours. Limitations of human vision for spatially and intensity-quantized digital images. Standard techniques of image enhancement. Characteristics of low-light-level CCD images. Characterization and analysis of astronomical images. Topics may include greyscale modification, digital convolution filters, histogram modification, Fourier filters, pseudocolor, object detection and classification, and pattern recognition. Prerequisites: PHYS 214 and 381 or equivalent programming experience with 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.

495. Special Studies (1-4)
(Fall and 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 concrete plans for their successful completion.

Biology

Programs Offered

Bachelor of Arts in Biology
 Bachelor of Science in Biology
 Master of Arts in Biology
 Minor in Biology
 Teaching Credential Preparation

Department Office

Darwin Hall, Room 125, (707) 664-2189

Department Chair

Chris K. Kjeldsen

Faculty

James Christmann, Donald Farish, David Hanes, Colin Hermans, John Hopkirk, Donald Isaac, Chris K. Kjeldsen, Philip T. Northen, Charles Quibell, Robert J. Sherman (Emeritus), Anne Swanson, Eileen Thatcher

The Biology Department offers undergraduates two broadly based Bachelor's degree programs within which there are opportunities for selecting a special concentration. The Department also offers a Master of Arts degree in Biology. 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.

Field courses draw upon an unparalleled diversity of habitats: streams, lakes, estuaries, bays, open coast, marshes, grasslands, vernal pools, oak woodlands, redwood groves, vineyards, orchards, 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), invertebrates, insects, and vertebrates. Excellent laboratory and greenhouse facilities exist for maintaining live material for classroom use and research. A Boston Whaler is also available for aquatic research and teaching.

Laboratory courses are designed to focus on structure and development, physiology, microbiology, genetics, and DNA recombination. Laboratory instruction provides students with hands-on opportunities with physiological monitoring equipment, ultracentrifugation, electrophoresis, light and electron microscopy, and microbiological techniques. A radioisotope laboratory and a darkroom are also available.

Biology graduates are prepared to enter the job market in a variety of careers, including government service, park service, biological research, teaching, and medical technology. Students seeking a teaching credential may elect Biology as their major within the life science option of the teaching credential preparation program in science. SSU Biology graduates 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 is designed to provide students with a strong background in the principles of biology and with rigorous upper-division instruction in a number of basic areas. 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. From this base any of the following concentrations may be pursued.

Biology Degree Concentrations

Biology majors may select, in consultation with their advisor, one of the following concentrations for their BA or BS degree. Upon completion of specified course work, that concentration will be designated on their transcript and diploma. Students should contact the Biology Department for specific requirements.

Bachelor of Arts

Botany
 Marine Biology
 Medical Laboratory Technology*
 Microbiology
 Zoology

Bachelor of Science

Aquatic Biology
 Cell Biology
 Ecology
 Physiology — Animal
 Physiology — Plant

* Requires an approved internship arranged by the student at a local cooperating medical laboratory.

Biology Advisory Plans

In addition, without specifying a degree concentration, the Department has developed advisory plans for the BA degree in Biology. Students should contact the Biology Department for copies of specific advisory plans.

General Biology
 Molecular Biology
 Pre-Dentistry
 Pre-Genetic Counseling
 Pre-Medical
 Pre-Pharmacy
 Pre-Veterinary
 Park Naturalist
 Teaching Credential

MA Degree

Thesis Option
 Examination Option
 1. General Biology Plan
 2. Environmental Biology Plan

Advisory plans for each of these options may be obtained by writing or calling the Department office.

Bachelor's Degrees in Biology Degree Requirements	BA units	BS units
General Education	51	51
Biological Sciences	40	45
Physical Science (beyond GE)	9	27
General Electives	24	9
Total units needed for graduation	124	132

Bachelor of Arts in Biology

Lower-Division Core

An introduction to the unifying principles of biology, to all kingdoms of living organisms, and to the cellular and molecular mechanisms underlying the fundamental processes of life. The intention is to develop an awareness of the broad scope of modern biology.

CHEM	105AB	Elements of General, Organic, and Biochemistry or	
CHEM	115AB	General Chemistry (10 units, 6 applied in GE)	4
BIOL	115	An Introduction to Biology (3 units, applied in GE)	4
BIOL	116	General Botany	4
BIOL	117	General Zoology	4
BIOL	215	Introduction to Molecular Biology	3
Total units in lower-division core			15
Additional physical sciences			5

Biology majors are encouraged 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.

Biology 116, 117, and 215 should be completed before taking any upper-division course. Biology 116 and 117 *must* be completed before taking any of the following courses. (If you have completed *one* of these you may concurrently register in Biology 215 and/or one 300-level course for which you have the prerequisites while completing the other.)

Biology 116 and 117 prerequisite for (completion of both or completion of one and concurrent enrollment in the other):

215, 300, 330, 336, 337, 338, 339, 350, 355, 360, 370, 372

Biology 215 prerequisite for:

320, 322, 324, 325, 334, 340, 383, 481, 482, 484

Upper-Division Core

A minimum of 29 units of upper-division courses to include one course from each of the following groups and major electives:

Group A

Complete 4 units from the following courses in Ecology, Natural History, and Systematics:				4
BIOL	300	Ecology (4)		
BIOL	330	Plant Taxonomy (4)		
BIOL	338	Aquatic Botany (4)		
BIOL	339	Mycology (4)		
BIOL	350	Natural History of Aquatic Invertebrates (4)		
BIOL	355	Entomology (4)		
BIOL	360	Natural History of Vertebrates (4)		

Group B

Complete 4 units from the following courses in Genetics:				4
BIOL	320	General Genetics (4)		

Group C

Complete 4 units from the following courses in Organismal Physiology:				4
BIOL	324	Animal Physiology (4)		
BIOL	334	Plant Physiology (4)		

Group D

Complete 4 to 5 units from the following courses in Anatomy, Morphology, and Development:				4
BIOL	325	Cell and Tissue Structure (4)		
BIOL	336	Vascular Plant Morphology (4)		
BIOL	337	Plant Anatomy (4)		
BIOL	340	General Bacteriology (4)		
BIOL	370	Comparative Anatomy of Vertebrates (4)		
BIOL	372	Vertebrate Embryology (4)		
Total units in upper-division core				16

Major Electives

Additional courses in upper-division Biology (12-13 units) should reflect student interests, areas of specialization, or career objectives. Courses should be selected in consultation with the student's advisor. Courses in Biology, except BIOL 390, which are applied to the Biology major must be taken under the traditional grading mode (A-F). Note: a *maximum* of 3 units may be applied to the major from the following courses: BIOL 308, 309, 310, 311, 312, 318, or 332.

Total units in major electives	13
Total Biology units in the major	40

Bachelor of Science in Biology

Compared to the BA program, the BS program requires 18 more units of physical sciences and mathematics support courses, more focused upper-division major course selections, a senior research project, and 132 total units for graduation. In addition, students must specify a concentration for the BS. The lower-division core is structured so that switching between the BA and BS programs during the first two years will not cause a delay in completing either degree.

Lower-Division Core

Identical to the BA degree except that CHEM 115AB is required.

Upper-Division Core

A minimum of 34 units of upper-division courses to include the following courses and concentration-specified electives.

BIOL	320	General Genetics	4
BIOL	324	Animal Physiology*	
or			
BIOL	334	Plant Physiology*	4
BIOL	496	Senior Research	2
Total units in upper-division core			10

Aquatic Biology Concentration

BIOL	338	Aquatic Botany*	4
BIOL	340	Bacteriology	4
BIOL	350	Natural History of Aquatic Invertebrates*	4
BIOL	460	Ichthyology*	4
Additional upper-division Biology courses			8

Cell Biology Concentration

BIOL	325	Cell Structure*	
or			
BIOL	383	Virology	3-4
BIOL	340	Bacteriology*	
or			
BIOL	544	Cell Physiology*	4
BIOL	480	Immunology	3
BIOL	480L	Immunology Laboratory*	2
BIOL	585	Recombinant DNA Lab*	4
Additional upper-division Biology courses			7-8

*Classes with which the Senior Research, BIOL 496, may be completed.

Ecology Concentration

BIOL	300	Ecology	4
BIOL	330	Plant Taxonomy	
or			
BIOL	338	Aquatic Botany	4
BIOL	355	Entomology	
or			
BIOL	360	Natural History of Vertebrates	
or			
BIOL	350	Natural History of Aquatic Invertebrates	4
BIOL	501	Marine Ecology*	
or			
BIOL	502	Terrestrial Plant Ecology*	
or			
BIOL	575	Animal Behavior*	4
Additional upper-division Biology courses			8

* Classes with which the Senior Research, BIOL 496, may be completed.

Physiology Concentrations

A course in anatomy or development			4
Animal: BIOL 355, 370, 372, or 550			
Plant: BIOL 336, 337, 338, 339, or 355			
A course in cell structure and function			4-5
BIOL 325, 340, 520, or 525			
At least 2 additional courses in Physiology*			6
BIOL 424, 480, 480L, 524, or 544			
Additional courses from the above groups in this concentration			9-10

Natural Sciences Support Courses

In addition to the 9 units required for general education, a minimum of 27 units in physical sciences and mathematics courses are required for the BS degree.

MATH	161	Calculus (4 units; 3 in GE)	1
MATH	165	Statistics	4
CHEM	115AB	General Chemistry (10 units; 6 in GE)	4
CHEM	232/335*	Organic Chemistry	5
PHYS	210 AB	General Physics	6
Concentration-Specific Support Courses#			7

* Classes with which the Senior Research, BIOL 496, may be completed.

Different concentrations may specify a particular course. Consult your advisor and the Biology Department for a list of the courses for each advisory plan.

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 Department minor advisor. General requirements that must be met in any plan are:

Minor Core Requirements

BIOL	115	An Introduction to Biology	3
and at least 2 of the following courses:			7-11
BIOL	116	General Botany (4)	
BIOL	117	General Zoology (4)	
BIOL	215	Introduction to Molecular Biology (3)	
Total units in minor core			10-14

Minor Electives

Choose additional Biology courses to total a minimum of 20 units, of which at least 6 units are chosen from upper-division core courses applicable to the Biology major. Students are urged to seek approval of their minor program by the Department chair not later than their junior year.

Total units in minor electives

(including 6 upper-division Biology major units) 10-6

Total units in the minor 20

All courses applied to the Biology minor must be taken under the traditional grading mode (A-F).

Teaching Credential in Life Science

The Biology Department offers a Life Science option in the teacher preparation program in science. Completion of the program certifies the subject matter competence required for entry into a teaching credential program and exempts the student from taking the Praxis II Subject Assessment Examination. Biology 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.

Master of Arts In Biology

The MA degree can be pursued via two options. The THESIS OPTION requires an original thesis. The EXAMINATION OPTION, which has two advisory plans, requires completion of a comprehensive written examination regarding the basic concepts of biology. The General Biology Advisory Plan benefits those students whose goals are to gain more biological information and more experience in communicating biological concepts. The Environmental Biology Advisory Plan involves completion of BIOL 596, a team project course, and other course work. It is designed for students who wish to apply their knowledge to the solution of environmental problems. These programs are explained fully in documents available from the Biology Department. The Department's graduate advisor will assist in the selection of a plan.

Admission Procedures

Apply directly to the Office of Admissions by the deadline established each year. A Bachelor's degree in a Biological Science is required, as is a 3.0 GPA in the last 60 units attempted. Formal acceptance into the program requires advancement to classified standing, for which students apply after beginning graduate study. This standing requires that students submit the following to the Biology Department graduate coordinator:

1. scores on the GRE aptitude and advanced biology tests. There is no cutoff score, but scores are weighed with other criteria in determining eligibility for admission;
2. evidence of a passing score on the Written English Proficiency Test administered by SSU, or an equivalent exam (see page 17);
3. an acceptable score on the departmentally administered assessment exam given by the graduate advisor early each semester;
4. a letter stating the student's long-range professional goals and area of interest in biology;
5. at least 2 letters of recommendation from people familiar with the student's scholarly background and potential for success in a graduate program; and
6. a G1/G2 form, signed by the student's prospective advisor and by 2 other committee members.

Biology Courses (BIOL)

Biology majors are encouraged 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.

100. Credit by Examination (3-6) (Fall and Spring)

The GE requirement in Biology may be satisfied by passing exams such as the CLEP Examination in Biology. Credit toward the GE requirement in Biology will be awarded for passing this exam. Passing the exam does not waive the laboratory requirement. See the Credit by Examination section of this catalog (page 245) for more information.

115. An Introduction to Biology (3) (Fall and Spring) Department Faculty

Lecture, 3 hours. The unifying concepts of biology. Topics include the chemical and physical basis of life; cellular structure and function; molecular and Mendelian genetics; reproduction, development, structure and function of representative plants and animals; and evolution and ecology. Required of all Biology majors. Satisfies GE, category B2 (Biological Sciences).

115L. Introduction to Biology Laboratory (1)* (Fall and Spring) Department Faculty

Laboratory, 3 hours. Laboratory work in biology, which includes the following: artificial and natural ecosystems; cellular structure and function; cell division; Mendelian genetics; and the biology of organisms. Satisfies GE laboratory requirement. Prerequisite: previous or concurrent enrollment in BIOL 115.

116. General Botany (4)* (Fall and Spring) Kjeldsen, Quibell

Lecture, 2 hours; laboratory, 6 hours. The general principles of plant science emphasizing the reproduction, growth, structure, evolution, and ecology of the major organismal groups traditionally covered in general botany texts. Fee required. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences) and GE laboratory requirements. Prerequisite: BIOL 115. CAN BIOL 6.

117. General Zoology (4)* (Fall and Spring) Hermans, Hopkirk, Northen

Lecture, 2 hours; laboratory, 6 hours. A survey of the major groups of unicellular and multicellular animals in terms of structure, function, ecology, reproduction, and evolution. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences) and GE laboratory requirement. Prerequisite: BIOL 115. CAN BIOL 4.

215. Introduction to Molecular Biology (3) (Fall and Spring) Christmann, Swanson, Thatcher

Lecture, 3 hours. Basic cellular biology, including cellular physiology, macromolecular synthesis and regulation, cellular bioenergetic relationships (photosynthesis and respiration), and molecular genetics. Prerequisites: BIOL 116 and 117 (or completion of one of these courses and concurrent enrollment in the other) and CHEM 115AB or 105AB.

215L. Introduction to Molecular Biology Laboratory (1)* (Fall and Spring) Christmann, Thatcher

Laboratory, 3 hours. An elective laboratory for biology majors to complement BIOL 215. Exploration of fundamental experimental properties of biological macromolecules demonstrating the techniques of molecular biology. Models and manipulatives will be used to reinforce the conceptual material from lecture. Prerequisite: previous or concurrent enrollment in BIOL 215.

218. General Microbiology (4)* (Fall and Spring) Thatcher

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. Prerequisites: BIOL 116 and 117 (or completion of one of these courses and concurrent enrollment in the other), or BIOL 220 and 224, and CHEM 115AB or 105AB.

220. Human Anatomy (4)* (Spring) Hopkirk, Gale

Lecture, 2 hours; discussion, 1 hour; laboratory, 3 hours. Survey of the body systems. Designed for Kinesiology majors. Not applicable to the Biology major. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences) and GE laboratory requirement. Prerequisite: BIOL 115.

224. Human Physiology (3) (Fall and Spring) Department Faculty

Lecture, 3 hours. An introduction to the processes, activities, and phenomena of the human body. Designed for Kinesiology majors. Not applicable to the Biology major. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: BIOL 115.

224L. Human Physiology Laboratory (1)* (Fall and Spring) Department Faculty

Laboratory, 6 hours. Designed to accompany and complement BIOL 224. Experiments and demonstrations illustrating the principles of human function. Not applicable to the Biology major. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: previous or concurrent enrollment in BIOL 224.

300. Ecology (4)* (Fall) Northen

Lecture, 3 hours; laboratory and field, 3 hours. General principles relating to populations, natural communities, and ecosystems. Emphasis on plant and animal sampling, measurement of physical factors, and quantitative data analysis in aquatic and terrestrial systems. Prerequisites: BIOL 116 and 117 (or completion of one of these courses and concurrent enrollment in the other).

302. Biological Techniques (3)* (Spring) Department Faculty

Lecture, 1 hour; laboratory, 6 hours. An introduction to techniques utilized in the preparation of biological materials. Prerequisites: BIOL 116 and 117 and 3 units in physical science.

303. Natural History of the North Bay Region (3)* (Fall) Department Faculty

Lecture, 2 hours; laboratory and field, 3 hours. Local plants and/or animals: their interrelationships and relationships with the environment. Specific biological groups emphasized will vary from semester to semester. Not applicable to the Biology major. Satisfies GE category B3 (Specific emphasis in Natural Sciences) and GE laboratory requirement. Prerequisite: BIOL 115.

308. Environmental Toxicology (3) (Fall or Spring) Hanes

Lecture, 3 hours. Information needed to formulate a philosophy of chemical use: the nature of the interaction of poisons and living tissue; categories of toxicological activity; measuring poisonous effects; cost-effectiveness of chemical use; and governmental regulations and procedures. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: BIOL 115.

* Laboratory fee may be charged; consult Schedule of Classes.

- 309. Biology of Cancer (3)**
(Fall or Spring) Christmann
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 (Specific Emphasis in Natural Sciences). Prerequisite: BIOL 115.
- 310. Human Biology (3)***
(Fall or Spring) Department Faculty
Lecture, 2 hours; laboratory, 3 hours. Form and function of the human body, disease, defense and repair, human inheritance and reproduction, and human environmental health. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences), and GE laboratory requirement. Prerequisite: BIOL 115.
- 311. Sexually Transmitted Diseases (3)**
(Fall or Spring) Gale, Thatcher
Lecture, 3 hours. Biological, environmental, societal, and psychosocial aspects of sexually transmitted diseases. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: BIOL 115.
- 312. Oceanology (3)**
(Fall or Spring) Kjeldsen
Lecture, 3 hours. An introduction to the world's oceans, with emphasis on the relationships between oceanology and other fields. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: BIOL 115.
- 313. Fire Ecology (1)**
(Fall or Spring) Department Faculty
Lecture, 1 hour. Fire history, adaptations of plants and animals to fire, and the role of fire in selected ecosystems, including pine, redwood, and sequoia forests, grasslands, and chaparral. Wildfire suppression and the use of prescribed fire are covered in detail. Prerequisites: BIOL 115 and upper-division standing.
- 314. Field Biology (3)***
(Spring) Department Faculty
Lecture, 2 hours; laboratory and field, 2 hours. course emphasizing plant and animal communities of Northern California. Not applicable to Biology major. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences), and GE laboratory requirement. Prerequisite: BIOL 115.
- 318. The Biology of Aging (3)**
(Fall or Spring) Department Faculty
Lecture, 3 hours. Examines and analyzes the biological processes occurring in a cumulative fashion in the course of human senescence, including the medical and social consequences. Satisfies GE, category E (the Integrated Person). Prerequisite: BIOL 115.
- 320. General Genetics (4)***
(Fall and Spring) Christmann
Lecture, 3 hours; laboratory, 3 hours. Principles of heredity, including topics in classical and molecular genetics, cytogenetics, and population genetics. Prerequisite: BIOL 215.
- 324. Animal Physiology (4)***
(Spring) Hanes
Lecture, 3 hours; laboratory, 3 hours. Principles and concepts of animal function, with emphasis on organ systems, environmental adaptations, and comparative homeostatic mechanisms. Prerequisite: BIOL 215.
- 325. Cell and Tissue Structure (4)***
(Spring) Hermans
Lecture, 3 hours; laboratory, 3 hours. Structural and molecular organization of animal cells and tissues. Prerequisite: BIOL 215.
- 330. Plant Taxonomy (4)***
(Spring) Quibell
Lecture, 2 hours; laboratory and field, 6 hours. The identification and nomenclature of California flora. At least one weekend field trip. Prerequisites: BIOL 116 and 117 (or concurrent enrollment in BIOL 117).
- 332. Plants and Civilization (3)**
(Fall) Quibell
Lecture, 3 hours; field trips. Historical and evolutionary interrelationships between humans and domesticated plants, including the origins of agriculture and its development. A library research paper (or oral report) is required. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: BIOL 115.
- 334. Plant Physiology (4)***
(Fall) Kjeldsen
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 215.
- 336. Vascular Plant Morphology (4)***
(Alternate Spring, even years) Quibell
Lecture, 3 hours; laboratory, 3 hours. Comparative structure and phylogeny of lower vascular plants, pteridophytes, gymnosperms, and angiosperms. Prerequisites: BIOL 116 and 117 (or concurrent enrollment in BIOL 117).
- 337. Plant Anatomy (4)***
(Alternate Fall, odd years) Quibell
Lecture, 2 hours; laboratory, 6 hours. Comparative development and systematic anatomy of seed plants. Cell, tissue, and organ development, from meristems to mature elements; practical applications of anatomical data to systematic, phylogenetic, and archeological/ethnobotanical problems. Prerequisites: BIOL 116 and 117 (or concurrent enrollment in BIOL 117).
- 338. Aquatic Botany (4)***
(Spring) Kjeldsen
Lecture, 2 hours; laboratory and field, 6 hours. Marine, estuarine, and freshwater plants, with emphasis on their ecology, primary production, growth, and taxonomy. Prerequisites: BIOL 116 and 117 (or concurrent enrollment in BIOL 117).
- 339. Mycology (4)***
(Alternate Fall, even years) Kjeldsen
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 116 and 117 (or concurrent enrollment in BIOL 117).
- 340. General Bacteriology (4)***
(Spring) Thatcher
Lecture, 2 hours; laboratory, 6 hours. Prokaryotes: their taxonomy, physiology, ecology, and genetics. Prerequisite: BIOL 215.

350. Natural History of Aquatic Invertebrates (4)*
(Spring) Hermans

Lecture, 2 hours; laboratory and field, 6 hours. Identification, ecology, and behavior of local marine and freshwater invertebrates from protected and unprotected rocky seashores, sandy beaches, bay tidal flats, lakes, ponds, and streams. Prerequisites: BIOL 116 and 117 (or concurrent enrollment in BIOL 116).

355. Entomology (4)*
(Alternate Fall, even years) Department Faculty

Lecture, 2 hours; laboratory and field, 6 hours. Fundamental principles of the study of insects. Major areas investigated include the taxonomy, morphology, development, ecology, and physiology of insects. Prerequisites: BIOL 116 and 117 (or concurrent enrollment in BIOL 116).

360. Natural History of Vertebrates (4)*
(Fall) Isaac

Lecture, 2 hours; laboratory and field, 6 hours. Ecology, systematics, and evolution of fish, amphibia, reptiles, birds, and mammals. At least one weekend field trip. Prerequisites: BIOL 116 and 117 (or concurrent enrollment in BIOL 116).

370. Comparative Anatomy of Vertebrates (4)*
(Fall) Hopkirk

Lecture, 2 hours; laboratory, 6 hours. Evolutionary development of vertebrate structure. Prerequisites: BIOL 116 and 117 (or concurrent enrollment in BIOL 116).

372. Vertebrate Embryology (4)*
(Spring) Department Faculty

Lecture, 3 hours; laboratory, 3 hours. Developmental morphology and physiology of the vertebrates. Prerequisites: BIOL 116 and 117 (or concurrent enrollment in BIOL 116).

380. Principles and Problems in Human Nutrition (4)
(Fall or Spring) Department Faculty

Lecture, 3 hours; discussion, 1 hour. Concepts of modern nutrition, including some discussion of principal nutritional problems and modern food processing methods. Prerequisites: BIOL 115 and one course in beginning Chemistry.

383. Virology (3)
(Fall or Spring) Thatcher

Lecture, 3 hours. Viruses: their characteristics, classification, genetics, and host-parasite interactions, including methods of disease prevention, control, and applications in biotechnology. Prerequisite: BIOL 215.

385. Contemporary Issues in Biology (3)
(Fall and Spring) Department Faculty

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 (Specific Emphasis in Natural Sciences). Prerequisite: BIOL 115.

390. Biology Colloquium (1)
(Fall and Spring) Department Faculty

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. Prerequisite: BIOL 115.

395. Community Involvement Program (1-4)
(Fall and Spring) Department Faculty

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. Not applicable to the Biology major or minor. Cr/NC only. Prerequisites: approved petition to enroll and completion of Biology minor core.

424. Biological Action of Drugs and Poisons (3)
(Alternate Fall, odd years) Hanes

Lecture, 3 hours. Physiological effects on mammals of common medicinals, abused drugs, commercial poisons, and toxins produced by plants and animals. Prerequisites: BIOL 324 or 224, and CHEM 232 or 335A.

460. Ichthyology (4)*
(Alternate fall, odd years) Hopkirk

Lecture, 2 hours; laboratory and field, 6 hours. At least one weekend field trip. Morphology, classification, distribution, ecology, and evolutionary history of fishes. Prerequisite: BIOL 360 or 370 or 372.

465. Ornithology (4)*
(Alternate Spring, even years) Northen

Lecture, 2 hours; laboratory and field, 6 hours. Avian classification, anatomy, and life histories, including such topics as molts, distribution, migration, and breeding habits. Prerequisite: BIOL 360 or 370.

468. Mammalogy (4)*
(Alternate Fall, even years) Isaac

Lecture, 3 hours; laboratory and field, 3 hours. Characteristics, classification, physiological ecology, habitats, behavior, reproduction, distribution, and evolution of mammals. Prerequisite: BIOL 360 or 370.

480. Immunology (3)
(Fall) Thatcher

Lecture, 3 hours. The component elements of the immune response; antigens and antibodies; theories of antibody synthesis, cellular reactivities, hypersensitivity; immunogenetics. Prerequisite: BIOL 324. BIOL 340 strongly recommended.

480L. Immunology Laboratory (2)*
(Spring) Thatcher

Laboratory, 6 hours. Qualitative and quantitative techniques of immunology and properties of the immune system, including antigen-antibody interactions and cellular immunity. Independent research project required. Prerequisite: BIOL 480.

481. Medical Microbiology (5)*
(Alternate Fall, odd years) Thatcher

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. Prerequisites: BIOL 215 and 340.

482. Parasitology (4)*
(Alternate Spring, odd years) Department Faculty

Lecture, 2 hours; laboratory, 6 hours. Study of human and animal parasites, their nomenclature, general morphology, life cycles, epidemiology, diagnostic methods, and host-parasite relationships. Laboratory techniques for the preparation of specimens and methods for identification of protozoan and helminth parasites. Prerequisite: BIOL 215.

* Laboratory fee may be charged; consult current Schedule of Classes.

484. Hematology (4)*
(Alternate Fall, odd years) Hanes

Lecture, 3 hours; laboratory, 3 hours. Blood: the normal and abnormal structure and function of red cells, white cells, and hemostatic mechanisms. Prerequisite: BIOL 215.

495. Special Studies (1-4)*
Department Faculty

Investigations to meet an advanced specialized study need beyond the department curriculum. The project should 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 BS degree (2)*
(Fall and Spring) Department Faculty

Experimental or observational research carried out in conjunction with designated upper-division elective courses 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 and previous enrollment in the designated class.

497. Selected Topics in Biology (1-4)*
Department Faculty

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 and Spring) Department Faculty

Application of previously studied theory through supervised instructional work experience in biology. Intended for professional growth. A course evaluation is required by students enrolled. 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 and Spring) Department Faculty

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; 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. Not applicable to Biology major.

Graduate Courses

500A-D. Graduate Seminar Series (1)
(Fall and Spring) Department Faculty

Four 1-unit thematic seminars that address the process and presentation of current biological research. One each, 500 A-D, required of all graduate students.

- 500A Data Analysis and Presentation (1)
- 500B The Scientific Process (1)
- 500C Evolution and Ecology (1)
- 500D Cell and Molecular Biology (1)

501. Marine Ecology (4)*
(Alternate Fall, odd years) Department Faculty

Lecture, 2 hours; laboratory and field, 6 hours. Dynamics of marine communities and the interrelations of organisms and their environment. Emphasis on field study and field research projects. Prerequisite: BIOL 338 or 350.

502. Terrestrial Plant Ecology (4)*
(Alternate Spring, odd years) Department Faculty

Lecture, 2 hours; laboratory and field, 6 hours. Dynamics of plant communities and the interrelations between individuals and their environment. Emphasis on field study, with required weekend and spring break field trips, and field research projects. Prerequisite: BIOL 300 and either 330 or 338. BIOL 334 recommended.

510. Selected Topics in Biology (2-4)*
Department Faculty

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.

516. Biogeography (4)*
(Alternate Fall, odd years) Isaac

Lecture, 2 hours; laboratory and field, 6 hours. Patterns of geographic distribution of terrestrial plants and animals, with explanations based on ecology and evolution. Prerequisite: BIOL 300.

520. Molecular Genetics (4)
(Alternate Spring, odd years) Christmann

Lecture, 3 hours; discussion, 1 hour. Molecular aspects of gene structure, function, and evolution, including analytical techniques used to develop comparisons among genes in a diversity of organisms. Prerequisite: BIOL 320 or CHEM 445 or 446.

524. Neurobiology (3)
(Alternate Fall, even years) Hanes

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.

525. Electron Microscopy (4)*
(Fall) Hermans

Lecture, 2 hours; laboratory, 6 hours. Techniques of transmission and scanning electron microscopy, including preparation of biological materials and photography. Prerequisites: BIOL 325 and PHYS 210B.

544. Cellular Physiology (4)*
(Alternate Fall, odd years) Department Faculty

Lecture, 2 hours; laboratory, 6 hours. Cellular organelle function, metabolic pathways, growth and regulation, membrane transport mechanisms; macromolecular regulation in eukaryotic and prokaryotic cells. Prerequisite: BIOL 324 or 325 or 334.

550. Advances in Morphology of Invertebrates (4)*
(Alternate Fall, odd years) Hermans

Lecture, 3 hours; laboratory, 3 hours. Relationship between structure and function, as it is constrained by the laws of chemistry, physics, and evolution. Students will explore a variety of adaptations for locomotion and other invertebrate activities. Prerequisite: BIOL 350 and PHYS 210AB recommended.

575. Animal Behavior (4)
(Alternate Spring, odd years) Northen

Lecture, 2 hours; laboratory and field, 6 hours. Concepts of innate behavior, the endogenous and exogenous mechanisms that control behavior, sociobiology, and the ecological adaptations of behavior patterns. Prerequisite: BIOL 350 or 360.

585. Recombinant DNA Laboratory (4)*

(Alternate Fall, even years) Christmann

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 and CHEM 340 or BIOL 340.

595. Special Studies in Biology (1-3)*

Department Faculty

Investigations to meet highly specialized needs and to explore possible thesis topics. Project should be planned and described in writing with consent of faculty sponsor. Prerequisite: approved petition to enroll.

596. Coordinated Project in Environmental Biology (4)

Northen, Hopkirk

A 2-semester, interdisciplinary team project for the study of ecosystems and their management. Prerequisites: admission to classified standing for the Environmental Biology Advisory Plan of the Examination Option of the MA degree in Biology, and consent of instructor.

598. MA Essay Examination (4)

(Fall) Department Faculty

Independent study and consultation with biology faculty in preparation for the MA Essay Examination. (See “MA Degree in Biology—Policies and Procedures” and “MA Essay Exam—Pool Questions” available in the Biology Department Office.)

599. MA Thesis (1-3)*

Department Faculty

Original investigation based on laboratory or field research that meets the Department and University standards. Prerequisite: admission to classified standing and a thesis prospectus on file with Department.

Business Administration

Department Office

Stevenson Hall, Room 2042, (707) 664-2377

Department Chair

Duane Dove

Programs Offered

Bachelor of Science in Business Administration

Minor in Business Administration

Master of Business Administration

Faculty

Chester Allen, Sherri C. Anderson, Michael Baldigo, T.K. Clarke, Duane Dove, Saul Eisen, Robert Girling, Ahmad Hosseini, George Johnson, Wingham Liddell, Wallace Lowry, Philip McGough, Jamal Munshi, Michael Noble (Emeritus), Joyce Oakley, Sandra Schickele, Samuel Seward, Keith Taylor (Emeritus), Paul Tiffany, Judith Wright

The primary objective of the Business Administration program is to prepare competent and compassionate members of the work force, with an awareness of ethical issues, to provide imaginative and responsible leadership in business and society — domestic and worldwide.

The study of business administration emphasizes issues and problems inherent in modern enterprise. Particular attention is given to the role and responsibilities of administrators in the decision-making processes of corporations, government, labor, and other enterprises of society.

In preparing students to meet our prime objective, we have designed a curriculum that develops skills in critical and analytical thinking and oral and written communication; provides a broad understanding of the basic functions of organizations and how those functions are related; and develops a specialization in one area of business to a high level of competence.

The Bachelor of Science in Business Administration includes a group of core course requirements and a broad range of fields of concentration. The fields of concentration include: Accounting, Business Economics, Finance, Human Resources, and Organizational Behavior, International Business, Operations Management, Management Information Systems (MIS), Marketing, and a special concentration designed by the student with the approval of a faculty advisor and the Department chair.

The objective of the Master of Business Administration degree program is to prepare graduates for positions of leadership in organizational settings in both the private and public sectors.

The basic objectives are:

- to provide the student with an understanding of the history and foundations of organizational structure and the cultural, social, international, economic, and legal environments in which organizations operate;
- to provide the student with the principles of accounting, organization, finance, marketing, and production for use in determining problem areas in organization performance;
- to provide the student with an understanding of research and analytical methods, and uses of the computer in making managerial decisions;
- to provide an opportunity for individual in-depth study of special topics; and,
- to provide a broad background of knowledge aimed at general competence for overall management of complex organizations.

Advising

The Department maintains an active advising function and employs a full-time Academic Advisor. Students may consult with the advisor on GE, pre-major, and routine major issues. Early contact with a faculty advisor is recommended, and is required for concentration matters.

Pre-Business Administration Major

Students may not enroll in any of the upper-division courses until they have completed the Pre-Major program with a letter grade greater than a C- in each course, an overall GPA of 2.00, and have filed a change of status form in the Department. Exceptions to these requirements can only be made by written petition to the Department chair.

Pre-Major Courses

All Business Administration majors must demonstrate computer competency prior to taking upper-division core classes. This requires taking CIS 101 or an equivalent, or passing an examination to determine competency.

ECON	201A	Introduction to Macroeconomics	4
ECON	201B	Introduction to Microeconomics	4
✕ MATH	131	Introduction to Finite Mathematics	3
or			
MATH	161	Calculus I	4
BUS	211*	Managerial Statistics	4
✕ BUS	225*	Legal Environment of Business	4
BUS	230A*	Principles of Accounting	4
✕ BUS	230B*	Principles of Accounting	4

* Lower-division core courses are prerequisites to formal acceptance as a Business Administration major.

Upon completion of the Pre-Major program, students must file a Change of Status request in the Department of Business Administration to officially declare Business Administration as their major. At that time students are encouraged to identify their intended field of concentration.

Bachelor of Science in Business Administration

Degree Requirements

	units
General Education	51
Non-General Education Pre-major	4-7
Major Requirements	59
General Electives	11-14
Total units needed for graduation	128

Major Core Requirements

BUS	211	Managerial Statistic	
or			
ECON	317	Applied Statistics in Business and Economics	4
✓BUS	225	Legal Environment of Business	
or			
ECON	388	Economics and the Law of Regulation	4
✓BUS	230A	Principles of Accounting	4
✓BUS	230B	Principles of Accounting	4
✓BUS	316	Production/Operations Management	4
✓BUS	319	Introduction to MIS	4
or			
BUS	334	Accounting Information Systems	4
✓BUS	340	Human Resources and Organizational Behavior	4
✓BUS	350	Organizational Theory and Management Systems	4
✓BUS	360	Introduction to Marketing	4
BUS	370	Introduction to Managerial Finance	4
BUS	491	Seminar in Management Strategy and Policy	4
Total units in major core			44

Transfer majors may complete core with fewer than 44 units.

Concentrations

To complete the major, choose 15 upper-division or equivalent elective units from one of the following concentrations:

- Accounting (15)
- Business Economics (15)
- Finance (15)
- Human Resources and Organizational Behavior (15)
- International Business (15)
- Management Information Systems (15)
- Marketing (15)
- Special (15)

Specific concentration content is detailed below.

Total units in concentration 15

Total units in the major must equal 59

Accounting Concentration

The Accounting concentration 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.

Choose courses to total 15 units from the following:

BUS	231	Introduction to Computer Accounting Software	(1)
BUS	330A	Intermediate Accounting	(3)
BUS	330B	Intermediate Accounting	(3)
BUS	426	Business Law	(3)
BUS	430	Advanced Accounting	(3)
BUS	433A	Individual Taxation	(3)
BUS	433B	Corporation and Estate Taxation	(3)
BUS	434	Auditing	(3)
BUS	435	Cost Accounting	(3)

Business Economics Concentration

The Business Economics concentration provides courses in macro- and microeconomic theory, managerial economics, computer applications and forecasting, and money and banking. Employment would be expected in strategic pricing, cost analysis, statistical forecasting, and marketing research.

Choose courses to total 15 units from the following:

ECON	303	International Economics	(4)
ECON	318	Managerial Economics	(4)
ECON	319	Introduction to Computer Applications and Forecasting	(2)
ECON	319L	Computer Applications and Forecasting Lab	(2)
ECON	322	Urban Economics	(4)
ECON	375	Money and Banking	(4)
ECON	381	Natural Resource Management	(4)
BUS	377	Financial Institutions and Markets	(3)

Finance Concentration

The Finance concentration is designed to prepare the student for a career in financial management, financial analysis and planning, investment banking, or insurance.

Choose courses to total 15 units from the following:

BUS	377	Financial Institutions	(3)
BUS	470	Managerial Finance	(3)
BUS	472	Investments	(3)
BUS	474	Computer Applications in Finance	(3)
ECON	375	Money and Banking	(3)
BUS	385	Special Topics (as relevant)	

Human Resources and Organizational Behavior Concentration

The Human Resources and Organizational Behavior concentration includes courses preparing the student for positions in general management, personnel, labor relations, public relations, wage and salary administration, and training and development. Resources managed effectively may result in production of useful goods or in providing services in a satisfying work environment. The global aspects of management are included in the concentration.

Choose courses to total 15 units from the following:

BUS	341	Selection Development and Implementation	(2)
BUS	342	Training and Development	(3)
BUS	343	Performance Appraisal	(1)
BUS	346	Government Regulation and Human Resources	(3)
BUS	347	Labor Management Relations	(3)
BUS	440	Seminar in Organizational Behavior	(3)
BUS	444	Seminar in Group Behavior	(3)
BUS	445	Managing Conflict and Stress	(3)
BUS	458	Seminar in Systems Management	(3)
BUS	385	Special Topics (as relevant)	

International Management Concentration

Proficiency in a foreign language is required for this concentration.

Choose courses to total 15 units from the following:

BUS	368	International Marketing	(3)
BUS	385	Current Topics in International Business	(2-3)
BUS	393	Introduction to International Business	(3)
BUS	394	International Business Strategy	(3)
BUS	499	Internship in International Business	(2-3)
ECON	303	International Economics	(4)
ECON	403	Seminar in International Economic Development	(4)
BUS	385	Special Topics (as relevant)	

Management Information Systems Concentration

The computer is integrated with mathematics, business, and economics to model complex business situations in the Management Information Systems concentration. Employment opportunities include positions in government, insurance, marketing research, business forecasting, inventory control, production control, and general management.

Choose courses to total 15 units; at least 9 units must be from the following:

BUS	320	Analysis and Design of Management Information Systems (3)
BUS	419	Topics in Management Science, Operations Management, and MIS (3)
BUS	420	Business Data Communications (3)
BUS	422	Business Data Models (3), and remaining units from the following:
CIS	150	Introduction to Programming (3)
CIS	151	Intro to Data Structures (3)
CIS	158C	Introduction to COBOL (3)
CIS	340	Computer Security (3)
CIS	345	Implications of Computers for Society (3)
CIS	350	Intro to File Processing (3)
CIS	355	Database Management Systems Design (3)
CIS	465	Data Communications (3)
ECON	419	Seminar in Computer Applications and Forecasting (3)
ENSP	366	Computer Modeling (3)
BUS	414	Manufacturing Planning and Strategy (3)
BUS	474	Computer Applications in Finance (3)
SOC	303	Computers and Society (3)

Marketing Concentration

The Marketing concentration provides creative careers in advertising and promotion and in product development, as well as in marketing research and sales management.

Choose courses to total 15 units from the following:

BUS	366	Retail Management (3)
BUS	367	Consumer Behavior (3)
BUS	368	International Management (3)
BUS	461	Promotion Management (3)
BUS	462	Marketing Research (3)
BUS	463	Sales Management and Personal Selling (3)
BUS	465	Wine Marketing (3)
BUS	468	Marketing Decision Making (3)
BUS	469	Marketing Management (3)
BUS	385	Special Topics (as relevant)

Special Concentration

For those students who do not wish to select one of the concentrations listed above, a minimum of 15 units may be selected from 2 or more concentrations. Students are required to file a study plan approved by both a faculty advisor and the Department chair at the time of declaring this concentration. The Bachelor of Science degree will be awarded with no concentration noted.

Small Business Option

(See Department Chair)

BUS	451	Small Business Management	3
BUS	453	Small Business Consulting	3
Recommended: BUS 342, BUS 346, BUS 366, BUS 367, BUS 426, BUS 450, BUS 461, BUS 463, BUS 466, BUS 468.			

Minor in Business Administration

A minor in Business Administration shall consist of 20 units in Business Administration courses chosen in consultation with a Department faculty advisor. At least 12 units must be upper-division resident units. Transfer courses must have an equivalent lower-division course offered in our catalog. BUS 495 and 499 may not be counted in a minor.

Wine Marketing

A Wine Marketing certificate is available, either through regular enrollment or through the Open University (Extended Education). For more information, call the School of Business and Economics, (707) 664-2377.

CSU London Business Semester Program

Students have an opportunity to live and study in London, England, while still making normal progress toward their undergraduate degree at SSU. Students and faculty come from throughout the CSU system. Courses include business administration core classes, international business, independent study, and a lecture series on the European Business Environment. Students pay regular SSU registration fees and receive normal SSU residential credit for all work taken in London. A full social and cultural program is included for participating students as a way of further broadening their international experience. For further information, contact The London Business Semester Coordinator, CSU London Business Program, (707) 664-2377.

Master of Business Administration (MBA)

The Master of Business Administration (MBA) degree program at Sonoma State University is an evening program designed primarily to meet the needs of the working student in Sonoma County and the North Bay region.

The objective of the MBA degree program is to prepare graduates for positions of leadership in organizational settings in both the private and public sectors.

The MBA program is a general business program and the degree does not indicate concentration or specialization in any functional area of business. The MBA degree program does offer sufficient electives in many areas for advanced in-depth study.

Admission Requirements

Admission to the MBA program requires meeting the minimums for admission to the University and a recommendation for admission to the MBA degree program by the Graduate Admissions committee.

The requirements for admission to postbaccalaureate study (work beyond the Bachelor's degree) at Sonoma State University are in accordance with Title 5, California Administrative Code. The minimum requirements are: (a) to hold an acceptable baccalaureate from an institution accredited by a regional accrediting association or to have completed academic preparation as determined by an appropriate campus authority; (b) to have attained a grade point average of at least 2.5 (A = 4.00) in the last 60 semester (90 quarter) units attempted. Students from other countries must have a grade point average of 3.00 (A = 4.00); and (c) to have been in good standing at the last college attended.

All applicants, regardless of citizenship, who have not spent at least three years in a secondary-level (or beyond) school where English is the principal language of instruction are required to earn a minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

The Departmental recommendation for admission to the MBA program is based upon evidence that the student shows high promise of success in the program. The specific indicators of high promise that are considered are as follows:

1. the candidate's performance on the Graduate Management Admission Test (GMAT);
2. the grade point average for the last 60 units while in undergraduate status;
3. a record of appropriate employment at increasing levels of managerial responsibility.

Candidates showing high promise are defined as those obtaining at least the 25th percentile on both the verbal and quantitative portions of the GMAT, and at least 1,100 points based on the following formula: 200 times the GPA in the last 60 hours while in undergraduate status plus the GMAT total score.

Candidates with GMAT scores between the 15th and 25th percentiles and between 1,000 and 1,100 points will be considered by the graduate committee for acceptance if space is available in the program. Candidates not meeting the high promise standards may want to include a written statement of professional objectives, letters of recommendation, and other evidence in their files.

Candidates obtaining less than the 15th percentile in either the verbal or quantitative portions of the GMAT, or less than 1,000 points based on the above formula will not be accepted. In unusual circumstances petitions for waiver of these standards will be considered. Supplementary evidence that a satisfactory level of scholastic competence will be maintained will be considered.

Applicants who have not taken the GMAT or whose scores were not sent to Sonoma State University will be rejected without further consideration.

All students entering SSU in graduate status who have not passed the Written English Proficiency Test (WEPT) must take it in their first semester.

Students who show high promise for success in the program but who do not have all the prerequisite courses will be conditionally classified when accepted into the program.

Students who are currently eligible to register for classes at Sonoma State in postbaccalaureate status may apply for admission to the MBA program to the graduate coordinator, Department of Business Administration.

Classified Graduate Standing

Students meeting all of the prerequisites may be admitted initially in classified graduate status. Those students and students later advanced to classified graduate status should complete the Master's Program Contract (G1/G2) in consultation with their graduate committee chair and the Department graduate coordinator. The form should be filed with the Dean of Graduate Studies. This form is the official record of advancement to candidacy.

Conditionally Classified Standing

Students whose undergraduate program did not include all of the prerequisite course work but who are otherwise eligible for admission to the program may be considered for admission in conditionally classified standing. Consideration is at the discretion of the graduate coordinator, with the approval of the Department's graduate admissions committee. Upon completion of the remaining prerequisite courses, such students should submit a petition to the graduate coordinator for advancement to classified graduate status.

Culminating Accomplishment

All students must complete a thesis, a project, or a comprehensive examination. A definition of each of these is included below:

A thesis is an original contribution to knowledge resulting from the study of a significant problem or issue. The finished thesis is a substantial paper, presented in a format that includes a statement of the problem or issue, a review of pertinent literature, a discussion of methodology, collection and analysis of relevant data, a conclusion, and a formal bibliography, with appropriate documentation throughout.

A project contributes to the disciplines or the professions by adding to technical/professional knowledge or by providing an original application of technical/professional knowledge in the professional field. Examples include a field study, a case study, a documentary report, and a professional article of publishable quality.

Those doing a thesis or project must take BUS 599 Master's Degree Directed Research.

A comprehensive examination is a substantial exercise intended to test the student's ability to master the subject matter of a field of specialization, as demonstrated through synthesis, integration, interpretation, and evaluation of the full spectrum of the field involved.

Those taking the comprehensive exam may not take BUS 599 Master's Degree Directed Research for credit toward their degree plan.

Transfer Credits

A maximum of 9 credit hours of graduate-level transfer courses may be used to satisfy the 30-32 hours needed for the degree plan. Transfer courses must be approved by the graduate coordinator.

Grades

No course with a grade below a C- can be used to satisfy a prerequisite or MBA degree requirement.

Prerequisites for the MBA

ECON	501	Principles of Economics (intensive course)	4
		(students may substitute ECON 201A and ECON 201B)	
BUS	501	Principles of Accounting (intensive course)	4
		(students may substitute BUS 230A and BUS 230B)	
BUS	504	Behavioral Science Contributions to Management (intensive course)	4
		(students may substitute BUS 340 and BUS 350)	
BUS	225	Legal Environment of Business	4
BUS	311	Managerial Statistics	4
BUS	316	Production/Operations Management	4
BUS	319	Introduction to Management Information Systems	4
	or		
BUS	334	Accounting Information Systems	4
BUS	360	Introduction to Marketing	4
BUS	370	Introduction to Managerial Finance	4
Total prerequisite units for the MBA			36

MBA Core Requirements

BUS	550	Seminar in Organization and Management Theory	3
BUS	560	Seminar in Strategic Marketing Management	3
BUS	570	Seminar in Managerial Finance	3
BUS	591	Policy Analysis	3
Total units in the MBA core			12

BUS	599	Directed Research	2
(Not to be taken by those students opting for the comprehensive exam.)			

MBA Electives

To complete the MBA choose 16-18 additional units from 500-level Business Administration courses.

Total units in MBA electives 16-18

Total units for the MBA 30

Business Administration Courses (BUS)

200. Introduction to Business (4)

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.

211. Managerial Statistics (4) (Fall, Spring, and Summer)

Statistical methods and analyses in managerial planning and decision making. Application of statistical techniques, including statistical decision theory, the analysis of variance, regression, nonparametric methods, forecasting, and quality control. Prerequisite: completion of the Business Administration 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 data bases.

225. Legal Environment of Business (4) (Fall, Spring, and Summer)

A study of the legal framework within which management decisions are made. The course emphasizes the sources, functions, and processes of law, and covers a range of topics, including torts, contracts, property, administration, and constitutional law.

230A. Principles of Accounting (4) (Fall, Spring, and Summer)

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. CAN BUS 2.

230B. Principles of Accounting (4) (Fall, Spring, and Summer)

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.

231. Introduction to Computer Accounting Software (1)

An introduction to computer accounting applications, including forecasting, data base management, and financial statement preparation using a spreadsheet program. Prerequisites: BUS 230A and 230B. Cr/NC only.

Upper-Division Courses

Prerequisites to all upper-division courses: completion of Pre-major Program of Study.

316. Production Operations Management (4) (Fall, Spring, and Summer)

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; linear programming; PERT and queuing models and simulations; and computer applications. Prerequisite: BUS 211, ECON 317, or MATH 165.

319. Introduction to Management Information Systems (4) (Fall, Spring, and Summer)

Study of characteristics of computer-based information systems in organizations. Topics included are: MIS theory, concepts, and issues; systems, analysis and design; data base design using the relational data base model; data communications and LAN; and specific implementation in areas of manufacturing, accounting, finance, human resources, and marketing. Prerequisite: CIS 101.

320. Analysis and Design of Management Information Systems (3)

Development of functional models, data models, and object-oriented models of business information using CASE. Typical systems such as payroll, A/R, A/P, inventory control, and order processing are used as examples. The choice of the CASE product is based on its usefulness as a teaching tool. Prerequisite: BUS 219 or CIS 101.

330A. Intermediate Accounting (3) (Fall and Spring)

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 (3) (Fall and Spring)

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 and 230B. BUS 330A recommended.

334. Accounting Information Systems (4) (Fall and Spring)

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 cover the need for adequate systems controls, risks inherent in the controls, and refined systems output to support management decision-making processes. Prerequisites: BUS 230A, 230B, AND CIS 101.

340. Human Resources and Organizational Behavior (4)
(Fall, Spring, and Summer)

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. Development of effective group and individual behavior in organizations through communication skills, training, job design, quality circles, and other emerging methods for full involvement of employees in the achievement of both their own and the organization's objectives.

341. Selection Development and Implementation (2)

The course will examine all fundamental issues dealing with the staffing of organizations. The following topics will receive attention: legal issues in selection, fundamentals of measurement, validity, reliability, incorporating job analysis results with selection, and performance appraisal. A number of selection procedures will be examined, which include application forms and reference checks, biographical data and weighted application blanks, interviews, ability tests, personality tests, integrity tests, and performance tests. Students will learn scarce skills relating to the determination of the reliability and validity of selection procedures. Prerequisite: BUS 340.

342. Training and Development (3)
(Spring)

Theory and practice of training for developing the human resources in the 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.

343. Performance Appraisal (1)

The course will examine fundamental issues related to performance appraisal. Issues of reliability and validity will be examined and the implications explored. The value of performance appraisals will be explored. Students will learn skills for determining the value of performance appraisal techniques and how to construct meaningful ones. The relation between selection and performance appraisal will be examined, and the issue of whether performance appraisals and merit increases should be linked.

346. Government Regulation and Human Resources (3)
(Fall)

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. Prerequisites: BUS 340 and 350.

347. Labor Management Relations (3)
(Spring, even years)

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.

350. Organizational Theory and Management Systems (4)
(Fall, Spring, and Summer)

An overview of the evolution of management theory and an introduction to current theory and practice in management. Emphasis is on a strategic systems perspective for analyzing, designing, and improving organizations. Structural design considerations include environment scanning, differentiation and integration mechanisms, and the role of technology. Consideration is given to organizational dynamics, international perspectives, and the role of ethics and social responsibility. Prerequisite: BUS 340.

360. Introduction to Marketing (4)
(Fall, Spring, and Summer)

Introduction to terminology and basic concepts, including product development, pricing, 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 230A and 230B.

366. Retail Management (3)
(Fall)

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 (3)
(Fall and Spring)

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 (3)
(Spring)

Examines the marketing practices and customs, 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)
(Fall, Spring, and Summer)

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. Prerequisites: BUS 230A and 230B.

377. Financial Institutions and Markets (3)
(Fall)

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; international capital markets. Prerequisite: BUS 370.

381. Management Research Methods and Reports (2-3)

Techniques of research planning and preparation for management purposes. Sources of data; survey methodology; questionnaire design; report writing and presentation. May be repeated once for credit.

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.

393. Introduction to International Business (3)
(Fall)

A survey of theoretical and institutional aspects of international trade and investment. The course will address topics of international trade theory, the international money market, balance of payment, the phenomena of multinational, international finance, and management of international enterprises.

394. International Business Strategy (3)
(Spring)

This course will focus on understanding the political, economic, socio-cultural, 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 multinational corporation, exporting, importing, socioeconomic development, international economic order, changing U.S. role in the international economy, management styles in different cultures, and case studies.

418. Manufacturing Planning and Strategy (3)

Production planning and inventory control for job and flow shops, with emphasis on MRP, HPP, and JIT systems, and other topics in world-class manufacturing. Prerequisite: BUS 316.

419. Topics in Management Science, Operations Management, and Management Information Systems (3)

A general topics course to cover current issues. Topics may include expert systems and fuzzy sets, purchasing management, and other relevant topics. With the instructor's permission, may be repeated for credit. Prerequisite: BUS 316.

420. Business Data Communications (3)

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. Prerequisites: BUS 219 or CIS 101.

422. Business Data Models (3)

Lecture, laboratory, 2 hours. A course in designing relational data bases. The entity-relationship model is used to develop the conceptual data structure from which a normalized set of tables is extracted and implemented. Prerequisites: BUS 219 or CIS 101.

426. Business Law (3)
(Fall and Spring)

A study of areas of law of particular importance to business, including contracts, sales, negotiable instruments, secured transactions, agency, partnerships, and corporations.

430. Advanced Accounting (3)
(Fall and Spring)

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 (3)
(Fall and Spring)

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 (3)
(Fall and Spring)

Concepts and principles of federal taxation as they apply to business enterprise and fiduciaries, such as estates and trusts. Prerequisite: BUS 433A.

434. Auditing (3)
(Fall and Spring)

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, 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 and 330B.

435. Cost Accounting (3)
(Fall and Spring)

To introduce 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. Prerequisites: BUS 330A and 330B.

440. Seminar in Organizational Behavior (3)

Significant current topics in organizational behavior and human resources management are covered. Topics may include corporate culture, leadership, organizational change and development, ethnic and multicultural relations, and the effects of downsizing, mergers, and acquisitions. Prerequisite: BUS 340.

444. Seminar in Group Behavior (3)

Small groups used as a basis for understanding and developing skill in effective communication and leadership in an organization. Prerequisites: senior or graduate standing, and consent of instructor. CR/NC Only.

445. Managing Conflict and Stress (3)
(Spring)

Concepts and methods for understanding and dealing with conflict and stress in organizational settings. Includes the systemic context of stress and disputes, interpersonal and intergroup dynamics, third-party intervention methods, communication and problem-solving skills, role clarification and negotiation, and the use of planning and organization development for managing conflict and stress.

450. Seminar in Organizational Effectiveness (3)

Significant current topics in management, organization, and systems theory. Topics may include comparative management, international and multinational perspectives, the effects of rapidly changing technology, matrix and other emerging forms of organization. Prerequisite: BUS 350.

451. Small Business Management (3)
(Fall)

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. Prerequisites: BUS 230A, 230B, and 360.

453. Small Business Consulting (3)
(Spring)

This course will focus on decision making in functional areas of marketing, production, and finance. Students, working in teams with faculty and professional supervision, will consult with businesses to solve managerial problems. Prerequisites: BUS 230A, 230B, and 360.

458. Seminar in Systems Management (3)
(Spring, even years)

Scholarly and practical study of the structure and management of organizations within the framework of systems theory. Field methods in the analysis of organizations as systems. Research and current practice in the design of organizations to jointly maximize the effectiveness of the technological, the social, and the managerial subsystems. Prerequisite: BUS 350 or graduate standing.

461. Promotion Management (3)
(Fall)

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. Prerequisite: BUS 367.

462. Marketing Research (3)
(Fall and Spring)

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 and 367.

463. Sales Management and Personal Selling (3)
(Spring)

Examines theory and practice in the principles and art of selling. Studies planning, organizing, leading, evaluating, and controlling of sales force activities. Prerequisite: BUS 367.

465. Wine Marketing (3)

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. Prerequisite: BUS 360.

466. Organizational Communication (3)

Communication theory as applied to management; impact of the organizational environment; strategies for development of effective messages. Oral and written exercises required.

468. Marketing Decision Making (3)

Data analysis and "what if" marketing decision making, using computer models and computer simulation. Emphasizes developing computer and analytical marketing skills. Prerequisites: BUS 360, 367, and an introductory computer course.

469. Marketing Management (3)
(Fall and Spring)

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 (3)
(Fall)

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, and rates of return; choosing among alternative sources of funds. Prerequisite: BUS 370.

472. Investments (3)
(Spring)

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. Prerequisite: BUS 370.

474. Computer Applications in Finance (3)
(Fall)

Students learn to use the financial data bases and computer applications programs available on the CSU Cyber and other systems to analyze techniques of managerial finance, securities returns, portfolio management, and other areas of finance. Emphasis is placed on reviewing a broad variety of data bases and analytical programs. Prerequisite: BUS 370.

491. Seminar in Management Strategy and Policy (4)
(Fall, Spring, and Summer)

Group discussion of current issues in management and corporate policy relating to marketing, investment, personnel, profit, and social responsibility. Prerequisites: all core requirements.

495. Special Studies (1-3)
(Fall, Spring, and Summer)

Student-designed and instructor-guided projects, to be arranged individually. May be repeated once for credit. (See limits under Degree Requirements, page 13.) Independent study credit will be granted only to students who have: (1) attained senior status, (2) minimum GPA in Business Administration of 3.00, and (3) substantial background in the field involved in the petitioned study. A maximum of 3 units are applicable to the Business Administration major or minor.

499. Internship in Business (1-3)
(Fall, Spring, and Summer)

Field experience in management and administration. For upper-division students in fields of their career or academic interest. Minimum of three hours per week per semester unit. Three units maximum are applicable to the Business Administration major. GPA of 2.0 is required in major plus two courses in the field of concentration. Cr/NC only. Prerequisite: prior arrangement with internship coordinator.

Graduate Courses

Prerequisite for all 500-level courses:
Classified Graduate Status

501. Principles of Accounting (Intensive) (4)

An intensive study of the theory and practice of accounting in relation to both internal and external reporting. Prerequisite: graduate standing.

504. Behavioral Science Contributions to Management (4)

Introduction to the broad range of behavioral science contributions to management. Salient topics from the disciplines of Organizational Behavior, Organizational Systems Theory, Organizational Development, and Human Resources Management will be examined.

516. Advanced Production/Operations Management (3)

An integration of procedures and techniques in Production/Operations Management for the solution of problems in manufacturing and service industries. Applications of principles from current literature. Use of relevant computer software. Students will pursue in-depth study of several issues of their choice. Written and oral analyses and reports of findings will be required.

519. Seminar in Management Information Systems (3)

A lecture and case study course that examines the role of the IS function in today's corporation. Topics in MIS as well as MoIS (management of information systems) are covered. MIS subclasses such as DSS, expert systems, executive information systems, and end-user systems are addressed.

540. Seminar in Human Resources Development (3) (Fall)

Current practice and research in training and developing the organization's human resources. Topics may include planning models, executive development programs, and the role of training in organization-wide change projects.

544. Seminar in Organization Development (3)

Contributions of system theory and organization development practice for inducing constructive change and self-renewal in groups, organizations, and communities. Emerging theory and advanced practice of process-oriented consultation and management. Prerequisite: BUS 540.

550. Seminar in Organization and Management Theory (3)

An examination of the organization with reference to design, change, and organizational behavior.

558. Seminar in Systems Approach in Management (3)

A scholarly evaluation of systems theory, embracing general systems theory as a contribution to the social sciences.

559. Seminar in Advanced Management Topics (3)

Graduate study of an advanced management topic of special interest, such as project management, comparative management, planning and control, intuitive processes, corporate culture, diversity and gender issues, and global perspectives in management. May be repeated for credit.

560. Seminar in Strategic Marketing Management (3)

Study of market situations, development of marketing plans, and evaluation of marketing programs. Careful consideration of the conceptual background of marketing, including current trends and emerging developments.

561. Seminar in Consumer Behavior (3)

Examines internal psychological factors as well as external cultural and socioeconomic factors that affect consumer behavior. Prerequisite: BUS 560.

567. Seminar in Advanced Marketing Topics (3)

Graduate study of advanced marketing topics of special interest. Course work and content by arrangement with the instructor. Prerequisites: BUS 560 and consent of instructor.

570. Seminar in Managerial Finance (3) (Fall)

Graduate study in the theory of finance and applied financial analysis.

572. Seminar in Investments (3)

Advanced study of security characteristics and the theory of portfolio construction and management.

573. Seminar in International Finance (3)

Study of the international financial system, including the international credit and foreign exchange markets and international economic institutions. Managerial techniques applicable to exchange rate forecasting, exchange risk management, and investment and financing decisions will be covered.

581. Research Methods for Managers (3)

Qualitative and quantitative approaches to the design, execution, and interpretation of applied research activities. Development of analytical skills and practical competence with research techniques, including an understanding of the assumptions, limitations, and appropriate uses of various research designs and strategies.

591. Policy Analysis (3) (Spring)

The use of strategic planning in developing, testing, and evaluating policy alternatives. Consideration of social responsibility as well as organizational effectiveness in assessing the consequences of management strategies, and their impact on the organization, its markets and resources, and the community as a whole. Prerequisites: BUS 550, 560, and 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, countertrade, and international institutions such as the World Bank and GATT.

595. Special Studies in Business Administration (1-4)

Supervised independent study. A maximum of 4 units may be applied toward the requirements for the Master of Business Administration degree. Prerequisite: consent of faculty member under whom the individual work is to be conducted, consent of the Business Administration Department chair, and an approved Application for Special Study 495/595.

596. Graduate Internship (1-4)

Field experience for qualified graduate students in Business Administration. A maximum of 4 units may be applied toward the MBA degree. Students must establish with an internship coordinator and the student's committee chair that the work involved is clearly integral to the student's graduate studies. Cr/NC only.

599. Master's Degree Directed Research (2)

Research directed by the student's committee for a thesis or project. Cr/NC only.

Career Minors

Programs Offered

Career Minor in Arts Management
Career Minor in Health Systems Organizations
Career Minor in Technical Writing
Career Minor in Teaching English as a Second Language
Certificate in Teaching English as a Second Language
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 course work into their plan of study.

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 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, Room 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 21-23 units:

Business, Computer or other related courses to be determined by the program advisor			9-12
ART	312	Principles of Arts Management	4
ART	460	Gallery and Museum Methods	4
ART	499	Internship	4
Total units in the minor core			21-23

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 the 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 Organization minor complements a number of traditional majors, such as ethnic studies, business administration, nursing, politics, psychology, and sociology, in addition to programs in medical anthropology, gerontology, and women's studies. 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 Program
Stevenson Hall, Room 3075, (707) 664-2411/2586

Minor Core Requirements

Course selection is pending; 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 Technical Writing

Technical writing is writing that conveys technical information accurately and clearly. In an increasingly technological society, there is a growing need for people who can describe technical and scientific results and applications in understandable prose for those who need to know. Technical writing is addressed to persons who buy and use technical products, to manufacturers of technical devices, to engineers who create and maintain such devices, and to managers who make decisions based upon technologically oriented issues. Good technical writers are needed, therefore, in many industrial, political, and educational settings.

Technical writing, as a communications skill, requires an understanding of the sources of linguistic confusion and ways to organize and express technical material so as to avoid misunderstanding. For the student who has an interest in both communications and technology, this 20-unit career minor provides the skills needed to present highly technical and abstract materials in clear, understandable terms.

Program Advisor

Don Patterson, English Department
Nichols Hall, Room 362, (707) 664-2163

Career Minor in Teaching English as a Second Language

This career minor in applied linguistics has a specific focus: the application of sociolinguistic principles and methods to the teaching of American English as a second/foreign language. The course of study, specifically designed to enhance postbaccalaureate credential programs in English, Foreign Languages, and Liberal Studies, also functions as a practical complement to other curricula in the humanities and social sciences. The program is also appropriate for persons with preliminary credentials.

Program Advisor

Shirley Silver, Anthropology and Linguistics Departments
Stevenson Hall, Room 2054, (707) 664-2419/2307

Minor Requirements

LING	310	Phonological Analysis	3
LING	311	Grammatical Analysis	3
LING	405	Phonology and Pronunciation	1
LING	410	English Grammar and ESL	3
LING	411	Vocabulary Teaching/Learning	1
LING	432	Dialects, Sociolects, and Speech Communities	3
LING	441	Linguistics and Second Language Teaching	3
LING	442	Teaching English as a Second Language	3
LING	490	Seminar in Applied Linguistics	1
LING	499	Internship in Applied Linguistics	3
Total units in the minor			24

Persons intending to pursue the above program of study must consult with the advisor for the Teaching English as a Second Language program.

Certificate in Teaching English as a Second Language

At the request of a student who has satisfactorily fulfilled the specified requirements, the Linguistics Program will issue a Certificate in Teaching English as a Second Language.

Program Advisor

Shirley Silver, Anthropology and Linguistics Departments
Stevenson Hall, Room 2054, (707) 664-2419/2307

Course Patterns in Career Minor

Fall Semester

LING	310	Phonological Analysis	3
LING	405	Phonology and Pronunciation	1
LING	410	English Grammar and ESL	3
LING	441	Linguistics and Second Language Teaching	3
LING	490	Seminar in Applied Linguistics	1
LING	499	Internship in Applied Linguistics	1-2
Total units in the Fall semester			12-13

Spring Semester

LING	311	Grammatical Analysis	3
LING	411	Vocabulary Teaching/Learning	1
LING	432	Dialects, Sociolects, and Speech Communities	3
LING	442	Teaching English as a Second Language	3
LING	499	Internship in Applied Linguistics	1-2
Total units in the Spring semester			11-12

Career Minor in Women's Health

Women's health is a large and growing area of research and policy interest in the U.S. The curriculum is organized toward enhancing student's opportunities for employment in health care and other settings. It is a highly suitable program for those interested in pursuing careers as nurses, physicians, counselors, therapists, public health workers, research analysts, policy makers, and in a variety of others 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 Studies Program
Rachel Carson Hall, Room 32, (707) 664-2708/2561

Minor Core Requirements (9-10)

WOMS	320	Women's Bodies: Health and Image	3	
NURS	480	Sexuality, Health, and Society		
or				
WOMS	350	Gender, Sexuality, and Family	3	
SOCI	452	Health Care and Illness		
			(Cross-listed as GERN 452)	4
or				
PHIL	355	Ethics of Health Care	3	

Practical Application (3-4 units)

WOMS 499 Internship in women's health setting..... 3

Prerequisite: senior standing and two core courses

or

NURS 425 Senior Clinical Study..... 3

Prerequisite: Nursing Major. Must choose a setting related to women's health.

Electives (6-8 units)

All electives must be health (including mental health) related. When the health course does not explicitly deal with women's health, we expect students to bring the understanding gained in the core courses to make the material relevant. Students are expected to do their term papers and projects on women's health issues.

Suggested Electives:

AMCS 432 Health and Culture 3

GEOG 396 Medical Geography 3

NURS 350 Community Health: Family Response 3

NURS 493 Health Care Delivery and Finance 3

PSY 404 Psychology of Women 4

PSY 454 Biofeedback and Somatic Psychology 4

PSY 487 Craving Ecstasy: Drugs and Alcohol 2

SOCI 497 Women and Aging
(Cross-listed as GERN 400) 4

WOMS 301 Feminist Lecture Series 1-2

WOMS 495

or

NURS 495 Special Study – Women's Health 1-4

Total units required in the minor 10

Chemistry

Department Office

Darwin Hall, Room 126, (707) 664-2334

Programs Offered

Bachelor of Science in Chemistry
ACS Certified Bachelor of Science in Chemistry
Bachelor of Arts in Chemistry
Minor in Chemistry
Single Subject Teaching Credential Preparation

Department Chair

Gene Schaumberg

Faculty

Leslie Brooks, David Eck, Vincent Hoagland,
Marvin Kientz, Donald D. Marshall, Douglas Martin,
Douglas Rustad, Gene Schaumberg, Dale Trowbridge

The Chemistry Department offers a flexible academic program designed to familiarize students with the concepts of the atomic and molecular worlds. Students may choose a course pattern of chemistry upper-division electives for the BA or BS degree that emphasizes the areas of analytical, organic, inorganic, or physical chemistry, biochemistry, environmental science, pre-health professional preparation, or pre-enology. The BS degree, with appropriate course selection, is certified by the American Chemical Society.

Courses include classroom lectures, laboratory work, field experience, independent study projects, and seminars where well-known chemists address the students and the public. Most classes are small, providing a high degree of individual instruction and advising.

The Department emphasizes experimental laboratory work that involves independent and individualized experimentation, with critical evaluation of data as the goal of most experiments.

The Department is well equipped with many modern scientific instruments. These are available to undergraduate students in laboratory courses and research projects, in contrast to many institutions with graduate programs that limit undergraduate access to these instruments. Research instruments include ultraviolet, visible, infrared, and atomic absorption spectrophotometers; x-ray diffraction, nuclear magnetic resonance and mass spectrometers; and gas, liquid, and ion chromatographs. Research instruments are interfaced with departmental minicomputers, and campus computing facilities are accessible by departmental terminals.

SSU's Chemistry graduates have secured employment in the wine, chemical, and petroleum industries; in analytical testing laboratories; in air and water pollution laboratories; in criminology laboratories; and in chemically related jobs in teaching or sales. Other graduates have pursued advanced degrees at leading universities across the nation in the areas of chemistry, chemical physics, biophysical chemistry, environmental science, chemical engineering, material science, medical biophysical chemistry, medical microbiology, medicine, dentistry, podiatry, pharmacy, and veterinary medicine.

Chemistry majors interested in a career in the wine industry should consider completing the Sonoma State University Wine Marketing Certificate Program. For more information on this program contact the School of Business and Economics, Stevenson 2034.

The Chemistry Department participates in the Sonoma State University CLEP credit-by-examination program. For further information on CLEP course equivalents in chemistry, see pages 258-260.

Teaching Credential Preparation

The Chemistry Department participates in the physical science option in the teacher preparation program in science. Completion of the program certifies the subject matter competence required for entry into a teaching credential program and exempts the student from taking the Praxis II Subject Assessment Examination. Chemistry 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.

Bachelor of Science in Chemistry

The BS degree provides the thorough preparation needed by candidates desiring to work as chemists in industrial and governmental laboratories or desiring to enter graduate programs in chemistry leading to advanced degrees. All courses in the major core, major electives, and supporting courses must be taken in the traditional grading mode (A-F).

Degree Requirements	units
General Education	51
Major Requirements	40
Supporting Courses	19
General Electives	14
Total units needed for graduation	124

Major Core Requirements

CHEM 125AB*	Honors General Chemistry	
(10 units, 5 in the major, 5 in General Education)		5
CHEM 255	Quantitative Analysis	4
CHEM 325	Inorganic Chemistry	3
CHEM 335A	Organic Chemistry	5
CHEM 335B	Organic Chemistry	3
CHEM 336	Organic Chemistry Laboratory	2
CHEM 375A	Physical Chemistry	3
CHEM 375B	Physical Chemistry	3
CHEM 376	Physical Chemistry Laboratory for BS students	3
CHEM 381	Computer Applications in Chemistry	2
CHEM 494	Undergraduate Research	1
CHEM 497	Seminar	1
Total units in the major core		35

* CHEM 115AB satisfies the CHEM 125AB requirement.

Major Electives

In consultation with an advisor, students may choose a pattern of upper-division chemistry electives to concentrate in the areas of analytical, inorganic, organic, physical chemistry, or biochemistry.

Total units in major electives 5

Supporting Courses (Required)

Mathematics

MATH	161	Calculus I (4)	
MATH	211	Calculus II (4)	
MATH	261	Calculus III (4)	
(12 units, 9 units in the major, 3 units in General Education)			9

Physics

PHYS	114	Introduction to Physics I	4
PHYS	116	Introductory (Physics I) Laboratory	1
PHYS	214	Introduction to Physics II	4
PHYS	216	Introductory (Physics II) Laboratory	1
Total units in supporting courses			19
Total units in the major			59

Strongly recommended

PHYS	314	Introduction to Physics III	4
PHYS	316	Introductory Quantum Laboratory	1

ACS Certified Bachelor of Science Degree in Chemistry

Students meeting the requirements listed for the BS degree, including those listed below, will have their transcripts noted as a BS degree approved by the American Chemical Society.

Grade Point Average

Students must earn a minimum of 3.00 (out of 4.00) GPA in upper-division Chemistry courses and advanced courses (as defined below) or receive a majority vote of the Chemistry faculty.

Required Upper-Division Chemistry Electives

CHEM	420	Advanced Inorganic Chemistry (3)
CHEM	455	Advanced Analytical Chemistry (4)

Two other advanced courses based on physical chemistry concepts. Examples of advanced courses are CHEM 436, 437, 441, 445, 446, 470, 481, and 496. Advanced courses taken in other Natural Science departments must be individually approved by the Chemistry Department.

Bachelor of Arts in Chemistry

The BA degree allows broad preparation for biochemists, for environmental scientists, and for those wishing to obtain technical work or work allied to chemistry such as: preprofessional medicine or dentistry; electronics; food processing; chemical sales; patent, safety, library, or supervisory work in the chemical industries. This degree provides adequate preparation for graduate study toward an advanced degree in chemistry or in biochemistry. Courses applied to the major core, major electives, and supporting courses must be taken in the traditional grading mode (A-F) only.

Degree Requirements

	units
General Education	51
Major Requirements	33
Supporting Courses	11-13
General Electives	27-29
Total units needed for graduation	124

Major Core Requirements

CHEM	115AB	General Chemistry (10 units, 5 in the major, 5 in General Education)	5
CHEM	255	Quantitative Analysis	4
CHEM	310A	Fundamentals of Physical Chemistry	3
CHEM	310B	Fundamentals of Physical Chemistry	3
CHEM	316	Physical Chemistry Laboratory for BA Students	2
CHEM	335A	Organic Chemistry	5
CHEM	335B	Organic Chemistry	3
Total units in the major core			25

Major Electives

In consultation with an advisor, choose an additional 8 units from upper-division Chemistry electives.

Total units in major electives 8

Supporting Courses

Mathematics

MATH	161	Calculus I (4)	
MATH	211-S	Calculus II-S (2)	
(3 units in General Education, 3 units in major)			3

Physics

Choose 1 of the following 2 groups and complete all courses listed.

General Physics

PHYS	209A	General Physics Laboratory	1
PHYS	209B	General Physics Laboratory	1
PHYS	210A	General Physics	3
PHYS	210B	General Physics	3

or

Introductory Physics

PHYS	114	Introduction to Physics I	4
PHYS	116	Introductory (Physics I) Laboratory	1
PHYS	214	Introduction to Physics II	4
PHYS	216	Introductory (Physics II) Laboratory	1

Total units in supporting courses 11-13

Total units in the major 44-46

Advisory Patterns for Bachelor of Arts Degree

With the approval of an advisor in the Chemistry Department, a student can choose a pattern of Chemistry upper-division electives in the BA degree to concentrate in the areas of analytical, inorganic, organic, or physical chemistry; biochemistry; environmental science; preprofessional preparation; or pre-enology. Patterns are designed to provide guidelines for majors who wish to advance toward specific goals in the Chemistry major.

Biochemistry Advisory or Pre-Health Professions Plan

The Biochemistry Advisory Plan is appropriate for students who are interested in employment in the biochemical, pharmaceutical or biotechnology industries, or in preparation for graduate study in biochemistry. The Pre-Health Professions Plan is for students who intend to do graduate work in dentistry, medicine, clinical chemistry, medical technology, pharmacy, veterinary medicine, or other paramedical work. For further information about Health Professions, see page 221. The upper-division electives for both patterns are CHEM 336, 441, 445, and 446. Strongly recommended courses for the Biochemistry Plan are CHEM 497 and at least two courses from BIOL 215, 320, 324, 334, and 340.

Environmental Toxicology Advisory Plan

Designed for students interested in careers in the growing environmental analysis industry or for students interested in graduate work in toxicology, environmental chemistry, or pharmaceutical chemistry. The upper-division Chemistry electives are CHEM 336, 436, 457, and 496 (toxicology). Strongly recommended courses are CHEM 381 and 497, and at least two courses from BIOL 215, 224, 385, 497, and GEOL 306.

Pre-Enology (Wine Chemistry) Advisory Plan

Designed for students intending to do graduate work in enology or planning to work in the wine industry. The upper-division Chemistry electives should include CHEM 445 and 446. Strongly recommended courses are CHEM 336, 499, BIOL 116, 215, 340, and MATH 165.

Minor in Chemistry

Completion of a minimum of 20 units in Chemistry courses. The 20 units must include a minimum of 6 upper-division course units and courses in general chemistry, quantitative analysis or clinical biochemistry, and organic chemistry, or a curriculum approved by the Department.

Chemistry Courses (CHEM)

101. Chemistry and Society: Selected Topics (3) **(Fall and Spring) Department Faculty**

Lecture, 3 hours. A descriptive, nonmathematical course emphasizing aspects of the interaction of chemistry and society. In addition to fundamental concepts in chemistry, individual sections of the course will cover selected topics. Examples of topics are: Introductory Wine Chemistry; Chemistry of the Natural Environment, and Society's Impact on that Environment. Satisfies GE, category B1 (Physical Sciences).

102. Food, Nutrition, and Toxicology (3) **(Fall and Spring) Eck, Hoagland**

Lecture, 2 hours; laboratory, 3 hours. A nonmathematical course in introductory chemistry, toxicology, food, and nutrition. Students will investigate the acute and chronic toxicity of chemical substances, such as PCB, dioxin, sugar, lead, and saccharin. The students will learn basic chemistry and biochemistry that will enable them to interpret controversial data on foods, drugs, and toxins that are a part of daily life. The laboratory will consist of experiments covering chemical principles and phenomena discussed in the lecture. Satisfies GE, category B1 (Physical Sciences) and GE laboratory requirement.

105AB. Elements of General, Organic, and Biochemistry (4) **(A, Fall; B, Spring) Kientz**

Lecture, 3 hours; laboratory, 3 hours. A survey of the principles of chemistry, with emphasis placed on those that apply to living organisms. The course is designed for students in Nursing and majors that do not require further courses in chemistry. Course is not a prerequisite for any chemistry course. Satisfies GE, category B1 (Physical Sciences) and GE laboratory requirement.

110. Preparation for General Chemistry (2) **(Fall and Spring) Hoagland, Marshall, Rustad**

Lecture, 2 hours. For students who will be taking CHEM 115A but lack the necessary mathematical and scientific background. This course emphasizes the use of calculators, exponential numbers, metric system, nomenclature, chemical equations, stoichiometry, gas laws, concentration units, and elementary atomic structure. CHEM 110 is not open to students who have completed CHEM 115A or 125A. Not applicable to the Chemistry major, minor, or GE requirements. Prerequisites: passed ELM examination, or the equivalent of MATH 50.

115AB. General Chemistry (5-5) **(Both 115A and 115B offered Fall and Spring)** **Department Faculty**

Lecture, 3 hours; laboratory lecture, 1 hour; laboratory, 3 hours. General principles of chemistry selected from the areas of biochemistry, analytical, inorganic, organic, and physical chemistry. This course is designed for science majors and students taking preprofessional curricula. Satisfies GE, category B1 (Physical Sciences), and GE laboratory requirement. Prerequisites: high school chemistry, or CHEM 110 or equivalent, or consent of instructor. CAN CHEM 2 and 4.

125AB. Honors General Chemistry (5, 5) **(A, Fall; B, Spring) Rustad**

Lecture, 3 hours; laboratory lecture, 1 hour; laboratory, 3 hours. An in-depth foundation for Chemistry, Physics, Molecular Biology, and Geology majors. Satisfies GE, category B1 (Physical Sciences), and GE laboratory requirement. Prerequisites: high school chemistry and physics.

195. Lower-Division Special Studies (1-3) **Department Faculty**

May be repeated.

232. Survey of Organic Chemistry (5) **(Fall) Kientz**

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 115A or 125A, or consent of instructor.

255. Quantitative Analysis (4) **(Fall) Marshall**

Lecture, 2 hours; laboratory, 6 hours. Theory and practice of methods of analysis, including volumetric, gravimetric, and selected instrumental techniques. Prerequisite: CHEM 115B or 125B. CAN CHEM 12.

310AB. Fundamentals of Physical Chemistry (3, 3) **(A, Fall; B, Spring) Brooks, Martin**

Lecture, 3 hours. Development and applications of the concepts of thermodynamics, equilibrium, kinetics, and spectroscopy to chemical systems. Intended for candidates for the BA degree in Chemistry and for related professions. Not applicable to the BS major in Chemistry. Prerequisites: CHEM 255; MATH 211S; PHYS 210AB or 214 and 216; or consent of instructor.

311. Elements of Electronics (3) **(Spring)**

Lecture, 3 hours. Basic DC and AC circuit theory, applications of diode circuits, principles of transistor amplifiers, oscillators, and electronic instruments, applications of integrated circuit operational amplifiers. Crosslisted as PHYS 311. Prerequisites: concurrent enrollment in CHEM 311L; MATH 107; PHYS 210B or 214; or consent of instructor.

311L. Elements of Electronics Laboratory (1) **(Spring)**

Laboratory, 3 hours. Lab to accompany CHEM 311. Prerequisite: concurrent enrollment in CHEM 311.

316. Physical Chemistry Laboratory for BA Students (2) **(Spring) Brooks, Martin, Rustad**

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)
(Fall) Rustad

Lecture, 3 hours. Periodic relationships and reactions, ionic and elementary covalent bonding, crystal structures, acid-base concepts, and introduction to coordination and organometallic chemistry. Prerequisite: CHEM 255.

335A. Organic Chemistry (5)
(Fall and Spring) Eck, Schaumberg, Trowbridge

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 preprofessional majors. Prerequisite: CHEM 115B or 125B, or consent of instructor.

335B. Organic Chemistry (3)
(Fall and Spring) Eck, Schaumberg, Trowbridge

Lecture, 3 hours. Continuation of CHEM 335A. Prerequisite: CHEM 335A.

336. Organic Chemistry Laboratory (2)
(Fall and Spring) Eck, Schaumberg, Trowbridge

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.

340. Survey of Biochemistry (3)
(Spring) Kientz, Hoagland

Lecture, 3 hours. A survey of biochemistry, including the structure, function, and metabolism of biological molecules. Prerequisites: CHEM 115B or 125B, and CHEM 232 or 335A.

341. Clinical Biochemistry (4)
(Fall, odd years) Kientz

Lecture, 2 hours; laboratory 6 hours. The chemistry, metabolism, and analysis of amino acids, proteins, enzymes, carbohydrates, lipids, and other molecules of clinical interest. There is a strong emphasis on analytical measurements by means of instrumentation. This course fulfills the analytical requirement for the medical technology curriculum. Prerequisite: CHEM 340.

375AB. Physical Chemistry (3-3)
(A, Fall; B, Spring) Brooks, Martin

Lecture, 3 hours. Theoretical principles of quantum mechanics, statistical mechanics, thermodynamics, and kinetics relevant to chemical structure, chemical equilibrium, and chemical reactions. Prerequisites: CHEM 255; PHYS 214 and 216; and previous or concurrent enrollment in MATH 261 or consent of instructor. PHYS 314 and 316 strongly recommended.

376. Physical Chemistry Laboratory for BS Students (3)
(Fall) Brooks, Martin, Rustad

Lecture, 1 hour; laboratory, 6 hours. Physicochemical measurements, with an emphasis on error analysis, instrumental techniques, report writing and presentation. Prerequisites: CHEM 255; PHYS 214 and 216; previous or concurrent enrollment in MATH 261 or consent of instructor; and concurrent enrollment in CHEM 375A.

381. Computer Applications in Chemistry (2)
(Spring) Brooks

Lecture, 1 hour; laboratory, 3 hours. Applications of computer programming in chemistry using FORTRAN and spreadsheet software. Prerequisites: CHEM 115B or 125B; PHYS 114; MATH 211S.

397. Chemistry Practicum (1-6)
(Fall and Spring) Department Faculty

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 and 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.

400. History of Physical Science (3)

Lecture, 3 hours. A survey of the historical development of the physical sciences. Not applicable to the majors or minor. Crosslisted as GEOL/PHYS 400. Prerequisite: major in the physical sciences or consent of instructor.

420. Advanced Inorganic Chemistry (3)
(Spring, odd years) Rustad

Lecture, 2 hours; laboratory, 3 hours. Covalent bonding and structures, coordination and organometallic chemistry, solid state chemistry, and the laboratory syntheses and study of selected inorganic compounds. Prerequisites: CHEM 325 and previous or concurrent enrollment in CHEM 310B or 375B.

436. Modern Techniques of Organic Chemistry (3)
(Fall, odd years) Schaumberg, Eck, Trowbridge

Lecture, 1 hour; laboratory, 6 hours. Preparation and characterization of organic compounds by modern methods; includes special techniques of synthesis, instrumental analysis, and interpretation of spectral data. Prerequisites: CHEM 335B and 336; and foundation in spectroscopy, kinetics, and thermodynamics, or consent of instructor.

437. Advanced Organic Chemistry (2)
(Fall, even years) Eck, Schaumberg, Trowbridge

Lecture, 2 hours. Physical and physicochemical consideration of organic chemistry, with emphasis on reaction mechanisms, reactivity and structure, and recent developments from current literature. Prerequisites: CHEM 335B; and foundation in spectroscopy, kinetics, and thermodynamics, or consent of instructor.

441. Biochemical Methods (3)
(Spring, odd years) Hoagland, Kientz

Lecture, 1 hour; laboratory, 6 hours. Applications of biochemical techniques to the study of proteins, enzymes, and nucleic acids. Prerequisites: CHEM 232 or 335B; CHEM 340, 445, or 446; and foundation in spectroscopy, kinetics, and thermodynamics, or consent of instructor.

445. Biochemistry: Structural Materials and Protein Synthesis (3)
(Fall) Kientz, Hoagland

Lecture, 3 hours. A study of aqueous solutions and buffers, the structure and function of amino acids, proteins, carbohydrates, lipids, and the synthesis of nucleic acids and proteins. Prerequisites: CHEM 335B; and foundation in spectroscopy, kinetics, and thermodynamics, or consent of instructor.

446. Biochemistry: Enzymes and Metabolism (3)
(Spring) Hoagland, Kientz

Lecture, 3 hours. A study of bioenergetics, enzyme structure and function, and the metabolism of carbohydrates, lipids and proteins. Prerequisites: CHEM 335B; and foundation in spectroscopy, kinetics, and thermodynamics, or consent of instructor.

455. Advanced Analytical Chemistry (4)
(Spring, even years) Marshall

Lecture, 2 hours; laboratory, 6 hours. Advanced theory and practice of analytical chemistry, with emphasis on instrumental methods of analysis. Prerequisites: previous or concurrent enrollment in CHEM 310B or 375B, or consent of instructor.

457. Environmental Chemistry (3)
(Fall) Marshall

Lecture, 1 hour; laboratory, 6 hours. A study of the problems of air, water, and land pollution, with special emphasis on chemical analysis. Field trips will include trips to various centers involved in pollution control and/or analysis. Prerequisites: CHEM 255; CHEM 335A; senior standing; foundation in spectroscopy, kinetics, and thermodynamics, or consent of instructor.

470. Advanced Physical Chemistry (3)
Brooks

Lecture, 3 hours. Basic theories and methods of quantum chemistry and statistical thermodynamics. Emphasis on the application of these techniques to molecular structure. Prerequisites: CHEM 375AB and MATH 261.

481. Applied Nuclear Chemistry and Physics (2)
(Fall) Dunning

Lecture, 2 hours. This course offers a working knowledge of nuclear radiations, radioactive sources, and nuclear reactors. Interaction of ionizing radiation with matter; physical, chemical and biological effects. Radiochemical dating. Nuclear models. Nuclear reactor theory and neutron activation. Radioactive tracer methods. Crosslisted as PHYS 481. Prerequisites: PHYS 214, CHEM 115B or 125B, and one upper-division course in the natural sciences.

482. Applied Nuclear Chemistry and Physics Laboratory (2)
(Fall) Dunning

Laboratory lecture, 1 hour; laboratory, 3 hours. The use and production of radioactive sources and nuclear reactor problems using a neutron howitzer. Applications to detection of trace elements, nuclear chemical phenomena, radiological safety. State-of-the-art instrumentation and laboratory practices. Crosslisted as PHYS 482. Prerequisites: PHYS 216 and 481 or concurrent enrollment in PHYS 481.

494. Undergraduate Research (1-6)
(Fall and Spring) Department Faculty

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 taken only by petition to the Chemistry Department. May be repeated. Prerequisites: CHEM 335B; previous or concurrent enrollment in CHEM 310B or 375B; and consent of instructor.

495. Special Studies (1-3)
(Fall and Spring) Department Faculty

Investigation of existing information 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)
Department Faculty

A study of an advanced topic in Chemistry. May be repeated for credit with new subject matter.

497. Seminar (1)
(Spring) Eck, Hoagland

Practice and final oral presentation of the results of a chemistry research project at a scientific meeting or a departmental seminar based on papers concerning a topic selected from the recent chemical literature. Instruction includes the appropriate coverage of material and the preparation and use of 35mm slides to make an informative talk. Prerequisites: CHEM 335B; previous or concurrent enrollment in CHEM 310B or 375B; or consent of instructor.

499. Internship (1-4)
(Fall and Spring)

Chemistry field experience in industrial, hospital, or similar laboratory settings. Enrollment by prior arrangement with supervising faculty member and community sponsor. 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.

Communication Studies

Department Office

Nichols Hall, Room 362, (707) 664-2149

Department Chair

Melinda Barnard

Programs Offered

Bachelor of Arts in Communication Studies

Certificate in Journalism

Faculty

Melinda Barnard (Theory, Advertising, Quantitative Analysis), Carl Jensen, Emeritus (Project Censored), Michael Litle (Media Arts, Criticism), David Page (Radio), Jonah Raskin (Journalism, History, Law)

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, production design and organization, and professional internship. Historical study focuses on the evolution of the mass media, the relationship of the mass media and society, and public relations. 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, or audio recording
- 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 variety of internships. The Department has developed professional media internships with community organizations, radio and television stations, newspapers, magazines, and other media groups.

The Department is also the home of Project Censored, a national media research project.

On-campus media offer a variety of opportunities for students. They include the *Star*, the student newspaper; *KSUN*, a community radio station; *Detour Sonoma*, a video magazine; and the *Sonoma Mandala*, a literary magazine.

Facilities available to students include: an eight-track music recording studio, photography darkrooms, computer labs, a state-of-the-art theatre, an equipped studio for multicamera video production, an up-to-date newspaper production facility, cablecast radio station, and a media library with hundreds of titles.

Communication Studies majors are employed in either the public or private sector. Entry-level positions toward which students aim include: media craftsperson in video, audio, film, graphics, or radio; newspaper, radio or TV reporter, radio announcer, sports broadcaster; magazine writer, scriptwriter, advertising or public relations copywriter; graduate-level study in professional career preparation programs.

Bachelor of Arts in Communication Studies

Degree Requirements	units
General Education	51
Major Requirements	46
General Electives	27
Total units needed for graduation	124

The Communication Studies course requirements are divided into 2 groups: core (25 units) and major electives (21 units). All students are required to take the 7 prescribed core courses, which total 21 units. In addition, every student must earn 4 additional units either as a media intern (COMS 499) or by completing an extensive senior project (COMS 498) for a total of 25 core course units.

Major Core Requirements

COMS 200	Principles of Mass Communication	3
COMS 201	Introduction to Media Arts (3)	
or		
COMS 210	Writing for the Media (3)	
or		
COMS 265	Introduction to Radio Broadcasting (3)	3
COMS 202	Methods of Media Criticism	3
COMS 300	Public Relations	3
COMS 301	Mass Communication Theory and Research	3
COMS 315	Media and the Law	3
COMS 402	Advanced Media Criticism (3)	
or		
COMS 435	Seminar: Media Censorship (4)	3
COMS 498	Senior Project (1-4)	
or		
COMS 499	Internship in the Media (1-4)	4
Total units in the major core		25

Major Electives

Students should consult with a faculty advisor to plan 21 elective units based on academic and professional goals. The student will select 1 of 4 tracks:

1. Media arts (audio, video, film);
2. Journalism;
3. Public Relations, Advertising;
4. Graduate school.

Total units in major electives	21
Total units in the major	46

NOTE: Communication Studies majors may not use their COMS electives to also meet GE requirements.

Journalism Certificate Program

Program Coordinator
Jonah Raskin

The SSU Journalism Certificate Program is a career-oriented course of study designed to prepare students for entry-level positions in the field of journalism. The certificate indicates that the student has learned specific subjects, concepts, skills, and competencies generally required of new journalists. The certificate also indicates to prospective employers that the student has completed the required course work at a certain level of academic accomplishment and that the University has validated the Certificate Program.

Admission Requirements

To be admitted to the SSU Journalism Certificate Program, a candidate must:

1. Have completed 56 units of undergraduate courses with a 3.00 GPA; and
2. Demonstrate writing ability and critical thinking skills earning either a B or better in both ENGL 101 and PHIL 101 or have attained an AA degree in Journalism; and
3. Apply at least a semester prior to the one in which the certificate would be granted; and
4. Be completing, or have previously received, a Bachelor's degree.

Certificate Course Requirements

COMS	210	Writing for the Media	3
COMS	301	Mass Communication Theory and Research	3
COMS	310	Reporting	3
COMS	315	Media and Law	3
COMS	366	Feature Writing for Newspapers and Magazines	3
COMS	325	Media Lab: Video (1-4)	
or			
COMS	368	Media Lab: Star (1-4)	
or			
COMS	385	Media Lab: Radio (1-4)	4
COMS	415	Investigative Journalism (3)	
or			
COMS	435	Seminar: Media Censorship (4)	3
COMS	499	Journalism Internship	4
Total units in the certificate			26

NOTE: All course work used to satisfy the requirements of the Journalism Certificate Program must be completed with a minimum grade point average of 3.00; only courses completed with a grade of C- or better may be included to meet program requirements; all 26 of the required units must be graded on an A-F basis; the certificate will be awarded only in conjunction with or after the award of the Bachelor's degree. An exit interview, which includes the presentation of a portfolio of published work, is required.

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. Students with a minor in Communication Studies bring to their employer important skills. The minor provides background in the history and theory of communication, insight into the economic, sociological, and political dimensions of the media, and a hands-on introduction to the audio/visual and electronic tools of the trade. All students are required to take the 12-unit core and an additional 8 elective units from upper-division Communication Studies courses for a total of 20 units for the minor.

Minor Core Requirements

COMS	200	Principles of Mass Communication	3
COMS	201	Introduction to Media Arts (3)	
or			
COMS	210	Writing for the Media (3)	
or			
COMS	265	Introduction to Radio Broadcasting (3)	3
COMS	202	Methods of Media Criticism	3
COMS	301	Mass Communication Theory and Research	3
Total units in the minor core			12

Minor Electives

To complete the minor, students must choose an additional 8 units in consultation with a faculty advisor.

Total units in the minor electives	8
Total units in the minor	20

Communication Studies Courses (COMS)

200. Principles of Mass Communication (3) (Fall)

Introduction to the history and function of mass communication; the mechanics and psychology of mass communication; a survey of current theory and research models in mass communication.

201. Introduction to Media Arts (3) (Fall and Spring)

Introduction to processes and equipment used in photography, audio recording, word processing, and video from initial conception to final result. Consent of instructor required.

202. Methods of Media Criticism (3) (Spring)

A survey of ways to analyze mediated texts. Focus on magazine ads, comic books, news, rock tunes, television programs, and feature films. Methods include folklore, content analysis, psychoanalysis, narrative theory, art criticism, semiotics, and cultural theory.

210. Writing for the Media (3)

An introduction to various aspects of media writing, including reporting, magazine feature writing, publicity writing, and desktop publishing.

262. Recording I (2)

Fundamentals of recording in a studio environment. Discussion and demonstration of major types of equipment used in the recording chain. Students will develop skills in all phases of studio operation and will complete a number of individual projects. Crosslisted as MUS 262. Consent of instructor required.

265. Introduction to Radio Broadcasting (3)
(Fall and 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.

300. Public Relations (3)
(Fall)

Overview of the function of public relations organizations in society and their role in media management and the formation of public opinion. Practical insights into how individuals and organizations publicize themselves and attract media attention. Prerequisites: COMS 200 and 202.

301. Mass Communication Theory and Research (3)
(Fall and Spring)

Intermediate-level study of the key research events that contributed to the development of communication theories, government policy, and the emergence of communications as an academic discipline. Crosslisted as SOCI 331. Prerequisite: COMS 200 and 202.

310. Reporting (3)

Intensive practical experience in the gathering and writing of news for newspapers. Consent of instructor required.

315. Media and Law (3)
(Spring)

An intensive look at the laws governing media in the United States. Material includes historical perspective, structure, and function of laws and government regulations for news, entertainment, and publishing industries. Prerequisite: COMS 200 and 202.

320. Selected Topics in Communication Studies (3)

Intensive study of a mass media topic. May be repeated for additional credit with new subject matter. Topics may include advertising, propaganda and persuasion, children and the media.

325. Media Lab: Video (1-4)

An intermediate-to-advanced course organized around the production of the campus video magazine *Detour Sonoma*. Students develop skills in producing, writing, directing, performing, reporting, camera, sound, lighting, graphic and set design, editing, and engineering. Prerequisite: COMS 201 or other experience. May be repeated for credit.

360. Studio Musicianship and Production (2)

The class will focus on the development of listening skills with a study of established production styles and the perfection of individual musicianship in performance. It will include microphone technique, studio terminology, use of special effects in performance, and artistic creation through multitrack production. Crosslisted as MUS 360. Consent of instructor required.

362. Recording II (2)

A continuation of Recording I (COMS 262). Prerequisite: COMS 262 or consent of instructor. Crosslisted as MUS 362.

365. Radio Production (3)

Lecture and laboratory experiences in program creation and development, and production techniques in radio broadcasting. May be repeated for credit. Prerequisite: COMS 265 or consent of instructor.

366. Feature Writing for Newspapers and Magazines (3)

Emphasis on writing features for newspapers and magazines. Consent of instructor required.

368. Media Lab: Star (1-4)

This media lab offers a variety of journalistic writing experiences with related activities, including editing, layout, and photography. The SSU student newspaper, the *Star*, is the vehicle through which this supervised experience is achieved. May be repeated for credit. Consent of instructor required.

385. Media Lab: Radio (1-4)

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*. The lab also serves as the staff meeting of the radio station. May be repeated for credit. First enrollment must be for 3 units.

402. Advanced Media Criticism: Selected Topics (3)
(Fall and Spring)

In-depth critical analysis of media content. The topic changes every semester and reflects a current issue or trend in the mass media. Previous topics have included Feminist Criticism, Film Noir, Children and Television, Hollywood Genres. Course may be repeated only twice for credit, with permission of instructor. Prerequisites: Senior standing and completion of COMS 200, 201, 202.

415. Investigative Journalism (3)

This course will focus on the full range of practical aspects of investigative journalism, including subject selection, research, locating and evaluating sources, approaching and interviewing contacts, writing the story, and finding a market for the investigative story. May be repeated for credit. Prerequisites: COMS 310 or COMS 366.

435. Seminar: Media Censorship (4)
(Fall)

An intensive analysis of the role and impact of censorship in the news media. Emphasis is on exploring, through Project Censored, an internationally recognized media research project, significant newsworthy issues which should be, but are not, fully covered by the news media. Crosslisted as SOCI 435. Prerequisite: COMS 301 or consent of instructor.

450. In-house Publications (1-4)

Course provides students with the training and experience in writing for, editing, and publishing a newsletter.

460. Teaching Assistant in Communication Studies (1-4)

Intended to give students experience assisting instructors. Teaching Assistants help teach, do research, tutor students in classes. Consent of instructor required.

462. Recording III (2)

Continuation of Recording II (COMS 362). Exploration of different microphone and instrument configurations required to obtain specific types of recorded sound. Extensive individual work in the studio on specific projects designed to develop student capacity to plan and engineer a demonstration tape. Prerequisite: COMS 362 or consent of instructor. Crosslisted as MUS 462.

470. Research Assistant in Communication Studies (1-4)

Intended to give selected students experience in the construction and implementation of a professor's research project. Consent of instructor required.

495. Special Studies (1-4)

Supervised study of a particular problem or area of interest in the media selected by the student in consultation with a sponsoring faculty member. Student must fill out Application for Special Study 495 form. Meetings will be arranged for discussions and progress evaluations. May be repeated for credit. Consent of instructor required.

498. Senior Project (1-4)

An extensive project in one particular area of media study. Students concentrating in one medium — film, video, photography, or recording — will be expected to present a work in that medium demonstrating a high level of technical and production skill. Students concentrating in criticism will develop a project in criticism of comparable scope. Students must fill out a Senior Project contract. Consent of instructor required.

499. Media Internship (1-4)

A supervised internship in a community organization that employs skills in media production and equipment operation in a practical setting. Students seeking internship placement should work closely with an advisor early in their program to ensure that they acquire the skills necessary for internship placement. May be repeated for credit. Students must fill out an Internship Agreement form. Consent of instructor required.

Computer and Information Science

Department Office

Darwin Hall, Room 121, (707) 664-2667

Programs Offered

Bachelor of Science in Computer Science
Minor in Computer Science

Department Chair

George Ledin Jr.

Faculty

David O. Butcher, Richard H. Gordon, George Ledin Jr.,
Robert G. Plantz

Computer science is the scientific study of computing devices, the software that drives them, and the computational tasks they are capable of performing. As such, computer science includes both hardware science and software science; and 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 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 and Information Science Department must be taken for a letter grade (A-F). This includes electives in CIS and supporting courses in other departments. This does not apply to courses that are challenged.

Bachelor of Science in Computer Science

Degree Requirements	units
General Education	51
Major Requirements	67
General Electives	6
Total units needed for graduation	124

Major Core Requirements

CIS	150	Introduction to Programming	4
CIS	180	Programming Paradigms	4
CIS	250	Computer Organization: Software	3
CIS	251	Computer Organization: Hardware	3
CIS	254	Data Structures	3
CIS	310	Systems Programming	3
CIS	354	Algorithm Analysis	3

CIS	355	Database Management Systems	3
CIS	410	Computer Architecture	3
CIS	450	Operating Systems	3
CIS	454	Theory of Computation	3
CIS	460	Programming Languages	3
CIS	470	Software Design and Development	3
Total units in the major core			41

Major Electives

Choose 9 units of upper-division CIS electives (see list below). No more than 6 units can be satisfied by a combination of CIS 390, CIS 495, or CIS 497.

Total units in the major electives 9

Required Supporting 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	
MATH	231	Differential Equations	
MATH	261	Calculus and Analytic Geometry III	
MATH	306	Number Theory	
MATH	352	Numerical Analysis	
MATH	406	Combinatorics	
MATH	416	Graph Theory	
MATH	470	Mathematical Modelling	

other by arrangement with the CIS Department

Total units in supporting courses 17

Total units in the major 67

Upper-Division CIS Electives

CIS	340	Computer Security	3
CIS	345	Implications of Computers for Society	3
CIS	360	Object Oriented Programming	3
CIS	375	Computer Graphics	3
CIS	385	Selected Topics	3
CIS	452	Compiler Design and Construction	3
CIS	465	Data Communications	3
CIS	480	Artificial Intelligence	3
CIS	495	Special Studies	1-4
CIS	496	Senior Seminar	1-4
CIS	497	Internship	1-4

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

CIS	150	Introduction to Programming	4
CIS	180	Programming Paradigms	4
CIS	250	Computer Organization: Software	3
CIS	254	Data Structures	3
Total units in the minor core			14

Minor Electives

Choose 6 units of upper-division CIS electives (see previous page). No more than 3 units can be satisfied by a combination of CIS 390 or CIS 495. CIS 497 can not be applied towards the minor.

Total units in minor electives	6
Total units in the minor	20

Computer Science Courses (CIS)

101. Introduction to Computers and Computing (3) (Fall and Spring)

Lecture, 2 hours; laboratory, 2 hours. Topics include computer types, history of computing, computer organizations, survey of computer languages, program development, computer applications (word processing, database, graphics, spreadsheets), and computers in society. Weekly hands-on experience with a variety of computers, especially microcomputers (IBM, Macintosh, and Apple). Not applicable to the CIS major. Recommended for all students.

150. Introduction to Programming (4) (Fall and Spring)

Lecture, 3 hours; laboratory, 3 hours. An overview of computer organization; arithmetic and logical expressions, conditional and repetitive statements, simple I/O, and 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. Prerequisite: MATH 50 or consent of instructor. Concurrent enrollment in MATH 142 recommended.

175. Introduction to Computer Graphics (3) (Spring)

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 CIS major. Prerequisite: previous computer course or consent of instructor.

180. Programming Paradigms (4) (Spring)

An introduction to the functional, procedural, object-oriented, and logic styles of programming using the scheme dialect of LISP. Prerequisite: MATH 142.

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.

250. Computer Organization: Software (3) (Fall)

Lecture, 2 hours; laboratory, 3 hours. Introduction to assembly language programming, computer system organization from the machine language point of view, assembly language implementation of structured programming constructs, and elementary data structures. Prerequisites: CIS 150 or consent of instructor.

251. Computer Organization: Hardware (3) (Fall)

Basic computer hardware structures, addressing, digital circuit implementations, timing, arithmetic implementations, IEEE floating point arithmetic, main memory, I/O systems and components, control unit design, virtual memory design, caches, microprogramming concepts and implementation, parallel processing. Prerequisites: MATH 142, or consent of instructor.

254. Data Structures (3) (Fall and Spring)

Abstract data types and data structures: stacks; queues; lists; trees; hash tables; graphs; static, dynamic, iterative, and recursive implementations of data structures. Prerequisites: CIS 150, or consent of instructor.

304. Computer-Based Literacy for Educators (2) (Fall and Spring)

Lecture, 1 hour; lab, 2 hours. For students in the field of Education. Topics include computer fundamentals, applications (word processing, database, spreadsheets, telecommunications, networks, videodisc, CD-ROM), survey of languages, including modern authoring languages, and moral/social/ethical issues. Meets California AB 1681 clear credential requirement for Level 1. Prerequisite: EDUC 415 or 429 or credential or consent of instructor. Not applicable to the CIS major.

310. Systems Programming (3) (Spring)

The use and design of systems software, including assemblers, macro processors, linkers and loaders I/O programming, runtime access of operating system facilities, memory management, and debugging tools. Prerequisites: CIS 250 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 socio-political issues influencing computer security problems. Prerequisites: CIS 250 and 254, or consent of instructor.

345. The Implications of Computers for Society (3)

Professional, ethical, and social issues affecting computer and information scientists. Topics may include: concepts of social value, social consequences of computer applications, legal issues, computers in the decision-making process, public perceptions of computers and computer professionals. Prerequisite: CIS 254 or consent of instructor.

354. Algorithm Analysis (3)
(Spring)

Design and analysis of algorithms, with an emphasis on execution and storage efficiency. Topics will include algorithms for searching and sorting, memory management, storage allocation, garbage collection and compaction. Prerequisites: CIS 254 and MATH 342, or consent of instructor.

355. Database Management Systems Design (3)
(Fall)

Design and implementation of database management systems. Topics covered include: database architecture, data models, data normalization, data sublanguages, query facilities, storage structure of databases, security, data integrity, and database administration. Prerequisite: CIS 254, or consent of instructor.

360. Object Oriented Programming (3)

Principles of object-oriented programming, including encapsulation, inheritance, and polymorphism. Specific applications are developed in one or more object-oriented programming languages. Prerequisites: CIS 180, and 254, 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: CIS 254, MATH 161 and 222, 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 CIS major. Prerequisites: upper-division standing with consent of a CIS 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 2 units can be applied to the CIS major; contact the department for specific information.

395. Community Involvement Program (1-4)

CIP involves students in basic community problems. The most common task for a CIS student will be tutoring at a local school. Not applicable to the CIS major. Prerequisites: CIS 150 and consent of instructor.

410. Computer Architecture (3)
(Spring)

Instruction set design; memory-processor structures; memory hierarchies: cache, virtual memory, and secondary storage; multiprocessors; networks; non-von Neumann architectures; comparative examples of existing architectures. Prerequisites: CIS 250 and 251, or consent of instructor.

450. Operating Systems (3)
(Fall)

Multiprogramming and timesharing systems; 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: CIS 250 and 254, or consent of instructor.

452. Compiler Design and Construction (3)

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: CIS 460, or consent of instructor.

454. Theory of Computation (3)
(Fall)

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: CIS 254 and MATH 142, or consent of instructor.

460. Programming Languages (3)
(Spring)

A survey of the syntactic, semantic, and implementation features of functional, procedural, object-oriented, logic, and concurrent programming languages. Prerequisites: CIS 180, 250, and 454, or consent of instructor.

465. Data Communications (3)

The ISO reference model, theoretical basis for data communications, data transmission theory and practice, telephone systems, protocols, networks, internetworks with examples. Prerequisites: CIS 250, CIS 254 and MATH 161, or consent of instructor.

470. Software Design and Development (3)
(Spring)

Techniques of software design and development. Formal models of structured programming, module coupling and cohesion, exception processing, program correctness and testing, program complexity analysis. Organization and management of software development teams. Prerequisite: CIS 254 or consent of instructor.

480. Artificial Intelligence (3)

A study of programs, computer algorithms, and computer techniques that simulate human intelligence. Topics may include: computer application to chess, pattern recognition, general problem solving, decision making, and robotics. Prerequisites: CIS 180, 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). Prerequisite: an upper-division CIS course in the area of interest or 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 CIS curriculum.

497. Internship (1-4)

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: junior standing in CIS curriculum.

Counseling

Programs Offered

Master of Arts in Counseling

- Option I Marriage, Family, Child Counseling
- Option II Pupil Personnel Services

Department Office

Nichols Hall, Room 220, (707) 664-2544

Department Chair

Carolyn Saarni

Faculty

John Casey, Mark Doolittle, V. Skip Holmgren, Carolyn Saarni, Sara Sharratt (Emeritus)

The 60-unit graduate program in Counseling offers two professional training options: Option I prepares students for Marriage, Family, and Child Counseling (MFCC) licensure, and Option II prepares students for the Pupil Personnel Services Credential (PPSC) (School Counseling). 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 theoretical constructs and research appraisal with practical application during the second year. The Department is prepared to assist students in obtaining field placements relevant to their projected professional goals. These placements include, but are not limited to: marriage and family counseling agencies, mental health clinics, counseling centers, and public schools.

Special characteristics of the Program include the following:

1. Early involvement in counseling settings;
2. Development of a core of knowledge and experience in both individual and group counseling theory and practice;
3. Encouragement in the maintenance and development of individual counseling styles; and
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, this program emphasizes the creative interrelations of theory, practical experience, and personal exploration. The effort is to establish in the student a sound foundation for a lifetime of continued professional growth — a foundation that permits confident movement into an entry-level counseling position but that does not pretend more. Within the compass of a 60-unit program, the faculty sees such a goal as attainable and eminently worthwhile.

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 submissive keeper of the status quo or as unseeing iconoclast, but as a sensitive and perceptive voice representing individual freedom and human values.

The Master's program may be completed within two academic years; however, some students with job and/or family responsibilities 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 patterns should be planned very carefully, since many courses will not be offered every semester.

The Council for Accreditation of Counseling and Related Programs (CACREP), a specialized accrediting body recognized by the Council on Postsecondary Accreditation (COPA), has conferred accreditation to the Counseling Department at Sonoma State University in Community Counseling and School Counseling.

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 of the Department, with permission from the department: COUN 500, 501, 502, 503, 511, 512, 513, 520AB, 521, 522, 523, 525, 535, 545, and 581. Admission to individual courses in no way implies admission to the Master's Degree program or to the PPSC program.

Master of Arts in Counseling

Admission Requirements

1. A bachelor's degree, preferably in the behavioral sciences and with sound preparation in psychology. In addition, a course in personality theory plus a course in abnormal psychology for the MFCC option, and a course in learning theory for the PPSC option are prerequisites for admission into the program. It is expected that students will have a background in Freud, Jung, traditional behaviorism, and client-centered therapy.
2. A 3.00(B) grade point average in the last two years of undergraduate work. Applicants who satisfy all other requirements may petition the University for waiver of this requirement. It should be emphasized that such waiver is not automatically granted.
3. Completion of Counseling Department application forms in addition to those required by the University.
4. A personal interview is a required part of the admission procedure.
5. Departmental admissions committees (which may include students) have found the following criteria meaningful, or even indispensable for applicants:
 - 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 baccalaureate level); and
 - d. Global personal assessment — suitability for a career in a helping profession.

Refer to the section on Graduate Degrees for more information (see page 17).

Application Procedures

Interested persons can obtain the standard statewide application form from the Admissions Office of Sonoma State University or a community college. Students are accepted to the Counseling program only once a year. Therefore, we begin taking departmental applications on November 1 and continue for approximately six weeks for admission the following fall. All applicants to the program must also apply for admission to the University, following the University timelines for admission procedures. For specific instructions and procedures contact the Counseling Department and 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 monthly informational meetings specifically planned for prospective students. Selection criteria, admission procedures, and registration and advisement procedures will be explained.

Major Core Requirements

COUN	500	Professional Orientation to Counseling	1
COUN	501	Seminar: Counseling Theory and Practice	3
COUN	510A	Seminar: Counseling Prepracticum	4
COUN	510B	Seminar: Supervised Counseling Practicum	4
COUN	512	Seminar: Group Process	4
COUN	513	Seminar: Research and Evaluation in Counseling	4
COUN	514A	Supervised Internship	4
COUN	514B	Supervised Internship	4
COUN	525	Seminar: Psychological Educational Assessment ..	3
COUN	535	Seminar: Development and Clinical Issues with Children and Adolescents	4
COUN	570	Seminar: Cross-Cultural Awareness in Counseling	3
Total units in the MA core			38

Major Electives

To earn the Master's degree, students must also complete Option I or II below.

Option I — Marriage, Family, and Child Counseling

Completion of the Marriage, Family, and Child Counseling Option satisfies all academic requirements (courses) for the MFCC examination.

COUN	502	Seminar: Adult Development: Individual, Family, and Career	3
COUN	503	Seminar: Dynamics of Individual Behavior	3
COUN	540	Seminar: Marriage and Family Problems and Adjustments	4
COUN	545	Seminar: Family Law and Professional Ethics	3
COUN	580	Relationship and Sexuality	4
COUN	581	Introduction to Chemical Dependency	1
Additional elective units (department approval)			4
Total units in the option			22

Option II — Pupil Personnel Services Credential

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 PPSC 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	Seminar: 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	Seminar: Pupil Personnel Services: Concepts and Organization	4
COUN	522	Counseling Students with Special Needs	3
Additional elective units (Department approval)			5
Total units in the option			22

COUN	523	Parent Education Elective	3
Total units in MA option I or option II			22
Total units for the MA			60

All Master's candidates are required to complete a project representing a comprehensive and integrative understanding of the field of Counseling. Projects are to include a case analysis and a proposal for developing a mental health or school guidance program.

Six hundred hours of supervised field experience are required for both MFCC and PPSC options. For the PPS Credential at least 450 of these hours are to be completed in two out of the following sites: elementary school, junior high school, or high school.

Community College Counseling Credential

Completion of the MA degree satisfies all current requirements to apply for the Community College Counseling Credential.

Counseling Courses (COUN)

500. Professional Orientation to Counseling (1)

A survey course designed to increase awareness of counseling-related professional organizations, credentialing requirements, major publications, and career options. In addition, the course will examine the relationship of counseling to other major helping professions.

501. Seminar: Counseling Theory and Practice (3)

An overview of the theories and techniques of major traditional and contemporary counseling models, including: Psychodynamic; Cognitive/Behavioral; Adlerian, Reality Therapy; Existential; Gestalt; Crisis Intervention and Brief Therapy; Feminist Therapy; and Behavioral Medicine.

502. Seminar: Adult Development: Individual, Family, and Career (3)

Adult development theories and current research will be examined to provide the student with an integrated understanding of the nature and needs of individuals throughout the adult life cycle. Students will learn to assess and counsel adults, recognizing the interdependence of individual, family, and career issues.

503. Seminar: Dynamics of Individual Behavior (3)

A course designed to cover psychopathology and sociopolitical-related issues of diagnosis and treatment. Attention will be given to: (1) understanding of the wide variety of psychopathology in clinical practice; (2) the application of evaluation methods and diagnostic classification systems of the DMS-III-R; (3) development of appropriate treatment plans; and (4) the relationship of class, gender, and ethnic background to diagnosis and treatment.

510A. Seminar: Counseling Prepracticum (4)

A course that provides students an opportunity to develop necessary and basic counseling skills to prepare them for an internship in a wide variety of agencies. Training is done through the use of videotape feedback and actual in-class practice demonstrations. This course is normally taken in the first semester by new students. CR/NC only. Recommend previous or concurrent enrollment in COUN 501.

510B. Counseling Practicum (4)

A course that provides students with an opportunity to continue the development of counseling skills that prepare them for an internship. Training is done through the use of videotape feedback and actual in-class practice demonstrations. Students see clients under the supervision of their instructor. Cr/NC only. Prerequisite: COUN 510A.

511. Seminar: Career Development (4)

An introductory course in career counseling, career guidance, and career information resources. Students will gain increased knowledge of developmental career guidance programs for elementary, middle, and high schools; increased knowledge in the foundations of career and lifespan development; increased knowledge and skills with print- and computer-based career counseling materials; increased skills in the process of individualized career counseling; and increased awareness of one's own personal needs, values, aptitudes, abilities, and interests as they affect one's vocational choices. Prerequisite: COUN 525 or consent of instructor.

512. Seminar: Group Process (4)

A didactic and experiential study of theories and processes in group counseling. The dynamics and procedures involved in working with groups will be studied with members as participants and as leaders. Students facilitate process groups in conjunction with PSY 329.

513. Seminar: Research and Evaluation in Counseling (4)

A survey of the principles of research design as applied to clinical issues and settings, with emphasis on evaluation of human service programs. Students will also write an applied 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).

514AB. Supervised Internship (4, 4)

Advanced clinical experience at least two full days per week, under faculty supervision in a setting related to the professional goals of the student. In addition, weekly meetings will be held to discuss related internship problems and to evaluate the field experience. Two semesters are required. CR/NC only. Prerequisites: MFCC: COUN 501, 503, 510AB, 540 (highly recommended); PPSC: COUN 501, 510AB, 520AB, 521.

520A. Seminar: Role of the Elementary School Counselor (3)

An examination of the role of the elementary school counselor using the ASCA role statement as a basis for identification of counselor functions. A developmental counseling program using classroom guidance activities, consultation with teachers and parents, and helping the child meet normal developmental problems and tasks of childhood will be stressed.

520B. Seminar: Role of the Secondary School Counselor (3)

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. Seminar: Pupil Personnel Services — Concepts and Organization (4)

A seminar in organizing, supervising, and administering Pupil Personnel Programs in elementary and secondary schools; legal and financial aspects, as well as laws affecting children and child welfare.

522. Counseling Students with Special Needs (3)

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: PL 94-142; Title 5: Counseling services for handicapped children; GATE; At-Risk Student; IEPs and Student/Child Study Teams.

523. Parent Education: Working with Families in a School Setting (3)

This course consists of two parts. Part I focuses on three levels of involvement in working with families in a school setting: 1) will cover basic knowledge of family system principles, with primary emphasis on Solution-Focused Brief Therapy and Minuchin's Structured Family Therapy; 2) will cover family referral services in schools to mental health centers, family guidance clinics, community centers, and social service agencies; 3) will cover direct delivery of services to families in the school. Part II will focus on Parent Education, examining some popular models of parent education and the application of these models to diverse populations. This segment of the class will include an experiential component, with all students required to conduct a parent education program in a school setting.

525. Seminar: Psychological and Educational Assessment (3)

Investigation of the nature and rationale of psychological measurement, both individual and group, with emphasis on its utility in clinical or school settings. Attention will be given to both limitations and justification in the measurement of human characteristics. Students will be required to purchase testing materials.

535. Seminar: Developmental and Clinical Issues with Children and Adolescents (4)

A course offering a developmental psychology perspective on kinds of 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; and (3) consideration of developmental contexts in working with children and adolescents. Prerequisite: COUN 501 or consent of instructor.

540. Seminar: Marriage and Family Problems and Adjustments (4)

A study of the theoretical frameworks of relationship counseling, including family therapy, couples therapy, and co-therapy. In addition, there will be in-class role-playing and counseling demonstrations. Prerequisites: COUN 510A and consent of instructor.

545. Seminar: Law and Ethics for the Counselor (3)

A course designed to clarify the legal and ethical responsibilities of the 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; and other issues related to the relationship between law and counseling.

570. Seminar: Cross-Cultural Awareness in Counseling (3)

A course dealing with the impact of racism and sexism on the mental health of minority groups and the study of counseling strategies with minority clients. The goal of this course is to enhance pluralistic thinking in counseling; specifically, students will increase their awareness of and sensitivity to culturally different groups, to social minorities, and to those with disabilities. The impact of prejudice, racism, and sexism will be evaluated. Prerequisite: consent of instructor.

580. Seminar: Relationship and Sexuality Counseling (4)

An overview of the key theories and intervention approaches applicable in couples counseling. Key areas of human sexuality and sex counseling will be examined and integrated with the range of psychodynamic, systems, and cognitive/behavioral approaches to relationship counseling. Prerequisites: previous or concurrent enrollment in COUN 510A and consent of instructor.

581. Introduction to Chemical Dependency (1)

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. This course is designed to provide specific instruction in alcoholism and other chemical substance dependency and is designed to meet the requirements issued by the Board of Behavioral Science Examiners, State of California.

595. Special Studies (1-4)

Creative Writing

English Department Office

Nichols Hall, Room 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 MA in English with a creative thesis option is also offered.

The BA degree is a 42-unit program, and the MA degree is a 30-unit program. Sequences of courses are available in fiction writing, poetry writing, script writing, and nonfiction writing. Creative Writing faculty include fiction writer and playwright William Babula, author of *St. John's Baptism*, *According to St. John*, and *St. John and the Seven Veils*; fiction writer and essayist Gerald Haslam, author of *That Constant Coyote: California Stories*, *Coming of Age in California*, and *The Other California*; novelist Gerald Rosen, author of *The Carmen Miranda Memorial Flagpole*, and *Growing Up Bronx*; and a distinguished poet who will be replacing Professor Emeritus David Bromige, author of *Desire: Selected Poems* and the 1988 winner of the Western States Poetry Award.

Visitors to the campus and the program have included Maya Angelou, author of *I Know Why the Caged Bird Sings*; Quentin Bell, Virginia Woolf's biographer; the best-selling novelist and economist Paul Erdman; David Halberstam, author of *The Best and the Brightest*; Lewis Lapham, former editor of *Harper's Magazine*; the feminist writer Meridel Le Sueur; Ishmael Reed, author of *Mumbo Jumbo*; Jessica Mitford, author of *The American Way of Death*; the beat poets Allen Ginsberg and Lawrence Ferlinghetti; language poets Charles Bernstein, Lyn Hejinian, and Steve McCaffery; Tom Wolfe, author of *The Bonfire of the Vanities*; and the 1980 Nobel Laureate for Literature, Czeslaw Milosz. The late biographer and novelist Irving Stone, author of numerous works, including *The Agony and the Ecstasy* and *Lust for Life*, Pulitzer Prize-winning playwright Edward Albee, popular novelist Kurt Vonnegut, Jr., British poet Sir Stephen Spender, and playwright Ed Bullins have all conducted seminars and workshops for students in the program.

The well-regarded literary magazine *Sonoma Mandala* is published through the English Publications Workshop, an activity of the Small Press Editing course. All submissions should be sent c/o English Department.

The SSU Creative Writing Program is a member of the Associated Writing Programs.

For program details refer to the section on the English Department (see page 104).

Criminal Justice Administration

Programs Offered

Bachelor of Arts in Criminal Justice Administration
Minor in Criminal Justice Administration

Department Office

Stevenson Hall, Room 2084D, (707) 664-2934

Department Chair

J. Homero E. Yearwood

Faculty

Patrick G. Jackson, Kenneth K. Marcus, J. Homero E. Yearwood

The Criminal Justice Administration 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 and parole services are studied in detail from several perspectives. Criminal Justice Administration 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)	28
Free Electives	9
Total units needed for graduation	124

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 these requirements must be selected in consultation with the major advisor. Courses in Spanish 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

CJA	201/C	Criminal Justice and Public Policy	
or			
CJA	220	Criminology	4
CJA	330	Government and the Rule of Law (4)	
or			
CJA	404	Introduction to Constitutional Law (4)	4
CJA	405	Rights of the Accused (4)	
or			
CJA	489	Civil Liberties and the Constitution (4)	4
CJA	365	Management in Public Agencies	4
CJA	420	Seminar in Criminology	4
CJA	450	Punishments and Corrections	4
CJA	490	Senior Seminar: Criminal Justice Administration	4
CJA	499	Internship*	4
		Elective in CJA (upper-division)	4
		Total units in major core	36

* The internship requirement may be waived for students currently employed or previously employed in Criminal Justice Administration or a related area.

Minor in Criminal Justice Administration

The minor consists of any 20-unit pattern of Criminal Justice Administration 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.

Criminal Justice Administration Courses (CJA)

201. Criminal Justice and Public Policy (3) (Fall and Spring)

A systematic analysis of criminal justice agencies, the nature and effect of public opinion and political decisions, and such important issues as police discretion, differential implementation of the criminal law, and negotiations in criminal justice processes. Satisfies GE, category D1 (Individual and Society).

220. Criminology (4) (Fall)

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)
(Spring, odd years)

The historical, political, social, and philosophical antecedents of the American legal system will be examined and particular attention will be paid to the law as an instrument of social control. The role of the Supreme Court in interpreting the Constitution and the role played by judges in making judicial policy will be emphasized.

340. Law Enforcement and Drug Legislation (4)

An examination of issues and problems posed by the licit and illicit use of drugs for 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)
(Fall)

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 Criminal Justice Methods (4)
(once yearly)

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 Criminal Justice (4)

An in-depth examination of problems and controversies in criminal justice. An examination of how the objectives of government and social planners may be achieved or blocked by criminal justice practices and procedures.

399. Lecture Series (1)
(Fall and 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)
(Spring, even years)

An introduction to the decision-making process by the Supreme Court through the study of case law. Areas to be studied include separation of powers, war powers, freedom of speech and religion, equal protection, and due process. Fundamental principles of Constitutional law that govern and constrain the powers of government will be covered. Cross-listed as POLS 423.

405. Rights of the Accused (4)
(Fall)

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.

406. Violence and Terrorism (4)

An examination of the sanctioned use of violence in domestic and international dispute settlements and its implications regarding terrorist activities. How are violence and terrorism legitimized, authorized, and rationalized? The significance of race, national pride, and relative deprivation will also be covered.

407. Police, Courts, and Community Relations (4)

The history of the police, police discretion, police minority relations, as well as the sentencing patterns of the courts will be examined. The significance of the role of the court as the last resort in dispute settlements and community relations will also be covered.

420. Seminar in Criminology (4)
(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. CJA 220 strongly recommended.

450. Punishments and Corrections (4)
(Fall and 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 correction, and alternatives to incarceration.

489. Civil Liberties and the Constitution (4)
(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. Cross-listed as POLS 424.

490. Senior Seminar: Criminal Justice Administration (4)
(Fall and 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.

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. Administration of 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 then 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.

499. Internship (4)
(Fall and 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

Programs Offered

Bachelor of Arts in Economics
Minor in Economics
Secondary Teaching Credential Preparation

Department Office

Stevenson Hall, Room 2042, (707) 664-2366

Department Chair

Carlos Benito

Faculty

Carlos Benito, Barry Ben-Zion, Victor Garlin, Sue Hayes,
Stephen Lewis, Richard Van Gieson

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 Sonoma State University Economics Department is committed to excellence. It trains students to meet the challenges of the future in a wide variety of careers.

The BA 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 business economics, finance, city and regional planning, computer applications, marketing, and international economics.

Department faculty work closely with students in small classes and seminars. All of the 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.

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 non-profit 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 where employers expect a person to be able to apply systematic thinking and analysis.

Bachelor of Arts in Economics

Degree Requirements	units
General Education	51
Major Requirements	44
General Electives	29
Total units needed for graduation	124

Prerequisites

Majors must complete the Economics math requirement (MATH 131 or 161) 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	Macroeconomic Theory	4
ECON	305	Microeconomic Theory	4
ECON	317	Applied Statistics in Economics and Business (or BUS 211)	4
Two 400-level economics seminars not used in a field concentration or advisory plan			8
Total units in the major core			28
Area of concentration (see below)			16
Total units in the major			44

BA Field Concentrations

An Economics major may select one of the following concentrations. A concentration is designated on a student's transcript and diploma. See an advisor for details of each of the following concentrations.

Business Economics
Computer Applications in Economics
International Economics

BA Advisory Study Plans

Instead of a field concentration, Economics majors may focus their course work beyond the required core courses into an advisory study plan. These plans are not designated on diplomas, but completion can be certified by a letter from the Department chair. See an advisor for further details or to develop a specialized plan. The following plans are available:

Accounting
City and Regional Planning
Computer Information Sciences
Economic History
Environmental Studies
Finance
Marketing
Mathematics
Pre-Law
Public Administration

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	210B	Introduction to Microeconomics	4
ECON	304	Intermediate Macroeconomic Theory	4
ECON	305	Intermediate Microeconomic Theory	4
Electives in Economics			4
Total units in the minor			20

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 a double major should consult with the Economics Department advisor.

Graduate Work in Economics and Related Fields

Economics majors planning graduate work in economics, business, and public administration should take at least of one semester of calculus and ECON 408.

Teaching Credential Preparation

For the secondary teaching credential, majors must pass the Subject Assessment Examination in the social sciences or complete an approved subject matter preparation program in social science. 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 University's special bulletin on Programs in Teacher Education. For information on the professional education requirements see pages 85-90.

Economics Courses (ECON)

201A. Introduction to Macroeconomics (4) (Fall and Spring)

An examination of the basic characteristics of the American 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. Satisfies GE, category D5 (Contemporary International Perspectives). CAN ECON 2.

201B. Introduction to Microeconomics (4) (Fall and Spring)

An examination of the basic principles that determine the behavior of individual consumers and firms in the United States economy 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.

303. International Economics (4) (Spring)

A study of issues, theories, and policies regarding international trade and finances, international movements of capital and labor, trade and development, and external debt and foreign aid. Prerequisites: ECON 201A or 201B or consent of instructor.

304. Intermediate Macroeconomic Theory (4) (Fall and Spring)

A study of economic theories that explain the level and fluctuation in production, employment, income, money, and prices in an economic system, with an emphasis on the macroinstitutional 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 131 or equivalent.

305. Intermediate Microeconomic Theory (4) (Fall and Spring)

A study of theories that explain consumer behavior and 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 131 or equivalent.

317. Applied Statistics in Economics and Business (4) (Fall and Spring)

Statistical methods and techniques most frequently employed in economics, business, planning, and government. Topics include: descriptive statistics, measures of central tendency and dispersion, probability theory, statistical inference, regression analysis, index numbers, time series, and forecasting. Prerequisites: ECON 201A or 201B, and MATH 131 or equivalent.

318. Managerial Economics (4) (Fall and Spring)

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 nonprice competition; capital budgeting; and long-range strategy formulation. Prerequisite: ECON 201B.

319. Introduction to Computer Applications and Forecasting (2) (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. Prerequisites: ECON 201A or 201B, or consent of instructor.

319L. Computer Applications and Forecasting Lab (2) (Fall)

Lab to accompany ECON 319. Prerequisite: concurrent or previous enrollment in ECON 319.

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.

326. Comparative Economic Systems (4)

Alternative roles of property, markets, and government interventions in resource allocation, distribution of opportunities and wealth, and freedom of choice. Attention is given to restructuring of socialist economies in Eastern Europe and the development of the mixed economy.

375. Money and Banking (4) (Fall and Spring)

An examination of United States financial institutions, including the Federal Reserve System, U.S. Treasury, and the rapidly changing domestic and international banking system. 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 Resources Economics (4) (Spring)

A study of natural resources and their role in the California economy. Management strategies for public and private utilization of resources. Special attention will be given to the economics of agricultural enterprises, the timber industry, and geothermal energy. Other areas of interest, such as water development, marine resources, and rural land use, will be covered if time permits. Prerequisite: ECON 201A and 201B, or consent of instructor.

388. Economics and Law of Regulation (4)
(Spring)

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.

All 400-level seminars emphasize training in both written and oral expression. Students will be required to present papers and make oral presentations.

403. Seminar in International Economic Development (4)

Review of current issues and study of conceptual frameworks for thinking about economic development with a world perspective. Focuses on sources of economic growth, poverty alleviation, resource sustainability, and reform of economic institutions in Latin America, Africa, Asia, and socialist economies. Prerequisites: ECON 303 or 304 or consent of instructor.

408. Mathematical Applications in Economics (4)
(Spring)

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 Finance (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.

418. Seminar in Managerial Economics (4)
(Fall)

An exploration of the problems facing American firms in competing in a global economy. Topics include: product markets, production efficiency, technology, competitive markets, generic industry environments, and competitive strategies. Students will write and present case studies of firms and industries. Prerequisite: ECON 305 or 318.

419. Seminar in Econometrics and Forecasting (4)
(Spring)

The application of statistical techniques to economic analysis emphasizing computer applications. Topics include: single and multiple regression models, multiple equation simulation models, time series models, and forecasting. Prerequisites: ECON 304 or 305, and ECON 317 or BUS 211, or consent of instructor.

426. Seminar in the History of Economic Thought (3)
(Fall)

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). Prerequisites: ECON 201A or 201B, or consent of instructor.

426C. Colloquium: History of Economic Thought (1)
Must be taken concurrently with ECON 426.

432. Seminar in United States Economic History (4)
(Fall)

Economic development of the United States since the Revolution. Topics to be covered include: capital formation and the growth of business concentration; the distribution of national income; problems of agriculture; growth of the labor movement; patterns of inflation and depression; impact of international relationships on U.S. economic development. Prerequisite: ECON 201A or 201B, or consent of instructor.

488. 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)

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)

A faculty-directed seminar in teaching methods and concepts for students tutoring in economics. Cr/NC only.

499. Internship (1-4)

501. Business Economics (4)
(Fall)

An intensive 1-semester course covering both macroeconomics and microeconomics. Emphasis on economic models and analysis. Enrollment is open to postbaccalaureate students who have not taken ECON 201A or 201B.

517. Seminar in Economic Forecasting (4)

Designed to familiarize students with a basic problem facing every firm — how to forecast future sales, costs, prices, interest costs, and other economic variables that are the basis for business planning and budgeting. The seminar will make use of the case method to give students exposure to actual forecasts for individual firms and industries. Prerequisite: ECON 317 or BUS 211.

520. Seminar in Managerial Economics (4)

A seminar for managers in the private or public sector that is focused on the development of management strategies that help organizations identify and cope with the changing economic problems they confront. Case studies of individual firms and industries will be utilized to explore resource allocation problems facing management in the following areas: product markets, production costs, productivity, competitive position, capital budgeting, and analysis of profitability. Prerequisite: ECON 501 or consent of instructor.

Education

Department Office

Stevenson Hall, Room 3004, (707) 664-3115

Credentials Office

Stevenson Hall, Room 3007, (707) 664-2581

Department Chair

Brian T. Shears

Faculty

Thomas P. Cooke, Paul Crowley, Jayne DeLawter, Bernice Goldmark (Emeritus), Betty W. Halpern (Emeritus), Sally Hurtado, Janice Jipson, Christine Lozano, Duncan MacInnes, Perry Marker, Rick Marks, Patricia Monighan-Nourot, Andrea Neves, Deborah Priddy, Martha Rapp Ruddell, Richard Rizzo, Brian T. Shears, David Stoloff, Linda Webster

Programs Offered

Basic Teaching Credentials:

Multiple Subject (Elementary Emphasis)
Multiple Subject (Early Childhood Emphasis)
Multiple Subject (Bilingual Emphasis — Spanish)
Single Subject (generally for Secondary level, see Teaching Credential Preparation — Secondary Programs)

Teaching Credential Preparation — Elementary Programs:

Environmental Studies
Liberal Studies
Mexican American Studies

Teaching Credential Preparation — Secondary Programs:

Art
English
Foreign Languages
 French
 German
 Spanish
History
Life Science — *Biology*

Mathematics

Music

Physical Education

Physical Science

Chemistry

Geology

Physics

Social Sciences

Mexican American Studies

Social Sciences

Specialist Credentials:

Early Childhood Education
Reading/Language Arts
Special Education
 Learning Handicapped
 Severely Handicapped

Service Credentials:

Administrative Services — Preliminary and Professional
Pupil Personnel Services (via Counseling Department)

Certificate Programs:

Adapted Physical Education (via Physical Education Department)
Children's Center Permit
Resource Specialist Certificate of Competence

Master's Degree (MA) Programs:

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

Other Programs Affiliated With the School of Education:

Fifth Year (to obtain a Professional Clear California Basic Teaching Credential)
Mini Corps

The School of Education is committed to excellence in the professional preparation of teachers and other educational specialists. Programs offered by the School are based on a solid foundation of liberal arts and sciences and emphasize experiences that are both practical and theoretical. All programs are fully approved.

While programs are designed primarily for positions in public schools, students receive preparation that is applicable to a variety of non-teaching positions in education or related human service fields within both the public and private sectors.

Individuals interested in teaching at the elementary school level should choose one of the following courses of study: Multiple Subject Credential (Elementary Emphasis), Multiple Subject Credential (Early Childhood Education Emphasis), or Multiple Subject Credential (Bilingual Emphasis). All three of these credentials authorize the holder to teach all subjects required in the public school curriculum in a self-contained classroom, preschool through grade 12.

The Single Subject Credential authorizes the holder to teach a particular subject in a school organized by subject departments, preschool through grade 12. Since most elementary schools are not departmentalized, this credential, in practice, is appropriate for the secondary school teacher candidate.

Individuals possessing a basic teaching credential may enter programs leading to the specialist or service credentials. These advanced credentials authorize the holders to perform specialized roles in public schools.

MA in Education programs are designed with both full-time and part-time students in mind. Some master's degree programs can be taken concurrently with advanced credential programs.

The Children's Center Permit programs assist students in completing state requirements for employment in child care centers. Permit programs are available for instruction and supervision.

Program requirements change periodically, and current information may not be available in this catalog. For example, multiple subject programs will be changing to meet the Crosscultural Language and Academic Development Emphasis Credential (CLAD/BCLAD). For more detailed information on credentials and other Education programs, see the University's special bulletins and the School of Education's current program brochures and policy statements.

Special Resources

A Credentials Analyst is available to evaluate course work for specific credential requirements. Records of teachers from out of state are evaluated for purposes of advising and recommendation for California credentials. A fee is charged for nonmatriculated applicants. For individual advising and evaluations, consult the Credentials Office in Stevenson Hall 3007, (707) 664-2581.

Career Outlook

Credential candidates who are willing to be geographically flexible generally find teaching positions readily available. Increasing numbers of positions for those seeking elementary school teaching positions are available in California and across the nation. By 2000 there should also be more positions available for those wishing to teach at the high school level. Currently there exists shortages of credentialed teachers in mathematics, science, special education, and bilingual education. In addition, graduates of the School of Education frequently find positions in community agencies and in the private sector.

For more detailed and current information, a prospective teacher should obtain information from the on-campus Career Development Center.

Basic Teaching Credentials Programs

Basic teaching credentials are Multiple Subject (elementary) and Single Subject (secondary) Credentials. 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 teaching credential preparation program or passage of appropriate state-approved examination(s);
3. Passage of the California Basic Education Skills Test for teachers (CBEST);
4. Completion of a college-level course or college-level examination that covers the United States Constitution. POLS 200 or 202 at SSU will meet the requirement;
5. Completion of a state-approved program of professional teacher education; and
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 cardio-pulmonary 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 appropriate program coordinator during their first semester on campus if they plan to earn a credential.

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. Completion of 75 units or more;
3. Cumulative grade point average commensurate with California State University Regulations, Executive Order 547;
4. Passing scores on all sections of California Basic Educational Skills Test (CBEST);
5. Written English Proficiency (WEPT) requirement. Applicants who already have a bachelor's degree may waive the WEPT with the successful passage of the CBEST;
6. A minimum of 40 hours of documented, supervised field experience. (See Prerequisite Field Experience Requirement Documentation form for details);
7. Successful completion of an admissions interview with a member of the School of Education (for Single Subject, an interview and/or professional assessment in the academic department is required in addition to the School of Education interview) and;
8. 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, and candidates' professional goals statements.

A limited number of 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.

Additional admission requirements that are program specific are listed with each program description.

Procedures for Admission to Basic Teaching Credential Preparation Programs

The Credentials Office will provide information regarding standards and dates for application to programs in the School of Education.

1. Apply for admission directly to the Credentials Office, School of Education. Application packets and additional information may be obtained from the Credentials Office, Stevenson 3007.
2. Submit to the Credentials Office two official transcripts from each college/university attended. (Check with the office of Admissions and Records regarding additional official transcripts required for admission to the University.)
3. Submit official CBEST results.
4. Submit verification of supervised field experience.
5. Submit three letters of recommendation.

Continuation in Basic Teaching Credential Preparation Programs

1. During the first semester, all candidates must:
 - a. Provide evidence from a physician of a clear chest x-ray or negative TB skin test; and
 - b. Apply for a Certificate of Clearance. Application forms are available in the Credentials Office.
2. All Education students are required to meet each semester with an Education advisor.
3. Students must successfully complete all requirements for each program phase, including coursework, practica, and student teaching, before entering the subsequent phase.

4. Continued enrollment in a credential program is contingent upon the student's maintaining the standards required for admission to the program. Students are expected to make continuous progress toward the credential while maintaining a grade point average of 3.00 in prerequisite and professional education courses. Incomplete grades (I) and grades of D or F in professional education courses and statutory requirements must be removed prior to enrollment in courses.
5. 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.

Multiple Subject Teaching Credential Program

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 and early childhood education.

Students pursuing the Multiple Subject Credential may select from among the approved teaching credential preparation programs within the following departments:

Environmental Studies
see page 110
 Rachel Carson Hall, Room 18, (707) 664-2306

Hutchins School of Liberal Studies
see page 146
 Rachel Carson Hall, Room 44, (707) 664-2491

Mexican American Studies
see page 176
 Nichols Hall, Room 214, (707) 664-2369

Students may also satisfy academic requirements by passing the appropriate state-approved examination (NTE/MSAT). This examination process provides the option for students to major in an academic discipline of their choice.

In addition to the requirements listed on page 85, candidates will be approved on the basis of grade point average, previous fieldwork experience, letters of recommendation, and interview ratings.

All candidates must take the Written English Proficiency Test (WEPT) and apply for the Certificate of Clearance prior to or during their first semester. Graduate students may satisfy the WEPT requirement by a passing score (41 or better) on the writing section of CBEST.

Three programs are available that lead to a Multiple Subject Credential. Each program extends over three semesters. A two-semester pattern may be available for a limited number of qualified graduate applicants. For more information regarding the programs listed below, obtain a program bulletin from the Credentials Office.

Elementary Emphasis

The standard Multiple Subject Credential program prepares candidates to teach in self-contained classrooms, K-12. Because self-contained classes are located primarily in elementary schools, professional course work and field experience focus on elementary classroom concerns; student teaching experiences are divided between primary (grades 1-3) and intermediate (grades 4-6) levels.

Mathematics Requirements

All students in the regular multiple subject program are required to take 6 units of college mathematics prior to, and in addition to, the mathematics curriculum class required in the program itself. **THESE THREE COURSES MUST BE TAKEN SEQUENTIALLY, AND MAY NOT BE TAKEN CONCURRENTLY.**

The mathematics requirements are as follows:

1. Three units of college mathematics above Intermediate Algebra (this is a prerequisite for MATH 300A).
2. MATH 300A, Numerical Systems and Problem Solving for Elementary School Teachers — 3 units (usually taken prior to entry into the multiple subject program or during Phase I after admission).
3. EDUC 472, Teaching Mathematics in Elementary Schools — 2 units (taken during Phase II of the program).

Prerequisite

EDUC	417	School and Society (or approved alternative) (3) <i>May be taken concurrently with Phase I courses.</i>
		Total prerequisite units..... 3

Phase I

EDUC	460	Learning and Teaching in the Elementary School (3)
EDUC	461	Multicultural Education and the Social Sciences (3)
EDUC	462	Teaching Reading/Language Arts in the Elementary School (3)
EDUC	463	Field Practicum in Reading/Language Arts (2)
		Total units in Phase I 11

Phase II

EDUC	472	Teaching Mathematics in the Elementary School (2)
EDUC	473	Teaching Science in the Elementary School (2)
EDUC	476	Student Teaching I and Seminar (3)
		Total units in Phase II 7

Phase III

EDUC	480	Integrated Curriculum in the Elementary School (3)
EDUC	482	Student Teaching II and Seminar (12)
		Total units in Phase III 15

Early Childhood Emphasis

The Multiple Subject/Early Childhood Emphasis program prepares candidates to teach in self-contained classrooms, K-12. Student teaching experiences include preschool, kindergarten, primary (grades 1-3) and intermediate (grades 4-6) levels. This program emphasizes a grounding in child development theory and its links to classroom teaching.

Prerequisites and Course Sequence for the Multiple Subject/Early Childhood Credential Program

Prerequisite

EDUC	420	Child Development in the Family, School, and Community (3)
		Total prerequisite units..... 3

Phase I

EDUC	415	Foundations for Cultural Diversity in Education (3)
EDUC	427	Curriculum in Logical/Mathematical Thinking in the Elementary School (2)
EDUC	431	Child Study and Curriculum Practicum in Preschool and Kindergarten (4)
Total units Phase I		9

Phase II

EDUC	437	Seminar: Integrated Curriculum in Preschool Through Elementary (3)
EDUC	462	Teaching Reading/Language Arts in the Elementary School (3)
EDUC	463	Field Practicum in Reading/Language Arts (2)
Total units Phase II		8

Phase III

EDUC	405C	Student Teaching Multiple Subject Credential/Early Childhood Education (14)
EDUC	414	Seminar in Student Teaching (1)
Total units Phase III		15

Multiple Subject Credential with an Emphasis in Bilingual Education

The Bilingual Program is currently being revised to meet the Standards for the new Crosscultural Language Academic Development/Bilingual Crosscultural Language Academic Development (CLAD/BCLAD) Credential. Please contact the Program Coordinator for specific details for prerequisites and all courses for the program.

In addition to the requirements listed for the Multiple Subject Credential Program, the following criteria must be met for the CLAD/BCLAD Credential:

1. Completion of General Education requirements and all prerequisites to the CLAD/BCLAD Program;
2. Application for admission to the program of emphasis (CLAD/BCLAD);
3. Satisfactory interviews from program Faculty in the area of emphasis (CLAD/BCLAD); and
4. Passage of the Culture and Language examination.

Contact Program Coordinator regarding the Culture and Language examination, and Culture and Language Scores required for entry to and for exit from the program.

Single Subject Teaching Credential

This credential authorizes the holder to teach an approved subject matter area. It is commonly used in middle school and junior and senior high schools. The Single Subject program extends over three semesters.

A limited number of graduate applicants who have met all of the admissions criteria can be considered for a two-semester program if the following additional criteria are met:

1. Completion of all requirements in an approved teaching credential preparation program or passage of appropriate state-approved examination(s); and
2. Evidence of extensive, documented, prior experience in schools. (See program brochure for details.)

The following academic departments offer approved teaching credential preparation programs. Further information may be obtained by calling the number listed, or by visiting the particular office in charge of the program, and by reading the University's special bulletin, *Programs in Teacher Education*.

Standard Program (Three Semesters)

Students in the standard, three-semester program will find the courses needed for each phase listed in the chart below. All prerequisites and Phase I courses must be completed satisfactorily prior to beginning Phase II, and all Phase II courses prior to beginning Phase III.

Prerequisites (may be taken concurrently with Phase I)

EDUC	417	School and Society (3)
EDUC	418	Learning and Development in Adolescents (3)
Total prerequisite units		6

Phase I

EDUC	442	Secondary/Middle School Teaching in Multicultural Settings (6)
EDUC	443	Practicum: Secondary/Middle School Teaching (1)
Total units Phase I		7*

Phase II

EDUC	444	Teaching in the Content Areas (3)
EDUC	446	Language and Literacy Across the Curriculum: Middle and Secondary Schools (3)
EDUC	447	Practicum: Teaching Reading in Secondary/Middle Schools (1)
EDUC	448	Student Teaching A (3)
Total units Phase II		10

Phase III

EDUC	458	Student Teaching B (12)
EDUC	459	Student Teaching Seminar (1)
Total units Phase III		13
Program total (including prerequisites)		36

* Note that Phase I totals 10 or 13 units if one or both prerequisite courses are taken concurrently.

All courses in the basic credential programs must be taken for a letter grade (A-F) except for field experience courses, which are graded credit/no credit (Cr/NC).

Teaching Credential Preparation Programs

Art

see page 34

Art Building, Room 128, (707) 664-2151

English

see page 104

Nichols Hall, Room 362, (707) 664-2140

Drama

English

Journalism

Speech

Foreign Languages

see page 118

Stevenson Hall, Room 3016, (707) 664-2351

French

German

Spanish

History

see page 138

Stevenson Hall, Room 2070, (707) 664-2313

Life Science — Biology

see page 44

Darwin Hall, Room 125, (707) 664-2189

Mathematics

see page 171

Darwin Hall, Room 128, (707) 664-2368

Music

see page 184

Ives Hall, Room 206, (707) 664-2324

Physical Education

see page 161

PE Building, Room 14, (707) 664-2357

Physical Sciences

Chemistry

see page 62

Darwin Hall, Room 126, (707) 664-2334

Geology

see page 132

Darwin Hall, Room 126, (707) 664-2334

Physics

see page 208

Darwin Hall, Room 121, (707) 664-2119

Social Sciences

Mexican American Studies

see page 177

Nichols Hall, Room 214, (707) 664-2369

Social Science

see page 237

Stevenson Hall, Room 2070, (707) 664-2112

Fifth-Year Programs

A fifth year of study is an integral part of teacher education programs in California and is 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 programs most suited to their prior experience and their individual professional goals.

Prerequisites for Admission to Fifth-Year Programs

All candidates must complete the following before admission to a Fifth-Year Program:

1. Be admitted to the University as a graduate student; and
2. Submit to the Credentials Office two photocopies of a valid basic California teaching credential and two official transcripts from each college/university attended.

Program Guidelines

1. Thirty postbaccalaureate semester units are required for a Professional Clear Teaching Credential.
2. Any course 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 and are included in the 30 postbaccalaureate unit program when completed after award of bachelor's degree. The courses are:
 - CIS 304, Computer Literacy for Educators (2);
 - EDUC 404, Computer Uses in Education (2),
(Prerequisite for EDUC 404 is CIS 304);
 - NURS 473, Health Education and Drug Abuse (3);
 - EDUC 430, Special Education for Teachers (4).
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 training includes *Level B, Level C, or Professional Provider* (equivalent to *Level C*).
Documentation required: photocopy of both sides of CPR card with valid date.
 - 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 MA 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 objectives 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; and
8. Supplementary authorizations for subject area teaching.

For further information, consult the Fifth-Year advisor or the Credentials Office.

Professional Growth Requirements

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.

Specialist and Service Credentials

The School of Education offers programs leading to advanced credentials. The Specialist Credential authorizes the holder to teach in special areas at any grade level from preschool through grade 12. The Service Credential allows the holder to provide specific nonclassroom services to public schools. Completion of a Basic California Teaching Credential is required for admission to most specialist and service credential programs. These advanced programs may be coordinated with a Master of Arts degree program.

Prerequisites for Advanced Credential Programs

1. A valid California credential.
2. A cumulative grade point average of at least 2.50 and a GPA of at least 3.00 for previous work in Education.

Procedures for Applying to an Advanced Credential 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. Two sets of official transcripts; and
 - c. Two photocopies of a valid California credential.
 - d. Two letters of recommendation or two candidate reference/evaluation forms.

Additional admission requirements that are program specific are listed with each program description.

Administrative Service Credentials

The Administrative Services Credential programs were designed collaboratively by a group of SSU faculty and local school administrators to prepare graduates for positions of leadership in K-12 educational institutions. Credentials authorize the holder to serve as a superintendent, as a principal, or in a district-level position. The Preliminary Administrative Services Credential program (PASC I) focuses on entry-level skills for effective administration of elementary and secondary schools, with particular emphasis on the responsibilities of the principal. An intern program is available for individuals assigned to an administrative position but who have not earned the PASC I credential. The Professional Administrative Services Credential program (PASC II) offers advanced study and field work for practicing administrators in all areas of educational administration.

Preliminary Administrative Services Credential (PASC I)

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);
2. Secure favorable recommendations from two school administrators indicating possession of administrative and leadership potential;
3. Complete a special education course in mainstreaming (EDUC 430), prerequisite to EDUC 584; and
4. Submit evidence of successful passage of CBEST within the first semester of program course work.

The Preliminary Administrative Services Credential program (PASC I) consists of 24 units of course work:

EDUC	404	Computer Uses in Education	2
EDUC	580A	Educational Leadership and School Management	3
EDUC	580B	Educational Leadership and School Management	3

EDUC	581	Management of Education Personnel: Policies and Procedures	3
EDUC	582	School-Community Relationships and Politics	3
EDUC	583	School Governance: Judicial, Legislative, and Financial Aspects	3
EDUC	584	Special Education for Administrators	1
EDUC	585	Curriculum Development: Theory, Practice and Evaluation	3
EDUC	587	Field Experience in Administration	3
Total units in PASC I			24

Students may combine their advanced credential studies with an MA degree in Educational Administration.

Professional Administrative Services Credential (PASC II)

In addition to the general admission requirements for advanced credential programs, PASC II candidates must:

1. Verify grade point average of at least 3.00 in the last 30 semester units;
2. Secure favorable recommendations from two school administrators indicating the applicant's administrative and leadership potential and current administrative activities and accomplishments; and
3. Provide two photocopies of a valid Preliminary Administrative Services Credential.

The Professional Administrative Services Credential program (PASC II) consists of 24 units of course work, which are restricted to those formally admitted to the program. The following criteria for course work must be met:

1. 12 units or more must be completed while serving in a full-time administrative position requiring a Preliminary Administrative Services Credential;
2. 12 units or more shall consist of direct instruction in SSU courses;
3. 8 units or more shall consist of planned field experiences; and
4. 4 units may consist of electives directly related to educational administration.

Required PASC II courses:

EDUC	590A	Advanced Leadership Assessment (at the beginning of PASC II)	2
EDUC	590B	Competency Review Seminar (at the completion of PASC II)	1
EDUC	591	Advanced Seminar/Practice: Supervision and Instruction	3
EDUC	592	Advanced Seminar/Practice: Interpersonal Skills	3
EDUC	594	Advanced Seminar/Practice: Professional and Staff Development	3

Advanced Field Experiences:

EDUC	596A	Advanced Field Experiences: Organization Theory, Planning, and Application	2
EDUC	596B	Advanced Field Experiences: Instructional Leadership	2
EDUC	596C	Advanced Field Experiences: Evaluation	2
EDUC	596D	Advanced Field Experiences: School Law and Political Relationships	2
EDUC	596E	Advanced Field Experiences: Fiscal and Material Resources Management	2
EDUC	596F	Advanced Field Experiences: Cultural and Socio-Economic Diversity	2
Total units in PASC II			24

Early Childhood Specialist Credential

Program Coursework:

*EDUC	505	Action Research in Early Childhood Classrooms (3)
*EDUC	520	Advanced Seminar in Child Development (3)
*EDUC	530	Issues in Early Childhood Education (2 topics required) a. The Role of Play in Development and Learning (3) b. Social-Moral Development in Childhood (3) c. Developmental Curriculum for Infants and Toddlers (3) d. Teaching to Diversity (3)
EDUC	533	Seminar: Supervision, Management, and Evaluation of Programs for Young Children (3)
*EDUC	534	Developmental Approach to Curriculum and Assessment for Preschool and Primary Children (3)
EDUC	535	Leadership, Advocacy and Administrative Field Work in Early Childhood Education (3)
EDUC	537	Developing Language and Literacy (3)
EDUC	539	Seminar: Research in Early Childhood Education (3)
EDUC	593	Approaches to Schooling in Early Childhood Education (3)

Total units in the Early Childhood

Specialist Credential 21

* Required Courses

Reading/Language Arts Specialist Credential

The Reading/Language Arts Specialist Credential program prepares candidates to serve as reading resource teachers for students of all ages. Course work focuses on the improvement of classroom literacy instruction for all students, as well as specialized teaching and leadership for students with difficulties in reading. In addition to the general admission requirements for advanced credential programs, Reading/Language Arts Specialist candidates must:

1. Provide evidence of completion of a basic course in teaching reading; and
2. Submit two letters of recommendation attesting to academic potential and professional leadership.

Candidates must verify two years of successful classroom experience prior to completion of the Reading/Language Arts Specialist Credential course work. Required Reading/Language Arts Specialist courses include:

EDUC	507	Advanced Seminar in Research in Language and Literacy 3
EDUC	521	Language and Thinking 3
EDUC	522	Strategies for Authentic Literacy Assessment and Instruction 3
EDUC	523	Advanced Seminar in Curriculum in Language and Literacy 3
EDUC	524	Seminar: Literature for Children and Adolescents 3
EDUC	525	Policy Planning in Reading/Language Programs 3
EDUC	526	Leadership Roles in Reading/Language Programs 3
EDUC	529	Evaluation and Assessment in Reading and Language Programs 3
ENGL	588	Seminar: Study of Language 3

Total units in the Reading/Language Arts

Specialist Credential 27

Special Education Credentials

Advanced credentials programs for preparing teachers for working with Learning Handicapped (LH) and Severely Handicapped (SH) students are available. Completion of a basic teaching credential is a requirement for admission to a credential program in special education.

Learning Handicapped Specialist Credential

EDUC	430	Special Education for Teachers 4
EDUC	545	Family Concerns in Special Education 2
EDUC	546	Systematic Instruction for Special Education 3
EDUC	547L	Educational Assessment of Exceptional Students — Learning Handicapped 3
EDUC	549A	The Learning Handicapped: Programs, Teaching Strategies, and Issues 3
EDUC	549B	The Learning Handicapped: Programs, Teaching Strategies, and Issues 3
EDUC	551	Curriculum and Materials Modification in Special Education — Learning Handicapped 3
EDUC	553L	Student Teaching with Students with Special Needs 8
EDUC	554	Seminar in Student Teaching — Special Education 1

Total units in the Learning Handicapped

Specialist Credential 30

Severely Handicapped Specialist Credential

EDUC	430	Special Education for Teachers 4
EDUC	545	Family Concerns in Special Education 2
EDUC	546	Systematic Instruction for Special Education 3
EDUC	547S	Educational Assessment of Exceptional Students — Severely Handicapped 3
EDUC	548A	The Severely Handicapped: Programs, Teaching Strategies, and Issues 3
EDUC	548B	The Severely Handicapped: Programs, Teaching Strategies, and Issues 3
EDUC	550	Curriculum Materials and Special Programming for the Severely Handicapped 3
EDUC	553S	Student Teaching with Students with Special Needs 8
EDUC	554	Seminar in Student Teaching — Special Education 1

Total units in the Severely Handicapped

Specialist Credential 30

In addition, teachers with a specialist credential in Special Education and appropriate experience may complete a resource specialist (RSP) certificate program.

Resource Specialist Certificate Program

EDUC	562	Resource Specialists in Special Education 3
EDUC	563	Consultation and Collaboration in Special Education 3

Specific requirements for all of the above programs may be obtained from the School of Education or from the coordinator of Special Education.

Master of Arts in Education

It is anticipated that there may be changes in the MA program, particularly in the core requirements. Prospective students should check with Program coordinators for up-to-date information.

The Master of Arts 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; 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 as well as all course work taken subsequent to admission to unclassified status.

Refer to section on Graduate Degrees for more information (see page 17).

Prerequisites for the MA 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 MA 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); and
 - d. Two letters of reference attesting to academic potential and professional promise (except where otherwise noted).

Requirements for Advancement to Classified Status

All graduate students must complete the following before admission to classified status, in addition to the requirements listed above:

1. Recommendation by the School of Education;
2. Development of an approved program in consultation with a graduate advisor and program faculty;
3. Satisfactory completion of over 6 and under 15 units in the approved program;
4. Demonstration of written language competency (WEPT); and
5. Formation of a graduate advisory committee, if required.

Requirements for Advancement to Candidacy

1. All of the above MA requirements;
2. File G1/G2, Master's Program Contract.

Requirements for the MA 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; and
 - c. at least 15 units completed after advancement to candidacy.
2. Completion and final approval of a thesis or creative project OR completion and final approval of two scholarly papers (substitution for written comprehensive examination).

All requirements listed above must be completed within 7 years (14 semesters) of the initiation of graduate study.

MA Core Courses

Three core courses are required for all MA in Education programs.

These courses are:

EDUC	572	Advanced Seminar: Philosophical/Historical Perspectives in Education	3
EDUC	573	Advanced Seminar: Sociological and Psychological Foundations for Teaching and Learning	3
EDUC	574	Research in Education	3
Students must take 1 of the following courses, depending on the MA culminating option they select:			
EDUC	576	Current Trends and Issues in Education (for students who choose the MA papers option)	
or			
EDUC	599A/B	MA Thesis/Project (for students who choose the thesis/project option)	3
Total units in the MA Core			12

MA Concentrations

To complete the 30-unit minimum for the degree, select one of the following concentrations:

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

Each concentration is explained below. Details are available from the School of Education.

Total units in the concentration	18-22
Total units in the MA	30-34

Concentration Content

Educational Administration

The Educational Administration concentration is designed to prepare teachers to provide leadership in administrative positions, such as superintendent, principal, assistant principal, and equivalent positions, in public and private schools.

In addition to the general admission requirements for School of Education graduate programs, candidates must hold a valid basic teaching credential and have completed three years of successful full-time teaching, or three years experience authorized by a services credential such as the Pupil Personnel Services Credential. Candidates may concurrently pursue a master's degree and a Preliminary Administrative Service Credential.

In addition to the MA core courses, the concentration courses include 12 units selected from among the following courses:

EDUC	580A	Educational Leadership and School Management (3)
EDUC	580B	Educational Leadership and School Management (3)
EDUC	581	Management of Educational Personnel: Policies and Procedures (3)
EDUC	582	School-Community Relationships and Politics (3)
EDUC	583	School Governance: Judicial, Legislative, and Financial Aspects (3)
EDUC	584	Special Education for Administrators (1)
EDUC	585	Curriculum Development: Theory, Practice, and Evaluation (3)

Proposed programs of coursework must be planned in conjunction with the coordinator of the Educational Administration program.

In addition to the above, students must complete 6-7 units of approved supporting course work from 400- or other 500-level courses.

Curriculum, Teaching, and Learning

The Curriculum, Teaching, and Learning concentration provides flexibility in program development for a wide range of professional educators. Candidates need not possess a teaching credential; they may prepare for staff development and leadership positions in a variety of settings.

In addition to the MA core courses, the required concentration courses include:

EDUC	585	Curriculum Development: Theory, Practice, and Evaluation	3
EDUC	586	Teaching and Learning: Research and Application in the Classroom	3

The remaining units (12-16) are taken in an approved Area of Emphasis. Students may select or design a plan of course work from the School of Education or in other departments. A field component may comprise part of the Area of Emphasis. A written rationale must accompany the Area of Emphasis proposal if the plan is designed rather than selected from previously approved plans.

For a list of approved Areas of Emphasis Plans, consult with the Curriculum, Teaching, and Learning coordinator in the School of Education.

Early Childhood Education

The Early Childhood Education Concentration is designed to prepare teachers to work in public school and community-based programs that serve children from infancy through third grade, and to take leadership roles in the field of early childhood education. Candidates who possess a valid basic teaching credential may combine their master's degree studies with a Specialist Credential in Early Childhood Education. Details are available from the Early Childhood Education coordinator. In addition to the MA core courses, the concentration courses include 18 units selected from the following courses:

*EDUC	505	Action Research in Early Childhood Classrooms (3)
*EDUC	520	Advanced Seminar in Child Development (3)
*EDUC	530	Issues in Early Childhood Education (1 topic required) a. The Role of Play in Development and Learning (3) b. Social-Moral Development in Childhood (3) c. Developmental Curriculum for Infants and Toddlers (3) d. Teaching to Diversity (3)
EDUC	533	Seminar: Supervision, Management, and Evaluation of Programs for Young Children (3)
EDUC	534	Developmental Approach to Curriculum and Assessment for Preschool and Primary Children (3)
EDUC	535	Leadership, Advocacy, and Administrative Field Work in Early Childhood Education (3)
EDUC	537	Developing Language and Literacy (3)
EDUC	539	Seminar: Research in Early Childhood Education (3)
EDUC	593	Approaches to Schooling in Early Childhood Education (3)

*** Required Courses**

Reading and Language

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.

In addition to the MA core courses, the required concentration courses include:

EDUC	507	Advanced Seminar in Research in Language and Literacy	3
EDUC	521	Language and Thinking	3
EDUC	522	Strategies for Authentic Literacy Assessment and Instruction	3

The remaining 9-10 units may be taken from a wide range of upper-division and 500-level courses.

Candidates who possess a valid basic California teaching credential may concurrently pursue a master's degree and a Reading Specialist Credential.

Special Education

The Special Education concentration provides advanced academic study for persons who are working or who wish to work with students with special needs. Candidates who possess a valid basic California teaching credential may combine their master's degree studies with course work from their specialist credential program in special education. Thus, at the completion of the M.A. degree, students have both a specialist credential in special education (either Learning Handicapped or Severely Handicapped) and a master's degree.

In addition to the MA core courses, required concentration courses include 18 units of course work. Fifteen units in special education (from the list below) must be taken after advancement to candidacy. An additional 3 units of course work may be selected either from the same list or in consultation with a special education advisor.

Courses from which students must select 15-18 units are:

EDUC	546	Systematic Instruction for Special Education	3
EDUC	547S	Educational Assessment of Exceptional Students — Severely Handicapped	3
EDUC	547L	Educational Assessment of Exceptional Students — Learning Handicapped	3
EDUC	548A	The Severely Handicapped: Programs, Teaching Strategies, and Issues	3
EDUC	548B	The Severely Handicapped: Programs, Teaching Strategies, and Issues	3
EDUC	549A	The Learning Handicapped: Programs, Teaching Strategies, and Issues	3
EDUC	549B	The Learning Handicapped: Programs, Teaching Strategies, and Issues	3
EDUC	550	Curriculum and Materials Modification in Special Education — Severely Handicapped	3
EDUC	551	Curriculum and Materials Modification in Special Education — Learning Handicapped	3
EDUC	555	Teaching Students who are Severely Emotionally Disturbed	3
EDUC	562	Resource Specialists in Special Education	3
EDUC	563	Coordination and Collaboration in Special Education	3

Further information may be obtained from the Special Education coordinator.

Children's Center Permit Programs

Regular Children's Center Instructional Permit

Application

Each applicant for a Regular Children's Center Instructional Permit shall file a completed application and shall verify all of the following requirements:

All applicable course work must have a grade "C" or better.

1. Twenty-four semester units of course work in early childhood education/child development, with at least one course in each of the following areas:
 - a) child/human growth and development;
 - b) child, family and community, or child and family relations; and
 - c) programs/curriculum.Completion of the assessment for the Limited Instructional Permit may be used for 9 semester units of credit toward the 24-unit requirement.
2. One of the following:
 - a) two experience periods as a paid aide or assistant in a child development program; or
 - b) one experience period while holding the Limited Instructional Permit; or
 - c) three experience periods as a volunteer in an Instructional capacity in a child development program; or
 - d) two- or three-semester unit supervised field course work from an accredited institution plus one experience period in a child development program.
3. Sixteen semester units of course work in general education including at least one course in each of the following areas: humanities, social sciences, math and/or science, and English.

NOTE: A supervised fieldwork course may apply as any ONE of the following, depending on the applicant's need: (1) field course work as specified in 2d above, (2) days of experience as specified in 2a above, or (3) early childhood education course work as specified in 1 above.

Term and Renewal

The Regular Children's Center Instructional Permit is issued for five years and can be renewed for successive five-year periods upon submission of a completed application and fee, for applicants who hold a baccalaureate that has been verified to the Commission by official transcript. Applicants who do not hold a baccalaureate must submit verification of the completion of 15 semester units of course work during each five-year renewal period until a baccalaureate is verified to the Commission.

Authorization

An Instructional Permit authorizes the holder to perform service in the care, development, and instruction of children in a child development program.

Reference: Title 5, Sections 80105 and 80114

Children's Center Supervision Permit

Each applicant for a Regular Children's Center Supervision Permit shall file a completed application and shall verify all of the following requirements:

All applicable course work must have a grade of "C" or better.

1. Possession of a regular Children's Center Instructional Permit;
2. Twelve semester units in early childhood education/child development at an advanced level (i.e., beyond the courses taken to qualify for the prerequisite instruction permit).
3. Six semester units of course work in administration and supervision of child development program. One course should be introductory and one course advanced, or they must be courses with different topical content;
4. Two experience periods as a teacher in a child development program;
5. A bachelor's or higher degree granted by an approved institution;
6. Verification of passage of the California Basic Educational Skills Test (CBEST). The CBEST Bulletin of Information with registration materials is available at school district and county education offices; and in the testing offices of any college or university offering Commission-approved subject matter or teacher training programs. You may also contact CBEST Program, Educational Testing Service, P.O. Box 23260, Oakland, CA 94623-2326, (415) 654-1200.

Term and Renewal

The Children's Center Supervision Permit is issued for five years and is renewable for successive five-year periods.

Authorization

The Supervision Permit authorizes the holder to perform the following services in a child development program:

1. Supervise a child development program consisting of any number of children's facilities;
2. Perform services in the care, development, and instruction of children in a child development program.

Life Children's Center Supervision Permit

Each applicant for the Life Children's Center Supervision Permit must verify five experience periods in the last ten years, earned while possessing or being eligible for the Regular Supervision Permit. At least two experience periods must have been continuous full-time employment while holding the permit.

Term and Renewal

The Life Children's Center Supervision Permit is issued for the life of the holder unless revoked or suspended.

Reference: Title 5, Sections 80105, 80111, and 80111.1

Professional Development in Early Childhood Education

Professional development opportunities are available for individuals working in auxiliary roles (aides or assistants) and complementary roles (social work, nutrition, health) in child development centers. Students may enroll in individual courses without participating in a full permit program.

For further information, consult the coordinator of Early Childhood Education.

Education Courses (EDUC)

200. Introduction to Education (4)

An introduction to current educational issues in America, with particular emphasis on public schooling. Students will explore the relationship between learning and teaching, and the changing roles of the school. A 1-unit field experience is provided to allow opportunity for first-hand observation of and contact with practicing teachers in a variety of classroom settings. Grade only.

238. Introduction to Children's School (1) (Fall)

Child care practices and group management in Children's School, campus child care center. One hour lecture and 2 hours of participation in the center each week for 7 weeks in order to assist parents in their role as teacher aids. Cr/NC only.

239. Parent Education Class (2) (Spring)

The Parent Education Class facilitates value clarification and the objective study of parent-child behavior. Topics include child development, parent expectations, problem solving, sexism, racism, and inappropriate behavior vs. appropriate behavior. Prerequisite: must have a child enrolled in the campus' Children's School.

291. Training Seminar for Tutors (2) (Fall and 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 and 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.

328. Teaching to an Instructional Objective (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 and Spring)

An intensive study of the development and learning of young children through observation and participation in exemplary programs. May be taken twice for credit. May be applied toward Children's Center Permit. Satisfies field experience prerequisite for admission to Multiple Subject Credential program. Cr/NC only.

395. Community Involvement Program (1-4) (Fall and 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.

402. Curriculum of the Elementary School (Mathematics — Bilingual) (1) (Fall)

Principles, methods, and materials of bilingual instruction in mathematics in the elementary school. Grade only. Prerequisite: MATH 300 and completion of or concurrent enrollment in Phase I course work.

403. Curriculum of the Elementary School (Science — Bilingual) (1) (Fall)

Introduction to science concepts, processes, and bilingual teaching techniques leading to effective elementary science instruction. Grade only. Prerequisites: completion of or concurrent enrollment in Phase I course work.

404. Computer Uses in Education (2) (Fall and Spring)

Survey and practice of computer applications to enhance 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. Prerequisites: CIS 304 or permission of instructor. Note: educational administration students do not have CIS 304 as a prerequisite.

405C. Student Teaching Multiple Subject Credential — Early Childhood Education (14) (Fall and Spring)

Student teaching in the primary and intermediate grades under the guidance of a resident teacher. Cr/NC only. Take with EDUC 414. Prerequisite: concurrent enrollment in EDUC 414, admission to Early Childhood Education Credential program, and status in last phase of program.

405E. Student Teaching (Elementary School — Bilingual) (14) (Fall and Spring)

Full-time student teaching experience in an elementary bilingual classroom under the guidance of a resident teacher and University supervisor. Cr/NC only. Prerequisites: completion of all program course work, consent of Bilingual Education coordinator, and concurrent enrollment in EDUC 414.

407. Elementary School Curriculum: Bilingual Reading/Language Arts (3)
(Fall)

Principles, methods, and materials for effective instruction in both English and Spanish reading/language arts. Includes reading theory and strategies, bilingual pedagogical issues, program design using authentic literary activities, evaluation of student progress, and a historical overview of English and Spanish methodology. Issues related to cultural/language diversity are integral to the course. Grade only. Prerequisites: admission to the Bilingual Emphasis program and completion of or concurrent enrollment in MAMS 456, LING 441, EDUC 410, and 415. Must be taken concurrently with EDUC 412.

410. Second Language Pedagogy — Bilingual (2)
(Spring)

Reviews traditional and innovative methods for teaching a second language to elementary-age school children. Relationships between first and second language acquisition are discussed, stressing implications for teaching. Other topics include language learning through content area instruction, language assessment and testing practices, adaptation of instructional materials and literacy. Grade only. Prerequisite: LING 441 or consent of instructor.

411. Classroom Spanish for Bilingual Educators (3)
Reviews and applies grammatical structures and pedagogical vocabulary needed to teach basic elementary school curriculum. Communication strategies are emphasized, including the development of questions that elicit critical thinking and creative responses from Spanish-speaking students. Grade only. Prerequisite: consent of instructor.

412. Student Teaching in Bilingual Reading/Language Arts (1)
(Fall)

Field placement to accompany EDUC 407 in which teacher candidates observe and assist in a bilingual classroom during reading/language arts instruction. Students must spend a minimum of 30 hours during reading/language arts instruction in a bilingual classroom. Cr/NC only. Prerequisites: admission to the Bilingual Emphasis program, completion of or concurrent enrollment in MAMS 456, LING 441, EDUC 410, and 415. Must be taken concurrently with EDUC 407.

413. Integrated Curriculum — Bilingual Education (1)
(Fall)

Presents a multidisciplinary approach to the development of integrated, thematic curriculum units. Students learn how to apply integrated-curriculum model to the language and learning needs of bilingual and limited-English-proficient students. Grade only. Prerequisite: consent of instructor.

414. Seminar in Student Teaching (1)
(Fall and Spring)

Progress and problems in student teaching. Discussion and workshops designed to enhance career and professional development. Cr/NC only. Prerequisites: completion of program course work and concurrent enrollment in EDUC 405C or 405E.

415. Foundations for Cultural Diversity in Education (3)
(Fall)

A critical examination of current issues in today's schools and trends in educational practice through the perspectives of history, philosophy, sociology, anthropology, and the politics of education. Particular focus is offered on theoretical and practical issues of diversity in classroom settings, especially related to culture, race, gender, ethnicity, language, and socio-economic levels. The course examines the impact of student's exceptionality and linguistic background upon classroom teaching. Students are introduced to ethnographic and self-reflective techniques for examining the links between aspects of diversity and teaching and learning. Field experience (30 hours) in a culturally diverse setting is required. The course fulfills requirements for the Multiple Subject with Emphasis in Early Childhood Education Credential and the Children's Center Permit. Prerequisite: admission to Multiple Subject, Early Childhood Credential program or consent of instructor. Grade only.

417. School and Society (3)
(Fall and 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.

418. Learning and Development in Adolescents (3)
(Fall and Spring)

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)
(Fall)

Theories of child and adolescent development and learning in the contexts of families, schools, and communities are addressed, as well as perinatal health, cognitive and language development, social, emotional, and moral development, and their links to classroom practice. Gender socialization, second-language learning, and cultural differences in child-rearing practices are examined, as well as historical and philosophical perspectives on development, teaching, and learning. This course is a prerequisite to the Multiple Subject with Emphasis in Early Childhood Education Credential program and may be applied toward the Children's Center Permit. Grade only.

427. Curriculum in Logical/Mathematical Thinking in the Elementary School (2) (Fall)

This course traces children's logical/mathematical thinking and development from early childhood through the elementary and middle grades in the context of curriculum and pedagogy in mathematics and science. The principles of curriculum design and instructional methods presented in this course reflect both the constructivist view of learning and the current State frameworks in science and mathematics. Grade only. Prerequisite: admission to the Multiple Subject /Early Childhood Education Credential program.

430. Special Education for Teachers (4) (Fall and Spring)

Thirty hours of field experience included. An introductory course that presents a survey of theory, program concepts, and teaching practices related to students with special needs. Litigation, legislation, trends, and advocacy related to the full inclusion of students with special needs into the least restrictive environment are also reviewed. Grade only. This course meets the Special Education requirements to convert a basic credential to a Professional Clear Credential. Required beginning course for students in a Specialist Credential program in Special Education.

431. Child Study and Curriculum Practicum in Preschool and Kindergarten (4) (Fall)

Classroom observation and participation in preschool and kindergarten settings. Twelve hours per week for 7 weeks in each setting. Topics include: classroom environment, lesson planning, teaching strategies, discipline, and child study and observation. Cr/NC only. Prerequisite: admission to Multiple Subject/Early Childhood Emphasis Credential Program or consent of instructor.

437. Seminar: Integrated Curriculum in Preschool Through Elementary (3) (Spring)

Design of integrated curriculum for preschool through elementary school classrooms. Focus is on using skills and concepts identified in California Department of Education frameworks of science, mathematics, language arts, history, social science, visual, and performing arts; to plan, implement, and evaluate developmentally appropriate curriculum. Grade only. Prerequisite: admission to Multiple Subject /Early Childhood Emphasis program or consent of instructor.

442. Teaching in Secondary Schools (6) (Fall and Spring)

Exploration of current research and the relationship of learning theory to teaching practice in middle schools and junior and senior high schools. Emphasis on the teaching/learning situation as applicable to all content areas and to specific subject matter instruction. All aspects of instructional planning, implementation, and evaluation are addressed, including the areas of classroom atmosphere; interpersonal skills; classroom leadership, management, and discipline; interdisciplinary planning and teaming; cooperative learning; issues of cultural and language diversity. Students develop unit and lesson plans and a repertoire of teaching strategies, and practice lesson presentation in videotaped microteaching sessions and in structured situations in public school classrooms. Grade only. Prerequisites: EDUC 417 and 418 (equivalents approved by appropriate faculty are accepted); must be taken concurrently with EDUC 443.

443. Field Practicum in Secondary School Teaching (1) (Fall and Spring)

Field experience coordinated with content of EDUC 442. Focused and systematic observation, and structured participation. Cr/NC only. Prerequisites: EDUC 417 and 418 (equivalents approved by appropriate faculty are accepted); must be taken concurrently with EDUC 442.

444. Teaching in the Content Areas (3)

Issues, structures, and techniques pertinent to teaching particular subject matter in secondary and middle schools. This course builds upon the foundation of curriculum and instruction provided in earlier course work. It emphasizes an examination of issues in teaching individual subject areas. This course is concurrent with the initial student teaching experience (EDUC 448) and provides a forum for peer discussion as well as instructor input and guidance to assist candidates in preparing for, processing, and evaluating their activities at their school sites. Grade only. Prerequisites: admission to the Single Subject Credential program; completion of, or concurrent enrollment in, all Phase I courses. Must be taken concurrently with EDUC 448.

446. Language and Literacy Across the Curriculum: Middle and Secondary Schools (3) (Fall and Spring)

Principles, methods, and materials for effective instruction in reading at the secondary level. Includes reading theory and current issues in reading/language pedagogy. Emphasis is placed on the interrelationships between language systems and the cognitive, affective, and social aspects of literacy acquisition and development. Issues of cultural and language diversity, bilingualism, and dialect variation are integral to the course. Grade only. Prerequisites: admission to the Single Subject Credential program; completion of, or concurrent enrollment in, all Phase I courses. Must be taken concurrently with EDUC 447.

447. Field Practicum, Reading in Secondary and Middle Schools (1) (Fall and Spring)

Observation/participation field experience acquainting the teacher candidate with pedagogical skills, knowledge, and insights through classroom activities in a reading instruction setting. Cr/NC only. Prerequisites: admission to the Single Subject Credential program; completion of, or concurrent enrollment in, all Phase I courses. Must be taken concurrently with EDUC 446.

448. Student Teaching A (3) (Fall and Spring)

Observation and participation leading to a supervised teaching experience in a middle/junior high or senior high school setting under the guidance of a resident teacher and a University supervisor. Assignment consists of one teaching period and a minimum of one preparation period daily for the duration of the public school semester. Cr/NC only. Prerequisites: admission to the Single Subject Credential program; completion of, or concurrent enrollment in, all Phase I courses. Must be taken concurrently with EDUC 444.

450. The Gifted Student (3)

Provides an intensive study of the education of gifted and talented students. Grade only.

458. Student Teaching B (12)
(Fall and Spring)

Observation and participation leading to a supervised teaching experience in a 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. Student teachers may team teach or have otherwise limited responsibility in one of the three classes. Cr/NC only. Prerequisites: admission to the Single Subject Credential program; completion of Phase I and Phase II course work, field experiences, and student teaching. Must be taken concurrently with EDUC 459.

459. Seminar: Student Teaching B (1)
(Fall and Spring)

Support seminar focusing on issues of professional growth and career development and on problems and concerns related to the student teachers' classroom experiences. Grade only. Prerequisites: admission to the Single Subject Credential program; completion of Phase I and Phase II course work, field experiences, and student teaching. Must be taken concurrently with EDUC 458. Cr/NC only.

460. Learning and Teaching in the Elementary School (3)
(Fall and Spring)

Survey of theories of teaching and learning and the social, physical, emotional, and cognitive development of students. The course focuses on the application of this knowledge, and includes researched-based strategies and systems for effective teaching, classroom management and discipline, and development of instructional objectives, lesson plans, and teaching strategies. Prerequisite: admission to the Multiple Subject Elementary Credential program. Grade only.

461. Multicultural Education and the Social Sciences (3)
(Fall and Spring)

Examination of cultural, ethnic, racial, linguistic, gender, family structure, and individual diversity in the classroom. Root causes of current classroom and school problems are also studied. 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 and 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. Prerequisite: admission to the Multiple Subject Elementary Credential program. Grade only.

462. Teaching Reading/Language Arts in the Elementary School (3)
(Fall and Spring)

Principles, methods, and materials for effective instruction in reading and language arts. Includes reading theory, current issues in reading/language pedagogy, strategies for literacy instruction, methods for evaluating student progress, and the history of American literacy instruction. Emphasis is on the interrelationships between language systems and the cognitive, affective, and social aspects of literacy acquisition and development; issues of cultural and language diversity, bilingualism, and dialect variation are integral to the course. Prerequisites: admission to the Multiple Subject Elementary Credential program and completion of, or concurrent enrollment in, EDUC 460 and 461. Must be taken concurrently with EDUC 463. Grade only. Early Childhood Education prerequisite: admission to the Multiple Subject/Early Childhood Education program.

463. Field Practicum in Reading/Language Arts (2)
(Fall and Spring)

Field placement in which teacher candidates observe and assist in classroom reading/language arts instruction and apply information gained in EDUC 462. Teacher candidates spend a minimum of 30 clock hours in an elementary classroom during reading/language arts instruction; no more than 4-5 hours are completed in one week; includes weekly meetings for discussion and feedback. Prerequisites: admission to the Multiple Subject Elementary Credential program and completion of, or concurrent enrollment in, EDUC 460 and 461. Must be taken concurrently with EDUC 462. Early Childhood Education prerequisite: admission to the Multiple Subject/Early Childhood program. Cr/NC only.

472. Teaching Mathematics in the Elementary School (2)
(Fall and 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. Prerequisites: MATH 300A; admission to the Multiple Subject Elementary Credential program; completion of, or concurrent enrollment in, all Phase I courses. Must be taken concurrently with EDUC 476.

473. Teaching Science in the Elementary School (2)
(Fall and 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. Prerequisites: admission to the Multiple Subject Elementary Credential program; completion of, or concurrent enrollment in, all Phase I courses. Must be taken concurrently with EDUC 476.

476. Student Teaching I and Seminar (3)
(Fall and Spring)

Students spend 3 mornings per week in an elementary classroom for a period of 15 weeks observing, assisting in daily classroom routines and activities, and teaching. Includes observation and teaching in small and large groups, and requires the student teacher to plan and carry out 2 weeks of instruction in 2 subject areas where at least one of the subjects is reading or mathematics. Students meet with their University supervisors regularly. Cr/NC only. Prerequisites: admission to the Multiple Subject Elementary Credential program; completion of, or concurrent enrollment in, all Phase I and Phase II courses; completion of the NTE or waiver program.

480. Integrated Curriculum in the Elementary School (3)
(Fall and Spring)

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 and Phase II course work, field experiences, and student teaching. Must be taken concurrently with EDUC 482.

482. Student Teaching II and Seminar (12)
(Fall and Spring)

Students spend 4 full days per week in an elementary classroom for a full semester. During the last 2 weeks of this experience, teacher candidates teach and are responsible for the entire curriculum and school day. Students meet with their supervisors every week to focus on existing problems related to student teachers' classroom experience. Cr/NC only. Prerequisites: admission to the Multiple Subject Elementary Credential program; completion of Phase I and Phase II course work, field experiences, and student teaching. Must be taken concurrently with EDUC 480.

490. Selected Topics in Education (1-4)

A course designed according to the interest of a particular faculty member, providing opportunities for diversification in content and reading. Grade only.

492. Selected Topics in In-Service Education (1-4)

Staff development experiences for teachers and administrators. Student projects may grow from local school needs. Grade only.

495. Special Studies (1-4)
(Fall and Spring)

Independent study designed in consultation with an instructor. Grade only. Prerequisites: successful completion of at least 2 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)

A graduate course designed according to the interest of a particular faculty member, providing opportunities for diversification in content and reading. Grade only.

504. Advanced Practices in Educational Technology (3)

Advanced survey and applications of current and projected technologies in education. An overview and practice of a variety of computer uses in education, extending beyond computer applications to include camcorders, videodiscs, simulation and gaming, authoring tools, and telecommunications. Emphasis is placed on the applications of technology for a specific student-chosen educational challenge. Prerequisites: previous courses in computer uses in education, including CIS 304, or permission of the instructor.

NOTE: This course is for students who already have a professional clear credential and a strong educational technology background and interest.

505. Action Research in Early Childhood Classrooms (3)
(Fall)

Techniques for conducting teacher research and collaborative research in settings for children, infancy through elementary school. Focus is on the social development of children and influences of peer culture on teaching and learning. Grade or Cr/NC. Prerequisite: consent of instructor.

507. Advanced Seminar in Research in Language and Literacy (3)
(Spring)

Critical analysis and evaluation of qualitative and quantitative research in reading and language; implications for curriculum. Grade only. Applicable to the Reading/Language program. Prerequisite: admission to the Reading/Language MA program.

520. Advanced Seminar in Child Development (3)
(Fall)

Current research and theories of child development, including psychodynamic, constructivist, behaviorist, and social learning theories; the works of Piaget, Skinner, Erikson, Vygotsky. The application of theory to program design, school policy, teaching strategies, etc. The child in context: family, friends, neighborhood, school. Grade only.

521. Language and Thinking (3)
(Fall)

Research and theory in oral and written language acquisition, the relationship between language development and cognition, and teaching and learning written language. Application of theory to practice. Grade only. Applicable to the Reading/Language program. Applicable to Early Childhood Concentration in MA and ECE Specialist Credential. Prerequisite: approval of the School of Education.

522. Strategies for Authentic Literacy Assessment and Instruction (3)
(Fall)

Principles and procedures for design and selection of materials, methods, and contexts for literacy instruction and assessment at all ages. Focus is on ongoing assessment practices that inform curriculum and materials selection. Grade only. Applicable to the Reading/Language program. Prerequisite: approval of the School of Education.

523. Advanced Seminar in Curriculum in Language and Literacy (3)
(Spring)

Critical analysis and development of learner-centered language and literacy curriculum. Evaluation of printed materials and computer/telecommunications software, and selection of materials for instruction. Grade only. Applicable to the Reading/Language program. Prerequisite: approval of the School of Education.

524. Seminar: Literature for Children and Adolescents (3)
(Fall)

Study of children's and adolescents' literature, authors, and ways of using literature in the classroom. Grade only. Applicable to the Reading/Language program. Prerequisite: approval of the School of Education.

525. Policy Planning in Reading/Language Programs (3)
(Alternate Fall, even years)

An investigation of decision making and policies for teaching reading and writing; current influences, such as cross-cultural and multilingual classrooms, testing, technology, and community involvement. Grade only. Applicable to the Reading/Language Program. Prerequisite: approval of School of Education.

526. Leadership Roles in Reading/Language Programs (3)
(Alternate Fall, odd years)

Principles of designing, organizing, coordinating, and evaluating K-12 reading and language programs. Extensive field experience. Cr/NC only. Applicable to the Reading/Language program. Prerequisite: approval of School of Education.

527. Field Experience in Reading and Language (3)

Field experience with readers of all ages, including evaluation of reading effectiveness, design and implementation of instruction, and selection and modification of materials. Cr/NC only. Prerequisite: approval of School of Education.

528. Advanced Study in Secondary Reading (3)

Principles, methods, and materials for effective instruction in reading at the secondary level. Includes reading theory and current issues in reading/language pedagogy. Emphasis is placed on the interrelationships between language systems and the cognitive, affective, and social aspects of literacy acquisition and development. Issues of cultural and language diversity, bilingualism, and dialect variation are integral to the course. Intended for students admitted to advanced reading and language credential/degree programs. Requirements include independent inquiry or curriculum development. Grade Only. Prerequisite: consent of the Reading/Language Program Coordinator and/or course instructor.

529. Evaluation and Assessment in Reading and Language Programs (3)
(Spring)

An examination of evaluation and assessment of learners' reading/language development, including self-evaluation; individual and group assessment; methods of reporting progress to students, parents, and administrators; development of portfolio assessment and other curriculum-based procedures; and the role of standardized testing in schools. Grade only. Applicable to the Reading/Language Program. Prerequisite: approval of the School of Education.

530. Issues in Early Childhood Development (3)

This seminar addresses current issues in the field of Early Childhood Education involving the relationship of child development theory and research to curriculum and learning. Topics rotate over four semesters and include: The Role of Play in Development and Learning; Social-Moral Development in Childhood; Developmental Curriculum for Infants and Toddlers; Teaching to Diversity. Prerequisite: permission of instructor.

533. Seminar: Supervision, Management, and Evaluation of Early Childhood Programs (3)
(Alternate Fall, odd years)

An intensive examination of strategies for supervising staff, managing programs, and evaluating program quality in settings for children, infancy through elementary school. Administration topics include: budgeting, staff development, program development, and grant preparation. Grade only. Prerequisite: consent of instructor.

534. Developmental Approach to Curriculum and Assessment for Preschool and Primary Children (3)
(Spring)

Focus is on curriculum and assessment that consider the developmental characteristics of children from toddlerhood through the primary grades, and meet the needs of individual children and families from diverse cultural, linguistic, and economic backgrounds. Strategies for integrating curriculum and assessment, including "project-based" learning, thematic planning, and portfolio assessment, are covered. Grade only.

535. Leadership, Advocacy, and Administrative Fieldwork in Early Childhood Education (3)
(Alternate Spring, even years)

Field experience in an early childhood leadership role, focusing on a special project that benefits student's field placement as well as student's own professional development. Fulfills field experience requirement for Early Childhood Specialist Credential and is applicable to Children's Center Supervisory permit. Cr/NC only. Prerequisite: EDUC 533 or consent of instructor.

537. Developing Language and Literacy (3)
(Spring)

A study of the nature and development of listening, speaking, reading, and writing in preschool and primary-age children. From observations and samples of children's language in a variety of settings, students will explore the socio- and psycholinguistic underpinnings of emerging literacy. Strategies for linking children's home and school experiences with language and literacy learning will be emphasized. Grade only.

539. Seminar: Research in Early Childhood Education (3)
(Spring)

Current research in Early Childhood Education, including quantitative and qualitative models. Research evaluation techniques for preparing literature reviews are emphasized. Course may be taken concurrently with EDUC 574. Grade only. Prerequisite: consent of the instructor.

545. Family Concerns in Special Education (2)
(Fall and Spring)

Emphasis is on the concerns and dynamics of parents and families of students with special needs. Field work included. Cr/NC only. Prerequisite: admission to Special Education program.

546. Systematic Instruction for Special Education (3)
(Fall)

Presents basic philosophy, principles, and techniques of applied behavior analysis and its derivatives as utilized in special education. Information and skills in using operational terms, the measurement of behavior, and a full array of behavior modification strategies are included. Observations and participation assignments required. Grade only. Prerequisite: admission to Special Education program.

547L. Educational Assessment of Exceptional Students — Learning Handicapped (3)
(Fall)

A comprehensive review of and direct experience with a variety of formal and informal assessment tools, measures, and portfolios currently in use in special education. Participation assignments required. Grade only. For candidates in the Learning Handicapped Specialist program. Prerequisite: admission to Special Education program.

547S. Educational Assessment of Exceptional Students — Severely Handicapped (3)
(Fall)

A comprehensive review of and direct experience with a variety of formal and informal assessment tools and measures currently in use in special education. Participation assignments required. Grade only. For candidates in the Severely Handicapped Specialist program. Prerequisite: admission to Special Education program.

548A. The Severely Handicapped: Programs, Teaching Strategies, and Issues (3)
(Fall)

Involves a description and evaluation of major theoretical approaches to teaching students identified as "severely handicapped." The course also involves a review of persons labeled "severely handicapped," including etiology, familial, and social issues, school and community programming, and teaching strategies. Observations and participation assignments may be required. Grade only. Prerequisite: admission to Special Education program.

548B. The Severely Handicapped: Programs, Teaching Strategies, and Issues. (3)
(Spring)

Involves a description and evaluation of major theoretical approaches to teaching students identified as “severely handicapped.” The course also involves a review of persons labeled “severely handicapped,” including etiology, familial, and social issues, school and community programming, and teaching strategies. Observations and participation assignments may be required. Grade only. Prerequisite: admission to Special Education program.

549A. The Learning Handicapped: Programs, Teaching Strategies, and Issues (3)
(Fall)

Involves a description and evaluation of major theoretical approaches to teaching students identified as “mildly handicapped learners.” Included are the identification and review of research on current issues and trends and how each are related to designing and implementing instructive programs. Includes discussions of teaching basic skills to students with special needs. Observation and participation assignments may be required. Grade only. Prerequisite: admission to Special Education program.

549B. The Learning Handicapped: Programs, Teaching Strategies, and Issues (3)
(Spring)

Involves a description and evaluation of major theoretical approaches to teaching students identified as “mildly handicapped learners.” Includes the identification and review of research on current issues and trends and how each are related to designing and implementing instructive programs. Includes discussions of teaching basic skills to students with special needs. Observation and participation assignments may be required. Grade only. Prerequisite: admission to Special Education program.

550. Curriculum Materials and Special Programming for the Severely Handicapped (3)
(Spring)

An examination of current programs, curricular approaches, and curriculum materials for students identified as severely handicapped. Observation and participation assignments may be required. Grade only. Prerequisite: admission to Special Education program.

551. Curriculum and Materials Modification in Special Education — Learning Handicapped (3)
(Spring)

An examination of current programs, curricular approaches, and curriculum materials for students identified as learning handicapped. Observation and participation assignments may be required. Grade only. Prerequisite: admission to Special Education program.

553L. Student Teaching with Students with Special Needs (8)
(Spring)

Provides teacher candidates in Special Education an opportunity to teach for a significant period in a program for students identified as learning handicapped. Cr/NC only. Prerequisites: concurrent enrollment in EDUC 554, admission to Special Education program, and consent of faculty.

553S. Student Teaching with Students with Special Needs (8)
(Spring)

Provides teacher candidates in Special Education an opportunity to teach for a significant period in a program for students identified as severely handicapped. Cr/NC only. Prerequisite: concurrent enrollment in EDUC 554, admission to Special Education program, and consent of faculty.

554. Seminar in Student Teaching — Special Education (1)
(Spring)

Focuses on practical and critical issues involved with teaching in special education settings. The seminars will include a discussion of individual progress and problems for student teachers. Cr/NC only. Prerequisite: concurrent enrollment in EDUC 553L or 553S and admission to Special Education program.

555. Teaching Students Who Are Severely Emotionally Disturbed (3)

Description and evaluation of major theoretical approaches to teaching students identified as “severely emotionally disturbed.” Includes the identification and review of research on current issues and trends and how each relates to designing and implementing instructional programs. Content includes discussion of teaching basic skills to students with emotional and behavioral disturbances. Observation and participation in field work required. Prerequisite: permission of Special Education Coordinator or admission to a Special Education Credential Program.

562. Resource Specialists in Special Education (3)
(Fall)

Study of role and responsibilities of resource specialists in the public schools. Grade only. Prerequisite: admission into Resource Specialist program.

563. Consultation and Collaboration in Special Education (3)
(Spring)

Focuses on teaching basic communication skills, collaborative consultation techniques, in-service training skills, and implementation and evaluation processes utilized in a collaborative model. Observations and field experience are a required component of this class. Grade only. Prerequisite: admission into Resource Specialist program and approval of instructor.

572. Advanced Seminar: Philosophical and Historical Perspectives in Education (3)
(Fall and Spring)

The examination and evaluation of alternative philosophies of education and their impact on institutions of education in an historical perspective. The construction of philosophies of education and the frameworks for implementing them. Aspects of institutions of education to be examined are: organization systems; teaching/learning theories; methods of group management; teaching styles; materials; multicultural groups; and evaluation. Grade only. Required course for all MA degrees in Education. Prerequisite: consent of instructor.

573. Advanced Seminar: Sociological and Psychological Foundations for Teaching and Learning (3)
(Fall and Spring)

A study of the value assumptions, concepts, and methods of a variety of psychological and sociological theories, and their consequences for education. Theories of human growth and development, learning, and self-concept. Analysis of the effects of sociocultural variables and linguistic and cultural diversity in school practices. Grade only. Required course for all MA degrees in Education. Prerequisite: consent of instructor.

574. Research in Education (3)
(Fall and Spring)

Qualitative and quantitative research methods in education, including evaluation research. Principles of research design and analysis with emphasis on becoming an effective consumer of research. Grade only. Required course for all MA degrees in Education. Prerequisite: consent of instructor and approval of School of Education.

576. Scholarly Paper: Issues in Education (3)
(Fall and Spring)

Problems and issues in education identified as controversial, currently in a state of change, and interdisciplinary within the broad scope of education. Required for students who choose the MA papers option. Grade only. Prerequisite: admission to the MA program in Education and completion of all other program course work.

580A. Educational Leadership and School Management (3)
(Fall)

Organizational theory and development as applied to district and school roles and policies; alternative leadership modes, communication and decision making; adult learning and development, and facilitating organizational change. Grade only. This course is part of the Preliminary Administrative Services Credential program. Prerequisite: admission to Preliminary Administrative Services Credential program.

580B. Educational Leadership and School Management (3)
(Spring)

Advanced study of organizational theory and practices. Effective schools research; alternative ways of organizing and managing schools; short- and long-range planning; delegating responsibility; resource and plant management; uses of technology; practice in problem solving and conflict resolution using a variety of techniques. Grade only. This course is part of the Preliminary Administrative Services Credential program. Prerequisite: admission to Preliminary Administrative Services Credential program.

581. Management of Educational Personnel: Policies and Procedures (3)
(Fall)

Human relationships and their implications for the organization; practice in techniques of clinical supervision; skills in supervising and evaluating staff; personnel management, collective bargaining and employment contracts; planning, providing, and evaluating staff development. Grade only. This course is part of the Preliminary Administrative Services Credential program. Prerequisite: admission to Preliminary Administrative Services Credential program.

582. School/Community Relationships and Politics (3)
Concepts of power and influence in community, district, and staff; school, parent, and community group roles in educational process; procedures for maintaining open communication with diverse constituencies; the administrator as a community leader and political force. Grade only. This course is part of the Preliminary Administrative Services Credential program. Prerequisite: admission to Preliminary Administrative Services Credential program.

583. School Governance: Judicial, Legislative and Financial Aspects (3)
(Summer)

A study of emerging social groups and forces impacting upon public and private education; civil liberties, school records, integration, and bilingual education legal structures; funding and budgeting; current judicial, legislative, and financial aspects of school governance; contract compliance; communicating legal and financial information to staff, colleagues, and community. Grade only. This course is part of the Preliminary Administrative Services Credential program. Prerequisite: admission to Preliminary Administrative Services Credential program.

584. Special Education for Administrators (1)
(Spring)

Information regarding the legal aspects of special education. Experience in participating in an individual educational program meeting. Emphasis on the role of the administrator vis-a-vis students with special needs. Grade only. This course is part of the Preliminary Administrative Services Credential program. Prerequisites: consent of instructor and EDUC 430.

585. Curriculum Development: Theory, Practice, and Evaluation (3)
(Fall)

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 in the Classroom (3)
(Spring)

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. Prerequisite: consent of instructor and approval of the School of Education.

587. Field Experience in Administration (3)
(Spring)

An intensive field experience in school sites at two different levels (elementary and junior high or high school). In consultation with the University instructor and school site administrator, candidates in the Preliminary Administrative Services Credential program will prepare individualized plans that extend and incorporate prior learnings and competencies acquired in program course work. One school-site field assignment must be at a school site where at least 20 percent of the pupils are of an ethnic/racial group other than that of the candidate. Cr/NC only. This course is part of the Preliminary Administrative Services Credential program. Prerequisites: admission to the Preliminary Administrative Services Credential program and consent of instructor.

590A. Advanced Leadership Assessment (2)
(Fall and Spring)

Leadership skills and knowledge base will be evaluated through formal assessment procedures, including self-assessment and an employing district or county assessment. An individualized plan will be developed that prescribes course work, problem-solving scenarios, and field experiences to be undertaken by the candidate. Cr/NC only. This course is part of the Professional Administrative Services Credential program. Prerequisites: possession of Preliminary Administrative Services Credential and admission to the Professional Administrative Services Credential program.

590B. Competency Review Seminar (1)
(Fall and Spring)

Candidate shall be asked to submit documentation of skills, be interviewed, or otherwise demonstrate the desired performance of competencies for the Professional Administrative Services Credential. Cr/NC only. This course is part of the Professional Administrative Services Credential program. Prerequisites: all courses in Professional Administrative Services Credential program and consent of instructor.

591. Advanced Seminar/Practice: Supervision and Instruction (3)
(Spring)

Instructional management strategies designed to achieve goals and objectives; an analysis of learning and instructional research and theory; a repertoire of instructional methodologies; bases for creating suitable learning environments and methods for supervision of instruction. Experience will include practice, peer follow-up, and coaching (includes field experience). Grade only. This course is part of the Professional Administrative Services Credential program. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

592. Advanced Seminar/Practice: Interpersonal Skills (3)
(Fall)

Practice in oral and written communication, trust building, time management, conflict resolution, skills in dealing with confrontation, facilitating professional norms, building autonomy, and evaluation through self-reflection. Experiences will include seminars, simulated and field practice, and peer and self-assessment. Grade only. This course is part of the Professional Administrative Services Credential program. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

593. Approaches to Schooling in Early Childhood Education (3)
(Fall)

Historical and philosophical perspectives on the care and education of young children from the time of Plato to the present day. 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.

594. Advanced Seminar/Practice: Professional and Staff Development (3)
(Spring)

Collaborative planning with other administrators and participants to develop instructional strategies for adult learners, the application of knowledge about the functioning of organizations to adult learning and performance; the integration of organizational goals with specific programs of adult learning, identifying sources of funding to carry out staff development activities (includes field experience). Grade only. This course is part of the Professional Administrative Services Credential program. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

595. Special Studies (1-4)
(Fall and 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.

596A. Advanced Field Experience: Organization, Theory, Planning, and Application (2)
(Fall)

Students will be involved in site-based problem solving and analysis, the generation and field implementation of appropriate solutions, and an evaluation of the chosen solutions. Planning, discussion, monitoring, coaching, and evaluation will occur in a seminar setting. Cr/NC only. This course is part of the Professional Administrative Services Credential program. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

596B. Advanced Field Experience: Instructional Leadership (2)
(Fall)

Same as EDUC 596A. Cr/NC only. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

596C. Advanced Field Experience: Evaluation (2)
(Spring)

Same as EDUC 596A. Cr/NC only. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

596D. Advanced Field Experience: School Law and Political Relationships (2)
(Spring)

Same as EDUC 596A. Cr/NC only. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

596E. Advanced Field Experience: Fiscal and Material Resources Management (2)
(Spring)

Same as EDUC 596A. Cr/NC only. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

596F. Advanced Field Experience: Cultural and Socioeconomic Diversity (2)
(Fall)

Same as EDUC 596A. Cr/NC only. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

599A. Master of Arts Thesis/Project (1)
(Fall and Spring)

Thesis or project proposal development, research, and writing. Cr/NC only. Prerequisites: admission to the MA program in Education and consent of instructor.

599B. Master of Arts Thesis/Project (2)
(Fall and Spring)

Thesis project research and writing. Cr/NC only. Prerequisites: EDUC 575A and admission to the MA program in Education and completion of the Thesis Prospectus Approval form is required before enrolling in EDUC 599B.

English

Programs Offered

Bachelor of Arts in English

Literature Concentration

Creative Writing Concentration

Secondary Teaching Credential Preparation

Master of Arts in English

Minor in English

Department Office

Nichols Hall, Room 362, (707) 664-2140

Department Chair

Don Patterson

Faculty

Julie Allen, William Babula, Martin S. Blaze,
David Bromige (Emeritus), Robert Coleman, Katharyn Crabbe,
Nirmal-Singh Dhesi, Helen Dunn, Gerald Haslam,
Richard Hendrickson, James Kormier, William Lee, Gerald Rosen,
Alan Sandy, Eugene Soules, Janice "J.J." Wilson

English, with its various areas of study, remains one of the most comprehensive and "liberalizing" of the liberal arts. It provides a familiarity with the written documents that define the past and give meaning and purpose to the present; it gives knowledge about the sources and structure of language; it develops a student's ability to use language in written and oral forms; it stirs the creative and recreative impulses; and it provides, through the study of fiction, poetry, drama, and the essay, knowledge about human relations, about the multiple ways in which we envision our world, about ourselves.

Since the establishment of Sonoma State University, the English Department has maintained a thriving and increasingly diversified program and is at present the University's fifth-largest department. Apart from 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, linguistics, or creative writing. English is the field most frequently shared by students who wish to combine 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 teach in secondary schools.

Students who have majored in English are found in business, public relations and advertising, broadcasting, journalism, law, government service, as well as in elementary, secondary, and college teaching. All of these fields require — beyond their specialized training — an understanding of human motivation, of the conflicts and dilemmas that perennially confront people. They also require a clear recognition of the ways in which language defines and affects our behavior, and the ability to express oneself clearly, logically, and with passion.

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, refer to pages 258-260.

The English Department also participates in the Applied Arts Minor, which may be of special interest to students seeking the Multiple Subjects (elementary level) teaching credential, the Career Minor in Technical Writing, and the University's Pre-Law and Pre-Health Professions Programs.

Bachelor of Arts in English

Degree Requirements	units
General Education	51
General Electives	31
Major Requirements	42
Core (15 units)	
Concentration (27 units)	
Total needed for graduation	124

Major Core Requirements for All English Majors (except Secondary Teaching Concentration students: see below)

An Introductory Course

Complete the following course:

ENGL 301	Literary Analysis: Seminar	3

A Survey Course

Complete 1 of the following courses:

ENGL 237	Survey: Early American Literature (3)
ENGL 238	Survey: Later American Literature (3)
ENGL 239	Survey: Early English Literature (3)
ENGL 240	Survey: Later English Literature (3)

A Shakespeare Course

Complete 1 of the following courses:

ENGL 339	Introduction to Shakespeare (3)
ENGL 439	Studies in Shakespeare (3)

An Upper-Division Course in Writing

Complete 1 of the following courses:

ENGL 303	Special Studies in Composition (3)
ENGL 307	Introduction to Fiction Writing (3)
ENGL 318	Introduction to Poetry Writing (3)
ENGL 329	Screen/Script Writing (Film-TV-Stage) (3)
ENGL 352	Personal Essay (3)
ENGL 375	Advanced Composition (3)
ENGL 407	Advanced Fiction Writing (3)
ENGL 418	Poetry Writing (3)
ENGL 475	Master Class in Nonfiction (3)

A Theory Course

Complete 1 of the following courses:

ENGL 379	The Structure and History of English (3)
ENGL 401	Introduction to Modern Critical Theory (3)
ENGL 487	Studies in Rhetoric (3)

Total units in the major core 15

**English majors must choose one of three concentrations:
literature, creative writing, secondary teaching.**

Literature Concentration

5 general literature courses:	15
3 of these courses (9 units) must be at the 400 level, and 2 of these courses (6 units) must be in literatures before 1800 (or before 1860 if in American literature).	
Electives	12
Total units in the literature concentration	27

Creative Writing Concentration

4 courses in writing:	12
3 of these courses (9 units) must be at the 300/400 levels, and course selections must include 2 different writing genres (poetry, fiction, scriptwriting, essay).	
Electives	15
Total units in the writing concentration	27

Secondary Teaching Preparation

Complete the following courses:	21
ENGL 301 Literary Analysis: Seminar (3)	
ENGL 343 Youth and Literature (3)	
ENGL 375 Advanced Composition (3)	
ENGL 379 The Structure and History of English (3)	
ENGL 479 Language Acquisition and Variation (3)	
ENGL 491 Seminar in Writing Techniques (3)	
ENGL 492 Responding to Literature (3)	

Complete 1 of the following courses:	3
ENGL 238 Survey: Later American Literature (3)	
or	
Any upper-division 20th Century American Literature course approved by the Department Secondary Teaching coordinator (3)	

Complete 1 of the following courses:	3
ENGL 239 Survey: Early English Literature (3)	
ENGL 240 Survey: Later English Literature (3)	

Complete 1 of the following courses:	3
ENGL 339 Introduction to Shakespeare (3)	
ENGL 439 Studies in Shakespeare (3)	

Complete 1 of the following courses:	3
ENGL 314 Modern World Literature (3)	
ENGL 345 Women Writers (3)	

Complete 1 of the following courses:	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)	

Complete 1 of the following courses:	3
ENGL 303 Special Studies in Composition (3)	
ENGL 307 Introduction to Fiction Writing (3)	
ENGL 318 Introduction to Poetry Writing (3)	
ENGL 329 Screen/Script Writing (3)	
ENGL 341 Words, Words, Words (3)	
ENGL 352 Personal Essay (3)	
ENGL 368 Small Press Editing (3)	
ENGL 475 Master Class in Nonfiction (3)	

Complete 1 of the following courses:	3
ENGL 387 Pubic Speaking (3)	
ENGL 389 Interpersonal Communication Workshop (3)	
Total units in the secondary teaching concentration	42

NOTE: In addition to the 42 units outlined above, an additional 3 units of course work is required to complete the credentialing requirements of the State of California. This requirement may be met by completing 1 of the following courses in Publications and Media:

COMS 202	Methods of Media Criticism (3)
COMS 210	Writing for the Media (3)

The English Department also offers Teaching Credential Preparation Programs in English/Speech, English/Journalism, and English/Drama. For information on these credential options, see the Department's Teaching Credential Program coordinator.

Minor in English

Students majoring in other fields may develop, in consultation with an English Department advisor, a 20-unit English minor.

Minor in English Literature

Six units of any 2 survey courses (to be selected from ENGL 237, 238, 239, 240) and Advanced Composition (ENGL 375), followed by 11 units of electives chosen from English courses listed under core requirements or literature concentration. Nine units must be in residence at SSU.

See an English Department advisor for additional course work in pre-law, pre-health, and technical writing areas.

Teaching Credential Preparation

The English Department offers a program of study that satisfies the subject matter preparation requirement for entry into a English teaching credential program and exempts the student from taking the Praxis II Subject Assessment Examination in English. English 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.

Master of Arts in English

The graduate degree program in English at Sonoma State University consists of 30 units of work, which may be distributed according to a student's particular interests. Literature, creative writing, and the teaching of writing are possible choices for major emphasis. The program offers both thesis and nonthesis options.

Admission to the Program

Students with a substantial number of undergraduate credits in English, and those having an undergraduate English major, are invited to submit transcripts for evaluation by the English Department graduate committee. Students must also submit two letters of recommendation and a letter of intent along with application forms. This evaluation will determine whether the student may enter the program with conditional or classified postbaccalaureate status. All application materials should be submitted before the end of the fall semester in which the student applies.

Refer to section on Graduate Degrees for more information (see page 17).

Admission to Candidacy

For a change from conditional to classified status (also called “admission to candidacy”), a student will need to satisfy two English Department requirements:

1. a demonstration of competence in reading a foreign language, or a college transcript showing completion of the fourth semester or the sixth quarter of a foreign language; and
2. a score on the GRE Advanced Literature Examination at the 65th percentile or above, or a grade of “B” or better on the English Department’s Comprehensive Examination.

The English Department’s Comprehensive Examination is routinely given at the end of the fall and spring semesters. Students who wish to prepare for this examination or for the GRE may take the review seminar, ENGL 494.

MA Advising Tracks

The English Department offers advising tracks in: (1) Literature, (2) Creative Writing, and (3) The Teaching of Writing. Courses to be taken for course option and electives and possible variations of the above must be carefully planned with the student’s thesis or exam-option committee.

Degree Options

To fulfill the requirements for the degree, a student may choose 1 of 2 options:

- A. Thesis/Creative Project Option
1. 24 units of formal course work, plus 6 units for planning and writing a thesis; or
 2. 24 units of formal course work, plus 6 units for planning and writing a creative project (such as a novel, a book of poems, or a screenplay), prefaced by a critical introduction; or
- B. Examination Option
- 30 units of formal course work, plus completion of a written examination in the student’s major emphasis.

NOTE: All options require a student to take ENGL 500, 501, and an oral examination.

Requirements for All Options

At least half of the total 30 units in the graduate program should be taken after the student has been admitted to classified status. At least 15 of the total 30 units must be selected from courses numbered in the 500 series.

ENGL	500	Research and Critical Writing	3
ENGL	501	Literary Criticism	3
Units in required courses			6
ENGL 599: Thesis/Course Option			6
Examination Option: additional coursework			6
Major Electives			18
Total units in advising tracks			24
Total units in the major			30

English Courses (ENGL)

English Placement Test: The University offers 30- and 99-level courses in English for students who pass the written English Placement Test (EPT) at an appropriate level. Please see page 256 for additional information.

30. Writing Skills (3) (Fall and 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 and 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 and 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 and 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 one covered by the regular course offerings.

201. Written and Oral Discourse Studies (Fall and 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.

207. Creative Writing (3) (Fall)

An introduction to a variety of forms of creative writing: poetry and prose poems, the personal essay, vignettes, short stories, and experimental fiction. Students will explore each form with in-class exercises and discussion, as well as keep a writer’s notebook and accumulate a portfolio. Writers from the University faculty and the larger community may appear throughout the semester for guest lectures. CAN ENGL 6.

214. Literature of the World (3)
(Fall and Spring)

An introduction to the study of literature. Master works 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.

237. Survey: Early American Literature (3)
(Fall)

Survey of American Literature to 1855. Covers major writers from the 17th through first half of the 19th centuries. Smith and Bradstreet through Hawthorne and Melville; Puritanism, Deism, Transcendentalism, the Romance. CAN ENGL 14.

238. Survey: Later American Literature (3)
(Spring)

Begins with Whitman and covers most major writers of the late 19th century and of the 20th century to date. Twain, Dreiser, Hemingway, Faulkner, Wright; Local Color, Realism, Naturalism.

239. Survey: Early English Literature (3)
(Fall)

Survey of English Literature to 1789. Includes such major authors as Chaucer, Shakespeare, Donne, Milton, Pope, Swift. Old and Middle English, courtly love, the Renaissance, satire.

240. Survey: Later English Literature (3)
(Spring)

English Literature since 1789. From Blake to the present. Includes such major authors as Wordsworth and the other great Romantics, Tennyson, Browning, Hopkins, Yeats, Eliot. The Pre-Raphaelites, the Decadents, the anti-Victorians, the Imagists, and the Surrealists are some of the central topics.

275. Composition Workshop (3)
(Fall and Spring)

A course designed to help students who have failed the Written English Proficiency Test (WEPT). Intensive review of grammar and other mechanics, sentence structure, paragraphing, development, organization, and self-editing of the expository essay are covered. Passing a WEPT at the end of the course is a necessary condition for passing the course and for fulfilling the graduation writing requirement. Prerequisite: students must have taken the WEPT at least once.

275N. Composition Workshop for Non-Native Speakers (3)
Same description as ENGL 275, except that course is designed for speakers for whom English is a second language.

295. Community Involvement Program (CIP) (1-4)
(Fall and 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 (3)
(Fall and 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.

303. Special Studies in Composition (1-3)

Expository writing, with a specific emphasis that varies from semester to semester; reports, grants, proposals, technical writing, and general business writing. See Schedule of Classes for current title.

307. Introduction to Fiction Writing (3)
(Fall)

May be repeated for credit. Prerequisite: ENGL 375 or consent of instructor.

313. Classical Literature (3)

Studies of major works and authors of the Ancient World. Consult Schedule of Classes for current listing.

314. Modern World Literature in English (3)
(Fall and 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).

318. Introduction to Poetry Writing (3)
(Fall)

May be repeated for credit. Prerequisite: consent of instructor.

329. Screen/Script Writing (Film-TV-Stage) (3)
(Spring)

May be repeated for credit. Prerequisite: ENGL 375 or consent of instructor.

339. Introduction to Shakespeare (3)
(Fall and Spring)

An introductory course in Shakespeare that centers around explication, discussion, and criticism of the major plays in the canon. Available to majors and nonmajors. Fulfills Shakespeare requirement for English majors.

341. Explorations in Language (3)
(Spring)

A course in language or linguistics that will include subjects not offered in regular curriculum. See Schedule of Classes for current titles. May be repeated for credit.

342. Children's Literature (3)
(Fall)

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 (3)
(Spring)

A study of books, both traditional and modern, that are of interest to adolescent and young adult readers.

345. Women Writers (3)
(Fall)

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 nonmajors. May be repeated for credit. Satisfies GE, category C2 (World Literature).

349. Explorations in Literature (3)

A course in literary explorations that will include subjects not normally offered in the regular curriculum. See Schedule of Classes for current titles. May be repeated for credit.

352. Personal Essay (3)
(Spring)

Intended for the general student who wishes to practice expository writing. Provides students with 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 (3)
(Spring)

368. Small Press Editing (1-4)
(Fall)

A course offering experience in editing a small literary journal. Activities include editing, layout, and graphics. The *Sonoma Mandala* and other student publications are the vehicles through which this supervised experience is achieved. May be repeated for credit. Prerequisite: consent of instructor.

369. Introduction to Poetry (3)
(Spring)

371. Introduction to Novel (3)
(Fall)

373. Introduction to Drama (3)
(Fall)

375. Advanced Composition (3)
(Fall and 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.

377. Film and Literature (3)
(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.

379. History and Structure of English (3)
(Fall and Spring)

Introduction to the scientific study of language; the history and structure of English and the insights of contemporary grammatical theory and analysis into the phonology, morphology, syntax, and semantics of modern English.

387. Public Speaking (3)
(Spring)

Introduction to speaking in front of groups. May be repeated once for credit.

389. Interpersonal Communication Workshop (3)
(Fall)

A group-process approach to both verbal and nonverbal communication in personal and small-group interaction; video recording/playback is used extensively. May be repeated once for credit.

395. Community Involvement Program (CIP) (1-4)
(Fall and 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 (1-3)

A course taught by graduate students under the supervision of a Department faculty member. The course content will not be one covered by the regular course offerings.

400. English Lecture Series (1-3)
(Fall and 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
(Fall)

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.

407-430:

The following advanced creative writing seminars involve criticism and discussion of students' works. May be repeated once for credit. Enrollment is limited to 20. Consent of instructor is a prerequisite.

407. Advanced Fiction Writing (3)
(Fall)

Prerequisite: ENGL 307 and consent of instructor.

409. Master Class in Fiction Writing (3)
(Spring)

Fiction writing workshop with a published writer. Enrollment limited to 15. Prerequisite: previous enrollment or consent of instructor.

418. Poetry Writing (3)
(Spring)

Prerequisite: ENGL 318.

429. Advanced Screen Writing (3)
(Fall and Spring)

Prerequisite: ENGL 329.

430. Creative Writing: Selected Genres (3)

A workshop in the writing of a selected genre such as the novel, the novella, the one-act play, or the full-length play. May be repeated for credit. Prerequisite: ENGL 307, 329, or consent of instructor.

435. Directed Writing (1-4)
(Fall and Spring)

Individualized instruction in creative writing, one-on-one with a published writer. May be repeated up to 6 units. Prerequisite: consent of instructor.

439. Studies in Shakespeare (3)
(Spring)

An advanced course in Shakespeare that focuses on the plays in the sub-genres through the context of history, sources, criticism, and theatrical reception. Fulfills Shakespeare requirement for English majors.

447. Studies in Comparative Literature (3)

The study of literary themes and movements. Includes the various literatures that relate to topic, such as Decadence and Symbolism, and Modern European Literature. See Schedule of Classes for current offering. May be repeated for credit.

448. Periods in English Literature (3)
(Fall and Spring)

Middle English, Renaissance, 17th Century, Restoration and 18th Century, Romantic, Victorian, 20th Century. See Schedule of Classes for current offering. May be repeated for credit.

450. Periods in American Literature (3)
(Fall and Spring)

18th Century, 19th Century, 20th Century, Naturalism, Realism. See Schedule of Classes for current offering. May be repeated for credit.

451. Feminist Perspectives in Literature (3)
(Spring)

An advanced course in reading, writing, and research from the newly emerging feminist perspectives, interdisciplinary in approach and using a seminar format. May be repeated for credit. Prerequisite: consent of instructor.

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.

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 (3)
(Fall)

Themes, modes, and techniques of poetry: modern British, 20th century American, etc. See Schedule of Classes for current offering. May be repeated for credit.

472. Studies in the Novel (3)
(Spring)

In-depth studies of a particular kind of novel: English, 20th century American, political (offered jointly with the Department of Politics), war novel, etc. See Schedule of Classes for current offering. May be repeated for credit.

474. Studies in Drama (3)
(Spring)

Study of representative plays of a particular period: Medieval, Renaissance, Neoclassic, 19th century, Modern. See Schedule of Classes for current offering. May be repeated for credit.

475. Master Class in Nonfiction (3)
(Fall)

An advanced workshop in the writing of publishable essays, articles, reviews, sketches, etc. Students read and discuss each manuscript. Lectures include such topics as finding markets, self-editing, submission procedures, and word processing. Course offered for Cr/NC only. Prerequisite: ENGL 375, 352, or consent of instructor.

479. Language Acquisition and Variation (3)

The nature of language acquisition and development in both native and nonnative speakers, and the study of language variation (e.g., regional and social dialects, registers, jargon, slang) in modern English.

481. Studies in English Literature (3)
(Fall and Spring)

Close study of topics unique to English literature. See Schedule of Classes for current offering. May be repeated for credit.

482. Studies in American Literature (3)
(Fall and Spring)

Close study of topics unique to American literature (e.g., Transcendentalism, Western American Literature). See Schedule of Classes for current offering. May be repeated for credit.

483. Individual Authors: American (3)
(Fall and Spring)

Each semester one or more authors will be selected for study in depth. See Schedule of Classes for the author to be studied. May be repeated for credit.

484. Individual Authors: English (3)
(Fall and Spring)

Each semester one or more authors will be selected for study in depth. See Schedule of Classes for the author to be studied. May be repeated for credit.

487. Studies in Rhetoric (Fall)

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 English Linguistics (3)
(Spring)

Individual and small-group study of special topics in English linguistics. Prerequisite: ENGL 379 or consent of instructor. May be repeated for credit.

491. Seminar in Writing Techniques (3)
(Fall and Spring)

A seminar devoted to researching, discussing, and demonstrating various approaches to teaching writing. Course provides opportunities for students to apply theoretical principles in classroom or individual tutorial situations.

492. Responding to Literature

The study and teaching of literature as personal experience; reader response theory and its classroom applications.

494. Senior Seminar (3)
(Fall)

A review of English and American literature. Recommended for those planning to take the English Department comprehensive examination.

495. Special Studies (1-4)
(Fall and Spring)

To register for 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 and 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 (3) **(Fall)**

Required for MA candidates in English. The use of reference materials and library resources. Techniques of critical and scholarly writing. Exercises are adaptable to the student's area of emphasis for thesis, creative project, or nonthesis option. The course should be taken during the first semester of classified status.

501. Literary Criticism (3) **(Spring)**

Required for MA candidates in English. Study of the major texts in critical theory from Plato and Aristotle to the theoretical pluralism of the present. Examination of the philosophical bases of the critical act as well as the writing of criticism of selected literary texts.

536. Seminar: World Literature (3)

Studies related to different aspects of world literature, tracing the influence of interrelationship of ideas, themes, and forms in different literatures. Course content varies from semester to semester. Course may be taken more than once for credit. Prerequisite: consent of instructor.

539. Seminar: Shakespeare (3)

Critical reading and in-depth analysis of representative modes such as tragedy and comedy in Shakespeare. Prerequisite: upper-division course in Shakespeare and consent of instructor.

581. Seminar: English Literature (3) **(Fall and Spring)**

A single topic of English literature will be selected for study in depth. See Schedule of Classes for current offering. May be repeated for credit. Prerequisite: consent of instructor.

582. Seminar: American Literature (3) **(Fall and Spring)**

A single topic of American Literature will be selected for comprehensive study. See Schedule of Classes for current offering. Course may be repeated for credit. Prerequisite: consent of instructor.

583. Seminar: Individual Authors: American (3)

In-depth study of an individual author and related criticism. May be repeated for credit. See Schedule of Classes for current offering. Prerequisite: consent of instructor.

584. Seminar: Individual Authors: English (3)

In-depth study of an individual author and related criticism. May be repeated for credit. See Schedule of Classes for current offering. Prerequisite: consent of instructor.

587. Seminar: Rhetorical Theory **(Spring)**

Study of topics in rhetorical theory specifically as it applies to the teaching of writing at the college level, including topics such as the history of invention, contemporary invention heuristics, discourse analysis theories, and recent rhetorical theories. Course content varies from semester to semester.

588. Seminar: Study of Language (3) **(Fall)**

Linguistic theory and its applications to the study of English, with emphasis on original research and the detailed study of primary materials. Prerequisite: consent of instructor.

595. Special Studies (1-4) **(Fall and Spring)**

To register for 595, not only must the student have the consent of the instructor, but the material and course of study should satisfy students' needs not covered by regularly offered courses. In addition, the amount and level of work proposed should be at the appropriate academic level. Prerequisites: consent of instructor and department chair.

599. Thesis and Accompanying Directed Reading (3 or 6) **(Fall and Spring)**

Prerequisite: ENGL 500, classified status, and an authorized Thesis Prospectus Approval form.

Environmental Studies and Planning

Department Office

Rachel Carson Hall, Room 18, (707) 664-2306

Department Chair

W. J. "Rocky" Rohwedder

Faculty

Jean Merriman (Conservation and Restoration/Hazardous Materials)
 Stephen A. Norwick (Water Quality)
 Steven C. Orlick (Planning)
 W. J. "Rocky" Rohwedder (Energy Management and Design/
 Environmental Education)
 James C. Stewart (Environmental Education/General Education
 Advising)

Programs Offered

Bachelor of Arts in Environmental Studies
 General Major, All Study Plans
 Planning Concentration
 Bachelor of Science in Environmental Studies
 Environmental Technology Study Plan
 Minor in Environmental Studies and Planning
 Teacher Credential Preparation in Environmental Studies
 Certificate in Energy Management and Design

The Department of Environmental Studies and Planning (ENSP) offers a distinctive program of interdisciplinary study at Sonoma State University. The Department is dedicated to *producing environmental problem solvers*. This program addresses the many dimensions of current environmental concerns that have far-reaching implications for human society, natural systems, and the fate of diverse species of plants and animals. The program of study seeks to integrate 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 goal of the program is to prepare students for careers in the environmental professions and for positive action in their own lives 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, Environmental Education, Environmental Technology, and in the Planning concentration (city and regional planning). These study plans are described more fully below. Many students have pursued double majors, or a major and a minor, in conjunction with traditional disciplines to prepare for specific environment-oriented careers.

As part of their course of study, 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. 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 Scholarship Office or Financial Aid Office. Several scholarships are provided specifically for ENSP students.)

Advisory Plans for the Freshman and Sophomore Years

In fulfilling their General Education requirements, students who intend to major in Environmental Studies should carefully select courses that will meet the prerequisites for their intended study plans. Required and recommended prerequisites for study plan in both BA and BS degrees are available 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 BA degree. This program should include at least one course in biology, one in physical science, one in philosophy, and two or more in the social sciences, including a course in introductory economics (either Macroeconomics or Microeconomics is recommended). Additional course work is required for certain BA and BS study plans.

Bachelor of Arts in Environmental Studies

Degree Requirements	units
General Education	51
Major Requirements	36-53
General Electives	20-37
Total units needed for graduation	124

Course Requirements for the BA degree

Courses required for the Major must be taken for a traditional letter grade, except for ENSP 100 — Environmental Forum — which is offered Cr/NC only.

Courses required for most BA study plans:

ENSP 100	Environmental Forum	1
ENSP 200	Global Environmental Issues	3
ENSP 301	The Human Environment	3-4
ENSP 321	The Biological Environment	3-4
ENSP 331	The Physical Environment	3-4
ENSP 491-499	Internship	4

And 1 of the 3 following courses selected according to advisory plan:

ENSP 310	Introduction to Planning	3
ENSP 334	Energy, Technology, and Society	4
ENSP 420	Environmental Education	3

Total units basic courses **20-24**

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		35-35
General Electives		18-21
Total units needed for graduation		124

Course Requirements for the BS 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.

CIS	101	Intro to Computers and Computing	3
CHEM	115A*	General Chemistry	5
CHEM	115B*	General Chemistry	5
ENSP	100	Environmental Forum	1
ENSP	200*	Global Environmental Issues	3
ENSP	366	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

* courses that meet General Education requirements

Total units basic courses 36-38

And 26-31 additional units as determined by the study plan.

Required Study Plans

In consultation with an advisor, students must complete an additional 15-33 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 Department of Environmental Studies and Planning. Plans I and II lead to a BA degree in Environmental Studies with a concentration in Environmental Studies. Plan III leads to a BA or BS degree in Environmental Studies with a concentration in Environmental Studies. Plan IV leads to a BA degree in Environmental Studies with a concentration in Planning.

Total additional units in study plans 15-33

Total units in the major 36-53

Plan I. Environmental Conservation and Restoration

General background combined with specific, career-related course work for students planning to work in fields related to parks, natural resource management, international development, outdoor education, environmental law, media, or activism.

Plan II. Environmental Education

This study plan, in combination with course work in other academic departments and the professional education program, meets the requirements for entry into programs leading to the Multiple Subject Credential required to teach in California elementary schools.

Plan III. Environmental Technology (BA and BS degree options)

There are three tracks in this study plan: Energy Management and Design, 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. Completion of this study plan results in both a bachelor's degree in Environmental Studies and a Certificate in Energy Management and Design.

Certificate in Energy Management and Design

Students who have completed or are pursuing a bachelor's degree in another field may take a specified set of courses to receive a Certificate in Energy Management and Design. The certificate program does not lead to a degree, but is focused on a substantial area of study that is practically oriented toward skills and occupations (24 units, two semesters).

Hazardous Materials Management

Designed to prepare students to enter the new and rapidly expanding professions of hazardous waste management, toxic substance control, and environmental protection. Course work provides comprehensive foundation and opportunities to pursue specialized study in the areas of chemistry, computer and mathematical applications, laboratory technology, and public administration.

Water Quality

Water Quality studies may lead to employment in public agencies dealing with water supply, water purification, and water policy and law, or with private corporations that have environmental responsibilities or with consulting firms that work for both government and industry. Our program welcomes beginners but also provides upper-division courses for students who have had previous training in community college 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 community land use, growth management, impact assessment, transportation, and regional 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.

Minor in Environmental Studies

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. A minimum of 20 units is required. Recommended course work is normally the same 20-24 units required in most study plans, which is outlined above.

Elementary Teaching Credential Preparation

The Department of Environmental Studies offers an Environmental Education Plan which fulfills subject matter requirements for entrance into an elementary teaching credential program. This program is offered in conjunction with the SSU Education Department. See page 86.

Environmental Studies and Planning Courses (ENSP)

100. Environmental Forum (1)

(Fall and Spring) Department Faculty

Regular weekly departmental seminar. Outside professional speakers and student reports on a variety of environmental topics and opportunities for environmental action. Audio and video presentations. Cr/NC only.

200. Global Environmental Issues (3)

(Fall and Spring) Department Faculty

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, etc.; contributing factors and future prospects. Satisfies GE, category D5 (Contemporary International Perspectives). Prerequisite or Corequisite: enrollment in ENGL 101 or PHIL 101.

301. The Human Environment (3-4)

(Fall and Spring) Stewart

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 upon critical thinking and ethical implications of human ideas and behavior. Prerequisite: Junior Standing.

303. Graphic Techniques in Environmental Design (3-4)

(Fall and Spring) Department Faculty

An introduction to a variety of graphic communication techniques, including mediums, lettering, model building, paste-up, layout, map making, basic sketching, and slide presentations. Studio/workshop format with individual and class projects designed to enhance the graphic communication skills of those pursuing planning, energy management and design, and other environmental careers. Prerequisite: consent of instructor.

304. World Food/Population Crisis (3)

(Spring) Stewart

Examination of current and future prospects for feeding the world's expanding human population. Analysis of agricultural techniques and consumption patterns in the United States and worldwide. Potentials of the sea, synthetic foods, improved varieties, improved agricultural technology, and the "Green Revolution." Personal, social, economic, political, and ecological implications of the crisis. Prerequisite: completion of GE Category A.

305. Biodiversity and Endangered Species (3)

(Spring) Merriman/Department Faculty

An examination of the causes and consequences of species extinction, both nationally and globally. Topics will include the costs of lost ecological services and opportunities to halt or reverse extinction trends. One field trip.

306. Environmental Ethics (3)

(Fall and Spring) Stewart/Department Faculty

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, category A.

308. Environmental Literature (3)

(Spring) Norwick

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).

310. Introduction to Planning (3)

(Fall and Spring) Orlick/Department Faculty

Comprehensive survey of planning as a systematic and powerful process of problem solving and goals achievement. Community and regional planning focusing on urban growth, redevelopment, and environmental resource management. Applications of planning in business and industry. General Plans, zoning, energy conservation, open space preservation, growth management, and Environmental Impact Reports. Evolving implementation techniques.

315. Environmental Impact Reporting (3)

(Fall and Spring) Orlick

The practice and theory of environmental impact assessment and analysis. The process of preparing, managing, and reviewing Environmental Impact Reports (EIRs) and Statements (EISs) as mandated by State and Federal legislation and guidelines. Effective reviewing of, and commenting on, environmental documents. Relationship between EIRs and comprehensive planning activities. Litigation of EIRs and environmental mediation. Prerequisite: ENSP 310 or consent of instructor.

316. Planning Theory and Methodology (4)

(Spring) Orlick

Exploration of evolving planning thought and principles as a basis for understanding planning practice. The comprehensive planning and design process. The values and ethics of the professional planner. Mediating environmental disputes. Basic analytical, methodological, and communication skills utilized in urban, environmental, and business planning.

318. Land Resources Planning (3)

(Fall) Orlick

Environmentally sensitive land use and site planning. Land suitability for development, carrying capacity, critical and sensitive lands, hazard and risk assessment, other recent concepts. Performance standards and emerging regulatory approaches. Site design principles. Impact assessment and environmental planning.

321. The Biological Environment (3-4)

(Fall and Spring) Merriman

Studies of ecosystem functions, populations, succession, biological control of pest species, species extinction, acceleration of natural processes by human actions, and global consequences of anthropogenic changes in the environment. Adaptive and mitigative human responses emphasized. Development of speaking and writing skills and use of a global telecommunications network. Subject matter may be focused on a particular environmental theme. Field trip included. Prerequisite: completion of lower-division GE, categories B1 and B2.

323. Environmental Restoration (3)

(Fall) Merriman

Application of treatments and mitigating measures to rehabilitate degraded environments and reduce erosion with control structures. Use of native plants, seed gathering and germination techniques, and removal of exotic species. Academic instruction and hands-on rehabilitation work done in the field.

324A. Agroecology (1-2)
(Fall) Department Faculty

The Agroecology course uses the study and practice of organic gardening techniques to understand environmental concerns with large conventional and organic agricultural practices. Organic fall gardening techniques are emphasized: 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 actual practice of gardening techniques in the classroom garden. Laboratory fee required.

324B. Agroecology (1-2)
(Spring) Department Faculty

The Agroecology course uses the study and practice of organic gardening techniques to understand environmental concerns with conventional and organic large-scale agricultural practices. Organic spring gardening techniques are emphasized: 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 actual practice of gardening techniques in the classroom garden. Laboratory fee required.

325. Natural Resources and Environmental Interpretation (3)
(Spring) Merriman

Introduction to the land steward governmental agencies such as parks, watersheds, wilderness areas, forests, reserves and nonprofit preserves at the national, state, and local levels. Career planning, applied field work, and student projects are required, including use of interpretive techniques such as nature walks, slide and film presentations, and children's programs to educate the public about the value and wise use of natural resources.

331. The Physical Environment (3-4)
(Fall and Spring) Norwick

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: a basic course in physical science.

333. Soil Science (4)
(Spring) Norwick

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, category B (Natural Science and Mathematics).

334. Energy, Technology, and Society (4)
(Fall) Rohwedder

Lectures, student presentations, and field trips. Designed to assist students in understanding energy as a fundamental measure of organization, structure, and transformation in both natural systems and human society. Principal topics include: energy history, thermodynamics, efficiency laws, energy demand and end use, net energy analysis, energy economics, energy institutions, and the politics of energy. Analysis of current energy trends and future possibilities.

337. Principles of Energy Management (3)
(Fall) Department Faculty

An introduction to energy management and solar applications for residential and commercial buildings. Fundamentals of active and passive solar design, including: data analysis; heat flow/transfer; building load calculations; DHW and photovoltaic system design and sizing; and energy economics. Computer applications and student design projects. Strong algebra background and PHYS 210A recommended.

338. Environmental Regulation (3)
(Fall) Norwick

A review of the policies, laws, and public procedures that protect air, water, soil, and mineral resources. Emphasis on the history of water use and abuse in California and the relationships of local, State, and Federal policy and procedures, especially permit processes. Prerequisite: completion of GE, categories D4 and D5 (American Institutions).

356. Environmental Politics and Economics (2-3)
Department Faculty

Relevant tools and perspectives for creating a sustainable society in an age of scarcity. Holistic decision-making methodologies for determining environmentally sound social policy, political, economic, and technological implications of transition to a dynamic steady state; role of ecologically based ethical beliefs, perceptual models, and other noneconomic criteria in the development of social policy for a sustainable society.

360. Assistance Projects (1-4)
Department Faculty

Work experience for students functioning as facilitators or assistants under faculty supervision.

363L. Computer-Aided Communications in Environmental Studies (1-2)
(Spring) Rohwedder

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 utilization of currently available computer software and hardware.

365. Appropriate Technology and Sustainable Development (3)
(Fall) Stewart/Department Faculty

Lecture/discussion. Exploration of the concept of appropriate technology and the use of small-scale ecologically sound methods and techniques to support community life. Emphasis upon simple, sustainable technologies that conserve materials and use renewable energy sources. Present and potential applications in the U.S. and Third World countries.

366. Computer Modeling (3)
(Spring) Norwick

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. Prerequisite: junior standing and GE Math.

375. Portfolio Development and Review (1-2)
(Fall) Department Faculty

Course designed for initial assessment of students entering ENSP Multiple Subject Credential program. Assessment of student's past course work and experience in relation to academic standards required in credential programs. Students develop portfolios of individual training and achievement.

380. Hazardous Materials Management (3)
(Spring) Merriman

Through lecture, discussion, and guest experts, the scope of the newly emerging field of Hazardous Materials Management is discussed. Includes such topics as public 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.

385. Small-Scale Energy Sources (3)
(Spring) Department Faculty

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.

395. Community Involvement Program (1-4)
(Fall and Spring) Department Faculty

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)
Department Faculty

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.

405. Commercial Energy Management (3)
(Spring) Department Faculty

Objectives of the course are to acquaint the student with the full range of energy management techniques and technologies in a commercial or light industrial application; demonstrate the advantages of combining these techniques and technologies into an integrated plan of action; thoroughly exploring how to conduct an economic payback analysis of an energy management plan, and investigating various aspects of providing energy management services. Prerequisite: ENSP 337.

408. Classroom Garden (1)
(Fall and Spring) Department Faculty

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.

411A. Planning Workshop (4)
(Fall) Orlick

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 316.

411B. Planning Workshop (4)
(Spring) Orlick

Continuation of ENSP 411A. Spring semester focuses on preparation of the plan, implementation programs, and an Environmental Impact Report following State guidelines. Public presentations of class project. Class fee required at time of registration. Prerequisite: ENSP 411A.

415. Land Development Law (3)
(Spring) Department Faculty

Management of urban and rural land use and development under Federal and State law. Regulations, administrative practices, and case law on zoning, subdivision control, growth management, affordable housing, open space preservation, and environmental protection. Evolving methods of public intervention in the land development process. Prerequisite: ENSP 310.

417. Urban Design (3)
(Spring) Orlick/Department Faculty

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. The effects of public policy and regulations on urban form. The scale, pattern, and image of urban form elements. Historic preservation, planned unit developments, urban plazas, and downtown renewal. Subdivision design and review. Prerequisite: ENSP 303, ENSP 310, or GEOG 385 is recommended.

418. Community Growth Management (3)
(Fall and Spring) Department Faculty

A consideration of issues in controlling the amount and location of urban development. Topics include: methods used to protect a community's environmental quality; effects of growth management systems on housing availability and affordability; transportation system "Level of Service" and commute patterns; jobs/housing balance; quality of schools and other public services; voter initiatives and court challenges. Prerequisite: ENSP 310.

419. Transportation Planning (3)
(Fall) Orlick

Theory, methods, and tools related to the systematic analysis of city, regional, and rural transportation problems. 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. Energy conservation and environmental impact considerations.

420. Environmental Education (3)
(Fall and Spring) Rohwedder

Course is designed to introduce the scope and purpose of environmental education, critique existing materials, and investigate program options for schools and education centers. Educational and interpretive techniques are interrelated throughout the course. Field study and one overnight field trip. This course is a prerequisite to ENSP 440.

437. Passive Solar Design (3)
(Spring) Departmental Faculty

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 or consent of instructor.

438. Water Technology (3)
Norwick

Water supply technology and domestic wastewater treatment 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.

440. Environmental Education Techniques (2-3)
(Spring) Rohwedder

An advanced course in environmental education to build upon the fundamental theory and techniques presented in ENSP 420. The focus is on delivery techniques, tools, and technologies. The course includes analysis of recent developments in national and international programs, curriculum development and implementation, and delivery technology, including interactive videodiscs, telecommunications, and various methods of computer-related instruction. Cr/NC only. Prerequisite: ENSP 420 or consent of instructor.

444. Energy Forum (1-2)
(Fall) Department Faculty

Speakers, including community professionals and university faculty, covering a wide variety of energy issues with formal presentations followed by discussion period. May be repeated for credit.

460. Teaching Assistantship (1-4)
Department Faculty

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.

463. Computer Applications in Energy Management Lab (1-2)
(Spring) Department Faculty

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. Class fee required at time of registration. Prerequisites: ENSP 337 and concurrent enrollment in ENSP 437, or consent of instructor.

470. Planning Independent Study (1-4)
(Fall and Spring) Department Faculty

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.

475. Portfolio Assessment (2)
(Spring) Department Faculty

Course for summative assessment of student preparation in ENSP Multiple Subject Teaching Credential program. Discussion of internships, academic course work, and experiential learning related to State standards and requirements for prospective teachers. Prerequisite: ENSP 375 or consent of instructor.

490. Senior Project (1-4)
(Fall and Spring) Department Faculty

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.

491. Internships in Energy Management and Design (1-4)
For senior students (in most cases) working off-campus in experiential learning positions with written contract and faculty guidance. Cr/NC Only. Prerequisites: senior standing and/or consent of instructor.

492. Internships in Environmental Conservation and Restoration (1-4)

For senior students (in most cases) working off-campus in experiential learning positions with written contract and faculty guidance. May be repeated for credit. Prerequisites: senior standing and/or consent of instructor.

493. Internships in Environmental Education (1-4)

For senior students (in most cases) working off-campus in experiential learning positions with written contract and faculty guidance. May be repeated for credit. Prerequisites: senior standing and/or consent of instructor.

494. Internships in Hazardous Materials Management (1-4)

For senior students (in most cases) working off-campus in experiential learning positions with written contract and faculty guidance. May be repeated for credit. Prerequisites: senior standing and/or consent of instructor.

495. Special Studies (1-4)

Independent study designed in consultation with an instructor. Prerequisite: successful completion of at least 2 ENSP courses and submission of a completed SSU Special Studies form.

496. Internships in Planning (1-4)

For senior students (in most cases) working off-campus in experiential learning positions with written contract and faculty guidance. May be repeated for credit. Prerequisites: senior standing and/or consent of instructor.

497. Internships in Water Quality (1-4)

For senior students (in most cases) working off-campus in experiential learning positions with written contract and faculty guidance. Cr/NC Only. Prerequisites: senior standing and/or consent of instructor.

498. Senior Seminar: Issues in Professional Practice (1-2)
(Fall and Spring) Orlick/Department Faculty

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 during the semester of graduation. Cr/NC only.

499. Internships (1-4)
(Fall and Spring) Department Faculty

For senior students (in most cases) working off-campus in experiential learning positions with written contract and faculty guidance. Cr/NC Only. Prerequisites: senior standing and/or consent of instructor.

Film Studies

Program Office

Art Building, Room 128, (707) 664-2151

Program Offered

Minor in Film Studies

Program Coordinator

William H. Guynn, Art Department

Faculty

Marsha Adams (Art)

Harold G. Alderman (Philosophy)

James E. Gray (American Multicultural Studies)

William H. Guynn (Art)

Michael G. Litle (Communication Studies)

Peter Maslan (Theatre Arts)

Louallen F. Miller (Political Science, Hutchins School of Liberal Studies)

Don R. Patterson (English)

Gerald Rosen (English)

Robert Tellander (Sociology)

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 are able to design a Film Studies minor with an emphasis relevant to their academic and career objectives.

Minor in Film Studies

The Film Studies 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

ART	212	Introduction to World Film History	3
FILM	300A	Classic Narrative Film	3
FILM	300B	Other Cinemas	3
Total units in the minor core			9

Minor Electives

Students may complete the Film Studies minor by choosing three courses within any one of the following four options or by devising a set of complementary courses selected from two or more options in consultation with the Film Studies coordinator.

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	329	Screen/Script Writing (Film-TV-Stage) (3)	
ENGL	429	Advanced Script Writing (3)	
ENGL	377	Film and Literature (3)	
INDS	301A	Sacred Traditions (Film and Literature) (3)	
INDS	301B	Secular Traditions (Film and Literature) (3)	
FREN	415	Selected Topics: French Film (3)	
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	Advanced Media Criticism (3)
LIBS	356	Film and Politics (3)
PHIL	358	Philosophy and Film (3)
SOCI	434	Cinema and Society (4)

Total units in the option 9-11

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)
ART	418B	History of Modern Art: 20th Century (3-4)
ART	418C	History of Modern Art: American (3-4)
COMS	201	Media Arts I (3)
COMS	355	Media Arts II (3)
or		
COMS	455	Media Arts III (3)
THAR	120	Beginning Acting (2)
THAR	130	Beginning Design and Practice: Scenery (3)
or		
THAR	132	Beginning Design and Practice: Lighting (3)
THAR	350	Directing Workshop (2)

Total units in the option 9-12

International and Crosscultural Perspectives Option

These courses are designed to 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	Images in Film (3)	
FREN	415	Selected Topics: French Film (3)	
NAMS	338	Native Americans and The Cinema (3)	
MAMS	393	Chicano/Latino Cinema (3)	
INDS	301A	Sacred Traditions (Film and Literature) (3)	
INDS	301B	Secular Traditions (Film and Literature) (3)	
INDS	305	Variable Topics: Indian Film (2-4)	
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 1 elective course with a regional or intercultural perspective.

Film Studies Courses (FILM)

- 300A. Classic Narrative Film (3)**

Theory and analysis of the classic narrative film. Emphasizes the evolution of the classic narrative system, particularly in Hollywood, the construction of visual and auditory space, the art of editing, the history of American genre filmmaking, and the spectator in the classic fiction film.
- 300B. Other Cinemas (3)**

Film theory and practice in cinemas other than classic narrative: experimental film, including Expressionism, Soviet montage, abstractionist tendencies; the aesthetics of non-Western filmmakers, from the Japanese and Indian cinemas in particular; and currents of opposition in Western filmmaking, such as Italian neorealism, French New Wave.
- 495. Special Studies (1-4)**

Directed and individual study, discussions, and reports on selected topics.

Foreign Languages and Literatures

Department Office

Stevenson Hall, Room 3016, (707) 664-2351

Department Chair

Howard Limoli

Language Laboratory Director

Helio Tavares

Programs Offered

Bachelor of Arts in French

Bachelor of Arts in German

Bachelor of Arts in Spanish

Minor in French

Minor in German

Minor in Spanish

Courses in Foreign Literature in English

Courses in Intercultural Training

International Programs

Teacher Credential Preparation in Spanish

Faculty

Philip Beard (German), Sterling Bennett (German),

Yvette M. Fallandy (French), Francisco Gaona (Spanish),

William Guynn (French), Howard Limoli (French),

Jorge Porras (Spanish)

The programs and courses of the Department of Foreign Languages make accessible to students the languages, literatures, and cultures of France, Germany, India, Spain and Spanish America. We recognize the 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 Foreign Languages offers major and minor programs in French, German, and Spanish, and courses in India Studies. Courses in the modern foreign languages are taught in the target language; functional control of all language skills (reading, writing, listening comprehension, and speaking) is a primary goal.

Through careful academic planning, study of foreign languages 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 teaching. Foreign Language major programs successfully prepare students for graduate study. The importance of early consultation with Departmental advisors cannot be overstressed. It is the key to meaningful access to academic and career opportunities. It is highly advisable that students combine a major or minor in Foreign Languages with a major or minor in another discipline.

Course work, minors, and majors in Foreign Languages complement specialized knowledge and expertise in other academic areas. The structure of Foreign Language major programs facilitates planning of double majors and minors.

In addition to majors and minors offered by other departments, there are interdisciplinary and career minor programs of special interest to Foreign Languages students, including the International Studies Minor, the Information and Research Career Minor, and the Minor in Linguistics: Teaching English as a Second Language.

Elementary and Secondary Teaching Credential Preparation

Until September 1996, the Department of Foreign Languages will offer subject matter preparation programs in French and Spanish. Completion of a program (see pages 87-88) certifies the subject matter competence required for a teaching credential in each of these languages. After September 1996 the department will offer a subject matter preparation program only in Spanish. French, German, or Spanish majors interested in pursuing either a multiple subjects (elementary) credential or a single subject (secondary) credential may also demonstrate competence by passing the appropriate portions of the PRAXIS II: Subject Assessment Tests. For further information, 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 foreign university. Courses taken abroad through the International Programs count as residence units in all university programs, and can be integrated into an overall academic plan. Immersion programs in the cultures of France, Germany, Spain, Mexico, and Quebec are available (see page 157).

The Foreign Languages Laboratory

Sonoma State University students have daily access to versatile equipment and an extensive collection of tapes and records of literature, poetry, and music in many languages. The tape collection is augmented by cultural slides for use with Caramate projectors. The laboratory provides students with opportunities for listening, responding, recording, and playback, and for viewing videotapes made on any of the systems in use throughout the world.

Work in the laboratory complements and enriches work in language classes. Students may also work independently, using self-teaching materials available in many of the less taught languages.

Placement in Foreign 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 foreign 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 Foreign Languages Department will assist students in selecting the appropriate course level. The following schedule is recommended.

Students with this many years in high school language courses	Should enroll in courses in this level
Less than 2 years	101
2 years	102
3 years	201 or any other 200 course except 202
4 years	202 or any other 200 course except 201

Transfer students with college credit in a foreign 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 equivalents course at Sonoma State University.

Native speakers of French, German, or Spanish are encouraged to consult department advisors concerning advanced placement in these programs.

Course Challenges

Students may challenge courses, as provided in the University procedures (see page 258). It is essential that students interested in this possibility consult instructors of the courses they wish to challenge at the start of the semester.

Foreign Language Courses (FL)

The Department of Foreign Languages and Literatures regularly offers courses in foreign literatures in English, for which there is no foreign language prerequisite. For the current listing, consult the Schedule of Classes under FL.

214. Introduction to World Literature (3)

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.

314. Francophone Literature in English Translation (3)

European vs. French-speaking Caribbean, African, Near Eastern, Asian, and North American literatures in English translation. Conflicting views concerning European and non-Western cultural values, colonialism vs. emerging nationalisms, opposing religious values, and a quest for cultural and national identities. Ethnocentrism and racism offering a different perspective on U.S. problems. Satisfies GE, category C2 (World Literature). Prerequisite: completion of GE category A.

320. Intercultural Training (3-4)

A lecture series and course that encourages students interested in international careers to integrate four areas: (1) international business or some other career with possible international dimensions, (2) area studies (geography, history, economics, politics, language, art, and music), (3) competency in a foreign language, and (4) cross-cultural training, including comparative cultural anthropology, simulation games, theories of cross-cultural awareness, as well as cultural self-awareness. Area focus changes from semester to semester depending on the area studied.

Bachelor of Arts in French

The purpose of the French major is to enable the student to attain the "advanced" levels of competency in speaking, listening, reading, and writing as prescribed by the American Council of Teachers of Foreign Language (ACTFL), and to provide him or her 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 the student's broader and more informed participation in his or her chosen field.

Degree Requirements	units
General Education	51
Major Requirements	29
General Electives	44
Total units needed for graduation	124

NOTE: Students should note the prerequisites for upper-division courses.

Requirements for the Major

Complete the following 29 units:

FREN 204	Oral French	3
FREN 301	Advanced Comprehension and Expression	4
FREN 302	Advanced Comprehension and Expression	4
FREN 320	France Yesterday	3
FREN 321	France Today	3
FREN 410	French Literature	3
FREN 411	French Literature	3
FREN 415	Special Topics in French Culture	3
FREN 475	Senior Seminar	3
Total units in the major		29

Minor in French

Requirements for the Minor

The French minor presupposes 15 units or the equivalent of FREN 101, 102, 203, and lab courses 101L, 102L, and 203L. All or part of these may have been completed elsewhere.

In addition, the student who wishes to minor in French is required to take

FREN	204	Oral French	3
FREN	301	Advanced Comprehension and Expression	4
FREN	302	Advanced Comprehension and Expression	4
and one of the following pair of courses:			6
FREN	320	France Yesterday (3)	
and			
FREN	410	French Literature (3)	
or			
FREN	320	France Yesterday (3)	
and			
FREN	321	France Today (3)	
or			
FREN	321	France Today (3)	
and			
FREN	411	French Literature (3)	
Total units in the minor			17

French Courses (FREN)

NOTE: Unless stated otherwise, all courses are conducted in French.

101L First Semester French (4) (Fall and Spring)

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, according to ACTFL standards. (Listening and speaking novice–mid; reading and writing, novice–high.) Requires concurrent enrollment in FREN 101L.

101L Language Laboratory, French (1) (Fall and Spring)

A minimum of two academic hours (100 minutes) weekly of practice sessions in the Language Laboratory. Cr/NC only. Prerequisite: concurrent enrollment in FREN 101.

102L Second Semester French (4) (Fall and Spring)

Students progress through increasingly complex sentence structures. Listening and speaking competence tested at intermediate–low levels; reading and writing at intermediate–mid levels, according to ACTFL standards. (Testing includes cultural knowledge.) Requires concurrent enrollment in FREN 102L. Prerequisite: FREN 101 or by examination.

102L Language Laboratory, French (1)

A minimum of two academic hours (100 minutes) weekly of practice sessions in the Language Laboratory. Cr/NC only. Prerequisite: concurrent enrollment in FREN 102.

203L Third Semester French (4) (Fall and Spring)

Completes the lower-division cycle, followed by a variety of reading materials and an introduction to cultural materials intended to enable the student to pursue his or her interests independently. Testing (includes cultural knowledge) of speaking and listening skills at the intermediate–mid levels, reading and writing at the intermediate–high levels, according to ACTFL standards. Requires concurrent enrollment in lab, FREN 203L. Prerequisite: FREN 202 or by examination.

203L Language Laboratory, French (1)

A minimum of two academic hours (100 minutes) weekly in practice sessions in the language laboratory. Cr/NC only. Prerequisite: concurrent enrollment in FREN 203.

204L Oral French (3) (Fall)

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. Includes a laboratory component. Speaking and listening competence at advanced–low level, according to ACTFL standards. Prerequisite: FREN 203 or by examination.

301L Advanced Comprehension and Expression (4) (Fall)

Study of advanced aspects of French grammar and stylistics as encountered in literary and nonliterary texts, including correspondence, resumes, reports, forms and formulae of commerce, education, communication, and travel. Oral and written presentations. Prerequisites: FREN 203 or equivalent, and FREN 204.

302L Advanced Comprehension and Expression (4) (Spring)

More advanced aspects of grammar and stylistics. Reports and reviews, articles, essays on French culture, politics, social institutions, and the media. Discussion, oral and written presentations. Prerequisites: FREN 203 or equivalent, and FREN 204.

320L France Yesterday (3) (Fall)

French civilization: history, social and political institutions, and the arts, as revealed in written documents and visual media (architecture, painting, graphics, etc.). The rise and fall of French monarchy, revolution, the two Napoleons, and the rise of democratic institutions. Readings, discussion, oral and written reports in French. Prerequisite: FREN 301 or 302, or equivalent (may be taken concurrently).

321L France Today (3) (Spring)

Contemporary France as revealed in its media and nonfiction literature. The Third Republic and the two world wars to the Fifth Republic. Major issues in modern French institutions and contemporary life, e.g., the arts, colonialism, the common market, decentralization, education, intellectual movements, regionalism, and women's issues. Readings, discussion, oral and written reports. Prerequisite: French 301 or 302 (may be taken concurrently).

410L French Literature (3) (Fall)

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, oral and written reports in French. Prerequisite: FREN 320 (may be taken concurrently).

411. French Literature (3)
(Spring)

Readings in theatre, prose, and poetry representing major writers and movements from the 19th through 20th century. May be organized around themes or genres or by aesthetic movements. Readings, discussion, oral and written reports in French. May be repeated for credit when content is different. Prerequisite: FREN 321 (may be taken concurrently).

415. Special Topics in French Culture (3)
(Fall)

Topics vary according to current interests and issues, e.g., the Francophone World, the French Film, French Feminism, and French Impressionism. Readings, discussions, oral and written reports. May be repeated for credit when topics change. Prerequisite: FREN 320 or 321 (may be taken concurrently).

460. Linguistics for Teachers of French (3)

Focuses on teaching for communicative competence, and integrates linguistic theory; Chomsky's competence/performance; general theories of communication and culture. The future teacher engages in pedagogical exercises by which to provide students with linguistic forms and a vocabulary appropriate to their needs and interests. Students learn nonverbal signs of face and body that belong to French-speaking communities, and how to create a sense of community within the classroom such that French can be established as the language of communication. Prerequisites: FREN 301, 302, 320, 321.

475. The Senior Seminar (3)
(Spring)

A capstone course in which the student prepares a written research paper presented orally, relating the student's French studies to his or her career aspirations or related subject. The student also prepares the culminating competency-based examinations in speaking and listening at an advanced level according to ACTFL standards. Prerequisite: FREN 321 and 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.

Bachelor of Arts in German Language and Area Studies

Degree Requirements	units
General Education	51
Major Prerequisites	20
Major Requirements	32
General Electives	21
Total units needed for graduation	124

The SSU major in German provides thorough training in language skills and German area studies in preparation for graduate studies and/or careers.

Reading, writing, speaking, and listening skills are developed systematically in all lower- and upper-division courses. Augmenting this practical skills approach, an experimental, supplementary course, "German for Business," will be offered in 1994-95, beginning at the second-year level.

All upper-division courses are conducted in German (except three hours weekly of German 310 and German 320, both designed to include non-German speakers). Students converse in small and large groups, exchanging topic-related and grammatical information. Writing skills are developed early and upgraded by means of weekly essays throughout the upper-division program. After completing the capstone course, German 405 (The Art of Translating), students are fully prepared linguistically for graduate work or for careers that require fluent communication in German.

Before the end of their junior year, students must earn the "Zertifikat Deutsch als Fremdsprache," a certificate developed by the Goethe Institute documenting intermediate-level language proficiency according to an internationally recognized standard.

The SSU German Area Studies program provides insights into German geography, politics, economy, art, literature, music, and film. Two junior-level courses (German 320, Intercultural Training, and German 310, Germany Today) introduce students to the salient features of post-unification German society and customs, and provide analytical comparison with American counterparts. The two-semester Senior Seminar, German 490 and 491, broadens and deepens this knowledge by researching historical roots of present-day phenomena. Cultural, political, social, and intellectual history are studied in the context of today's events and concerns.

Among the broad topics examined comparatively with U.S. culture are: German national identity; attitudes and behavior toward foreigners; anti-Semitism, the Holocaust and ethnic responsibility; the Faust myth and its manifestations; German women in art, culture, and politics; German social consciousness and social practice; the meaning, function, and problems of Central Europe; work and class consciousness; development of the German educational ideal; provincial uniquenesses; militarism and fascism; German humor; environmental concerns; attitudes toward nature; and attitudes toward other cultures, including indigenous cultures.

The SSU German major program combines area studies, cross-cultural training, and language skill acquisition and enhancement. The resulting practical, comparative approach to the German people and their rich and problematic cultural heritage gives students a uniquely sound, responsible preparation for German-oriented future work.

Preparatory Skills Courses

(Lower Division)

GER	101	Elementary German, 1st Semester	4
GER	101L	Language Lab	1
GER	102	Elementary German, 2nd Semester	4
GER	102L	Language Lab	1
GER	201	Intermediate German, 1st Semester	4
GER	201L	Language Lab	1
GER	202	Intermediate German, 2nd Semester	4
GER	202L	Language Lab	1

Total preparatory skills units 20

German Major Course Requirements

(Upper Division)

GER	301	Advanced Composition and Conversation	3
GER	302	Advanced Composition and Conversation	3
GER	310	Germany Today	3
GER	320	Intercultural Training: Germany	4
GER	405	Art of Translating	3
GER	490	Senior Seminar: Area Studies	4
GER	491	Senior Seminar: Area Studies	4

Supporting Electives*

Total preparatory skills units 32

* German majors must complete eight of the required 32 upper-division units by enrolling in approved supporting courses in other disciplines. Examples of typically approved courses are: SOCI 305, Holocaust Studies; ECON 303, International Economics; BUS 368, International Management; POLS 350, European Parliamentary Democracies. Consult a German advisor before enrolling in any course intended to count toward this elective requirement.

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 Als Fremdsprache," the internationally recognized basic proficiency certificate offered annually under the auspices of the Goethe Institute. Normally, students who have successfully completed SSU's introductory two-year course sequence (through GER 202) may be confident of passing the certification examination.

German Courses (GER)

NOTE: All courses taught in German unless otherwise noted.

101. Elementary German — First Semester (4) (Fall)

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. Prerequisite: concurrent enrollment in GER 101L.

101L. Language Laboratory, Elementary German (1) (Fall)

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) (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. Prerequisites: GER 101 and concurrent enrollment in GER 102L.

102L. Language Laboratory, Elementary German (1) (Spring)

A minimum of two academic hours (100 minutes) weekly of practice sessions in the Language Laboratory. Cr/NC only. Prerequisite: concurrent enrollment in GER 102.

195. Elementary Special Studies (1-4)

Directed and individual study.

201. Intermediate German (4) (Fall)

Review and elaboration of GER101-102, supplemented by selected readings in such areas as philosophy, literature, art, music, history, science, and popular culture. Prerequisites: concurrent enrollment in GER 201L.

201L. Language Laboratory, Intermediate German (1) (Fall)

A minimum of two academic hours (100 minutes) weekly of practice sessions in the Language Laboratory. Cr/NC only. Prerequisite: concurrent enrollment in 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. By the end of GER 202, students' mastery of German should enable them to earn the "Zertifikat: Deutsch als Fremdsprache." Prerequisite: concurrent enrollment in GER 202L.

202L. Language Laboratory, Intermediate German (1) (Spring)

A minimum of two academic hours (100 minutes) weekly of practice sessions in the Language Laboratory. Cr/NC only. Prerequisite: concurrent enrollment in GER 202.

256. German through Song (3)

A musical approach to refining students' German language usage and increasing vocabulary. Prerequisite: GER 101.

295. Community Involvement Program (1-4)

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. A total of 6 units of CIP credit may be applied toward a degree. Not applicable to the German major.

301. Advanced Composition and Conversation (3) (Fall)

Extensive practice and discussion in German of grammatical principles, idioms, vocabulary, and style. Normally, one written composition will be assigned per week. Prerequisite: GER 202.

302. Advanced Composition and Conversation (3) (Spring)

Extensive practice and discussion in German of grammatical principles, idioms, vocabulary, and style. Normally, one written composition will be assigned per week. Prerequisite: GER 202.

**310. Germany Today (3) (In English)
(Spring)**

A general introduction to present-day Germany and its people, attitudes, customs, and popular culture. Reading and discussion of current and recent material from German newspapers and magazines. Film, slides, and recorded music will also be used.

**320. Intercultural Training: Germany (3-4) (In English)
(Fall)**

Students attend public lecture series. Lectures include practical presentations on German customs, business practices, and cultural attitudes, and more general treatment of cross-cultural communication and awareness. Nonlecture class meetings are devoted to discussion and training activities. The 3-unit course is conducted in English; German majors must attend a fourth hour per week conducted in German.

356. German through Song (3)

Same format as GER 256, but requires completion of a medium-length written project in addition to normal assignments and class work. Prerequisite: GER 201.

395. Community Involvement Program (1-4)

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. A total of 6 units of CIP credit may be applied toward a degree. Not applicable to the German major or minor.

**405. The Art of Translating (3)
(Fall)**

Intensive practice in translation from German to English, and vice versa, of prose (both literary and media-style), drama, and poetry. Thorough attention is paid to the pitfalls of translation as well as to developing the special artistry that good translation demands. Prerequisite: GER 301.

**490. Senior Seminar in Area Studies (4)
(Fall)**

This two-semester, eight-unit sequence prepares students for German-oriented careers by informing them about current German affairs and concerns and their history. Categories surveyed include geography, politics, economics, social systems, and intellectual life, including literature and the arts. Language skills are honed through weekly essays and class discussions in German. Students also engage in special-interest research, on which they report regularly to their classmates. Prerequisites: GER 310 and GER 302, or equivalent.

**491. Senior Seminar in Area Studies (4)
(Spring)**

This two-semester, eight-unit sequence prepares students for German-oriented careers by informing them about current German affairs and concerns and their history. Categories surveyed include geography, politics, economics, social systems, and intellectual life, including literature and the arts. Language skills are honed through weekly essays and class discussions in German. Students also engage in special-interest research, on which they report regularly to their classmates. Prerequisites: GER 310 and GER 302, or equivalent.

495. Special Studies (1-4)

Directed individual study; discussions and reports on selected topics. Prerequisite: GER 202 and consent of instructor.

India Studies Courses (INDS)

301A. The Sacred Traditions of South Asia (3)

An exploration of the sacred traditions and philosophies of South Asia from the earliest times to the present, with a focus on India. A study of Hinduism, Buddhism, Sikhism, and Islam in South Asia is emphasized. Original texts (in translation), films, and lectures by visiting scholars are included in the class format. May be repeated for credit with the consent of the instructor and the India Studies coordinator. Satisfies GE, category C4 (Comparative Perspectives).

301B. The History and Secular Traditions of South Asia (3)

An exploration of the cultures and traditions of South Asia from the earliest times to the present, with a focus on India. Literature (in translation), the arts, and music form the basis of this class. Historical and sociopolitical background for the secular traditions of India will be introduced through readings and lectures. Films (documentary and feature-length) and lectures by visiting scholars, writers, musicians, and artists will be included in the class format. May be repeated for credit with the consent of the instructor and the India Studies coordinator. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages).

NOTE: 301A is not a prerequisite to 301B.

Other Courses on Asia

ANTH	203	Introduction to Cultural Systems (4)
ART	417	Oriental Art (3-4)
ANTH	375	Civilizations of India (4)
GEOG	430	Seminar in the Regional Geography of Asia (4)
GEOG	460	Seminar in Area Studies that deal with Asia (4)
HIST	336	Introduction to the Far East (4)
HIST	435	History of China (4)
HIST	436	Chinese Thought and Culture (4)
HIST	438	History of Japan (4)
HIST	498	Senior Seminar: Asian History (4)
PHIL	360	Eastern Philosophy (3)
PSY	329	Asian Psychology (1-4)
PSY	335	Seminar in Zen (4)
PSY	490	Psychology seminars that deal with Asian psychology (4)
PSY	496	Tutorials that deal with Asian psychology (1-16)
SOCI	431	Sociology of Religion (4)
SOCI	497	Interdisciplinary Seminar: Comparative Sociology (4)

Other courses may be taken in addition to the above courses to fulfill the India Studies requirements, with the approval of the advisor.

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 an interdisciplinary concentration with the Linguistics program. Courses taken abroad in the CSU International Program may be counted toward the major or minor.

Degree Requirements	units
General Education	51
Major Requirements	55-59
General Electives	14-18
Total units needed for graduation	124

Requirements for the Major

The course requirements for a major in Spanish are divided into two groups: the Basic Spanish Prerequisites and the Spanish Major.

Basic Spanish Prerequisites

These requirements may be substituted partially or completely by two or more years of high school Spanish, a high school advanced placement certificate or college transfer credits. Native speakers of Spanish with a high school degree from their home country will be exempt.

SPAN	100X	Intensive Basic Spanish	6
SPAN	100L	Language Laboratory	1
or			
SPAN	101	Basic Spanish, 1st Semester	4
SPAN	101L	Language Laboratory	1
SPAN	200X	Intensive Intermediate Spanish	6
SPAN	200L	Language Laboratory	1
or			
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
Total units			20-24

Electives

SPAN	150	Elementary Conversation	2
SPAN	250	Intermediate Conversation	2

Spanish Major

✓ SPAN	300	Advanced Grammar and Composition	3
✓ SPAN	301	Composition	3
✓ SPAN	303	Phonetics	3
✓ SPAN	304	Linguistics	3
✓ SPAN	305	Advanced Reading	3
✓ SPAN	306	Introduction to Spain	3
✓ SPAN	307	Introduction to Latin America	3
✓ SPAN	350	Advanced Conversation	2
✓ SPAN	400	Special Topics	3
✓ SPAN	496	Seminar in Spanish Literature	3
✓ SPAN	497	Seminar in Latin American Literature	3
* Supporting Course			3
Total major units			35

* Courses drawn from the humanities (art, MAMS) or social sciences dealing with Spain or Latin America.

Spanish Minor

SPAN	300	Advanced Grammar and Composition	3
SPAN	301	Composition	3
SPAN	303	Phonetics	3
SPAN	305	Advanced Reading	3
SPAN	306	Introduction to Spain	3
SPAN	307	Introduction to Latin America	3
SPAN	350	Advanced Conversation	2
Total minor units			20

Linguistics Concentration

Linguistics provides excellent preparation for secondary and bilingual teaching programs, and for graduate work in general linguistics. (This is an interdisciplinary Alternative Major Concentration for students with a special interest in contrastive English and Spanish structures.)

ANTH	382	Language Change	4
LING	310	Phonological Analysis	4
LING	311	Grammatical Analysis	4
SPAN	426	Seminar in Modern Varieties of Spanish	3

Total units in the linguistics concentration 15

Teacher Credential Preparation Program in Spanish

The Foreign Languages Department offers a subject matter preparation program in Spanish that meets the requirements for entry into a single subject (secondary) teaching credential program. The program meets the state requirement of a minimum of 30 upper-division units.

Spanish Courses (SPAN)

100L. 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 100X.

100X. Intensive Basic Spanish (6)

Intensive study of the fundamentals of Spanish grammar, with practice in pronunciation, understanding, speaking, reading, and writing. Must be taken concurrently with SPAN 100L.

101. Basic Spanish, First Semester (4)

Spanish for beginners. Elementary oral expression and fundamentals of grammar; cultural readings and beginning practice in composition. 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. Must be taken concurrently with SPAN 102L.

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.

195. Elementary Special Studies (1-4)

Directed, individual study in lower-division Spanish.

200L. 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 200X.

200X. Intensive Intermediate Spanish (6)

Intensive review of fundamentals and study of more advanced aspects of grammar, with practice in understanding, speaking, reading, and writing. Must be taken concurrently with SPAN 200L. Prerequisite: SPAN 100X.

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. Must be taken concurrently with SPAN 201L.

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. Must be taken concurrently with SPAN 202L.

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 200X.

300. Advanced Grammar and Composition (3)

Advanced Spanish grammar through reading selections, exercises, compositions, and oral reports. Prerequisite: 4 semesters of college-level Spanish (or the equivalent).

301. Advanced Composition (3)

Compositions to achieve a mastery of the written language. Introduction to the preparation of critical essays and studies. Weekly compositions. Prerequisite: SPAN 300.

303. Phonetics (3)

The sound system and pronunciation of standard Spanish in contrast to the sound system and pronunciation of American English. Content includes theory and practice. Prerequisite: SPAN 200X or 201.

304. Linguistics (3)

Topics in Spanish linguistics: historical, applied, structural, and dialectal. Prerequisite: SPAN 202.

305. Advanced Reading (3)

An intensive course in reading and systematic vocabulary-building to prepare students for upper-division courses in literature and culture. Prerequisite: SPAN 202.

306. Introduction to Spain (3)

The culture of Spain in its history, literature, and art. Lectures, readings, and discussion. Prerequisite: SPAN 305.

307. Introduction to Latin America (3)

The culture of Latin America in its history, literature, and art. Lectures, readings, and discussion. Prerequisite: SPAN 305.

350. Advanced Conversation (2)

Subject matter for conversation drawn from topics of general cultural interest (politics, film, theater, folklore, etc.). May be repeated for credit. Prerequisite: SPAN 250 or equivalent.

395. Community Involvement Program (CIP) (1-4)

CIP involves students in basic community problems, performing such tasks as tutoring, coaching, and reading for the blind. Students receive 1-4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. CIP is not applicable to the Spanish major or minor.

400. Special Topics (3)

A study in detail of a period, a theme, or an art form in Spanish or Hispanic literature, history, or folklore. Prerequisite: SPAN 306 and 307 or equivalent.

426. Seminar in Modern Varieties of Spanish (3)

The phonological and morphological character of contemporary regional spoken Spanish (Caribbean, Andean, Gauchesque, Andalusian, etc.) A practical introductory sociolinguistic analysis of regional languages in Spain and Latin America (Galician, Basque, Catalan, and Indo-American languages). Prerequisite: SPAN 303 and 304.

495. Special Studies (1-4)

Directed, individual study on subjects of special interest. Students must prepare a proposal that is subject to the approval of the Spanish Program.

496. Seminar in Spanish Literature (3)

A detailed study of a representative Spanish author. Requires discussion in class and a term paper. Prerequisite: SPAN 306 and 307 or equivalent.

497. Seminar in Latin American Literature (3)

A detailed study of a representative Hispanic author. Requires discussion in class and a term paper. Prerequisite: SPAN 306 and 307 or equivalent.

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 topics 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. For proposals and placement, please see the program coordinator.

Gender Studies

Major Coordinator

E. Kay Trimberger

Rachel Carson Hall, Room 31-32 (707) 664-2840/2561

Special Major in Gender Studies

The ITDS Special major (BA) in Gender Studies is an interdisciplinary curriculum that explores the nature and function of gender socialization, gender roles, and gender stratification, including 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. Gender Studies also focuses on how ideological conceptions of masculinity and femininity shape human development. Students majoring in Gender Studies will be encouraged to double-major or to minor in another discipline.

The Gender Studies major has three components:

- (1) an interdisciplinary core of 21 units that exposes students to theory and research about gender;
- (2) a disciplinary concentration of 16 units that exposes students to how gender analysis has developed within and influenced a specific discipline; and
- (3) skills application in education or human services through a total of 7 units of either course work and internships in organizations devoted to gender change or course work and internships in teaching Gender Studies.

I. Core Requirements

The Core Courses provide an organized framework for understanding women's and men's lives and experiences individually, within cultural groups, and as a whole. It is recommended that students enroll in the Core Courses in the following order.

WOMS	350	Gender, Sexuality, and Family	3
WOMS	375	Race, Sex, and Class (Crosslisted as AMCS 420)	3
WOMS	475	Contemporary Feminist Thought	4
WOMS	425	Feminist Research Methods	1
		(to be taken in conjunction with the methods class described below)	
WOMS	485	Senior Seminar	3
Electives			7

Any combination of courses from Women's 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 by completing 16 units of course work in that area as follows:

- (1) a course on gender (3-4 units). Examples: Sociology of Gender, Women Writers, Gender and Archaeology, or Women in U.S. History;
- (2) a methods course (3-4 units); and
- (3) additional upper-division courses (8-10 units) in the disciplinary area chosen in consultation with a Gender Studies advisor.

Total disciplinary units 16

III. Skills Application In Education or Human Services

WOMS	491	Practicum in Adult Teaching and Learning (Crosslisted as EDUC 490)	3
WOMS	492	Syllabus Design	1
WOMS	493	Teaching Supervision	1
WOMS	499	Internship in Teaching	2
	or		
WOMS	490	Feminist Organizations	3
WOMS	395/499CIP/Internships		4

Internships must be completed in an organization concerned with gender change. Examples: Sonoma County Women Against Rape, Men Evolving Nonviolently, Women's Resource Center.

Total skills application units 7

Total units necessary for gender studies major 44

For WOMS course descriptions see pages 248-249.

Geography

Department Office

Stevenson Hall, Room 2054, (707) 664-2194

Department Chair

William K. Crowley

Programs Offered

Bachelor of Arts in Geography

Minor in Geography

Teaching Credential Preparation

Faculty

Timothy A. Bell, William K. Crowley, Bryan D. Baker

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 a special concentration in the major in either Earth Science or Cultural Studies.

The Geography Department has a fully equipped cartographic laboratory, extensive collections of maps, aerial photographs, and remote sensing imagery, a GIS facility, 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.

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, meteorology, or oceanography are eligible to compete for the annual Call Memorial Scholarships.

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.

Bachelor of Arts in Geography

Degree Requirements

	units
General Education	51
Geography Courses	42
Supporting Courses	8
General Electives	23
Total units needed for graduation	124

NOTE: Geography majors may double-count no more than two courses for both General Education and Geography course requirements.

Major Core Requirements

GEOG 203	Cultural Geography	3
GEOG 204	Physical Geography	3-4
GEOG 490	Senior Seminar in Geography	4
one upper-division Physical Geography course from:		
GEOG 305	Oceanography (3-4)	
GEOG 306	Environmental Geology (3)	
GEOG 310	Meteorology (3-4)	
GEOG 360	Geomorphology (4)	
GEOG 370	Climatology (3-4)	
GEOG 416	Biogeography (4)	4
one upper-division Cultural Geography course from:		
GEOG 320	Political Geography (3-4)	
GEOG 330	Historical Geography of North America (3-4)	
GEOG 335	Rural Geography (3-4)	
GEOG 343	Economic Geography (3-4)	
GEOG 350	Urban Geography (3-4)	4
one Regional Area Studies course from:		
GEOG 391	The Regional Geography of North America (3-4)	
GEOG 392	Latin America: Culture and Environment (3-4)	
GEOG 420	Regional Geography of Europe (3-4)	
GEOG 430	Regional Geography of Asia (3-4)	
GEOG 460	Seminar in Area Studies (3-4)	4
one Techniques course from:		
GEOG 380	Map, Air Photo, and Satellite Interpretation (4)	
GEOG 385	Cartography and Computer Mapping (4)	
GEOG 387	Introduction to Geographic Information Systems (4)	
		4
Total units in the major core		26-27

Major Electives

To complete the 42-unit requirement for the major, choose an additional 15-16 units in consultation with an advisor.

Total units in major electives 15-16

Required Supporting Courses

Choose 8 units of upper-division supporting course work in consultation with a faculty advisor. A course in Statistics or Computer Science is strongly recommended, and may be lower division. Up to 5 units of the Geography Internship Program may be utilized as supporting courses.

Total units in supporting courses 8

Total units in the major 50

Concentrations

In place of the selected Geography electives, students may opt for one of the following concentrations:

Earth Sciences Concentration

Choose 12 upper-division units from the following courses:

GEOG	305	Oceanography (3-4)
GEOG	306	Environmental Geology (GEOL 306) (3)*
GEOG	310	Meteorology (3-4)
GEOG	360	Geomorphology (4)
GEOG	370	Climatology (3-4)
ENSP	333	Soil Science (4)

* Environmental Geology is taught by the Geology Department and is accepted for credit in the major as GEOG 306 or GEOL 306.

Supporting Courses

To enhance and broaden the Earth Science Concentration, choose 8 additional units from courses in Biology, Geology, other natural sciences, and Environmental Studies. Statistics, Computer Science, and the Geography Internship (GEOG 499) may be selected with the approval of the advisor.

Total units in the concentration 20

Cultural Studies Concentration

Choose 12 upper-division units from the following courses:

GEOG	320	Political Geography (3-4)
GEOG	330	Historical Geography (3-4)
GEOG	335	Rural Geography (3-4)
GEOG	338	Social Geography (3)
GEOG	343	Economic Geography (3-4)
GEOG	350	Urban Geography (3-4)

Supporting Courses

To enhance and broaden the Cultural Studies concentration, choose 8 additional units from courses in Anthropology, History, and other disciplines dealing with human culture. Statistics, Computer Science, and the Geography Internship Program (GEOG 499) may be selected with approval of the advisor.

Total units in the concentration 20

NOTE: Students interested in completing a concentration should consult with a faculty advisor as early as possible.

Minor in Geography

GEOG	203	Cultural Geography	3
GEOG	204	Physical Geography	3-4
Upper-division courses chosen in consultation with an advisor			13-14
Total units in the minor			20

Teaching Credential Preparation

The Geography 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. 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 Professor Dennis Harris, Department of History.

Geography Courses (GEOG)

101. Elementary Map Reading (1-2)

Department Faculty

Introduction to maps and map reading. Emphasis on basic map appreciation, development of map reading skills, and map/compass use. Local field trips and practical map use applications. Not applicable to the Geography major.

203. Cultural Geography (3)

(Fall and Spring) Bell, Crowley

A study of the interrelationships between man and the physical environment. Attention is focused on man'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 man-environment relationships are discussed. Satisfies GE, category D2 (World History and Civilization). CAN GEOG 4.

204. Physical Geography (3-4)

(Fall and Spring) Department Faculty

A systematic exploration of the physical elements of geography. Atmospheric elements, meteorological and climatological processes and patterns; their effect on soil and vegetation distribution. Landforms, geologic structures, erosional and depositional processes and forms. Field trips and work with weather and topographic maps are an integral part of the course. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). CAN GEOG 2.

302. World Regional Geography (3-4)

Department Faculty

Selected regions of the world form the basis of study. Economic development, political problems, man-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).

305. Oceanography (3-4)

Department Faculty

An introductory course that considers the age, origin, and topography of the ocean basins, the composition of seawater, the ocean's energy budget, climate, tides, currents, and waves. The resource potential of the sea, ecological problems, shoreline processes, and the relationship of humanity to the sea — past, present, and future — are explored.

306. Environmental Geology (3)

Geology Department Faculty

Study of geological principles and processes as they relate to our natural environment, emphasizing the impact of man on the geological environment. Major topics will include earthquakes and their associated hazards; landslides, slope stability, and building construction; groundwater and pollution; shoreline processes and coastal development; engineering geology and construction of highways and dams; development of natural resources, conservation, and ecology. Specific content will vary from year to year, depending on individual instructor. Prerequisite: GEOL 102, GEOG 204, or consent of instructor.

310. Meteorology (3-4)

Department Faculty

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)***Crowley***

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)***Department Faculty***

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. See the current Schedule of Classes for particular interest areas offered. Up to two units of GEOG 314 may be counted toward the major.

314C. Field Geography of Sonoma County Wine (1)***Crowley***

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.

318. Field Experience, Baja California, Mexico (3)***Crowley***

This course provides the student an opportunity to do field work 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. Prerequisite: Consent of instructor.

320. Political Geography (3-4)

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 (3-4)***Bell***

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. Rural Geography (3-4)***Bell***

The origin, change, and spread of domesticated plants and animals. Consideration of diverse agricultural systems, rural settlement types and land uses, and modern trends in rural land uses and agriculture.

338. Social Geography (3)***Bell***

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).

343. Economic Geography (3-4)

The study of the various ways by which people make a living in varied cultural and physical environments. Principles of locational decision making are examined along with their influence on bringing people and materials together. Topics of discussion will include manufacturing, transportation, and marketing.

350. Urban Geography (3-4)***Crowley***

A consideration of urban origins, the diffusion of the city, and modern-day inter- and intracity 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)***Department Faculty***

Lecture 3 hours; laboratory, 3 hours. Detailed study of the earth's landforms; emphasis upon geologic structures; erosional and depositional processes and interrelationships with soils, vegetation, and hydrology. Use of topographic maps, geologic maps and cross sections, and aerial photos in the interpretation of landforms. Field trips and field reports. Prerequisites: GEOG 204, GEOL 102, or consent of instructor.

370. Climatology (3-4)***Department Faculty***

An exploration of the atmosphere, how it differs from place to place and time to time. The role of radiation, temperature, humidity, evaporation, cloudiness, precipitation, and surface factors (topography, exposure, and altitude) in differentiating world climates. Climate's influence on man physically and culturally, in history and prehistory. Climate change, drought and flood, and solar radiation are among the topics investigated in detail.

377. Current Topics in Geography (1)***Department Faculty***

A series of lectures designed to acquaint the student with the interests of professional geographers in the 1990s. May be repeated for up to 4 units of credit. Not applicable to the Geography major.

380. Map, Air Photo, and Satellite Interpretation (4)***Baker***

Lecture, 2 hours; laboratory, 6 hours. Observation and analysis of the physical and cultural environment through interpretation of topographic maps, aerial photographs, and nonphotographic remote sensing imagery. Emphasis on fundamental geometric properties of maps, photos, and satellite imagery and their use in field investigations involving past and present land use, resource evaluation, geology, soils, vegetation, and hydrology.

385. Cartography and Computer Mapping (4)***(Fall) Baker***

An introduction to map and graphic methods in geography: history, design, theory, and construction in various media, both manual and computer. Topics include map projections, scale, generalization, data input and processing, color, and map production. Emphasis is placed on effective communication through design. Exercises guide students through increasingly complex constructions with manual cartography and computer mapping.

387. Introduction to Geographic Information Systems (4)
(Spring) Baker

This course examines the fundamental principles of Geographic Information Systems (GIS), and explores their use as a tool for integrating the technologies used in gathering, analyzing, and assessing spatial data. Topics covered include essential elements of a GIS, data structures and their management, and basic functions of a system. Hands-on exposure to computers and different software packages is provided during the laboratory.

390. Geography of California (2)
Department Faculty

A regional study of California. Geomorphic and climatic regions are delineated, and areal patterns of population and transportation are correlated with environmental, historical, and contemporary influences. The location and nature of economic activities are studied, emphasizing the relationship between economic activity, population distribution, and water availability.

391. The Regional Geography of North America (3-4)
Department Faculty

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 (3-4)
Crowley

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.

396. Special Topics in Geography (2-5)
Staff

A single subject or set of related subjects not ordinarily covered by the Geography department. See the current Schedule of Classes for topics to be emphasized.

410. Geography for Teachers (3)
Department Faculty

A course for in-service teachers and teacher trainees who are, or will be, teaching geographic concepts at the elementary, junior high, or high school level; a survey of the concepts, tools, and methods of modern geography and related phenomena. Covers aspects of physical and cultural geography, including both topical and regional discussions. Considerable emphasis on materials and projects for teacher use. Not applicable to the Geography major.

416. Biogeography (4)
Baker

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.

420. Regional Geography of Europe (3-4)
Bell

Offerings will vary and will focus upon special topics of interest, including the physical, cultural, historical, and economic relationships of Europe and its regions.

430. Regional Geography of Asia (3-4)

Offerings will vary and will focus upon special topics of interest, such as population, problems of land use, and problems of economic and political development.

460. Seminar in Area Studies (3-4)
Department Faculty

This course will provide offerings in special problem areas such as China and Southeast Asia, arid lands, Oceania, and underdeveloped lands.

490. Senior Seminar (4)
(Fall 94, Spring 96)

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. Prerequisite: completed Special Studies form and consent of the instructor.

496. Selected Topics in Geography (2-5)
Department Faculty

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 per unit work per week as arranged with the intern coordinator.

Graduate Study

The Geography Department does not offer an MA; 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. Prerequisite: consent of instructor and completed Special Studies form.

Geology

Department Office

Darwin Hall, Room 126, (707) 664-2334

Department Chair

Rolfe C. Erickson

Programs Offered

Bachelor of Science in Geology
Bachelor of Arts in Geology
Minor in Geology
Teaching Credential Preparation

Faculty

Thomas B. Anderson, Rolfe C. Erickson, Matthew J. James,
Walt Vennum, William H. Wright

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 map interpretation, 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.

Within the general field of Geology, students may choose from major programs that lead to either the BA or BS preprofessional degrees. 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.

Degree Requirements	units
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 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	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

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.

Degree Requirements	units
General Education	51
Major Requirements	46
Supporting Courses	16
General Electives	11
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 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	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

Teaching Credential Preparation

The Geology Department participates in the physical science option in the teacher preparation program in science. Completion of the program certifies the subject matter competence required for entry into a teaching credential program and exempts the student from taking the Praxis II Subject Assessment Examination. Chemistry 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 Professor Rolfe Erickson, Darwin 336A.

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.

Geology Courses (GEOL)

102. Our Dynamic Earth: An Introduction to Geology (3) (Fall and Spring) Department Faculty

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. Emphasis on local geology, including earthquakes and other environmental aspects. Laboratory study of minerals, rocks, and maps. Required one-day field trip on a weekend. Fee required. Satisfies GE, category B1 (Physical Sciences) and GE laboratory requirements.

105. Rocks, Time, and Evolution (3) (Fall and Spring) James

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).

110. Earthquakes, Volcanos, and Mountains (3) (Fall and Spring) Wright

Lecture, 3 hours. The natural disasters caused by earthquakes and volcanoes are related to the powerful forces within the earth that form mountains. Plate tectonics is the framework for our study of these dynamic changes in the earth. Optional field trip; fee required. Satisfies GE, category B3 (Physical Sciences, Specific Emphasis).

111. Field Geology of Yosemite National Park (1)

Lecture and field study of the geology and geologic history of Yosemite and the Sierra Nevada. One-day local field trip; three-day Yosemite field trip; fee required. Pre- or corequisite: GEOL 102 or GEOL 110, or consent of instructor.

120. Regional Field Geology (3) (Spring) Department Faculty

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 will be taken during spring vacation. Not intended for Geology majors. Fee required. Satisfies GE, category B3 (Physical Sciences, Specific Emphasis) and laboratory requirements. Prerequisites: GEOL 102; students must be in good physical condition.

205. Mineralogy (2) (Fall) Erickson, Vennum

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.

302. Geological Oceanography (3) (Fall) Department Faculty

Lecture, 3 hours. Origin and morphology of the ocean basins; marine environments; factors controlling the distribution and deposition of marine sediments. Prerequisite: GEOL 102 or consent of instructor.

303. Advanced Principles of Geology (4)
(Fall) Department Faculty

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 upon them in the present and the geologic past. 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) Department Faculty

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) Erickson, Vennum

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 107T and completion of or concurrent enrollment in GEOL 205 and 303.

306. Environmental Geology (3)
(Fall and Spring) Wright, Anderson

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 will 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; development of natural resources, conservation, and ecology. Specific content will vary from year to year, depending on individual instructor. Prerequisite: GEOL 102 or consent of instructor.

307. Igneous and Metamorphic Petrology (4)
(Spring) Erickson, Vennum

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.

308. Igneous and Metamorphic Petrology Field Course (1)
(Spring) Erickson, Vennum

Field studies done in conjunction with GEOL 307. Required weekend field trips. Fee required. Prerequisite: GEOL 304 and concurrent enrollment in GEOL 307. Students must be in good physical condition.

323. Hydrology (3)
(Spring) Anderson

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) Anderson

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 geologic 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 and Spring) Department Faculty

CIP involves students in community problems such as tutoring, aiding in school science classes, and advisement of county agencies. A total of six 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 and Spring) Department Faculty

Professional geologic work for a geologic firm or agency. 45 hours of work per unit. Not applicable to the Geology major. Prerequisite: GEOL 303 and consent of instructor.

400. History of Physical Science (3)
(Spring, odd years) Staff

Lecture, 3 hours. A survey of the historical development of the physical sciences. Cross-listed as PHYS 400 and GEOL 400. Prerequisites: upper-division standing and consent of the instructor.

406. X-Ray Mineralogy (2)
(Fall, odd years) Vennum

Lecture, 1 hour; laboratory 3 hours. Introduction to the use of x-ray diffraction and powder techniques. Prerequisites: CHEM 115A and GEOL 305, and consent of instructor.

410. Geophysics (3)
(Spring, odd years) Wright

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, magnetism, and electromagnetism. Application of geophysical methods to geological problems such as oil exploration and plate tectonics. Field work and analysis of geological problems using geophysical instruments. Extensive use of computer. Required field trips. Prerequisites: GEOL 102 or 303, MATH 162, and PHYS 114.

411. Sedimentary Petrology (4)
(Fall) Anderson

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) Anderson

Field studies done in conjunction with GEOL 311. Required weekend field trips. Prerequisites: GEOL 308 and concurrent enrollment in GEOL 411. Students must be in good physical condition.

413. Paleontology (4)
(Spring) James

Lecture, 3 hours; laboratory and/or field, 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 102 or 303.

417. Structural Geology (4)
(Fall) Wright

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 107T.

418. Structural Geology Field Course (1)
(Fall) Wright

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) Department Faculty

Lecture, 1 hour; 12 days of field work. Principles of geologic mapping, interpretation of geologic maps, use of surveying instruments, preparation of field reports. Fee required. Prerequisites: GEOL 411, 412, 417, and 418. Students must be in good physical condition.

422. Geochemistry (3)
Erickson

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, MATH 161, or consent of instructor.

425. Economic Geology (4)
(Spring, odd years) Vennum

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.

427. Advanced Field Geology (4)
(Summer) Department Faculty

A minimum of 5 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 as offered at Sonoma State. Prerequisite: senior standing in Geology. GEOL 420 strongly recommended.

495. Special Studies (1-4)
(Fall and Spring) Department Faculty

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)
Department Faculty

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.

Gerontology

Program Coordinator
Susan Hillier

Department Office
Stevenson Hall, Room 3075/3092, (707) 664-2586/2411.

Program Offered
Minor in Gerontology
Certificate in Gerontology

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, either as a volunteer or as a professional. The 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 first-hand 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

For a minor in Gerontology, students must complete the following 22-unit program.

Minor Core Requirements

BIOL	318	Biology of Aging	3
GERN	300	Basic Gerontology	3
GERN	319	Aging and Society	4
GERN	499	Internship in Gerontology	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	433	Aging and Ethnic Minorities (4)
BIOL	224	Human Physiology (3)
BIOL	380	Human Nutrition (4)
ECON	393	Economics of Health Systems (4)
GERN	315	Lecture Series (2)
GERN	305	Issues in Gerontology (2-4)
GERN	332	Death and American Culture (4)
GERN	400	Women and Aging (4)
GERN	452	Health Care and Illness (4)
PEHS	450	Leading Physical Fitness Programs (2)
PSY	422	Living and Dying (4)
PSY	487	The Mature Years (1-4)

Total units in minor electives 4
Total units in the minor 22

Certificate in Gerontology

The Certificate Program is open to those students who are completing a BA degree or who have previously received a bachelor's degree. The program consists of 28 units, as follows:

Certificate Core Courses

BIOL	318	Biology of Aging	3
GERN	300	Basic Gerontology	3
GERN	319	Aging and Society	4
GERN	499	Internship in Gerontology	8
GERN	421	Psychology of Aging	4
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)

300. Basic Gerontology: A Survey of Concepts, Issues, and Services for the Elderly (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).

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.

315. Lecture Series (2)

Lectures and presentations on thematic issues in the field of aging. Speakers are drawn from local community programs, Bay Area research organizations, and academic disciplines. May be repeated for credit.

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). Crosslisted 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. Crosslisted 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.

400. Women and Aging (4)

A sociological analysis of the ways in which the aging process affects women. The structure of opportunities, aspirations, actual situations, lifestyles, and beliefs are explored in relation to aging women from different social class and ethnic backgrounds. The implications of aging for women's self-images and interactions are analyzed.

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 and later life. Crosslisted as PSY 421.

422. Living and Dying (3)

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, aging, the dying process, bereavement, suicide, homicide, war, near-death experiences, mythology, and immortality will be addressed. Crosslisted as PSY 422.

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. Crosslisted as SOCI 452.

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.

499. Internship (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 (4)
(Spring, odd years)

Analysis of the aging process and the social implications of it. 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. Crosslisted as PSY 525. Prerequisite: Graduate standing or permission of instructor.

History

Department Office

Stevenson Hall, Room 2070, (707) 664-2313

Programs Offered

Bachelor of Arts in History
Master of Arts in History
Minor in History
Teaching Credential Preparation

Department Chair

Peter Mellini

Faculty

Judith Abbott (Medieval Europe and Rome); Robert F. Brown (Emeritus); Theodore Grivas (Emeritus); Dennis E. Harris (U.S. Foreign Relations and Modern U.S.); LeVell Holmes (Modern U.S., African History, Black History, and Women's History); Donald O. Johnson (U.S. Political and Business History); Robert A. Karlsrud (U.S. Labor and Social History, Secondary Education); Han-sheng Lin (Emeritus); Daniel W. Markwyn (Early American History; California and Local History); Peter J. D. Mellini (Modern Britain and Europe, Journalism and the Media and the Middle East); William Clay Poe (Ancient Near East, Archaeology, and Egyptology); Clarice Stasz (Social History, 20th Century U.S. History, and Historical Methods); Stephen D. Watrous (Russian and Modern European History, Graduate Studies); D. Anthony White (Latin American History)

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 worldview 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.

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, library science, archival research, and government careers. 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 include foreign language courses in their programs. Credential candidates should consider securing classroom experience in a community-involvement program.

The History Department participates in the Sonoma State University CLEP, Credit by Examination Program. For further information on CLEP course equivalents in History, see pages 258 and 260.

Bachelor of Arts in History

The BA 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.

Degree Requirements	units
General Education	51
Major Requirements	34
General Electives	39
Total units needed for graduation	124

Major Core Requirements

HIST	201	Foundations of World Civilization (3) (3 units applied to GE, category D2)	
HIST	202	Development of the Modern World	3
HIST	251	The United States to 1877 (3) (3 units applied to American Institutions)	
HIST	252	The United States Since 1865	3
HIST	391	The Study of History	4
HIST	498	Senior Seminar	4
Total units in the major core			14

Major Electives

To finish the major, students must complete an additional 20 units in History. These units must include one upper-division course in European History and one course in an area of the world other than the United States or Europe, and 17 units must be upper division.

Total units in major electives	20
Total units in the major	34

Minor in History

Courses graded Cr/NC are not applicable to the History minor. For a minor in History, students must complete the following 20 units:

Minor Core Requirements

HIST	201	Foundations of World Civilization (3) (3 units applied to GE, category D2)	
HIST	202	Development of the Modern World	3
HIST	251	The United States to 1877 (3) (3 units applied to American Institutions)	
HIST	252	The United States Since 1865	3
HIST	391	The Study of History	4
Total units in the minor core			10

Minor Electives

The additional 10 units in the History minor should include 3 upper-division courses in a single field (United States, European, or Latin American and non-Western).

Total units in minor electives	10
Total units in minor	20

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. 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 Professor Dennis Harris, Department of History.

Master of Arts in History

Requirements for Admission to Candidacy

1. BA degree from an accredited institution. Students with undergraduate majors in fields other than history are expected to complete at least 1 prerequisite course.
2. Grade point average of 3.00 or better in the undergraduate major (and in previous graduate courses attempted) as evidenced by the transcripts furnished.
3. Completion of the Graduate Record Examination (Aptitude Tests: Verbal and Quantitative and the Advanced Test in History) with scores acceptable to the Departmental graduate studies committee. By special arrangement, an alternative to the GRE may be taken.
4. Three letters of recommendation testifying to the student's ability, character, and potential for graduate study in history.
5. Completion and acceptance of separate application for admission to the University Graduate School (Office of Admissions and Records) and to the History Department.
6. Favorable recommendation for admission to candidacy by the departmental graduate studies committee after review of the complete file.

Refer to the section on graduate degrees for more information (see page 17).

Requirements for the MA

1. Formal admission to candidacy for the MA in History.
2. A 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. At least 15 units of the study pattern must be taken after admission to candidacy. All courses are to be taken for letter grade.
3. All requirements for the MA 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 of admission to candidacy.
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 MA	30

Field Examination Option

(chosen in consultation with committee chair):

Courses at the 300 or 400 level	15
Graduate courses at the 500 level (including two seminars)	14
Field Examination Reading and HIST 598: Research	1
Total units required for the MA	30

History Courses (HIST)

150. Ancient and Modern World and U.S. History: Credit by Examination (3) (Fall and Spring) Staff

CLEP Examination—See pages 258-260. The State Code requirement in World or U.S. History may be satisfied by passing an examination such as the CLEP Examination in American History: Subject Examination and Essay. Approval of the examination and passing levels are determined by Department policy. Alternatively, students may take the Department's challenge examination. (Dates and times are published at the beginning of each semester.)

201. Foundations of World Civilization (3) (Fall and Spring) Department Faculty

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; tropical 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. CAN HIST 2.

202. Development of the Modern World (3)
(Fall and Spring) Department Faculty

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. CAN HIST 4.

241. History of the Americas to Independence (3)
White

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 (United States History).

242. History of the Americas Since Independence (3)
White

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 (United States History).

251. History of the United States to 1877 (3)
(Fall and Spring) Department Faculty

A general survey of the major developments in United States history from the discovery and colonization of the New World 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 and Spring) Department Faculty

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.

**Colloquium Sections to Accompany
Lower-Division History Courses**

Discussion sections have been designed to pursue, in greater depth, the issues raised in regular class meetings of the lower-division courses in World History and the History of the United States. Enrollment in the discussion sections is optional. Prerequisite: concurrent enrollment in the appropriate lower-division History course, such as 201, 202, 251, or 252.

201C. Colloquium: Foundations of World Civilization (1)
Prerequisite: concurrent enrollment in HIST 201.

202C. Colloquium: Development of the Modern World (1)
Prerequisite: concurrent enrollment in HIST 202.

**241C. Colloquium: History of Americas to
Independence (1)**
Prerequisite: concurrent enrollment in HIST 241.

**242C. Colloquium: History of Americas
Since Independence (1)**

Prerequisite: concurrent enrollment in HIST 242.

251C. Colloquium: History of the United States to 1877 (1)
Prerequisite: concurrent enrollment in HIST 251.

252C. Colloquium: History of the United States Since 1865 (1)
Prerequisite: concurrent enrollment in HIST 252.

303. The Ancient Near East (4)
Poe

A study of the history, archaeology, and literature of Egypt, Mesopotamia, Iran, and related cultures of southwest Asia and the eastern Mediterranean from the beginnings of agriculture in the Neolithic period (8th millennium BCE) to Alexander and the rise of the Hellenistic Kingdoms in the 4th century BCE.

304. The Near East from Alexander to Muhammed (4)
Poe

A study of the Near East from Alexander and the establishment of the Hellenistic Kingdoms in the 4th century BCE through the struggles between Rome and Persia for control of the area. Particular attention will be devoted to the origins, transformations, and diffusion of religious and philosophical movements such as Judaism, Gnosticism, Mithraism, Zoroastrianism, Christianity, and various mystery religions.

305. History of the Arabs to 1453 (4)
Poe

A study of the Arabs from the early trading centers of Qataban, Sheba, Petra, and Palmyra through the development and spread of Islam to the Turkish domination of the Middle East. Particular attention will be devoted to religion, language and literature, mathematics, and science.

306. The Middle East Since 1453 (4)
Mellini

Major themes in Near Eastern and Islamic History since the rise of the Ottoman Empire. The course of European dominance, the Islamic and Arab nationalist movement, and the 20th century social and economic changes will be stressed.

330. Introduction to African History (4)
Holmes

Survey of African civilizations and cultures from CE until 1945. Emphasis on the African Empires of Ghana, Mali, and Songhay, and the evolution of "State Systems" during the 19th and 20th centuries. Special attention is given to the nature of indigenous institutions and African philosophical worldview.

336. Introduction to the Far East (4)
Department Faculty

An analysis of the lifestyle, culture, and history of the Far East, including religion and ancestor-worship, trade, and cuisine, through their historical evolution to present practices. An examination will be made of both similarities and differences among Chinese, Japanese, Korean, and Vietnamese culture and developments, as well as the practical value and relevancy of the subject matter to Western audiences.

339. Introduction to Latin America (4)
White

A study of the major political, social, economic, and cultural developments in Latin America, from the early native cultures to the present. Major focus in the national period is on Argentina, Brazil, Chile, Cuba, Guatemala, Mexico, Nicaragua, and Panama, as well as on relations between the United States and Latin America.

341. Central America (3-4)

White

A study of the history and culture of Central America from the pre-Columbian cultures through Spanish rule to the present, with an emphasis on native cultures, colonial rule, economic dependency, foreign interventions, and political unrest and conflict.

342. Modern Latin America (4)

White

A study of the major political, economic, social, and cultural developments in Latin America in the 20th century, including revolutions in Mexico, Cuba, Guatemala, and Nicaragua, *peronismo* in Argentina, modernization in Brazil, socialism in Chile, major artistic and literary movements, and U.S. interventions in the region.

349. Historical Themes (2-4)

Department Faculty

Studies of particular themes, issues, and topics of special interest to general students as well as to majors.

358. History of Journalism and the Media (3)

Mellini

The evolution of journalism and the media since the print revolution to the present. The development of newspapers, magazines, books, and the broadcast media is outlined and analyzed. There is emphasis on the First Amendment, and how journalism is shaped by technical, legal, and political constraints and tradition.

362. Society and Architecture (4)

Markwyn, Mellini

An analysis of the interrelationship between the built environment and history, focused largely on the United States, but with California structures utilized as a "laboratory." Traces this relationship from the European heritage and Colonial era to the present, with extensive use of visual materials.

370. History Forum (1-4)

Department Faculty

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 in European History (2-4)

Department Faculty

Includes such courses as "European Social History," "Emergence of European Labor," "The Gothic Cathedral in History," and "The Renaissance Personality." Consult the Schedule of Classes for the specific course each term and the Department of History for course descriptions.

375. Special Topics in American History (2-4)

Department Faculty

Studies of special topics in American History. Titles vary from semester to semester, depending upon subject matter.

376. Special Topics in World History (2-4)

Department Faculty

Studies of special topics in World History. Titles vary from semester to semester, depending upon subject matter.

380. 20th Century World (3)

Department Faculty

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).

391. The Study of History (4)

(Fall and Spring) Department Faculty

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)

Abbott

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)

Abbott

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 collapse of the empire in the West.

408. Early Middle Ages (4)

Abbott

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)

Abbott

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. Europe, 1450-1650: Renaissance and Reformation (4)

Department Faculty

A study of Western European history covering the emergence of Italian art and literature, its expansion and influence, the religious conflict, the loss of European unity and the rise of nation states, the Age of Discovery, and related political, social, economic, and intellectual developments of the period.

411. The Enlightenment to World War I (1650-1914) (4)

Mellini, Watrous

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, and 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)

Mellini, Watrous

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; Europe's cultural impact since 1914.

417. Origins of Modern Russia (4)

Watrous

From the roots of Russian history in the Kievan, Mongol, and Muscovite periods to the rise of Imperial Russia under Peter the Great up to the Napoleonic Wars. Topics include the nature of Russian society, culture, and government, and Russia's relations with the West.

418. Revolutionary Russia (4)

Watrous

A survey of social and political Russia and the revolutionary ideas, personalities, and movements that it served to encourage — from the Decembrist Revolt (1825) to the death of Lenin (1924). The course focuses particularly on ideas and attitudes that have shaped Russian and Soviet behavior in the 20th century.

419. Modern Russia and the Soviet Union (4)

Watrous

A survey of Russian/Soviet history from the 1920s into the 1990s, from the death of Lenin through the Gorbachev era. Emphasis includes Russia's economic, social, and military transformation and its attainment of relative stability domestically and internationally.

420. Tudor and Stuart Britain, 1485-1714 (4)

Department Faculty

A study of English history from the end of the Wars of the Roses through the reign of the Stuarts. Includes late Renaissance England, the development of the Tudor national state, the Elizabethan Age, the English Civil War, and the Glorious Revolution.

421. Aristocratic Britain, 1707 to 1832 (4)

Mellini

British history from the reign of Queen Anne through the first Reform Act. Topics include: the Augustan Age; the evolution of Parliamentary government; the evolution of the British Empire, including the American Revolution the industrial revolution; the wars with Napoleon; and the early 19th century political and administrative reforms.

422. Modern Britain Since 1832 (4)

Mellini

The evolution of British Society from the First Reform Bill to contemporary Britain. Major political, economic, social, and cultural developments since the reign of Queen Victoria are covered. Topics include the Reform Acts, 1832 and 1867; the industrial revolution; the British Empire; the development of the Welfare State; the impact of the "Great War" and World War II; the decline of the Empire; and Thatcherism.

430. Western and Southern Africa Since 1945

Holmes

An analysis of major political and economic issues influencing African peoples and institutions in the 20th century. Major areas and issues for study are colonial struggles for independence, European policies in Africa, philosophies of nationalist leaders, problems of developing nations, and the role of the military in postindependent Africa.

433. History of Mexico (4)

White

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.

434. The United States and Latin America (4)

White

A study of official and unofficial relations between the United States and Latin America from independence to the present. Includes the Monroe Doctrine, the War with Mexico, the Panama Canal, U.S. interventions in Central America, the Good Neighbor Policy, the OAS, the Alliance for Progress, and reactions to revolutionary change in Latin America.

435. History of China (4)

Department Faculty

A general survey of the history of China from earliest times to the present. Particular emphasis will be given to the rise of the People's Republic of China and its impact on prerevolutionary political, social, economic, and cultural patterns.

436. Chinese Thought and Culture (4)

Department Faculty

A study of Chinese thought and culture from the Stone Age to the present, concentrating on the development of Confucianism, Taoism, and Buddhism; Chinese science, technology, and medicine; literature, the concepts of peace and war, sinicization of Western ideas, and the thought of Mao Tse-tung.

438. History of Japan (4)

Department Faculty

A study of the development of Japan from earliest times to the present day. Particular emphasis will be given to Japan's modern transformation, especially in the 20th century.

441. War and Peace in 20th Century (4)

Mellini, Watrous

Through history, literature, and film, this course will examine the meaning of war and peace as a theme of 20th century civilization. Topics include: national and class war, the League of Nations, the death camps, militarism, and pacifism.

446. Women in American History (4)

Holmes

The changing roles, status, and consciousness of women in North and South America. Emphasizes the origins and expressions of sexism, feminist thought and strategy, and female contributions to American society and culture.

447. Women of the Modern World (4)

Holmes

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.

450. Colonial America to 1763 (4)

Markwyn

A study of the social, political, and economic foundations of American society from the beginnings of European expansion into the Americas until 1763. Topics include the European backgrounds, relations with native peoples, and political and social change.

451. Revolutionary and Republican America, 1750-1815 (4)

Markwyn

A study of the peoples and institutions of the United States, from their revolutionary origins through "Mr. Madison's War." Topics include the ideological and social conflicts of the period, the transformation of rebellion into revolution and republicanism, the Constitution of 1787, and the territorial expansion that set the republic on a new course.

453. Age of Jackson, 1815-1850 (4)

Department Faculty

Expansion and sectional change, economic sectionalism and national politics, the rise of Jacksonian democracy, and social and political reform in the United States from the Peace of Ghent to the Compromise of 1850.

454. Civil War and Reconstruction, 1850-1877 (4)

Department Faculty

A detailed examination of the background and causes of the Civil War, the problems of the war years, and the struggles of the Reconstruction era.

455. Emergence of Modern America, 1877-1900 (4)

Department Faculty

A study of the major political, social, economic, diplomatic, and intellectual developments in late 19th century America, including the rise of the United States as a world industrial power, settlement of the Great Plains, the Populist Revolt, and American imperialism.

456. The Progressive Era, 1900-1929 (4)

Department Faculty

A study of America's great Age of Reform. The rise of urban progressivism in the 1890s; the progressivism of Roosevelt, Taft, and Wilson; the First World War and its aftermath; prosperity and complacency in the 1920s.

457. The Great Depression and World War II, 1929-1945 (4)

Stasz, Karlsrud

The causes and consequences of the Great Depression. Hoover's response; Roosevelt's New Deal policies. Social and cultural responses. U.S. involvement in the Second World War at home and abroad.

458. Post-World War II: 1945 to 1963 (4)

Stasz, Karlsrud

Problems and policies of administrations, from Truman through Kennedy. Topics include: the rise of the Cold War; the 1950s and the rise of suburbia; the Baby Boom; the civil rights movement; mass culture; the U.S. as superpower; and the nuclear threat.

459. Recent U.S. History: 1963-Present (4)

Stasz, Karlsrud

Presidential administrations since Kennedy. Topics include the Vietnam War, civil rights movements, social and cultural history of the ERA, Middle East crisis, governmental corruption, the new conservatism of the 1980s, and the end of the Cold War.

460. American Thought and Culture (4)

Department Faculty

Study of American ideas in their cultural context, from the time of the European arrival in North America until the present. Chronological and topical foci vary according to the instructor. (When the class is offered, prospective students should consult the departmental course descriptions for the period and topics to be covered.)

464. Business Enterprise in America (4)

Johnson

Examination of the outstanding figures (and scoundrels) who made fortunes in merchandizing, international trade, banking, railroading, manufacturing, advertising, and speculation—their motivations, institutions, and impact upon the eras in which they lived. Includes an analysis of the historical and present-day significance of the stock markets and commodity exchanges.

468. Blacks in American History (4)

Holmes

A study of African culture, social philosophy, and political influences in the United States from the precolonial period until the Reagan administration. Major themes 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.

471. The American West (4)

Department Faculty

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 to 1913 (4)

Markwyn

Study of California history from the earliest European contacts until the arrival in Southern California of water from the Owens Valley in 1913. Special attention is given to the origins, means, and consequences of Spanish expansion into Alta California, to the emergence of Mexican California, and to its Americanization after the war between Mexico and the United States.

473. California in the 20th Century (4)

Markwyn

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)

Stasz, Karlsrud

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.

481. The History of Religious Ideas: I (4)

Poe

Beginning with a study of the symbolism of Upper Paleolithic humans, this course explores the epic and mythological traditions of Egypt, Mesopotamia, India, Iran, ancient Israel, and Canaan through classical Greece. Focus is on development, transmission, and transmutation of religious expression among the cultures studied.

482. The History of Religious Ideas: II (4)

Poe

Focus on the history of religious ideas in the particularly fertile period in the Middle East, and South Asia between the transformation of the Hebrew religion into Judaism and the establishment of Buddhism on one hand and the birth and spread of Islam on the other. This period includes the phenomena of the mystery religions, the origin and early development of Christianity, the reformation of Hinduism, and the spread of Buddhism.

483. The History of Religious Ideas: III (4)

Abbott, Poe

Focus on the religious experience of Europe, the Mediterranean, and the Middle East from the foundation and spread of Islam, the Reformation, and the Counter-Reformation. An emphasis will be placed upon the diversity within the Jewish, Muslim, and Christian systems of belief, and the interaction and exchange among them.

485. Materials and Technologies of the Ancient World (4)

Poe

This course is a detailed study of selected materials and technologies in the Eastern Hemisphere before approximately 500 CE and in the Western Hemisphere before effective European contact. The course is structured as a seminar, and the exact materials and technologies studied depend somewhat upon the interests of the students. However, some attention is devoted to each of the following: the treatment and shaping of stone, both for use as tools and for use as a building material; technologies of subsistence, including gathering, hunting, agriculture, and the domestication of animals; pyrotechnologies, including ceramics, metals, plaster, and glass; and technologies of writing, transportation, and cosmetics.

487. Introduction to Hieroglyphic Egyptian (4)

Poe

This course is an introduction to the Egyptian language and its hieroglyphic 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 1750 BCE. The study of the language and writing system is used to introduce students to related aspects of Egyptian culture.

495. Special Studies (1-4)

(Fall and Spring) Department Faculty

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 consult the comments on Special Studies in "Regulations and Policies" (see page 270).

497. Internship in History (1-6)

(Fall and Spring) Department Faculty

Field experience in city, county, state, and federal agencies and with private business and community organizations. May be repeated 3 times for credit. Prerequisite: prior arrangement with instructor.

498. Senior Seminar (4)

(Fall and Spring) Department Faculty

Directed studies in a seminar setting on a particular topic or theme (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.

Graduate Courses

501. Seminar in Culture, Society, and Policy Analysis (4)

Harris

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 and upon the application by students in a research context. Prerequisite: HIST 391 or 472.

510. Graduate Proseminar (1-4)

(Spring) Department Faculty

Directed readings and projects on topics within a common frame of reference, as arranged by instructor and participating students. A flexible unit load (1-4) determines the extent of work done on the final project.

595. Special Studies (1-4)

(Fall and Spring) Department Faculty

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 and Spring) Watrous

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)

(Fall and Spring) Department Faculty

Advanced studies and/or research projects in historical themes and issues extending beyond the scope of conventional political, geographic, and/or chronological subdivisions.

598. Field Examination Reading and Research (1)

(Fall and Spring) Department Faculty

Directed reading and research activities. Open only to graduate students with classified standing in History who have selected the Field Examination Option for the MA degree. Preferably taken for credit during the semester in which the Field Examinations are scheduled. Prerequisite: classified graduate standing in the History Field Examination Option for the MA.

599. Master's Degree Thesis Research (6)

(Fall and Spring) Department Faculty

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 MA Thesis is scheduled for submission in final form. Prerequisite: classified graduate standing in the History Thesis Option for the MA and an authorized Thesis Prospectus Approval form.

Human Development

Students interested in obtaining a major or minor in Interdisciplinary Studies in Human Development should consult an advisor.

ISHD Advisors

Diana Divecha, Psychology, (Coordinator of ISHD), (707) 664-3930
 Kathleen Charmaz, Sociology, (707) 664-3955
 Susan Hillier, Gerontology, (707) 664-2586
 Patricia Nourot, Early Childhood Education, (707) 664-2628
 Sue Taylor Parker, Anthropology, (707) 664-3165
 Tom Rosin, Anthropology, (707) 664-2424
 Shirley Silver, Linguistics, (707) 664-2307
 Kay Trimmerger, Women's Studies, (707) 664-2840

Special Major (BA) in Interdisciplinary Studies in Human Development

The special major in Interdisciplinary Studies in Human Development (ITDS) is an interdisciplinary 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 ISHD 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. These theoretical approaches grow out of classical anthropological, evolutionary, linguistic, sociological, and psychological concerns. All students are required to take the core, plus one of three emphases, and one methodology course.

Three emphases within the special major focus on the following broad topical areas: (1) the Family and Social Organization emphasis focuses on the structures, institutions, and processes of social organization of human and nonhuman societies from the individual to the family level, through the school, community, and governmental levels; (2) the Gender and Diversity emphasis focuses on gender differences, race, and class in human development across the life span cross-culturally and within societies; (3) the Apprenticeship emphasis focuses on the cognitive and emotional processes of socialization and enculturation in evolutionary perspective across the life span in a variety of institutional settings cross-culturally and within societies. A BA in any of these emphases will prepare students for professional, managerial, service, and educational careers in human development and human services serving infants, children, adolescents, families, and elders. A BA or a minor in ISHD will complement students' preparation for graduate studies in traditional fields such as Psychology, Sociology, Anthropology, Ethnic Studies, Gender Programs, and Human Development.

Prerequisites to the Major:

1. Admission to the major (see program coordinator for materials).
2. Sophomore standing (though academic advising may begin earlier due to prerequisites and associated GE planning).
3. Completion of GE categories:
 A2 (English 101)
 A3 (Critical Thinking)

4. Note that the following GE categories and courses are prerequisites to the major or to specific required courses, but may be completed after acceptance to the major:
 B2 (BIO 115; prerequisite to ANTH 318)
 B3 (ANTH 201; prerequisite to ANTH 318)
 B4 (MATH 165; required for the major)
 D1 (ANTH 203, SOC 201 or PSY 250; required for the major)
 D5 (LING 200; prerequisite to LING 430)

Total units required for the BA in Interdisciplinary Studies in Human Development:

Degree Requirements	units
General Education	51
Major Requirements **	43
includes:	

25 units of core requirements	
16 units minimum of emphasis	
2 units minimum of methodology	
Electives.....	30

Total units **124**

** 24 of these units must not overlap with GE units

Major Core Requirements (25 units):

		units
ANTH	318	Human Development: Sex and the Life Cycle (GE category E) 3
LING	430	Language Acquisition and Communicative Development 3
SOCI	316	Social Psychology 4
PSY	410	Child Development 4
GERN	421	Psychology of Aging* 4
SOCI	319*	Aging and Society 4
*may substitute for GERN 421 on alternate semesters		
ANTH	342	Organization of Societies 3
WOMS	350	Gender, Sexuality, Family (GE category E) (3) or WOMS 375/AMCS 420 Race, Sex, and Class 3
ITDS	491	Faculty Seminar in ISHD 1
Prerequisite: completion of 12 units in core, or permission of the instructor		

Major Emphasis

Students choose a minimum of 16 units from *one* of the following three emphases:

Emphasis Option 1

Family and Social Organization Across the Life Span

Emphasis Option 2

Gender and Diversity Across the Life Span

Emphasis Option 3

Apprenticeship: Play, Education, and Work Across the Life Span

Methodology Courses

(Minimum of 2 units; prerequisite MATH 165)

Minor in Interdisciplinary Studies in Human Development

Students who want to minor in Interdisciplinary Studies in Human Development are required to take the 25 units of core courses that are required for the major.

Hutchins School of Liberal Studies

School Office

Carson Hall, Room 44, (707) 664-2491

Provost

Les K. Adler

Programs Offered

Interdisciplinary Lower-Division General Education

Bachelor of Arts in Liberal Studies

Interdisciplinary Studies Plan

Teaching Credential Preparation Plan

Minor in Integrative Studies

Faculty

Les K. Adler, Susan Barnes, Maurice Blaug, Susan Gevirtz, Nelson Kellogg, Ardath Lee, Lou Miller, Anthony Mountain, Jeannine Thompson, Francisco Vazquez, Richard Zimmer

The Hutchins School of Liberal Studies is an interdisciplinary school offering lower-division students an alternative General Education program, and upper-division students a major in Liberal Studies leading to a BA degree. A minor in Integrative Studies is also offered.

A nationally recognized leader in the movement for reform in higher education, the Hutchins School has maintained its commitment to high-quality Liberal Arts and Sciences education since its inception in 1969. All features of the program are 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 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 unified General Education program, in which courses integrate material from the humanities, the social sciences, and the natural sciences.
- 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. (See course descriptions below.)
- Encouragement to engage in independent study projects.
- Internship/Field Study to bridge academic studies with career placements and community service.
- An opportunity for student-instructed courses.

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.

The Hutchins approach provides effective preparation for a wide variety of careers in which *creative, independent thinking* and *effective communication* are the prime requisites. Hutchins School graduates do especially well in teaching, counseling, social services, law, media, journalism, and many types of business. They have entered graduate programs in fields as diverse as American studies, anthropology, counseling, English, history, law, library science, management, medieval studies, religion, sociology, and theatre arts.

Students in other majors may complete a Hutchins School Integrative Studies minor to help place their disciplines in a wider intellectual context. If space is available, Hutchins School courses are open to all SSU students, regardless of their major. Hutchins majors, likewise, are encouraged to take courses or pursue a minor in an area of special interest or in which they expect to be employed.

Students seeking a teaching credential in Elementary or Early Childhood Education can enroll in the Teaching Credential Preparation plan of the Liberal Studies major.

Students may transfer to another program at the end of any semester without loss of credit successfully completed in the Hutchins program.

Hutchins School of Liberal Studies

Admission

The Hutchins School accepts students at any undergraduate level (freshman, sophomore, junior, or senior), depending on space availability, either for the fall or spring semester. When applying to the University, all students seeking admission to the Hutchins School should list "Hutchins School" as their major and should select the appropriate code number indicated below:

- If you are applying for Hutchins' **lower-division** (freshman-sophomore program), use code number **49015**
- If you are applying for Hutchins' **upper-division** (junior-senior) program for the **general liberal studies degree**, use code number..... **49015**
- If you are applying for Hutchins' **upper-division** (junior-senior) program in order to prepare for the **elementary teaching credential**, use code number **49012**

Students already at SSU planning to transfer into the Hutchins program must file a separate Hutchins application form. Applications are available in the Hutchins School office.

Interdisciplinary General Education Program

Lower Division

The lower-division program of the Hutchins School fulfills, with the exception of mathematics, all the Sonoma State University lower-division General Education requirements. The program consists of four interdisciplinary seminars of 12 units each (LIBS 101; 102A and B; 201; and 202, described below).

Each of these seminars is made up of 10 to 15 students and a single instructor. Learning proceeds by a process of reading, writing, and discussion, in which all students are urged to take an active part. A weekly lecture or film supplements the discussions. Frequent papers and research projects develop skills that will be useful in future study. Regular tutorials help students improve their writing. A variety of experiential exercises, independent projects (both scholarly and creative), occasional field trips, and extracurricular social gatherings enrich the seminar. The emphasis throughout is on the critical examination of contemporary problems in their historical context. 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 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 indicates the way in which the student should improve in order to become an effective, life-long 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. If the student's enrollment is terminated or remains probationary for two semesters, 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 Disciplinary General Education program.

GENERAL EDUCATION	Hutchins School Lower-division General Education Program (see description below) plus Mathematics (3 units)	} or Disciplinary Lower-division General Education Program at SSU or another approved institution. (see pages 13–17)
	Disciplinary Upper-division General Education Program at SSU (9 units) (see pages 13–17)*	
MAJOR	Hutchins Major in Liberal Studies (40 units) (see Upper Division, pages 148–151)	
ELECTIVES	Electives, taken in Hutchins or elsewhere at SSU (a sufficient number of units to bring total to 124)	
DEGREE	Bachelor of Arts in Liberal Studies	

* Hutchins upper-division students who select the Teaching Credential Preparation Plan are exempt from this 9-unit requirement.

Hutchins Courses (LIBS)

Lower Division

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.

101W. Writing Tutorial (1)

A writing tutorial to be taken in conjunction with LIBS 101. Cr/NC only.

102A. In Search of Self (8) (Spring)

Focuses on the individual, exploring how social environment, personal history and unconscious processes influence our perceptions and actions. This course develops a fuller understanding of these processes through scientific investigation and creative expression, employing materials drawn from biology, psychology, sociology, literature, and the arts.

102B. The American Experience (4) (Spring)

An examination of the major historical, political, social, and economic components of the American Experience. Satisfies the state code requirement in U.S. History, U.S. Constitution, and California State and Local Government.

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 derived from several sources: the 18th century mechanical models, the Scientific and Industrial Revolutions, and the rise of modern economic theories. Asking how it is possible in the 20th 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 environmental issues. Laboratory requirement fulfilled by completion of four semesters in lower-division program.

Requirements for the Major

First Semester:	Subsequent Semesters:	Final Semester:
LIBS 302 Introduction to Liberal Studies 3 and LIBS 304A We Hold These Truths 3 or LIBS 304B The Practice of Culture 3	LIBS 304A or B (to complete sequence) 1 course from each of 4 Core Areas: I. Society and Self..... 3 II. Individual and the Material World 3 III. The Arts and Human Experience 3 IV. Consciousness and Reality 3 Study Away/Internship* (3 or more) LIBS electives: Selected from Hutchins course offerings: Additional Core courses, elective seminars, workshops, or independent study with concurrence of Hutchins academic advisor 14	Complete course work from previous column. LIBS 402 Senior Synthesis 2 Total Units Hutchins Major 40
* Not available during student's first semester in the Hutchins School. Teaching Credential Preparation Plan students may meet this requirement through the field placement they must complete before being admitted to a Department of Education for professional training.		

Bachelor of Arts in Liberal Studies

Upper Division

Options for the bachelor's degree include the general Liberal Studies major plan (code #49015) and the Teaching Credential Preparation Plan (code #49012). The general pattern for the major is as follows:

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.

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. (See LIBS 304 AB.)

Building on the foundations laid in the Key Courses, the student chooses at least one additional course from each of four Core Areas, as follows:

- Core I. Society and Self
- Core II. The Individual and the Material World
- Core III. The Arts and Human Experience
- Core IV. Consciousness and Reality

Hutchins' upper-division seminars are classified in one of these Areas. A current list of courses offered in each Area is available in the office of the Hutchins School.

The "Study Away/Internship" requirement allows students to include in the major experiences as diverse as a period of travel or formal study in a foreign country; an independent project in a nearby city; an internship in a local school, business, or social service agency; or substantial involvement in some other department or program on this or some other campus. The Study Away or Internship should be preceded by a semester of independent study related to the placement. Whether close at hand or far away, this experience, designed in collaboration with a faculty advisor, should help the student to relate his or her education to the larger world, and quite possibly to explore options for a career.

The remainder of the 40 units required in the major may be earned through elective seminars, workshops, and independent study in the Hutchins School. The student may select these courses on the basis of interest in the topic, or may use them to develop a specific area of emphasis within the major.

NOTE: A student entering the Hutchins upper-division program with a grade point average of 2.50 or below will be placed on probation for one semester. Any student who fails to receive "credit" in LIBS 302 or whose work proves unsatisfactory in quality or inappropriate to the program will not be allowed to continue in the program.

Teaching Credential Preparation Plan (code #49012)

The Hutchins School offers a State-approved Multiple Subject Waiver Program for students intending to earn a California Elementary Teaching Credential or an Early Childhood Emphasis Credential. The BA 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.

Completion of the precredential Liberal Studies option waives the need to take the Multiple Subject Assessment for Teachers examination (MSAT), and is excellent preparation for entering a graduate-level Credential Program, either in the School of Education at SSU or elsewhere, for the professional training required for a California teaching credential.

Questions about admissions requirements for the Credential Program should be directed to the School of Education at Sonoma State University.

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:

LIBS 302	Introduction to Liberal Studies	3
LIBS	Seminars	12
In consultation with a minor advisor, the student selects 12 units of interdisciplinary core courses drawn from LIBS 304A and B and from 4 Core Areas. These courses need not be chosen because of their specific relationship to the student's major. Rather, it is intended that through these courses the student acquire a breadth of exposure to the ideas of a number of disciplines.		
Minor Electives	2	
Two elective units from Liberal Studies elective courses or workshops.		
Senior Independent Study Project	3	
A final project that specifically relates the student's major field of study to other disciplines.		
Total units in the minor		20

Hutchins Courses (LIBS)

Upper Division

REQUIRED COURSES

302. Introduction to Liberal Studies (3)

An interdisciplinary "gateway course" examining the meaning of a liberal education intended for students new to the Hutchins program. The course emphasizes seminar skills, oral and written communication, and the development of an independent study project, and introduces the portfolio. To be taken in the first semester of study in the upper-division major. Cr/NC only. Successful completion of LIBS 302 and LIBS 304A or 304B is required to continue in the Hutchins program. LIBS 302 is a prerequisite for all upper-division Hutchins courses.

304A. We Hold These Truths (3) (Fall)

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.

304B. The Practice of Culture (3) (Spring)

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 the practice of culture in various settings.

402. Senior Synthesis (2) (Fall and Spring)

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 AND ELECTIVE COURSES

Students are required to complete one course in each Core Area: I, Society and Self; II, The Individual and the Material World; III, The Arts and Human Experience; IV, Consciousness and Reality. For a complete list of the courses offered in any semester, see the Schedule of Classes and the Hutchins course-offering booklet.

301A. The Self and Social Awareness (3)

An introduction to the complex interrelationship between the individual and society. Social interest, self-interest, the role of the individual in a social context, and socialization and character formation will be studied within the framework of contemporary social issues. (Core Area I)

301B. Science, Technology, and Human Values (3)

A variety of interdisciplinary issues relating the fields of science, technology, and human values. Changes in the dominant mode of Western perception of the material world are also considered. (Core II)

301C. Expression and the Arts (3)

Communicative and visual arts are explored to determine how they shape and are a product of the process of human symbolic interaction. A consideration of the expression of human values reflected in architecture and urban design and the roles literature, philosophy, drama, and art have had historically. Consideration is also given to current expressions in the arts. (Core III)

301D. Structures of Consciousness (3)

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. (Core IV)

305. Hutchins Forum (1)

The Hutchins Forum is designed to provide a sense of community among Hutchins students and a place that can be at the same time both relaxing and intellectually stimulating. In order to give structure, a topic will be offered each semester for discussion. Students are encouraged not only to participate in but also to lead discussions, make presentations, and otherwise contribute to the Forum.

310. Independent Study for Juniors (1-4)

May be repeated for credit. Prerequisite: LIBS 302 and consent of instructor.

312. Schools in American Society (3)

Students will explore basic issues inside the American Educational system while fulfilling the State-mandated classroom experience requirement for admission to the Credential Program. (Core I)

315. Special Studies (1-4)

Cr/NC only. May be repeated for credit. Prerequisite: LIBS 302 and consent of instructor.

320. Elective Seminars (3)

New topics in all Core Areas are offered each semester. Schedule and descriptions available in Hutchins office. May be repeated for credit.

322. Microcosm and Macrocosm (3) *Blaug*

An interdisciplinary science course for students in the Teaching Credential Preparation Plan. While the overarching theme of the course is to explore the breadth and interrelatedness of the scientific view of nature, special emphasis is placed on preparing each student to teach the knowledge areas outlined in the Science Framework for California Public Schools. Prerequisite: BIOL 115 or consent of instructor.

323. Seeing Nature Whole (3)
Blaug

This course is based on the idea that the arts and sciences each have unique insights into nature and that it is by exploring both paths that we achieve our deepest understanding. Class discussion centers on readings in nature literature, the environmental sciences, environmental psychology, and the visual arts. Frequent in-class field trips focus on helping participants to explore nature by means of scientific studies as well as by a wide variety of artistic media. (Core II)

326. Censorship and the Arts (3)
Gevirtz

What “shocks” a society says much about its needs and values. This seminar examines some representative examples of society’s attempts to rule certain things out of its public consciousness. Discussions focus on Shaw, Ibsen, Lawrence, Wilde, Selby, and others; banned art and music; the First Amendment; legal decisions governing media. (Core I or III)

327. The English Language (3)
Lee

Intended primarily for Teaching Credential students, this course addresses the nature and structure of the English language. The course includes the study of grammar and draws upon modern linguistic theory. Whenever possible it also includes consideration of the history and literary genres of English.

329. Perspectives on the Human Body (3)
Blaug

People have always had to come to terms with the strengths and limitations of their physical bodies. The human organism acts in both a social and a physical world. This course will be concerned with the ways in which the body’s requirements for food, clothing, shelter, communication, health, and beauty have been expressed throughout human history. Materials are drawn from the social sciences, humanities, human biology, and ecology. (Core II)

330. Children Should Be Seen and Heard (3)
Zimmer

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. (Core IV)

333. Androgyny (3)
Barnes

Cultures are described as matriarchal or patriarchal, people as male and female, qualities as feminine and masculine. How rigid are these distinctions? What happens when a culture or person becomes extremely one-sided? Is the state or attitude of androgyny possible, and if so, how does it manifest itself? (Core IV)

335. Perception and Form in the Arts (3)
Thompson

Study of the psychology and philosophy of perception in the visual arts. Museum visits, extensive art slide viewing, readings, and interpretation form the basis of the course. (Core III)

345. Literature and Society (3)
Adler, Vazquez

This seminar deals with the multiple ways in which literature exposes, reflects, and revises societal relations. Literary works differing in genre, culture, and time will be critically analyzed as literature both within their original context and for their value in aiding our understanding of contemporary social and cross-cultural issues and power relations. (Core I)

354. Masterpieces of the Humanities (3)

This seminar examines in detail a number of works from the humanities that have come to be considered masterpieces. While we will specifically be interested in each work and what has made it to be highly regarded, we will also study various questions in intellectual history as they are made appropriate by the works themselves. Seminar materials change over four semesters, reflecting a historical sequence from ancient to modern times. May be repeated for credit. (Core III)

356. Film and Politics (3)
Miller

An interdisciplinary approach to political themes in film. We will look at dramatic construction in films and the ideological, sociological, or economic messages these films contain. (Core I or III)

360. Special Topics Seminar (1-2)

Topics will vary from semester to semester. May be repeated for credit. Cr/NC only.

361. Directed Study (1-4)
Department Faculty

The Hutchins faculty welcomes proposals from groups of students who have identified an issue or problem they wish to study together. After a proposal has been approved, the group works with a Hutchins faculty member knowledgeable about the area of investigation to refine the project and see it through to completion.

362. Religious Consciousness (3)
Miller, Zimmer

A personal and interdisciplinary look at the religious dimension of human experience. The practices and pursuits of a number of religions are covered. The topic of religion is examined from a variety of perspectives: as personal and social ritual, mystical experience, and self-exploration.

370A. Seminar: Creative Process (2)
Miller

A series of exercises designed to give students fuller access to their capacities and to provide practice in putting those capacities to productive use — in the arts, in problem solving, and in daily life.

370B. Seminar: Self-Awareness (2)

Methods of exploring and expanding self-awareness vary from semester to semester, and may include such techniques as autobiography, intensive journal-keeping, Gestalt exercises, dream analysis, and meditation.

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 four in any one semester. One unit is equivalent to 30 hours of volunteer work per semester. Not applicable to the Hutchins major. For the University’s CIP regulations, see page 278. Cr/NC only.

396. Field Study (1-4)

This course is designed to provide supervised field experience to students in their chosen area of study. One unit is equivalent to 45 hours of work. A paper on the student’s work in the field is required, plus the supervisor’s evaluation. Consent of instructor. Cr/NC only.

397. Study Away (1-4)

Designed in collaboration with faculty advisors, the study away helps students relate their education to the larger world. May include foreign travel/study, off-campus involvement in projects or programs or substantial involvement in projects or programs on this or other campuses. Credit granted for analytical, theoretical, or creative paper or project related to area of study. Students wishing to expand their educational horizons are encouraged to enroll in the CSU or other study-abroad program. Prerequisite: completion of LIBS 302.

398. Internship (1-3)

Contractual internship based on student career interests. Evaluation based on student project, portfolio in nature. Prerequisites: Independent Study or Field Study.

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 an interdisciplinary seminar on a topic 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.

410. Independent Study for Seniors (1-4)

May be repeated for credit. Prerequisite: LIBS 302 and consent of instructor.

415. Special Studies (1-4)

Cr/NC only. May be repeated for credit. Prerequisites: LIBS 302 and consent of instructor.

420. Elective Seminars (3)
Department Faculty

These courses will be offered under different titles as new topics arise. May be repeated for credit.

422. Contemporary Political Analysis (3)
Miller and Zimmer

An interdisciplinary view of current political issues. Sociological, psychological, economic, and ideological perspectives will be employed in our analysis of contemporary political developments. (Core I)

423. The Analytics of Culture (3)
Vazquez

This course consists of the study of cultural relations from the perspective of what people do, as well as from the perspective of the explanations 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. (Core I)

424. Expressionism in the Arts (3)
Thompson

Expressionism in 20th century arts as a concept comprising a mystical and revolutionary worldview embracing painters, sculptors, architects, composers, and writers. New directions and interrelations in the arts at the turn of the century that laid the foundation for modern art forms are discussed. Readings from Eliot, Jarry, Joyce, Kafka, Kandinsky, and Nietzsche. (Core III)

425. The Feminine Experience (3)
Barnes

This course will examine fiction and nonfiction written by women with the intent to analyze, explore, and clarify the concept of feminine power. We will employ Jung's concepts of anima, animus, and androgyny in our exploration. (Core IV)

427. Space, Time, and Culture (3)
Kellogg

A historic survey of how the construction of our physical world, including architecture, town planning, transportation, and communication, has shaped ideals of community, family, and individual life. (Core II)

429. Gender and Subjectivity (3)
Gevirtz

An investigation of modernist and postmodernist constructions of the subject through fiction and poetry as well as through theories of language, gender, and culture. (Core IV)

435. Discovery of the Unconscious (3)
Barnes

The concept of an "unconscious" is a relatively new discovery in Western thought. This course will focus on individual and cultural manifestations of the unconscious in art, literature, religion, and psychological awareness throughout human history. This course will combine theoretical and personal approaches to the unconscious. (Core IV)

436. Themes in the Literary Humanities (3)
Department Faculty

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. (Core III)

437. Machine as Metaphor (3)
Kellogg

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 "techno-phobic" to "techno-lyrical." (Core II)

465. Experiencing History (4)
Adler, Miller

An innovative course employing simulation techniques to recreate the experiential reality of current and historical events. (Core I)

485. Science and Society (3)

This course will convey to students the connection between scientific discovery and their own lives; the nature of the continuum between pure science and technological application; the concept of scientific knowledge as the tested consensus of scientists; and selected studies of contemporary issues. (Core II)

495. Special Studies (1-4)

Supervised study of a particular problem or area of interest selected by the student in consultation with a sponsoring faculty member. Students register by completing and submitting "Application for Special Study 495" form.

Additional Elective Seminars

Some of the topics included in the past among Hutchins' elective seminars are the following: The Past Dimension (Adler); Sleeping and Dreaming (Barnes); The Quest (Lee); The Sixties (Miller); Observing and Recording Human Behavior (Miller); Moral Imagination (Mountain); Discovery of the "Real" in the Arts (Thompson); Food in Cross-Cultural Perspective; Forum (Staff).

The Intensive Learning Experience

Program Office

Stevenson Hall, Room 2010, (707) 664-2237

Program Director

Elaine Sundberg

The Intensive Learning Experience program provides opportunities for eligible students to improve their basic academic skills. First-time freshmen who do not meet the English Placement Test (EPT) and/or Entry-Level Mathematics Test (ELM) score requirements for entry-level college English and Mathematics courses are eligible for this intensive one-year program. The first-semester courses (ENGL 30 — Writing Skills; and MATH 30 — Mathematics Skills) include classroom instruction and lab practice. Study groups and specialized workshops are also provided. The second-semester courses (ENGL 99 and MATH 40) continue many of the activities of the first semester. The courses are designed to ensure that students who complete them will have sufficient skills and knowledge to succeed at the next level (ENGL 101 and MATH 50, and GE level math). In addition to course work, the program provides a variety of diagnostic and support services to promote students' skills development and academic success.

Intensive Learning Experience Courses (ILE)

30. Writing Skills (3) (Fall and 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 and 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 this course on the basis of English Placement Test scores. Course includes workshop for individual and small-group tutoring. Cr/NC only. Not applicable toward graduation. Prerequisite: ENGL 30 or placement based on EPT examination.

30. Mathematics Skills (3) (Fall and Spring)

The course emphasizes developmental and learning strategies in mathematics, providing activities that develop students' arithmetic abilities and introduce them to beginning concepts of algebra and geometry. Placement based on ELM examination. Course credit is not applicable toward graduation.

40. Elementary Algebra (3) (Fall and Spring)

Introductory topics include review of real numbers, computational geometry skills, rules of exponents, polynomials, linear equations in one and two variables, factoring, rational expressions, inequalities, roots and radicals, and quadratic equations. Prerequisite: MATH 30 or placement based on ELM examination. Not applicable toward graduation.

Institute of Interdisciplinary Studies

Department Office
Ives Hall, Room 22, (707) 664-2762 (message), 664-2468 (voice)

Programs offered
Bachelor of Arts in the Special Major
Bachelor of Science in the Special Major
Master of Arts in Interdisciplinary Studies
Master of Science in Interdisciplinary Studies

Coordinator
Gardner Rust

The Institute of Interdisciplinary Studies (ITDS) offers 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 exceptional 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 students 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 the Institute of Interdisciplinary Studies (ITDS), who initiates the application and screening process.

The Special Major and the Major in Interdisciplinary Studies are not intended to bypass normal graduation requirements and may not be used to duplicate formally structured programs at SSU 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 at Sonoma State University.

Application requirements for all programs

1. All students must apply for admission to the Special Major or the Major in Interdisciplinary Studies. Before developing an application, the student must consult with the Coordinator of Interdisciplinary Studies, who will initiate the application and screening process and will help identify faculty advisors to serve as the 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 a 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 of the members of the committee 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 an application and submit it in duplicate to the ITDS Coordinator by an application deadline. There are two application deadlines each semester. For dates, see the Schedule of Classes for the semester in which the application is to be submitted.

4. Filing an application with the ITDS Coordinator does not ensure acceptance in the Special Major or Interdisciplinary Studies program. Each proposal must be reviewed by the ITDS Committee and, in the case of the graduate Major in Interdisciplinary Studies, the Graduate Studies Committee. The Committee(s) 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 Vice President of Academic Programs. If the application is approved at all levels of review, the student may register as a Special Major or as a Major in Interdisciplinary Studies.

The Bachelor of Arts or Science in the Special Major

Degree Requirements	units
General Education	51
Major Requirements (Core and Supporting)	48-50
General Electives	23-25
Total units needed for graduation	124

Requirements for the Special Major

Prerequisite to application: a 3.00 grade point average.

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 48-50 units of course work in two or more disciplines. Approximately half of the units (24-26 units) are in core courses, with the remaining units in supporting courses.

In order 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.

The application requires the following information:

- I. **The student's name and the title of the major.**
- II. **A list of the Core courses (24-26 units) and Supporting courses (24-26 units) that constitute the major.**
 - A. **The courses must total 48 (minimum) to 50 (maximum) units:**

Restrictions:

 1. The student's list of core and supporting courses for the Special Major must not include courses that the student applies to fulfill General Education requirements.
 2. No professional courses in the Education Department, with exceptions specified by the Department, may be included in the program of study.
 - B. **Core courses (24-26 units) must consist of upper-division courses (300/400 level) only.**

All core courses must be taken for a letter grade (A-F). No student-instructed courses may be included in the core courses. ITDS 499, the Senior Paper or Senior Project (3 units), must be included in the core courses.
 - C. **Supporting courses (24-26 units)**
 1. May include lower-division courses when appropriate.
 2. May include courses taken Cr/NC. (See page 268 regarding constraints concerning Cr/NC courses.)

- III. **A rationale for the individual student's major.**

The rationale for the major is the most important part of the proposal; it is here that the student demonstrates that the program developed is both interdisciplinary and of a content comparable to that of traditional academic programs of study. The rationale must be no more than three double-spaced, typewritten pages in length and must include the following information:

- A. **The title of the student's major.**
- B. **A description of the interdisciplinary nature of the major.**
 1. A description of the relationship between the courses selected for the program of study. The ITDS Committee attaches great importance to the student's ability to demonstrate this relationship and to show how each course supports the purpose of the program.
 2. A list and explanation of possible supplementary courses that are not included in the list of courses.
- C. **The proposed title of the student's senior paper or project [ITDS 499 (3 units)].**

ITDS 499 is a senior paper or project to be prepared under the supervision of the faculty committee. It must be included among the 24-26 units of core courses. 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 faculty committee and will be presented orally to the ITDS Committee at the completion of the student's senior year.

D. The justification for a Special Major at SSU.

1. The specific reasons why the proposed major cannot be pursued through a traditional department or program at Sonoma State University.
2. The reasons for the choice of Sonoma State University, if the proposed program of study can be pursued through a traditional department at another California university in the service area. It is the student's responsibility to consult the catalogs of SSU and other service-area universities to determine if such programs exist.

IV. Appropriate forms for all Special Studies and Internships included in the Core/Supporting List of Courses.

The description of each course must include the name and signature of the faculty sponsor and a statement concerning the purpose, mode of study, and method of evaluation of the special study or internship. (Special Studies are limited to a maximum of 4 units per course; *a student may have in all areas for graduation no more than 12 units of Special Studies*; a student may not pursue in Special Studies a course that is listed in the catalog and that is normally offered within a two-year period.)

V. Copies of transcripts of all college work completed.

It is the student's responsibility to make available the transcripts, including those concerning SSU course work.

Special Minor in Interdisciplinary Studies

The Special Minor has the following features and requirements:

1. The minor consists of 21-24 units of course work 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.

The 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 MA or MS in Interdisciplinary Studies

I. Prerequisites to Application:

- A. Unclassified graduate status.
- B. Passage of the Written English Proficiency Test (WEPT). [The Graduate Record Examination (GRE) Aptitude Test scores are not required, but may be submitted in support of the application.]
- C. A grade point average of at least 3.00 for the last 60 units of college work attempted.

The candidate for this degree must comply with the normal regulations governing graduate study at Sonoma State as described in this catalog.

II. Course Requirements

A. General course and unit requirements

1. The Major in Interdisciplinary Studies consists of a minimum of 30 units to a maximum of 32 units in two or more disciplines.
2. The application must include a list of the courses that constitute the major, the unit value of each course, and the semester in which each is to be taken. It is the student's responsibility to check with individual departments and programs regarding the availability and scheduling of all courses on the list, as well as their prerequisites.
3. 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.)
4. The student must have at least 15 units of the major still to be completed after approval of the proposal by the Vice President of Academic Programs and the filing of the Master's Program Contract-G1/G2. Units completed during the semester of the proposal's approval count toward these 15 units.
5. At least 21 semester units shall be completed in residence.
6. 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.

B. Specific course requirements

To assure the University that the student has had adequate and appropriate interaction with other graduate students and that the institution granting the degree has offered an appropriate proportion of the graduate courses taken, the student must take approximately one-half (7-8) of the 15 graduate level units required for the degree in Sonoma State University graduate courses that have a format other than individualized study, that is, in courses other than Special Studies, Internship, and the final project. Items 1 and 2 below satisfy these requirements.

1. A graduate course in research methods must be included in the student's list of courses.
2. At least one graduate seminar (other than the graduate course in research methods) must be included in the list of courses.
3. The student's proposal must also include ITDS 599A (3 units) and ITDS 599B (3 units), the preparatory courses for the final project. The courses must be taken sequentially. No more than 6 semester units shall be allowed for a final project. The final project may be a thesis, a creative project, a curriculum project, or an investigative or research project.

C. Course restrictions

1. Only 6 of the 21 in-residence units may be numbered Special Studies 495 and/or Special Studies 595. A Special Studies form for each project must be submitted with the application.
2. No more than 9 units of extension and/or transfer credit may be included in the 30-32 required units.
3. Student-instructed courses may not be included in the 30-32 units.
4. Student-teaching courses may not be included in the 30-32 units.
5. The student may apply to graduate studies upper-division and graduate-level courses taken prior to receipt of the BA or BS under the following conditions only:
 - a. They were taken during the final undergraduate semester;
 - b. The courses were not required for graduation; and
 - c. The student filed a petition to apply the courses in question to graduate studies *at the same time* the student filed the application for award of the degree.

III. Written Essay

The application must be accompanied by a written statement, not to exceed five double-spaced, typewritten pages. The essay must discuss the following issues:

A. The focus of the program

1. The title of the program
2. A description and explanation of the subject to be studied. The student must show how the courses chosen are appropriate to the program, explain the relationship between the courses, and show how the courses are appropriate to the thesis or creative project. The student must also list and explain any supplementary courses that are not included in the 30-32 units of required courses.
3. A description of the interests, experience, and training that provide the student with a background for the proposed program.
4. A description of specific career and other goals to which the program would contribute.

B. The justification for the Major in Interdisciplinary Studies at SSU

1. The reasons for the student's choice of the Interdisciplinary Studies Major to pursue the proposed program of study.
2. The specific academic reasons why the proposed program of study cannot be pursued through an existing Master's program at SSU or other service-area university. It is the student's responsibility to consult the catalogs of SSU and other service-area universities to determine if such programs exist.
3. A list of the names and departments of appropriate faculty members, in addition to the advisory committee, available for consultation. (The student and the chair of the student's committee are urged to consult with such faculty members during the planning of the program of study.)

C. The Final Project

1. The final project is to be a thesis, creative project, curriculum project, or an investigative or research project.
2. Proposed title of the final project
3. A description of the proposed project must be included. The theoretical framework, methodologies, and type of data to be used should be described when appropriate. The significance of the chosen final project should also be considered.
4. A list of resources and facilities to be used and individuals to be consulted in preparation of the final project must also be provided. These could include libraries, research or museum facilities, collections, data banks, consultants on and off campus, and agencies. List the departments, institutions, or other affiliations for persons to be consulted.
5. A bibliography is to be used in preparation for a thesis or an investigative or research project, or, when appropriate, the creative project must be provided. The bibliography should include basic background sources in relevant areas and must include current research. The bibliography shall be extensive and thorough.

Interdisciplinary Studies Courses (ITDS)

300A. Advanced Library Research Tools (1)

Provides in-depth study of reference works in different disciplines. Library assignments will be the preparation of three pathfinders or guides to materials to major subject divisions.

300B. Bibliography (1)

Preparation of an annotated bibliography on a limited topic and writing of a search strategy describing the research methods employed.

310. Portfolio Workshop (3) (Fall Semester)

Designed for students who have been advised by the Faculty-Evaluated Prior Learning Program coordinator to prepare a portfolio for credit for prior learning. Students will be guided through all the stages of portfolio presentation, from amplified resume/supporting narrative/learning essays with documentation to summary. The resulting portfolio is used only as a source of information in the FEPLP process and not as final evidence that evaluation has been completed. The course is open to others interested in the portfolio process itself, on consent of instructor. Cr/NC only.

491. Faculty Seminar in ISHD (1)

An Interdisciplinary Studies in Human Development faculty discussion of topics in human development from lifespan developmental, comparative cross-species, cross-cultural and multicultural, and class and gender perspectives. Open to ISHD majors and minors. Prerequisites: 12 units of ISHD core courses or permission of instructor. Cr/NC only.

495. Special Studies (1-4)

Prerequisite: approved status as a classified major in Interdisciplinary Studies.

497. Selected Topics (1-4)

Exploration of basic human problems. Resource persons from various disciplines will participate. See the Schedule of Classes for areas to be emphasized. May be repeated for credit.

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

595. Special Studies (1-4)

Prerequisite: approved status as a classified major in Interdisciplinary Studies.

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: classified status as a major in Interdisciplinary Studies.

International Programs

Coordinator of International Student Programs

Jan Beaulyn

International Student Programs

Foundation Center 500, (707) 664-2582

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. Close to 11,000 CSU students have taken advantage of this unique study option.

International Programs participants earn resident academic credit at their CSU campuses while they pursue full-time study at a host university or special study center abroad. The International Programs serves the needs of students in over 100 designated academic majors. Affiliated with 36 recognized universities and institutions of higher education in 16 countries, the International Programs also offers a wide selection of study locales and learning environments.

The University of Western Sydney (Australia); Universidade de São Paulo (Brazil); the universities of the Province of Quebec, 13 institutions, including Université de Montréal, Concordia University, Université Laval, McGill University, Université du Québec, Bishop's University, i.a. (Canada); the DIS Study Program, the international education affiliate of the University of Copenhagen (Denmark); Institut des Études Françaises pour Étudiants Étrangers, Université de Droit, d'Économie et des Sciences d'Aix-Marseille, Aix-en-Provence (France); University of Paris (France); Universität Heidelberg and Universität Tübingen (Germany); the Hebrew University of Jerusalem (Israel); CSU Study Center (Florence), Università degli Studi di Firenze, and La Accademia di Belle Arti di Firenze (Italy); Waseda University, Tokyo (Japan); Universidad Iberoamericana, Mexico City (Mexico); Lincoln University, Christchurch and Massey University, Palmerston North (New Zealand); Universidad Complutense de Madrid and Universidad de Granada (Spain); Uppsala Universitet (Sweden); National Chengchi University, Taipei (Taiwan); University of Bradford, University of Bristol, Kingston University, University of Sheffield, and University of Wales, Swansea (the United Kingdom); University of Zimbabwe, Harare (Zimbabwe).

The 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. Participants remain eligible to receive any form of financial aid (except work-study) for which they can individually qualify.

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 college if they can meet this requirement. 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 course work prerequisites.

Additional information and application materials may be obtained from International Student Programs, Foundation Center 500, or by writing to The California State University International Programs, 400 Golden Shore, Suite 300, Long Beach, CA 90802-4275. Applications for the 1995-96 academic year abroad must be submitted by February 1, 1995.

International Studies

International Studies Advisors

Students interested in obtaining a Minor in International Studies should contact professors Tony White in the History Department, Philip Beard in Foreign Languages, Francisco Vazquez in the Hutchins School of Liberal Studies, or Robert Girling in Business Administration.

Programs Offered

Minor in International Studies
Minor in Teaching English as a Second Language
Special Major (BA) in International Studies

International Studies Programs

Students who wish to pursue a course of study with a strong international emphasis can choose among campus-based major programs in foreign-area studies, minors in International Studies and Teaching English as a Second Language (TESL), and foreign languages courses designed to meet specific academic and career objectives. Study Abroad opportunities can be integrated into all of these curricular options.

Special Major (BA) in International Studies

In addition to the area studies options in the various Foreign Languages programs mentioned above, the University offers the opportunity to develop an individually designed Special Major (BA) in a particular area of International Studies by drawing on relevant courses offered in several different departments. The International Studies Minor could form a core for an academic plan of this kind. Students interested in obtaining a Major in Interdisciplinary Studies should contact the coordinator of Interdisciplinary Studies.

Minor in International Studies

The Minor in International Studies is an interdisciplinary program recommended for students preparing for professional, managerial and service careers in international affairs, business, or education and complements majors in the social sciences, humanities, and natural sciences. Recognizing the increasing interdependence of the world, the Minor is designed to increase the awareness and understanding of other cultures as well as develop a broader perspective on global issues and international relations. It provides an opportunity to explore and compare the social structures, cultures, political institutions, and economic systems of other countries as well as to study relations between them.

The minor consists of 20 semester units, which include at least one course from two different categories in Group A and at least one course from two different categories in Group B. Courses used for General Education may not be counted toward the minor, and not more than 8 units from the student's major may be used toward the minor.

Group A:

Select courses from at least 2 of the following 3 categories:

I. Societies and Environment

ANTH	340	Living in a Pluralistic World (3)
ANTH	345	Human Ecology (3)
ANTH	389	Language and Communication (3)
ENSP	301	The Human Environment (4)
GEOG	302	World Regional Geography (4)
SOCI	497	Interdisciplinary Seminar: Comparative Society (1-4)

II. Alternative Political and Economic Models

ANTH	360	Special Topics in Development Anthropology (3)
ECON	403	Seminar in International Development (4)
ECON	426	Seminar in History of Economic Thought (3)
ENSP	304	World Food/Population Crisis (3)
GEOG	320	Political Geography (3-4)
GEOG	338	Social Geography (3-4)
GEOG	343	Economic Geography (3-4)
HIST	380	20th Century World (3)
POLS	315	Democracy, Capitalism and Socialism (4)
POLS	350	European Parliamentary Democracies (4)
POLS	351	Russia and the CIS (4)
POLS	352	East European Politics and Government (4)
POLS	452	Third World Political Systems (4)

III. International Relations

ECON	303	International Economics (4)
POLS	342	International Politics and Foreign Policy (4)
POLS	345	Model United Nations (2-4)
HIST	434	The United States and Latin America (4)
POLS	444	United States Foreign Policy (4)
BUS	393	Introduction to International Business (3)

Group B:

Select courses from at least 2 of the following 3 categories:

IV. International Cultural Perspectives

Specified courses offering a cross-cultural study in the departments of Art, English, History, Hutchins, India Studies, Music, Philosophy, and Theatre Arts.

V. Regional Emphasis

Courses on regions or cultures other than the United States in the departments of Anthropology, Art, Foreign Languages, Geography, History, India Studies, Music, Philosophy, Political Science, or Sociology.

VI. Foreign Languages

Modern Language courses in the Department of Foreign Languages. (All foreign language skill courses numbered 201 or higher are applicable toward completion of the International Studies Minor.)

Total units in the minor 20

Foreign Language Studies

For students seriously interested in imparting an international emphasis to their baccalaureate work, the study of at least one foreign language is essential. Without the broadened cultural-linguistic flexibility and heightened self-understanding that result from learning a foreign language, one can see the world only through the filter of one's own language and culture. The way to move beyond one's own innate nationalism to a truly international perspective is to learn the language, and therewith the habits and thought patterns, of another people.

The University offers foreign language programs in French, German, and Spanish, and courses in India Studies. The major programs (French, German, and Spanish) all offer various interdisciplinary study options, allowing students maximum flexibility in choosing a program that fits their specific needs. Please refer to Foreign Languages (see page 118) for a detailed description of each program.

Additionally, career advising is offered in each of the major languages, for students who wish to combine their academic concentration with a career involving travel and/or correspondence abroad.

The paramount intent in all these courses and programs is to move students smoothly and rapidly toward genuine fluency in speaking, writing, and understanding the foreign language. The large number of Sonoma State University students who go on to apply their language skills to work or study abroad testifies to the program's success in this endeavor.

Kinesiology

Department Office

PE, Room 14, (707) 664-2357

Programs Offered

Bachelor of Science in Physical Education
Master of Arts in Physical Education
Minor in Physical Education
Single Subject Teaching Credential Preparation

Department Chair

Martha Yates (Academic Year)
James Gale (Summer)

Faculty

Ellen Carlton, C. Douglas Earl, Kenneth Flynn, Vivian Fritz
James Gale, Marcia Hart, Robert Lynde, Robert Sorani (Emeritus),
Ella Trussell (Emeritus), Martha Yates

The discipline of kinesiology encompasses the study of human movement as expression of an individual's aesthetic values, health, and physical being, and/or competitive nature. As such, it is integral and fundamental to a liberal education. The Department of Kinesiology offers programs leading to BS and MA degrees that are designed to meet a variety of students' needs and interests. A core of courses that is required for all majors examines the historical/philosophical, physiological, psychological, sociological, and anatomical/biomechanical bases of sport and human movement.

Beyond this core, the Kinesiology major consists of several concentrations that allow students to select courses that focus on their special interests. These areas of emphasis include: Physical Education, Adapted Physical Education, Exercise Science, Athletic Training, and Interdisciplinary Studies in Kinesiology. The Physical Education and Adapted Physical Education options prepare students for entry into the teaching credential program. In the Exercise Science concentration a student may choose an emphasis in adult fitness, biomechanics, exercise physiology, or pre-physical therapy. The curriculum in Athletic Training offers the courses and some of the clinical hours required to take the NATA certification examination. A student with a special career goal may select the Interdisciplinary concentration and, with an advisor, develop an individualized program.

Theoretical and practical learning experiences are an important part of all programs. Students are required to participate in a variety of field experiences, which include working as coaches' assistants, teachers aides, exercise/recreation leaders, assistants in physical therapy clinics, and instructors for disabled students.

The major concentrations and their related experiences provide training for a variety of careers: teaching and coaching at all educational levels, entry into physical therapy graduate degree programs, directing adult fitness programs, assisting in cardiac rehabilitation programs, athletic training, and teaching in special education. In addition, graduates are prepared to continue their education in pursuit of master's or doctoral degrees.

At present the major and related concentrations are offered through the Department of Kinesiology; however, the CSU grants degrees only in Physical Education, regardless of the departmental name. The concentration will be listed on the degree.

Bachelor of Science Degree

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)	11
General Electives	10-12
Total units needed for graduation	124

All courses fulfilling either major or minor requirements in Physical Education 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 224/224L)*	4
Nutrition (BIOL 380)	4
Introduction to Computing (CIS 101)	3
Total supporting units	18

* GE courses

Major Core Requirements (All Concentrations)

KIN	301	Philosophy/History of Human Movement	4
KIN	305	Psychological Basis of Human Movement	4
KIN	315	Sociology of Sport	3
KIN	330A	Measurement and Evaluation	1
		or Math 165 (3 units)	
KIN	350	Biomechanics	4
KIN	360	Physiology of Exercise	4
KIN	390	Conditioning for Health and Performance	3
KIN	410	Lifespan Motor Development	3
		Total units in the major core	26

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. Athletic Training Concentration (24)
- V. Interdisciplinary Concentration (24)

Specific content of concentrations is detailed below.

Total units in a concentration 24-26

Total units in the major 50-52

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.

EDUC	430	Special Education for Teachers	4
KIN	340/341	Athletic Injuries/Emergency Response	3
KIN	300	Aquatics	2
KIN	325	Adapted PE-I: Basic Concepts and Special Populations	3
KIN	400	Elementary School Physical Education	3
KIN	426	Adapted PE-II: Assessment and Programming	3
KIN	430C	Field Experience in Adapted PE (min.)	3
KIN	495C	Special Studies in Adapted PE (min.)	2
Additional approved elective			3
Total units in the concentration			26
Total units in the BS			52

II. Physical Education Concentration

The Kinesiology Department provides a Teaching Credential Preparation Program. 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	2
		Track and Field	2
		Folk and Square Dance	1
		Tumbling	1
		One racquet sport (badminton or tennis)	1
		Two team sports (basketball, field sports, softball, or volleyball)	2
		One elective in KIN 300	1
KIN	320	Practicum	2
KIN	325	Adapted Physical Education I: Basic Concepts and Special Populations	3
KIN	330B	Measurement and Evaluation	1

KIN	331	Observation and Participation in Physical Education Programs	1
KIN	341	Athletic Injuries: Basic Studies	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 BS			52

For information on credentials and professional education requirements see page 85, which describes programs in Education, and also the University's special bulletin on *Programs in Teacher Education*.

III. Exercise Science Concentration

Students who have an interest in adult fitness, biomechanics, exercise physiology, and 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	105AB	Elementary General/Organic Chemistry*	
or			
CHEM	115AB	General Chemistry*	8*
PHYS	114/116	Intro to Physics*	
or			
PHYS	209/210	General Physics*	4*

Upper-Division Exercise Science Core

KIN	340/341	Athletic Injuries or Emergency Response	3
KIN	430/495	Field Experience/Special Studies	3
Total for 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 1 of the following areas of emphasis to complete the Exercise Science Concentration:

- Adult Fitness Management
- Biodynamics
- Pre-Physical Therapy

Specific content of areas of emphasis is detailed below.

Specific Areas of Emphasis in Exercise Science

Adult Fitness Management

BUS	219	Introduction to Computer Applications in Management	
or			
BUS	230A	Principles of Accounting	3
BIOL	318	Biology of Aging*	
or			
KIN	420	Instrumentation and Evaluation Techniques in Exercise Science	3
Total units for concentration			24
Total units for BS in Exercise Science, Adult Fitness			50

Pre-Physical Therapy Option

PSY	425	Abnormal Behavior	4
MATH	165	Elementary Statistics*	
or			
BIOL		elective related to physical therapy	4
Total units for concentration			26
Total units for BS in			
Exercise Science, Pre-Physical Therapy			52

Biodynamics Option (choose one sequence below)

Biomechanics Sequence			
MATH	161	Calculus	4*
KIN	300	Analysis of Motor Performance (Aquatics or Track and Field)	2
Exercise Physiology Sequence			
CHEM	340	Biochemistry	3
KIN	420	Instrumentation and Evaluation Techniques in Exercise Science	3
Total units for concentration			24
Total units for BS in			
Exercise Science, Biodynamics			52

* GE courses

IV. Athletic Training Concentration

Designed to prepare a student for the prevention, management, and rehabilitation of injuries/illnesses to athletes at all levels of competition. This program meets all the National Athletic Trainer's Association Internship Route academic course work requirements and 350 hours of the 1500 hours of field work necessary to become a certified athletic trainer.

NURS	473	Health Education and Drug Abuse	3
KIN	340	Emergency Response	3
KIN	341	Athletic Injuries: Basic Studies	3
KIN	430E	Field Experience in Athletic Training	6
Minimum 350 hours (NOTE: 1500 hours required for NATA certification.)			
KIN	441	Athletic Injuries: Advanced Studies	3
KIN	443	Therapeutic Modalities and Rehabilitation Techniques	3
KIN	444	Prevention, Evaluation, Disposition of Athletic Injuries	2
KIN	445	Organization and Administration of an Athletic Training Program	1
Total units in the concentration			24
Total units in the BS			50

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 to be placed in the student's advising folder.

Total units in the concentration			24
Total units in the BS			50

Minor in Physical Education

Students majoring in other disciplines may complete a minor in Physical Education to further their career goals. The minor requires a minimum of 22 units and includes a core of 12 to 13 units (required by all students) and a minimum of 9 to 10 units of electives. The minor in Physical Education may be desirable for credential candidates pursuing a second teaching area or a career in coaching, for management students entering sport/fitness businesses, for environmentalists involved in outdoor recreation programs, for students in performing arts desiring a physical education/dance background. Students pursuing a Physical Education minor must consult with a Departmental advisor for program requirements.

Minor Core Requirements

KIN	330A	Measurement and Evaluation	1
KIN	301	History and Philosophy of Human Movement (4)	
or			
KIN	315	Sociology of Sport (3)	3-4
2 courses from the following:			
KIN	305	Psychological Bases of Human Movement (4)	
KIN	350	Biomechanics (4)	
KIN	360	Physiology of Exercise (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 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 Physical Education

The goal of the Master of Arts degree program is to provide increased understanding of the body of knowledge in kinesiology that is based on the biological, sociological, kinesiological, and psychological influences on human performance.

The program has been designed to emphasize exercise physiology and adult fitness, yet also allows other study plans, depending upon the student's area of interest.

MA Core Requirements

KIN	500	Introduction to Research	3
KIN	501	Graduate Seminar	3
KIN	505	Sem: Psychological Bases of Human Movement	3
KIN	525	Thesis/Project	3
KIN	550	Seminar in Biomechanics	3
KIN	560	Advanced Physiology of Exercise	3
Total units in the MA core			18

MA Electives

In consultation with an advisor, select an additional 12-unit study plan. As an example of a study plan, a student who wishes to pursue the adult fitness program will select electives from the following list:

BIOL	380	Nutrition (4)
SOCI	319	Gerontology (4)
BUS	342	Training and Development (3)
KIN	410	Life Span Motor Development (3)
KIN	420	Instrumentation and Evaluation Techniques in Exercise Science (3)
KIN	595	Special Studies (3)

Other plans may be established in consultation with the Department graduate coordinator and the thesis advisor.

Total units in MA electives	12
Total units in the MA degree	30

The Department of Kinesiology offers the MA in Physical Education via the thesis or project option, requiring an original investigative thesis or an equivalent project.

Admission Procedures

Apply for admission to the University at the Office of Admissions. Students may be admitted as conditionally classified or classified graduate students. The procedures for each are as follows:

1. Conditionally Classified Graduate

Application for students interested in pursuing a Master's degree in Physical Education will be forwarded to the Department for consideration. The student must submit, along with the application to the Office of Admissions, transcripts of all college work. These should show a Bachelor's degree or its equivalent and a grade point average of at least 2.80 for the last 60 units of work attempted. 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 MA degree.

2. Classified Graduate Status

Classified graduate students are those who have completed all admission requirements and undergraduate course work and have been admitted to the University and the master's degree program in the Department of Kinesiology.

Application to the Department must include two letters of recommendation from individuals familiar with the applicant's academic work and a detailed personal statement indicating the applicant's academic and professional interests and goals.

For additional information, see page 13 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 MA Degree

Although students are admitted to the University, they are not recognized as being advanced to candidacy for the MA degree until they have successfully completed at least 9 units of course work at Sonoma, the WEPT test (or equivalent), and all undergraduate prerequisites.

After completion of these preliminary requirements the candidate must apply to the Departmental graduate studies committee by completing form G-2, a proposed course of study. The committee may approve the course of study, suggest changes, and/or recommend additional supporting course work (based upon previous work and the examination paper) before approval and subsequent advancement to candidacy.

The study agreement will list the 30 units which must be completed before the awarding of the MA degree in Physical Education. These forms must be approved by the Departmental graduate committee before they are forwarded to the Dean of Graduate Studies. These forms must be completed and approved and the WEPT score submitted before the student may begin any of the final 15 units (of the 30 units included on the study agreement).

Requirements for Completion of the MA Degree

A description of the course requirements and other regulations pertaining to the MA degree are available in the Department office.

Kinesiology (KIN)

101. Physical Education Activities (1)

(Fall and Spring) Department Faculty

Activities classes: Classes are conducted in the following activities: aquatics (swimming, physical conditioning swimming, life saving, and scuba). Individual sports (adapted activities, badminton, bicycling, frisbee, golf, martial arts, racquetball, and tennis). Fitness (aerobics, conditioning, jogging/running, and weight training) dance (folk and square). Outdoor activities. Team sports (basketball, soccer, softball, volleyball, and ultimate frisbee). 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.

300. Analysis of Motor Performance (1-2)

(FALL: badminton, basketball, field sports (odd years), softball (even years), gymnastics/tumbling, and tennis. SPRING: aquatics, folk and square dance, track and field, and volleyball). Department Faculty

Lecture, activity laboratory. A series of 1- and 2-unit courses. Each course is designed to provide the students with an understanding of the mechanics of the neuromuscular skills and functional application of the activities presented within the course. Performance prerequisite skills may be required for aquatics, badminton, basketball, tennis, and volleyball.

301. History and Philosophy of Human Movement (4)

(Fall and Spring) Lynde, Earl, Flynn

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. Prerequisite: upper-division standing; consent of instructor for non-physical education majors.

305. Psychological Bases of Human Movement (4)

(Fall and Spring) Carlton

Lecture, laboratory. Introduction to the psychological factors involved in learning and performing motor skills. Emphasis will be on the influence of attention, memory, augmented feedback, personality, and motivation on human movement, as well as the influence of sport, exercise, and physical activity on the developing individual over the lifespan.

306. Wilderness Travel (3)

(Fall) Department Faculty

Surveys equipment and techniques necessary for safe, low-impact wilderness travel. Field trips challenge the student to apply skills in outdoor settings. Subjects covered include: map and compass, equipment and food, safety and survival. Prerequisite: upper-division standing.

311. Selected Topics (1-4)

Department Faculty

Selected upper-division courses that are taught on a one-time basis.

312. Wilderness Safety (2)

(Spring) Department Faculty

The course surveys a variety of wilderness hazards and the safety practices used to avoid them. Subjects include: avalanche, snow safety and hazards of winter travel, river safety and general boating hazards, safety practices for backpackers in desert, mountain, and other terrain. Prerequisite: upper-division standing.

- 315. Sociology of Sport (3)**
(Fall and Spring) Earl
Examines and utilizes basic sociological concepts and demonstrates their manifestations in the teaching of physical education and sports. Prerequisite: ENGL 101.
- 320. Practicum/Methods (2)**
(Fall and Spring) Fritz
Explores the different styles of teaching and managing the classroom; includes a supervised observation and teaching experience in a physical education activity class. Prerequisite: KIN 300 (2 courses).
- 325. Adapted Physical Education I: Basic Concepts and Special Populations (3)**
(Fall and Spring) Department faculty
An introduction to adapted physical education—common definitions, scope, and basic concepts that provide a framework for innovation; a study of selected, common disabilities, with a primary focus on identification, etiology, and implications for physical education. Prerequisite: consent of instructor.
- 330A. Measurement and Evaluation (1)**
(Fall and Spring) Carlton
A survey of descriptive statistics. Includes measures of central tendency, variability, scale scores, correlation, and graphing with applications in health science and physical education. Meets first half of the semester. Required for all Physical Education majors. Prerequisite: GE Math.
- 330B. Measurement and Evaluation (1)**
(Fall and Spring) Carlton
The application of measurement techniques in the selection of tests and the development of evaluation instruments in psychomotor, cognitive, and affective domains in physical education. Meets second half of the semester. Required of majors in teacher preparation concentration. Prerequisite: KIN 330A or consent of instructor.
- 331. Organization and Management of Physical Education (1)**
(Fall and Spring) Flynn
Observation and assisting with assigned tasks in the junior and senior high school physical education programs, with special emphasis on class organization and management techniques, teaching progressions, methods of evaluation, and disciplinary measures utilized during total unit of instruction. Required of majors in Teacher Preparation concentration.
- 336. Community Recreation (3)**
Flynn
An orientation to the breadth, scope, and nature of the professional program in recreation. Study of community recreation programs, analyzing desirable objectives, functions, programs, and leadership. Stresses community planning and organization for parks, playgrounds, and recreation programs.
- 340. Emergency Response (3)**
(Fall) Department Faculty
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.
- 341. Athletic Injuries: Basic Studies (3)**
(Fall and Spring) Department Faculty
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. \$10 fee required for this course. Prerequisite: BIOL 220.
- 350. Biomechanics (4)**
(Fall and Spring) Department Faculty
Lecture, laboratory. Presents the anatomic concepts essential for understanding human movement and the qualitative and quantitative analysis of 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 and Spring) Gale, Yates
Lecture, laboratory. Study of the acute and chronic effects of activity on the human organism. Laboratory and field experiences in selected areas, including exercise metabolism, cardiopulmonary function, skeletal muscle physiology, and the measurement of a variety of exercise-related variables as they relate to teaching, coaching, and personal fitness. Prerequisites: GE Math; BIOL 115 and BIOL 224/224L.
- 371-377. Varsity Intercollegiate Sports for Men (2)**
(Fall and Spring) Department Faculty
Activities include: soccer, football, basketball, and baseball. May be repeated for credit.
- 381-387. Varsity Intercollegiate Sports for Women (2)**
(Fall and Spring) Department Faculty
Activities include: soccer, volleyball, basketball, and softball. May be repeated for credit.
- 390. Conditioning for Performance and Health (3)**
(Fall and Spring) Department Faculty
A review of methods for the conditioning of a broad range of people, from sedentary adults through high-performance athletes. Emphasis for adult training will be related to development of a healthful lifestyle through exercise. Training of athletes will emphasize methods for improving running performance (speed and endurance), muscular performance, flexibility, nutrition as it relates to fluid and carbohydrate supply, and competition in environmental extremes. Prerequisite: KIN 360.
- 400. Elementary School Physical Education (3)**
(Fall and Spring) Fritz, Hart, Lynde
Theory and practice in elementary school physical education. Prerequisites: upper-division standing; priority given to physical education majors first, then teacher credential candidates; open to others by consent of instructor.
- 404. Theory of Coaching (2)**
(Fall and Spring) Department Faculty
A survey of the management issues encountered by coaches in all sports. Topics may include time management; ethical issues and responsibilities; communication with players, colleagues, administration, media, and community; motivation; and equipment and facilities management. Applications to specific sports will be addressed.

410. Lifespan Motor Development (3)
(Fall) Fritz

Survey of the development of perceptual-motor function from birth through aging, with emphasis on gross motor performance.

420. Instrumentation and Evaluation Techniques in Exercise Science (3)
(Fall) Yates

Theory and practical experience in evaluation methodology and laboratory instrumentation used by exercise scientists to assess the components of exercise performance and personal fitness. The student will gain expertise in using laboratory instruments, test administration, evaluation of the components of human physical performance, and exercise prescription. Prerequisite: KIN 360 or equivalent.

426. Adapted Physical Education II: Assessment and Programming (3)
(Spring) Department Faculty

Selection, administration, and interpretation of motor assessment instruments. Planning and developing appropriate activities and programs to meet individual needs within special populations, in basic skills, movement exploration, rhythms, games, sports, aquatics, physical and motor fitness, and relaxation. Prerequisites: KIN 325, 330AB and 410.

430A. Field Experience in Physical Education (1-3)
(Fall and Spring) Department Faculty

Provides upper-division Physical Education majors experiences of coaching or teaching in public or private organizations. The students who enroll in this course must already have backgrounds that will allow them to contribute to the program they enter.

430C. Field Experience in Adapted Physical Education (1-3)
(Fall and Spring) Department Faculty

Provides upper-division Physical Education majors specializing in adapted physical education an opportunity to work with the disabled in school or private settings. Prerequisite: The students who enroll in this course must already have backgrounds that will allow them to contribute to the program they enter.

430D. Field Experience in Exercise Science (1-3)
Department Faculty

Designed to provide qualified upper-division students an opportunity to gain experience in either applied exercise physiology, kinesiology, or physical therapy. Prerequisites: KIN 350 or 360 (as appropriate).

430E. Field Experience in Athletic Training (1-4)
Department Faculty

Designed to provide qualified upper-division students an opportunity to gain experience with athletic programs in the practice of athletic training skills. Prerequisite: KIN 341.

441. Athletic Injuries: Advanced Studies (3)
(Spring) Department Faculty

Designed to show students the proper methods of recognition, evaluation, and treatment of injuries of the head, trunk, and spine. Comprehension of anatomy, mechanism-of-injury, and pathology are stressed. Prerequisites: KIN 340 and 341.

443. Therapeutic Modalities and Rehabilitation Techniques (3)
(Spring, odd years) Department Faculty

Lecture, laboratory. A study of the theoretical basis of therapeutic rehabilitation design and different techniques of therapeutic exercise, care, and manual treatment. The physics/mechanics and utilization of therapeutic modalities are also studied. Prerequisite: KIN 341.

444. Prevention, Evaluation, and Disposition of Athletic Injuries (2)

(Spring, even years) Department Faculty

Lecture, laboratory. Students learn the HIPS technique of evaluating athletic injuries; the prevention of athletic injuries; the disposition of athletic injuries; medical record-keeping with regard to athletic injuries. Prerequisite: KIN 441.

445. Organization and Administration of Athletic Training Programs (1)

(Spring, even years) Department Faculty

Designed to show students techniques and skills for the organization and administration of an athletic training room, and prepare students for the NATA Board of Certification, Inc./Entry-level Athletic Trainer Certification Examination.

495. Special Studies in Physical Education (1-4)
(Fall and Spring) Department Faculty

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 Athletic Training.

496. Kinesiology Forum (1)
Department Faculty

Presentation and discussions of selected current topics in physical education. May be repeated for credit.

497. Selected Topics in Kinesiology (1-4)
Department Faculty

A single topic or set of related topics not ordinarily covered by the Physical Education major curriculum. May be repeated for credit with a different topic.

Graduate Courses

500. Introduction to Research (3)
(Fall) Yates

Study of research methodology appropriate in physical education and related fields. Designing, conducting, and interpreting analytical, descriptive, experimental, and qualitative research is included. The student is introduced to statistical analysis and interpretation of data and to computer applications in personal research. Prerequisites: KIN 330A or a course in descriptive statistics; an introductory course in computer science; and graduate standing.

501. Graduate Seminar (3)
(Spring) Department Faculty

Individual research topics in physical education will be explored. The first part of the semester will be devoted to developing scientific writing techniques and refining the purpose and scope of proposed research. Development of the thesis proposal, section by section, will follow. Emphasis will be placed on peer review and attainment of a high degree of writing proficiency. Students are expected to complete their thesis research proposals during this semester. Prerequisites: KIN 500 and graduate standing.

502. Women and Sport (2)

Yates

An overview of the impact of women on sport and of sport on women. The historical, physiological, sociological, and legal implications of woman's involvement in sport and athletics are examined.

505. Seminar in Psychological Bases of Human Movement (3)

(Spring, odd years) Carlton

A critical review of current literature regarding the psychological factors involved in the learning and performing of motor skills, as well as the influence of sport, exercise, and physical activity on the developing individual over the lifespan.

550. Seminar in Biomechanics (3)

(Spring, even years) Department Faculty

This course covers application of biomechanical analysis techniques to current problems in biomechanics such as gait analysis, sports techniques, and properties of materials and equipment. Emphasis is on computerized videoanalysis technique. Each student completes a selected biomechanical video analysis project.

560. Advanced Physiology of Exercise (3)

(Fall, even years) Gale

Review of topics related to the physiological responses to exercise. Topics include exercise metabolism, muscle and cardiovascular responses, as well as the role of exercise in the prevention and treatment of coronary artery disease, and estimation of body composition. Additional topics selected from the following: ergogenic aids, exercise responses at environmental extremes, nutrition designed to improve performance, graded exercise testing, and immune response to exercise.

595. Special Studies (1-4)

(Fall and Spring) Department Faculty

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. Thesis Project (3)

(Fall and Spring) Department Faculty

The master's thesis is based upon laboratory and library research, with focus on a project central to the student's area of concentration. Prerequisite: KIN 501 and an authorized Thesis Prospectus Approval form.

Linguistics

Program Office
Stevenson 2054, (707) 664-2419

Programs Offered
Minor in Linguistics
Certificate in Teaching English as a Second Language

Linguistics Program Coordinator
Shirley Silver

TESL Certificate Program Coordinator
Shirley Silver (Anthropology)

Faculty
Eli Katz, Shirley Silver

The fundamental concern of linguistics is with description and explanation of the interrelatedness of thinking and speaking. 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 24-unit certificate program (a.k.a. career minor) in Teaching English as a Second Language (TESL). The TESL program is a minor in Applied Linguistics with a specific focus: the application of (psycho/socio)linguistic principles and methods to the teaching of American English as a second/foreign language. For details concerning this course of study, see page 57, or the fact sheet available from the offices of the Linguistics program and 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 24 of the 30 units required for alternatives in the Fifth Year Program in Education (see page 84). Interested persons should contact the TESL 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 (see page 149). Interested persons should contact both the Special Major program coordinator and the Linguistics program coordinator.

Also, through the Special Emphasis in the Anthropology major (see page 20), a student may create a course of study in linguistic anthropology which 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	310	Phonological Analysis	3
LING	311	Grammatical Analysis	3
Total units in the minor core			9

Minor Electives	
Choose 11 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 coordinator of the Linguistic program.	
Total units in minor electives	11
Total units in the minor	20

Linguistics Courses (LING)

200.

Introduction to Linguistic Studies (3)

(Fall)

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 change ; 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.
310.

Phonological Analysis (3)

(Fall)

Introduction to articulatory phonetics; methods and practice in the analysis of sound systems, with attention given to American English. Prerequisite: LING 200 or consent of instructor.
311.

Grammatical Analysis (3)

(Spring)

Methods and practice in the analysis of word and sentence structure, with emphasis on non-Western European languages. Prerequisite: LING 310 or consent of instructor.
320.

Meaning, Context, and Reference (4)

(Spring, odd years)

Introduction to the linguistic approach to the study of meaning, including the ways in which meaning is determined by language use. Prerequisite: LING 200 or consent of instructor.

405. Phonology and Pronunciation (1)
(Fall)

Applying knowledge of the phonological system of English to the practical problems of teaching American English pronunciation to students of English as a second language. Prerequisite: previous or concurrent enrollment in LING 310.

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.

411. Vocabulary Teaching/Learning (1)
(Spring)

Applying knowledge of the processes of English word formation in developing appropriate strategies for teaching American English vocabulary to students of English as a second language. Prerequisite: previous or concurrent enrollment in LING 311.

430. Psycholinguistics (4)
(Spring, even years)

In-depth study of: (1) the basic processes involved in acquiring, producing, and understanding language, and (2) the relations between language and thought. Prerequisite: LING 200 or consent of instructor.

432. Dialects, Sociolects, and Speech Communities (3)
(Spring)

Focus on the systematic study of language varieties spoken in particular geographical regions (i.e., dialects) and/or by members of particular social classes/groups (i.e., sociolects), with attention given to the application of the study of dialectal/sociolectal variation to teaching American English to speakers of other languages. Consideration also given to such topics as language attitudes, political power and linguistic equality, language and sociopolitical institutions. Prerequisite: LING 200 or consent of instructor.

441. Linguistics and Second Language Teaching (3)
(Fall)

Examination of the theoretical and pedagogical issues underlying recent developments in second language teaching. Consideration of the psychological, social, and linguistic aspects of second language acquisition/learning. Emphasis on principles of communicative language teaching. Discussion of structural, functional, and interactional approaches to syllabus design; error analysis and interlanguage; language test theory. Attention also given to sociopolitical factors relating to language in education issues. Prerequisite: LING 200 or consent of instructor.

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: consent of instructor.

490. Seminar in Applied Linguistics (1)
(Fall and Spring)

Focus is on application of the insights and skills offered by the scientific study of language to practical problems in which language plays a central role. Designed for students in first-time TESL internship placements, or for students pursuing individual investigative projects. May be repeated for credit. Cr/NC only. Prerequisite: junior standing and consent of instructor.

495. Special Studies (1-4)
(Fall and 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. Topical Seminar (1-4)

In-depth consideration of specific linguistic, applied linguistic, or language-related topics. Topics vary from semester to semester. May be repeated for credit. Prerequisites: LING 200, junior standing, and consent of instructor.

499. Internship in Applied Linguistics (1-4)
(Fall and Spring)

Students have an opportunity to apply linguistic principles and methods in a variety of situations in public/private sectors in the University's service area. Especially appropriate for practical experience in teaching English as a second language, or in the development of ESL teaching materials. Cr/NC only. May be repeated for credit. Prerequisite: appropriate previous or concurrent course work in Linguistics.

Mathematics

Department Chair

William Barnier

Faculty

William Barnier, Sharon Cabaniss, Jean B. Chan, Donald Duncan (Emeritus), Clement Falbo, Tsai-Hung Fan, Norman Feldman, Robert Johnson, Rick Luttmann, Rick Marks, Thomas Nelson, Charles Phillips (Emeritus), Guo-Hui Zhang.

Department Office

Darwin Hall, Room 128, (707) 664-2368

Programs Offered

Bachelor of Arts in Mathematics
Bachelor of Science in Mathematics
Minor in Mathematics
Single Subject Teaching Credential Preparation

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, and, of course, computer science.

Our basic curriculum is designed to prepare students for employment as professional mathematicians 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, and related fields.

The BA program provides preparation for teaching, general application of mathematics, and graduate study in mathematics.

The BS 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.

A Career Minor in Technical Writing may be useful to some Mathematics majors. For more information on the University's Career Minor programs see page 57 of this Catalog.

Bachelor of Arts and Bachelor of Science in Mathematics

Degree	units
General Education	51
Major	48
Supporting Courses	5
Electives	20
Total units needed for graduation	124

Core Curriculum (all majors BA and BS)

MATH 161	Calculus I (3 units in GE, 1 unit in major)	1
MATH 211	Calculus II	4
MATH 220	Logic and Proof	3
MATH 231	Introduction to Differential Equations	3
MATH 261	Calculus III	4
MATH 322	Linear Algebra	4
MATH 340	Real Analysis I	4
MATH 345	Probability	3
MATH 352	Numerical Analysis	3
Total units in core curriculum	29	

Required Supporting Courses: (all majors BA and BS)

CIS 150	Computer Programming I	4
PHYS 114	Intro. to Physics I (3 units in GE)	1
Total units in supporting courses	5	

BA Program (Pure Mathematics)

Core Curriculum			29
MATH	306	Number Theory (3)	
or			
MATH	308	Geometry	3
MATH	320	Modern Algebra I	4
MATH	418	Topology (3)	
or			
MATH	420	Modern Algebra II (3)	
or			
MATH	440	Real Analysis II	3
MATH	460	Complex Variables	3
Electives (upper division)			6
Total units in BA program			48

The upper-division electives may not include any of MATH 300A, 300B, or 300G courses. Graduate school candidates are advised to complete their electives with MATH 418, 420, or 440.

BA Program (Waiver)

This BA satisfies all the state waiver requirements in mathematics for students seeking the Single Subject Credential.

Core Curriculum		29
MATH	306	Number Theory 3
MATH	308	College Geometry 3
MATH	310	History of Mathematics 3
MATH	320	Modern Algebra I 4
MATH	365	Statistical Inference I 3
MATH	406	Combinatorics (3)
or		
MATH	416	Graph Theory (3)
or		
MATH	470	Mathematical Modeling 3
Total units in waiver program		48

NOTE: Students considering the possibility of graduate school in mathematics at some time in the future are advised to choose MATH 322 and MATH 365 and to elect MATH 340, Real Analysis I, as an additional course.

BS Program (Applied Mathematics)

This BS concentration prepares students for employment in industry and graduate schools in scientific fields.

Core Curriculum	29
MATH 331 Applied Differential Equations	3
MATH 416 Graph Theory	3
MATH 431 Partial Differential Equations	4
MATH 441 Operations Research	3
MATH 470 Mathematical Modeling	3
Electives (upper division)	3
Total units in Applied Mathematics program	48

BS Program (Computer Science Option)

This BS 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 sciences generally opt for this major.

Core Curriculum	29
CIS 250 Computer Organization: Software	3
CIS 254 Data Structures	3
CIS 354 Algorithm Analysis	3
MATH 406 Combinatorics	3
MATH 416 Graph Theory	3
Electives (upper division)	4
Total units in Computer Science option	48

BS Program (Statistics)

This BS concentration prepares students for employment in statistical or actuarial fields and for graduate study in statistics.

Core Curriculum	29
MATH 365 Statistical Inference I	3
MATH 441 Operations Research	3
MATH 465 Statistical Inference II	4
MATH 467 Applied Statistical Methods	3
MATH 470 Mathematical Modeling	3
Elective (upper division)	3
Total units in Statistics	48

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, North Bay 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 300. Approval of the Mathematics Department should be obtained by the junior year in order to plan the minor properly.

Teaching Credential Preparation

The BA Program for Secondary Teaching is designed to prepare students planning to teach in middle, junior high, and high schools. Successful completion of this program certifies that a student has achieved the subject matter competence required by the state of California for a Single Subject Teaching Credential in mathematics. An alternative route for demonstrating subject matter competence is passage of the PRAXIS exam (formerly NTE) in mathematics, together with selected course work in mathematics. Students considering either route to secondary teaching should consult the Mathematics Department education advisor.

The Mathematics Department also offers course work to prepare students planning to teach in elementary schools. The minimal college-level mathematics preparation recommended for elementary teachers is two courses: MATH 100 and MATH 300. In addition, both the Hutchins School of Liberal Studies and the Mexican American Studies Department offer mathematics concentrations; contact the appropriate department for details. Students planning to earn either the Multiple Subject (elementary) or Single Subject (secondary) credential may further emphasize mathematics in their teaching preparation by completing course work leading to a Supplementary Authorization and/or a Minor in mathematics. Contact the Mathematics Department education advisor for further details regarding these options.

Entry-Level Mathematics (ELM) Exam

The Entry-Level Mathematics Examination, if applicable, must be taken within the past two years before enrollment in any General Education or Developmental Mathematics course (MATH 30, 40, 45 or 50). The ELM results will place the student in the appropriate level mathematics course. If placed in a developmental Mathematics course, passage of MATH 50 or 45 is a prerequisite for MATH 100, 107, 111, 121, 131, 141, and 165. Please consult the Schedule of Classes or phone the Office of Testing Services for times and place of examination. The examination will be given in conjunction with the English Placement Test. For additional information, please see page 256.

Grading Policy in the Mathematics Department

Nonmajors

All Mathematics courses except MATH 40, 45, 50, 100, 107, 111, 121, 131, 141, and 165 are available in the Cr/NC grading mode to non-Mathematics majors.

All Students

MATH 175, 295, 330, 395, and 499 are available only in the Cr/NC grading mode.

Mathematics Majors

A Mathematics major must take all Mathematics courses in the traditional grading mode, with the following exceptions: MATH 175, 295, 330, 395, 499, and any course taken as credit by "challenge examination" (see page 258). However, a maximum of 6 units total credit in MATH 330, 375, 395, and 499 may be applied toward any Mathematics degree.

Mathematics Courses (MATH)

30. Mathematics Skills (3) (Fall and Spring)

The course emphasizes developmental and learning strategies in mathematics, providing activities that develop students' arithmetic abilities and introduce them to beginning concepts of algebra and geometry. Placement based on ELM examination taken within past two years. Course credit is not applicable toward graduation.

40. Elementary Algebra (3) (Fall and Spring)

Introductory topics include review of real numbers, computational geometry skills, rules of exponents, polynomials, linear equations in one and two variables, factoring, rational expressions, inequalities, roots and radicals, and quadratic equations. Prerequisite: MATH 30 or placement based on ELM examination taken within past two years. Course credit is not applicable toward graduation.

45. Beginning and Intermediate Algebra (4) (Fall and Spring)

The course begins with a review of elementary algebra and an introduction to functions, inverse functions, and their graphs through the use of the computer and/or graphing calculator. Other topics include quadratic, exponential, logarithmic, and an introduction to trigonometric functions, as well as conic sections, the distance formula, and nonlinear equations in one variable. Prerequisites: placement based on ELM examination taken within past two years.

50. Intermediate Algebra (3) (Fall and Spring)

Topics include an introduction to mathematical symbolism, basic rules of algebra, applications of algebra, graphs and their equations, linear analysis, exponents, logarithms, the quadratic formula, and the calculator. Course credit is not applicable toward graduation. Prerequisite: MATH 40 or its equivalent, or placement based on ELM examination taken within past two years.

100. Geometry (3) (Fall and Spring)

A study of geometry, with topics from the history of geometry and axiomatic systems. Euclidean geometry, polygons and tessellations, three-dimensional geometry, analytic geometry and conics, trigonometry, measurement, transformations, topology, and number patterns in geometry. Satisfies the GE requirement for mathematics, category B4. Prerequisite: placement by ELM examination within past two years or MATH 45 or MATH 50.

107. Precalculus Mathematics (4) (Fall and Spring)

Covers factoring, equations and inequalities, radicals and fractional exponents, quadratic equations, graphing relations and functions, absolute values, absolute inequalities, systems of equations, exponential and logarithmic functions, trigonometric functions, equations and identities, DeMoivre's and Euler's Theorems, and complex numbers. Satisfies the GE requirement for Mathematics, category B4. Prerequisite: placement by ELM examination taken within past two years, if applicable, MATH 45 or MATH 50. CAN MATH 16.

111. Symmetry in the Sciences and Arts (3)

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 man-made objects. A central theme is the contribution of mathematics to other fields, such as architecture and decorative art; engineering of mechanical devices; music and dance; decorative art; evolution and anatomy; crystallography; chemical bonding and atomic structure; philosophy; and mathematical proof. Satisfies GE requirement for Mathematics, category B4. Prerequisite: placement by the ELM examination taken within past two years or MATH 45 or MATH 50.

121. Introduction to Mathematical Analysis (3)

A GE course designed to give students an understanding of the significance of mathematics in the history of thought and to develop analytical skills. Issues such as geometry vs. arithmetic and the discrete vs. the continuous will be discussed. Topics include analysis of problems using functions and graphs; Greek mathematics, including the Pythagorean Theorem, Eudoxus' Method, and Zeno's Paradox; Fermat's Method for the derivative, solution of optimization problems, graphing, velocity and rates of change, antiderivatives and distance, integrals and area. Students with an interest in philosophy, natural sciences, and related areas are advised to take MATH 121 to satisfy the GE requirement for Mathematics, category B4. Prerequisite: placement by ELM examination taken within past two years or MATH 45 or MATH 50.

131. Introduction to Finite Mathematics (3) (Fall and 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, sets, combinatorics, probability, and statistics. Recommended for students with interests in the social sciences and management. Satisfies GE requirement for Mathematics, category B4. Prerequisite: placement by ELM examination taken within past two years or MATH 45 or MATH 50.

141. Studies in ... (3) (Fall and Spring)

This introduction to mathematical ideas is designed for liberal arts majors. While topics and approaches may vary from section to section, this course will spend a significant amount of time on understanding the relation of mathematics to culture and history, appreciating the beauty and creativity of mathematics, understanding forms of mathematical discourse, and the uses of mathematics in modern society. Satisfies the GE requirement for Mathematics, category B4. Prerequisite: placement by ELM examination taken within past two years or MATH 45 or MATH 50.

142. Discrete Structures I (3) (Fall and Spring)

A study of discrete structures that have applications in computer science. Topics will include logic, set theory, graphs, Boolean algebras, grammars, and languages. Throughout the course, applications to computer science will be discussed. Prerequisites: MATH 107 or equivalent, or consent of instructor. CIS 150 should be taken concurrently.

161. Calculus I (4)
(Fall and Spring)

Calculus I includes limits, continuity, derivatives including trigonometric functions, chain rule, curve sketching, extremum problems, implicit differentiation, related rates, Mean Value Theorem, introduction to integration, fundamental theorem of calculus, substitution, and applications. Satisfies the GE requirement for Mathematics, category B4. Prerequisite: MATH 107 or consent of instructor. CAN MATH 18.

165. Elementary Statistics (4)
(Fall and Spring)

Lecture and laboratory. This course is designed as an elementary introduction to the application of statistics for the nonmathematical student and those minoring in Mathematics. Topics include: elementary descriptive and inferential statistics and their application to the behavioral, natural, and social sciences, discrete probability theory, sampling, random variables, special distributions, central limit theorem, estimation, test of hypothesis, analysis of variance, linear regression and correlation, and some nonparametric tests. Satisfies the GE requirement for Mathematics, category B4. Prerequisite: placement by ELM examination taken within past two years or MATH 45 or MATH 50. CAN STAT 2.

175. M*A*T*H Colloquium (1)
(Fall and Spring)

A student taking this course will be required to attend all presentations in the M*A*T*H Colloquium series during the semester and, in addition, keep a journal. May be taken 3 times for credit. Cr/NC only. Prerequisite: consent of instructor.

185. Selected Topics in Mathematics (1-5)
(Fall and 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.

200. Discrete Mathematics (3)
(Spring)

A study of discrete mathematics, with emphasis on its use in other areas of mathematics and in real-world problems. Topics include logic, proof, set theory, relations, functions, sequences, mathematical induction, Boolean algebra, combinatorics, graphs, and trees. Prerequisite: a General Education mathematics class or consent of instructor.

211. Calculus II (4)
(Fall and Spring)

Calculus II includes the calculus of exponential and logarithmic functions, trigonometric and inverse trigonometric functions, techniques of integration, separable differential equations, Taylor polynomials, L'Hôpital's rules, improper integrals, series, and introduction to partial derivatives. Prerequisite: MATH 161 or consent of instructor. CAN MATH 20.

211S. Calculus II-S (2)
(Fall and Spring)

First half of MATH 211. Prerequisites: MATH 161 or consent of instructor. Open only to students enrolled in the Geology BS program or the Chemistry BA program.

220. Higher Mathematics: An Introduction (3)
(Fall and 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 linear systems, vectors, matrices, Gauss-Jordan elimination, linear programming, and transformations. Prerequisite: MATH 107 or consent of instructor. CAN MATH 26.

231. Introduction to Differential Equations (3)
(Fall and Spring)

Separable, exact, and first-order linear equations. Linear differential equations and applications. Methods of undetermined coefficients and variation of parameters. Series solutions of linear differential equations. Prerequisite: MATH 211 or equivalent, or consent of instructor.

261. Calculus III (4)
(Fall and Spring)

Calculus III includes partial derivatives, multiple integrals, alternative coordinate systems, vector functions and their derivatives, line integrals, Green's Theorem, Stoke's Theorem, Divergence Theorem. Prerequisite: MATH 211 or equivalent, 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, multiple regression, principles of experimental design, sampling theory, time series analysis, and multivariate analysis. Prerequisite: MATH 165 or consent of instructor.

295. Community Involvement Program (1-4)
(Fall and 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.

300. Elementary Number Systems, Probability, and Statistics (4)
(Fall and Spring)

Designed for elementary and middle school teachers. Topics include problem-solving strategies, sets, numeration, structure of the real number system, arithmetic operations, number sense and estimation, discrete probability, descriptive statistics, and use of calculators. Emphasis is on reasoning, solving problems, communicating ideas, and interpreting mathematics in meaningful ways for adults and children. Prerequisite: MATH 100 or other GE Mathematics course or consent of instructor.

306. Number Theory (3)
(Spring)

Mathematical induction, Euclidean algorithm, congruences, 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)

The Hilbert postulates, isometries in the Euclidean Plane, non-Euclidean geometries, construction of geometries from fields. Prerequisite: MATH 220 or consent of instructor. Any student who has not taken high school geometry is advised to take MATH 100 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 only the tools of the past. Prerequisite: MATH 161 or consent of instructor.

320. Modern Algebra I (4)
(Fall)

Topics cover group theory, including permutation groups, cyclic groups, Lagrange's theorem, homomorphisms, and factor groups; and an introduction to the theory of rings, integral domains, and fields. Prerequisite: MATH 220 or consent of instructor.

322. Linear Algebra (4)
(Spring)

Topics include linear programming and other applications using linear models, vector spaces, linear transformations, matrices, linear equations, determinants, and Cayley-Hamilton Theorem. Prerequisite: MATH 220 or consent of instructor. MATH 222 recommended.

328. Foundations of Mathematics (3)

Sets, infinite unions and intersections, index sets, functions, partially ordered and totally ordered sets, axiom of choice, and number systems from the natural numbers to the complex numbers. Prerequisite: MATH 220 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. No more than 4 units of credit in this course may be applied toward any mathematics degree. May be taken 4 times for credit. Cr/NC only. Prerequisite: MATH 161 or consent of instructor.

331. Applied Differential Equations (3)
(Spring)

Course topics include Laplace transform method, power series method, equations of hypergeometric type, orthogonal sets, Fourier series, and simple boundary-value problems. Prerequisite: MATH 231 or consent of instructor.

340. Real Analysis I (4)
(Spring)

Topics include construction of the real numbers, topology of real numbers, continuity and derivative, Riemann integral, sequences and series, and sequences and series of functions. Prerequisite: MATH 220 and 261, or consent of instructor.

342. Discrete Structures II (3)
(Spring)

A study of discrete structures that have applications in computer science. Topics will include combinatorics and counting, probability and statistics, matrices, recurrence relations, and graphs. Throughout the course, applications to computer science will be discussed. Prerequisite: MATH 142 or MATH 200 or MATH 220 or consent of instructor.

345. Probability Theory (3)
(Fall)

Topics include probability spaces, discrete and continuous random variables, probability mass functions, probability density functions, cumulative distribution functions, Markov chains, queuing theory, moment generating functions, law of large numbers, and central limit theorem. Prerequisites: MATH 261 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. Prerequisites: MATH 231 (may take concurrently) and CIS 150 or competence in a high-level programming language, or consent of instructor.

365. Theory of Statistical Inference I (3)
(Spring)

A course in mathematical statistics, concerned with developing the concepts of statistics by use of the calculus. Topics include: theory of sampling, problem of estimation, tests of significance, confidence limits, the t , F , and chi-square distributions. Prerequisite: MATH 345 or consent of instructor.

375. M*A*T*H Colloquium (1)
(Fall and Spring)

Students will be required to attend all presentations, keep a journal, and write a significant paper on one of the presentations. May be taken 3 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.

395. Community Involvement Program (1-4)
(Fall and 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.

406. Combinatorics (3)
(Fall 1995; Spring 1997)

Topics selected from permutations and combinations, principle of inclusion and exclusion, generating functions, recurrence relations, block designs, finite geometries, Latin squares, Hadamard matrices, coding theory, and Polya's theory of counting. Prerequisite: MATH 211 and a course chosen from MATH 142 or MATH 200 or MATH 220, or consent of instructor.

416. Graph Theory (3)
(Fall 1994; Spring 1996)

Topics selected from Hamiltonian and Eulerian properties, matchings, trees, connectivity, coloring problems, directed graphs, networks, planarity, and extremal graph theory. Some algorithms and applications may also be included. Prerequisites: MATH 161 and a course chosen from 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, base 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. Topics include theory of rings, integral domains, and field; unique factorization domains; extension fields; and Galois theory. Prerequisite: MATH 320 and 322 (taken concurrently), or consent of instructor.

431. Partial Differential Equations and Integral Transforms (4)
(Fall, odd years)

A course in partial differential equations and integral transforms. Topics include mathematical models in physics, first- and second-order partial differential equations, Fourier series, boundary-value problems, eigenvalue problems, Laplace and Fourier transforms, other integral transforms, higher-order equations. Prerequisite: MATH 231 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 1994; Spring 1996)

A course in Operations Research and industrial problem solving. Topics include optimization, simplex algorithm for linear programming, queuing theory, game theory, PERT least time path analysis, mathematical modeling of industrial problems. Prerequisite: MATH 222 and 345, or consent of instructor.

460. Introduction to Complex Variables (3)
(Fall 1995; Spring 1997)

Topics will include the complex field, functions, limits, continuity, complex differentiation and the Cauchy-Riemann equations, complex integration, residues, conformal mappings. Prerequisites: MATH 231 and 261 or equivalent, or consent of instructor. MATH 340 is recommended.

465. Theory of Statistical Inference II (4)
(Fall, even years)

Topics will include: general linear hypothesis, linear and nonlinear regression, analysis of variance, design of experiments, multivariate analysis. Prerequisite: MATH 365 or consent of instructor.

467. Applied Statistical Methods (3)
(Fall, odd years)

A computer-intensive course designed to complement the theoretical Statistics covered in MATH 365 and MATH 465. The course deals with advanced applications of Statistics to diverse areas. Topics selected from: theory of estimation, ANOVA, multiple regression, principles of experimental design, sampling theory, time series analysis, and multivariate analysis. Prerequisite: MATH 365 or consent of instructor.

470. Mathematical Models (3)
(Spring 1995; Fall 1996)

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 multivariable 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.

495. Special Studies (1-4)
(Fall and Spring)

Prerequisite: a lower-division Mathematics course 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.

Mexican American Studies

Department Office

Nichols Hall, Room 214, (707) 664-2369

Department Chair

Manuel Hidalgo

Programs Offered

Bachelor of Arts in Mexican American Studies

Teaching Credential Preparation Program in Mexican American Studies/Liberal Studies

Teaching Credential Preparation Program in Mexican American Studies/Social Science

Minor in Mexican American Studies

Faculty

Manuel Hidalgo, Arthur Ramirez

Lecturers

Carol Delgado, Vivian Hansen, Daniel Lopez,

Roberto Ramirez, Joaquin Sanchez

The Mexican American Studies (MAMS) major uses an interdisciplinary approach to examine the historical, political, social, educational, economic, and cultural developments that affect the Chicano and other Latino communities in the United States. Further, the major allows students to analyze the mainstream U.S. society from the perspective of a linguistic, ethnic, and cultural minority within a contemporary cultural studies framework. Present-day multicultural society makes clear the importance of the Mexican American heritage and its increasing vitality and significance in regional, demographic, and cultural terms. The program encourages students to go beyond their own culture and explore the different ways other cultures have developed and contributed to the national and worldwide arena.

The Mexican American Studies core provides a comprehensive basis for a liberal arts education. The areas of concentration allow students to complete the major by selecting courses in specific areas of study. Demographic trends and an increasing Hispanic population will require trained professionals who are qualified linguistically and culturally to serve the needs of the Spanish-speaking communities both in the United States and abroad. The BA in Mexican American Studies provides an excellent background for students preparing for careers in bilingual education, social work, law, business, counseling, and community and government service. Mexican American Studies offers teacher preparation programs in Liberal Studies and in Social Science leading to entrance into Multiple Subjects and Single Subject Teaching Credential programs, respectively.

Students are encouraged to investigate a double major or a minor in complementary traditional disciplines such as: Spanish, English, Sociology, Psychology, and Management in order to broaden their career opportunities.

Bachelor of Arts in Mexican American Studies

Degree Requirements

	units
General Education	51
Major Core Requirements	20
Area of Concentration	20
General Electives or Supporting Courses	33
Total units needed for graduation	124

Major Core Requirements

MAMS 225	Spanish for Chicanos and Latinos (3-4) or	
MAMS 426	Chicano/Latino Sociolinguistics (4).....	3-4
MAMS 445	Chicano/Latino History	4
MAMS 451	Chicano/Latino Humanities	4
Choose 8-9 units from the following courses:		
MAMS 219	Mexican American Identity and Heritage (3)	
MAMS 220	Mexican American Arts and Literature (3)	
MAMS 339	Ethnic Groups and American Social Policy (3)	
MAMS 340	Hispanic Folklore and Popular Culture (3)	
MAMS 352	Chicano/Latino Philosophy (3)	
MAMS 354	Latino Politics (4)	
MAMS 365	Chicano/Latino Theatre (1-2)	
MAMS 366	Mexican American Music and Dance (1-2)	
MAMS 368	Chicano/Latino Music (3)	
MAMS 374	Chicano/Latino Literature (4)	
MAMS 393	Chicano/Latino Cinema (3)	
MAMS 400	Special Topics in Chicano/Latino Studies 1-4)	
MAMS 405	The Chicano/Latino Family (3-4)	
MAMS 410	Seminar: Hispanic Counseling Strategies (2-4)	
MAMS 425	Spanish for Bilingual Teachers (3-4)	
MAMS 432	Hispanic Community Development (4)	
MAMS 456	Bilingual/Cross-Cultural Education (4)	
MAMS 458	Hispanics and Computers: Issues and Applications (2)	
MAMS 479	Chicano/Latino Art History (3-4)	
MAMS 480	Chicano/Latino Studies Seminar (3-4)	
MAMS 490	Hispanic Children's Literature (3-4)	8-9
Total units in the major core		20

Required Major Concentrations

In order to provide students an opportunity to study in areas of their interest, the following concentrations are offered: Social Science, Humanities, Community Studies, and Education (Liberal Studies). Must include MAMS 480 and at least 1 comparative ethnic studies class.

Total units in a concentration	20
Total units in the major	40

Spanish Language Requirement

The program is committed to the principle that students need to develop their Spanish language competencies and requires that all majors take the necessary courses and/or field experiences to develop their Spanish language skills. Proficiency-based functionality to demonstrate communicative competence is of paramount importance. These competencies are a crucial tool for students who plan to become teachers, work in community services, go to graduate school, or do Chicano/Latino-Studies-related research. Majors need to consult with the Department chair on the various options that satisfy the language competency requirement.

Minor in Mexican American Studies

The minor provides students with necessary general studies about the Chicano/Latino experience. The minor is especially suited for those persons seeking teaching or public service careers in the Spanish-speaking communities. The 20-unit major core constitutes the minimum requirement for the minor.

Teaching Credential Preparation

See page 85 for information on professional education programs. For further information review the University's special bulletin on Programs in Teacher Education.

A. Subject Matter Preparation Program in Mexican American Studies/Social Science

This program meets the subject matter requirement for entry into the Single Subject (Secondary) Teaching Credential program.

At the beginning of the junior year, students must consult with their advisor before enrolling in one of the following tracks with the Mexican American Studies/Social Science Subject Matter Preparation option.

1. Mexican American Studies/Social Science (Bilingual option)
2. Mexican American Studies/Social Science (Non-Bilingual option)

B. Subject Matter Preparation Program in Mexican American Studies/Liberal Studies

This program meets the subject matter requirements for entry into the Multiple Subjects (Elementary) Teaching Credential. It is specifically designed to provide the academic background for those students interested in entering the Multiple Subjects/Bilingual Credential Program (BCLAD).

At the beginning of the junior year, students must consult with advisors from Mexican American Studies before enrolling in the Mexican American Studies/Liberal Studies Subject Matter Preparation Program. Students should contact the Department for program information and advising materials.

C. Spanish Language and Hispanic Culture Competencies

All students who wish to obtain a bilingual credential must successfully satisfy Spanish Language and Hispanic Culture competencies. This should be done at the time the student applies for admission to the credential program. For further information, contact the Bilingual Program Coordinator in the Department of Education.

D. Minors for Prospective Teachers

For information on minors that are especially suitable for MAMS majors pursuing an elementary teaching credential, see page 29 for a description of the Applied Arts minor and the University's special bulletin on Programs in Teacher Education.

Mexican American Studies Courses (MAMS)

102. College Success (2)

Designed to orient freshman students to the University and to provide an opportunity for students to learn and to adopt methods to promote their success in school. Prerequisite: concurrent enrollment in a complementary Mexican American Studies subject matter course or one of the University's General Education courses.

219. Mexican American Identity and Heritage (3) (Spring)

A survey of the Mexican American experience in the United States. A thorough examination of this community's social development and relationship to social institutions. The course serves as an introduction to Mexican American Studies through the purview of social science. In particular, theoretical formulations in the social sciences are analyzed in order to illustrate how these perspectives attempt to explain the individual's status and place within the group and society. These in turn are compared with the growing social science literature being produced by Mexican Americans themselves. This includes how Mexican Americans and other Latinos have adapted to the various cultural, social, economic, and political milieu of U.S. society as compared to other groups. Satisfies ethnic studies requirement in GE, category D1 (Individual and Society).

220. Mexican American Arts and Literature (3) (Fall and Spring)

A survey of the humanities (arts and letters) found in Mexican American culture. Introduction to traditional and contemporary literature, drama, cinema, art, music, and dance forms found in the Spanish-speaking communities of the southwestern United States and their Mexican heritage. Satisfies ethnic studies in GE, category C4 (Comparative Perspectives).

225. Spanish for Chicanos and Latinos (3-4) (Fall)

A systematic study of Spanish as found within Chicano/Latino communities. The grammar and structure of dialectal forms will be compared with standard Spanish. Using a variety of language acquisition techniques, students will develop the normative Spanish proficiency to enable them to enter upper-division classes in Spanish. Prerequisite: functional Spanish language skills. Satisfies foreign language in GE, category C4 (Comparative Perspectives and Foreign Languages). This course does not satisfy GE ethnic studies requirements.

225 L. 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 MAMS 225.

301. Experimental and Special Topics Courses (1-5)

Offered occasionally based on student interest and faculty and resource availability. In addition to experimental and special courses, topics may also include: travel-study, lecture series, symposia, conferences, and performance art presentations and workshops.

310. Mexican American Folk Arts and Crafts Workshop (1)
(Every fourth semester)

Analysis of and workshop on providing Mexican, Mexican American, and Hispanic arts and crafts. To include village and folk arts, with particular emphasis toward adapting these arts to the public school curriculum. Course projects require a public exhibit.

339. Ethnic Groups and American Social Policy (3)
(Every third semester)

The impact of American social policies on ethnic minorities over the last 200 years. Policy areas will include: children and families, mental health, and minorities and education. Major court decisions affecting public policy on bilingual and multicultural education, equal employment opportunity, immigration, and voting rights will be reviewed and analyzed. Primary sources will be examined in light of historical and social outcomes. Taught from an African American, Asian American, Mexican American, or Native American perspective. Crosslisted as AMCS/NAMS 339. Satisfies upper-division ethnic studies in GE, category D1 (Individual and Society).

340. Hispanic Folklore and Popular Culture (3)
(Every fourth semester)

A description and analysis of traditional cultural expressions of the Mexican and Mexican American people in the southwestern United States. Includes a study of folk narratives, poetry, drama, proverbs, customs, rituals, songs, myths, and folk beliefs of both the target and mother cultures. Students also analyze contemporary manifestations of popular Chicano/Latino culture.

352. Chicano/Latino Philosophy (3)
(Fall)

The course examines the intellectual history of the Chicano/Latino community. This includes a rich variety of ideas, belief systems, world views, and philosophical perspectives derived from pre-Columbian times and later syncretized with European philosophy. The philosophical tradition of the West is seen from a different angle that provides challenging insights for students. Special attention is given to the relationship of these ideas to the ethics and values of the Chicano/Latino community within a cultural and historical milieu. A broader framework allows for the consideration of Chicano/Latino philosophy as a crossroads of Western and Asian philosophical traditions. Satisfies ethnic studies and upper-division GE, category C3 (Philosophy and Values).

354. Latino Politics (4)
(Every fourth semester)

An examination of the political history and current political thought of the Chicano/Latino community. Includes a survey of social, cultural, and political organizations in the southwestern United States and in the local community. Field trips.

365. Chicano/Latino Theatre (1-2)
(Every fourth 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. May be repeated once for credit.

366. Mexican American Music and Dance (1-2)
(Every fourth semester)

A survey of traditional and contemporary music and dance of Mexican and Mexican American society. An introduction to historical content of regional dance from pre-Hispanic time to the present. Basic steps and three to five ballet folklorico dances will be taught, leading to a public performance. Dances include Norteno, Jarabes de Jalisco, Jarochos de Veracruz, and one or more indigenous dances. May be repeated once for credit.

368. Chicano/Latino Music (3)
(Every fourth semester)

A study of Chicano/Latino music as practiced in the community is the central concern of this course. The origins, development, and variations of this music are essential in understanding its influence and Latino music's impact in Mexico, the U.S., and the world. A musical background, although helpful, is not necessary. Ultimately, the goal of the course is to help the student become aware of the nature of this music and its place in an American and global context. Satisfies ethnic studies and upper-division GE, category C1 (Fine Arts).

374. Chicano/Latino Literature (3-4)
(Fall and 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, and plays. Satisfies ethnic studies in GE, category C2 (Ethnic Studies in World Literature).

393. Chicano/Latino Cinema (3)
(Every second semester)

Comparative, analytical, and critical perspectives on Chicano/Latino cinema in a broad framework. A study of the Chicano/Latino in American and Mexican film leads to the focal point of the course: the emergence of Chicano/Latino film showing the culture from within. The comparative framework includes other Hispanic films (Latin American, Spanish) from throughout the Hispanic world to study interdisciplinary topics that generate film works, such as history, culture, images, and social conditions. 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, 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 MAMS major. Meets field experience requirements for the MAMS waiver program.

398. MEChA (2)

Movimiento Estudiantil Chicano de Aztlan 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. May be repeated for credit.

400. Special Topics in Chicano Studies (1-4)

Offered occasionally, based on student interest and faculty availability.

Mexican American Art Workshop
Chicano Perspectives on Mexican History
La Frontera: Border Studies
Economics and the Chicano
Small Business Development: Hispanic Community
La Chicana, and others to be announced

405. The Chicano/Latino Family (3-4)
(Every third semester)

A study of the historical, cultural, and social forces affecting the Chicano/Latino family. To include an analysis of both traditional and changing relationships in such areas as: courtship, marriage, child-rearing practices, changing sex roles, health, and education. The course will also examine how the major institutions in American society affect the Chicano/Latino family. Students enrolled for 4 units must participate in a fieldwork assignment.

410. Seminar: Hispanic Counseling Strategies (2-4)
(Fall)

Present-day theories of counseling, theoretical issues, and special problems encountered in counseling Chicanos and Hispanics. Goals, processes, and techniques of counseling in a cross-cultural setting. Students enrolled for 4 units must enroll in a precounseling practicum. Crosslisted as PSY 437. Prerequisite: upper-division standing or consent of instructor.

425. Classroom Spanish for Bilingual Teachers (3-4)
(Spring)

A Spanish language development seminar for bilingual teachers and teacher candidates. Use of an immersion approach to develop students' oral, written, and critical thinking skills in Spanish to the degree necessary for competent subject matter instruction in K-12 schools. Using cooperative groups and sheltered instruction modeling, students acquire vocabulary and language development strategies needed to teach content areas in Spanish. The writing portion of the class is held in the Mac Lab. Crosslisted with EDUC 411. Prerequisite: MAMS 225 or equivalent and a score of 2.0 on the credential program's Spanish Language Test.

426. Chicano/Latino Sociolinguistics (4)
(Spring)

A linguistic analysis of Spanish compared to English and the effects of speaking both on bilingual persons. Includes an examination of the development, maintenance, and varieties of Spanish spoken in the United States. Studies theories and research on ESL, bilingual education, and first and second language acquisition. Focuses on societal elements as they interact in a complex way with language usage. Chicano/Latino discourse in several dimensions is critically analyzed in conjunction with Mexican and American history, culture, society, and language norms, usage, and attitudes. The course emphasizes the multifocal interrelationships between the context of Latinos and the problematic outcomes of interactions between history and language, society and linguistics, and culture and language acquisition.

432. Hispanic Community Development (4)
(Every fourth semester)

An examination of those political, economic, and institutional forces that affect the development of the Hispanic community. To include an overview of Chicano/Latino community organizations and their underlying organizational constructs within the context of current theories on development. Fieldwork project required.

445. Chicano/Latino History (4)
(Spring)

An analysis of Chicano/Latino history, from the exploration and settlement of the Southwest to the present. To include an examination of such themes and topics as: the Chicano heritage, the Mexican War and Treaty of Guadalupe Hidalgo, the land question, social banditry and other forms of resistance, the Chicano in the 20th Century, and contemporary Chicano/Latino issues, organizations, and movements.

451. Chicano/Latino Humanities (4)
(Fall and Spring)

A comparative analysis of the history, literature, philosophy, religion, music, visual and performing arts, and popular culture as they have developed in the Mexican American 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).

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 effective development of children, minority perspectives on schooling, and empowering language minority students.

458. Hispanics and Computers: Issues and Applications (2)
(Fall)

Focus on computer and related technology issues affecting the Chicano/Latino community in the areas of bilingual education, business, community service agencies, and Chicano/Latino social science research. The applications component will provide hands-on experience in each of the above areas with Macintosh, Apple, or IBM computers. Prerequisites: functional bilingual proficiency and a MAMS GE course. CIS 101 recommended.

459. Bilingual General Science (1-2)
(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).

460. Bilingual Fundamentals of Mathematics (1-3)
(Fall)

A general math course taught bilingually (Spanish/English) and 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).

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).

480. Chicano/Latino Studies Seminar (3-4)

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 MAMS waiver program students. Students are also required to prepare self-assessment portfolio. Class is restricted to MAMS majors who are graduating seniors or pre-student teaching credential candidates enrolled in the MAMS waiver program.

490. Hispanic Children's Literature (3-4)
(Every third semester)

An analysis of children's literature written about and for Hispanic children both in the U.S. and abroad. Students will review and analyze the literature for style and content. Includes the study of nontraditional literature collections from the Spanish-speaking community. Prerequisite: functional Spanish language skills.

495. Special Studies (1-4)

Independent study on a special topic for upper-division students. Prerequisite: completion and approval of a Special Studies form.

595. Special Studies (1-4)

Directed study for graduate students. Prerequisite: completion and approval of a Special Studies form.

Music

Department Office

Ives Hall, Room 206, (707) 664-2324

Programs Offered

Bachelor of Arts in Music

Minor in Music

Teaching Credential Preparation

Department Chair

Arthur Hills

Faculty

Ellen Amsterdam-Walker, Warren Dennis-Kahn,

Margaret Donovan-Jeffrey, Joann Feldman, Mel Graves,

Arthur Hills, William Johnson, E. Gardner Rust, David Sloss,

Laxmi G. Tewari, Robert Worth

Studio Instructors

Allen Cathcart, Madeline Eastman, Jon English, George Marsh,

Kathleen Reynolds, Beni Shinohara, Larry A. Snyder (Emeritus),

Marilyn Thompson, Randy Vincent, Harvey Wainapel

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 — but 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 explicit options exist within the major. The standard major 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 Performance Concentration is intended for those who show genuine promise for careers as vocalists or instrumentalists.

The Department offers several areas of special interest. *Vocal studies* include private and class instruction in jazz and classical styles as well as opera and musical theatre. *Contemporary sound technology* includes hands-on experience with analog and digital sound synthesis, professional training in analog recording, and a minor in Recording Arts.

The Music faculty strive for a balanced curriculum that explores music of different cultures, ethnic groups, formal styles, and historical periods. The faculty freely explore sound as a creative medium, and offer students thorough and tangible skills.

Any student planning to do graduate work in Music should consult a music advisor in time to plan a minor that will support the intended graduate specialty. Students planning careers in business or in media should consider minors in Recording Arts, Communications Studies, or Business Administration.

The Music Department is a fully accredited member of the National Association of Schools of Music.

Proficiency Expectations for Entering and Transfer Students

Basic keyboard skills and the ability to read standard musical notation are prerequisite 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 be expected to take MUS 105 and 106, Fundamentals, in place of MUS 109.

All Music majors, whether continuing or transfer students, must complete or successfully challenge MUS 320, Ear Training IV (atonal ear training). Students in all concentrations except Jazz Studies must also pass MUS 309, Intensive Keyboard Lab III. Jazz Studies students must pass or successfully challenge MUS 392, Jazz Piano II.

Basic keyboard proficiency is a prerequisite to enrollment in MUS 110, Foundations of Theory. MUS 320 and 309 (or 392) are prerequisite to enrollment in certain upper-division Music courses and to admission into the Single Subject Teacher Credential program in Music.

Lower-Division Program

The core of the lower-division program for Music majors is a sequence of courses in musicianship, analysis, 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.

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 performance will be required to take classes that develop skills specific to these areas.

Standard Music majors and students in the Jazz Studies Concentration will be 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, an extended composition, the preparation of a performing edition, or another project of substantial effort. Students enrolled in the Performance Concentration must present a Senior Recital, MUS 491.

The Performance Requirement

Music Department ensembles include Chamber Music, Chorus, Concert Chorale, Concert Jazz Ensemble, Contemporary Jazz Ensemble, Early Music Ensemble, Experimental Music Group, Workshop in World Music, Opera Workshop, Orchestra, Vocal Jazz Ensemble, and Vocal Jazz Workshop.

All Music majors must participate in Departmental ensembles during six semesters of their undergraduate study. At least two semesters of this requirement must be met in vocal ensembles, and at least two semesters must be completed at SSU. Students enrolled in the Music Education Concentration must include one World Music Workshop in this requirement. Students enrolled in the Performance Concentration must participate in Departmental ensembles during eight semesters of their undergraduate study.

Students enrolled in private instruction must agree to perform in ensembles designated as appropriate by the Music faculty, unless excused by their private instructor.

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.

Concert Attendance

Music in Performance, MUS 299, 1 unit, Cr/NC, is required of all Music majors. To complete this requirement, full-time Music majors must attend 10 concerts each semester sponsored by the Music Department or by the Center for Performing Arts. Students who are enrolled part-time (1 to 6 units) may be exempted from this requirement with prior Departmental approval.

Advising

Each student must consult an advisor in the Music Department before beginning work as a Music major and at the beginning of each semester thereafter. The advisor's signature constitutes Departmental approval of the student's semester schedule.

The total number of units required for the major ranges from 43 to 52, depending on the emphasis chosen. Students should consult their advisors early to determine the program most appropriate to their skills.

Bachelor of Arts in Music Standard Music Major

Degree Requirements	units
General Education	51
Major Core Requirements	43
General Electives	30
Total units needed for graduation	124

Requirements for the Major

The courses listed below constitute the standard major in Music. A student satisfactorily completing these courses, along with other University requirements, will earn a BA with a major in Music. Students with highly developed special interests are encouraged to consult an advisor about the possibility of arranging individually tailored programs of study.

Complete all of the following:

MUS 110	Foundations of Theory	3
MUS 120	Ear Training I	2
MUS 150	Survey of U.S. Music	3
MUS 111	Counterpoint	3
MUS 121	Ear Training II	2
MUS 250	Survey of European Music	3
MUS 210	Texture and Style	3
MUS 220	Ear Training III	2
MUS 309	Intensive Keyboard Lab III	2
MUS 311	Form and Analysis	3
MUS 320	Ear Training IV	2
MUS 350	Survey of World Music	3
MUS 490	Senior Project	2
	and 2 seminars on differing topics:	10
MUS 300	Seminar (5)	
	Total units in the major	43

Bachelor of Arts in Music Jazz Studies Concentration

Degree Requirements	units
General Education	51
Major Requirements	46
General Electives	27
Total units needed for graduation	124

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 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 of the following:

MUS 112	Jazz Theory I	3
MUS 121	Ear Training II	2
MUS 111	Counterpoint	3
MUS 220	Ear Training III	2
MUS 212	Jazz Theory II	3
MUS 292	Jazz Piano I	1
MUS 392	Jazz Piano II	1
MUS 320	Ear Training IV	2
MUS 389	Jazz Improvisation II	3
MUS 489	Jazz Improvisation III	3
MUS 342	Studies in Music History (must be on a jazz topic)	3
MUS 490	Senior Project	3
MUS 300	Seminar	5
	and 2 of the following 3 classes:	6
MUS 150	Survey of U.S. Music (3)	
MUS 250	Survey of European Music (3)	
MUS 350	Survey of World Music (3)	
	and 2 of the following 3 classes:	6
MUS 317	Vocal/Small Band Arranging (3)	
MUS 417	Stage Band Composition and Orchestration (3) (MUS 317 needs to be taken before 417 if choosing this option)	
MUS 412	Jazz Composition (3)	
	Total units in the major	46

Bachelor of Arts in Music Performance Concentration

Degree Requirements	units
General Education	51
Major Requirements	51
General Electives	22
Total units needed for graduation	124

Requirements for the Major

The Performance Concentration is intended for vocal or instrumental students who show special aptitude for careers as performers. It is expected that a student graduating in performance will have reached a level of at least semiprofessional competence.

Admission to the Performance Concentration is by audition. Once admitted, students will be required to pass annual jury exams, to enroll in an appropriate ensemble each semester, and to fulfill the repertory standards specified in each performing medium. Advanced standing may be approved for those entering students who demonstrate sufficiently mature performing ability. Students who fail to meet the yearly performance requirements will be allowed one semester in which to make up deficiencies. Students who are not able to make up their deficiencies during that semester will be transferred to another concentration within the major.

Complete all of the following:

MUS 110	Foundations of Theory	3
MUS 120	Ear Training I	2
MUS 111	Counterpoint	3
MUS 121	Ear Training II	2
MUS 210	Texture and Style	3
MUS 220	Ear Training III	2
MUS 300	Seminar	5
MUS 309	Intensive Keyboard Lab III	2
MUS 311	Form and Analysis	3
MUS 320	Ear Training IV	2
Two semesters, private instruction (1, 1) and completion of		
MUS 197, first-year jury examination (1)		3
Two semesters, private instruction (1, 1) and completion of		
MUS 297, second-year jury examination (1)		3
Two semesters, upper-division private instruction (1, 1) and		
completion of MUS 397, third-year jury examination (1)		3
Two semesters, upper-division private instruction (1, 1) and		
MUS 491, Senior Recital (3)		5
Upper-division electives in Music		4
and 2 of the following 3 courses:		6
MUS 150	Survey of U.S. Music (3)	
MUS 250	Survey of European Music (3)	
MUS 350	Survey of World Music (3)	
Total units in the major		51

Bachelor of Arts in Music Music Education Concentration

Degree Requirements	units
General Education	51
Major Requirements	52
General Electives	21
Total units needed for graduation	124

Requirements for the Major

The Music Education Concentration is a BA 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.

Students are admitted to the Music Education Concentration by special application to the Music Department. Those intending to complete the major in this concentration should consult with a Music faculty advisor as soon as possible after admission to the University.

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.

Complete all of the following:

MUS 110	Foundations of Theory	3
MUS 120	Ear Training I	2
MUS 150	Survey of U.S. Music	3
MUS 111	Counterpoint	3
MUS 121	Ear Training II	2
MUS 250	Survey of European Music	3
MUS 210	Texture and Style	3
MUS 220	Ear Training III	2
MUS 309	Intensive Keyboard Lab III	2
MUS 311	Form and Analysis	3
MUS 320	Ear Training IV	2
MUS 350	Survey of World Music	3
MUS 359*	Seminar: Comprehensive Music History	5
MUS 400	Music in the Elementary School	3
MUS 115/415	Beginning Voice Class	1
MUS 122/422 or 133/433	Instruction in Strings	1
MUS 123/423 or 134/434	Instruction in Woodwinds	1
MUS 124/424 or 137/437	Instruction in Brass	1
MUS 129/429 or 138/438	Instruction in Percussion	1
MUS 314	Orchestration and Choral Arranging	3
MUS 430 or 446	Choral Conducting	2
MUS 431 or 446	Instrumental Conducting	2
MUS 440	Instrumental Proficiency Jury	1
Total units in the major		52

*May be replaced with MUS 300 by consent of Music Education Concentration advisor.

Teaching Credential Preparation in Music

The Music Department offers a program of study that satisfies the subject matter preparation requirement for entry into a music teaching credential program and exempts the student from taking the Praxis II Subject Assessment Examination in Music. Music 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.

The teacher credential preparation program in music requires completion of the courses listed below and an SSU Music Department skills competency test.

Complete all of the following courses:

MUS	111	Counterpoint	3
MUS	150	Survey of U.S. Music	3
MUS	250	Survey of European Music	3
MUS	210	Texture and Style (3)	

or

MUS	317	Vocal/Small Band Arranging (3)	3
MUS	320	Ear Training IV	2
MUS	334	Workshop in World Music	1
MUS	350	Survey of World Music	3
MUS	359	Seminar: Comprehensive Music History	5
MUS	400	Music in the Elementary School	3
MUS	115/415	Beginning Voice Class	1
MUS	122/422 or 133/433	Instruction in Strings	1
MUS	123/423 or 134/434	Instruction in Woodwinds	1
MUS	124/424 or 137/437	Instruction in Brass	1
MUS	129/429 or 138/438	Instruction in Percussion	1
MUS	314	Orchestration and Choral Arranging	3
MUS	430 or 446	Choral Conducting	2
MUS	431 or 446	Instrumental Conducting	2
MUS	440	Instrumental Proficiency Jury	1

and 1 of the following 2 courses: 1

MUS	324	SSU Bach Choir (1)	

MUS	325	SSU Chorus (1)	

and 1 of the following 3 courses: 1

MUS	328	Orchestra (1)	

MUS	379	Contemporary Jazz Ensemble (1)	

MUS	391	Concert Jazz Ensemble (1)	

and complete 7 units, in consultation with the advisor, from

the courses listed below: 7

AMCS	255	Ethnicity/Humanities (3)	
ART	210	Introduction to Art History (3-4)	
ART	211	Introduction to Art History (3-4)	
ART	400	Arts for Classroom Teachers (3)	
CIS	101	Introduction to Computers and Computing (3)	
CIS	150	Introduction to Programming (4)	
ENGL	342	Children's Literature (3)	
ENGL	454	Studies in Folklore (3)	
GEOG	338	Social Geography (3-4)	
MAMS	220	Mexican/American Arts and Literature (3)	
MUS	259, 363, 364	Electronic Music courses (2-4)	
MUS	262, 362, 462	Studio Recording courses (2-4)	
NAMS	205	Native American Arts (3)	
PHYS	300	Physics of Music (3)	
PSY	302	Development of the Person (3-4)	

Spanish language courses (3-6)

THAR	115	Dance Styles (1)	

THAR	129	Stagecrafts (2)	

THAR	300	Theatre in Action (3)	

Total units in the waiver program 48

Minors in Music

The Music Department offers three minors — the Liberal Arts Music minor, the Jazz Studies Music minor, and the Recording Arts 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 of the following:

MUS	105	Fundamentals I	3
MUS	106	Fundamentals II	3
MUS	110	Foundations of Theory	3
MUS	120	Ear Training I	2
Ensemble Courses			3
Upper-division lecture course			3

and 1 of the following 2 courses: 3

MUS	150	Survey of US Music (3)	

MUS	250	Survey of European Music (3)	

Total units in the minor 20

Jazz Studies Concentration

Complete all of the following:

MUS	110	Foundations of Theory	3
MUS	120	Ear Training I	2
MUS	112	Jazz Theory I	3
MUS	289	Jazz Improvisation I	2
MUS	292	Jazz Piano I	1
MUS	300	Seminar (on a jazz topic):	5

Performing Ensemble 1

and 1 of the following 2 courses: 3

MUS	317	Vocal/Small Band Arranging (3)	

MUS	412	Jazz Composition (3)	

Total units in the minor 20

Recording Arts Concentration

Complete all of the following courses:

MUS	150	Survey of U.S. Music	3
MUS	262	Recording I	2
MUS	362	Recording II	2
MUS	462	Recording III	2
MUS	360	Studio Musicianship and Production	2

and 1 of the following 2 courses: 3-4

MUS	463	Music Business (3)	

MGT	200	Introduction to Business (4)	

MUS	499	Internship	

(may be combined with MUS 490) 4

MUS	490	Senior Project	

(on-campus recording projects) 2

If MUS 490 and 499 are combined, then an appropriate 2-unit, upper-division elective is required to bring the minor to a minimum of 20 units.

Total units in the minor 20-21

Music Courses (MUS)

105. Fundamentals I (3) (Fall and Spring)

An intensive course in beginning music theory. The course covers basic staff reading, intervals, scales, simple triads and their connections in major keys, and rhythmic drill through triplet subdivision of the pulse. Materials are comprehended conceptually, aurally, and at the piano. Satisfies GE, category C1 (Applied Arts Combining Studio and Theory).

106. Fundamentals II (3)

A continuation of MUS 105. The course covers all scale modes, seventh chords in diatonic locations and their connections to other harmonic materials, and rhythmic drill through quintuple subdivision of the pulse. Materials are comprehended conceptually, aurally, and at the piano. Satisfies GE, category C1 (Applied Arts Combining Studio and Theory). Prerequisite: MUS 105.

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 and 106 instead of this course. Prerequisite: prospective major status and recommendation of a Music advisor.

110. Foundations of Theory (3) (Fall)

The course covers modes, melodic design, rhythmic analysis, and the construction and use of triads and their extensions in classical and jazz idioms. Prerequisites: MUS 106, placement test, and concurrent enrollment in MUS 120.

111. Counterpoint (3) (Spring)

Counterpoint in traditional and contemporary styles. Prerequisites: MUS 110 and 120, placement test, and concurrent enrollment in MUS 121.

112. Jazz Theory I (3) (Fall)

A study of linear and harmonic materials appropriate to jazz composition, arranging, and performance. Prerequisite: consent of instructor.

115. Beginning Voice Class (1)

Group work in the fundamental techniques of singing. Problems of tone production, breath control, diction, repertory, and interpretation. May be repeated for credit with consent of instructor. Also offered for upper-division credit as MUS 415. Prerequisite: consent of instructor.

120. Ear Training I (2) (Fall)

Development of sight-singing, keyboard harmony, and dictation skills using diatonic melodic and harmonic materials drawn from traditional and contemporary sources. Classroom drills may be supplemented by specially designed tapes and computer software. Prerequisite: MUS 106 and placement test.

121. Ear Training II (2) (Spring)

Continuation of Ear Training I. Prerequisites: MUS 120 and placement test.

122. Class Instruction in Strings (1) (Fall, even years)

Basic performing techniques on orchestral string instruments. Also offered for upper-division credit as MUS 422. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

123. Class Instruction in Woodwinds (1) (Spring, even years)

Basic performing techniques on band and orchestral woodwind instruments. Also offered for upper-division credit as MUS 423. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

124. Class Instruction in Brass (1) (Fall, odd years)

Basic performing techniques on standard brass instruments. Also offered for upper-division credit as MUS 424. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

128. Intermediate Voice Class (1)

Continuation of MUS 115. Also offered for upper-division credit as MUS 428. May be repeated for credit with consent of instructor. Prerequisite: MUS 115 or consent of instructor.

129. Class Instruction in Percussion (1) (Spring, odd years)

Basic performing techniques on standard percussion instruments. Also offered for upper-division credit as MUS 429. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

133. Private Instruction—Strings (1) (Fall and Spring)

Private instruction on one instrument. May be repeated for credit. Prerequisite: audition.

134. Private Instruction—Woodwinds (1) (Fall and Spring)

Private instruction on one instrument. May be repeated for credit. Prerequisite: audition.

137. Private Instruction—Brass (1) (Fall and Spring)

Private instruction on one instrument. May be repeated for credit. Prerequisite: audition.

138. Private Instruction—Percussion (1) (Fall and Spring)

Private instruction on percussion instruments. May be repeated for credit. Prerequisite: audition.

139. Private Instruction—Keyboard (1) (Fall and Spring)

Private instruction on one keyboard instrument. May be repeated for credit. Prerequisite: audition.

141. Private Instruction—Voice (1) (Fall and Spring)

Private voice instruction. May be repeated for credit. Prerequisite: audition.

143. Private Instruction—Guitar (1) (Fall and Spring)

Private guitar instruction. May be repeated for credit. Prerequisite: audition.

148. Accompanying Workshop (1-2)
(Fall and Spring)

A course to develop sight-reading ability for pianists. Students are paired with vocal or instrumental students to prepare music for performance.

150. Survey of U.S. Music (3)
(Fall and Spring)

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 and 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, and percussion. Also offered for upper-division credit as MUS 451. May be repeated for credit. Prerequisite: concurrent enrollment in appropriate private instruction course.

Freshman Jury (1)
(Fall and Spring)

Performance with critiques by members of the Music faculty. Prerequisite: freshman standing as a major in the Performance Concentration.

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. Texture and Style (3)
(Fall)

A continuation of the theoretical studies begun in MUS 110 and 111, with special attention to the treatment of texture in different musical styles. Prerequisites: MUS 111, 121, placement test, and concurrent enrollment in MUS 220.

212. Jazz Theory II (3)
(Spring)

A continuation of MUS 112. Prerequisite: MUS 112 or consent of instructor.

220. Ear Training III (2)
(Fall)

Continuation of Ear Training II. Development of sight-singing, keyboard harmony, and dictation skills using chromatic melodic and harmonic materials drawn from traditional and contemporary sources. Prerequisites: MUS 121, 209, and placement test.

221. Sight-Singing Practicum (1-2)

Applied techniques in developing sight-singing skills. May be repeated for credit. Prerequisite: consent of instructor.

250. Survey of European Music (3)
(Fall and Spring)

An introductory course with lectures and demonstrations dealing with classical European music from the Middle Ages to contemporary music. Satisfies GE, category C1 (History of the Fine Arts).

259. Introduction to Electronic Studio (1-3)

Introduction to SSU's electronic studio. Includes fundamentals of sound and principles of analog and digital sound generation, manipulation, and control. Emphasis on developing basic software and studio skills. This course is a prerequisite to upper-division electronic music courses.

262. Recording I (2)
(Fall)

Fundamentals of recording in a studio environment. Discussion and demonstrations of major types of equipment used in the recording chain. Students will develop skills in all phases of studio operation and will complete a number of individual projects. Crosslisted as COMS 262.

270. Music in Society (3)

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).

280. Live Performance Techniques (2)

A study of live performance techniques and their impact and effectiveness on musical performance. To perfect attitudes of professionalism, cultivate confidence, and prepare music students for classical, jazz, or popular performance careers. Prerequisite: consent of instructor.

289. Jazz Improvisation I (2)
(Fall)

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 110 or consent of instructor.

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 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. Students taking CIP through the Music Department must arrange for supervision by a Music Department advisor. Cr/NC only.

297. Sophomore Jury (1)
(Fall and Spring)

Performance with critiques by members of the Music faculty. Prerequisite: sophomore standing as a major in the Performance Concentration.

299. Music in Performance (1)
(Fall and Spring)

This course consists of attendance at ten concerts presented by the Music Department or by the Center for the Performing Arts. Required of all Music majors. Cr/NC only.

300. Seminar: (subtitle) (5)
(Fall and Spring)

An intensive study, for Music majors, of the history and theory of a specific topic in music. May be repeated for credit under different subtitles. Prerequisite: 9 units of theory and concurrent enrollment in MUS 320, or consent of instructor.

309. Intensive Keyboard Lab III (2)
(Spring)

A continuation for work begun in MUS 209. Prerequisite: MUS 209.

311. Form and Analysis (3)
(Spring)

The evolution of form-generating processes and the analysis of selected formal structures in Western and non-Western music. Emphasis is placed on formal organization as it relates to aural perception and expressive performance. Prerequisites: MUS 111, 121, and 150 or 250.

314. Orchestration and Choral Arranging (3)
(Spring, odd years)

Techniques of orchestration and choral arranging. Prerequisites: MUS 115 or 415, 210 or 317; performance experience on strings, woodwind, brass, and percussion instruments; and consent of instructor.

317. Vocal/Small Band Arranging (3)
(Fall, odd years)

Arranging for small ensembles in popular and jazz styles. Emphasis is placed on ways of combining vocal and instrumental resources characteristic of contemporary jazz and commercial small ensembles. Particular attention is paid to uses of modern electronic instruments. May be repeated for credit. Prerequisite: MUS 111 or consent of instructor.

320. Ear Training IV (2)
(Spring)

Continuation of Ear Training III. Advanced practice in ear-training skills. Materials vary from semester to semester. May be repeated for credit. Prerequisite: MUS 220.

322. Treble Choir (2)

Women's ensemble performing a broad range of musical styles, includes both a cappella and accompanied repertoire. Includes public performances. Admission by competitive audition. May be repeated for credit.

323. Monteverdi Singers (2)
(Fall and Spring)

Small vocal ensemble specializing in early music. Repertoire may include madrigals, motets, masses, and partsongs from the Medieval, Renaissance, and Baroque periods. Emphasis is placed on the development of interpretive skills, ensemble sensitivity, and authentic performance styles. Frequent public performances. Admission by competitive audition. May be repeated for credit.

324. SSU Bach Choir (1-2)
(Fall and Spring)

Medium-sized vocal ensemble specializing in rehearsal and performance of music from the Baroque and Classical periods. Repertoire features major choral/orchestral works by Bach, Handel, Mozart, and others, performed with authentic instrumentation and performance styles. Frequent public performances. Admission by competitive audition. May be repeated for credit.

325. SSU Chorus (1-2)
(Fall and Spring)

Large chorus featuring a wide range of accompanied and a cappella literature. Emphasis placed on development of vocal technique and musicianship skills, as well as 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.

327. Symphonic Wind Ensemble (1-2)

The study and presentation of wind ensemble music from all periods of musical literature. May be repeated for credit. Prerequisite: consent of instructor.

328. Orchestra (1-2)
(Fall and Spring)

The study and presentation of chamber orchestra music from all periods of musical literature. Admission to the Orchestra is by audition. May be repeated for credit.

329. Chamber Music Workshop (1-2)
(Fall and Spring)

The study and presentation of a wide variety of chamber music literature. May be repeated for credit. Prerequisite: consent of instructor.

330. Opera Workshop (1-3)
(Fall and Spring)

A course primarily devoted to the study and performance of operatic literature. Designed for singers, coaches, and others interested in lyric theatre. The course emphasizes all aspects of musical theatre. May be repeated for credit. Prerequisite: consent of instructor.

331. Songwriting (2)

This class provides information concerning all aspects of songwriting both as a commercial craft and as a musical art form. Music theory, form, lyrics, demo production, and the music business will be discussed in detail. Participants will have numerous opportunities to have material evaluated and critiqued.

333. Early Music Workshop (2)

Study and performance of Western music written before 1650. May be repeated for credit. Prerequisite: consent of instructor.

334. Workshop in World Music (1-2)

Theory and performance of the music of a single non-Western culture. May be repeated for credit.

335. New Music Workshop (1-2)

Study of contemporary techniques of music making — performance and composition — through improvisation. Class meetings are devoted to playing, critical listening, and discussion. Prerequisite: Music major or consent of instructor.

340. Acting and Directing for the Lyric Theatre (1-3)
(Spring)

A course designed primarily for singers, actors, and stage directors in which emphasis is placed on the study of the interdependence of music and drama in relation to the lyric stage. May be repeated for credit. Prerequisite: consent of instructor.

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. Studies in Music History (1-3)

Detailed consideration of a particular historical period, region, or style. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

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.

347. Studies in World Music (1-3)

The detailed study of the music of a particular country or area outside the western European musical tradition. May be repeated for credit.

350. Survey of World Music (3)
(Fall and Spring)

A survey of traditional music in the context of cultural life from around the world. Satisfies GE, category C4. (Comparative Perspectives).

359. Seminar: Comprehensive Music History (5)

A historical investigation of a range of music appropriate for use in K-12 school settings. Enrollment is restricted to students in the Music Education Concentration. Prerequisite: MUS 150, 250, and either MUS 210, 317, or consent of instructor.

360. Studio Musicianship and Production (2)

The class will focus on the development of listening skills with a study of established production styles and the perfection of individual musicianship in performance. It will include microphone technique, studio terminology, use of special effects in performance, and artistic creation through multitrack production.

362. Recording II (2)
(Spring)

A continuation of Music 262. Prerequisite: MUS 262 or consent of instructor.

363. Music Synthesizers: Studio (3)

A study of principles and techniques of electronic sound generation, modification, control, and recording with digital and analog instruments. Emphasis on hands-on work with a computer-controlled studio. Requires projects demonstrating musical studio applications. Prerequisites: MUS 259 or consent of instructor.

364. Music Synthesizers: Composition (3)

Continuation of MUS 363 with an emphasis on applications in performance and composition. Prerequisites: MUS 363 or consent of instructor.

370. Sacred Musics of the World (3)

A survey of music and dance of the world's religions. Satisfies GE, category C4 (Comparative Perspectives).

379. Contemporary Jazz Ensemble (1-2)
(Fall and 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. Prerequisite: consent of instructor.

389. Jazz Improvisation II (3)
(Fall and Spring)

A continuation of MUS 289. May be repeated for credit. Prerequisite: MUS 289 or consent of instructor.

391. Concert Jazz Ensemble (1-2)
(Fall and 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.

393. Big Band Jazz Ensemble (1-2)

Rehearsal and performance of historically significant jazz literature. Focuses on specific styles or composers. The performance of student material will be featured. May be repeated for credit.

394. Vocal Jazz Workshop (2)
(Spring)

Rehearsal and performance of solo and ensemble vocal jazz literature. Singers develop skills in scat singing, ensemble singing, microphone technique, ballad interpretation, and jazz musicianship. May be repeated for credit. Prerequisite: audition.

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 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. Students taking CIP through the Music Department must arrange for supervision by a Music Department advisor. Cr/NC only.

396. Vocal Jazz Ensemble (1-2)

Rehearsal and performance of vocal jazz literature. Intended for experienced jazz singers. Frequent public performances and an annual tour. May be repeated for credit. Prerequisite: audition.

397. Junior Jury (1)
(Fall and Spring)

Performance with critiques by members of the Music faculty. Prerequisite: junior standing as a major in the Performance Concentration.

399. Student-Instructed Course (1-3)

Topic differs each semester. Cr/NC only.

400. Music in the Elementary School (3)
(Every third semester)

Philosophy, concepts, and materials for music topics in the elementary schools. The structure, nature, and function of music in children's lives.

402. Choral Literature and Methodology (1)

A study of choral literature, with special reference to repertory suitable for the secondary school. Problems of performance, editorial techniques, aims, methods, and organization of vocal music programs for children's voices, adolescent voices, men's and women's glee, and mixed chorus. Students will conduct the works studied. Prerequisite: upper-division Music major or graduate Music status.

403. Topics in Music Education (1)

Projects, discussions, demonstrations, and lectures in specific areas of music education such as the Kodály and Orff methods, ensemble building, public relations, and preservice and in-service professional development. Primarily for members of the Music Educators' National Conference. May be repeated for credit.

412. Jazz Composition (3)

Individual projects in creative work. May be repeated for credit. Prerequisite: consent of instructor.

415. Beginning Voice Class (1)

Group work in the fundamental techniques 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.

417. Stage Band Composition and Orchestration (3)
(Spring, even years)

Composition and arranging for stage band in traditional and contemporary jazz styles. Review of jazz theory fundamentals, with projects in scoring for various instrumental groups and for the Concert Jazz Ensemble. May be repeated for credit. Prerequisite: MUS 111, 317, or consent of instructor.

422. Class Instruction in Strings (1)
(Fall, even years)

Basic performing 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 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 techniques on standard brass instruments. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

425. Composition (1-3)
(Fall and Spring)

Individual projects in creative work. May be repeated for credit. Prerequisite: consent of instructor.

428. Intermediate Voice Class (1)

Continuation of MUS 115 or 415. May be repeated for credit with consent of instructor. Prerequisite: MUS 115, 415, or consent of instructor.

429. Class Instruction in Percussion (1)
(Spring, odd years)

Basic performing techniques on standard percussion instruments. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

430. Choral Conducting (2-3)
(Fall)

Basic conducting techniques, and techniques of choral rehearsal and performance. Prerequisites: MUS 309, 320, and one semester of MUS 300 or consent of instructor.

431. Instrumental Conducting (2-3)
(Spring)

Advanced conducting techniques through the study of selected instrumental works. The course will include score-reading at the piano. Prerequisite: MUS 430 or consent of instructor.

432. Arranging for School Ensembles (3)

A practical course for students in the Music Education Concentration in the techniques of arranging for diverse instrumental and vocal ensembles. Special attention is given to problems of arranging for unusual combinations. Prerequisites: MUS 115 or 415, MUS 210 or 317, performing experience on strings, woodwind, brass, and percussion instruments, and consent of instructor.

433. Private Instruction—Strings (1)
(Fall and Spring)

Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 133 and audition.

434. Private Instruction—Woodwinds (1)
(Fall and Spring)

Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 134 and audition.

437. Private Instruction—Brass (1)
(Fall and Spring)

Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 137 and audition.

438. Private Instruction—Percussion (1)
(Fall and Spring)

Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 138 and audition.

439. Private Instruction—Keyboard (1)
(Fall and Spring)

Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 139 and audition.

440. Instrumental Proficiency Jury (1)
(Fall and Spring)

A performance illustrating proficiency as well as knowledge of the technical apparatus and tone production on string, woodwind, brass, and percussion instruments. For students in the Music Education Concentration and the Single Subject Waiver Program. CR/NC only. Prerequisite: 400-level Class Instruction course or private instruction.

441. Private Instruction — Voice (1)
(Fall and Spring)

Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 141 and audition.

443. Private Instruction — Guitar (1)
(Fall and Spring)

Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 143 and audition.

445. Private Instruction — Composition (1-2)
(Fall and 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 and Spring)

Private instruction in conducting for advanced students. May be repeated for credit. Prerequisite: audition.

448. Accompanying Workshop (1-2)
(Fall and Spring)

A course to develop sight-reading ability for pianists. Students are paired with vocal or instrumental students to prepare music for performance.

451. Repertory Class — Private Instruction (1)
(Fall and 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, and percussion. May be repeated for credit. Prerequisite: concurrent enrollment in the appropriate private instruction course.

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.

462. Recording III (2)

Continuation of Recording II (MUS 362). Exploration of different microphone and instrument configurations required to obtain specific types of recorded sound. Extensive individual work in the studio on specific projects designed to develop student capacity to plan and engineer a demonstration tape. Prerequisite: MUS 362 or consent of instructor.

463. Music Business (3)

The study of the various aspects of music in the marketplace, including songwriting, publishing, copyright; music licensing, unions and guilds; artist management and concert promotion; the record industry, and musical aspects in broadcasting and film. Attention is also given to career options and career planning.

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.

490. Senior Project (1-3)
(Fall and Spring)

A course that culminates the work of the Music major. Group or individual projects in research, analysis, theory, or performance that bring together all the skills and proficiencies developed by the student. Prerequisites: completion of all Music major requirements or consent of instructor.

491. Private Instruction—Senior Recital (3)
(Fall and Spring)

The preparation and presentation of a senior recital is the culminating activity for Music majors in the Performance Concentration. Prerequisites: completion of all Performance 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 contact 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 contact hours is necessary. Prerequisite: consent of instructor.

Native American Studies

Program Office
Nichols Hall, Room 214, (707) 664-2458

Program Offered
Minor in Native American Studies

Coordinator
Edward D. Castillo

Faculty
Edward D. Castillo, David W. Peri

The Native American Studies (NAMS) 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. Future plans include a growing emphasis on American Indian art courses. Students in Native American Studies are encouraged to apply selected courses from History, Anthropology, the Arts, MAMS, AMCS, and Education toward the NAMS minor.

Students may develop a special major in Native American Studies. Interested students 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	354	Native American Literature (3)	
NAMS	338	Native American 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 (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)

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 and Canada. The course will include information on the culture that produced the art forms. Craft projects 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 filmmakers will be examined and analyzed. Satisfies GE, category C1 (Fine Arts), and the ethnic studies requirement.

339. Ethnic Groups and American Social Policy (3)

The impact of American social policies on ethnic minorities over the last 200 years. Policy areas will include: children and families, mental health and minorities, and education. Major court decisions affecting public policy on bilingual and multicultural education, equal employment opportunity, immigration, and voting rights will be reviewed and analyzed. Primary sources will be taught from an African American, Asian American, Mexican American, or Native American perspective. Crosslisted as AMCS/MAMS 339. Satisfies GE, category D1 (Individual and Society), and the ethnic studies requirement.

346. Philosophic Systems and Sacred Movements in Native North America (3) (Fall and 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.

354. Native American Literatures (3) (Fall)

A discussion of traditional myths and songs as well as contemporary literary works of Native Americans. Satisfies GE, category A2 (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 will be offered occasionally, depending on student interests and faculty availability. Typically, such 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 peoples.

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 current 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 students' 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 survey of 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 Office

Nichols Hall, Room 262, (707) 664-2465/2466

Department Chair

Sandra DeBella

Programs Offered (fully accredited by the NLN)

Bachelor of Science in Nursing

Master of Science in Nursing

Family Nurse Practitioner Specialty

Nursing Leadership and Management Specialty

Faculty

Dorothy Blake (Emeritus), Gregory Crow, Sandra DeBella,

Laurel Freed, Janice Hitchcock, Leonide Martin (Emeritus),

Rose Murray, Thomas Nolan, Sue Thomas

The primary goal of the Department of Nursing is to provide educational experiences that empower nurses to change the health care delivery system of which they are a major part. The faculty approach this task through the creation of a caring environment for students, clients, and the community. Fully accredited by the National League for Nursing, the Department offers both a Bachelor of Science and a Master of Science in Nursing.

Bachelor of Science in Nursing (BSN)

The BS in Nursing offers two options — a four-year baccalaureate program and a two-year upper-division program for registered nurses with associate degrees. The four-year basic baccalaureate nursing program is being offered starting fall 1994. Lower-division nursing courses will be offered for the first time in Fall 1995, following approval by the Board of Registered Nursing. Students are admitted to the basic baccalaureate nursing major only through a pre-nursing year of general education and prerequisite courses.

Sonoma State University's baccalaureate program also offers a two-year upper-division major designed to articulate with two-year community college nursing programs. The program, which is designed specifically to provide upper-division education for registered nurses, enables nurses to expand their practice and function with greater independence in a variety of settings.

Graduates are prepared to plan and implement patient care, to teach patients, families, and staff, and to provide leadership in the provision of health care to clients. The program focuses on the utilization of the nursing process in the delivery of health care within an environment that affirms the values of clients from varying cultural, social, and ethnic backgrounds. The Bachelor of Science in Nursing program offers the registered nurse an opportunity to become a liberally educated professional, qualified for certification as a public health nurse. The major also offers a sound foundation for the pursuit of graduate education in nursing.

Basic Baccalaureate Degree Requirements		units
General Education		51
Major Requirements		56
Support Courses		14
Electives		6
Total units needed for graduation		127

Prerequisites for the First Year (Pre-Nursing) of the Basic Baccalaureate Nursing Major

Nursing prerequisites for high school applicants are:

1. High school chemistry/biology with a grade of B or better.
2. Standard CSU admission criteria.

Community college transfers must meet SSU transfer criteria and have a B in all nursing prerequisite science courses. The first basic baccalaureate nursing courses are planned for fall 1995, pending approval by the Board of Registered Nursing.

Admission to the nursing major from pre-nursing includes the following supplemental criteria:

1. GPA of 3.0 in prerequisite science courses: BIOL 115, 220, 224; CHEM 105A/B.
2. Health care experience (written verification).
3. Essay (criteria available in the Department of Nursing).
4. Recommendation (forms available in the Department of Nursing).

RN-BSN Degree Requirements

units

General Education (40 units may be transferred from a community college)	51
Major Requirements	
Lower division at community college	30
Upper division at SSU	39
General Electives	7
Total units needed for graduation	127

Prerequisites for RN-BSN Degree

1. Current California licensure as a registered nurse.
2. New ADN graduates who have not received California RN licensure but who otherwise meet program prerequisites will be accepted on a conditional basis pending State Board results. Failure to pass State Boards would disqualify the student from the major (but not from the University) until such time as a passing score is obtained.
3. 60 semester units of college-transferable credit. 30 units should meet California State University General Education requirements (including Areas A1-A3 and B4. 30 units must be credit for lower-division nursing.
4. Minimum of 3 semester units of college-transferable credit in general chemistry with a grade of C or better.
5. Minimum of 3 semester units of college-transferable credit in human anatomy and physiology with a grade of C or better.

Advisory Plans for RN-BSN

Eligible applicants who are currently enrolled in the University, or who plan to enroll prior to entering the Nursing major, should contact the Nursing Department.

RNs who have attended a hospital (diploma) program should contact a community college with an RN program to obtain equivalent credit for their diploma program (30 ungraded lower-division nursing units) and to complete General Education requirements of the community college for an AA degree.

Application Procedures

The standard California State University application is used, and is available at state and community colleges and high schools throughout the state, as well as from the Office of Admissions and Records, Sonoma State University. In addition, applicants must complete a Department of Nursing application form. Eligible applicants who are enrolled at the University as undeclared majors may apply to the Nursing major using a Change of Major petition.

Requirements for the Basic Baccalaureate Nursing Major

BIOL 115

UNIV 200

CHEM 105A/B

Critical Thinking

BIOL 220 (Anatomy)

ENGL 101

BIOL 224 (Physiology)

(Category A of GE)

NURS	200A	Concepts of Professional Nursing in Health and Illness I	4
NURS	200B	Concepts of Professional Nursing in Health and Illness II	3
NURS	205A	Skills in Professional Nursing Practice I	3
NURS	205B	Skills in Professional Nursing Practice II	3
NURS	210A	Caring Process in Health and Illness I	4
NURS	210B	Caring Process in Health and Illness II	4
NURS	340	Concepts of Health and Illness in the Expanding Family	4
NURS	345	Caring Process with the Expanding Family	4
NURS	385	Concepts of Health with Individuals/Families with Complex Needs	3
NURS	350	Community Health: Family Responses	3
NURS	360	Community Health: Community Responses	3
NURS	400	Research and Ways of Knowing	3
NURS	415	Human Responses: Selected Populations	3
NURS	470	Community Health Practicum	3
NURS	440	Nursing Leadership and Management	3
NURS	450	Nursing in Sociopolitical Environment	3
NURS	425	Senior Clinical Study	3

Total units in the major 56

Requirements for the RN-BSN Option

Lower-Division Requirements

To be completed at a community college.

Total units in lower division 30

Upper-Division Requirements

NURS	300	Professional Nursing	3
NURS	305	Assess and Clinical Decision Making	3
NURS	315	Individual Human Responses	3
NURS	320	Communication in Nursing Practice	3
NURS	325	Caring Process with Individuals	3
NURS	350	Community Health: Family Response	3
NURS	360	Community Health: Community Response	3
NURS	400	Research and Ways of Knowing	3
NURS	415	Human Responses of Selected Populations	3
NURS	425	Senior Clinical Study	3
NURS	440	Nursing Leadership and Management	3
NURS	450	Nursing in Sociopolitical Environment	3
NURS	470	Caring Process in the Community	3

Total units in upper division 39

Total units in the major 69

Master of Science in Nursing

The goal of the graduate curriculum is to provide an advanced professional education to nurses with a BSN. The graduate degree 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 contribute effectively to current and future societal health needs. Graduates assist in the development and refinement of nursing science by assuming 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 concentration offers specialization as a Family Nurse Practitioner (FNP), with emphasis on advanced clinical practice, including the diagnosis and treatment of common illnesses, counseling, and preventive services for the family. A second specialty, Nursing Leadership and Management, prepares nurses for executive leadership functions and responsibilities in current and emerging health care systems.

Application Procedures

The standard California State University application form is used (available from the Office of Admissions and Records, Sonoma State University). In addition, applicants must:

1. complete a separate Department of Nursing application form;
2. submit three letters of recommendation (on departmental forms); and
3. complete an interview with the Department.

Application packets are available from the Nursing Department. Students completing the SSU undergraduate Nursing program need to reapply to the University for graduate standing.

Pathways Curricular Option

Registered nurses who wish to earn a Master's degree in nursing and who have a bachelor's degree in a field other than nursing may do so through the Pathways Option. Students may choose either the Family Nurse Practitioner (FNP) or the Nursing Leadership and Management (LM) specialty.

In addition to the admissions requirements to the master's program, Pathways applicants need to meet specific foundation skills and knowledge for the FNP or LM option.

Pathways Program Admissions Procedure. Application materials include: (1) application form with goals essay, (2) transcripts, (3) recommendation forms, (4) resume listing work and educational experiences, (5) interview. For forms and specifics, contact the Nursing Department.

Admissions Status: Initial admission status will be as conditionally classified for one or two semesters, during which time the student will be fulfilling requirements for foundation skills and knowledge or other graduate admissions criteria. When all criteria have been met, the student can be accepted into the appropriate graduate option and file a "Change of Graduate Status" form to classified graduate status.

Family Nurse Practitioner Specialty

The purpose of the Family Nurse Practitioner Specialty is to prepare registered nurses with a BS degree for advanced clinical practice with an emphasis on promoting family wellness. The FNP concentration focuses upon the theoretical and scientific bases for the diagnosis and treatment of common illness, as well as health teaching, counseling, and preventive services. Emphasis is placed upon advanced clinical skills, including history-taking and physical examination, health screening, management of common illness, and techniques of prevention and risk reduction.

An understanding of the economic factors affecting health care delivery, and the ethical bases of health services, provides nurses with unique capabilities to respond to society's complex needs. The ability to evaluate, selectively apply, and conduct clinical research is included as an important dimension of advanced professional practice.

Admissions Requirements

Family Nurse Practitioner Specialty

1. BS degree.
2. GPA of 3.00 in the last 2 years (60 units) of undergraduate study.
3. Current California licensure as a registered nurse.
4. Acceptable scores on the Graduate Record Examination.
5. Completion of courses in statistics and physiology within the last 7 years; completion of physical assessment within the last 3 years. Students may challenge the Physiology Requirement by taking the NLM test.
6. Completion of course(s) in community health nursing.
7. Two years full-time experience as an RN.

Curriculum

The graduate Nursing program includes Nursing core courses that focus upon theoretical and conceptual foundations of nursing practice, research, and professional issues and leadership. These courses include content basic to all nursing concentrations.

Students have a three-semester clinical preceptorship with a primary care physician or nurse practitioner. The student is responsible 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, diagnosis and treatment of common illness, and issues pertinent to nurse practitioners.

Students develop and conduct research projects, and take courses in health economics and ethics of health care. Students take a comprehensive examination that serves as an integrating experience for the diverse content areas in the curriculum. Students may also elect to complete a thesis.

The SSU Family Nurse Practitioner Specialty meets criteria specified in Section 1484, Title 16, of the California Administrative Code; and is approved by the California Board of Registered Nursing.

Accelerated MS Degree Option for FNP Specialty

BS degree nurses 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 examination may be counted toward the MS degree. A total of 24 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 the theory of diagnosis and management and for most of the clinical experiences required for FNP preparation. Students with prior training as FNP's may be able to complete the MS degree in one academic year.

Requirements for the Master of Science Degree Family Nurse Practitioner Specialty

MS Requirements		units
NURS 493	Health Care Delivery and Financing	3
NURS 501	Assessment and Maintenance of the Well Family	3
NURS 502	Theoretical Foundations of Nursing	3
NURS 503A	Research Methods	3
NURS 503B	Research Project	
or		
NURS 599	Master's Thesis	3
NURS 510	Professional Issues and Leadership	2
NURS 540AB	FNP Diagnosis and Treatment in Primary Care	6
NURS 549	Health Maintenance Practicum	2
NURS 550ABC	Family Nurse Practitioner Preceptorship	9
NURS 552	FNP Practice: Topics and Techniques	2
PHIL 380	Ethics of Health Care	3
Total units in the MS degree		39

Thesis or Comprehensive Examination

Degree requirements include completion of a thesis or passing a comprehensive examination that is taken during the last semester of study. There is no unit credit for the comprehensive examination.

Certificate Option

The Certificate option is designed for MS-prepared nurses who wish to become Family Nurse Practitioners. The admission requirements are the same as those for the FNP program. Students take the courses related to clinical practice (NURS 501, 540A/B, 552, 510) via Extended Education. Application is through the Department of Nursing.

Nursing Leadership and Management Specialty

The purpose of the Nursing Leadership and Management Specialty is to prepare nurses for executive leadership functions and responsibilities in current and emerging health care systems. The curriculum prepares registered nurses for advanced practice roles focused on directing and evaluating nursing practice and health care programs. Graduates will be able to facilitate high-quality, cost-effective client care, and to meet individual clinical needs by coordinating care in conjunction with agencies within the community and in home settings.

The curriculum emphasizes: (1) application of theories and concepts of organization and leadership in administration and management; (2) initiating, coordinating, and evaluating activities of health team members in community and institutional settings in both rural and urban areas; and (3) conducting beginning 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 or management in health care services in a variety of settings.

Admissions Requirements

Nursing Leadership and Management Option

1. BS degree.
2. GPA of 3.00 in the last two years (60 units) of undergraduate study.
3. Current California licensure as a registered nurse.
4. Acceptable scores on the Graduate Record Examination.
5. Completion of courses in introductory computer applications (or equivalent competency) and statistics within the last seven years.
6. Completion of course(s) in community health nursing.

Curriculum

The graduate Nursing program includes core courses that focus upon theoretical and conceptual foundations of nursing practice, research, leadership, and issues in professional nursing. These courses include content basic to all nursing specialties.

The first year of the Nursing Leadership and Management Specialty focuses upon the acquisition of a theoretical base in nursing theories and in organizational behavior and management principles, and in nursing research. Students prepare a research proposal and conduct a research study.

The second year incorporates further knowledge acquisition in professional nursing issues and in management principles. Analysis and evaluation of organizational and management theories in relation to health care and nursing care delivery systems are undertaken. A two-semester residency program provides for applications of theoretical knowledge under a mentor in a health care agency selected by the student. Students tailor their plan of study and select the focus for their residency, based on their professional background and career goals. The plan of study is flexible, and courses are scheduled to enable part-time or full-time study.

Requirements for the Master of Science Degree Nursing Leadership and Management Specialty

MS Requirements

			units
NURS	502	Theoretical Foundations of Nursing	3
NURS	503A	Research Methods	3
NURS	503B	Research Project	
	or		
NURS	599	Master's Thesis	3
NURS	510	Professional Issues and Leadership	2
NURS	530A	Nursing Leadership and Management Theory I	4
NURS	535A	Residency I	3
NURS	530B	Nursing Leadership and Management Theory II	3
NURS	535B	Residency II	3
BUS	340	Human Resources and Organizational Behavior	4
BUS	501	Principles of Accounting	4
	or		
POLS	503	Fiscal Budgeting	
	or		
NURS	515	Financial Management in Health Care Organizations	3
PHIL	380	Medical Ethics	3
		Elective courses from Economics or Business Administration	4
Total units in the MS degree			39

Elective for MSN students

NURS	522	Instructional Process in Higher Education	3

Thesis or Comprehensive Examination

Degree requirements include completion of a thesis or passing a comprehensive examination that is taken during the last semester of study. There is no unit credit for the comprehensive examination.

Nursing Courses (NURS)

200A. Nursing in Health and Illness I (4)

Philosophical and theoretical foundations of nursing practice as a caring discipline. Basic physiological and psychosocial concepts of health and illness are explored from individual, family, and community perspectives, with an emphasis on health promotion and maintenance. Corequisites: NURS 205A and 210A.

200B. Nursing in Health and Illness II (3)

Concepts basic to physiological and psychosocial changes in health and illness. The theoretical foundations for nursing therapeutics are examined. Prerequisites: NURS 200A, 205A, 210A; concurrent enrollment in NURS 205B and 210B.

205A. Skills in Professional Nursing Practice I (3)

Introduces therapeutic communication skills, nursing process, and clinical decision making, with an emphasis on person-centered assessment, diagnostic processes, and selected nursing therapies. Prerequisites: Acceptance into nursing major. Concurrent enrollment in NURS 200A and 210A.

205B. Skills in Professional Nursing Practice II (3)

Skills Lab: 9 hours. Expands decision making, diagnostic reasoning, and psychomotor skills used for therapeutic assessment, communication, and intervention in the care of individuals. Prerequisites: NURS 200A, 205A, 210A; corequisites in NURS 200B, 210B.

210A. Caring in Health and Illness I (4)

Clinical Practicum. Applies theoretical principles of nursing care to individuals in ambulatory and nonacute health care settings. Clinical experience emphasizes health promotion and maintenance. Corequisite: NURS 200A, 205A and malpractice insurance.

210B. Caring in Health and Illness II (4)

Clinical Practicum. Applies theoretical principles of nursing care to individuals in acute care and psychiatric health care settings. Emphasis is on providing care to persons experiencing changes in health and illness. Prerequisites: NURS 200A, 205A, 210A; corequisites: NURS 200B, 205B, and malpractice insurance.

300. Professional Nursing (3)

Lecture/discussion, 3 hours. Course introduces the Department's conceptual framework. The relationship between personal and professional development is explored, with emphasis on self-assessment, self-care, and empowerment. Course presents nursing theory as a dimension of the professionalization of the discipline. The work of selected nurse theorists is presented as it relates to the development of nursing knowledge. Should be taken within the first two semesters of the Nursing major. Test fee required.

305. Assessment and Clinical Decision Making (3)

Lecture/discussion, 3 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. Examination skills are further developed to provide a data base for nursing diagnosis and planning nursing care. Laboratory fee payable at time of registration.

315. Individual Human Responses (3)

Lecture/discussion, 3 hours. Examines selected human responses to actual or potential health problems seen across many patient/client populations. Physiological and pathophysiological processes are emphasized and integrated within a discussion of the multiple dimensions of human responses. Research and theory on which to base clinical assessments and nursing diagnoses are presented. Prerequisite: 3 units college-transferable chemistry; and 3 units college-transferable physiology course within the last 5 years.

RN-BSN students only, who do not meet the five-year recency requirement for NURS 315, may:

1. Complete an updated physiology course of 3 or more units with a grade of C or better prior to enrolling in NURS 315;
or
2. Petition to waive the five-year recency prerequisite based on:
 - a. an acceptable NLN Anatomy and Physiology test score,
or
 - b. recent CE course in pathophysiology.

Petitions will be evaluated by course instructor.

320. Communication in Nursing Practice (2)

Seminar, 2 hours. Develops a theoretical foundation for communication as an expression of caring in nursing practice. Focus is on self-awareness and personal development as a framework for effective communication. Explores relationships between communication and health and the responsibility of the nurse to create positive environments that promote health and healing.

320L. Communication in Nursing Practice Laboratory (1)

Laboratory, 3 hours. Develops self-awareness and refines skills in therapeutic communication, counseling, and teaching through role play with videotaped feedback. Includes analysis of taped interview, with peer feedback. Open communication is encouraged in the context of the small-group experience. Corequisite: NURS 320.

325. Caring Process with Individuals (3)

Clinical practice, 9 hours. Clinical application of psychophysiological and spiritual concepts, nursing theories, communication, and assessment to promote individual health and facilitate healing. Concepts and skills are integrated to provide nursing care for human responses in various settings. All phases of the nursing process are applied in caring for actual/potential health problems of individuals. Prerequisites: previous or concurrent enrollment in NURS 300, 305, 315, and 320.

340. Health and Illness in the Expanding Family (3)

Principles and concepts of health and illness in child-bearing and child-rearing families. Preventive and therapeutic aspects of nursing care for the pregnant client, infant, child, and adolescent are emphasized. Use of community resources introduced. Prerequisite: all 200-level Nursing major courses.

345. Caring for the Expanding Family (4)

Clinical Practicum. Applies the caring 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. Prerequisite: all 200-level Nursing major courses; corequisite: NURS 340. Malpractice insurance required.

350. Community Health: Family Responses (3)

Lecture/discussion, 3 hours. Examines, within a community context, concepts, theories, and research findings related to family development, dynamics, and communication patterns across the life span, as well as family responses in health and illness. Selected family health problems will be explored in terms of their implications for community nursing assessment, planning, and intervention. Prerequisite: previous or concurrent enrollment in NURS 320.

360. Community Health: Community Responses (3)

Lecture/discussion, 3 hours. Introduces concepts, theories, and research related to community responses and aggregate health, and concepts of population-based community health nursing practice. Communication and leadership skills applicable to population-based practice are developed and applied. National and international responses to health care problems and issues are examined, with an emphasis on intersectoral partnerships. Prerequisite: previous or concurrent enrollment in NURS 320.

380. Therapeutic Touch (2)

Discussion, 2 hours. Therapeutic Touch is presented as one of the holistic healing therapies used and taught by nurses to promote health and facilitate natural healing processes. Philosophical, theoretical, and scientific foundations of this technique developed by Dr. Dolores Krieger are presented. Experiential processes are used to facilitate skills and self-awareness related to caring, use of intuition, focused attention, and intention. The class is directed to both health professionals and laypersons. Prerequisite: completion of General Education requirements in Natural Sciences or consent of instructor.

385. Concepts of Clients with Complex Needs (3)

Lecture, Clinical Practicum. Applies the caring process to individuals and families with complex health care needs, emphasizing care of older adults. Clinical experience will originate in acute care settings and include discharge planning and follow-up processes in community settings. Prerequisites: all 200-level Nursing major courses and NURS 340, 345, and 350, or their equivalent.

390. Organizational Behavior in Health Care Systems (4)

Overview of organizational behavior and foundations of organizational theory and how health care organizations function. The student analyzes executive leadership role, communication, leadership, and management characteristics within the context of organizational behavior. Patterns of decision making and concepts of change and innovation relative to health care organizations are explored. Classical and current organizational behavior research will be applied via assigned readings and discussion.

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 CIP coordinator for the Department of Nursing, and consent of 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. Prerequisite: consent of instructor.

400. Research and Ways of Knowing in Nursing (3)

Lecture/discussion, 3 hours. Examines the nature of inquiry, basic research concepts, language, and processes. Approaches to research and ways of knowing in nursing and related sciences 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: NURS 300; WEPT; GE, category A3.

415. Human Responses of Selected Populations (3)

Lecture/discussion. Exploration of theories and concepts of nursing and related sciences for analyzing the health needs of selected populations. Knowledge derived from research is utilized in the identification, assessment, and planning of care appropriate to the unique characteristics and particular health needs of these populations. Professional perspectives are expanded through selective development of interests and skills, and through examination of nursing practice in particular environments and organizational settings. Must expect to complete senior clinical studies within next 2 semesters.

440. Nursing Leadership and Management

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. Prerequisites: NURS 300, 320.

450. Nursing in a Sociopolitical Environment (3)

Seminar, 3 hours. Analysis of historical and contemporary sociopolitical issues central to the nursing profession and health care delivery structures. Concepts of professionalism are applied to appraise the status of nursing within social, political, ethical, legal, and cultural perspectives. Personal accountability and effective use of sociopolitical advocacy are emphasized. Prerequisite: NURS 300.

470. Caring Process with Families in the Community (3)

Clinical practice, 9 hours. Utilizing concepts, theories, and research findings related to family and community health, students provide nursing care to individuals and families in community settings. Focus is on the application of the caring process to individuals and families. Personal development, leadership, and case management abilities are expanded through family nursing practice. Prerequisites: all 300-level Nursing courses.

473. Health Education and Drug Abuse (3)

Lecture, 3 hour. 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. Course fulfills health education and drug abuse requirements of the Ryan Act Credential; enrollment priority is given to students in the Ryan Credential program. Prerequisites: upper-division standing and consent of instructor.

480. Health, Sexuality, and Society (3)

Examines issues in human sexuality as they relate to the health and well-being of self and others. The range of human sexual response will be explored. The impact of illness, disability, and social dysfunction on one's sexuality will be analyzed. Satisfies GE, category E. Prerequisite: upper-division standing.

493. Health Care Delivery and Financing (3)

Lecture, 3 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. Students learn cost-benefit analysis, decision analysis, and other analytic techniques to approach current organizational and care process questions. Calculation of the costs of care and selected aspects of budgeting are also presented. Prerequisite: Nursing major status or consent of instructor.

495. Special Studies (1-4)

Individual or group study, under guidance of an advisor, of special problems in nursing. Prerequisites: admission to the Nursing major and/or consent of instructor and Department chair. Specific guidelines available from the Nursing Department.

501. Assessment and Maintenance of the Well Family (3)

Lecture/discussion, 3 hours. Expands the students' ability to identify and promote behaviors which 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. Prerequisites: Nursing major status.

502. Theoretical Foundations of Nursing (3)

Lecture/discussion, 3 hours. This course builds upon an undergraduate foundation in nursing theories. The linkages between theory, research, and practice are further developed. Concepts from selected nursing models/frameworks are critically analyzed and compared with theoretical foundations from other disciplines, including systems theory, developmental theory, interpersonal and transactional theories, and ethical theories. Students develop an explicit theoretical base for application to nursing practice or research. Prerequisite: consent of instructor.

503A. Research Methods (3)

Lecture/discussion, 3 hours. The research process is presented, with a view toward advancing nursing knowledge through the integration of research and theory into nursing practice. Students are expected to critically evaluate nursing research literature for selected application to nursing practice. Students are guided in the design of a research proposal that serves as the basis for a research project to be completed in NURS 503B. The course presents a variety of research designs and methodologies as they relate to the nature of nursing research questions. Prerequisite: previous or concurrent enrollment in NURS 502.

503B. Research Project (3)

Seminar, 2 hours; laboratory, 3 hours. Students work with selected faculty members in refining and implementing a research proposal. The seminar provides a forum to explore a variety of research designs and methodologies, instrument development, and data collection procedures as they relate to the student's respective research proposals. Emphasis is also placed on the dissemination of research through preparation of an oral presentation and written report. Prerequisite: NURS 503A.

510. Professional Issues and Leadership (2)

Seminar, 2 hours. Current nursing issues in advanced practice and professionalism are examined from a leadership perspective. Focuses on expanding nursing power and influence in professional situations. Cultural perspectives in health care, and nursing as a subculture are examined. Faculty and students collaborate in the identification of pertinent issues. Prerequisite: concurrent enrollment in NURS 550A/B, and 550C.

515. Financial Management in Health Care Organizations (4)

Provides the student with 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 clinical experience with budget preparation and monitoring.

522. Instructional Process in Higher Education

Seminar, 3 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. Prerequisite: senior or graduate status.

530A. Nursing Leadership and Management Theory I (4)

Seminar, 4 hours. A course in which theories of organizations and management are analyzed in relation to health care and nursing care delivery systems. Emphasis will be placed on analyzing and evaluating the relationship between clinical nursing practice and organizational management. Organizations will be analyzed according to structure, functions, and organizational behaviors. Prerequisites: concurrent enrollment in NURS 535A, previous or concurrent enrollment in BUS 350, and Nursing major status.

530B. Nursing Leadership and Management Theory II (3)

Seminar, 3 hours. Focus is on continuation and further development of a knowledge base relating to health care delivery systems and nursing service administration. Emphasis will be placed on complex aspects of the leadership/management processes, including use of human and financial resources and health policy development. Prerequisites: NURS 530A, NURS 535A, and concurrent enrollment in NURS 535B, previous or concurrent enrollment in BUS 501, and Nursing major status.

535A. Residency I (3)

Laboratory, 9 hours. Focuses on the application of theoretical knowledge in a nursing leadership/management setting. The student gains an understanding of the relationship of administrative theory to administrative practice through the initiation of the project proposal designed in NURS 530A. Prerequisites: concurrent enrollment in NURS 530A and Nursing major status.

535B. Residency II (3)

Laboratory, 9 hours. Continued application of theoretical and conceptual knowledge in a nursing leadership/management setting. An understanding of the relationship of administrative theory to administrative practice is gained through the implementation and completion of the project, which is designed to improve administrative skills. Prerequisites: NURS 530A, and concurrent enrollment in NURS 535A.

540A. FNP Diagnosis and Treatment in Primary Care I (3)

Lecture/discussion, 3 hours. Develops a 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. Prerequisite: Nursing major status.

540B. FNP Diagnosis and Treatment in Primary Care II (3)

Lecture/discussion, 3 hours. Further develops a foundation for the diagnosis and management of common 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 and Nursing major status.

549. Health Maintenance Practicum (2)

Laboratory, 6 hours. This first clinical course for FNP students includes health history skills and physical assessment evaluation of well clients. Emphasis is on health promotion, health risk appraisal, and developing comprehensive assessment skills. Laboratory fee payable at time of registration. Prerequisites: concurrent enrollment in NURS 550A and previous or concurrent enrollment in NURS 501 and 540A.

550A. FNP Preceptorship I (2)

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. Prerequisite: Nursing major status and concurrent enrollment in NURS 549 and 502.

550B. FNP Preceptorship II (3)

Clinical preceptorship, 9-12 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.

550C. FNP Preceptorship III (2-4)

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.

551AB. FNP Preceptorship: Clinical Challenge (3, 3)

Clinical preceptorship challenge. Faculty evaluation of clinical practice skills in areas of practice included in NURS 549, FNP Preceptorships I and II. Includes faculty site visits in prearranged settings that provide appropriate types of cases for adequate evaluation. The basis for evaluation includes observation of practice, case discussion, and chart review. Prerequisites: Nursing major status, prior nurse practitioner training, and consent of instructor.

552. FNP Practice: Topics and Techniques (2)

This course focuses on selected special topics and techniques for FNP practice, such as treatment protocols, gerontology, and emergency procedures. These topics and techniques support advanced FNP practice in a variety of clinical settings. Prerequisite: concurrent enrollment in NURS 550A,B, or C.

595. Special Studies in Nursing (2-4)

Individually arranged course for one or more students who wish to pursue academic interests beyond the scope of the regular curriculum. Prerequisites: graduate standing, and consent of instructor and Department chair. Specific guidelines available from the Nursing Department.

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. Prerequisite: submission of a completed and signed Thesis Prospectus Approval form at the time of registration.

Philosophy

Department Office
Nichols Hall, Room 362, (707) 664-2163

Department Chair
Dianne Romain

Faculty
Harold Alderman, Roger Bell, Philip Clayton,
Stanley V. McDaniel (Emeritus), Edward F. Mooney, Richard W. Paul,
Dianne Romain, Joel Rudinow, Philip O. Temko (Emeritus)

Programs Offered
Bachelor of Arts in Philosophy
Minor in Philosophy

The Philosophical Life

The Department of Philosophy believes that a philosophical education must focus on a core of perennial themes and approaches in such a way as also to give Department majors a chance to pursue avenues of thinking 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 pursuit of rationality helps prepare one for careers in a wide variety of fields requiring 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: highly individual philosophers who represent key approaches to philosophy, and who are actively engaged in ongoing research and exploration. The curriculum is expressly designed not only to provide the major with needed methods and historical perspectives, but also to bring the major into contact with a broad spectrum of approaches to philosophy.

Advising

Advising is mandatory and begins with an initial advising interview with the Department chair, after which 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	31
Total units needed for graduation	124

Major Core Requirements

PHIL	101	Critical Thinking	0
		(These GE C1 units do not count for the major)	
PHIL	102	Introduction to Logic	3
PHIL	120	Introduction to Philosophy	3
PHIL	202	Philosophical Reasoning	3
PHIL	302	Ethics and Value Theory	0
		(These GE C3 units do not count for the major)	
PHIL	290	Great Thinkers of the West: Thales to Occam	3
PHIL	295	Great Thinkers of the West: Hobbes to Kant	3
PHIL	305	Epistemology	3
PHIL	310	Metaphysics	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. Philosophy 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.

Minor in Philosophy

The minor in Philosophy consists of 18 units chosen by the student in consultation with a Department advisor. At least 12 of these units must be non-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 preprofessional programs. Consult the Department chair for further information.

Center for Critical Thinking and Moral Critique

The Philosophy Department works in association with the Center in helping its graduates to qualify as research interns for the Center. For more information on the Center for Critical Thinking and Moral Critique see page 291.

Philosophy Courses (PHIL)

Lower-division courses are designed to provide the student with fundamental background information and skills. Nonmajors 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. Courses at the 300 level are sometimes offered concurrently as 400-level courses; consult the Schedule of Classes for further information.

101. Critical Thinking (3)

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)

An introduction to the nature of contemporary systems of logic and their application. Students will learn how to abbreviate arguments in ordinary language, how to deduce conclusions, and how to locate fallacies. Recommended for students of the sciences, computer programming, 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)

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). Prerequisite: PHIL 101. CAN PHIL 2.

202. Philosophical Reasoning (3)

Instruction in reasoning is skill-oriented, with emphasis on the practice of reading, writing, and careful reflection. This course is designed to aid students to develop advanced abilities in analyzing, criticizing, and defending conceptual positions. The focus will be on philosophical texts and questions.

290. Great Thinkers of the West: Thales to Occam (3)

An introductory survey of the great thinkers of Greece, Rome, and Medieval Europe, from Thales and Heraclitus, to Socrates, Plato, and Aristotle, and on to Augustine, St. Francis, and Aquinas. We trace the emergence of philosophy in the Ancient World, its flowering in the “Golden Age” of Greece, and its decline in the Hellenistic period, followed by the making of a new synthesis of Greek, Roman, and Biblical elements in Medieval thought and culture.

295. Great Thinkers of the West: Hobbes to Kant (3)

Modern philosophy, from the dualism of Descartes to the atomistic empiricism of Hume and Locke, and then to the great Kantian synthesis at the start of the contemporary era. We will emphasize in this survey the basic epistemological, metaphysical, and ethical positions developed in this period, which lay the foundations for contemporary Western philosophy, culture, and common sense.

302. Ethics and Value Theory (3)

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.

305. Epistemology (3)

In every academic discipline and in everyday experience, we make claims to know a variety of things. The course asks whether, and what, we really know. In the process of answering the question we address: the definition(s) of knowledge; the nature of belief and justification; skepticism about knowing (whether we can know that we know); criteria for knowing; types of knowing; influences on knowing; and the uses (and abuses) of knowledge.

310. Metaphysics (3)

Classically, metaphysics included “first philosophy,” or the question of the ultimate nature of reality. In the 20th century, the term has begun to focus on the implications of our uses of language. It thus includes such questions as: What is the view of what exists implied by ordinary language? What happens when formal languages, or alternative conceptual schemes, imply that different objects exist? Are there minds, or just mental activities?

330. Studies in 19th Century Philosophy (3)

A study of major figures and themes in European philosophy after Kant: Hegel, Kierkegaard, Marx, Mill, Schopenhauer, Nietzsche, the foundations of existentialism, Utilitarianism, and Marxism. Emphasis will vary from semester to semester.

335. Religious Dimension (3)

Mooney

A philosophical look at the meaning of religious orientations. Is there a basic form or pattern to the religious quest? Is religion an outmoded or irrational way of understanding — and transforming — a person's relationship to himself or herself, to others, to nature, to spiritual ideals? In addition to exploring the orientation of modern thinkers sympathetic to religion (e.g., Buber, Tillich, Kierkegaard), we will consider the critique of religion by antireligious thinkers (e.g., Freud, Marx, Russell). The contrast between Western and non-Western religious perspectives will be considered.

340. Advanced Practice in Critical Thinking (3)

Instruction in advanced critical thinking is skill-oriented, with emphasis on practice, designed to aid the student to develop advanced ability to analyze, criticize, and advocate ideas; to distinguish what one knows from what one merely believes; and to think one's way to justified conclusions or beliefs in a variety of subject areas.

345. Theory of Critical Thinking (3)
Paul

Critical thinking is relevant whenever we try to figure something out and come to a reasonable judgment, interpretation, or conclusion concerning it. In this course, the theory that underlies these processes is closely explored, including the logic of questions, the logic of reasoning, and the logic of knowledge.

350. Advanced Ethics (3)

A consideration of contemporary issues in ethical theory. Topics vary from semester to semester. Prerequisite: one course in ethics.

355. Ethics and Health Care (3)

A critical study of philosophical theories, religious morality, and professional codes of ethics and their relevance to decision making by persons providing or receiving health care. Discussion topics include the provider/client relationship, refusal of life-saving treatment, informed consent, animal and human experimentation, and allocating scarce resources.

360. Aesthetics (3)

An analysis of the nature of art. Includes consideration of such problems as: the cognitive role of the arts, art and perception, artists and their worlds, purposes of the arts, artistic imagination and creativity, and the principles of critical evaluation. Emphases vary.

365. Philosophy of Music (3)
Rudinow

An exploration of philosophical issues of special interest and relevance to music, music theory, and music appreciation. The course examines such questions as the ontology of music, the metaphysics of time, the phenomenology and philosophical psychology of improvisation, aural perception, sound, rhythm, and harmony.

368. Philosophy and Film (3)
Alderman

An investigation of contemporary and classic film art, employing Heideggerian concepts such as world, dread, and care. Films are described as ontic evocations of worlds, great films as ontological openings to the question of being.

370. Social and Political Philosophy (3)

A philosophical survey of theories concerning the ideal society, the nature of justice, the question of justified revolution, individual rights, social welfare, and the role of private property in the good society. Authors to be considered include Hobbes, Locke, and Marx. Contemporary sources will be included at the discretion of the instructor. Emphasis varies.

375. Philosophy of Law (3)
Averbuck

This course covers two basic "metalegal" issues: (1) alternative philosophical justifications for the existence, authority, and nature of law and legal institutions, and (2) alternative philosophical theories regarding the relationship between law and morality. The course considers the theories of natural law, legal positivism, and legal realism, and applies all of the above to particular problems within the law that raise philosophical issues (e.g., insanity and legal responsibility, criminal punishment, nature of legal reasoning, law and civil disobedience).

378. Philosophy and Feminism (3)
Romain

A critical study of feminist contributions to philosophy. Nonfeminist approaches are included to the extent necessary for the students to engage in meaningful criticism of the feminist contributions. The area of philosophy addressed varies from semester to semester.

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.

385. Postmodernism (3)
Bell

Have the enlightenment values of reason and foundational evidence really faltered? How can anyone write of an end of modernism or, more importantly, the "end of philosophy"? What does the term "postmodernism" mean? Students examine some of the cultural breadth of postmodernism, seeking its reference in a "postmodern condition," before turning to its particular philosophical stakes, best exemplified in the work of Rorty, Cavell, Derrida, and Lyotard.

390. Advanced 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. Topics include: Philosophy in Literature, American Philosophy, Phenomenology, Advanced Logic, Philosophy of Science, Eastern World Views, and 20th Century Philosophy. May be repeated (with a different focus) for credit.

395. Historical Figures (1-6)

Intensive study of the work of one or more major figures in the history of philosophy. May be repeated (with a different focus) for credit.

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.

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. Prerequisite: advanced standing and consent of the instructor.

480. Modeling Philosophical Research and Writing (3)

Intended to give selected students experience in participating in the construction of a professor's research project. A faculty member takes students on a guided tour of researching and writing philosophical papers. Prerequisite: advanced standing and permission of 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.

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 MA. Interested students should consult the chair of the Philosophy Department and the Special Major advisor.

595. Special Studies in Philosophy (1-6)
Department Faculty

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 Offered
Minor in Physical Sciences

Program Advisors and Offices
Douglas Rustad, Chemistry Department
Darwin Hall, Room 126, (707) 664-2334

Rolfe Erickson, Geology Department
Darwin Hall, Room 126, (707) 664-2334

Joseph S. Tenn, Physics and Astronomy Department
Darwin Hall, Room 144, (707) 664-2594

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 with an advisor.

Minor Core Requirements

Complete the following 16-17 units. Of these, 6 may be applied in General Education.

ASTR	100	Descriptive Astronomy	3
CHEM	102	Food, Nutrition, and Toxicology	3
GEOL	102	Our Dynamic Earth	3
CIS	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)	
GEOG	310	Meteorology (3-4)	
GEOL	306	Environmental Geology (3)	
GEOL	323	Hydrology (3)	
PHYS	300	Physics of Music (3)	
PHYS	342	Popular Optics (3)	
GEOL/PHYS/CHEM 400 History of Physical Science (3)			
Total units in the minor electives			6
Total units in the minor including 6 units in General Education			22-23

Physics

Department Office

Darwin Hall, Room 121, (707) 664-2119

Department Chair

Duncan E. Poland

Programs Offered

Bachelor of Science in Physics

Bachelor of Arts in Physics

Minor in Physics

Teaching Credential Preparation

Faculty

Lynn R. Cominsky, John R. Dunning, Jr., Samuel L. Greene, Jr.,

Duncan E. Poland, Saeid Rahimi, Gordon G. Spear, Joseph S. Tenn

Those engaged in the discipline of physics have as their goal the discovery, elucidation, and application of the laws that govern the interactions of matter throughout the physical universe. In its most abstract form, physics is a search for the forces of nature and the source of the presently known fundamental forces of gravitation, electricity, and magnetism, and the weak and strong nuclear interactions, and for the elementary particles from which all matter is formed.

Physics provides a description of complicated phenomena in terms of a few simple principles and laws.

Physicists also use their knowledge of fundamental principles to solve more concrete problems. Problems in the properties of semiconductors, metals, and ceramics; in the theory, design, and applications of lasers; and the theory and design of modern electronic instrumentation, among many others, are amenable to solution using the techniques of physics. Such topics, usually described as "applied physics," often overlap with engineering. Indeed, many of the Department's graduates are currently employed in engineering positions.

The curriculum is divided into two degree patterns: a traditional, mathematically rigorous program leading to a BS degree, and a more flexible BA program. Both programs stress fundamental concepts and techniques, and both offer an unusually rich laboratory experience and heavy use of computers. A concentration in Applied Physics is offered as an option under the BS degree. With the selection of appropriate courses, students can use such instruments as a tunable dye laser, a five-watt argon-ion laser, a neutron activation analysis system, x-ray diffraction and x-ray fluorescence systems, and a charge-coupled device (CCD) detector and computer-based image analysis system used with the observatory telescopes.

In addition, many of the junior- and senior-level theoretical courses are notable for the advanced treatment they give to major topics.

A substantial program in undergraduate astronomy includes many courses, listed in this catalog under Astronomy, which may be included in the two degree programs.

Bachelor of Science in Physics

The BS 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, and physical oceanography.

Degree Requirements	units
Major Requirements (may include 5 in GE)	50
Supporting Courses (may include 4 in GE)	25
Remainder of General Education	42
General Electives	7
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	311	Elements of Electronics	3
PHYS	311L	Elements of Electronics Laboratory	1
PHYS	314	Introduction to Physics III	4
PHYS	316	Introductory Quantum Laboratory	1
PHYS	320	Analytical Mechanics	3
PHYS	330AB	Electricity and Magnetism	6
PHYS	340	Light and Optics	3
PHYS	381	Computer Applications for Scientists	2
PHYS	450	Statistical Physics	3
PHYS	460AB	Quantum Physics	6
Total units in the major core			42

Major Electives (Advanced)

To complete the major, select 8 units from the list below. At least two of the courses chosen must be laboratory classes. ASTR 440 and PHYS 445 cannot be used together to fulfill the laboratory requirement. Both of these courses can be used as electives as long as an additional laboratory course is completed to fulfill the remainder of the laboratory requirement.

ASTR	380	Astrophysics: Stars (3)
ASTR	440	Image Processing in Astronomy (3)
ASTR	482	Advanced Observational Astronomy (2)
ASTR	495	Special Studies (1-4)
PHYS	312	Elements of Digital Electronics (3)
PHYS	312L	Elements of Digital Electronics Laboratory (1)
PHYS	333	Precision Machining for Experimental Physics (1)
PHYS	400	History of Physical Science (3)
PHYS	412	Microprocessor Applications (2)
PHYS	412L	Microprocessor Laboratory (1)
PHYS	425	Introduction to Mathematical Physics (3)
PHYS	445	Theory of Signal Processing (3)
PHYS	447	Lasers and Holography (2)
PHYS	470	Solid State Physics (3)
PHYS	475	Physics of Semiconductors (2)
PHYS	481	Applied Nuclear Chemistry and Physics (2)
PHYS	482	Applied Nuclear Chemistry and Physics Laboratory (2)
PHYS	494	Physics Seminar (1)
PHYS	495	Special Studies (1-4)
PHYS	497	Undergraduate Research in Physics (3)

No more than 4 units total in ASTR 495, PHYS 494, 495, and 497 may be used to fulfill this requirement. Certain selected-topics courses, ASTR or PHYS 396, may be approved by the advisor.

Total units in the advanced electives 8

Required Supporting Courses

MATH	161	Calculus I (3 units may be applied in GE)	4
MATH	211	Calculus II	4
MATH	261	Calculus III	4
MATH	231	Introduction to Differential Equations	3
CHEM	115AB	General Chemistry	
or			
CHEM	125AB	Honors General Chemistry (1 unit may be applied to GE)	10

Total units in supporting courses 25

Total units in the major 75

Bachelor of Science in Physics Applied Physics Concentration

Students may choose to earn a BS in Physics with concentration in Applied Physics.

Degree Requirements

	units
Major Requirements (may include 5 in GE)	50
Supporting Courses (may include 4 in GE)	25
Remainder of General Education	42
General Electives	7
Total units needed for graduation	124

Requirements for the Major

Major Core Requirements

PHYS	114	Introduction to Physics I (GE)	4
PHYS	116	Introductory Laboratory Experience (GE)	1
PHYS	214	Introduction to Physics II	4
PHYS	216	Introductory Laboratory	1
PHYS	311	Elements of Electronics	3
PHYS	311L	Elements of Electronics Laboratory	1
PHYS	314	Introduction to Physics III	4
PHYS	316	Introductory Quantum Laboratory	1
PHYS	320	Analytical Mechanics	3
PHYS	330AB	Electricity and Magnetism	6
PHYS	340	Theory of Light	3
PHYS	381	Computer Applications for Scientists	2
PHYS	450	Statistical Physics	3
PHYS	460A	Quantum Physics	3
PHYS	493	Senior Design Project	2
Total units in the major core			41

Major Electives (Advanced)

Choose 9 units, including at least 1 of the 4 starred (*) courses. No more than 4 units total in ASTR 495, PHYS 494, 495, and 497 may be used to fulfill this requirement.

ASTR	440	Image Processing in Astronomy (3)
ASTR	482*	Advanced Observational Astronomy (2)
ASTR	495	Special Studies (1-4)
PHYS	312	Elements of Digital Electronics (3)
PHYS	312L	Elements of Digital Electronics Laboratory (1)
PHYS	412	Microprocessor Applications (2)
PHYS	412L	Microprocessor Laboratory (1)
PHYS	425	Introduction to Mathematical Physics (3)
PHYS	445	Theory of Signal Processing (3)
PHYS	447*	Lasers and Holography (2)
PHYS	470	Solid State Physics (3)
PHYS	475*	Physics of Semiconductors (2)
PHYS	481	Applied Nuclear Chemistry and Physics (2)
PHYS	482*	Applied Nuclear Chemistry and Physics Laboratory (2)
PHYS	494	Physics Seminar (1)
PHYS	495	Special Studies (1-4)
PHYS	497	Undergraduate Research in Physics (3)

Total units in the major electives 9

Required Supporting Courses

MATH	161	Calculus I (3 units may be applied in GE)	4
MATH	211	Calculus II	4
MATH	261	Calculus III	4
MATH	231	Introduction to Differential Equations	3
CHEM	115AB	General Chemistry	
or			
CHEM	125AB	Honors General Chemistry (1 may be applied to GE)	10

Total units in supporting courses 25

Total units in the major 75

Bachelor of Arts in Physics

The BA program allows considerable flexibility for the student who wishes to study physics as part of a liberal arts education. Two advisory plans are offered:

Advisory Plan T

This plan uses algebra and trigonometry. Students may select from a wide range of 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. Advisory Plan T is often taken as part of a double major.

Degree Requirements	units
Major Requirements (may include 6 in GE)	34-38
Required Concentration	12
Supporting Course (may include 3 in GE)	4
Remainder of General Education	42
General Electives	28-32
Total units needed for the degree	124

Major Core Requirements

PHYS 209AB	General Physics Laboratory	2
PHYS 210AB	General Physics	6
Choose 1 of the following 2 courses in modern physics or astronomy:		
ASTR 305	Frontiers in Astronomy (3)	3-4
PHYS 314	Introduction to Physics III (4)	
Choose 1 of the following 2 courses in optics:		
PHYS 340	Light and Optics (3)	3
PHYS 342	Popular Optics (3)	
An approved course in computer applications:		
		2-4
The major must include a minimum of 24 upper-division units in Physics and Astronomy. In consultation with an advisor, choose 15-18 units in additional upper-division Physics and Astronomy courses to meet this requirement.		
		15-18
Total units in the major core		32-36

Required Area of Concentration

Courses in 1 other field chosen in consultation with an advisor.	
Total units in area of concentration	12

Supporting Course

MATH 107	Pre-calculus Mathematics (3 may be applied in GE)	4
Total units in supporting course		4
Total units in the major		48-52

Advisory Plan C

This plan uses calculus. Students who choose this, the more popular 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 Single Subject (secondary) Teaching Credential in Physical Sciences.

Degree Requirements	units
Major Requirements (may include 5-6 in GE)	34-38
Required Concentration	12
Supporting Courses (may include 3 in GE)	12
Remainder of General Education	42
General Electives	20-24
Total units needed for graduation	124

Major Core Requirements

PHYS 114	Introduction to Physics I (GE)	4
PHYS 116	Introductory Laboratory Experience (GE)	1
PHYS 214	Introduction to Physics II	4
PHYS 216	Introductory Laboratory	1
PHYS 314	Introduction to Physics III	4
PHYS 340	Theory of Light	3

Choose 1 of the following 2 courses in computer programming:		
PHYS 381	Computer Applications for Scientists (2)	2-4
CIS 150	Introduction to Programming I (4)	

The major must include a minimum of 24 upper-division units in Physics and Astronomy. In consultation with an advisor, choose 15-17 units in additional upper-division Physics and Astronomy courses to meet this requirement

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 III	4
Total units in supporting courses		12
Total units in the major		58-62

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, will constitute the minor in Physics. Interested students should consult with an advisor in the Department of Physics and Astronomy regarding courses.

Teaching Credential Preparation

The Physics and Astronomy Department participates in the physical science option in the teacher preparation program in science. Completion of the program certifies the subject matter competence required for entry into a teaching credential program and exempts the student from taking the Praxis II Subject Assessment Examination. Physics and Astronomy 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 Joseph Tenn, Darwin Hall, Room 144, (707) 664-2594.

Physics Courses (PHYS)

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 and Spring)

Lecture, 3 hours. A descriptive survey of the important principles of physics. Not recommended for BS students. Satisfies GE, category B1 or B3 (Physical Sciences). Prerequisite for Chemistry, Physics, or Mathematics majors: approval of the Physics and Astronomy Department.

102. Descriptive Physics Laboratory (1) (Fall and 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 (Physical Sciences), 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 and 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 (Physical Sciences). Prerequisite: MATH 161.

116. Introductory Laboratory Experience (1) (Fall and 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 (Physical Sciences), and GE laboratory requirements. Prerequisite: previous or concurrent enrollment in PHYS 114.

209AB. General Physics Laboratory (1, 1) (A, Fall; and B, Spring)

Laboratory, 3 hours. Laboratory experiments to accompany PHYS 210AB and develop the students' ability to perform measurements of physical phenomena and to increase their appreciation of the sense of the physical universe gained through experimentation. 209A satisfies GE, category B1 or B3 (Physical Sciences), and GE laboratory requirements. Prerequisites: high school algebra, trigonometry, and a high school physical science. For 209A: previous or concurrent enrollment in PHYS 210A. For 209B: 209A and previous or concurrent enrollment in 210B.

210AB. General Physics (3, 3) (A, Fall; and B, Spring)

Lecture, 3 hours. A basic course in physics for students majoring in biology, geology or preprofessional programs. Fundamentals of Newtonian mechanics, thermophysics, 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 (Physical Sciences) and GE laboratory requirements. Prerequisites: high school algebra and trigonometry.

214. Introduction to Physics II (4) (Fall and 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 and 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 strongly recommended.

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; elements of electronic music. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: PHYS 100 or ASTR 100 or consent of instructor.

311. Elements of Electronics (3) (Spring)

Lecture, 3 hours. Basic DC and AC circuit theory, applications of diode circuits, principles of transistor amplifiers, oscillators, and electronic instruments; applications of integrated circuit operational amplifiers. Crosslisted as CHEM 311. Concurrent enrollment in PHYS 311L is mandatory. Prerequisites: MATH 107; PHYS 210B or 214; or consent of instructor.

311L. Elements of Electronics Laboratory (1) (Spring)

Laboratory, 3 hours. Laboratory to accompany PHYS 311. Crosslisted with CHEM 311L. Concurrent enrollment in PHYS 311 is mandatory.

312. Elements of Digital Electronics (3) (Fall)

Lecture, 3 hours. Principles of digital logic, Boolean algebra, number systems and character codes, families of logic devices, basic logic circuits, MSI and LSI devices, design applications, introduction to microprocessors. Concurrent enrollment in PHYS 312L is mandatory. Prerequisites: PHYS 311 and 311L, or consent of instructor.

312L. Elements of Digital Electronics Laboratory (1) (Fall)

Laboratory, 3 hours. Laboratory to accompany PHYS 312. Concurrent enrollment in PHYS 312 is mandatory.

314. Introduction to Physics III (4) (Fall and Spring)

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, Boltzmann statistics. Prerequisites: PHYS 214; previous or concurrent enrollment in MATH 261.

316. Introductory Quantum Laboratory (1) (Fall and Spring)

Laboratory, 3 hours. Advanced experiments to increase the student's understanding of the experimental foundations of quantum physics. Prerequisites: PHYS 214 and 216. Concurrent enrollment in PHYS 314 strongly recommended.

320. Analytical Mechanics (3) (Fall)

Lecture, 3 hours. Principles of Newtonian mechanics. Relativistic dynamics. Introduction to Hamiltonian mechanics. Applications to central force problems and small vibrations. Prerequisites: PHYS 114, and previous or concurrent enrollment in MATH 231.

330AB. Electricity and Magnetism (3, 3)**(A, Fall; and B, 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, Fourier decomposition of fields. Prerequisites: PHYS 214, and previous or concurrent enrollment in MATH 231.

333. Precision Machining for Experimental Physics (1)**(Spring)**

Laboratory, 3 hours. Techniques of precision machining as employed in the fabrication of experimental scientific apparatus. Emphasis on the use of the lathe and milling machine, working properties of metals and plastics, conventions of design drawings. Prerequisite: advanced standing as a Physics major or consent of instructor.

340. Light and Optics (3)**(Spring)**

Lecture, 4 hours. The quantum theory of light, coherence, interference, diffraction and polarization, masers, lasers, geometrical optics, spectroscopy. Prerequisite: PHYS 314.

342. Popular Optics (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 (Specific Emphasis in Natural Sciences). Prerequisite: any physical science course or consent of instructor.

375. Physics for the Nuclear Age (3)**(Spring)**

Lecture, 3 hours. Introduction to physics of nuclear weapons, including fission and fusion technology, and effects of nuclear explosions. Nuclear power plants and waste disposal. Relationship between weapon design and military defense strategy, including missile delivery, basing systems, weapons testing, verification of arms control treaties. Military software and communications, new weapons technologies. Prerequisites: a one-year course in basic physics, or one semester of basic physics and the War and Peace seminar series.

381. Computer Applications for Scientists (2)**(Spring)**

Lecture, 1 hour; laboratory, 3 hours. Applications in Physics using a high-level programming language like FORTRAN or C. 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.

400. History of Physical Science (3)**(Spring)**

Lecture, 3 hours. A survey of the historical development of the physical sciences. Crosslisted as CHEM 400 and GEOL 400. Prerequisite: major in the physical sciences or consent of the instructor.

411. Laboratory Instruction Practicum (1)

Laboratory, 3 hours. Presentation of experimental techniques and guidance of student activities in a lower-division physics laboratory under the supervision of the instructor in charge of the laboratory. Development and application of instructional experiments in physics. May be repeated for up to 3 units credit, with different subject matter in each repetition. Prerequisites: junior standing in Physics and consent of instructor.

412. Microprocessor Applications (2)**(Spring)**

Lecture, 2 hours. Topics covered will include: microprocessor architecture, instruction sets, elements of microprocessor-based systems, hardware and software design (with emphasis on peripherals and interfacing techniques). Use of microprocessors for instrumentation and control purposes will be stressed. Students will be required to complete a microprocessor-based project as part of their course work. Concurrent enrollment in PHYS 412L is mandatory. Prerequisites: PHYS 312 and 312L, or consent of instructor.

412L. Microprocessor Laboratory (1)**(Spring)**

Laboratory, 3 hours. Laboratory to accompany PHYS 412. Prerequisite: concurrent enrollment in PHYS 412.

425. Introduction to Mathematical Physics (3)**(Fall)**

Lecture, 3 hours. Topics selected from: coordinate systems; tensor calculus; differential equations; Sturm-Liouville theory; self-adjoint equations, orthogonal functions, expansions; Fourier series and Fourier integrals; special functions; complex analysis; calculus of variations; numerical methods. Prerequisites: PHYS 314 or 320, MATH 231, or consent of instructor.

445. Theory of Signal Processing (3)**(Spring)**

Lecture, 2 hours, laboratory, 3 hours. Course will cover information theory, Fourier theory, and stochastic noise processes. Topics discussed may include: sampling, fast Fourier transform, spatial and time filtering, difference equations, curve fitting, and image processing. Prerequisites: MATH 231; PHYS 214; and 381 or equivalent programming experience with consent of instructor.

447. Lasers and Holography (2)**(Spring)**

Lecture, 1 hour; laboratory, 3 hours. Theory of lasers; laser light detector characteristics; alignment of an external mirror laser; use of the scanning Fabry-Perot interferometer; longitudinal and transverse mode structure and coherence; modulation of laser light techniques of holography, including the making of holograms. Experiments may make use of the Argon ion laser, dye laser, Helium-Cadmium laser, and Helium-Neon lasers. Prerequisites: PHYS 314 and 216.

450. Statistical Physics (3)**(Spring)**

Lecture, 3 hours. The laws of thermodynamics; the partition function; Boltzmann, Bose, and Fermi statistics; elementary transport theory; applications to solid state physics, atmospheric physics, plasma physics, and low-temperature physics. Prerequisite: PHYS 314.

460AB. Quantum Physics (3, 3)
(A: Fall and B: Spring)

Lecture, 3 hours. The Schrödinger equation; atomic theory; scattering theory; the Dirac equation; axiomatic formulation of quantum mechanics; topics in nuclear physics, elementary particle physics, and field theory. Prerequisite: PHYS 320.

470. Solid State Physics (3)

Lecture, 3 hours.. A survey of basic concepts of solid state physics, including lattice periodicity, wave propagation in crystal lattices, electron energy states, conduction and optical properties of metals and semiconductors, magnetism, superconductivity. Prerequisite: PHYS 314. PHYS 450 is recommended.

475. Physics of Semiconductors (2)
(Fall)

Lecture, 1 hour; laboratory, 3 hours. Energy-band structure, statistics of electrons and holes, and some basic thermal, electrical, and optical properties of semiconductors. Basic principles of p-n junctions, Schottky barriers, and photovoltaic cells will be discussed. Students will prepare their semiconductor samples in laboratory, and perform resistivity and Hall-effect measurements and characterize diodes by I-V and C-V measurements. Prerequisite: PHYS 316.

481. Applied Nuclear Chemistry and Physics (2)
(Fall)

Lecture, 2 hours. This course offers working knowledge of nuclear radiations, radioactive sources, and nuclear reactors. Interaction of ionizing radiation with matter; physical, chemical, and biological effects. Radiochemical dating. Nuclear models. Nuclear reactor theory and neutron activation. Radioactive tracer methods. Crosslisted as CHEM 481. Prerequisites: PHYS 214, CHEM 115B, and one upper-division course in the natural sciences.

482. Applied Nuclear Chemistry and Physics Laboratory (2)
(Fall)

Laboratory lecture, 1 hour; laboratory, 3 hours. The use and production of radioactive sources. Nuclear reactor problems using a neutron howitzer. Applications to detection of trace elements, nuclear chemical phenomena, radiological safety. State-of-the-art instrumentation and laboratory practices. Crosslisted as CHEM 482. Prerequisites: PHYS 216 and previous or concurrent enrollment in PHYS 481.

493. Senior Design Project (2)
(Fall and Spring)

A directed project to develop either a working prototype or a detailed conceptual design for an operational laboratory device. A report on the design characteristics considered and selected for the device will be required. Prerequisites: PHYS 311L and 330A.

494. Physics Seminar (1)
(Fall and 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 and 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 (3)

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. Prerequisites: junior standing and consent of instructor.

Political Science

Department Office

Stevenson Hall, Room 2070, (707) 664-2179

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

Department Chair

Donald Dixon

Faculty

Anthony Apolloni, Ruben Armiñana,

Donald Dixon, John Kramer, Andrew Merrifield,

Diane Parness, Robert Smith, Miguel Tirado, David Ziblatt

The Political Science program at Sonoma State University offers excellent opportunities for the study of government and politics.

Over 40 courses cover all the major aspects of the discipline. Students develop an understanding of human behavior as this 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), and Comparative Approaches and Politics (POLS 349). In addition, every major participates in writing and presenting a senior paper through the senior 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, i.e., 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 345/399) travel each spring to another university in the United States or Canada for a simulation of the United Nations General Assembly.

Internships

The Department offers several programs through which students may gain practical experience while gaining 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 first hand. Finally, special arrangements also may be made for some students to serve as staff to members of Congress in Washington, DC, for a semester.

Academic Advising

The Department expects students routinely to seek faculty advice when planning their programs. They may ask any faculty member to assist them initially. As they develop specific interest 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 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. Transfer students who plan further graduate study are encouraged to take courses in an appropriate foreign language, since proficiency in two foreign languages often is required in doctoral programs.

Teaching Credential Preparation

The Political Science 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. 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.

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 would be 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 fund raising. These opportunities result from the initiative of the individual combined with the practical experience gained largely through volunteer service with political campaigns.

North Coast Data Archive

The Political Science Department operates and maintains a unique voting and survey archive. Professional and student surveys, national and international studies, and voting data are stored for student and community use. The data archive offers students direct experience in computer application, survey techniques, and community research.

Bachelor of Arts in Political Science

Degree Requirements	units
General Education	51
Major Requirements	40
General Electives	33
Total units needed for graduation	124

Major Core Requirements

POLS	201	Ideas and Institutions	4
POLS	202	Basic Issues in 20th Century American Politics	4
POLS	302	Approaches to Political Analysis	4
POLS	349	Introduction to Comparative Government (4)	
POLS	498	Senior Seminar	4

Political Theory

Choose 1 of the following 5 courses:				4
POLS	310	Classical Political Thought (4)		
POLS	311	Development of Modern Political Thought Since 1500 (4)		
POLS	312	American Political Thought (4)		
POLS	315	Democracy, Capitalism, and Socialism (4)		
POLS	415	Explorations in Political Theory (4)		

International Relations

Choose 1 of the following 4 courses:				2-4
POLS	342	International Politics and Foreign Policy (4)		
POLS	345	Model United Nations (2-4)		
POLS	444	United States Foreign Policy (4)		
POLS	485	Arms Race, Control, and Disarmament (4)		
POLS	486	Selected Issues in International Politics (4)		

Comparative Politics

Choose 1 of the following 6 courses:				4
POLS	350	European Parliamentary Democracies (4)		
POLS	351	Russia and the CIS (4)		
POLS	352	Politics of Eastern Europe (4)		
POLS	451	Soviet Foreign Policy (4)		
POLS	452	Third World Political Systems (4)		

American Government and Politics

Choose 1 of the following 13 courses:				2-5
POLS	320	State, City, and County Government (4)		
POLS	420	Theories of American Politics (4)		
POLS	421	Federalism and Intergovernmental Relations (4)		
POLS	423	American Constitutional System (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, Parties, and the Media (4)		
POLS	430	Introduction to Public Administration (4)		
POLS	461	Politics and the Media (4)		
POLS	466	Political Psychology (4)		

Total units in the major core 28-33

Major Electives

To complete the total major requirement of 40 units, choose additional units from other upper-division Political Science courses. No more than a total of 6 Internship (POLS 439) and Special Studies (POLS 495) units may be counted toward the 40 units.

Total units in major electives	7-12
Total units in the major	40

Recommended Course

ECON 201A or 201B is strongly recommended as a general elective to Political Science majors.

Minor in Political Science

POLS	200	American Political System (3)	
or			
POLS	202	Basic Issues in 20th Century 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 (Basic Issues in 20th Century 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 (MPA)

Offered primarily as an evening program, the Master's degree in Public Administration provides a rigorous 40-unit curriculum that emphasizes the training required to effectively analyze, formulate, and implement public policy at the local, State, and Federal levels of government. The program recognizes a need for a flexible combination of theoretical and practical learning. Students may choose from three concentrations and from a wide variety of electives in public administration, political science, economics, and management.

The three concentrations are:

- Public Management
- Nonprofit Agency Administration
- Long-term Care Administration

Each of these concentrations is described in more detail below.

While the Public Administration program provides flexibility, each student is normally required to complete an analytic core. This core is based upon the professional curriculum established for Public Administration programs by the National Association of Schools of Public Affairs and Administration (NASPA), and typically includes courses in advanced public administration, organizational theory, public policy analysis, budget and fiscal policy, and personnel administration.

Up to 9 units of graduate course work taken at other institutions may be transferred into this program.

If at any time it is determined that the candidate has an English deficiency, additional courses in English will be required in addition to the approved course of study.

Admission Requirements

- 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, and satisfactory GRE aptitude test results.
- To ensure adequate background, a candidate for admission should have experience or course preparation in the following areas:
 - structure of State and local government agencies;
 - federalism and intergovernmental relations; and
 - influences on domestic policy making.

Candidates without such experience or course preparation can still be admitted to the program but must make up deficiencies during the first year. If prerequisite courses are required, they will not count toward the 40-unit degree.

Acceptability of experience or specific courses as prerequisites will be determined in consultation with the program's graduate coordinator.

- Completion of the Departmental application form, including three letters of recommendation.
- Recommendation of the Departmental graduate coordinator.

Graduation Requirements for the Master's Degree

- A grade point average of at least 3.00.
- Satisfactory completion of the agreed course of study and a master's thesis and oral defense or passage of two comprehensive written examinations.
- Completion of the required courses, plus electives.
- Recommendation of the Departmental graduate coordinator.
- No courses for which a grade less than B is earned will be acceptable in meeting the 40-unit MPA requirement. Students earning a B- (or lower) in a course will be required to repeat the course with a grade of B or better.

Concentration in Public Management

This track is designed to equip people to work in policy positions, in staff positions, in public administration, and in line positions in public management. Training provides both technical competence and flexibility, and is based on a premise that public sector careers typically call for movement back and forth between analytic, staff, and line responsibilities.

Required Courses:

POLS	501	Advanced Theory	4
POLS	502	Organizational Theory	4
POLS	503	Budgeting and Fiscal Administration	4
POLS	504	Public Personnel Administration	4
POLS	505	Research for Public Managers	4
POLS	506	Public Policy Analysis	4
POLS	539	Program Implementation	4
POLS	550	Program Evaluation	4

Total units in the MPA core 32

MPA Elective Courses

In addition, 8 units of electives are required, with Ethics in Administration (POLS 507) being highly recommended. No more than a total of six Internship (POLS 597) and/or Special Studies (POLS 595) may be counted toward the 40 units.

Total units in the MPA electives 8

Culminating Experience for the Public Management Concentration

Students in the Public Management concentration are required to complete either a thesis or a comprehensive examination prior to award of the degree. Those opting for the thesis requirement will be required to complete at least 36 units of course work as indicated above. Students opting for the comprehensive examination shall complete a minimum of 40 units of course work, exclusive of prerequisites. Upon approval of the program director, they will take two four-hour written comprehensive examinations: one focusing on general public administration theory, the other on specialized topics in public policy and agency administration.

Concentration in Nonprofit Agency Administration

This track offers an MPA degree in Public Administration with an emphasis on Nonprofit Agencies. Curriculum includes both general courses on administrative theory and public administration and highly specialized courses oriented toward operation and management of nonprofit agencies. The program also offers a Graduate Certificate in Nonprofit Administration, which is described below.

At a minimum, the concentration in Nonprofit Agency Administration (NPAA) requires 16 units of course work from the traditional MPA curriculum, as defined by the NASPAA guidelines. The following courses satisfy this requirement:

POLS	502	Organizational Theory	4
POLS	505	Research for Public Managers	4
POLS	539	Program Implementation	4
POLS	550	Special Topics: Program Analysis and Evaluation	4
POLS	503	Budget and Fiscal Policy	

or

POLS	584	Fiscal Administration of Nonprofit Agencies	4
Total units in the NPAA concentration			20

In addition to the 20 units indicated above, 16 additional units of specialized nonprofit courses are required, as are 4 units of elective. Specialized courses required for students enrolled in the nonprofit administration track include:

POLS	580	Fundamentals of Nonprofit Administration	4
POLS	581	Political and Community Environment	4
POLS	582	Strategic Management and Planning	4
POLS	583	Resource Development	4
Total units in specialized NPAA courses			16

In consultation with their advisors, students in the nonprofit track are required to complete 4 units of electives. Recommended courses include:

POLS	584	Fiscal Administration of Nonprofit Agencies (4)	
POLS	585	Marketing and Public Relations (replaces POLS 530) (2)	
POLS	586	Personnel Administration in Nonprofit Agencies (replaces POLS 525) (2)	
POLS	587	Contract and Grant Administration (replaces POLS 530) (2)	
POLS	588	Issues in Nonprofit Agency Administration (replaces POLS 528) (2)	
POLS	589	Philanthropy and American Society (2)	
POLS	507	Ethics in Administration (4)	
POLS	550	Program Evaluation (4)	
POLS	599	Graduate Thesis (4)	
Total units in NPAA electives			4

Culminating Experience for the Nonprofit Administration Track

Students in the Nonprofit Administration track are required to complete either a thesis or a comprehensive examination prior to award of the degree. Those opting for the thesis requirement must complete at least 36 units of course work as indicated above. Students opting for the comprehensive examination shall complete a minimum of 40 units of course work, exclusive of prerequisites. Upon approval of the program director, they will take two five-hour written comprehensive examinations: one focusing on general public administration theory, the other on specialized topics in nonprofit administration.

Concentration in Long-term Care Administration

The objective of the concentration is to prepare students for administrative careers in a variety of long-term care facilities serving the needs of all ages, with a special emphasis on the elderly. This 40-unit track is designed to assist students preparing for licensing and certification by the State of California as Administrators in Training, and meets a portion of the 1,000 hours of required internship for such certification. Required courses include:

POLS	502	Organizational Theory	4
POLS	503	Budgeting and Fiscal Administration	4
POLS	504	Public Personnel Administration	4
POLS	505	Research Methods for Public Managers	4
POLS	561	Health and Aging	4
POLS	564	Long-Term Care Administration	4
GERN	500	Social and Psychological Issues in Aging	4
SOC	452	Health Care and Illness	4

In addition 8 units of electives are required from the list below:

PSY	422	Seminar in Living and Dying (4)	
PSY	423	Community Psychology (4)	
PSY	428	Introduction to Counseling (4)	
GERN	400	Women and Aging (4)	
NURS	493	Health Care Delivery and Financing (4)	
POLS	580	Fundamentals of Nonprofit Administration (4)	
POLS	581	Political and Community Environment (4)	
POLS	507	Ethics in Administration (4)	
POLS	550	Program Evaluation (4)	
POLS	599	Graduate Thesis (2-4)	

Total units in long-term care electives 8

Total units in the concentration 40

Culminating Experience for the Long-term Care Administration Track

Students in the Long-term Care Administration track are required to complete either a thesis or a comprehensive examination prior to award of the degree. Those opting for the thesis requirement are required to complete at least 36 units of course work as indicated above. Students opting for the comprehensive examination shall complete a minimum of 40 units of course work, exclusive of prerequisites. Upon approval of the program director, they will take two five-hour written comprehensive examinations: one focusing on general public administration theory, the other on specialized topics in long-term care administration.

Certificate Program in the Administration of Nonprofit Agencies

In addition to regular public administration courses, the Political Science Department also offers a graduate certificate program in the administration of nonprofit agencies. Oriented to the needs of staff, program administrators, executive directors, and those interested in employment in nonprofit agencies, this integrated series of courses provides an overview of contemporary trends in nonprofit agency development, activity, and funding, and offers an intensive exposure to the practical managerial and administrative techniques necessary for agency survival in the 1990s.

Certificate Program Courses

The Certificate Program requires 26 units of course work, all of which may be applied toward the Master's degree in Public Administration. Although students in the nonprofit Certificate Program are encouraged to pursue the master's degree, there is no requirement to do so.

As part of the 26-unit Certificate Program, students will enroll in 18 units of specialized nonprofit courses and 8 units of electives. Nonprofit administration courses will be chosen from those listed in the Nonprofit Agency Administrative Section. Electives will be chosen from the MPA core curriculum in consultation with the graduate advisor.

Political Science Courses (POLS)

150. Credit by Examination: U.S. Constitution (3) *Department Faculty*

The State Code requirement in U.S. Constitution may be satisfied by passing the Political Science Departmental examination or the CLEP subject examination in American Government. Approval of the examination and passing levels are determined by Departmental policy.

151. Credit by Examination: California Government (1) *Department Faculty*

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) *Student-instructed*

200. The American Political System (3) *(Fall and Spring) Department Faculty*

An examination of American politics and governmental institutions. Introduces students to the political system it operates, 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) *(Fall and Spring) Parness, Smith*

An analysis of the basic political values and their impact on society. Students will be introduced to the relationship between 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. Basic Issues in 20th Century American Politics (3-4) *(Fall and Spring) Merrifield*

Leaders and issues in American political life considered in relation to major 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).

203. Comparative Politics and the Global System (4)

An introduction to the theory and method of comparing political systems and how they interrelate. The course will consider comparisons and contrasts with varied governing systems, including issues and problems of global interdependence.

292. Social Science Library Research (1) *(Spring) Staff*

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) *(Fall) Kramer, Merrifield*

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.

310. Classical Political Thought (4) *Parness*

A comprehensive look at the foundations of Western political thought, with particular attention to the theories of Plato, Aristotle, and Thomas Aquinas.

311. Development of Modern Political Thought Since 1500 (4) *Smith, Parness*

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) *Staff*

An examination of the development of American political ideas as reflected in the works and careers of representative writers and political leaders.

315. Democracy, Capitalism, and Socialism (3-4) *Ziblatt, Parness*

Examination of the major ideas of important theorists about the relationships among 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)

Dixon, Merrifield

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 the State Code requirement in California State and Local Government by petition. Can be used to fulfill prerequisite courses for MPA program for structure of state and local government agencies.

330. Politics of Race, Ethnicity, and Sex (3)

A survey of the participation of racial and ethnic minorities, and women in contemporary American politics, including analysis of the nature of and obstacles to their involvement in the American political system. The course focuses on specific individuals and groups who have been most successful in advancing the interests of their distinct constituencies through the political process. The potential for political coalitions to emerge among these and other seemingly divergent political interest groups is explored. In addition to lecture and readings, students are encouraged to gain direct exposure to the political groups they are studying.

342. International Politics and Foreign Policy (4)

Smith

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.

345. Model United Nations (2-4)

Smith

Introduction to the political structure and functions of the United Nations, with emphasis on team participation at the United Nations Conference of the Far West in spring semester. Students play decision-maker roles that they research for preparation of position papers on agenda items. Fall and spring semesters may be repeated once for upper-division credit, but the second year cannot be credited toward the major. During the spring semester, students receive 2 extra units of credit for participation in the Far West Conference.

349. Introduction to Comparative Government (4)

Parness

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.

350. European Parliamentary Democracies (4)

Parness

The theory and practice of democratic government in 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. Russia and the CIS (4)

Parness

An overview of the political history of the Soviet Union since WWI, with particular attention to domestic political dynamics and policies. The latter half of the course assesses the prospects for democratic transition in Russia and selected members of the Confederation, with emphasis on particular problems of political development in the region.

352. Politics of Eastern Europe (4)

Parness

The political development of the East European nations from the inter-war 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.

353. European Social Democracy (4)

Parness

The origins and development of the theory and practice of social democracy in Europe. The course considers the most significant theorists of the social democratic parties of Europe, including Germany, Britain, France, and Sweden.

354. Comparative Political Parties (4)

Parness

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. Women in American Politics (4)

An examination of the participation of women in American politics, through such means as social movements, interest groups, and court cases. The nature of women's participation, and barriers to it. How women influence, and are affected by, public policy.

406. Interdisciplinary Seminar (1-4)

415. Explorations in Political Theory (3-4)

Department Faculty

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. Theories of American Politics (4)

Compares the most influential interpretations of American political life since the 1950s. Writers such as Hartz, Huntington, Lowi, Burnham, Moore, and Domhoff will be covered. The nature of empirical political theory will be considered.

421. Federalism and Intergovernmental Relations (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. Case studies and guest speakers are employed to prepare students for the challenges of this fiscal and administrative interdependence at the State and local government levels.

423. American Constitutional System (4)

Department Faculty

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)

Department Faculty

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)

Tirado

An examination of the role of political parties in the American political system. The two-party pattern, minor parties, campaigns, elections, the nature of the electorate. Proposed reform of the party system.

426. The Legislative Process (4)

Kramer, Merrifield

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 the State Code requirement in U.S. Constitution and California State and Local Government by petition.

427. The American Presidency (4)

Kramer, Merrifield

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 the State Code requirements in U.S. Constitution and California State and Local Government by petition.

428. Seminar in California Politics and Government (4)

Tirado, Dixon

An analysis of the California political system. Some attention will be given to governmental institutions, but primary emphasis will be upon parties, interest groups, public opinion, ideologies, and leadership. Satisfies the State Code requirement in California State and Local Government by petition. Can be used to fulfill prerequisite courses for MPA program for structure of State and local government agencies.

429. Interest Groups, Parties, and the Media (4)

Ziblatt

The influence of the mass media, public opinion, special interests, and pressure groups in the shaping of American domestic policy. Quantitative and case study material will be used. Emphasis on American national policy making, with some state political system comparisons. The course is designed to provide an understanding of the political context of the policy-making process.

430. Introduction to Public Administration (4)

Department Faculty

An introduction to the field of public administration, with emphasis upon bureaucratic life, leadership, and decision making.

439. Political Science Internship (2-5)

Department Faculty

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.

444. United States Foreign Policy (4)

Smith

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.

451. East European Foreign Policy (4)

Parness

This course reviews the fundamental tenants of Soviet foreign policy decision making from Lenin's time to the present. The principal ideological themes of Soviet foreign policy are examined, and select cases in post-World War II policy are used to illustrate those themes. The dramatic shifts in Soviet policy provoked by the events of August 1991 are considered.

452. Third World Political Systems (4)

Tirado

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.

454. Seminar in Revolutionary Processes (4)

Department Faculty

An analysis of various approaches used in determining the causes of violent revolution as a means of promoting political change. The course will consist of both theoretical analysis and the study of actual cases.

461. Politics and the Media (4)

Kramer

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.

466. Political Psychology (4)

Ziblatt

An examination of the psychological sources of political leadership and decision making. A study of the roots of political belief, 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 (4)

Dixon

An examination of regulatory policies as they affect business and land use decisions in the United States. Structural, legal, and procedural aspects of regulatory process are explored along with reform and deregulation. Explores the economic, environmental, and political consequences of land use control.

484. Campaign Management and Electoral Behavior (4)
Dixon

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.

486. Selected Issues in International Politics (4)
Parness

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.

494. Selected Topics in Political Science (1-4)

495. Special Studies in Politics (1-4)
Department Faculty

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)
(Spring) Department Faculty

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.

Graduate Courses

Upper-division students may enroll in graduate courses with the permission of the instructor.

501. Advanced Public Administration (4)
Dixon

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. Prerequisite: POLS 430 or consent of instructor.

502. Organizational Theory (4)
Ziblatt

An in-depth study of the literature of organization theory emphasizing the major writers and the distinctive contributions of various disciplines.

503. Budget and Fiscal Policy (4)
Merrifield

An examination of the budgeting process in government and private nonprofit agencies, with emphasis on the conflict between traditional pluralist theory and budgeting reforms. Public policy formation and evaluation of results as revealed in the budget will be explored.

504. Public Personnel Administration (4)

The evolving character of public personnel administration in the United States will be considered. Topics such as work life in organizations, motivation, employee participation, and the relationship of public personnel administration to democracy will be explored.

505. Research for Public Managers (4)
(Spring) Dixon

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 Analysis (4)
Ziblatt

A critical approach toward public policy analysis emphasizing its role in the making of American public policy as well as its strengths and limitations. Prerequisite: POLS 505 or consent of instructor.

507. Ethics in Administration (4)
Merrifield

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)
Ziblatt, Parness

A comparison of selected social policies in North America and Western Europe, with an emphasis on explaining the national differences in policy content in such areas as education, environment, and aging policy. Prerequisite: POLS 506 or consent of instructor.

511. Collective Bargaining in the Public Sector (4)

A seminar in historical and current developments of public labor relations changing concepts and their implications for existing institutions, processes, and values in public personnel systems; and current issues and forces in public labor relations.

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.

525. 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.

529. Contract and Grant Administration for Nonprofit Agencies (2)

An investigation of the principles and practices of grant and project administration within the nonprofit context. Included are discussions of fiscal and progress reporting requirements, agency legal responsibilities, post-project performance review, and techniques of effective record keeping and project management. Time management and performance tracing will also be discussed.

530. 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.

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 and Evaluation (4)

Dixon

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. Special Topics: Program Analysis and Evaluation (4)

Dixon

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.

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 bases of student interest and current issue development.

561. Politics of Health and Aging (4)

An examination of United States state and local health care and aging policy and administration.

564. Long-term Care 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.

580. Fundamentals of Nonprofit Administration (4)

The presentation of theoretical concepts and principles that govern the formation, development, and operation of nonprofit agencies, as well as a review of the historical and legal basis for nonprofit agency activities. In addition to an analytic focus on the differences between public and nonprofit agencies, this introductory course examines the structure and function of nonprofit organizations, types and policy roles of governing bodies, administrative organization, and responsibilities, and the nonprofit agency and its governmental and community involvement.

581. Political and Community Environment of Nonprofit Agencies (4)

An examination of the community, legal, and legislative environment of nonprofit agencies. Topics to be covered include demographic and political trends, the impact of community organization and social networks, the role of leadership and political skill in mobilizing community resources and support, and current legal, legislative, and administrative decision making at State and national levels that affect nonprofit agency administrators.

582. Strategic and Long-Range Planning for Nonprofit Agencies (4)

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.

584. Fiscal Administration of Nonprofit Agencies (4)

This course is an examination of basic principles of managerial finance and control in nonprofit agencies. Budgeting, fund accounting, cash flow analysis, expenditure control, long-range financial planning, audits, grants, and contracts in nonprofit agencies are studied.

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 (3-5)

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.

599. Master's Thesis (2-4)

Prerequisite: submission of an authorized Thesis Prospectus Approval form.

Pre-Law and Pre-Health Professions Programs

Pre-Law

The School of Arts and Humanities and the School of Social Sciences have developed within various majors a number of pre-law programs that are directed toward the needs of students who wish to attend law school. Although there are no courses specifically required for admission by the American Association of Law Schools, and thus no prescribed pre-law curriculum or list of recommended majors, certain skills and academic experiences are essential for students who wish to enter law school and succeed. Among these skills are: effective use of written and spoken language, an understanding of human institutions and values, and competency in the critical analysis and communication of ideas. Pre-law programs are designed to develop these required skills and to offer relevant academic experiences. Special pre-law programs are offered within the following departments:

American Multicultural Studies
Anthropology
Criminal Justice Administration
Economics
English
Environmental Studies
Foreign Languages
History
Hutchins School of Liberal Studies
Philosophy
Political Science

Students wishing to pursue a pre-law program should consult the pre-law advisor in the appropriate department. Departmental advisors and SSU's Advising Center staff can help students plan a program with the balance and rigor that provide sound preparation for the field of law. The Resource Library in the Career Development Center contains law school catalogs and information about special affirmative action programs in law. The Testing Center can provide information about the LSAT. The "Careers in Law Workshop" held in early fall brings together law school representatives, advisors, alumni, and interested students, who can focus on specific aspects of preparation for the process of admission, study, and career development.

Sonoma State University alumni who are practicing attorneys have undergraduate degrees as diverse as their present fields of specialization: Anthropology, Criminal Justice Administration, English, French, History, Hutchins School of Liberal Studies, Business Administration, Mathematics, Mexican American Studies, Philosophy, Physics, Sociology.

Pre-Health Professions

Sonoma State University provides preparation for continuing study in the professional fields of medicine, dentistry, veterinary medicine, podiatry, optometry, osteopathy, pharmacy, physical therapy, 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, 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 would 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 U.C. Davis Veterinary Medicine program are different from those for other health professions schools. Pre-vet students should consult an advisor in the Biology Department.

The following courses are most generally required for admission to health professions schools:

Courses Required for Admission to Health Professions Schools

	units
Biology	
General Biology or Zoology (including vertebrate zoology)	8-10
Embryology (recommended)	3-4
Chemistry	
Inorganic or General Chemistry	10
Organic Chemistry	8-10
Some schools also recommend physical chemistry or quantitative analytical chemistry	
English	
Composition	6

Physics

A 1-year course 8

Mathematics

Some schools require a year of college mathematics and/or a calculus course 4-8

Foreign Language

A few schools recommend a modern foreign language course 0-8

Psychology

An introductory psychology course is recommended by some schools 4

The following courses at Sonoma State University meet the basic required or recommended courses for medical schools:

BIOL	115	Introduction to Biology	3
BIOL	117	Biology of Animals	4
BIOL	215	Introduction to Molecular Biology	3
BIOL	320	General Genetics	4
BIOL	370	Comparative Anatomy	4
BIOL	372	Vertebrate Embryology	4
CHEM	115AB	General Chemistry and Laboratory	10
CHEM	335AB	Organic Chemistry	
CHEM	336	Organic Chemistry Laboratory	10
ENGL	101	Expository Writing and Analytical Reading	
ENGL	214	Literature of the World	6
MATH	107	Pre-Calculus Mathematics	4
MATH	161	Calculus	4
MATH	165	Elementary Statistics	4
PHYS	210AB	General Physics	
PHYS	209AB	General Physics Laboratory	8

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 examinations such as the Medical College Admissions Test, Dental Admissions Test, or the Biology Graduate Record Examination at, or prior to, the time of application.

The School of Natural Sciences 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 to best 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, 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.

Students interested in a career in the health professions are strongly encouraged to meet with a health professions advisor upon enrolling at Sonoma State University. Appointments can be made through the Chemistry/Geology Office in Darwin Hall, Room 126, (707) 664-2334/2171.

Psychology

Department Office

Stevenson Hall, Room 3092, (707) 664-2411

Programs Offered

Bachelor of Arts in Psychology

Minor in Psychology

Master of Arts in Psychology

External Master of Arts in Psychology

Department Chair

Eleanor Criswell

Faculty

Eleanor Criswell, Victor Daniels, Diana Divecha, Stashu Geurtsen (Emeritus), Barry Godolphin, Robert Greenway, Laurence Horowitz (Emeritus), Judith Hunt, Bernd Jager, Charles Merrill, Susan Hillier (Gerontology), Gerald Redwine (Emeritus), Frank Siroky, Robert Slagle, Susan Stewart, David Van Nuys, Arthur Warmoth, Donald Wilkinson (Emeritus)

SSU's Department of Psychology was founded to offer a new vision for both higher education and the discipline of psychology. This vision was originally closely associated with humanistic and existential psychology, but today offers a broader spectrum of approaches. We serve primarily those students, professionals, and clients who are looking for a place that extends and augments the natural scientific paradigm. In this endeavor we seek to realize two distinct but interrelated goals: developing our students as fully educated human beings, and bringing our perspectives and resources to bear on the growing social and familial problems of the communities served by the University.

With its historical roots in humanistic and existential psychology, the Department is unusual in its "human science" models and approaches to discovery, interpretation, and intervention. We value experiential learning along with more didactic approaches. We seek to foster exploration of the self and inner knowing. This approach to self-knowledge leads inevitably from a concern for a private, isolated, and inner self to a wider concern for one's relationship to one's community and culture. We see these as focal points of our work in engendering human dignity.

Our primary mission is as a teaching department. Within our undergraduate and master's level curricula, course work has a threefold focus: personal and interpersonal exploration and growth; a theoretical historical basis for understanding what it is to be distinctly human; and practical applications. We envision a new kind of "functional psychology" that blends in a synergistic manner our concern with eternal questions and problems of human life with our concern about contemporary problems. In this we see our approach as "existential" in the broadest sense.

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 — not as a group or class — and to embrace a psychosomatic orientation. We recognize that students require a grasp of the historical dimensions of the field. We emphasize that academic and intellectual skills such as critical thinking and effective report writing are necessary for the fullest development and utilization of our human potential. We view traditional scientific and clinical psychology as an important basis for understanding the discipline and all its contemporary manifestations.

Students are asked to select personal academic advisors during their first semester. The Department has four advisory plans. Each student chooses one of these in consultation with his or her advisor.

Sonoma State University Psychology graduates hold positions in government and private agencies, educational institutions, and business, or are self-employed.

Bachelor of Arts in Psychology

By specific intent, the major is flexible. It enables students, in consultation with an advisor, to tailor a program to their own educational goals. To be able to choose intelligently from among the many courses and opportunities within the major, the student must have a broad and comprehensive knowledge of psychology. In order to ensure that each student has this background, the Department requires PSY 250, Introduction to Psychology, or an equivalent course completed within the last six years. The student may also elect to pass a comprehensive examination, designed and administered by the Department, that covers the various substantive areas in the field of psychology. PSY 250 is a prerequisite for PSY 306 and 307.

The requirements for the major are designed to ensure basic competencies in the field. Majors must complete at least 32 units in upper-division Psychology courses and 12 units in supporting courses, with a minimum grade of C or Cr in each course. University regulations allow the Cr/NC grading mode for courses in the major only if those courses are not offered for a traditional grade (A-F).

Degree Requirements	units
General Education	51
Major Core Requirements	8
Psychology Advisory Plans	24
Supporting Courses	12
General Electives	29
Total units needed for graduation	124

Major Core Requirements

To introduce the many theoretical orientations, applications, and professional issues that make psychology a diverse, lively, and controversial field, the Department offers a Core Curriculum for all students. These core courses provide a conceptual perspective on the field of psychology, practical tools useful in both psychological work and daily life, and a chance to follow the student's interests and directions in some depth. PSY 306 and 307 should be taken as early as possible in the major, since they are also prerequisites to a number of other courses.

PSY	306	Theories, Methods, and Issues in Psychology	4
PSY	307	Advanced Theories, Methods, and Issues in Psychology	4
Total units in the major core			8

Students who wish to apply to transfer into the Psychology major must have completed the following courses or the equivalents:

ENG	101	Expository Writing and Analytical Reading
PHIL	101	Critical Thinking
PSY	250	Introduction to Psychology

Psychology Advisory Plans

To complete the 32-unit major, students must select the 24 elective units from upper-division Psychology courses. The Psychology Department has developed four advisory plans that we believe meet the educational goals and interests of the majority of our students. These plans build upon the basic requirement of the major (see previous page) by suggesting lists of specific courses that we believe will prepare our students for work or graduate study after graduation.

Faculty advisors can assist in selecting the plan most appropriate to personal and academic goals. Upon graduation, students may request a letter from the chair of the Psychology Department specifying the details of the advisory plan they have followed.

The Humanistic/Transpersonal Psychology Advisory Plan is a contract-based plan designed for students who wish to concentrate on the rich selection of courses the Department offers. The humanistic and transpersonal approach to education places great value upon students assuming responsibility for their own education. For this reason, study under this advisory plan is largely self-directed. Consequently, it will appeal to students who wish to chart their own plan of study. This plan may be used for students without specific career plans in professional psychology and for students planning graduate programs. It is especially suitable for students who wish to complete a double major.

The General/Research Advisory Plan is designed for students planning entry into traditional doctoral programs in psychology at a major university or professional school after graduating from Sonoma State University. It consists of courses that most university doctoral programs in the United States and Canada recommend as preparation for their programs, plus courses, unique to SSU, that are particularly useful for this purpose.

The Human Development Advisory Plan is designed to prepare students for work and study around developmental concerns in areas such as health care, child care, community development, family policy advocacy, and basic and applied research. It takes an interdisciplinary approach to the study of the lifespan from birth to death. Courses address three areas: **(1) key processes of development** across the lifespan, including biological, social, cognitive, and emotional development, **(2) life contexts**, such as family, work, school, neighborhood, community, culture, and the political system, and **(3) tools** for applying this knowledge in work and everyday life. Students work with an advisor to create a plan tailored to their specific goals, with internships as a strongly recommended component. Since the plan is interdisciplinary, appropriate courses from other departments may be included in the major.

The Human Services Advisory Plan is designed for students who plan to go directly into work in applied settings, as well as for those who are already performing psychological work who need additional information, concepts, and skills. It is especially recommended for students preparing for masters-level work in graduate programs, such as the Sonoma State University graduate programs in Counseling and Humanistic Psychology.

Total units in the advisory plan 24

Supporting Courses

The Department recognizes the relationship and interdependence of psychology with the other disciplines in the University. Therefore, the Department requires that students complete at least 12 units of supporting work with a minimum grade of C or Cr. Normally, these units will be taken in departments other than Psychology. However, it is possible, with the support of the student's faculty advisor, to include Psychology courses in the 12 supporting units. A second major or minor will be presumed to meet this requirement. Students should obtain written approval from their advisor on the Department's Advisory Plan forms before enrolling in courses they wish to use as supporting work. A record of this approval should be placed in the student's advising file in the Psychology Department office.

Total units in supporting courses 12

Total units in the major 44

Academic Advising

Students choose their own advisors from among the members of the faculty. An undergraduate advisor may be changed at any time at the request of the student.

Students are required to meet with their faculty advisor once a semester, prior to registration. We encourage more frequent meetings to review academic plans and progress. During the first upper-division semester as a student at SSU, a student is required to sign up for one of the three Advisory Plans (see the previous section).

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 an equivalent course), with a grade of C or better; and
2. Completion of at least 20 units of upper-division Psychology courses, with a minimum grade of C or Cr/NC (if the course is only Cr/NC) in each course.

Field Work and Special Studies

Special Study: The Department encourages self-initiated, independent study and research by its students on a wide range of student-selected topics and issues. We feel that this is an important preparation and practice for the life-long learning in which our students will engage after they leave Sonoma State University. Students are encouraged to contact an individual faculty member of their choice after they have formulated a preliminary outline of the project on which they wish to work.

The Community Involvement Program (C.I.P.): The Department actively participates in the University's Community Involvement Program wherein academic credit can be obtained for volunteer work in the community. (Cr/NC only)

Field Placements and Internships: 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 and 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.

Psychology Courses (PSY)

In courses listed with variable units (1-4), course unit value may vary from semester to semester. Consult Schedule of Classes for current unit offering. With consent, seniors can take selected graduate courses.

Basic Courses

PSY	200	Psychology of Personal Growth (3-4)
PSY	210	Peer Advising for Resident Assistants (3)
PSY	237	Career Life Planning through Self-Exploration (2-4)
PSY	242	Computer Applications in Social Science (4)
PSY	250	Introduction to Psychology (3-4)
PSY	301	Psychology Lecture Series (1-2)
PSY	302	Development of the Person (3-4)
PSY	303	The Person in Society (3)

Core Courses

The following courses are required for the Psychology major:

PSY	250	Introduction to Psychology (3-4)
PSY	306	Theories, Methods, and Issues in Psychology (4)
PSY	307	Advanced Theories, Methods, and Issues in Psychology (4)

Growth Processes

PSY	312	Psychology Colloquium (1-2)
PSY	315	Integrative Seminar I (2-4)
PSY	316	Integrative Seminar II (2-4)
PSY	317	Integrative Seminar III (2-4)
PSY	318	Integrative Seminar IV (2-4)
PSY	322	Myth, Dream, and Symbol (4)
PSY	324	Learning Moments (1)
PSY	329	Group Process (1-4)
PSY	342	The Psychology of Meditation (4)
PSY	350	Psychology of Health and Nutrition (4)
PSY	352	Psychology of Yoga (2-4)
PSY	354	Personal Awareness Through Sports (4)
PSY	358	Seminar in the Psychology of the Body (4)
PSY	390	Seminar: Special Topics in Psychology (1-4)

Developmental and Social Psychology

PSY	401	Seminar: Psychological Foundations of Education (4)
PSY	404	Seminar: Psychology of Women (4)
PSY	406	Social Psychology (4)
PSY	409	Developmental Psychology (4)
PSY	410	Child Development (4)
PSY	411	Seminar: Behavioral and Emotional Problems of Children (3-4)
PSY	412	Adolescent Psychology (3-4)
PSY	414	Human Sexuality (4)
PSY	416	Marriage and Relationships (3-4)
PSY	418	The Psychology of Family (3-4)
PSY	421	Psychology of Aging (4)
PSY	422	Seminar in Living and Dying (3-4)
PSY	423	Community Psychology (3-4)

Psychopathology and Change

PSY	425	Abnormal Behavior (4)
PSY	428	Seminar Introduction to Counseling (4)
PSY	429	Seminar in the Gestalt Process (4)
PSY	431	Introduction to Art Therapy (3-4)
PSY	432	Psychopathology (4)
PSY	434	Cross-cultural Counseling Methods (2-4)
PSY	438	Psychological Aspects of Disability (4)
PSY	439	Introduction to Psychological Testing (3-4)

Experimental and Research Psychology

At least once a year, one section of the following course is taught by the Mathematics Department specifically for Psychology majors. Consult the Schedule of Classes in the Psychology section for time and place. See the Mathematics section in this catalog.

MATH	165	Elementary Statistics I (4)
PSY	440	Quantitative Methods in Psychology (4)
PSY	441	Field and Evaluation Research (3-4)
PSY	442	Seminar: Advanced Computer Applications in Psychology (4-6)
PSY	443	Experiential/Phenomenological Research Methods (2-4)
PSY	445	Advanced Research Design and Analysis (4)
PSY	446	Behavior Change Processes (3-4)
PSY	447	Psychology of Learning (3-4)
PSY	449	Perception and Cognition (4)
PSY	450	Physiological Psychology (4)
PSY	450L	Physiological Psychology Laboratory (2)
PSY	451	Neuroscience and Physiological Psychology (8)
PSY	454	Biofeedback and Somatic Psychology (2-4)
PSY	566	Biofeedback Practicum (2-4)

Theoretical and Psychodynamic Psychology

PSY	461	Personality (4)
PSY	462	Seminar in Humanistic and Existential Psychology (4)
PSY	463	The History and Consciousness (8)
PSY	464	Historical and Theoretical Foundations of Psychology (4)
PSY	465	Seminar in Freud and Psychoanalysis (4)
PSY	466	Jungian and Analytical Psychology (4)
PSY	472	Transpersonal Psychology (4)
PSY	484	Human Ethology (4)
PSY	486	The Experience of Wilderness (2-8)

Special Topics

PSY	390	Seminar: Special Topics in Psychology (1-4)
PSY	400	Seminar: Critical Issues in Contemporary Psychology (3-4)
PSY	487	Interdisciplinary Seminar (1-4)
PSY	490	Psychology Seminar (1-4)
PSY	580	Seminar in Teaching Psychology (1-4)

Other

PSY	199/399	Student-instructed Course (1-4)
PSY	494	Counseling Experience (1)
PSY	495	Special Study (1-4)
PSY	496	Psychology Tutorial (1-4)
PSY	595	Special Studies for Graduate Students (1-4)
PSY	596	Graduate Tutorial (1-4)
PSY	599	Master's Thesis/Project and Directed Reading (1-3)

Field Work

PSY	395	Community Involvement Project (1-4)
PSY	481	Research Internship (1-4)
PSY	482	Teaching Internship (1-4)
PSY	499	Internship (1-8)
PSY	570	Directed Field Experience (1-6)
PSY	582	Practicum: Teaching College Psychology (1-4)

Master of Arts in Psychology Residential (Internal) Program

The Master of Arts program offers learning within a definition of psychology that both permits the study of human behavior in an objective and traditional sense and encourages in-depth explorations of basic human concerns and questions. Such explorations may involve studies of inner experience using phenomenological, archetypal, and related methodologies. The orientation of the program is broadly humanistic and eclectic. The Department is not accepting applications at this time due to budgetary constraints.

Organization Development MA in Psychology

The program of courses in the Organization Development area provides advanced training for people interested in professional practice in organizational settings. It emphasizes the development of competence in emerging models of consultation and organizational change.

Course work is in both the Business Administration and Psychology Departments, combining a focus on theory and research, experiential skill-building and group process training, and extensive supervised field experience. Internships and field projects provide opportunities for integrating theory with practice in actual work settings.

Students are admitted only for the fall term so that they work together as one group through the four-semester program. Interaction processes among students as well as instructors are an important source of study and learning. Both the course work and supervision also emphasize the acquisition of personal awareness and interpersonal competence 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 or Sundays. For employed students, work schedule flexibility is highly desirable. This is an intensive and demanding program. The first-year schedule involves classes on three evenings per week. Preparation time outside of class averages 20 hours per week, including meetings with student teams and organizational clients.

Program of Study

The following courses are required and must be included in students' formal study plan.

BUS	540	Seminar in Human Resources Development
PSY	530	Seminar in Interpersonal Processes
PSY	554	Behavior and Experience in Work Organizations
BUS	544	Seminar in Organization Development
PSY	556	Sociotechnical Systems and QWL
PSY	510	Proseminar in Organization Development
PSY	572	Internship in Organization Development
PSY	599	Master's Thesis/Project and Directed Reading

Culminating Experience

Each student is responsible for completing a culminating project report as an original contribution to the professional literature in the field of Organization Development. The topic, design, and execution of this report is determined in consultation with the student's graduate advising committee and especially the chairperson of that committee. Students are encouraged to start work on this project near the end of the first year in the program.

Application and Admissions

The criteria for acceptance into the program are:

Work experience. At least two years of relevant work experience, e.g., as a manager or supervisor, consultant, psychologist, or staff specialist.

Communications skills. An acceptable level of competence in oral and written communication. This will be demonstrated by:

- a written statement about the student's background, relevant work experience, and specific goals to be achieved from the program.
- individual and group interviews during the admissions process.

Grade point average. At least a 3.0 average in the previous 60 units of classes.

Aptitude test scores. Either the Miller Analogies Test or the Graduate Record Exam plus the Written English Proficiency Test.

Prerequisite courses. Completion of one course from each of the following three topics:

- Organization Behavior
e.g., BUS 340, Management of Human Resources
- Psychology Foundations and Personality
e.g., PSY 302, Development of the Person,
or PSY 461, Personality,
or PSY 464, History and Theoretical Foundations
- Systems Theory
e.g., BUS 458, Seminar in Systems Management

Students are encouraged to consult with the graduate coordinator before enrolling in these or equivalent courses.

To apply to the MA program, write to:
Graduate Admissions Coordinator
Psychology Department
Sonoma State University
Rohnert Park, CA 94928-3609

Refer to the Section on Graduate Degrees for more information (see page 17).

Requirements for the Master's Degree (also see general University requirements)

To complete the program, the candidate must:

- Maintain a graduate grade point average of at least 3.00;
- Complete 30 units of approved graduate study;
- Complete a thesis acceptable to the candidate's committee; and
- Pass a formal oral defense of thesis to be administered by the candidate's thesis advisory committee.

Students who fail to register for two or more consecutive semesters will be held to the University regulation requiring application for readmission. If a student files a formal request for a leave of absence with the Department at the time of leaving, and that request is reviewed and approved by the student's advisor, readmission will normally be automatic. A student who fails to file a request for a leave of absence will be required to justify readmission and to present a plan for completion of the MA requirements. Readmission will be subject to the availability of a faculty advisor.

Students who complete 6 units of PSY 599 without having produced an acceptable thesis or project are required to register in PSY 515 for at least one semester.

Course Pattern

PSY 599	Master's Thesis and Directed Reading	6
Supporting courses		24
Total units in the major		30

Master of Arts in Psychology External Program

Goals of the Program

This program offers one year of deep and intense exploration. Students who have applied in the past have been those particularly concerned with personal meaning and growth, mature in their sense of self-direction, and capable of devising and communicating their goals. The program goal is learning that has relevance to basic human existence.

General Description

The program is designed for self-directed individuals who may already be in the professional workplace but are unable to attend a residential MA program. The program provides an alternative approach to professional preparation in psychology. It provides the opportunity to develop a 30-semester-unit curriculum, primarily tutorial in nature, working closely with an advisor from the Sonoma State University Psychology faculty.

The program requires a high level of individual initiative and knowledge of resources in the field. It is therefore most appropriate for those with background and work experience in psychology and knowledge of their professional and personal needs.

The external MA is equivalent to one earned in a conventional university setting with comparable academic standards. Students must be willing to commute to the SSU campus to attend regular weekly or biweekly meetings with their faculty advisors.

Prerequisites

The following must be met BEFORE a student can officially begin the MA program, although it is possible to apply while working to fulfill these prerequisites:

1. BA degree from an accredited college or university;
2. A 3.00 GPA for the last 60 units of academic work;
3. An undergraduate major in psychology or an approved equivalent;
4. One year of graduate-level experience (academic or practical) in humanistic psychology;
5. PSY 464, History and Theoretical Foundations of Psychology, at Sonoma State University. This prerequisite may also be met by a challenge examination administered by the Psychology Department;
6. A minimum of 4 units of graduate-level course work (resident or extension) in addition to PSY 464 at Sonoma State University approved by the student's advisor. In certain instances additional background course work in psychology may also be required; and
7. The aptitude section of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) for all graduate applicants. The Psychology Department will use this for information but not as a primary criterion for selection.

Fees

Fees are paid on a per-unit basis. Students must enroll in a minimum of 8 units per semester while in the 30-unit program. These fees cover advising, administration, and up to 8 units of SSU course work. It is understood that the student will be responsible for fees for any additional workshops or course work, whether on or off campus. Fees are set by the Office of Extended Education.

Evaluation

Within the first 15 units of course work each student selects an MA committee, in consultation with the advisor. The committee typically includes the advisor, a representative from the SSU Psychology Department faculty, and a qualified professional from the community (ordinarily, field supervisor). The committee is responsible for evaluating the student's MA work. There are two phases to the evaluation. The first occurs after 15 units of course work and involves advancement to candidacy; the second is at the end of the student's program and includes the presentation of a portfolio of completed work, a thesis project, and its defense.

Application Procedures

Students may enter the program during the fall or spring semester. Completed applications must be received, evaluated, and the student admitted and registered by the start of classes, August or January, respectively.

- Step 1 Discuss the appropriateness of the external model for your academic and professional goals with the Psychology Department graduate coordinator, and establish contact with a potential Department advisor.
- Step 2 Obtain an application package for the external degree program from the Department of Psychology.
- Step 3 Submit the completed application packet, including two letters of recommendation, transcripts, autobiographical statement, and statement of professional goals, to the Office of Extended Education, Sonoma State University.
- Step 4 Students will be chosen by advisors from the pool of those persons considered eligible. For students selected by advisors, final application materials will include a final proposal of work to be done during the MA year, including a statement of personal goals, and designation of a field placement supervisor. This final proposal will be developed in consultation with your advisor.
- Step 5 Students will be notified by the External Degree Office of their formal acceptance into the program and will receive registration information from the Psychology Department.

For Further Information

Write to Graduate Admissions Coordinator, External Degree Program, MA in Psychology, Psychology Department, Sonoma State University, Rohnert Park, CA 94928-3609.

Psychology Courses (PSY)

In courses listed with variable units (1-4), course unit value may vary from semester to semester. Consult Schedule of Classes for current unit offering.

199. Student-instructed Course (1-4)

Each Student-instructed Course is designed by an advanced 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 SICs may be credited toward the Psychology major.

200. Psychology of Personal Growth (3-4)

Designed to help the student deepen his or her awareness as a thinking, feeling individual. Examines the psychological aspects of interpersonal relationships, attitudes toward social groups and institutions, and the structure of values and beliefs.

210. Peer Advising for Resident Assistants (3) (Spring)

An introduction to the development of listening and helping skills to be able to assist their peers in a residential living environment who may be experiencing short-term crises. Prerequisite: permission of instructor.

237. Career Life Planning through Self-Exploration (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.

242. Computer Applications in Social Science (4)

An introduction to the applied use of microcomputers in human service settings. Lecture, demonstration, and hands-on experience with an emphasis on psychological applications are used to build practical computing skills for students in the human services area.

250. Introduction to Psychology (3-4) (Fall and Spring)

Psychological perspectives on human behavior and experience. Basic concepts and methods of the field. Introduction to such major topic areas as thinking, learning, perception, personality, and motivation. The individual's relationship to other people, social settings, and institutions is examined within this context. Satisfies GE, category D1 (Individual and Society). CAN PSY 2.

301. Psychology Lecture Series (1-2)

Lectures, presentations, and panels on topics and issues related to human behavior, experience, and environments. Invited speakers are drawn both from SSU and from other academic institutions, programs, and agencies.

302. Development of the Person (3-4) (Fall and Spring)

A multidisciplinary examination of the social, cultural, personal, and psychophysiological development of the human being. Examines how humans differ socially and psychologically from other species, and how the person develops. Shows how research and theories relate to and assist individuals in their own self-development. Satisfies upper-division GE, category E (The Integrated Person).

303. The Person in Society (3)

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 GE, category D1 (Individual and Society).

306. Theories, Methods, and Issues in Psychology (4) (Fall and Spring)

Part I of a year-long course that presents perspectives and techniques useful in professional settings and personal life. Includes past and present understandings of human experience, integrating issues and controversies. Historical and contemporary theories and methods considered include traditional scientific methodology, behavioral, psychoanalytic, existential/humanistic, and transpersonal approaches. Prerequisites: PSY 250, ENG 101, and admission to the Psychology major or consent of instructor.

307. Advanced Theories, Methods, and Issues in Psychology (4) (Fall and Spring)

A continuation of PSY 306. Prerequisite: PHIL 101 and PSY 306 or consent of instructor.

312. Psychology Colloquium (1-2)

Lectures, presentations, panels, and audience participation on issues and questions of interest and importance to students enrolled in the SSU Psychology Program. SSU faculty, graduate and undergraduate students, and staff will serve as presenters.

315. Integrative Seminar I (2-4)

A forum for questioning, discussion, and integration of ideas and methods studied in other classes and in students' independent inquiries. Students have an opportunity to formulate questions important to them, and to respond to the questions and concerns of others. No more than 8 units of Integrative Seminar may be applied to the Psychology major. Prerequisite: junior standing and concurrent enrollment in at least one other upper-division Psychology course.

316. Integrative Seminar II (2-4)

A continuation of Integrative Seminar I. Prerequisite: PSY 315 and concurrent enrollment in at least one other upper-division Psychology course. No more than 8 units of Integrative Seminar may be applied to the Psychology major.

317. Integrative Seminar III (2-4)

A continuation of Integrative Seminar II. Prerequisite: PSY 316 and senior standing and concurrent enrollment in at least two other upper-division courses. No more than 8 units of Integrative Seminar may be applied to the Psychology major.

318. Integrative Seminar IV (2-4)

A continuation of Integrative Seminar III. Prerequisite: PSY 317, senior standing, and concurrent enrollment in at least two other upper-division Psychology courses. No more than 8 units of Integrative Seminar may be applied to the Psychology major.

322. Myth, Dream, and Symbol (4) (Fall and Spring)

Exploration of the creative unconscious in both individual growth and evolution of culture. Myths, dreams, and symbols are explored from the standpoint of theory, group interaction, inner work, etc. Approaches vary by instructor and may draw from texts by Freud, Jung, Campbell, Hillman, Wilber, Singer, and others.

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.

329. Group Process (1-4)
(Fall and Spring)

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. This class is normally conducted as an encounter group, with supplementary readings and written work. Prerequisite: consent of the instructor.

342. The Psychology of Meditation (4)

An exploration of simple (secular) 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.

350. Psychology of Health and Nutrition (4)

A holistic approach to health must consider both mental and physical aspects of well-being. This course will focus on basic nutrition, the psychology of eating, and the psychological effects of ingestants. Prerequisite: entrance by examination on the first day of class or consent of instructor.

352. Psychology of Yoga (2-4)

Unification of mind and body through the practice of Yoga. An introduction to the literature and practice of Yoga. The course normally includes separate lecture and practice sessions. May be repeated once for credit.

354. Personal Awareness Through Sports (4)

This course focuses on the integration of the mind-spirit-body. Students are encouraged to read, experience, and reflect and in so doing to come to know the various aspects of their body/spirit/mind through individual and team sports, and movement. May be repeated once for credit.

358. Seminar in the Psychology of the Body (4)

A consideration of the works of Reich, Lowen, Feldenkrais, Selver, and others concerned with mind-body integration. In a given semester, the course may be an integrative one or may deal with particular topics. In the latter case, the Schedule of Classes will list the particular topic in parentheses.

390. Seminar: Special Topics in Psychology (1-4)

Each semester a special topic in psychology is selected to introduce students to recent theory, research, and practice in the discipline. Consult Schedule of Classes for topic to be studied and current unit offering. May be repeated once for credit.

395. Community Involvement Project (1-4)

CIP gives students an opportunity to "reality test" career possibilities while rendering much-needed community service. Students may earn credit for volunteer service in a variety of human service settings that may serve as future employment possibilities for Psychology majors. Requirements are 30 hours of community service per unit, attendance at 3 seminars, and a final paper. Up to 6 units of CIP may be counted toward graduation. Cr/NC only.

399. Student-instructed Course (1-4)

Each Student-instructed Course is designed by an advanced 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 SICs may be credited toward the Psychology major.

400. Seminar: Critical Issues in Contemporary Psychology (3-4)

Focus is on key issues in human nature, science, and strategies on intervention and change. An issue of central interest is explored in the context of cognitive and affective learning. Emphasis is on analysis, synthesis, and clear writing. Prerequisites: PSY 306 and 307.

401. Seminar: Psychological Foundations of Education (4)

The learning process studied from both the teacher's and learner's point of view. Draws on theory and research in learning, thinking, applied behavioral analysis, cognitive and emotional development, and humanistic and existential perspectives that help in understanding the psychological world of the learner and conducting an effective learning process.

404. Seminar: Psychology of Women (4)
(Spring)

Life situations and cultural environments of contemporary women. Recent theory and literature of feminine psychology provides perspectives on how women relate to power, intimacy, conflict, dependence, work, and other concerns. Examines the experience of women as psychotherapy clients and women as psychotherapists. Prerequisite: consent of the instructor.

406. Social Psychology (4)
(Fall and Spring)

The formation and change of attitude and belief systems; interpersonal perception and dynamics; behavior in small groups; and contemporary problems of intergroup relationship. Cultural influences on these processes may be considered. Crosslisted as SOCI 316.

409. Developmental Psychology (4)

An evolutionary view of human development from conception to adolescence that focuses on cognition, play, attachment, and social roles. Comparative data on the development of other primates will be presented.

410. Child Development (4)
(Fall and Spring)

The growth and development of the child from birth to adolescence.

411. Seminar: 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.

412. Adolescent Psychology (3-4)
(Fall)

An attempt to understand the world of adolescence through theory, research, and personal interaction with adolescents.

414. Human Sexuality (4)

Examines physical, intrapsychic, and interpersonal aspects of sexuality; also anatomical, physiological, and emotional aspects, sexual dysfunction, treatment, and legal questions. Presentations will be frank and explicit. Prerequisite: one or more courses in the biological sciences recommended.

416. Marriage and Relationships (3-4)
(Once yearly)

The psychological nature of significant interpersonal relationships will be studied both theoretically and experientially.

418. The Psychology of Family (3-4)
(Once yearly)

A study of the family as a social-psychological group. Considers family of origin, present families and relationships, and parenting.

421. Psychology of Aging (4)
(Fall)

Analysis of psychological development as a life-long 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. Crosslisted as GERN 421.

422. Seminar in Living and Dying (3-4)
(Spring)

A personal exploration of the importance of facing our own death as well as the death of, and separation from, our loved ones. Other themes studied include: loneliness, anxiety, denial, anger, avoidance. Prerequisite: consent of instructor. Crosslisted as GERN 422.

423. Community Psychology (3-4)
(Spring)

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. May involve comparison of different communities.

425. Abnormal Behavior (4)
(Fall and Spring)

Troubled patterns of behavior and methods of coping with the world, and examination of variables that produce them. Review of current major DSM categories.

428. Seminar Introduction to Counseling (4)
(Fall and Spring)

An examination of the counseling process. Various approaches are considered and methods for the development of component skills presented. Prerequisite: consent of instructor. PSY 306 recommended.

429. Seminar in the Gestalt Process (4)
(Once yearly)

An experiential-didactic approach to the Gestalt process as developed by Fritz Perls and his associates. Limited to 15. May be repeated once for credit. Prerequisite: Group Process, Introduction to Counseling, or the equivalent, and consent of instructor. Cr/NC only.

431. Introduction to Art Therapy (3-4)
(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.

432. Psychopathology (4)

Abnormal behavior from the perspectives of depth psychology. Psychodynamic theory and the “experience of madness” are explored through theoretical literature and case studies.

434. Cross-cultural Counseling Methods (2-4)

A study of specific values and traits relevant to Black, Chicano, and Native American cultures as these apply to the counseling setting. Basic skills that can be utilized in a cross-cultural counseling situation, i.e., one in which counselor and client are from different cultures or subcultures.

438. Psychological Aspects of Disability (4)

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.

439. Introduction to Psychological Testing (3-4)
(Spring)

A basic course in psychological testing. Basic underlying statistical concepts. Individual tests, tests for special populations, measuring multiple aptitudes, educational testing, occupational testing, clinical testing, self-report inventories, measures of interests, values and personal orientations, projective techniques, ethical principles of psychologists. Testing as a social enterprise. Relevant state and federal legislation, and court decisions.

440. Quantitative Methods in Psychology (4)
(Spring)

The application of mathematical and statistical methods to experimental and nonexperimental research in psychology. Prerequisite: MATH 165 and concurrent enrollment in PSY 445.

441. Field and Evaluation Research (3-4)
(Fall)

Selection and formulation of a research problem. Evaluative and research and development approaches to social problems. Exploratory and descriptive studies, observational methods, questionnaires and interviews, projective and indirect methods will be used.

442. Seminar: Advanced Computer Applications in Psychology (4-6)

The use of computers in psychological research, testing, teaching, theory building, and clinical practice. The course will be project oriented. Students will learn to program several computers and calculators and will learn to use packaged programs on the CSU batch system. Prerequisites: PSY 250, 242, and successful completion of the ELM.

443. Experiential/Phenomenological Research Methods (2-4)

A practicum-oriented course in phenomenological research approaches designed to systematically explore human experiences. Provides basic tools in data collection and analysis to comprehend the psychological worlds of other persons.

445. Advanced Research Design and Analysis (4)
(Spring)

The principles of research design and analysis are taught by lecture, library exercises, computer simulation, and direct experience. Working in small groups, students design and carry out an original research project, analyze the results, and report them in APA format. A field trip to a research conference will be included if possible. Prerequisites: MATH 165 and PSY 441, or consent of instructor; and concurrent enrollment in PSY 440.

446. Behavior Change Processes (3-4)
(Spring)

Reinforcement theory, operant and classical conditioning, social learning, and applied behavioral analysis. Applications of these processes to changing behavior.

447. Psychology of Learning (3-4)
(Fall and Spring)

A study of the learning process, including a survey of major theories of learning and their application to an understanding of problem-solving behavior and developmental processes.

449. Perception and Cognition (4)
(Once yearly)

The phenomena and ways of knowing and experiencing the world through distinctively human processes. Modes of consciousness, visualization and imagination, and sensory awareness will be studied, as appropriate. Physiological theory and research will be emphasized.

450. Physiological Psychology (4)
(Fall, alternate years)

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.

450L. Physiological Psychology Laboratory (2)
(Fall, alternate years)

Demonstrations and exercises that exemplify the methods and subject matter of physiological psychology. Corequisite: PSY 450 or 451.

451. Neuroscience and Physiological Psychology (8)

A study of the human and mammalian brain, covering nerve cells and how they work, synapses, neurotransmitters, drugs, sexuality, neuroanatomy, neurophysiology, sleep, language, left and right brain, and higher consciousness.

454. Biofeedback and Somatic Psychology (2-4)
(Fall and Spring)

Understanding and developing the self as a holistic organism by working with the various modalities of physiological response. Development of familiarity with the burgeoning research and technology related to human consciousness.

461. Personality (4)
(Fall and Spring)

Varied viewpoints are brought to bear in an attempt to conceptualize and understand the process and functioning of human personality.

462. Seminar in Humanistic and Existential Psychology (4)
(Fall)

Studies the person-centered unfolding and discovery of both values and facts in an existential yet critical context. The focus is on the whole individual, the balanced growth and change of the entire personality, and the integration of experiential and intellectual learning. Maslow, Rogers, Bugental, Jourard, and May are among those studied.

463. The History and Consciousness (8)

This course explores the history of modern psychology in the context of the evolution of consciousness and human systems. The exploration is bicultural, focusing on both Anglo American and Hispanic American worldviews. Students examine the history of consciousness in relation to documents and artifacts from four major periods: the mythological, the religious/imperial, the modern, and the post-modern.

464. Historical and Theoretical Foundations of Psychology (4)
(Fall and Spring)

Historical development of psychology and its theoretical foundations, including: Structuralism, Functionalism, Behaviorism, Neobehaviorist theories, Gestalt, Psychoanalysis and its offshoots, and Phenomenology. Examines major topics influential in the development of psychology as they have cast light upon human nature and on differing views on the nature of science and theory. Prerequisite: passing the Psychology Department Comprehensive Examination in Psychology or PSY 250.

465. Seminar in Freud and Psychoanalysis (4)

The theories and methods of Sigmund Freud and later psychoanalytical thinkers.

466. Jungian and Analytical Psychology (4)
(Once yearly)

Analytical psychology as developed by Jung and his historical and contemporary followers. Includes friendly critiques rooted in the Jungian tradition. Students apply these ideas in the pursuit of their own questions and in considering the problems of contemporary civilization.

472. Transpersonal Psychology (4)
(Spring)

Surveys and takes part in the current search for psychological language—logos—that does justice to spiritual, transcendent, and “extra-ordinary” experiences. Studies dualism and relationship, symbols of transformation, and “bridges 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. Prerequisites: completion or concurrent enrollment in MATH 165, PSY 441, and the consent of instructor. A maximum of 12 units of special study and internship credit may be applied to the Psychology Major as supporting units.

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 as supporting units.

484. Human Ethology (4)

Ethological and sociobiological perspectives on human rituals, aggression, bonding, and bodily and behavioral displays of age, sex, status, and emotion. Crosslisted as ANTH 302.

486. The Experience of Wilderness (2-8)

Since the dawn of civilization, humans have “returned to, retreated to, or avoided” the most natural wild places left on earth. This course will explore—theoretically and experientially—the psychological meaning of recreation inherent in the human wilderness encounter. Includes an off-campus wilderness trip. May be repeated for credit.

487. Interdisciplinary Seminar (1-4)

Exploration of basic human problems as reflected in the arts, humanities, social sciences, or natural sciences. Resource persons from other disciplines will participate. Consult Schedule of Classes for areas to be emphasized. May be repeated for credit.

490. Psychology Seminar (1-4)

Each semester one or more psychological topics will be selected for study in depth. Consult Schedule of Classes for topics to be studied and current unit offering. May be repeated for credit.

494. Counseling Experience (1)

Personal Counseling under the direct supervision of a Counseling Department member. Students generate a written evaluation of the counseling experience. Students compile a weekly journal, and write a summary essay.

495. Special Study (1-4)

The Psychology Department encourages independent study as preparation and practice for life-long self-directed learning. 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. These should be completed and filed at registration. Twelve units of Special Study may be credited towards 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. Prerequisite: upper-division Psychology major and consent of instructor.

499. Internship (1-8)

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. Prerequisite: PSY 395 and consent of instructor. Cr/NC only.

Graduate Courses**505. Investigative Methods (2-4)**

Provides skills in formulating research questions and investigative strategies relevant to psychological problems. Includes both quantitative and qualitative approaches to collecting and analyzing data.

510A. Proseminar in Organization Development I (2-4)

A graduate seminar for students in the Organization Development MA, addressing theoretical and methodological questions pertaining to the psychology of organization development. Cr/NC only.

510B. Proseminar in Organization Development II (2-4)

A continuation of fall semester class addressing theoretical and methodological questions pertaining to the psychology of organization development. Cr/NC only.

511. Proseminar in Psychology (2-4)

Consideration of important theoretical and methodological questions in the history and present evolution of psychology. Limited to MA candidates. May be repeated once for credit.

515. Psychological Writing Seminar: Advanced (3-4)

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.

520. Seminar: Tools for Self-Discovery (2-4)

An intensive seminar integrating theory with tools of awareness, fantasy, and interpersonal facilitation that are useful to the individual in his or her growth process, with training in how to use these in the classroom and related situations. Limited to MA candidates.

530. Seminar in Interpersonal Process (1-4)

Methods and theories for facilitating self-understanding and interpersonal contact in the dyadic or small-group situation. Course content varies from semester to semester.

531AB. Group Dynamics in Organization Development (3)

A systematic study of the literature of group dynamics, with emphasis on the existential aspects. Many of the principles of group interaction will apply directly to consulting with organizational groups. Topics include person-centered process groups, facilitator and member roles, and organizational forces that aid and hinder attitude change.

535. Seminar in Archetypal Psychology (4)

An advanced seminar based upon the work of Jung, Kereny, Hillman, and others concerned with image, dreams, metaphor, pathology, and soul-making. Prerequisite: consent of instructor.

540. Seminar in Psychological Issues (2-4)

Each semester a particular topic in individual, social, community, or organizational psychology is selected for study in depth. Consult Schedule of Classes for topic and current unit offering. May be repeated for credit.

542. Seminar in Psychodynamics (4)

Inquiry into personality processes from a phenomenological or psychoanalytic perspective. Attention is given to methods of study. Recommended background: courses in Personality and Abnormal Behavior.

545. Seminar in Interdisciplinary Study of Human Experience (2-4)

A seminar exploring basic human problems as reflected in art, literature, philosophy, anthropology, and ecology. Faculty members from these disciplines will participate as resource persons. Consult Schedule of Classes for topic to be studied and current unit offering. May be repeated for credit.

554. Seminar: Behavior and Experience in Work Organizations (4)

A study of human behavior and experiences in organizations. A goal of this course is to understand the interrelationship between key human experiences and organizational structure. Specific phenomena such as power, leadership, changing nature of work values, and group phenomena will be studied, while special topics will be selected based upon student interest. Prerequisite: consent of instructor.

556. Sociotechnical Systems and QWL (4)

A seminar in the design or redesign of work organizations and jobs to enhance the quality of working life or to humanize work. Classic and modern cases in industrial democracy and QWL will be studied. Value and practical issues in the design of work to enhance human aspects will be emphasized. Prerequisites: PSY 554 and consent of instructor.

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.

563. Practicum in Organizational Training and Facilitation (2-4)

Supervised practicum in the design, presentation, and evaluation of training experiences for groups and organizations. Advanced theory and practice of group process facilitation. Prerequisites: PSY 530 and BUS 542.

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.

570. Directed Field Experience (1-6)

Internship arranged at an approved college, school, hospital, or clinic. Regularly scheduled individual and group meetings with Psychology Department faculty for consultation regarding field experiences. Prerequisite: consent of instructor.

572. Internship in Organization Development (2-4)

Supervised practical experience applying organization development concepts and methods in profit or nonprofit settings. Available on a Cr/NC basis only.

573. Internship in Biofeedback (1-4)

Internship is practical experience using biofeedback equipment during supervised biofeedback training sessions. Available on a Cr/NC basis only.

574. Theory and Practice in Group and Individual Counseling (1-4)

Theories of counseling, individual and group dynamics, family dynamics and therapy, psychopathology, etc. Intensive supervised experience in group and individual counseling.

575. Research Seminar (1-4)

Exploration of various theoretical and research approaches to a variety of psychological problems. Emphasis is on stimulation of students' individual research interests. Major emphasis on the actual design, conduct, and completion of an individual research study.

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.

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. Prerequisites: MATH 165, PSY 441, and consent of instructor. A maximum of 15 units of thesis, special study, and internship credit may be applied to the MA 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)

**599. Master's Thesis:
Project and Directed Reading (1-3)**

A research study or creative project developed by the student in consultation with the Psychology Department and approved by the Department and the graduate study committee. A student may not register for the initial units of PSY 599 until a Thesis Prospectus form has been accepted by the student's committee. An acceptable rough draft is required in order to register for additional units.

Religious Studies

For further information contact:
The Institute of Interdisciplinary Studies
Ives Hall, Room 22, (707) 664-2468

Sonoma State University offers a wide selection of courses on religious topics. The Departments of Anthropology, Art, History, India Studies, Hutchins School of Liberal Studies, Mexican American 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 with the Coordinator of Interdisciplinary Studies for the procedures involved in developing a suitable program of study.

Science Courses

For further information contact:

The School of Natural Sciences

Darwin Hall, Room 123, (707) 664-2171

101. Critical and Scientific Thought (3)

Lecture 2 hours, discussion 1 hour. An introduction to critical thinking, with emphasis on scientific thought. Topics covered include language and its relation to reasoning; analysis and criticism of deductive and inductive arguments; and methods for expressing and establishing scientific knowledge. Case studies from both professional and popular scientific literature are discussed. Satisfies GE, category A3 (Critical Thinking).

300. Survey of Themes in Science (3)

Fundamental concepts and principles of life, earth, and physical science are surveyed at a conceptual level appropriate for elementary school teaching. Thematic connections among various concepts and principles of science are emphasized. (Intended for elementary teachers and candidates for the Multiple Subject Teaching Credential.) Prerequisites: completion of all science GE courses.

Social Science Courses

For further information contact:

The School of Social Sciences
Stevenson Hall, Room 2078, (707) 664-2112

305. Holocaust Lecture Series (3)

A weekly lecture series on Holocaust, genocide, and human rights. Sonoma State University faculty and guest lecturers provide a variety of perspectives on the topics. Students also attend a weekly discussion group to synthesize information presented in the weekly lectures, readings, and films. Weekly position papers, mid-term, and final papers required. Prerequisite: upper-division standing.

Social Science Subject Matter Preparation Program

Principal Advisor

Dennis Harris
Liberal Studies Program, (707) 664-2029

Program Coordinator

Robert Karlsrud
Dean, School of Social Sciences, (707) 664-2112

The 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 core requirements in the program consist of the following 34-36 units.

History (20 units)

Complete all of the following courses:

HIST	251	United States History to 1877	3
HIST	252	United States History since 1865	3
HIST	201	Foundations of World Civilization	3
HIST	202	Development of the Modern World	3
HIST	372	California History	4
HIST	380	20th Century World	3

Geography (6-8 units)

Complete both of the following courses:

GEOG	302	World Regional Geography	3-4
GEOG	330	Historical Geography	3-4

Government (8 units)

Complete 1 of the following 2 courses:

POLS	423	American Constitutional System	4
POLS	424	Bill of Rights, Civil Liberty, and Constitution	4

And one of the following three courses:

POLS	425	American Party System	4
POLS	426	The Legislative Process	4
POLS	427	The American Presidency	4

Total units in the core 34-36

Breadth and Perspectives

In addition to the Core Requirements, students must also complete the following 19-20 units in Breadth and Perspectives.

Cultural Perspectives (3-4 units)

Complete 1 of the following 2 courses:

ANTH	340	Living in a Pluralistic World	3
SOCI	363	Race and Ethnicity	4

Social Science Concepts and Methodologies (15-16 units)

Complete the following 3 courses:

ANTH	300	Nature and Culture: Growth of Anthropology	3
SOCI	300	Sociological Analysis	4
ECON	201A	An Introduction to Macroeconomics	4
and one of the following 5 courses:			
ANTH	203	Cultural Systems	3
ECON	201B	Introduction to Microeconomics	4
HIST	391	The Study of History	4
GEOG	338	Social Geography	3-4
POLS	201	Ideas and Institutions	4

Total units in the breadth and perspectives 19-20

Total units in the waiver 53-56

Course substitutions may be accepted; consult the program advisor.

Sociology

Department Office

Stevenson Hall, Room 2084, (707) 664-2561

Programs Offered

Bachelor of Arts in Sociology

Minor in Sociology

Teaching Credential Preparation

Department Chair

Kathleen Charmaz

Faculty

David Arnold (Emeritus), Noel Byrne, Kathleen Charmaz, Susan Garfin, Daniel Haytin, John Steiner (Emeritus), Robert Tellander, David Walls

Society shapes attitudes, goals, hopes and aspirations, and preferences in friends, cars, candidates, and movies. Society affects individuals, groups, and entire nations. Yet at the same time that society is shaping the individual, the individual is shaping society. 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 techniques.

Because sociology is a core subject for any liberal arts education, the Department offers a variety of courses of interest to nonmajors. These concern such current social issues as the problems of the aged, drugs and society, gender roles, education, 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 approaches.

There are human services emphases for those interested in supervision, program planning, and counseling in agencies such as halfway houses, alcohol rehabilitation homes, battered women's shelters, recreation departments, and special schools. Other study plans provide direction for business, government jobs, self-employment, and teaching.

The major provides background for those who wish to go on to graduate training in such fields as sociology, social work, counseling, public health administration, gerontology, business administration, urban planning, and law.

Regardless of one's career interest, the Department encourages students to gain practical, on-the-job training through internships with major employers and social agencies in the area.

The Department has a chapter of the national sociology honor society, Alpha Kappa Delta, and gives a C. Wright Mills Award for Sociological Imagination.

Bachelor of Arts in Sociology

Degree Requirements	units
General Education	51
Sociology Courses	40
General Electives	33
Total units needed for graduation	124

Major Requirements

SOCI 201	Introduction to Sociology	3
SOCI 300	Sociological Analysis	4
SOCI 375	Survey of Sociological Theory	4
SOCI 498	Senior Seminar	4
Upper-division courses in Sociology chosen in consultation with an advisor		25
Total units in the major		40

Note: Students must earn a grade of C or better in each of the four required courses. Students who earn a grade below C in a required course must repeat the course and earn a C or better before enrolling in the next required class.

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

Teaching Credential Preparation

The Sociology 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. Sociology 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 Professor Dennis Harris, Department of History.

Sociology Courses (SOCI)

201. Introduction to Sociology (3) (Fall and 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.

242. Computer Applications in Social Science (4)

The computer as a tool in human services and other psychological functions. The course is organized around a series of projects. Hands-on experience in preparation of reports, information storage and retrieval, design and monitoring of psychological research projects, data presentation via graphs and graphics, etc. Students will learn any basics they do not already know. Crosslisted as PSY 242.

292. Introduction to Social Science Library Research (1)

An introduction to the use of the Salazar Library, with emphasis on its social sciences and its resources, including the Library's reference collection, microform collection, government documents, and periodicals. Students will learn to construct search strategies using indexes, abstracts, statistical sources, and computer databases. Crosslisted as POLS 292.

300. Sociological Analysis (4)
(Fall and 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.

302. Technology and Social Change (4)

Theories and methods for analyzing technology and social change, past, present, and future. 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.

303. Computers and Society (4)

The impact of computers on government and business, school and family, work and leisure, equality and inequality, crime and security, power and freedom, work roles, and sex roles. An overview of computer applications in social research and social services (including education, criminal justice administration, and the helping professions).

304. 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.

305. Lecture Series (2)

Lectures, panel discussions, and films on a theme of current sociological interest. Content will vary from semester to semester. May be repeated for credit.

306. The Sociology of Career Planning (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.

308. Microcomputers — Social Science Applications (4)

Applications of microcomputers for work in human service agencies, organizational consulting, survey or market research, and other social science careers.

309. 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.

315. Socialization (4)

Analysis of the social processes through which human beings are inducted into social groups, both in childhood and adulthood. Particular attention is given to the socializing effects of schools, work, family, and friends.

316. Social Psychology (4)
(Fall and Spring)

An introduction to the study of social forces upon personality development, individual differences, and attitude formation. Emphasis on a symbolic interactionist perspective. Topics include methods of persuasion, modeling and brainwashing, the origins of prejudice, the consequences of ethnicity, class, and gender. Crosslisted as PSY 406.

318. 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.

319. Aging and Society (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. Crosslisted as GERN 319.

330. 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.

331. Communication Theory and Research (3)
(Spring)

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. Crosslisted 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. Crosslisted as GERN 332.

345. Family Systems (4)

Explores family forms in other cultures, as well as variations in American (U.S.) society by race, class, and ethnicity. Analyzes the three primary familial systems: marital, parental, and kin. Critiques popular solutions to the problems families face.

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.

348. 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.

349. 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.

363. Race and Ethnicity (4)

The history and prevalence of racial and ethnic groups in the United States. Structure of multiracial and multiethnic societies. Race relations and race contacts. The sociology and social psychology of racial prejudice and discrimination as it relates to social change.

364. Sociology of Gender (4)

Critique of biological and psychological explanations for sex differences. Examination of gender stratification in all social institutions: the family, work, politics, and religion. The consequences of gender labeling on such activities as crime, illness, and leisure.

375. Survey of Sociological Theory (4)
(Fall and 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. Group Dynamics (4)

The role of communication, leadership style, size, goals, power, conflict resolution, and other factors in determining group effectiveness. Application of small-group research to team building and discussion groups.

415. Deviant Behavior (4)
(Fall and Spring)

The social causes and consequences of insanity, delinquency, criminality, addiction, social unconventionality, and other "deviant" behavior. Examines the conversion and commitment to deviant worldviews, and the social processes involved in the transformation to a deviant identity.

418. Seminar: Social Development of the Self (4)

Examination of the social sources of self-concept, personal identity, and individual worldviews. 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.

419. 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.

420. 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.

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).

434. Cinema and Society (4)

An examination of film as a window to the social world, and 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)
(Fall)

Seminar provides an opportunity to gain new insights into social problems through an intensive analysis of the role and impact of mass communications 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: SOCI 331 or consent of instructor.

451. 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.

452. 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. Crosslisted as GERN 452.

460. 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.

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.

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)

Each semester different topics are offered to allow advanced sociological analysis. Past examples include women and aging, the Holocaust, and the male role. 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 and 375.

499. Internships (1-4)

Prerequisite: consent of instructor.

Theatre Arts (Dance/Drama)

Department Office

Ives Hall, Room 206, (707) 664-2474

Programs Offered

Bachelor of Arts in Theatre Arts
Minor in Theatre Arts

Department Chair

Nancy Lyons

Faculty

Elizabeth Craven (Drama), Nancy Lyons (Dance),
Peter Maslan (Drama), Judy Navas (Drama),
Ann Woodhead (Dance)

The arts have as their shared wellspring the deep need of human beings to give symbolic form to their experiences as a way of giving meaning to those experiences and communicating them to other people. We can say, then, that artists are engaged in various methods of exploring, perceiving, naming, organizing, shaping, and presenting experience. In most of the arts, the presentation is separate from the presenter — thus the painter paints the painting, but when it is finished it can be viewed as an object in itself. In theatre, however, the primary medium of expression is the human body, the body of the actor or dancer. The playwright or choreographer is dependent upon the performers to embody his or her vision and ideas. The purpose of the technology of theatre (lighting, sound, costumes, sets) is to support clarify, intensify, enhance, and deepen that embodiment.

We believe that theatre can be a crucible in which values and beliefs, both personal and societal, can be tested. As we enter into the small world of a theatrical production, temporarily assuming the reality of the experiences, personalities, and beliefs of the characters and situations we are bringing to life, we are presented with unique opportunities to grow in empathy, compassion, and understanding. The study of the theories and history of theatre in many cultures helps to broaden our theatrical possibilities, to provide perspective and context, and to illuminate meaning. The making of theatre offers opportunity and imperative to discover who we are and what we truly believe, not just about theatre, but about life.

Here in the liberal arts setting of Sonoma State University, we are free to experiment, to innovate, as well as to conserve. We work to create a teaching/learning environment, a model for the collaborative work of theatre and life, in which student and teacher are equally important and respected. In sum, we are 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 participant and audience.

Bachelor of Arts in Theatre Arts Drama Concentration

Degree Requirements	units
General Education	51
Theatre Arts Requirements	45
General Electives	28
Total units needed for graduation	124

Requirements for the Major

Students are advised to complete Phase I before Phase II.

Phase I Required

Complete all of the following courses:

THAR	100	Introduction to the History of Theatre: Drama and Dance	3
THAR	120	Beginning Acting	2
THAR	144A	Beginning Theatre Technology	2-4
and			
THAR	144B	Beginning Theatre Technology	2-4
THAR	145	Voice for the Actor	2
Total units in Phase I required			15

Phase II Required

Complete all of the following courses:

THAR	300	Theatre in Action: Performance Analysis and Criticism	3
THAR	302	Drama Ensemble Workshop (2 semesters)	6
THAR	320	Intermediate Acting	2
THAR	350	Directing Workshop	2
THAR	370	History of Theatre	3
THAR	400	Senior Project Ensemble Workshop	3
Total units in Phase II required			19

Phase II Electives

Choose 11 units from the following courses:

(At least 4 units of electives need to be in dance classes from Theatre Arts offerings. Courses from Phase II Required, including repeats, may be considered for Phase II Electives.)

THAR	101	Onstage: The Art of Theatre (3)
THAR	155	Movement for Actors (1)
THAR	230	Stage Management (3)
THAR	325	Auditioning for the Theatre (1)
THAR	380	Research (3)
THAR	420	Advanced Acting (2)
THAR	460	Drama for Children (2)
ENGL	339	Introduction to Shakespeare (3)

or any other 3-unit course in dramatic literature.

Total units in Phase II electives	11
Total units in the concentration	45

Bachelor of Arts in Theatre Arts Dance Concentration

Degree Requirements	units
General Education	51
Theatre Arts Requirements	45
General Electives	28
Total units needed for graduation	124

Requirements for the Major

Students are advised to complete Phase I before Phase II.

Phase I Required

Complete all of the following courses:

THAR	100	Introduction to the History of Theatre: Drama and Dance	3
THAR	110	Beginning Dance	1
THAR	140	Introduction to Music for Dancers	2
THAR	144A	Beginning Theatre Technology	2-4
and			
THAR	144B	Beginning Theatre Technology	2-4
THAR	210	Dance Technique Level I	2
Total units in Phase I required			16

Phase II Required

Complete all of the following courses:

THAR	300	Theatre in Action: Performance Analysis and Criticism	3
THAR	301	Dance Ensemble Workshop (2 semesters)	6
THAR	310	Dance Technique Level II	2
THAR	340	Choreography I	2
THAR	371	History of Dance	3
THAR	400	Senior Project Ensemble Workshop	3
THAR	440	Choreography II	2
Total units in Phase II required			21

Phase II Electives

Choose 8 units from the following courses:

(At least 4 units of electives need to be in drama classes from Theatre Arts Department offerings. Dance students are strongly advised to enroll in at least 2 dance technique courses each semester. Courses from Phase II Required, including repeats, may be considered for Phase II Electives.)

THAR	101	Onstage: The Art of Theatre (3)	
THAR	115	Dance Styles (1)	
THAR	155	Movement for Actors (1)	
THAR	160A	Beginning Ballet A (1)	
or			
THAR	160B	Beginning Ballet B (1)	
THAR	211	Effort/Shape (2)	
THAR	230	Stage Management (3)	
THAR	260	Intermediate Ballet (2)	
THAR	380	Research (3)	
THAR	410	Dance Technique Level III (1-2)	
THAR	450	Teaching/Directing for Dancers (2)	
THAR	470	Dance for Children (2)	
Total units in Phase II electives			8
Total units in the concentration			45

Minor in Theatre Arts

The minor in Theatre Arts consists of 24 units of Theatre Arts courses. Students may choose a concentration in either Dance or Drama. Six of the elective units must be upper division. Students contemplating a minor in Theatre Arts should consult the Theatre Arts Department at the earliest possible date for approval and advising.

Minor Core Requirements

THAR	100	Introduction to the History of Theatre: Drama and Dance	3
THAR	300	Theatre in Action: Performance and Criticism	3
THAR	301	Dance Ensemble Workshop	
or			
THAR	302	Drama Ensemble 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 (Choreography I is required for a Dance emphasis).

Total units in the minor electives	15
Total units in the minor	24

Theatre Arts Courses (THAR)

100. Introduction to the History of Theatre: Drama and Dance (3) Navas

Primitive dance and drama rituals introduce this view of predecessors to today's theatre. Tragedy and comedy are traced from classical through Baroque eras. The reflection of the social, political, and cultural energies on sacred and profane theatre production from BC to 1776 AD are explored. Satisfies GE, category C1 (History of the Fine Arts).

101. Onstage: The Art of Theatre (3) Department Faculty

The art, language, and historical overview of theatre will be examined by means of lecture, demonstration, and guided hands-on experience. This course is designed to give nonmajors an appreciation for the aesthetic of theatre. Special emphasis will be given to theatre written and produced in the last half century. Satisfies GE, category C1 (Applied Arts Combining Studio and Theory).

110. Beginning Dance (1) Dance Faculty

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 repeated three times for credit.

115. Dance Styles (1) Dance Faculty

Class may focus on a particular dance style, e.g., contact improvisation, jazz, or tap, or on dances of a particular era, e.g., social dance from 1935-1960. The emphasis will be on American dance styles. Some styles of dancing require more generalized dance background than others. May be repeated three times for credit. Prerequisite: consent of instructor.

120. Beginning Acting (2)
Navas, Craven

Class work is designed to stimulate the imagination, instill trust in the ensemble, and reach the emotional reservoir of the actor. This exploration of acting includes group and individual exercises, improvisation, and scene work, leading toward believability, physical action, relaxation, emotional memory, and characterization. May be repeated once for credit.

140. Introduction to Music for Dancers (2)
(Spring) Lyons, Woodhead

An introduction to the basics of music, with emphasis on rhythm. Students learn to analyze, read, and write musical notation of dance rhythms, and to write and play simple musical scores for dance. Music styles from different periods and geographical areas are introduced. May be repeated once for credit.

144A. Beginning Theatre Technology (2-4)
(Fall) Maslan

The functions of technical theatre, including stagecrafts and scenic design, are examined. Included are drafting and rendering techniques used to execute designs for various genres of theatre. Students will participate as running crews for various Theatre Arts productions. Prerequisite: Theatre Arts majors only or consent of instructor.

144B. Beginning Theatre Technology (2-4)
(Spring) Maslan

The functions of technical theatre, including lighting design, costume design, and makeup, are examined. Included are drafting and rendering techniques to execute designs for various genres of theatre. Students will participate as running crews for various Theatre Arts productions. Prerequisite: THAR 144A, open to majors only or consent of instructor.

145. Voice for the Actor (2)
Drama Faculty

Work on awareness, freeing, and full use of the natural voice. Exercises in breath, relaxation and movement, resonance, power, and sensitivity lead to reconditioning habitual vocal communication and discovering a direct, spontaneous expression of inner impulses. Plays, poems, prose, songs, jokes, character voices, and dialects are studied and performed. May be repeated once for credit.

155. Movement for Actors (1)
Lyons

Study of the body as an expressive instrument. Includes exercises for mobilizing and organizing the body, improvisations leading toward the realization of the expressive potential of human movement, work in physicality of characterization and movement interaction between characters. May be repeated twice for credit.

160A. Beginning Ballet A (1)
Dance Faculty

Fundamentals of classical ballet technique. Basic barre, with emphasis on placement and alignment, allegro and adagio combinations. Emphasis is on developing ballet skills as supportive to modern dance curriculum. May be repeated twice for credit.

160B. Beginning Ballet B (1)
Dance Faculty

Development of fundamental ballet skills, placement, alignment, increased strength, flexibility as supportive to modern dance curriculum. May be repeated twice for credit. Prerequisite: THAR 160A or consent of instructor.

161. Ballet for Modern Dance
Dance Faculty

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, with 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 foot work, again to support work in modern dance.

199. Student-instructed Course (1-3)

210. Dance Technique Level I (2)
Dance Faculty

Introduces specific modern dance 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. Prerequisite: THAR 110 or consent of instructor.

211. Effort/Shape (2)
Dance Faculty

An introduction to Effort/Shape, a systematic approach to understanding, analyzing, and communicating about movement. The system is based in aesthetics as well as mechanics.

230. Stage Management (3)
Drama Faculty

The functions of the stage manager, from audition to final performance, are examined. Students are trained to organize rehearsals, record actors' movements, as well as make prompt books to manage a performance. Students serve as stage managers for theatre arts productions. Prerequisites: THAR 144A and B.

260. Intermediate Ballet (2)
Dance Faculty

Further experience in the technique and discipline of classical ballet, including barre exercises, allegro, adagio, turns, and combinations. May be repeated twice for credit. Prerequisite: THAR 160B or consent of instructor.

295. Community Involvement Program (1-4)
Department Faculty

300. Theatre in Action: Performance Analysis and Criticism (3)
Department Faculty

An investigation of techniques, form, and content in drama and dance performances. Oral discussion and written critiques of ten departmental, local, and/or Bay Area productions will develop articulate understanding of contemporary performance and its relation to theatre history, the arts, society, and culture. Required of all Theatre Arts majors. Satisfies upper-division GE, category C1 (History of the Fine Arts), for juniors and seniors only. May be repeated once for credit.

301. Dance Ensemble Workshop (1-3)
Dance Faculty

A process-and-product class in which dances are choreographed, rehearsed, and coordinated with other elements of theatre (costumes, light, decor) for presentation in public performance. Dances may be choreographed and directed by faculty or by students. May be repeated six times for credit. Prerequisite: THAR 340 or consent of instructor.

302. Drama Ensemble Workshop (1-3)

Drama Faculty

A production class in which students participate in plays directed by faculty members. Styles, periods, and production approaches vary from semester to semester. Students receive credit for major participation in the areas of acting, designing, and technical work. May be repeated six times for credit. Prerequisite: consent of instructor.

305. Experiments in New Theatre (3)

Drama Faculty

Participants create and perform an experimental theatre piece based on improvisational work. Intensive physical and vocal exercises are used to break through blocks that inhibit free expression. Acting, directing, and writing skills are developed in the process of collective creation. May be repeated twice for credit. Prerequisite: consent of instructor.

310. Dance Technique Level II (2)

Dance Faculty

Further work on modern dance skills. Emphasis on alignment, strength, flexibility, speed, and dynamic range. Introduction of more extended, complex, and challenging movement material. May be repeated twice for credit. Prerequisite: consent of instructor.

311. Anatomy for Dancers (1)

Lyons

Study of the neuromuscular and skeletal systems through lecture and movement. Includes location of bones, muscles, and major organs; alignment of bones for efficient walking, standing, sitting, dancing; principles of ideokinesis, and constructive rest. Emphasis will be on how the neuromuscular, skeletal, and organ systems carry out the human organism's intent to move. Intended for Dance majors only. Prerequisite: THAR 110 and 210.

313. Lecture Series (1-3)

320. Intermediate Acting (2)

Drama Faculty

An in-depth study of acting, integrating basic skills through extensive scene work and improvisation. Character analysis, physical and vocal exercises are used to channel personal impulses into the portrayal of a wide range of roles. May be repeated twice for credit. Prerequisite: THAR 100, 120, and 144 A and B, and consent of instructor.

325. Auditioning for the Theatre (1)

Navas, Craven

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 the audition piece; (3) giving a winning audition; and (4) evaluating performance for future guidance. The text for the course will be *Audition* by Michael Shurtleff, a well-known casting director of theatre and film. May be repeated twice for credit.

326. Physical Training for the Actor (2)

Craven

This course provides training in Grotowski-type body work: physical impulse training, plastique exercises, gymnastic movement, balance exercises, circus techniques, rhythm and associations in movement, stamina exercises, and the group creation of music and rhythm. Exercises increase physical endurance and flexibility, unlock the creative imagination, and push actors beyond their personal and physical barriers. Prerequisite: THAR 120 or consent of instructor.

340. Choreography I (2)

(Fall) Lyons, Woodhead, and Dance Faculty

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 repeated once for credit. Prerequisite: THAR 210 or consent of instructor.

344. Design for the Stage: Theories (2)

Maslan

A continued examination of design and rendering techniques for all areas of design for the stage. Students learn advanced drafting techniques. Class works as a team, with students assuming various design responsibilities for selected plays. Prerequisite: THAR 144A and B and consent of instructor.

350. Directing Workshop (2)

Navas, Craven

A workshop in directing scenes and one-act plays, which are performed before an audience. Auditions, casting, rehearsal procedures, relationship to actors, designers, and technicians, and fundamental skills in composition, blocking, characterization, style, and script analysis are explored. Approaches of significant directors are examined. This class should be taken in the junior year prior to work on a senior project. May be repeated twice for credit. Prerequisites: THAR 100, 300, 320, and 370 or consent of instructor.

370. History of Theatre (3)

Navas

An examination of the theatre "isms" since 1800, including romanticism and realism through dadaism and neoexpressionism. The work may include an in-depth study of the literature and theatrical production of a particular period or genre. Prerequisite: THAR 100.

371. History of Dance (3)

Lyons and Dance Faculty

A selected survey of the history of Western theatrical dance from 1800 to the present. May emphasize a specific period or topic. Prerequisite: THAR 100 or consent of instructor.

380. Research (3)

Department Faculty

Development of research skills, with practical application to programs 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 repeated twice for credit. Prerequisites: THAR 100, 300, and 370.

395. Community Involvement Program (1-4)

Department Faculty

400. Senior Project Ensemble Workshop (3)

Department Faculty

The senior student, under faculty supervision, is engaged in a production process in which all the production members, while participating in the area of their main interest, also support the entire production. The group is a self-contained unit producing both Dance and Drama Senior Projects. Prerequisites: for Drama: THAR 144A and B, 300, 320, 350, and 370; for Dance: THAR 144A and B, 140, 300, and 440.

410. Dance Technique, Level III (1-2)

Dance Faculty

An advanced course in modern dance techniques. Emphasis on achievement of a high level of movement sophistication through work on phrasing, clarity, and style as well as alignment, strength, speed, and flexibility. Movement combinations will be both physically and conceptually challenging. May be repeated twice for credit. Prerequisite: consent of instructor.

420. Advanced Acting (2)

Drama Faculty

Integration and refinement of acting skills in the performance of scenes, one-act plays, and experimental pieces. Classical and modern styles will be investigated and performed. Auditions, rehearsal procedures, and theatre ethics will be considered. May be repeated twice for credit. Prerequisites: THAR 320 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 topic to be studied and current unit offering. May be repeated once for credit.

440. Choreography II (2)

(Spring) Lyons, Woodhead

Further development of choreography skills and artistry. Class work includes problems in group choreography and in relating movement to sound or music. The emphasis will be on extending and deepening the student's choreographic range and personal relationship to the making of dances. May be repeated twice for credit. Prerequisite: THAR 340.

450. Teaching/Directing for Dancers (2)

Lyons, Woodhead

Seminar and practical experience in organization and communication about movement for choreography, teaching, and directing. Class includes student teaching and evaluations. Recommended as preparatory experience for the Senior Project in Dance. Prerequisite: consent of instructor.

460. Drama for Children (2)

(Spring) Navas

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 repeated twice for credit.

463. Theatre Management (3)

(Fall) Drama Faculty

The study of scheduling, promotion, ticketing, house and stage management, booking, budgeting, technical theatre in terms of 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) Lyons

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 repeated twice for credit.

480. Coordinated Projects (1-3)

Department Faculty

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.

490. Theatre Practicum (1-3)

Department Faculty

The use and development of a theatre skill — acting, dancing, designing, lighting, constructing, sewing — in a commercial environment where the evaluation of the work is under professional rather than faculty supervision. May be repeated three times for Cr/NC only. Prerequisite: consent of faculty advisor.

499. Internship: Theatre Management (1-4)

Maslan

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 repeated twice for Cr/NC only.

University Courses

University courses address a variety of student needs. Usually cross-listed through other departments on campus, University courses assist students in developing essential skills for study and work. Many of the courses listed below are designed to help students make intelligent choices, to relate career goals to academic goals, and to develop analytical skills for academic and career interests.

UNIV 102. Freshman Seminar (2)

This course uses lecture and active learning strategies to orient students to the University. It provides an opportunity for students to explore issues that can influence their personal and academic lives while they learn and adopt methods that promote their success at the University.

UNIV 103. Learning Strategies (3)

A variety of techniques for improving performance at the University, including both study skills such as note taking, textbook reading, and test taking, as well as psychological strategies such as self-motivation and concentration.

UNIV 237. Career Life Planning (1-2)

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. Cross-listed as PSY 237.

UNIV 292. Library and Information Competency (1-3)

Designed to teach the skills necessary to access information in print, electronic, and other nonprint formats. Students will learn how to approach their research by constructing effective search strategies, evaluating the information they find, and fully utilizing resources available to them. Includes an examination of the Library's collections as well as explorations of information available through electronic information systems.

UNIV 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. Weekly essays and a term project required. Satisfies GE, category C3 (Ethics and Values).

UNIV 350. Integrative Seminar: Vision and Values (3)

A transdepartmental course for upper-division students who have a high degree of autonomy and self-direction and who wish to explore creative approaches to the clarification of values. Prerequisites: completion of GE categories A2 and A3.

UNIV 375. Study Abroad (12)

Academic programs in institutions outside the United States. Enrollment is by permission of the Office of International Programs. Cr/NC only.

HUMS 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 and the variety of contexts for which these activities are crucial. Satisfies GE, category A1 (Written and Oral Analysis). Prerequisites: completion of GE categories A2 and A3. Students entering SSU under a catalog year prior to 1990-92, see HUMS 300, this page.

HUMS 300. Written and Oral Analysis (3)

Open only to students with catalog years prior to 1990-92. For those students HUMS 300 satisfies upper-division GE, category A1 (Written and Oral Analysis). Students who enter the University during catalog years 1990-92 or later must complete UNIV 200 to satisfy the Written and Oral Analysis portion of the GE requirements. Prerequisites: ENGL 101; PHIL 101 or 200; and passage of the WEPT or ENGL 275.

Women's Studies

Department Office

Rachel Carson Hall, Room 31-32, (707) 664-2840/2561

Programs Offered

Minor in Women's Studies

Career Minor in Women's Health

Program Coordinator

E. Kay Trimberger

The Women's Studies Program at SSU began in the early 1970s as part of a women's movement that led to the establishment of such programs at more than 300 universities. Women's Studies has emerged as an interdisciplinary field with a large and impressive body of scholarship and courses that focus on the complex interaction of gender with race, class, sexual identity, age, and nationality. In addition, feminist scholarship in recent years has inspired a vast array of work on men, masculinity, and men's lives. Men as well as women enroll in Women's Studies classes, and most courses focus on both men and women.

The Women's Studies Program, through its minors in Women's Studies and Women's Health and its participation in the ITDS Special Major in Gender Studies (see page 126), has the following goals:

- To train students to meet the demands of an increasingly ethnically and gender-diverse workplace;
- To balance the often "gender-blind" and/or "male-oriented" liberal arts and sciences curricula by offering courses that document women's lives and critically examine gender ideologies;
- To encourage other academic units to incorporate significant content on women and gender issues into their courses;
- To provide understanding about, and help bridge differences between, women and men based on race, ethnicity, social class, age, sexual preference, etc.;
- To maintain a supportive, nonhierarchical structure that ensures that both students and faculty participate in policy decisions and teaching;
- To provide a model for interdisciplinary teaching, pedagogical experimentation, and the development of teaching skills;
- To generate and disseminate new research on women and gender issues;
- To work with other university and community women's and men's organizations to effect social change that will mean greater equality, freedom, and fuller lives for both women and men; and
- To provide students with internship opportunities in university, community, and business organizations focused on serving women or advocating gender transformation.

Women's Studies prepares students for the way the world is and the way the world is becoming by helping women and men examine alternative institutional arrangements that will help them cope with an increasingly diverse workplace and the combination of work and family responsibilities. Women's Studies graduates hold tools — knowledge, self-awareness, critical thinking skills, and breadth of perspective — that public service organizations, the media, private industry, government, and graduate schools want and need.

The ITDS Special Major in Gender Studies and the Women's Studies minor are excellent preparation for students going into teaching, counseling, social work, public relations, public policy, and management; students going on for advanced degrees in a variety of fields, including law and medicine; students seeking advocacy work in political action organizations; and students pursuing a wide variety of other career options.

Each semester the Women's Studies Program publishes a brochure listing all program offerings and courses on women and gender in other departments. Copies of the brochure may be obtained in the Women's Studies office.

Campus and Community Services

The Women's Studies Program cooperates with the Women's Resource Center, Village 305, (707) 664-2845, to provide:

- Information on all the courses on campus that focus on women;
- Semester lecture series on a special topic (e.g., Women and Spirituality, Women in International Perspective). These lectures are open to the public;
- A library of contemporary books, pamphlets, magazines, and tapes on women's issues;
- Phone referrals to women's organizations and services on campus and in the community;
- Referrals for internships in women's organizations;
- Noncredit workshops and support groups on topics of interest to women;
- Women's films, speakers, concerts, and theatre on campus; and
- Special classes, speakers, and events for Women's History Month in March.

Minor in Women's Studies

The minor in Women's Studies is an interdisciplinary curriculum that applies feminist perspectives to the study of women. It draws upon both courses offered through the Women's Studies Program (e.g., WOMS 350) and courses on women offered through various departments on a regular and occasional "Special Topics" basis. The Women's Studies brochure published each semester details all current offerings acceptable toward the minor in Women's Studies.

The Coordinator of the Women's Studies Program serves as the minor advisor. In addition, students have the option of requesting joint advising with their major advisor, to allow individual planning and tailoring of the student's supporting courses in the minor and to enhance specific educational, professional, and career goals.

The minor in Women's Studies 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

The core courses provide an organized framework for understanding women's lives and experiences individually, within cultural groups, and as a whole. It is recommended that students enroll in the core courses in the following order.

WOMS	350	Gender, Sexuality, and Family	3
WOMS	375	Race, Sex, and Class (Crosslisted as AMCS 420)	3
WOMS	475	Contemporary Feminist Thought	4
Total units in the minor core			10

Minor Supporting Courses

Minors in Women's Studies must complete at least two courses, for a total of 6 units, from the following categories:

- Women in American Society;
- Women in the Humanities;
- Biological and Psychological Perspectives on Women;
- Women in International and Crosscultural Perspective; and
- Special Topics on Women.

Minors may count no more than one course from any of the categories.

Total units in supporting courses	6
Total units in the minor	16

Career Minor in Women's Health *(see page 60)*

Special Major in Gender Studies *(see page 126)*

Women's Studies Courses (WOMS)

199/399. 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 Studies brochure for the current semester for descriptions of course offerings.

301. Feminist Lecture Series (1-4)

A weekly lecture series (or occasional workshops) offering presentations and discussions of current women's issues through feminist perspectives. There is usually a semester-long focus on a particular topic. The lectures are open to the community.

311. Special Problems of Women (2-4)

A variable-topics seminar focusing upon intensive study of specific problems of women in society. May be repeated for credit.

320. Women's Bodies: Health and Image (3)

A course designed to increase awareness concerning women's health issues throughout the life cycle, including creating a positive body image. The influence of the American medical system on women's health issues as well as alternative approaches to creating and maintaining women's health will be explored.

330. Psychology of Women (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. Crosslisted as PSY 404.

350. Gender, Sexuality, and Family (3) *(Fall and 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.

375. Race, Sex, and Class (3)

An overview of the interaction of race, sex, and class oppression and resistance in the historical and contemporary experience of Native American, Asian American, African American, and Latin people. The course seeks to enhance understanding of how racism and sexism function in the political, social, and economic systems of the United States. Crosslisted as AMCS 420. Satisfies GE, category D1 (Individual and Society).

395. Community Involvement Program (1-4)

The purpose of CIP is to encourage student involvement in the community. Projects sponsored by Women's Studies focus upon women's needs and organizations.

425. Feminist Research Methods (1) *(Fall and Spring)*

A feminist critique of traditional methods of constructing knowledge and research practices and a discussion of gender-inclusive research strategies. This course should be taken in conjunction with the methods course required in the student's disciplinary concentration. Nonmajors who are taking (or have taken) a methods course in their discipline will be admitted when space is available.

446. Women in U.S. History (3)

The changing roles, status, and consciousness of women in the U.S. from the seventeenth century to the present. Emphasizes the origins and expressions of sexism, feminist thought and strategy, and female contributions to American society and culture.

475. Contemporary Feminist Thought (4) *(Spring)*

An overview of the development of feminist thought since World War II in relation to the historical and social conditions of women and men, and to the development of the women's movement, men's movement, and gay and lesbian movements. An exploration of the current controversies about how we conceptualize gender difference. The aim of the intellectual work in this course is not only to increase our knowledge, but to enhance our ability to reason theoretically and to link theory with our practice to end gender inequality.

485. Senior Seminar (3)

This course provides an opportunity for advanced study on a special issue each time it is offered, including such topics as health, family, and work. The special topic will be explored in seminar format for the first half of the course. The second half of the course will be devoted to student presentations on the development of gender analysis within their disciplinary concentrations. Students will write research papers or design organizational or advocacy programming. This course should be taken during the student's senior year. Prerequisites: WOMS 350, WOMS 375, and WOMS 475.

490. Practicum in Feminist Organizations (3)

Students in this practicum will be working in and studying a local organization with the explicit or implicit goal of changing gender roles and/or improving women's lives (e.g., Women's Resource Center, Commonwoman's Health Project, National Women's History Project, Commission on the Status of Women, Athena House, Men Evolving Non-Violently, etc.). We will look at the interaction of feminist goals and organizational structure. Can feminism change the way organizations operate? How does the need for efficiency and productivity affect feminist goals?

491. Practicum in Adult Teaching and Learning (3)

A practical seminar oriented to student teachers and TA's at the University and to students contemplating careers involving adult education in community, organizational, or university settings. Students will read recent literature on innovations in the structure, process, and content of teaching adults. Students will design a course or evaluate one they are currently teaching. Problem-solving sessions are an important part of the course. Crosslisted as EDUC 490.

**492. Syllabus Design (1)
(Fall and 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 course. Student-taught courses must be approved by the Coordinator, and students must follow established procedural guidelines for teaching in the Women's Studies program. Most student teachers are required to take WOMS 491 and WOMS 492 before teaching, and WOMS 493 while teaching.

493. Teaching Supervision (1)

In order to continue professional skill development in the teaching of adults, students enrolled in WOMS 499 (Internship in Teaching) are required to enroll in concurrent supervised group discussion relating to the implementation of adult learning theory. Students acting as teaching assistants in the University or teaching adults in a community context are also able to enroll in this course. Prerequisite: WOMS 491 or EDUC 490; corequisite: WOMS 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 Studies faculty member.

499. Internship (1-4)

Supervised training and experience for advanced students in community agencies concerned with women and gender change. Student teaching 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. Prerequisite: WOMS 395 or consent of the instructor.

Graduate Courses**500. Seminar in Feminist Theory and Method in the Social Sciences (4)**

A survey of feminist critiques of social science theory and methodology 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).

Admission Information

Office of Admissions and Records
Stevenson Hall, Room 1088, (707) 664-2778

SONOMA STATE UNIVERSITY UNDERGRADUATE ADMISSIONS REQUIREMENTS

Sonoma State University is a high-demand campus that receives more applications than it can accommodate. Under special provisions approved by the California State University, Sonoma State University utilizes a combination of the undergraduate admissions requirements outlined in the "Basic California State University Admissions Requirements" section, below, and the "Supplementary Admissions Criteria."

Supplementary admissions criteria for first-time freshmen include, but are not limited to, high school grade point averages, test scores (SAT or ACT), and high school course preparation. For transfer applicants, supplemental admission requirements may include transfer grade point average, grade point averages in specific courses, and course preparation.

The specific criteria utilized are dependent on the number of applications received by each class level and major. To maximize the chance of admission, applicants are strongly urged to view as minimums the basic requirements outlined below. Higher grade point averages, submission of test scores, and completion of additional required course preparation increase the chance of admission.

BASIC CALIFORNIA STATE UNIVERSITY ADMISSIONS REQUIREMENTS

First-Time Freshman Applicants Admission Requirements

First-time freshman applicants qualify for regular admission if they:

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

Eligibility Index. The eligibility index is the combination of a student's high school grade point average and score on either the American College Test (ACT) or the Scholastic Aptitude Test (SAT). The grade point average is based on grades earned during the final three years of high school (excluding physical education and military science) and bonus points for approved honors courses.

The eligibility index is calculated by multiplying the high school grade point average by 800 and adding the total score on the SAT. Or, if the ACT is used, by multiplying the high school grade point average by 200 and adding ten times the ACT composite score.

Applicants will qualify for regular admission when the university verifies that an applicant has a qualifiable eligibility index and will have completed the comprehensive pattern of college preparatory subjects and, if applying to an impacted program, meet supplementary criteria.

Residents. Applicants who are graduated from a California high school or are legal residents of California for tuition purposes need a minimum eligibility index of 2800 using the SAT, or 694 using the ACT. The following table shows the grade point averages and test scores needed.

Excerpts from Admissions Eligibility Table for California High School Graduates

GPA	2.00	2.20	2.40	2.60	2.80	3.00
ACT Score	30	26	22	18	14	Any
SAT Score	1200	1040	880	720	560	Score

The complete eligibility table appears on page 261.

Nonresidents. Applicants who are neither graduated from a California high school nor residents of California for tuition purposes need a minimum index of 3402 (SAT) or 842 (ACT).

Honors Courses. Up to eight courses of honors work taken in the last two years of high school can be accepted. Each unit of A in an honors course will receive a total of 5 points; B, 4 points; and C, 3 points.

CSU may 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.

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

Subject Requirements

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

- **English, 4 years.**
- **Mathematics, 3 years:** algebra, geometry, and intermediate algebra.
- **U.S. history** or U.S. history and government, **1 year.**
- **Science, 1 year** with laboratory: biology, chemistry, physics, or other acceptable laboratory science.
- **Foreign language, 2 years** in the same language (*subject to waiver for applicants demonstrating equivalent competence*).
- **Visual and performing arts, 1 year:** art, dance, drama/theater, or music.
- **Electives, 3 years:** selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts, and agriculture.

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

Waiver of Foreign Language Subject Requirement. The foreign language subject requirement may be satisfied by applicants who demonstrate competence in a language other than English equivalent to or higher than expected of students who complete two years of foreign language study. Consult with your school counselor or any CSU campus admission or relations-with-schools office for further information.

Test Scores

Applicants must submit scores for either the Scholastic Assessment Test (SAT) or the American College Test Program (ACT). Applicants with a grade point average of 3.00 or above (3.60 for nonresidents) are exempt from submitting test scores. However, submitting a test score to SSU may increase an applicant's chances for admission. In addition, applicants are urged to take the SAT or ACT, since all campuses use test results for advising and placement purposes.

Undergraduate Transfer Applicants Transfer Requirements

Transfer students qualify for admission if they have a grade point average of 2.00 (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. The applicant meets the freshman admission requirements in effect for the term to which he or she is applying (see "First-Time Freshman Applicants Admission Requirements" section on previous page).
2. The applicant was eligible as a freshman at the time of high school graduation and has been in continuous attendance in an accredited college since high school graduation.
3. The applicant was eligible as a freshman at the time of high school graduation except for the subject requirements, has made up the missing subjects, and has been in continuous attendance in an accredited college since high school graduation.
4. The applicant has completed at least 56 transferable semester (84 quarter) units and has made up any missing subject requirements (see "Making Up Missing College Preparatory Subjects" section, below). Nonresidents must have a 2.40 grade point average or better.

Transferable courses are those designated for that purpose by the college or university offering the courses.

Making Up Missing College Preparatory Subject Requirements. Undergraduate transfer applicants who did not complete subject requirements while in high school may make up missing subjects in any of the following ways. One college course of at least 3 semester or 4 quarter units will be considered equivalent to 1 year of high school study.

1. Complete appropriate courses with a C or better in adult school or high school summer sessions.
2. Complete appropriate college courses with a C or better.
3. Earn acceptable scores on specified examinations.

If the applicant has 56 or more semester (84 quarter) units, he or she may complete one of the following alternatives:

(a) 1987 or earlier high school graduates: complete the CSU General Education requirements in communication in the English language (at least 9 semester units) and mathematics (usually 3 semester units) with a C or better in each course;

(b) 1988 and or later high school graduates: complete a minimum of 30 semester (45 quarter) units to be with a C or better in each course, chosen from courses in English, arts and humanities, social science, science, and mathematics of a level at least equivalent to courses that meet General Education or transfer curriculum requirements. Each student must complete all CSU General Education requirements in communication in the English language (at least 9 semester units) and mathematics (usually 3 semester units) as part of the 30-unit requirement.

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

Test Requirements. Freshman and transfer applicants who have fewer than 56 semester or 84 quarter units of transferable college credit must submit scores, unless exempt (see "Eligibility Index" on page 261), from either the Scholastic Assessment Test (SAT) or the American College Testing Program (ACT). Applicants applying to an impacted program are required to submit test scores. Applicants should take the test no later than early December if applying for fall admission or no later than November if applying to San Luis Obispo. Test scores are also used for advising and placement purposes.

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 past five years, has earned a C average or better.

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

Impacted Programs

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

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

Applicants must file an application for admission to an impacted program during the first month of the filing period. Further, if they wish to be considered in impacted programs at two or more campuses, they must file an application to each.

Supplementary Admission Criteria

Each campus with impacted programs uses supplementary admission criteria in screening applicants. Supplementary criteria may include ranking on the freshman eligibility index, the overall transfer grade point average, and a combination of campus-developed criteria. If you are required to submit scores on either the SAT or the ACT, you should take the test no later than December if applying for fall admission.

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

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

Other Undergraduate Applicants

Applicants not admissible under one of the above provisions should enroll in a community college or other appropriate institution. Only under the most unusual circumstances will such applicants be permitted to enroll in the University. Permission is granted only by special action.

Graduate and Postbaccalaureate Students

Admission Requirements

Graduate and postbaccalaureate applicants may apply for a degree objective or 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 general requirements for admission to graduate and postbaccalaureate studies at a California State University campus are in accordance with university regulations as well as 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 2.50 (A = 4.00) in the last 60 semester (90 quarter)

units attempted; and (4) satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as appropriate campus authorities may prescribe. In unusual circumstances, a campus may make exceptions to these criteria.

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

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

International Students

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

The CSU uses separate requirements and application filing dates in the admission of foreign students. Verification of English proficiency (see the section on TOEFL Requirement for undergraduate applicants, page 254), financial resources, and academic performance are all important considerations for admission. Academic records from foreign institutions must be on file at least eight weeks before registration for the first term and, if not in English, must be accompanied by certified English translations.

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

Application Deadlines

The University has established deadlines to ensure the timely processing of all application materials, receipt of academic records, test scores, financial affidavits, and other documents so that there will be adequate time for the admitted applicant to make the necessary passport, visa, and travel arrangements to reach the U.S. and the campus prior to the start of each semester. These deadline dates are: Fall Semester, April 1; Spring Semester, October 1.

Expenses

SSU has no financial aid for international students. For this reason applicants must set forth in adequate detail precisely how they intend to finance their studies at SSU and obtain a bank certification that funds are available to cover expenses. If they expect to receive financial support from their government or other sponsoring agencies, they must fully document these facts. Furthermore, part-time employment opportunities are rare on campus, and the immigration and naturalization laws prohibit employment of foreign students in the U.S.

The following is an estimate of the current annual expenses that international students must meet:

Tuition* (\$246.00 per unit)	\$7,380.00
Registration Fees*	1746.00
Health Insurance	300.00
Books and Supplies (variable)	500.00
Room and Board (variable)	6500.00
Personal Expenses (variable)	1,500.00
Total	\$17,926.00

* Fees are subject to change. Consult current *Schedule of Classes*.

Required Documents

Undergraduate and graduate applicants must furnish official documents covering their secondary education, including matriculation examination results, General Certification of Education examination results, and results of similar examinations as applicable. Applicants who have attended institutions of higher education overseas must furnish transcripts and other appropriate records of all college work undertaken. If these documents are not in English, certified translations must accompany them. Evaluation of these documents is made in the Office of Admissions and Records to determine whether applicants have had an education comparable to that required of California high school graduates or students transferring to the University from other institutions of higher education in the United States.

English Language Proficiency — TOEFL (Required of Applicants who attend Foreign Institutions)

Undergraduate Requirement

All undergraduate applicants, regardless of citizenship, who have not attended schools at the secondary level or above for at least three years full time where English is the principal language of instruction must present a score of 500 or above on the Test of English as a Foreign Language (TOEFL).

Graduate Requirement

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

Readmission

Returning Students

A student previously enrolled at Sonoma State University who has not registered for two or more semesters must file an application for readmission with the Office of Admissions and Records. A student who has missed only one semester need not reapply for admission *unless* other college or university work was attempted during the semester missed. If course work was attempted, application for readmission along with 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.

Former Students Who Were on Probation or Disqualified

Students who were on probation or disqualified at the end of their last enrollment may be readmitted on probation subject to such conditions as the appropriate University officials may prescribe, provided any intervening work is satisfactory.

ADMISSION POLICIES AND PROCEDURES

Requirements for admission to Sonoma State University are in accordance with Title 5, of the California Code of Regulations. Prospective students who are not sure of these requirements should consult a high school or community college counselor or the admissions office. Applications may be obtained from the admissions office at any of the campuses of the California State University or at any California high school or community college.

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

1. Application

Submit a completed application for admission accompanied by the required application fee to:

Office of Admissions and Records
Sonoma State University
Rohnert Park, CA 94928-3609

Undergraduate Applicants. Prospective students must file a complete undergraduate application as described in the undergraduate admission booklet. The \$55 nonrefundable application fee should be in the form of a check or money order payable to The California State University and may not be transferred or used to apply to another term. Applicants need file only at their first-choice campus. An alternate-choice campus and major may be indicated on the application, but applicants should list as an alternate campus only that campus of the California State University that they can attend. Generally, an alternate major will be considered at the first-choice campus before an application is redirected to an alternate-choice campus. Applicants will be considered automatically at the alternate-choice campus if the first-choice campus cannot accommodate them.

Graduate and Postbaccalaureate Applicants. All graduate and postbaccalaureate applicants (e.g., master's degree applicants, those seeking credentials, and those interested in taking graduate level courses for personal or professional growth) must file a complete graduate application as described in the graduate and postbaccalaureate admission booklet. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the \$55 nonrefundable application fee. Since applicants for postbaccalaureate programs may be limited to the choice of a single campus on each application, redirection to 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 of any California State University campus in addition to the sources noted for undergraduate applications.

2. Transcripts

It is the applicant's responsibility to see that two copies of all official and complete transcripts, including in-progress transcripts, are filed with the Office of Admissions and Records in time to be considered for admission. For freshman and sophomores, transcripts of high school work, ACT or SAT scores, as well as any college work completed are required. For juniors, seniors, and postbaccalaureate students, only duplicate copies of college work are needed. The University reserves the right to determine whether a transcript can be accepted as official. All transcripts and records submitted for admission to Sonoma State University become the property of the University and cannot be returned to the applicant.

3. Tests

All *undergraduate* applicants who will not have completed 56 semester or 84 quarter units of transferable college work by the semester for which admission is sought are required to submit scores from either the SAT or ACT before eligibility for admission to the University can be determined. This requirement does not affect undergraduate students who have previously attended SSU and who submitted ACT or SAT scores at the time of their first admission.

Registration forms and test dates for either test may be obtained from school or college counselors or from a campus Testing Office. Or you may write to the following addresses:

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

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

Graduate applicants must submit the scores of any qualifying examinations required in their prospective programs of study. Applicants should consult the appropriate SSU academic department for further information.

Application Acknowledgment

Applicants may expect to receive an acknowledgment of their application within two weeks of filing the application. The acknowledgment will also include a request to submit the records necessary for the campus to evaluate qualifications. Applicants may be assured of admission if the evaluation of qualifications indicates that they meet admission requirements. Such a notice is not transferable to another term or to another campus.

Use of Social Security Number

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

Determination of Residence for Nonresident Tuition Fee

New and returning students of the CSU are classified for the purpose of determining the residence of each student for nonresident tuition purposes. The Residence Questionnaire, if necessary, and other evidence furnished by students are used in making these determinations. Further details regarding residency are contained on page 265 of this catalog.

Application Filing Periods in 1995-97

The application filing period to Sonoma State University is limited. Applicants are strongly encouraged to file during the initial filing period applicable to each semester. Be sure to contact the campus for an update on application deadlines for each semester.

Other CSU campuses accept applications until capacities are reached. Many campuses limit undergraduate enrollment admissions in any enrollment category because of overall enrollment limits. If applying after the initial filing period, consult the campus admissions office for current information.

For admission	 Apply during
Fall Semester 1995	 November 1994
Spring Semester 1996	 August 1995
Fall Semester 1996	 November 1995
Spring Semester 1997	 August 1996

Determination and Notification of Admission

After applications for admission have been received in the Office of Admissions and Records, they are processed and matched with required transcripts and test scores. Evaluation of the records is made to determine whether applicants meet the admission requirements. Applicants who have submitted all of the required admission materials will receive notification of their acceptance or denial from the Office of Admissions and Records for the fall semester beginning on or about December 1 and for the spring semester on or about September 1.

Change in Choice of Campus

Applicants who wish to change the choice of CSU campus after the application has been filed should obtain a Request for Transfer of Admission Application to Alternative Choice Campus form from the Office of Admissions and Records and follow the instructions contained therein. A change in choice of campus can only be made for the same term or semester for which the applicant originally applied. There is no fee for this service.

Reapplication for Subsequent Semesters

Students who have been admitted to the University for a given semester but do not register will have their admission automatically cancelled. Should they later wish to undertake work at the University, they 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.

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. For more information, contact Office of Admissions and Records at (707) 664-2778.

Early Admission Decisions

Sonoma State University will recognize outstanding academic achievement (3.40 GPA or higher) of high school students by issuing an early admissions commitment to such applicants, contingent upon the earning of the high school diploma or its equivalent.

Sonoma State University may also provisionally admit first-time freshmen applicants based on their academic performance through the junior year of high school and planned for the senior year. The campus will monitor the senior year of study of those provisionally admitted to ensure that those so admitted complete their senior year of studies satisfactorily, including the required college preparatory subjects, and graduate from high school.

Details about the Early Admission program may be obtained from the Office of Admissions and Records.

Hardship Petitions

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

Placement Tests in English and Mathematics

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

Failure to take either of these tests, as required, at the earliest opportunity after admission may lead to administrative probation, which, according to Title 5 of the California Code of Regulations, and CSU Executive Order 393, may lead to disqualification from future attendance.

English Placement Test (EPT)

The CSU English Placement Test must be completed by all new undergraduates, with the exception of those who present proof of one of the following:

- a score of 3, 4, or 5 on either the Language and Composition or the Composition and Literature examination of the College Board Advanced Placement Program;
- a score on the CSU English Equivalency Examination that qualifies a student for exemption from the English Placement Test;
- a score of 470 or above on the verbal section of the College Board SAT taken prior to March 1994
- a score of 470 or above on the verbal section of the College Board SAT I: Reasoning Test taken between **March 1994 and March 1995**. (If taken after March 1995, see note below.)
- a score of 22 or above on the ACT English Usage Test;

- a score of 25 or above on the ACTE (enhanced) English Test;
- a score of 600 or above on the College Board Achievement Test in English Composition with essay taken prior to January 1994
- a score of 600 or above on the College Board SAT II: Writing Test taken **between January 1994 and March 1995**. (If taken after March 1995, see note below.)
- for transfer students, completion and transfer to the CSU of an acceptable college course in English composition of 4 quarter or 3 semester units with a grade of C or better.

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

Information bulletins and registration materials for the EPT will be mailed to all students subject to the requirements. The materials may also be obtained from the Office of Admissions and Records or Testing Office at any CSU campus.

Students required to take this examination must do so before registering for their first semester, since the score results are required for placement in English 30, 99, and 101 courses. Failure to comply will result in administrative-academic probation.

Note: The College Board SAT and Achievement Tests were replaced by SAT I and SAT II, respectively, beginning March 1994. In the Spring of 1995 CSU will publish new exemption score requirements for SAT I/II taken after March 1995.

Entry-Level Mathematics (ELM) Test

The CSU Entry-Level Mathematics Test must be completed by all new undergraduates, with the exception of those who present proof of one of the following:

- a score of 3 or above on the College Board Advance Placement mathematics examination (AB or BC);
- a score of 560 or above on the mathematics section of the College Board SAT taken prior to March 1994
- a score of 560 or above on the math section of the College Board SAT I: Reasoning Test taken between **March 1994 and March 1995**. (If taken after March 1995, see note below.)
- a score of 24 or above on the ACT Mathematics Test;
- a score of 25 or above on the ACTE (enhanced) Mathematics Test;
- a score of 560 or above on the College Board Math Achievement Test, Level I, II, or IIC (Calculator), taken prior to March 1994.
- a score of 560 or above on the College Board SAT II: Mathematics Tests Level I, II, or IIC (Calculator) taken between **March 1994 and March 1995**. (If taken after March 1995, see note below.)
- for transfer students, completion and transfer to the CSU of a college course that satisfies the General Education-breadth requirement in quantitative reasoning, provided such course was completed with a grade of C or better.

Students required to take this examination must do so before registering for their first semester. Taking the ELM is a prerequisite to MATH 30, 40, and 50. Failure to comply with the requirement will result in administrative-academic probation.

Note: The College Board SAT and Achievement Tests were replaced by SAT I and SAT II, respectively, beginning March 1994. In the Spring of 1995 CSU will publish new exemption score requirements for SAT I/II taken after March 1995.

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 that do not apply toward graduation.

Students who place in nonbaccalaureate courses through the Entry-Level Math or English Placement Test, or both, shall be placed on administrative-academic probation. Enrollment in nonbaccalaureate classes, as appropriate, is then 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 disqualification. Students who are disqualified may petition the Standards Committee to take a course for a third semester.

Students who pass these courses must take the next appropriate course in their next semester of enrollment.

California Articulation Number System

The California Articulation Number (CAN) System is a cross-reference course identification system for many lower-division, transferable major preparation courses commonly taught on college campuses. The CAN System is based on course articulation — courses considered comparable, but not necessarily identical, and acceptable "in lieu of" each other. The System is simple, functional, and flexible, yet is structured to provide accuracy and consistency. The System allows each campus to retain its own course number, prefix, and title. When a course has met the criteria and is qualified to use a CAN, it is printed as an addendum to the campus' course number and prefix in catalogs and other publications

Courses Qualified

CAN Number	SSU Course	
CAN ANTH 2	ANTH 201	Introduction to Human Evolution
CAN ANTH 4	ANTH 203	Introduction to Cultural Anthropology
CAN ART 2	ART 210	Introduction to Art History
CAN ART 4	ART 211	Introduction to Art History
CAN ART 8	ART 202	Beginning Drawing
CAN ART 10	ART 220	Beginning Painting
CAN ART 12	ART 236	Beginning Sculpture
CAN ART 14	ART 101	Art Fundamentals
CAN ART 16	ART 102	Art Fundamentals
CAN BIOL 4	BIOL 117	General Zoology
CAN BIOL 6	BIOL 116	General Botany
CAN BUS 2	BUS 230A	Principles of Accounting
CAN CHEM 2	CHEM 115A	General Chemistry
CAN CHEM 4	CHEM 115B	General Chemistry
CAN CHEM 12	CHEM 255	Quantitative Analysis
CAN ECON 2	ECON 201A	Introduction to Macroeconomics
CAN ECON 4	ECON 201B	Introduction to Microeconomics
CAN ENGL 2	ENGL 101	Expository Writing and Analytical Reading
CAN ENGL 6	ENGL 207	Creative Writing
CAN ENGL 14	ENGL 237	Survey: Early American Literature
CAN GEOG 2	GEOG 204	Physical Geography

CAN GEOG 4	GEOG 203	Cultural Geography
CAN GOVT 2	POLS 200	The American Political System
CAN HIST 2	HIST 201	Foundations of World Civilization
CAN HIST 4	HIST 202	Development of the Modern World
CAN HIST 8	HIST 251	History of the U.S. to 1877
CAN HIST 10	HIST 252	History of the U.S. Since 1865
CAN JOUR 4	COMS 200	Principles of Mass Communication
CAN MATH 16	MATH 107	Algebra and Trigonometry
CAN MATH 18	MATH 161	Calculus I
CAN MATH 20	MATH 211	Calculus II
CAN MATH 22	MATH 261	Calculus III
CAN MATH 26	MATH 222	Elementary Applied Linear Algebra
CAN PHIL 2	PHIL 120	Introduction to Philosophy
CAN PHIL 6	PHIL 200	Introduction to Logic
CAN PHYS SEQ A	PHYS 209A + 209B + 210A + 210B	General Physics + General Physics Laboratory
CAN PSY 2	PSY 250	Introduction to Psychology
CAN SOC 2	SOCI 201	Introduction to Sociology

Evaluation of Transfer Credit

Community College Credit

A maximum of 70 semester units of community college credit can be credited toward the units required for a baccalaureate. However, excess units of transferable work will be computed in the grade point average and credited toward satisfaction of specific requirements such as General Education-breadth requirements.

Credit Earned at Accredited Colleges

Credit toward fulfillment of graduation requirements will be allowed only insofar as courses satisfactorily completed meet the standards and requirements of Sonoma State University.

Credit for Extension and Correspondence Courses

A maximum of 24 units of credit earned in correspondence and extension courses may be allowed for the bachelor's degree. Nine units may be applied toward the master's degree. Such course credit does not apply toward the residence requirements at Sonoma State University.

Credit for Military Service

Students who have completed one year or more of active military service will be granted 6 units of lower-division elective credit. To be eligible for such credit, the student must submit a copy of the DD 214 Form. Credit for service schools will be allowed only insofar as such training is recommended by the American Council on Education Guide and the courses are comparable to courses offered on most CSU campuses.

Credit for Instruction in Noncollegiate Settings

Sonoma State University grants undergraduate degree credit for successful completion of noncollegiate instruction, either military or civilian, appropriate to the baccalaureate, 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 by Examination

Sonoma State University grants credit to those students who pass examinations that have been approved for credit systemwide. These include the Advanced Placement Test, the CSU English Equivalency Examination, and some CLEP examinations. Students may challenge courses by taking examinations developed at the campus. Credit shall be awarded to those who pass them successfully.

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 3 or better will be granted 6 semester units of university credit with the following provisions:

1. Such credit is allowed as advanced standing for first-time freshman.
2. Credit is used to meet General Education requirements, as evaluated by the Office of Admissions and Records at the time of the student's admission.
3. Advanced Placement credit is to apply to major requirements at the discretion of the major department.

English Equivalency Examination

In addition to units gained through the College Level Examination Program, students may earn credit toward the baccalaureate by passing The California State University English Equivalency Examination (EEE). Students passing the EEE earn up to 6 units of course credit toward basic composition and ENGL 214.

Inquire at the University Testing Office for registration fees and deadlines. During the spring semester, registration materials are available in California high schools.

Challenge Examinations

Students may earn unit credit for a SSU course that they successfully challenge by examination, rather than pursue the usual arrangement. 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 Sonoma State University 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 the students' record until 30 units have been earned in residence. No resident credit is earned, and units graded Cr do not affect the grade point average.
7. Forms for Application for Unit Credit by Challenge Examination are available in department offices.

College Level Examination Program (CLEP)

The University allows students to earn credit toward the baccalaureate through the College Level Examination Program. Students may earn up to 6 units per examination passed and up to a maximum of 30 units. Passing scores for the CLEP exams are established by the participating academic departments and the California university and college system. Students may not be credited for CLEP results that duplicate course work previously noted on their transcript, nor will they receive credit for CLEP examinations repeated within a 12-month period. CLEP credit may be applied toward major requirements at the discretion of the department. CLEP tests are administered on a regularly scheduled basis. Interested students are advised to consult with the Office of Testing Services. See page 260 for course equivalencies.

Credit for Prior Learning Faculty-Evaluated Prior Learning (FEPL)

Sonoma State University grants 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 California State University system.

FEPL Office

Rachel Carson Hall, Room 50, (707) 664-3902

FEPL Coordinator

Elizabeth Herron

Sonoma State University subscribes to the principles recognized by the California State University and by the Western Association of Schools and Colleges as follows:

- undergraduate learning takes place in a variety of ways and settings and covers a broad spectrum of ages and experience.
- college-level learning, judged by recognized academic criteria, but based on experiences other than those that occur in an academic setting, may be educationally creditable. Appropriate past learning from specific experiences can be used to undergird or supplement present and future learning beyond the secondary school, provided that such learning is relevant to the goals of the student's education and compatible with the purposes and stated objectives of the institution and its specific programs and curricula. (Western Association of Schools and Colleges, *Handbook of Accreditation*, March 1982, page 114.)

In the spirit of these principles, Sonoma State University 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 preliminary advising, the portfolio workshop, and the subsequent stages of the actual assessment will be in themselves educational. The portfolio product 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 handbooks available from the FEPL Coordinator).

Policies and Procedures

In order to apply for FEPL, the student must:

1. be matriculated at Sonoma State University;
2. be in the undergraduate program (credit for prior learning is not presently awarded on the graduate level at Sonoma State University);
3. be applying for college-level credit in areas where Sonoma State University has degree-based programs and faculty expertise;
4. be applying for credit relevant to an approved academic course of study; and
5. be willing to follow the procedures outlined below.

Preliminary Advising

This step may be accomplished before formal enrollment at Sonoma State University. A FEPL advisor will help the student assess the appropriateness of the prior learning experience. On the basis of this assessment, the student will be advised as to whether such experience could better be evaluated through one of the other methods available, such as CLEP, CSU equivalency examinations, or challenge exams. At this point also the questions of duplication of units already transcribed or planned will be taken into consideration. The next step is to discuss enrollment in the Portfolio Workshop with the FEPL Coordinator.

Portfolio Workshop

This course, if all requirements are completed satisfactorily, results in a portfolio that is used as a source of information in the evaluation process and not as final evidence that evaluation has been completed. (See current Schedule of Classes for workshop description.)

Payment of User Fee

If the student, the workshop 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. (See FEPL brochure for details.) The fee is charged whether or not units of credit are granted.

Faculty Evaluation

The FEPL coordinator will forward 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 GE, electives, or the major. (Award of credit for GE would also have to be petitioned 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 evaluator’s recommendations and the portfolio are then returned to the FEPL Coordinator within the time prescribed.

Limitation on Units Possible Through FEPL

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

FEPL Review Panel

The Review Panel consists of full-time faculty from each of the University Schools, the General Education Committee, and the FEPL Coordinator. The Panel monitors the recommended awards for consistency of standards, possible duplication or overlap of units, and overall quality, before giving final approval to the documentation of prior learning and to the recommendations for award of credit.

Appeals Procedures

Appeals are initiated by students through the FEPL coordinator. Appeals are considered first by the FEPL review panel, and then, if further action is necessary, would follow standard University procedures.

Posting of FEPL Credit

The final recommendations are forwarded by the FEPL Coordinator, along with the summary page of the portfolio and the faculty evaluations, to the Office of Admissions and Records for transcription. (Costs for duplication of documentary material are borne by the individual student.) The units will appear on the transcript on a CR/NC basis only, under a special FEPL designation, with the descriptive titles as awarded.

These units will not be officially transcribed until the student has completed 30 units of work in residence at Sonoma State University, and has established evidence of a satisfactory learning pattern. Should the student transfer to another institution before that time, the units will not be included on the transcript, nor will FEPL fees be refunded. 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.

Completion of FEPL Program

The procedures that follow the successful completion of the Portfolio Workshop and the payment of fees are designed to be completed within one semester, unless delays occur because of an appeal.

CLEP Examinations Approved at Sonoma State University

The CLEP examinations identified below have been approved by the appropriate departments and divisions. Some CLEP examinations satisfy GE requirements. To find which courses are waived, consult the department that offers the examination.

Examination	Amount of Credit Approved	Course Equivalent — CLEP
Natural Sciences	3 units of General Education requirements in <i>Biological Sciences</i> and 3 units of General Education in <i>Physical Sciences</i> . Students passing the CLEP Examination will still be required to take a laboratory course in Natural Sciences	Biology 115 Physical Science 100
Social Sciences	4 units of General Education requirements in <i>Social Structure</i>	Social Science 100
Algebra and Trigonometry	4 units toward <i>Algebra and Trigonometry</i>	Mathematics 107
American Government	3 units in <i>American Political Systems</i> . Satisfies State Code requirements in U.S. Constitution. This requirement may also be satisfied by passing the examination in American Government offered by the Department of Political Science. Students must take Department examination to fulfill requirements in State and Local Government. (1 unit)	Political Science 200
American History Part I (with Departmental essay): Colonization to 1865	3 units in <i>United States History</i> Satisfies State Code requirement in U.S. History	History 251
American History Part II (with Departmental essay): 1865 to present	3 units in <i>United States History</i> Satisfies State Code requirement in U.S. History	History 252
American Literature	6 units toward <i>Survey of American Literature</i>	English 237, 238
Analysis and Interpretation of Literature (with Departmental essay)	6 units toward <i>Basic Composition</i> (Freshman English)	English 101 and 214
English Literature	6 units of course credit in <i>Survey of English Literature</i>	English 239, 240
Biology (with Departmental essay)	6 units toward <i>Basic Biology</i> course requirement and <i>waives</i> up to 12 units of major requirement	Biology 115, 116, 117
Calculus with Elementary Functions	4 units of General Education in <i>Calculus</i>	Mathematics 161
General Chemistry	Up to 3 units of course credit in <i>General Chemistry</i>	Chemistry 115A and/or B
Introductory Psychology	4 units of course credit in <i>General Psychology</i>	Psychology 250
Human Growth and Development	3 units of course credit in <i>Human Growth and Development</i> , similar to <i>Child Psychology</i> or <i>Child Development</i>	Psychology 302
Introductory Accounting	4 units of course credit in <i>Principles of Accounting</i>	Business Administration 230A
Introductory Macroeconomics	4 units of course credit in <i>Introduction to Macroeconomics</i>	Economics 201A
Introductory Microeconomics	4 units of course credit in <i>Introduction to Microeconomics</i>	Economics 201B
Introductory Sociology	4 units of course credit in <i>Introductory Sociology</i>	Sociology 201

Students may earn up to 6 units per examination passed and up to a maximum of 30 units total.

**Eligibility Index Table for California High School Graduates
or Residents of California — Effective Fall 1990**

GPA	ACT Score	SAT Score	GPA	ACT Score	SAT Score
3.00 and above qualifies with any score					
2.99	10	410	2.48	20	820
2.98	10	420	2.47	20	830
2.97	10	430	2.46	21	840
2.96	11	440	2.45	21	840
2.95	11	440	2.44	21	850
2.94	11	450	2.43	21	860
2.93	11	460	2.42	21	870
2.92	11	470	2.41	22	880
2.91	12	480	2.40	22	880
2.90	12	480	2.39	22	890
2.89	12	490	2.38	22	900
2.88	12	500	2.37	22	910
2.87	12	510	2.36	23	920
2.86	13	520	2.35	23	920
2.85	13	520	2.34	23	930
2.84	13	530	2.33	23	940
2.83	13	540	2.32	23	950
2.82	13	550	2.31	24	960
2.81	14	560	2.30	24	960
2.80	14	560	2.29	24	970
2.79	14	570	2.28	24	980
2.78	14	580	2.27	24	990
2.77	14	590	2.26	25	1000
2.76	15	600	2.25	25	1000
2.75	15	600	2.24	25	1010
2.74	15	610	2.23	25	1020
2.73	15	620	2.22	25	1030
2.72	15	630	2.21	26	1040
2.71	16	640	2.20	26	1040
2.70	16	640	2.19	26	1050
2.69	16	650	2.18	26	1060
2.68	16	660	2.17	26	1070
2.67	16	670	2.16	27	1080
2.66	17	680	2.15	27	1080
2.65	17	680	2.14	27	1090
2.64	17	690	2.13	27	1100
2.63	17	700	2.12	27	1110
2.62	17	710	2.11	28	1120
2.61	18	720	2.10	28	1120
2.60	18	720	2.09	28	1130
2.59	18	730	2.08	28	1140
2.58	18	740	2.07	28	1150
2.57	18	750	2.06	29	1160
2.56	19	760	2.05	29	1160
2.55	19	760	2.04	29	1170
2.54	19	770	2.03	29	1180
2.53	19	780	2.02	29	1190
2.52	19	790	2.01	30	1200
2.51	20	800	2.00	30	1200
2.50	20	800	Below 2.00 does not qualify for regular admission.		
2.49	20	810			

Scores from ACT tests prior to October 1989 should be adjusted for use with this index table by adding 2 to the pre-October 1989 composite score.

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

Fees, Expenses, and Financial Assistance

Financial Aid Office

Village 600, (707) 664-2389

Scholarship Office

Stevenson Hall, Room 1066, (707) 664-2261

Fees and Expenses

The following information concerning the cost of attending Sonoma State University is available from the Financial Aid Office.

- Fees and tuition (where applicable)
- Estimated costs of books and supplies
- Estimates of typical student room and board costs or typical community costs
- Any additional costs that may typically be incurred while attending Sonoma State University

Schedule of Fees

The fees listed below are subject to change.

	1-6 units	7+ units
Student Union Fee	43.00	43.00
Associated Students Fee	37.00	37.00
Instructionally Related Activities Fee	100.00	100.00
Facilities Fee	3.00	3.00
Student Health Fee	60.00	60.00
State University Fee	\$417.00*	\$720.00*
Total fees per semester	\$660.00	\$963.00

* The State University Fee may increased by as much as 24 percent pending upcoming Legislative approval. In addition, the Legislature may approve a differential for graduate students.

All students are required to have a **Student Identification Card**. There is a **\$5.00** charge for an ID card or a replacement. This card also serves as a Library ID card. No refunds allowed on ID card.

Fees for auditing are the same as for credit. If a student's registered number of units is increased during the term to a higher fee or tuition category, the student must pay an additional amount.

Nonresidents (U.S. and Foreign)

Nonresident tuition per unit \$246.00

(A 15 percent service charge is levied for installment payment of foreign nonresident tuition). The total fee paid per term will be determined by the number of units taken, including those in excess of 15.

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

Summer Session

Fee per unit \$99.00

Extension Program

Fee per unit \$85.00

Other Fees or Charges

Administrative Student Reinstatement	\$50.00
Application Fee (for admission or readmission; nonrefundable)	55.00
Late Registration	25.00
Transcript of Record — 1st copy	4.00
Additional copies purchased with 1st copy each	2.00
Failure to meet administratively required appointment or time limit	20.00
Graduation and Diploma Fee	20.00
Replacement of items lost or broken	Cost
Check returned for any cause*	20.00

* Any student issuing a dishonored check for registration fees will be subject to disenrollment.

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

Sonoma State University students who were called to active military service commencing in Fall 1990 through Spring 1991 are not required to pay any increase in fees. This exemption remains in effect for the same number of terms the student was absent from school because of active military service. Students claiming this exemption must provide proof of eligibility by submitting Form DD214 to the Accounting Office prior to registration.

Duplicate Degree Tuition

The California State University is required by law to charge duplicate degree tuition of \$150 per semester unit (\$100 per quarter unit) up to a maximum of \$2,250 per semester (\$1,500 per quarter) to any student who has earned a degree equivalent to or higher than the degree awarded by the program in which the student is enrolled or who has earned a baccalaureate or postbaccalaureate degree and is enrolled without a declared degree objective.

The following categories are exempted from Duplicate Degree Tuition:

1. A dislocated worker as certified by a State agency in accordance with Title 3 of the Federal Job Training Partnership Act.
2. A displaced homemaker as defined in accordance with the Higher Education Act of 1965, as amended (20 USC 1001 et seq.).
3. A person who is an enrollee in any program leading to a credential or certificate that has been approved by the Commission on Teacher Credentialing.
4. A recipient of benefits under the Aid to Families with Dependent Children program, the Supplementary Security Income or State Supplementary Program, or a general assistance program.
5. A nonresident student except those for whom nonresident tuition has been waived.

6. A California resident who is sixty years of age or older.
7. Children and dependents of deceased or disabled veterans.
8. Children of deceased law enforcement or fire suppression prevention employees.

Credit Cards

VISA and Master Charge bank credit cards may be used for payment of student fees. Students using a credit card issued in another's name must present a written authorization signed by the individual whose name appears on the card.

Parking Fees

Parking fees are payable by all students using campus parking facilities. No provision is made for part-time reserve parking.

Automobiles, reserved, per semester	\$150.00
Automobiles, nonreserved, per semester	54.00
Motorcycles, motorbikes, mopeds, motorized bicycle	13.50
Daily Park UR Self nonreserved space — per admission	1.50
Replacement of decal	5.00

Library Fees

General Circulation Overdue Fees

Four-week Loan — Per Day Overdue	\$.25
Maximum fine per item	10.00

Reserve Book Room Overdue Fees

Two-hour Loan — Per Hour Overdue	\$ 1.00
One-day Loan — Per Day Overdue	5.00
Three-day Loan — Per Day Overdue	5.00
Seven-day Loan — Per Day Overdue	5.00
Maximum fine per item	20.00

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 \$25.00 per semester is charged for use of Music Department instruments and equipment. In addition, a deposit of \$20.00 is required for each instrument checked out for each semester. The deposit will be refunded with the return of the instrument.

Refund of Fees

Details concerning fees that may be refunded, the circumstances under which fees may be refunded, and the appropriate procedure to be followed in seeking refunds may be obtained by consulting Section 42201 (parking fees), 41913 (nonresident tuition), 42019 (housing charges), and 41802 (all other fees) of Title 5, California Code of Regulations. In all cases it is important to act quickly in applying for a refund. Information concerning any aspect of the refund of fees may be obtained from the Cashier's Office or by consulting the current *Schedule of Classes*.

Establishment or Abolishment of a Student Body Fee

The law governing The California State University provides that a student body fee may be established by student referendum with the approval of two-thirds of those students voting. The Student Body Fee was established at Sonoma State University by student referendum on May 2, 1980. The same fee can be abolished by a similar two-thirds approval of students voting on a referendum called for by a petition signed by 10 percent of the regularly enrolled students (Education Code, Section

89300). The level of the fee is set by the Chancellor. An increase in the student body fee may be approved by the Chancellor only following a referendum on the fee increase approved by a majority of students voting. Student body fees support a variety of cultural and recreational programs, child care centers, and special student support programs.

Debts Owed to the Institution

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

Financial Aid Office

Village 600, (707) 664-2389

The Financial Aid Office provides financial advising about the various Federal and State financial aid programs that are available and attempts to provide monetary assistance to eligible students to enable them to benefit from furthering their education.

Within this objective, the staff of the Financial Aid Office is committed to providing fast and efficient customer service, as well as to providing current and accurate information about the requirements for completing the financial aid application process.

In addition, the Financial Aid Office makes every effort to treat all students fairly and with courtesy and respect by recognizing individual and cultural differences. The unifying goal of this Office is to assist students in overcoming educational barriers by contributing to the retention effort and by assisting students to achieve their educational goals and objectives.

The following information concerning student financial assistance may be obtained from the Financial Aid Office.

- Student financial assistance programs available to students who enroll at Sonoma State University
- The methods by which such assistance is distributed among student recipients who enroll at Sonoma State University
- The means, including forms, by which application for student financial assistance is made, and the requirements for accurately preparing such applications
- The rights and responsibilities of students receiving financial assistance
- The standards that the student must maintain in order to be considered to be making satisfactory progress for the purpose of establishing and maintaining eligibility for financial assistance

Student financial aid is in the form of grants, loans, employment, and scholarships. The following is a list of the various kinds of financial assistance available.

Grants

1. *Federal Pell Grant*. This Federal program was established as a “foundation” for financial aid packages for undergraduates with demonstrated need who have not completed their first baccalaureate.

2. *Federal Supplemental Educational Opportunity Grant (SEOG)*. These funds are available to undergraduates with exceptional financial need who have not completed their first baccalaureate.

3. *Educational Opportunity Program Grant (EOPG)*. These are State-funded grants. The student must be admitted to the University through the EOP program and have demonstrated financial need.

4. *State University Grant Program (SUGP)*. This grant is available to both graduate and undergraduate students. Applicants must be California residents in addition to having demonstrated financial need.

5. *SSU Graduate Equity Fellowship Program*. Applicants must be California residents in addition to having demonstrated financial need.

6. *Cal Grants (administered by the California Student Aid Commission)*. Cal Grant A awards are to help meet the payment of registration fees. Eligibility for this program is based on GPA in addition to demonstrated financial need. Applicants must be California residents. Cal Grant B awards offer a monthly stipend plus assistance with registration fees for renewal applicants. The intent of this program is to aid high-potential students from low-income/minority families. First-time applicants must be residents of California and must not have completed more than one full-time semester or 16 units of part-time college work.

7. *Graduate Fellowship Program (administered by the California Student Aid Commission)*. These awards assist with the payment of registration fees. Eligibility is based on GRE scores, GPA, and financial need. Applicants must be California residents and must demonstrate intent to become a college/university faculty member.

8. *Bureau of Indian Affairs Grant (BIA)*. These Federal grant funds are available to qualified Native Americans.

Loans

9. *Federal Perkins Loan*. This is a long-term, interest free loan while the borrower is in school and is available to both graduate and undergraduate students. Repayment and interest (5 percent) begin six months after a student ceases to be enrolled in at least a half-time course of study. Limited loan cancellation and loan deferments are available for special circumstances as determined by the United States Department of Education. These loans are based on exceptional financial need.

10. *Stafford Student Loan (SSL)*. These are long-term loans made by participating lending institutions such as banks and credit unions and are available to both graduate and undergraduate students. Repayment period and interest begins 6 months after a student ceases to be enrolled in at least a half-time course of study. There are no loan cancellation provisions and limited loan deferments are available. The decision to lend is made by the lending institution.

11. *Supplemental Loans to Students (SLS) and Parents Loan for Students (PLUS)*. Available to independent undergraduate students, classified graduate students, and parents of dependent students. Repayment usually begins within 60 days of receiving the check. Interest rates are variable.

12. *Nursing Student Loan (NSL)*. These are long-term loans, interest free while in school. Repayment and interest (5 percent) begin 9 months after a student ceases to be enrolled in at least a half-time course of study. Limited loan deferments are available for special circumstances as determined by the Secretary of Health and Human Services. The student must be admitted to the Nursing Program.

13. *Short-Term Loans (STL)*. On a funds-available basis, loans of up to \$150 are made interest free, for periods of 30 days to those registered for 6 or more units.

Employment

14. *Federal Work-Study (CW-S)*. This is a program of part-time employment for both undergraduate and graduate students. Employment may be either on campus or in approved off-campus organizations. Work-Study awards are based on demonstrated need. Information concerning Sonoma State University's policies regarding any refund due to the Federal Title 4 student assistance programs as required by the regulations is available from the Financial Aid Office.

15. *Work Opportunities*. Employment is generally available in Sonoma County and the surrounding University service area to students with ability and initiative. The Career Development Center on campus is helpful in referring interested students to part-time job opportunities.

Application Procedure

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, scholarships, non-CWS employment, and STL programs). The FAFSA asks for confidential information about family income, assets, expenses, 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 and applications for other aid programs, if required, are available at the Financial Aid Office beginning in early December. March 2 is the priority filing date at Sonoma State University.

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. When the file is complete, the student's financial need is determined by subtracting those resources available for education from the 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 and reviewed. This process usually begins in early April.

Questions regarding a student's eligibility or types of financial aid offered should be directed to the Financial Aid Office.

Scholarships

University Scholarship Program

The University Scholarship Program at SSU serves to give tangible encouragement and public recognition to students with superior academic qualifications. The program is made possible through the generous support of individuals, businesses, and organizations who recognize the outstanding contributions made by the University and its graduates.

Most University scholarships are awarded on the basis of an applicant's academic record and overall achievements without special consideration of financial need. To meet the minimum requirements for most scholarships, a candidate must have a GPA of at least 3.00 in the last 30 semester (45 quarter) units of academic work. Applications of candidates who have met the minimum requirements are reviewed by the University Scholarship Committee, which makes the final determination.

The University Scholarship Committee asks each applicant to submit a personal narrative and three letters of recommendation, in addition to the basic application form. In the narrative, which is judged for both content and style, applicants are invited to discuss the basis of their scholarly excellence and to address such matters as academic record and achievements, educational goals, and career objectives, as well as academically related work experience or community service. The letters of recommendation should come from individuals qualified to attest to the applicant's academic ability, achievements, and potential.

The scholarship application and award process occurs each spring semester in anticipation of the upcoming academic year. Applications and required materials must be received or postmarked by March 1. This deadline is strictly enforced. Scholarship applications are available beginning in December of each year. Students interested in applying for any of the awards offered through the University Scholarship Program may obtain an application form by contacting the scholarship coordinator in Stevenson Hall, Room 1066, or by telephone (707) 664-2261.

Alan Pattee Scholarships

Children of deceased public law enforcement or fire suppression employees who were California residents and were killed in the course of law enforcement or fire suppression duties are not charged fees or tuition of any kind at any California State University campus, according to the Alan Pattee Scholarship Act, Education Code Section 68121. Students qualifying for these benefits are known as Alan Pattee scholars.

For further information, contact the Office of Admissions and Records, which confirms eligibility.

External Scholarships

Community, social, and service groups, employers, churches, and other organizations often provide scholarships. Applicants should check with their high school counselor or with the scholarship coordinator at Sonoma State University to obtain resource information to assist them in identifying awards for which they qualify.

Scholarships may affect eligibility for certain financial aid programs. Recipients should check with the Financial Aid Office to determine their options. Financial aid applicants are required to report the receipt of scholarships to the Financial Aid Office.

Determination of Residence for Nonresident Tuition Purposes

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

The following statement of the rules regarding residency determination for nonresident tuition purposes is not a complete discussion of the law, but a summary of the principal rules and their exceptions. The law governing residence determination for tuition purposes by the California State University is found in Education Code Sections 68000-68090, 68121, 68123, 68124, and 89705-89707.5, and in Title 5 of the California Code of Regulations, Sections 41900-41912. A copy of the statutes and regulations is available for inspection at the Office of Admissions and Records.

Legal residence may be established by an adult who is physically present in the state and who, at the same time, intends to make California his or her permanent home. Steps must be taken at least one year prior to the residence determination date to show an intent to make California the permanent home, with concurrent relinquishment of the prior legal residence. The steps necessary to show California residency intent will vary from case to case.

Included among the steps may be registering to vote and voting in elections in California; filing resident California state income tax forms on total income; ownership of residential property or continuous occupancy or renting of an apartment on a lease basis where one's permanent belongings are kept; maintaining active resident memberships in California professional or social organizations; maintaining California vehicle plates and operator's license; maintaining active savings and checking accounts in California banks; maintaining permanent military address and home of record in California if one is in the military service.

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

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

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

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

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

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

Fall	September 20
Spring	January 25

Questions regarding residence determination dates should be directed to the campus Admissions Office, which can give the residence determination date for the term for which the student is registering.

There are exceptions from nonresident tuition, including:

1. Persons below the age of 19 whose parents were residents of California but who left the state while the student, who remained, was still a minor. When the minor reaches age 18, the exception continues for one year to enable the student to qualify as a resident student.
2. Minors who have been present in California with the intent of acquiring residence for more than a year before the residence determination date, and entirely self-supporting for that period of time.
3. Persons below the age of 19 who have lived with and been under the continuous direct care and control of an adult or adults, not a parent, for the two years immediately preceding the residence determination date. Such adults must have been a California resident for the most recent year.
4. Dependent children and spouses of persons in active military service stationed in California on the residence determination date. The exception, once attained, is not affected by retirement or transfer of the military person outside the state.
5. Military personnel in active service stationed in California on the residence determination date for purposes other than education at state-supported institutions of higher education. Effective January 1, 1994, this exception continues until the military personnel have resided in the state the minimum time necessary to become a resident.
6. Dependent children of a parent who has been a California resident for the most recent year. This exception continues until the student has resided in the state the minimum time necessary to become a resident, so long as continuous residence is maintained at an institution.
7. Graduates of any school located in California that is operated by the United States Bureau of Indian Affairs, including, but not limited to, the Sherman Indian High School. The exception continues so long as continuous attendance is maintained by the student at an institution.
8. Certain credentialed, full-time employees of California school districts.
9. Full-time State University employees and their children and spouses; State employees assigned to work outside the State, and their children and spouses. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for one year.
10. Certain exchange students.
11. Children of deceased public law enforcement or fire suppression employees who were California residents and were killed in the course of law enforcement or fire suppression duties.

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

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

within 120 calendar days of notification of the final decision on campus of the classification. The Office of General Counsel may make a decision on the issue, or it may send the matter back to the campus for further review.

Students classified incorrectly as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is subject to discipline pursuant to Section 41301 of Title 5 of the California Code of Regulations. Resident students who become nonresidents, and nonresident students qualifying for exceptions whose basis for so qualifying changes, must immediately notify the Admissions Office. Applications for a change in classification with respect to a previous term are not accepted.

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

Average Annual Cost of Education and Sources of Funds per Full-time Equivalent Student

The 20 campuses and the Chancellor's Office of the California State University are financed primarily through funding provided by the tax-payers of California. The total state appropriation to the CSU for 1993/94 (including capital outlay funding in the amount of \$240,459,000) is \$1,723,703,000. However, the total cost of education for CSU is \$2,081,064,210, which must provide support for a projected 247,494 full-time equivalent students (FTES). 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 students' academic load).

The total cost of education in the CSU is defined as the expenditures for current operations, including payments made to the students in the form of financial aid, and all fully reimbursed programs contained in state appropriations, but excluding capital outlay appropriations and lottery funds. *The average cost of education* is determined by dividing the total cost by the total FTES.

Thus, excluding costs that relate to capital outlay, the average cost of education per FTE student is \$8,408. Of this amount, the average student fee support per FTE is \$1,978. (The State University Fee, application fee, and nonresident tuition are included in the average costs paid by the students; individual students may pay less or more than \$1,978, depending on whether they are part-time, full-time, resident, or nonresident students.)

Source of Funds and Average Costs for 1993/94 CSU Budget (Projected Enrollment: 247,494 FTES)

	Amount	Average Cost per Student (FTE)	%
Total Cost of Education	\$2,081,064,210	\$8,408	100.0
-State Appropriation	1,483,244,000	5,993	71.3
-Student Fee Support	489,572,610	1,978	23.5
-Support from Other Sources	108,247,600	437	5.2

Enrollment Regulations and Policies

Enrollment

Registration

The University offers two opportunities for registration. Regular registration is held prior to the start of classes. Late registration, which requires payment of an additional fee, is available during the Change of Program period. Students are encouraged to participate in regular registration if at all possible.

All eligible continuing students and all admitted applicants will be mailed registration information approximately two weeks prior to regular registration. This material will include information about mandatory advising, registration appointment times, and procedures for registering. Applicants admitted too late to participate in regular registration will also receive registration information by mail, but must register late.

The best source for registration information is the Schedule of Classes, which is published each semester and can be purchased in the campus Bookstore. It provides a detailed description of registration procedures, course offerings, fees, and other basic information.

Registration fees are immediately due upon enrollment in classes. Students who fail to pay their fees by the registration fee deadline will be disenrolled from their classes. Credit will not be granted in any course unless all registration procedures are completed and fees are paid. "Unofficial" class attendance is not allowed.

Categories of Enrollment

Undergraduate students are classified according to the number of units completed as follows:

Status	Units Completed
Freshman	0-29
Sophomore	30-59
Junior	60-89
Senior	90+

Academic Load

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. Currently the average undergraduate is enrolled for approximately 13 units. Undergraduate students may register for up to 19 units without special approval.

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.

Students having a 3.0 overall college grade point average may petition to enroll in more than 19 units. Student 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 19 units. Students who wish to take more than 19 units must consult with their department chair or graduate coordinator and secure the approval of the Associate Vice President for Academic Programs and Graduate Studies.

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 which are part of their approved plan of study.

Continuing Student Status

Once students enroll and pay fees at Sonoma State University, they will be in "continuing student status" for the current and subsequent semester. Reapplication to SSU is required if a student has attended another educational institution during a one-semester leave from SSU, has taken a leave of more than one semester, or has graduated with a baccalaureate from this or any other institution. Academically disqualified students may petition for reinstatement to the University provided they have not been absent for more than one semester following disqualification. Disqualified students absent for two or more semesters must reapply for admission and petition for reinstatement.

Auditors

Enrollment as an auditor is limited to regularly matriculated students and is subject to the permission of the instructor. Enrollment in any course as an auditor shall be permitted only after students otherwise eligible to enroll in the course on a credit basis have had an opportunity to do so. Auditors are subject to the same fee structure as credit students and regular class attendance is expected. Once enrolled as an auditor, a student may not change to credit status unless such a change is requested prior to the end of the Change of Program period. Students may not enroll for audit during regular registration. Students who wish to enroll on an audit basis, or who wish to change a class to an audit basis, must secure the instructor's approval on a Change of Program form during the Change of Program period, and file all appropriate fees and materials with the Office of Admissions and Records, Stevenson Hall 1088, no later than the end of the Change of Program period.

Concurrent Enrollment with Other Institutions

Sonoma State University students may register concurrently at SSU and other campuses of the California State University with no further application fee. Applications are available from the Office of Admissions and Records, Stevenson Hall 1088. Such concurrent enrollment is valid for one term only.

Concurrent enrollment at SSU and a non-CSU institution is permitted with the approval of the student's advisor. Students enrolling concurrently should be aware of the policies governing acceptance of transfer credits as described elsewhere in the catalog.

Concurrent Enrollment with SSU Extension

Extension students admitted in resident classes (Open University) shall follow the same registration procedures and shall receive the same credit as they would receive in an extension class (see page 257). 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.)

Matriculated students are not permitted to enroll concurrently in regular SSU courses and SSU Extension Open University courses.

Intrasystem Visitors

Temporary Enrollment at Another CSU Institution

Students wishing to apply as intrasystem visitors must be in continuing student status with SSU. Temporary leave from SSU to enroll in another California State University for one term may be arranged with the SSU Office of Admissions and Records within the application deadlines outlined by the campus at which the student wishes to enroll. Both registration at the other CSU campus and return to SSU will be arranged by the Office of Admissions and Records without further application by the student. Contact the Office of Admissions and Records, Stevenson Hall 1088, for details concerning regulations and procedures.

Declaring or Changing a Major

Students must declare a major by the time they have earned 62 units or have completed their first semester at SSU, whichever is later. 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 major for major change requirements and change of major periods.

Change of Program

Students are permitted to change their initial enrollment by following the University's Change of Program procedure. Ordinarily, a student may add, drop, or change the basis of grading of a class utilizing the University's telephone registration procedures. Students should consult the *Schedule of Classes* for the procedures, approvals, timelines, and fees, associated with a Change of Program process.

Adding Classes

Students may add additional courses to their schedule up to the maximum enrollment limit during the Change of Program period. Consult the *Schedule of Classes* for appropriate dates and approvals.

Auditing Classes

Changing the basis of grade to Audit or conversely, from Audit to a letter grade, may be accomplished with the instructor's approval during the Change of Program period. Consult the *Schedule of Classes* for appropriate dates and approvals.

Dropping Classes

Students are responsible for attending all courses in which they have registered. During the Change of Program period the student may withdraw without penalty following the procedures outlined in the current *Schedule of Classes*. Nonattendance does not constitute withdrawal. Students who must withdraw after the Change of Program period and prior to the last three weeks of instruction for reasons clearly beyond their control, and who can justify extenuating circumstances, may withdraw without academic penalty by securing the approval of the instructor and the chair of the department in which the course is taught, and permission of the University Standards committee. Regulations for withdrawal are described in the *Schedule of Classes*. (See also Refund of Fees in the Fees section, page 263, of this catalog.)

Dropping individual classes is not permitted during the final three weeks of instruction or thereafter except in cases such as accident or serious illness where the cause of the withdrawal is clearly beyond the student's control and the assignment of an incomplete is not practicable. Students wishing to withdraw under these circumstances must obtain the approval of the appropriate instructor of the course, the department chair, and permission of the University Standards committee.

Complete Withdrawal from the University

Students wishing to withdraw completely from the University at any time during the semester may be required to secure additional clearances from campus offices. At the time of complete withdrawal, students must return their ID card to the Office of Admissions and Records. Those students who are eligible for a refund must file a separate application for refund with the Accounting Office. Students completely withdrawing will be considered continuing students for the next semester. Current Complete Withdraw requirements are included in the Schedule of Classes.

Under no circumstances does nonattendance constitute an official withdrawal from the University.

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 indicate passing grades; F indicates failure. Additional + (plus), - (minus) supplements add or subtract .3 grade points per unit. These apply to the A, B, C, and D grades, except 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," will be given for work equivalent to D+ and below for undergraduate classes and C+ and below for graduate-level classes.

In classes where there is an option between traditional and nontraditional grading modes, the mode must be declared, using the Change of Program form, by the end of the fourth week of classes.

Undergraduate students at Sonoma State University may elect a maximum of 24 units of nontraditional grades.

For students applying for degrees under catalog years beginning in fall 1987, 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 was available can only be counted 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.

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 units may be elected.

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 elect other Cr/NC units at Sonoma State University unless the units are earned in a course available only on a Cr/NC grading basis. Graduate students at Sonoma State University 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 which may be graded only in the Cr/NC mode.

Definitions of Grading Symbols

The chart below indicates grade symbols and their numerical equivalents for evaluating course work. In addition, more complete definitions of administrative grades are provided.

Incomplete (I)

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. An I grade must be requested by the student. Request for Incomplete forms are available in department offices. A final grade is assigned when the work agreed upon has been completed and evaluated.

An I must normally be made up within a period of time designated by the instructor, not to exceed one calendar year immediately following the end of the term during which it was assigned. This limitation prevails whether or not the student maintains continuous enrollment.

If a student fails to complete the assigned work within one calendar year, the I will be changed to an F or NC as determined by the grading basis of the enrollment.

Unauthorized Incomplete (U)

U 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 computation this symbol is equivalent to an F.

Satisfactory Progress (SP)

SP is used in connection with thesis, project, and similar courses where assigned work frequently extends beyond a single academic term. It indicates that work is in progress and has been evaluated and found to be satisfactory to date, but that assignment of a precise grade must await completion of additional work. 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 expressly prohibited. Work is to be completed within a stipulated time period. This may not exceed one year except for graduate degree theses for which the time may be up to two years, but may not exceed the overall time limit for completion of all master's degree requirements. Any extension of time limit must receive prior authorization by the Associate Vice President for Academic Programs and Graduate Studies.

Withdrawal (W)

W indicates that the student was permitted to drop the course after the third week of instruction with the approval of the instructor and appropriate campus officials. It carries no connotation of quality of student performance and is not used in calculating grade point average. (See Change of Program, page 268.)

Audit (AU)

AU is the recorded grade if a student enrolls in a class but is not receiving credit. (See Auditors, page 267.)

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.

Grades		
Grade Symbol	Explanation	Grade Points
A	Outstanding	4 per unit value of course
B	Very Good	3 per unit value of course
C	Average	2 per unit value of course
D	Barely Passing	1 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
U	Unauthorized Withdrawal	0 per unit value of course
SP	Satisfactory Progress	Not applicable
W	Withdrawal	Not applicable
AU	Audit	Not applicable
RD	Report Delayed	Not applicable

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 and with the payment of a \$4 fee for the first transcript requested, \$2 fee for the second through tenth transcript, and \$1 thereafter for each transcript ordered at the same time as the first transcript.

The University reserves the right to withhold issuing the transcript of any student not in good financial standing with the University.

Grade Reporting

Approximately two weeks following the end of finals, grades will be available. 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. With the exception of a removal of an incomplete within the prescribed period, 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 3.5 GPA in a minimum of 12 units of letter-graded work will be awarded Dean's List recognition. Courses taken in extension 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 are authorized access to academic records. 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 petition to be submitted.

Individuals may have access to their official records by appointment with the Office of Admissions and Records.

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. (Cr and NC are not used in this calculation.)

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. Students who are disqualified are not routinely eligible to enroll and are therefore not considered in good standing.

Academic Probation

If a student's cumulative grade point average in all university work attempted, or cumulative grade point average at Sonoma State University, falls below the minimum GPA shown below, the student will be subject to academic probation.

Undergraduate	2.0
Postbaccalaureate	2.5
Graduate Student.....	3.0

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 repeated failure to progress toward a degree, or for failure to comply with an academic requirement or regulation that is routine for all students or for a defined group of students.

Academic Disqualification

Students are subject to academic disqualification should 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.

Freshman, Sophomore (0-59 units completed)	15 or more below a 2.0
Juniors (60-89 units completed)	9 or more below a 2.0
Seniors (90 or more units completed)	6 or more below a 2.0

A graduate student on academic probation who fails to earn sufficient grade points for removal from probationary status is subject to academic disqualification.

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

Disqualified students may be considered for reinstatement by petitioning to the Office of Admissions and Records. Petitions must be accompanied by evidence (such as satisfactory academic work elsewhere) that would justify reinstatement. Disqualified students who are reinstated will be on a probationary basis for one semester and until all grade point deficiencies have been removed or until they are again disqualified.

Special Studies Courses

Sonoma State 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,
 - a. who have a cumulative GPA of 3.0 or better,
 - b. and who have 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.

Repeat of Courses

Noncalculation of a Previous Grade

With prior consent of the appropriate department, a student may repeat a Sonoma State University course in order to improve any grade. In recalculating the GPA, only the higher grade will be counted; however, if a No Credit (NC) grade is awarded for the second attempt, the first attempt will count. Grades from subsequent attempts will be included in calculating the GPA. Unit credit will be granted one time only except for courses permitted by the University and identified in the Catalog. In order for this policy to be enacted and the GPA recalculated, students must notify the Office of Admissions and Records after the course has been repeated. If the course is to be repeated by taking anything other than the exact class, prior approval of the department is required in order for the repeat policy to apply.

Excessive Enrollment

If a student enrolls in the same course beyond catalog limitations, units earned will not be counted toward a baccalaureate. The units attempted and any grade points earned, however, will be averaged with the student's other grades.

Academic Renewal

The Trustees of the California State University and Colleges 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: In order 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 course work 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 course work involving one or more additional terms in order to qualify for graduation. The student should include the specific course work 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. Since completion of the term(s) to be disregarded, the student must have completed course work at SSU of at least one of the following:
 - a. 15 semester units with at least a 3.0 GPA.
 - b. 30 semester units with at least a 2.5 GPA.
 - c. 45 semester units with at least a 2.0 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 insure 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.

Catalog Year Requirements

Continuous Attendance

Undergraduate students remaining in continuous attendance and continuing in the same major at SSU, at any other California state university, or in any California community college, or any combination of California community and state universities may elect to meet the SSU graduation requirements in effect at the time of their entering the major or at the time of their graduation from SSU, except that 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.

Student Responsibility for Catalog Information

The Catalog represents the intention of the University at the time of its publication to present certain academic programs and requirements to its students. With the passing of time, modifications may be made—the addition of some offerings and the deletion of others—in which case some opportunities for students may be eliminated or other opportunities may be presented. The University reserves the right to make such additions, deletions, and modifications as circumstances may dictate.

Some sections of the current catalog such as Enrollment Regulations and Student Conduct and Discipline pertain to all students, irrespective of when they entered the University. Some sections pertain only to certain categories of students. In cases of doubt, it is the student's responsibility to obtain clarification from the appropriate department chair or dean whether or not a particular regulation or requirement applies.

Class Attendance

Students should not miss classes except for valid reasons, such as illness, accidents, and 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.

If a student who enrolls in a class does not claim his or her place by the second meeting of the class (for classes meeting more than once a week) or by the first meeting of the class for classes meeting once a week, the instructor may assign the space to another student. However, such action by the faculty does not drop the student from the enrollment roster. The student must submit a Change of Program form to drop the class.

Faculty are also expected to meet their scheduled class assignments and to establish office hours which are posted at the beginning of every semester.

Additional Regulations and Policies

Guidelines for Course Requirements Information

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.

Measles and Rubella Immunizations Health Screening Provisions

The campus requires all students born after January 1, 1957, to present proof of measles and rubella immunizations no later than the end of the first term of enrollment. A registration hold will be placed on the record of all students who fail to comply with the measles and rubella immunization requirement.

A series of two immunizations, one in early childhood and one upon entering secondary school or college, are recommended. The second immunization should have been received after January 1, 1980.

Measles/Rubella immunizations are offered without charge at the Student Health Center for those regularly enrolled students who are unable to provide proof of previous immunization.

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 in 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. Furthermore, smoking is prohibited in all partially enclosed areas, such as the covered walkways in Rachel Carson Hall, the breezeways and walkways between sections of buildings, and bus-stop shelters; areas immediately adjacent to building entrances; and exterior stairways and landings. Smoking is also prohibited in all State vehicles.

Smoking is permitted generally in outside grounds areas. It is also permitted generally on courtyards, decks, and patios (including, for example, the Commons patios and the deck of the Pub). However, smoking is not permitted in such areas 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.

The sale of tobacco products on campus is prohibited.

In addition to instituting the above regulations, 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. Complaints or disputes should be brought to the attention of the University employee who has immediate responsibility for the workplace, event, or activity, or to his or her supervisor. If satisfactory resolution is not reached, the Director of Environmental Health and Safety should be consulted.

The Smoking Policy applies to all campus buildings and grounds, 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.

Privacy Rights — Student Records

The full text of the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), as amended, appears below. The campus is authorized under the Act to release directory information concerning students unless the campus has received a prior written objection from the student specifying information not to be released. NOTIFICATION TO WITHHOLD SUCH INFORMATION MUST BE MADE AT EACH REGISTRATION FOR THAT SEMESTER.

The federal Family Educational Rights and Privacy Act of 1974 (20 USC 1232g) and regulations adopted thereunder (34 CFR 99) and California Education Code Section 67100 et seq., set out requirements designed to protect the privacy of students concerning their records maintained by the campus. Specifically, the statute and regulations govern access to student records maintained by the campus, and the release of such records. In brief, the law provides that the campus must provide students access to records directly related to the student and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the instructor. The law generally requires that written consent of the student be received before releasing personally identifiable data about the student from records to other than a specified list of exceptions. The institution has adopted a set of policies and procedures concerning implementation of the statutes and the regulations on the campus. Copies of these policies and procedures may be obtained at the Office of Admissions and Records. Among the types of information included in the campus statement of policies and procedures are: (1) the types of student records and the information contained therein; (2) the official responsible for the maintenance of each type of record; (3) the location of access lists that indicate persons requesting or receiving information from the record; (4) policies for reviewing and expunging records; (5) the access rights of students; (6) the procedures for challenging the content of student records; (7) the cost that will be charged for reproducing copies of records; and (8) the right of the student to file a complaint with the Department of Education. An office and review board have been established by the Department to investigate and adjudicate violations and complaints. The office designated for this purpose is: The Family Educational Rights and Privacy Act Office (FERPA), U.S. Department of Education, 330 C Street, Room 4511, Washington, DC 20202.

The campus is authorized under the act to release “directory information” concerning students. “Directory information” includes the student’s name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, 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 to 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 are those who have responsibilities in connection with the campus’ academic, administrative, or service functions and who have reason for using student records connected with their campus or other related academic responsibilities. Disclosure may also be made to other persons or organizations under certain conditions (e.g., as part of accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; to other institutions to which the student is transferring).

Student Conduct and Student Discipline

Office of Coordinator of Student Discipline
Village 102, (707) 664-2838

Students who are eligible for a refund must file a separate application for refund with the Accounting Office. Students completely withdrawing will be considered continuing students for the next semester.

Principles of Student Conduct

Students are expected to conduct themselves so as to reflect credit to themselves and to the University. One of the fundamental objectives of the University is to foster the development of students as active and responsible citizens in our society; and students are, therefore, expected to make steady growth in maturity, self-reliance, and self-discipline as they progress toward a degree or credential. To help students achieve this end, the University relies not only upon its instructional program, but also upon student activities and student-faculty collaboration in many aspects of University community life. For the vast majority of students, these constructive means of defining and teaching good standards of conduct and integrity are effective.

Student Disciplinary Procedures

Inappropriate conduct by students or by applicants for admission is subject to disciplinary action by the University. The SSU Student Disciplinary Procedures are determined by Executive Order 148, "Student Disciplinary Procedures for the California State University," established pursuant to section 41304 of Title 5 of the California Administrative Code (see below).

The purpose of Executive Order 148 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. The President of the University has authority in disciplinary actions. The President has delegated responsibility for the administration of disciplinary procedures to the Student Discipline coordinator.

All determinations and findings made at the institution level by anyone other than the President are in the nature of recommendations to the President. Decisions of the President are subject to review by the CSU Chancellor or designee.

A complaint against a student for an alleged violation of conduct (as defined in Sections 41301 through 41304) may be filed by a student, faculty member, staff member, or campus Public Safety officer. The complaint should be filed with the Student Discipline Coordinator, who will investigate the alleged violation. The Coordinator will recommend to the President whether the matter should proceed and whether a hearing should be held. The Coordinator will mail a notice, as appropriate, and a copy of the Student Disciplinary Procedures to a student charged with an alleged violation. The notice will contain a statement of the charges and will notify the student of the time and place of a hearing. A student may waive a hearing and accept a sanction without admitting that he or she engaged in the conduct charged. If a sanction is not accepted by the student, the hearing will proceed as scheduled.

The hearing will be conducted by a Hearing officer, usually 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 which may be imposed includes expulsion, suspension, probation, or a lesser sanction.

Article 1.1, Title 5, California Code of Regulations

41301. *Expulsion, Suspension, and Probation of Students*

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

1. Cheating or plagiarism in connection with an academic program at a campus.
2. Forgery, alteration, or misuse of campus documents, records, or identification or knowingly furnishing false information to a campus.
3. Misrepresentation of oneself or of an organization to be an agent of a campus.
4. Obstruction or disruption, on or off campus property, of the campus educational or administrative process, or any campus function.
5. Physical abuse on or off campus property of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse.
6. Theft of, or nonaccidental damage to, campus property, or property in the possession of, or owned by, a member of the campus community.
7. Unauthorized entry into, unauthorized use of, or misuse of campus property.
8. On campus property, the sale or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction, or analysis.
9. Knowing possession or use of explosives, dangerous chemicals, or deadly weapons on campus property or at a campus function without prior authorization of the campus President.
10. Engaging in lewd, indecent, or obscene behavior on campus property or at a campus function.
11. Abusive behavior directed toward, or hazing of, a member of the campus community.
12. Violation of any order of a campus President, notice of which had been given prior to such violation and during the academic term in which the violation occurs, either by publication in the campus newspaper or by posting on an official bulletin board designated for this purpose, and which order is not inconsistent with any of the other provisions of this Section.
13. Soliciting or assisting another to do any act which would subject a student to expulsion, suspension, or probation pursuant to this Section.
14. For purposes of this Article, the following terms are defined:
 - a. The term "member of the campus community" is defined as meaning California State University Trustees, academic, non-academic, and administrative personnel, students, and other persons while such other persons are on campus property or at a campus function.
 - b. The term "campus property" includes:
 - i. real or personal property in the possession of, or under the control of, the Board of Trustees of the California State University, and
 - ii. all campus feeding, retail, or residence facilities whether operated by a campus or by a campus auxiliary organization.
 - c. The term "deadly weapons" includes any instrument or weapon of the kind commonly known as a blackjack, slingshot, billy, sandclub, sandbag, metal knuckles, any dirk, dagger, switchblade knife, pistol, revolver, or any other firearm, any knife having a blade longer than five inches, any razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club.

- d. The term “behavior” includes conduct and expression.
 - e. The term “hazing” means any method of initiation into a student organization or any pastime or amusement engaged in with regard to such an organization which causes, or is likely to cause, bodily danger, or physical or emotional harm, to any member of the campus community; but the term “hazing” does not include customary athletic events or other similar contests or competitions.
15. This Section is not adopted pursuant to Education Code Section 89031.
 16. Notwithstanding any amendment or repeal pursuant to the resolution by which any provision of this Article is amended, all acts and omissions occurring prior to that effective date shall be subject to the provisions of this Article as in effect immediately prior to such effective date.

41302. Disposition of Fees; Campus Emergency; Interim Suspension

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

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 Section 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 Section 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.

Student Grievances

Student Grievance Coordinator

Village 515, (707) 664-2153

Grievance Procedures

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 SSU. 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.

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

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.

Affirmative Action and Nondiscrimination Policies and Complaint Procedures

Affirmative Action Office

Stevenson Hall, Room 1041, (707) 664-2664

AFFIRMATIVE ACTION POLICY

Sonoma State University and its auxiliary organizations are guided by the precept that in no aspect of its programs or employment shall there be a difference in the treatment of persons because of race, sex, creed, color, religion, sexual orientation, Vietnam-era veteran's status, or disabling condition. In addition, Sonoma State University and its auxiliary organizations are committed to maintaining a working and learning environment which is free from discrimination and sexual harassment/sexual assault.

Equal employment and educational opportunity are observed in the administration, housing, and education of students; in policies governing programs and extracurricular activities; and in the employment of faculty, staff, and students. In addition, Sonoma State University and its auxiliary organizations are committed to increasing the diversity of its faculty, staff, and students to mirror the increasing diversity of the State of California.

NONDISCRIMINATION POLICY

Sonoma State University and its auxiliary organizations do not discriminate on the basis of race, sex, creed, color, religion, sexual orientation, Vietnam-era veteran's status, or disabling condition in admissions, access, and/or employment in its programs and activities. No person shall, on the basis of race, sex, creed, color, religion, sexual orientation, Vietnam-era veteran's status, or disabling condition, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination or sexual harassment in any of the University's programs or activities.

The Director of Affirmative Action, Barbara Lesch McCaffry, is also the Title IX and 504/ADA coordinator. She is the person authorized to receive all informal and formal complaints related to discrimination and sexual harassment and is the campus officer assigned responsibility for ensuring compliance with federal, state and California State University systemwide regulations prohibiting discrimination on the basis of race, sex, creed, color, religion, sexual orientation, Vietnam-era veteran's status, or disabling condition. For more information, contact the Affirmative Action Office, Stevenson Hall 1041, (707) 664-2664.

Age

Sonoma State University and its auxiliary organizations do not discriminate on the basis of age in terms of employment or the educational programs or activities which it conducts in accordance with the Age Discrimination in Employment Act of 1967, as amended, with Executive Order 11141, and with California State University Executive Order 340.

Disability

Sonoma State University and its auxiliary organizations do not discriminate on the basis of disability in terms of employment or the educational programs or activities which it conducts in accordance with Sections 503 and 504 of the Rehabilitation Act of 1973, as amended, with the Americans with Disabilities Act of 1990 (ADA), and with California State University Executive Order 340.

Discrimination based on disability can also include both overt or subtle treatment based on disabling condition which may include one or more of the following: disparaging comments about people with disabilities as a group; the use of humor or demeaning comments about those with disabilities; calling on students with disabilities less frequently or being more critical of their comments; giving employees with disabilities more difficult assignments and being more critical of their work; or making statements which communicate to students or employees limiting preconceptions about appropriate and expected behaviors, abilities, career directions, and personal goals which are based on disabling condition rather than individual interest or ability.

Information regarding special facilities and services available to disabled students may be obtained from the Disability Resource Center (see page 280 for additional information).

Race, Color, National Origin, Religion

Sonoma State University and its auxiliary organizations do not discriminate on the basis of race, color, national origin, or religion in terms of employment or the educational programs or activities which it conducts in accordance with Title VI of the Civil Rights Act of 1964, as amended, and with California State University Executive Order 340. In addition, the University is committed to maintaining a working and learning environment which is free from racial or religious harassment.

Racial or religious discrimination can also include both overt or subtle treatment based on race which may include one or more of the following: disparaging comments about members of a religious group; the use of racist humor or demeaning racist comments; calling on ethnic minority students less frequently or being more critical of their comments; giving ethnic minority employees more difficult assignments and being more critical of the their work; or making statements which communicate to students or employees limiting preconceptions about appropriate and expected behaviors, abilities, career directions, and personal goals which are based on race, color, national origin, or religion rather than individual interest or ability.

Sex /Sexual Harassment

Sonoma State University and its auxiliary organizations do not discriminate on the basis of sex in terms of employment or the educational programs or activities which it conducts in accordance with Title VII of the Civil Rights Act of 1964, as amended, with Title IX of the Educational Amendments of 1972, as amended, and with California State University Executive Orders 340 and 345. Current case law is also taken into account in all informal and formal complaint investigations (e.g. the "reasonable woman" standard and "peer harassment" within an educational setting). In addition, the University and its auxiliary organizations are committed to maintaining a working and learning environment which is free from sexual harassment. Sexual harassment may range from sexual innuendos made at inappropriate times, perhaps in the guise of humor, to coerced sexual relations. Harassment at its extreme occurs when a person in a position to control, influence, or affect another person's job, salary, career, or grades uses his or her authority and power to coerce the other person into sexual relations or to act in a punitive manner should the sexual advance be rejected. It may include one or more of the following:

- verbal harassment or abuse;
- subtle pressure for sexual activity;
- persistent remarks about another person's clothing, body or sexual activities;
- unnecessary touching, patting, pinching, or brushing against another person's body; and/or
- demanding sexual favors accompanied by implied or overt threats concerning one's job, grades, or letters of recommendation.

Sex discrimination/harassment can also include both overt or subtle treatment based on sex which may include one or more of the following: disparaging comments about women as a group; the use of sexist humor or demeaning sexual allusions; calling on women students less frequently or being more critical of their comments; giving women employees more difficult assignments and being more critical of their work; or making statements which communicate to students or employees limiting preconceptions about appropriate and expected behaviors, abilities, career directions, and personal goals which are based on sex rather than individual interest or ability.

Sexual Assault

Sonoma State University and its auxiliary organizations will not tolerate sexual assault in any form. Sexual assault means any involuntary sexual act in which a person is threatened, coerced, or forced to comply against her/his will and includes rape, acquaintance rape, date rape, acquaintance gang rape, and sexual battery. Sexual assault is included in the meaning of sexual harassment in Title VII of the Civil Rights Act of 1964, as amended, and Title IX of the Educational Amendments of 1972, as amended. It is also governed by the California Penal Code Sections 261 and 243.4, and Assembly Concurrent Resolution No. 46 (Resolution Chapter 105, passed into law on September 14, 1987).

Sexual Orientation

Sonoma State University and its auxiliary organizations do not discriminate on the basis of sexual orientation in terms of employment or the educational programs or activities which it conducts in accordance with California Government Code 1102.1 and with California State University Executive Order 340.

Vietnam-Era Veteran's Status / Veteran's Status

Sonoma State University and its auxiliary organizations do not discriminate on the basis of Vietnam-Era Veteran's Status or veteran's status in terms of employment or the educational programs or activities which it conducts in accordance with the Vietnam-Era Veteran's Readjustment Assistance Act of 1974 and with California State University Executive Order 340. Coverage under federal law for veterans of the Vietnam era ends on 12/31/94.

SEXUAL HARASSMENT AND DISCRIMINATION COMPLAINT PROCEDURES

It is the policy of Sonoma State University and its auxiliary organizations to provide an environment free of discrimination and sexual harassment. Discrimination and sexual harassment are adverse to such an environment. It interferes with a student's or an employee's work performance and creates an atmosphere of intimidation, low morale and hostility that the University will not tolerate.

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 discrimination or sexual harassment/sexual assault allegations, 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.

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 and for potential disciplinary action against the alleged violator.

Those who are considering taking action on are urged to meet informally with the Director of Affirmative Action prior to completing a complaint form. Discussions at this stage are informal and meant to assist in the process of informal resolution. 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 University's Discrimination Complaint Procedures by contacting Barbara Lesch McCaffry, Director of Affirmative Action, Stevenson Hall 1041 (664-2664).

Any complaint alleging discrimination, sexual harassment, or sexual assault will be reviewed according to the SSU Affirmative Action and Nondiscrimination Policies and Discrimination Complaint Procedures. The informal or formal resolution processes may lead directly to Housing Discipline or the initiation of discipline for faculty, staff, or students. The investigation will be conducted independent of any criminal investigation. However, to the extent permissible by law, those conducting the criminal investigation and the discrimination investigation will cooperate.

Sonoma State University has a separate Sexual Assault Policy and Procedures that describes the support available to a victim, reporting procedures and University disciplinary procedures and sanctions for students. If a sexual assault report is made to any campus officer, the Sexual Assault Education Coordinator and the Director of Affirmative Action will be notified. If possible, an initial meeting will be held including the Sexual Assault Education Coordinator, the Director of Affirmative Action, and an officer from the University Police to advise the reporting party of his or her options.

Student Affairs

Division Office

Village, Room 102, (707) 664-2838

Vice President for Student Affairs

Rand Link

The Vice President for Student Affairs provides overall supervision and direction for the wide array of student services at the University. The Student Affairs Division includes the Advising/Counseling Center, Career Development Center, Disability Resource Center, Educational Support Programs, Housing Services, International Student Programs, Pre-College Programs, Student Life, Student Health Center, Testing Services, and Women's Resource Center.

Student Affairs Mission Statement

The mission of the Student Affairs Division at Sonoma State University is to enhance the quality of life for our students by assisting them to take full advantage of their University experience. In support of the overall mission of the University, the Division endeavors to make the campus responsive to our increasingly diverse student population and to facilitate the active involvement of students in their own learning. The overall design of the Student Affairs Division is both purposeful and coherent, and the program activities are based on a knowledge of human development and learning characteristics. The programs within the Division attempt to provide a cohesive continuum of services that begins before matriculation and continues beyond graduation.

Student Affairs staff members are educators, first and foremost. In order for our programs to be truly effective, they must be accomplished through meaningful collaboration with the instructional faculty. Student Affairs programs are designed to contribute to the intellectual, emotional, social, and physical development and well-being of our students. The outcomes that we seek for students are increased self-understanding, self-esteem, and self-motivation as well as the development of leadership skills, cultural awareness, responsible behavior, and respect for others. We assist students to relate meaningfully with others while developing the capacity to engage in a personally satisfying style of living.

A unifying goal for the programs in Student Affairs is improved retention and graduation of our students. Through proactive services and programs we can assist our students to clarify and achieve their educational and career objectives. Programs within the Student Affairs Division contribute to retention by assisting students to overcome specific personal, physical, financial, or educational barriers.

The entire Division is involved in achieving the goals of educational equity. The encouragement and appreciation of student diversity and the improvement of recruiting, retaining, and graduating underrepresented students are fundamental commitments of the Student Affairs Division. The promotion of a positive campus climate and a sense of community for a diverse student population is a key goal of the Division.

The Student Affairs Division is continually assessing the needs of a changing student population and then initiating new programs or improved organizational designs to respond to those needs. The programs and services within the Division are constantly being evaluated to ensure that resources are expended wisely from a student-centered perspective.

In summary, the Student Affairs Division serves a crucial integrative function between the needs and aspirations of the student and the goals of the University.

Advising/Counseling Center

The Advising/Counseling Center provides a wide variety of services focusing on both enrolled and prospective students. They include:

- Academic Advising
- Personal Counseling
- Reentry
- Student Grievances

Academic Advising

Village 515, (707) 664-2442

It is the responsibility of each academic department or program to provide effective academic advising for its students. This service includes all aspects of advising: the General Education program, the major, graduation requirements, career choice, and graduate school. Students who have not, as yet, declared a major are advised by the staff of the Advising/Counseling Center.

The Advising/Counseling Center is also responsible for providing pre-entry advising for prospective students, information and training for faculty advisors, and help for students with particularly difficult advising problems who are referred by their faculty advisors.

Personal Counseling

Village 515, (707) 664-2153

Brief personal counseling is provided to enrolled students with academic, educational, and personal concerns that interfere with their ability to take full advantage of the university experience. Professional counselors and graduate interns are available by appointment and on a drop-in basis to individuals, couples, families, and groups. Confidentiality is maintained in an interactive and nonjudgmental atmosphere that promotes resolution of issues through self-understanding and constructive problem solving. The law permits the use of the subpoena process to gain access to counselors' records and requires notification of appropriate parties in certain instances.

The counseling staff offers workshops and courses on a variety of themes, such as conflict resolution, assertiveness training, men's and women's issues, communication skills, stress reduction, eating disorders, test anxiety, parenting, procrastination, and time management. In addition, consultation services are offered to student groups, faculty, and University staff. Referrals are also made to community agencies and private practitioners for students requiring long-term services. For information and appointments call the number above.

Reentry Program

Village, Room 515, (707) 664-2444

Many people are entering or reentering college after a break from formal education. Nearly half of the present student body at Sonoma State University is of nontraditional college age. Described as "reentry students," these people enrich the fabric of the University. They bring a broad and varied life experience of working, parenting, traveling, thinking, and growing to share with younger learners.

The staff of the Reentry Program provides academic advising, support, and referral services for both prospective and enrolled reentry students. Workshops and late afternoon "Conversations" are held several times each year. Each Thursday from 11:30 a.m. to 12:30 p.m. during the semester, a "Brown Bag Lunch" workshop is held in the Multi-Purpose Room of the Student Union. In the "Learning Moments" seminar, from 12:30 to 1:30 p.m., immediately following the "Brown Bag Lunch" workshop, faculty, staff, students, or members of the local community are invited to share a moment of significant, personal learning. These sessions are open to both prospective and enrolled students. Enrolled students may receive academic credit for attending them as part of their work in PSY 324. For more information about the Reentry Program call or visit the Advising/Counseling Center.

Student Grievances

Village 515, (707) 664-2153

The Student Grievance coordinator's duties include providing informal mediation and impartial information services for Sonoma State University students and the supervision and direction of all student grievances. The Student Grievance coordinator is located in the Advising/Counseling Center. For information and appointments call the number above.

Alcohol and Drug Education Program

Health Center 101, (707) 664-2850

The Alcohol and Drug Education Program is administered through the Disability Resource Center. The Program promotes a healthy university environment where the use of alcohol and other drugs does not interfere with learning or performance. The goal of the program is to reduce alcohol and other drug problems for students at SSU.

Services

- Lecture Series
- Lending library of books and videos
- Resources for alcohol and other drug-related workshops and speakers
- Support for nonusing choices and activities
- Information about resources available for intervening in drinking and drug use problems
- Referrals for treatment options

Career Development Center

Village 405, (707) 664-2196

Helping students develop and implement realistic plans for life after college is the main goal of the Career Development Center. It does this in a variety of ways appropriate to the needs of each student. The Career Development Center is a comprehensive center offering programs and services for every phase of the career decision-making process, encompassing career planning, experiential education, and employment services.

Career Planning

Career counseling is available on both a one-to-one and small-group basis. It is through career counseling activities that the center helps students understand the career planning process. A full range of tools is available to students to use that includes, but is not limited to, interactive, computer-assisted career planning programs such as SIGI PLUS and EUREKA, vocational testing, career-life planning courses, and short self-assessment workshops. By collecting career information, labor market statistics, employer directories, and other information pertinent to the interests of our students and housing it in the Career Resource Library, the center attempts to be a starting point for students' occupational research. Preliminary advising about selecting and making application to graduate/professional school is also a function of the Career Development Center. Directories and database information about programs and schools are located within the Career Resource Library. The career counselors undertake a vigorous program of professional development to keep their skills current with the latest developments in the field.

Experiential Education

The University supports the concept that real-life work experiences have tremendous educational value, particularly if they are properly coordinated with a student's course of study and career plans. Experiential education takes many forms and is called many things: community service, internships, part-time work, volunteering, community involvement, practicum, and cooperative education, among others. The Center assists students develop plans to integrate experiential education into their career and academic planning. It also acts as a clearinghouse for opportunities. To promote experiential education, academic units are available in over 30 departments for experiential education under the rubric of the Community Involvement Program and Internship.

Community Service

Sonoma State University promotes community service as an activity of importance to students' career development, and for them to develop awareness of community issues and social responsibility.

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 work an average of 4 to 8 hours each week in a variety of settings, including schools, hospitals, recreation programs, group homes, day care centers, senior centers, and various other social service and educational agencies.

Elective credit of 1-4 units may be granted, on a Cr/NC basis, only upon the satisfactory completion of the terms of the Volunteer Agreement and all other requirements that may be required by the faculty sponsor. A minimum of 30 hours of work for each unit of credit is required. This is documented by each student on a time log, certified by the on-the-job supervisor, and submitted to the faculty sponsor at the end of the semester. Additional materials such as journals, case notes, or papers may also be required. A total of 6 units of CIP may be applied toward an undergraduate degree. Each department that offers CIP designates a faculty sponsor who coordinates the seminars and other academic components of the program, evaluates each student's work, and awards credit at the end of the semester. More information about CIP can be obtained in each departmental office and in the Career Development Center.

Internships

Internships allow students to gain practical work experience and academic credit simultaneously. They usually involve advanced undergraduate or graduate students working as paraprofessionals or pre-professionals in settings that relate to their career and academic goals. Additionally, there must exist a clear and specific relationship to an academic program (major, minor, or certificate program). Internships are supervised programs of work and study in governmental, community service, technical, business, or educational settings. They usually involve 12 to 20 hours of work each week. Forty-five hours of on-the-job work are required along with the other academic requirements specified on the Internship Agreement for each unit of academic credit. Students must check with their individual academic departments for specific academic requirements pertaining to internships.

Internships, or other forms of practical experiential education, are required in some departments and are optional in others. Internship opportunity listings are available in the Career Development Center. Internship supervision and evaluation are handled by faculty sponsors in each department. Internships sometimes involve regularly scheduled seminars that expand on the supervised work experience and may also involve a substantial paper in which students are expected to demonstrate the relationship between the practical internship experience and the theoretical foundations of their discipline.

Internships may be either paid or unpaid, for credit or not for credit, and they may extend one semester, a summer, or a whole year. Many students begin as volunteers in a particular setting and then subsequently develop a more structured placement as an intern. This continuum of experience often provides the skills and background necessary to gain meaningful employment upon graduation.

Employment Services

The Career Development Center works with both students and employers to maximize students' success in locating employment related to their fields of interest and to satisfy employer demand for employees with up-to-date skills. Helping students conduct an effective job search is supported by such regular workshops as Job Search, Resume Writing, and Interview Techniques. Services are available that respond to students' complete range of employment needs, including part-time, seasonal, and full-time, career-related employment.

Part-time and seasonal job listings are actively sought, and thousands of opportunities are posted for self-referral to help students earn money to support themselves during their college years and to make valuable career connections. In addition to developing off-campus opportunities, the Career Development Center serves as the posting location for all on-campus student employment positions, including both student assistant and federal college work-study jobs.

The center receives over 30,000 full-time job listings for use by students and alumni. On-Campus Recruiting also assists students in their transition to the world of full-time work. On-Campus Recruiting brings employers to campus seeking to hire entry-level professionals. The Jobs Fair, a one-day event held each spring, draws over 100 prospective employers to campus and provides students and alumni with the chance to explore job opportunities in a wide range of fields.

Educational career services is another important area of interaction between the University and the community. The Career Development Center serves the growing number of teacher candidates by providing specialized workshops preparing teachers and counselors for the job market. School district representatives are brought on campus to interview candidates during Teacher Placement Day, held in late April. This event attracts over 50 Northern California school districts each year.

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

Child Care

The Children's School

Children's Center Building, (707) 664-2230

The Children's School at Sonoma State University provides child care services primarily for the children of students enrolled in the University. This program offers care and education for children ages 2 through 5 years, Monday through Friday, from 7:30 a.m. to 5:30 p.m.

The Children's School receives operating funds from the California State Department of Education, the University, and the Associated Students. The program provides a comprehensive child development curriculum emphasizing social, cognitive, physical, and emotional development in a child-centered environment.

Admission priority for subsidized spaces is given to low-income families. Families who do not meet the income eligibility requirement pay either a student fee or full fee, depending on their status.

The center is staffed by credentialed preschool teachers, work-study students, student volunteers, and parents in a modified parent-cooperative setting. For information regarding enrollment, call the Children's School.

Disability Resource Center

Stevenson Hall, Room 1024

(707) 664-2677 (voice), (707) 664-2958 (TDD)

Philosophy for Success

The Disability Resource Center (DRC) assures people with disabilities equitable opportunities for higher education. The Center protects and promotes the civil rights of students with disabilities. Students are challenged and supported in developing self-determination and independence as people with disabilities. The Center takes responsibility for 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. The center works within the University community, ensuring that it upholds its responsibilities to recognize and develop these students' competencies.

The Center offers a coordinated, wide-ranging program that reflects Sonoma State University's emphasis on the autonomy and responsibility of the individual. The Center recognizes the growth-catalyzing power of disability and differentness. Students learn to use available resources and are challenged to become successful self-advocates.

Complete access will be different for each student, depending on the individual's needs. The Disability Resource Center guides and encourages students to use University resources that will bring them success and independence.

An Accessible Learning Environment

The campus at SSU is designed with access in mind. The campus itself is flat, making it easy to get from one location to another. The modern buildings comply with current access laws. Curb cuts, elevators, and electric doors make SSU 100 percent accessible.

The DRC provides auxiliary services to ensure that Sonoma State University's obligations to State and Federal laws prohibiting disability discrimination are fulfilled.

One of SSU's greatest strengths is access to personalized teaching. Faculty provide educational settings that meet individual student needs.

The Disability Resource Center has a 19-year history on campus. The center plays an active, highly visible role in shaping the climate of the University. By advocating for the civil rights of people with disabilities in higher education, the center has helped the University provide access for all students.

Services

The goal of the Center is to foster student development and to promote independence and self-advocacy. The Center offers a progressive, nonintrusive style of providing services. Disability Management Advisors are available for informal, drop-in advising. Specific appointments may also be made. Services are available to any student with a disability, including physical, perceptual, learning, or temporary disabilities.

The Center maintains a team approach to providing services, and hires people with disabilities to work in the center. Liaisons are established with key people in other departments, including the Library, Admissions and Records, Housing, Educational Support Programs, Reentry Program, Academic Advising, Counseling, and the office of the Dean of Student Affairs.

Learning Skills Services works with the Center to provide discipline-based learning skills, instruction and workshops on study skills, and computer use.

The Center's advisory committee reviews the activities of the Center and makes recommendations. The committee is comprised of faculty, students, and community professionals who have an interest and expertise in providing equal access to individuals.

Educational services:

- admissions assistance
- priority registration
- goals clarification
- consultation and advocacy
- learning disability assessment

Classroom access services:

- readers
- notetakers
- interpreters
- testing arrangements
- disability management advising

Adaptive services:

- cart rides
- close-in parking
- adaptive equipment
- TDD
- campus orientation
- individual accessibility needs

Support services:

- the Learning Disability Support Organization
- liaison with Department of Rehabilitation
- disability management advising

The Center publishes a newsletter and maintains a bulletin board for disseminating current information.

Transition Program

The Disability Resource Center has entered into a cooperative program with the Department of Rehabilitation to provide pre-employment services and job placement assistance for qualified students with disabilities. The Transition Program, in conjunction with the Career Development Center, provides career exploration, internship development, and job placement assistance upon graduation. The goal of the program is to assist students with disabilities to transition from school to career-level positions in the community.

Educational Support Programs

Programs Office

Village 205, (707) 664-2427

Educational Support Programs (ESP) forms an administrative unit established to coordinate academic support and instructional services for underrepresented, ethnic minority, disadvantaged, and first-generation students at Sonoma State University. Included in ESP are the Educational Opportunity Program (EOP), Summer Bridge Program, and the Learning Skills Services (LSS).

ESP sponsors programs and special projects that compose a comprehensive array of services within a developmental framework to address the educational needs of these specifically targeted students. Retention services play a major role in providing guidance and assistance to these students during their entire academic experience at SSU. These services include academic and personal advising, academic and personal development workshops, extracurricular programs, newsletters, developmental courses, and related activities.

Educational Opportunity Program

Village 205, (707) 664-2427

Educational Opportunity Program (EOP) provides access through admissions (regular and special) to the University for students demonstrating the potential and motivation for success in higher education but who, for economic or academic reasons, require special assistance in such services as admissions, orientation, advising, registration, financial aid, and academic and personal skills development. Through these specialized services, the University assists students in their acclimation to the college environment so that they may ultimately achieve their university degree.

Students who wish to enroll in the University under the program should check the EOP response on the State University admission application. Professional advisors meet with students on a regular basis through individual sessions and small groups, providing academic and personal advising with support and encouragement to maximize their ability to succeed at the University. Advisors also teach a Freshman Seminar course to assist students in their transition to a four-year educational institution.

Summer Bridge Program

Village 205, (707) 664-2427

The Summer Bridge Program is a comprehensive four-week residential orientation program designed to ensure that underrepresented and special-admit students experience a smooth transition to the University. The program offers an introduction to campus life that can provide a thorough and unique understanding of SSU, campus support services, and the surrounding communities. Major components of the Summer Bridge Program are skills assessment and academic classes offered to develop and enhance learning ability and an introduction to the General Education curriculum through offering of a lower-division course. The program focuses on how systems within the University operate and how to use them effectively; personal development and survival skills; handling everyday needs such as housing, transportation, financial aid, budgeting, jobs, health services, career planning, and registering for classes. Time is also set aside for leisure activities, such as group sports, swimming, and visiting recreational areas in the region.

Learning Skills Services

Salazar Library 1015A, (707) 664-2853

Learning Skills Services is a Student Support Services Project designed to assist low-income, first-generation college, and physically or learning-disabled students and to enhance their knowledge of learning strategies that promote success in University courses. An interdisciplinary staff provides instructional services in coordination with other campus units. These services include educational assessment; individual and small-group instruction; workshops; supplemental instruction for GE courses; Freshman Seminar (UNIV 102) and Learning Strategies (UNIV 103); a Writing Lab; self-paced and computer-assisted instruction; advising services; and application assistance in preparation for graduate programs. Students are supported in developing skills such as time management, math anxiety management, overcoming writing apprehension, and test-taking strategies.

Learning Skills Services is the academic development component of the Educational Support Programs (ESP) in Student Affairs and is funded by the U.S. Department of Education. Learning Skills Specialists work closely with faculty and advisors to provide students a network of support that encourages high achievement and a successful University experience.

Housing Services

Zinfandel Hall, (707) 664-2541

On-Campus Housing

The campus Residential Community provides comfortable, convenient, personalized living accommodations for 900 single students. The residential life program is also designed to be an important part of the student's overall educational experience by providing recreational, social, and educational learning opportunities. Specific room and board costs are furnished at the time accommodations are assigned.

Off-Campus Housing

To assist with the off-campus housing needs of students, the Housing Office maintains listings of off-campus accommodations, including houses, condominiums, apartments, trailers, rooms, and shared quarters. The locations of apartment complexes located off campus can be obtained from this office. Maps of the area, a courtesy phone, and community resource information are also available. The office provides services to students on tenants' rights, landlord-tenant problems, and small claims court procedures.

Summer Conferences

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

International Student Programs

Foundation Center 500, (707) 664-2582

The office houses Foreign Student Advising, International Programs, National Student Exchange, and a Study Abroad library.

For **International Programs**, see page 153

Foreign Student Advising

Foundation Center 500, (707) 664-2582

International Student Programs assists foreign students with inquiries to the campus and legal matters (relating to their visa status, work permits, transfers, and extensions of stay), with housing or personal concerns, and with supplementary academic advising.

In addition, this office serves the International Student Association, which links students to the larger community. The Association provides occasions for hospitality and an opportunity for international students to share their perspectives and cultural traditions with others in the University and its service area.

National Student Exchange

Foundation Center 500, (707) 664-2582

Under this program, Sonoma State University is part of a national university network that enables our undergraduate students to study for up to one academic year at any of 110 universities and colleges in the United States. In addition, this exchange of students enables the Sonoma State undergraduate to enroll at any of these universities without having to pay out-of-state, nonresident tuition fees, just as SSU will accept students from member universities. All other expenses must be borne by the student. While at exchange campuses, students may continue to receive the same financial aid that they currently receive at Sonoma State University.

To make the most of the opportunity, advanced planning and proper advising is necessary for the student. For more information, contact International Student Programs.

Pre-College Programs

Village 207, (707) 664-2428

The overall goal of Sonoma State University's Pre-College Programs is to ensure an opportunity for all persons, irrespective of their economic background or ethnicity, to participate equally in our American society. The Programs ensure that students are academically prepared and possess the confidence to compete successfully in a competitive college environment. The Programs assist students, who are first-generation college, Hispanic, African American, Native American, Asian, disabled, and/or low-income, in achieving and maintaining academic excellence. "First-generation college" is defined to mean that neither parent with whom the student resides has graduated from a four-year college/university. Students wishing to participate in Pre-College Programs may contact the Pre-College Programs Office, Village 207 or call (707) 664-2428.

Student Affirmative Action

The Student Affirmative Action Program at Sonoma State University is an outreach and recruitment service that is designed to facilitate the academic and motivational preparation and the enrollment of Hispanic, African American, Native American, and Asian high school and community college students.

In addition to the specialized recruitment efforts provided by Admissions and Records, the Student Affirmative Action program includes the College Bound Program, an outreach effort for Hispanic, African American, Native American, and Asian youth in Sonoma County.

Talent Search/College Bound

The Talent Search/College Bound program is designed for seventh, eighth, ninth, tenth, eleventh, and twelfth grade students currently attending middle, junior, or high schools in Sonoma County. The Talent Search/College Bound program provides its 900 participants with information about college placement and financial aid, workshops on self-concept development, career education, and preparation for college entrance examinations. Participants are students with academic potential who are low-income and/or potential first-generation college, Hispanic, Native American, African American, or Asian.

Upward Bound

The Upward Bound Program is designed for ninth, tenth, eleventh, and twelfth grade students currently attending middle, junior high, or high schools within Sonoma County. All Upward Bound students attend an academic year program and a summer program that emphasizes both academic and motivational skills development. The academic year program consists of interdisciplinary classes in mathematics, communications, and science. Students also participate in career development, college placement, and elective classes. The elective class is either visual arts or computer science. The summer program takes place for six weeks at Sonoma State University. Classes meet Monday through Thursday and include mathematics, communications, symbolic logic, visual arts, drama, biology, chemistry, physics, social studies, computer science, self-awareness, and preparation for college entrance examinations.

Upward Bound Math and Science Program

Sonoma State University's Upward Bound Math and Science program provides 50 students with an intensive six-week course of study in math, science, English, and computer science. The program takes an interdisciplinary approach to teaching science and has an astronomy theme.

All students have a faculty mentor and are exposed to university research projects. Students are also involved in social and cultural activities, including weekly field trips to science- and math-oriented institutions.

Participants of Upward Bound live in Sonoma State University student housing for the entire six weeks. There is no cost to students who participate.

Student Health Center

Health Center Building, (707) 664-2921

The University maintains a modern, well-equipped, on-campus Health Center that provides out-patient primary health care for regularly enrolled students who pay the required University registration fees. The Student Health Center is open Monday through Friday from 8:00 a.m. to 4:30 p.m. (excluding campus holidays). Regular Health Center services are available during the school year, winter semester, and spring break only. A dedicated professional staff, consisting of doctors, nurses, nurse practitioners, laboratory and X-ray technologists, and a pharmacist, provide quality out-patient care for acute and subacute conditions and injuries, as well as preventative medical services such as immunizations, Pap smears, family planning, and health education.

Although most services are available at no additional cost to students, nominal fees are charged for medications, specialized diagnostic tests, pre-employment physicals, and certain other supplemental services. Referrals to off-campus physicians or community medical facilities are provided when specialty consultation, long-term care, complex diagnostic procedures, surgery, or hospitalization is needed. Since students or their families are financially responsible for medical care obtained outside the Student Health Center, health insurance is advised to help cover the cost of services that are beyond the scope of the Student Health Center or are needed when the Center is closed. A moderately priced supplemental accident and health insurance policy, which is designed for this purpose, is available through an outside insurance carrier that contracts directly with registered Sonoma State University students. Information about this policy is available through the office of the Associated Students, (707) 664-2815.

Opportunities for student involvement with health-related issues are available through the Student Health Advisory Committee (SHAC) and various peer health education projects.

Proof of measles and rubella immunization is required of all new and returning students born after January 1, 1957. A series of two immunizations (preferably one in early childhood and one upon entering school or college) are recommended (see pages 271-272 for further details). Valid documentation of immunization should be submitted directly to the Admissions and Records Office. Measles/rubella immunizations are available at no charge to registered students who are otherwise unable to provide the necessary documentation, although students should make every effort to have their immunizations up to date before arriving on campus.

The Student Health Center is located on Redwood Circle, directly east of the Residence Halls and southwest of Nichols Hall.

Student Life

Student Activities Center

Student Union Building 108, (707) 664-2391

The Student Activities Center (SAC) exists to encourage and develop a learning environment for students outside of the classroom. Working closely with the Associated Students and the Student Union, the SAC staff support the planning and implementation of student-initiated and student-related educational, cultural, and social events. The Center administers campus policies and procedures related to student activities, including student use of campus facilities and services, food sale permits, vendor permits, distribution of published literature, and the speakers' policy. Major programs coordinated by the SAC include:

Chartered Student Organizations

Providing ongoing support and advice to chartered student clubs.

Leadership Development

Conducting workshops, classes, and retreats in leadership skill development to assist students in maximizing their effectiveness in leadership roles on campus.

Student Needs Assessment

Administering a variety of research activities designed to assess the needs and interests of students, including telephone surveys, program evaluations, and chartered club interest inventories.

Special Activities

Offering a variety of special activities, including Fall Festival, Health Awareness Week, Campus Activities and Services Carnivals (fall and spring), College Bowl, and Leadership Recognition Programs.

Orientation

Student Union, (707) 664-2391

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. Orientation and advising, offered the first week of each semester, are supplemented by an on-campus, three-day, residential weekend experience offered each July during which incoming students (and interested parents) explore Sonoma State's programs, services, and environs, assisted by trained student guides, faculty, and Student Affairs staff. The orientation program also offers early registration for fall classes to first-time freshmen.

Associated Students

Student Union Building 201, (707) 664-2815

The Sonoma State University Associated Students is a nonprofit corporation directed solely by students. Each student who registers for classes at Sonoma State automatically becomes a member of the Associated Students. Students holding positions of leadership within the corporation are responsible for making decisions that affect the quality of student life both on campus and Statewide. Each year over 200 students are either appointed or elected to positions on committees and boards, on both the State and campus level, providing students with the opportunity to participate directly in the effective representation of students in University matters.

Associated Students' programs include the Children's School, Associated Students' Productions, Student Emergency Housing, the Short-Term Loan Program, and a Community Service Program. Associated Students manages the student health insurance program and co-sponsors the sport club program with the Student Activities Center. Associated Students provides funding to many student programs and activities, including the Tutorial Center, the Women's Resource Center, and the Inter-Cultural Center.

The success of this vigorous student government office depends directly upon the continuing involvement of an ever-increasing number of students. To become an active participant in the Associated Students Corporation, students may stop by the Associated Students office, located upstairs in the Student Union. Participation in the Associated Students provides an excellent opportunity for self-development and education in business and politics outside of the classroom. Insights gained from active involvement with the student corporation help prepare students for positions of leadership later in their professional careers.

Student Union

Student Union, (707) 664-2382

The Student Union is the campus center for cultural, social, and educational activities at Sonoma State University. Students are encouraged to participate actively in all phases of the planning and development of the Union through the Sonoma Student Union Board of Directors and its committees. Most of the student-oriented programs are housed in the Sonoma Student Union, including the Deli/Pub (which includes day and evening food service), lounge areas, saunas, low-cost copy services, and a student art gallery. In addition, the building houses offices for the Student Activities Center, the Sonoma State *STAR* (student newspaper), the Associated Students, and Associated Students Productions (on-campus entertainment). The meeting rooms of the Sonoma Student Union accommodate many of the activities that contribute to the exciting cocurricular environment at Sonoma State University. The Union sponsors the Inter-Cultural Center, a center for the ethnic clubs on campus, and the Recreational and Intramural Sports program, which offers a wide variety of men's, women's, coed, team, and special one-day events throughout the year, along with an expanding schedule of off-campus trips. The Recreational Sports coordinator also works with the popular sports club program.

Testing Services

Village 302, (707) 664-2947

The office of Testing Services provides a variety of services to the campus community. Some are designed to assist students in their admission, placement, and graduation requirements. Assessment instruments are also available to assist students in their exploration of personal, educational, and career objectives and are available in cooperation with the Counseling Center and the Career Development Center.

Tests are offered on a regularly scheduled basis. An annual test calendar is included in the Schedule of Classes and from the office of Testing Services, which is open from 8:30 a.m. - 4:00 p.m., Monday-Friday (except campus holidays). Students must preregister for all tests. Disabled students who require special arrangements should contact the Disability Resource Center at (707) 664-2677 or TDD, 664-2958. All requests for special testing must reach the office of Testing Services at least two weeks before the test date. Call (707) 664-2947 with general questions concerning tests. Brochures describing the various tests offered are also available in the office of Testing Services.

The locations of tests are posted on bulletin boards outside and inside the office of Testing Services. The day of the test, students must arrive at the test location well ahead of the scheduled test time. Students must bring their admission tickets, a California Drivers License, #2 pencils, and a pen. All tests require administrative time as well as testing time. For information on the estimated length of tests, call the Testing Office.

The following are regularly offered through the office of Testing Services:

Undergraduate Candidates for Admission

SAT or ACT

TOEFL (International Students)

Placement Tests

CSU English Placement Test (EPT)

CSU Entry-Level Math Test (ELM)

For students who do not take the EPT and ELM when regularly scheduled, a special demand test is given and an additional fee is charged.

Upper-Division Graduation Requirement

SSU Written English Proficiency Test (WEPT)

Credential Candidates

Credential candidates should contact the Credentials office for test requirements, (707) 664-2131.

Credit-by-Examination Candidates

College Level Examination Program (CLEP)

CSU English Equivalency Examination (EEE)

Graduate School Candidates

International students who attend foreign institutions must take the TOEFL.

For advancement to classified standing in master's degree programs at Sonoma State University, candidates must meet the writing proficiency requirement. In addition, the following tests are required:

Biology	GRE General and Advanced Biology
Education	Depends on speciality; check with Department.
English	Either WEPT and GRE Advanced Literature or SSU Comprehensive Exam.
History	Either GRE General or Advanced History. Alternative options to the GRE may be explored with the History Department.
Business Administration	Graduate Management Admissions Test (GMAT)
Nursing	GRE General
Politics	GRE General
Psychology	GRE General
Public Administration	GRE General
Pupil Personnel Services	CBEST
Special Major	GRE General. Other tests may also be required depending upon the specific requirements of participating departments.

Women's Resource Center

Village 305, (707) 664-2845

The Women's Resource Center (WRC) promotes understanding of the evolving roles of women and men and helps women develop their full potential. The center also brings attention to and challenges the barriers that inhibit the inclusion, equality, and advancement of women.

Programs coordinated by the center include Women's History Month activities, lectures, workshops, forums, films, conferences, and events on issues of particular interest to women, and internship/work experience placements.

The WRC library has a growing collection of books, current newsletters, catalogues, periodicals, audio- and videotapes, and other publications. Resource references for research, class assignments, entertainment, and personal growth also are available. The library provides a study, leisure, reading, and meeting area.

Crossroads, the newsletter published by the WRC, helps keep students informed of local events, activities, and issues concerning women. A resource file on such services as counseling, health care, child care, women's organizations, and legal assistance is available. There is also a job and events information bulletin board at the center.

University Support Services

Alumni Association

Stevenson Hall 1054, (707) 664-2426

Director of Alumni Relations

Cecelia Russell

The Sonoma State University Alumni Association maintains a continuing relationship between the University and its alumni; represents the University in the community through its membership; and sponsors educational projects, programs, and activities. Each year the Association awards the Alumni Freshman Scholarship and the Ambrose R. Nichols Scholarship. Membership in the Association is open to those who have attended the University. Associate memberships are also available for friends of the University.

The Alumni Association utilizes a centralized alumni database to encourage ongoing communication with former students.

Center for Performing Arts

Ives Hall 209, (707) 664-2235

University Box Office

Evert B. Person Theatre, (707) 664-2353; TDD (707) 664-2958

Managing Director

Floyd Ross

The Center for Performing Arts, within the School of Arts and Humanities, coordinates the performance activities of the Music and Theatre Arts Departments, providing technical support in scenery, costumes, makeup, lighting and sound, development, marketing and promotions, facility scheduling, and box office operations.

The Center manages five distinct performance and rehearsal venues: a 50-seat studio theatre, a 100-seat dance studio/theatre, a 125-seat recital hall, a 242-seat proscenium auditorium, and a state-of-the-art, fully equipped 475-seat proscenium theatre with fly system, elevator orchestra pit, large stage, scene shop, and costume shop. The Center sponsors both on- and off-campus performances by University performing arts groups as well as a guest artist series.

Performing ensembles, comprised of students and community members, include Chamber Music Workshop, Early Music Ensemble, Concert Jazz Ensemble, Contemporary Jazz Ensemble, Experimental Music Group, Orchestra, Opera Theatre, Drama Ensemble, Dance Ensemble, Chorus, Bach Choir, Vocal Jazz Workshop, and Vocal Jazz Ensemble. 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 120 performances presented each academic year, with an annual attendance in excess of 10,000 people. In addition, the Center sponsors special benefit performances and the annual Performing Arts Talent Award Recipients' Showcase.

The box office, located in the Evert B. Person Theatre, is open Tuesday through Friday. Reserved tickets are available for many performances; call (707) 664-2353 for additional information. Discount rates on all tickets for SSU students and groups are in effect for all performances.

Computing, Media, and Telecommunications Services

Associate Vice President for Information Technology

Mark Resmer

Salazar Library, Room 1502, (707) 664-2346

The Department of Computing, Media, and Telecommunications Services (CMTS) supports faculty, staff, and students in their use of information resources and electronic technology in their teaching, research, and operation of the institution. As well as supporting instruction and research in cooperation with the Library through Instructional Technology Services, CMTS provides administrative computing support to the campus; manages the campus information server (*SSU Gopher*); operates the telephone system, campus network, fax center, video-conferencing, and other telecommunications facilities; offers video production and photographic services; and provides institutional information, student outcomes assessment, and program evaluation support through Institutional Research.

The following facilities are available for use by students, faculty, and staff:

- DEC VAX 6360/6430/3100 clustered VAX/VMS Timesharing System
- DEC Micro VAX UNIX Timesharing System
- Sun IPX UNIX Server
- CYBER 180/830 NOS Timesharing System
- Network access to other computers in the CSU system (CSUnet)
- Network access to other university computers (Internet)
- A wide range of microcomputers located in labs throughout the campus, as listed below
- Compressed video teleconferencing system.

All students, faculty, and staff are entitled to accounts on the main campus VAX system. The system supports the Library Online Public Access Catalog (OPAC), electronic mail, access to remote systems, and a range of statistical and programming tools.

Instructional Technology Services

Instructional Technology Services is jointly managed by the Library and CMTS, and consists of two major units: *Classroom Technologies* and the *Multimedia Access* (see Library entry, page 287).

Classroom Technologies supports all applications of computing and media technologies that are directly related to instruction. As well as managing the University computer labs, Classroom Technologies provides consultation, equipment, and nonprint materials in support of the University's instructional program.

Media Resources

CMTS offers fully interactive bi-directional video teleconferencing services to any other CSU or UC campus, and to a wide range of other US and international locations, using the Sprint Meeting Channel system and/or the National Science Foundation network. These services are delivered using state-of-the-art compressed video technology, and thus constitute a part of the proposed Information Superhighway.

Classroom Technologies also has two satellite receivers that can tap worldwide sources of information in support of classroom instruction, teleconferences, and similar instructional activities. Programs received via satellite dish can be recorded for later playback in accordance with the current off-air recording guidelines.

Other equipment includes the full spectrum of standard audiovisual hardware: film projectors, portable video recording and playback systems, slide projectors, overhead projectors, opaque projectors, tape recorders, record players, PA systems, 35mm still cameras, etc. Equipment may be checked out for a three-day period.

Equipment and nonprint materials are delivered and set up for classroom use upon request by a faculty member or a student giving a class presentation. Faculty may contact the Media Materials Coordinator to help in locating appropriate nonprint media from off-campus sources and preparing requests for preview, rental, or purchase.

Nonprint materials may also be broadcast to individual classrooms through an Electronic Distribution System.

Other available services include:

- Three "Preview Rooms," for accessing nonprint materials and tape recording equipment.
- Audiocassette duplication for instructional purposes
- Professional sound reinforcement and audio recording of University-sponsored performances, lectures, and other events.

Computing Resources

Classroom Technologies operates eight computer labs on campus. The labs are open for use by all current students, faculty and staff. Each lab offers a wide range of software, selected to support the primary instructional area(s) that it serves.

The Computer Center Lab is open 24 hours per day during the semester. Other labs are available on a more limited basis. All labs except the Library word-processing lab, Multimedia Access Center lab and the Computer Center lab may be scheduled for classes. For open hours please consult the schedules posted in each lab or in the Computer Center lobby.

Student consultants are available in the Computer Center to assist computer users during the scheduled hours. Student consultants may be reached by telephone at 664-2907.

Campus labs include:

Computer Center Lab (24-hour Lab)

Salazar Library, Room 1517

12—Macintosh SE

7 — IBM PS/2

Library Word-processing Lab

Salazar Library, Second Floor Lobby

21—Apple Macintosh

Library Multimedia Access Center Lab (Color Graphics/Scanning Lab)

Salazar Library, Second Floor Lobby

3—Apple Macintosh IIcx/IIci

2-Color/B&W scanner

2-Color/B&W printer

PS/2 Lab

Stevenson Hall, Room 2055

15—PS/2 Model 80

IBM Lab

Stevenson Hall, Room 2044

13 — IBM PS/2 Model 55 SX

LC Lab

Stevenson Hall, Room 1044

16—Macintosh LC

Macintosh SE Lab
Rachel Carson Hall, Room 1
20—Macintosh SE

Power Macintosh Lab
Darwin Hall, Room 19
15—Power Macintosh 6100

Darwin IBM Lab
Darwin Hall, Room 16
16—Intel 286/386

In addition to using these labs, faculty may check out Macintosh computers, equipped with LCD projection devices, for classroom presentations.

Photography

Photographic Services provide black and white prints, color slides, copy slides, and duplicate slides from illustrations and art reproductions, and other materials to be used for classroom instruction and public relations programs of the University, and to support publication of faculty papers in nonprofit professional journals.

Media Production Services

The Media Production Lab offers assistance to students, faculty, and staff in the planning and production of media projects for classroom and other University-related events. Limited on-location videotaping service is available to faculty and staff for the recording of guest lecturers and other University-sponsored events. Those working on media projects are invited to consult with the Lab Coordinator regarding the design and production of any media project.

Production capabilities include: a copy stand for making 35mm slides from books or magazines, color video recording and editing facilities in VHS and 3/4" U-matic formats, audio recording and mixing facilities, and graphic arts production for overhead transparencies.

An orientation program is also available for those who wish to learn to use portable video recording equipment. Upon completion of the brief orientation, individuals may use the portable video systems for instructionally related activities.

Computing Support

Faculty, administrative, and staff users in need of assistance should call the CMTS Helpline, 664-2906, between 9 a.m. and 3 p.m. In addition, a faculty resource center equipped with Apple Power Macintosh and IBM PS/2 microcomputers, together with an extensive software library oriented primarily toward instructional applications, is available to all faculty and staff as a means of exploring the full range of capabilities available through the computing facilities on campus.

Networking/Telecommunications

The University operates an extensive campus LAN (Local Area Network) that provides access to a wide variety of resources from microcomputers located in labs and offices, and allows for sharing of data between computers. The network is integrally linked to the national and international resources available through the Internet. Authorized users can use the network to send and receive electronic mail, access remote computer systems, and transfer files between computers. Dial-up lines that connect into the CSUnet are also available 24 hours daily.

CMTS also manages the University's modern telecommunications system. Voice mail service, automated information, and other advanced phone features are available. Residential Community phones are connected to the system. A phone credit card is required for long-distance student calls.

Intercollegiate Athletics

PE Building 14, (707) 664-2521

Director

Ralph Barkey

Sonoma State University sponsors eight intercollegiate programs, four sports for men and four for women. The philosophy of the institution and, specifically, of the Athletic Program is to provide the maximum opportunity for student participation in intercollegiate athletics that staff and resources will allow. SSU's men and women athletes participate in the Northern California Athletic Conference (NCAC), formed in 1982. Member institutions include: Hayward, San Francisco, Humboldt, Chico, and Stanislaus of the California State University system, University of California, Davis, and the College of Notre Dame. The Athletic Program has been classified Division II by the NCAA.

The athletic facilities and programs at Sonoma 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 CSU students in all campus programs, including intercollegiate athletics.

The Men's Intercollegiate Athletics Program competes in basketball, baseball, football, and soccer.

The Women's Intercollegiate Athletics Program offers competition in basketball, softball, volleyball, and soccer.

Baseball

John Goelz, Head Coach
Tony Ciccone, Assistant Coach

Men's Basketball

Pat Fuscaldo, Head Coach
Bill Miranda, Assistant Coach

Women's Basketball

Susan Zachensky - Walthall, Head Coach
John Vince Ginocchio, Assistant Coach

Football

Frank Scalercio, III, Head Coach
Randy Plumbtree, Defensive Coordinator
Jeff Ramsay, Offensive Coordinator

Softball

Paul King, Head Coach
Fred Wright, Assistant Coach

Soccer (Men's and Women's)

Peter Reynaud, Head Coach — Women
Marcus Zeimer, Head Coach — Men

Volleyball

Kelly Van Winden, Head Coach
Warren Strand, Assistant Coach

Office of Development

Stevenson Hall 1054, (707) 664-2712

Director

Jim Meyer

The Office of Development is responsible for coordinating private fund-raising for Sonoma State University among its many constituents.

Fund-raising 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 improvements. Donors may designate their gifts to be used for immediate purposes or to establish or add to permanently endowed funds.

Ruben Salazar Library

Library Hours

(707) 664-2595

Information and Instructional Resources

Salazar Library 1100, (707) 664-2161

Library Director

Susan Harris

Librarians

Barbara Butler, Phil Huang, Timothy Huston, Margaret Jourdain, Suzanne Martin, Barbara Taylor, Raye Lynn Thomas, Sandra Walton

Emeritus Librarians: Richard Bellamy, Barbara Biebush, Patricia Chapman, Jean Day, Johanna Fritsche, Alexander F. Karolyi, Marie Luethe, Antoinette O. Maleady, Lenore Radtke

A research library, Ruben Salazar Library has a collection of over 445,000 bound volumes. Approximately 5,000 volumes are added to the collection each year. Current periodical subscriptions number 2,350; some 65,000 items are contained in the documents area, which is a depository for state publications, and shares federal depository status with the Sonoma County Library. The microform collection numbers over 1,300,000 items.

The first floor of the Library houses the circulation desk, the reference desk, the documents collection, atlases, an archives and special collections complex, and a separate 24-hour study room. The administrative offices, technical services, and collection development departments are also on this floor.

The second floor houses the Multimedia Access Center, the open-stack circulating book collection, and the periodicals collection. There are also collections of elementary and secondary textbooks, curriculum guides and children's books, group study rooms, a Macintosh word processing lab, and photocopying facilities.

The Library makes numerous online resources available to all students and faculty, from home or work, as well as from campus. Students must acquire the password by showing an SSU library card at the Information Desk on the first floor.

The Information and Instructional Resources Department provides reference and teaching services to library patrons utilizing the full range of electronic and print sources. Access to materials not in the Library is facilitated by a Document Delivery Service and Interlibrary Loan.

Librarians provide library and Internet instruction in a variety of ways: for specific classes at the request of the instructor; in UNIV 292, *Information Competency*, a class for credit; in scheduled special workshops; and through the School of Extended Education.

The Multimedia Access Center is a part of the Instructional Technologies Unit, which is jointly managed by the Library and CMTS. The Center, on the second floor of the Library, houses traditional non-print media such as audio- and videocassettes, compact discs, and phono recordings, as well as accompanying equipment; circulating software, interactive multimedia software and hardware; and several scanners for digitizing graphical and textual materials. The microfilm collection is accessible through a number of reader/printers, including portable units that can be loaned to students.

Sonoma State Enterprises, Inc.

Chief Operating Officer

Alan Murray, (707) 664-2191

The Enterprises operates the Bookstore and Campus Food Services, the Residence Halls dining facilities, campus vending, the University Commons cafeteria, and the Student Union Pub/Deli. The Enterprises also funds special programs to benefit the University.

Sonoma State University Academic Foundation

Administration and Finance Center – South, (707) 664-2191

General Manager

Alan Murray

The Sonoma State University Academic Foundation, Inc., is a nonprofit corporation established in 1974 to assist and promote the educational program of the University. The Foundation is an auxiliary organization of the California State University, as defined in Title 5 of the California Administrative Code. The Foundation sponsors activities for which the State does not appropriate funds, including educational institutes, workshops, conferences, training programs, and research projects; and provides for the reception and administration of grants, contracts, gifts, endowments, and scholarships. The activities of the Foundation are directed by a Board of Directors comprised of student, faculty, community, and administrative representatives.

Tutorial Program

Salazar Library 1012, (707) 664-2429

Director

Karin Winnard

The Tutorial Program provides free group, individual, and drop-in tutoring to enrolled Sonoma State University students. The primary goal of the program is to encourage and assist students in the development of their potential as independent learners. Academic success is achieved as a result of understanding and developing one's own process as a learner, and each tutor is trained to assist students' growth in this direction.

Research indicates that people retain 90 percent of the information they learn if they do and say as they learn. In keeping with these findings, tutors actively involve students in course materials as much as possible. Facilitation of group discussion, encouraging the sharing of ideas and solutions through work on the chalkboard, and utilization of various probing strategies are methods tutors might use with students in an effort to stimulate active learning and the development of self-confidence.

Applications for tutoring positions are accepted at the end of the semester and prior to the start of the following semester. Students must have at least a 3.00 GPA overall or 3.00 GPA for two semesters prior to applying for these paid tutoring positions. All new tutors are also required to enroll in EDUC 291, a nationally certified training class, concurrent with their first semester of tutoring.

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 Region. With almost 2,500 square feet of exhibition space in two adjoining galleries, the Art Gallery serves the campus and surrounding communities through its ongoing presentation of exhibitions, publications, lectures, and symposia 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 BFA (Bachelor of Fine Arts) students and the annual Juried Student Show, which is open to all SSU students and is selected by one artist and one curator 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 almost 100 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 Jennifer Bartlett, Larry Bell, Carmen Lomas Garza, Mineko Grimmer, Maya Lin, James Luna, Manuel Ocampo, Judy Pfaff, Bill Viola, Howard Warshaw, and William Wegman, 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 Tuesday through Friday, 11 am to 4 pm, and Saturday and Sunday, 12 to 4 pm. Admission is free.

Centers and Institutes

The University has various centers and institutes, as well as grant-funded projects, that serve a similar purpose. Among these are the following:

Anthropological Studies Center

Foundation Center, Building 300, (707) 664-2381

Director

Adrian Praetzelis

The Anthropological Studies Center was established to provide practical experience in Cultural Resources Management to complement undergraduate and graduate curricula available through the regular instructional program of the University. The Center performs research in the areas of archaeology, local history, and ethnography.

California Foreign Language Project of the Redwood Area

Rachel Carson Hall 10A, (707) 664-2409

Director

Carol Eber

The California Foreign Language Project of the Redwood Area (CFLP-RA) provides professional development programs in the teaching of second languages to educators in the Sonoma State University service area and interested students. CFLP-RA is part of a statewide network.

California Institute for Human Services

Foundation Center, Building 200, (707) 664-2416

Director

Anthony Apolloni

The California Institute for Human Services engages in research and evaluation activities on the delivery of human services, and provides technical assistance to government organizations, service providers, and service consumers. The Institute designs and manages workshops, conferences, and other training events and also prepares and disseminates materials concerning human services.

Center for Business and Economic Research

Stevenson Hall 2042, (707) 664-2377

Management and Business Research

Director

George Johnson

The Center for Business and Economic Research serves as a bridge between the institution and the external community. The Center 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 Region.

Sonoma Economic Forum

Director

Lawrence Clark

The Sonoma Economic Forum is a partnership of representatives of organizations in both the public and private sectors. The Forum's primary purpose is the collection, analysis, dissemination, and discussion of economic information.

Center for Economic Education

Director

Richard Van Gieson

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

Susan Jeffrey

The Institute for Small Business Development offers counseling, assistance, seminars, and classes to firms in Sonoma County. Services are offered for a minimal charge, or free, to the client.

Center for Critical Thinking and Moral Critique

Rachel Carson Hall 65, (707) 664-2940

Director

Richard W. Paul

Organizational Notes

The Center for Critical Thinking conducts advanced research, in-service educational programs, and professional conferences, and disseminates information on critical thinking and moral critique. It works with colleges and universities, school districts, state departments of education, as well as the College Board, the Public Broadcasting Service, the Adult Learning Satellite Service, and other research centers, to foster the teaching of critical thinking, both nationally and internationally.

Research Activities and Fields

The Center explores the nature of critical thinking and moral critique, their appropriate pedagogy, and their application to personal, social, academic, and moral issues. The Center is continuing to create a clearinghouse for the distribution of documents and position papers. Submissions are welcome.

Publications and Services

The work of the Center includes an annual International Conference on Critical Thinking and Educational Reform; in-service programs in the teaching of critical thinking; a resource center for the distribution of documents, position papers, and research; research in the field of critical thinking and moral critique; and reform of the educational system based upon the teaching of reasoning and critical thinking skills across the curriculum.

Center for Regional Economic Analysis

Stevenson Hall 2042, (707) 664-2377

Director

Stephen D. Lewis

The Center for Regional Economic Analysis conducts research, collects and disseminates data, and provides students with research and internship experiences focusing on issues related to regional economic development and forecasting. Techniques employed include econometric analysis, modeling, and computer simulation. Activities emphasize the development of solutions to practical economic problems using economic theory, statistical tools, and computer software. The Center maintains a database pertaining to Sonoma and other counties in the North Bay area featuring economic and business data, including local economic indicators, useful to decision makers in the public and private sectors.

Center for the Study of the Holocaust

Rachel Carson Hall 62, (707) 664-4076

Director

John Steiner

The Center was established to provide a significant focus for scholars, teachers, and programs dealing with the Holocaust, a seminal event of our times. It coordinates existing Holocaust-related courses on campus and promotes new ones. The Center offers an interdisciplinary perspective and encourages research on Holocaust-related themes.

Center for Teaching and Professional Development

Nichols Hall 134, (707) 664-2830

Director

Thomas F. Nolan

The Center for Teaching and Professional Development is available to assist faculty in all areas of their professional lives through a variety of activities. It sponsors workshops and discussion groups, maintains a resource library, and offers confidential individual consultation.

The Center's activities address topics that include teaching methodologies, as well as instructional development, organizational development, research and writing, and career development.

Energy Center

Energy Center, (707) 664-2577

Director

W.J. "Rocky" Rohwedder

The Energy Center serves the campus and surrounding communities through programs in energy-management and renewable-energy education, professional training, consulting and information referral, demonstration projects, and scientific research.

The Center operates under the sponsorship of the School of Social Sciences, the Department of Environmental Studies and Planning, and the Sonoma State University Academic Foundation. Programs are funded through grants, contracts, donations, and fees for services. Staffing is provided by faculty and students in the Energy Management and Design Program at Sonoma State University.

The Center provides:

- unbiased consultation and referral services in energy management and renewable energy,
- educational guided tours for local school and youth groups,
- training workshops for teachers and energy professionals,
- innovative energy education curriculum and computer software,
- small scale, applications-oriented scientific research, and
- working demonstration systems in energy management and renewable energy.

Institute for Community Planning Assistance

Rachel Carson Hall 18, (707) 664-2306

Director

Steven Orlick

The Institute for Community Planning Assistance is designed to respond to the expressed needs of public planning agencies in Sonoma State University's service area, and to the educational and financial needs of planning and other interested students at SSU. The Institute provides students with practical paid field experience to complement the classroom and internship elements of their planning education. It also provides contracted faculty research in community and environmental planning as well as assistance to public planning agencies in carrying out low-cost studies and surveys.

North Bay International Studies Project

Rachel Carson Hall 10A, (707) 664-2409

Directors

Carol Eber and Robert Karlsrud

The North Bay International Studies Project (NBISP) provides curricular resources in international studies to students and to the educational community. The Project also offers teacher workshops in content, methodologies, and leadership development. The NBISP is part of a statewide network of resource centers.

Sonoma Film Institute

Ives Hall 211A, (707) 664-2606

Director

Eleanor Nichols

The Sonoma Film Institute brings the University a selection of films designed to contribute to the educational processes and the cultural awareness of the students and the community. The Institute works with Sonoma State's various Film Studies courses to offer a wide range of foreign and domestic films.

Sonoma State American Language Institute

Foundation Center 500, (707) 664-2742

A program of Extended Education, the Sonoma State American Language Institute (SSALI) provides an opportunity for those students who are not native speakers of English to acquire the language skills necessary for successful university study.

SSALI classes are offered at beginning, intermediate, and advanced levels to accommodate a wide range of abilities. The curriculum provides over twenty hours of instruction in grammar, reading, writing, vocabulary, study skills, and American culture. Students can participate in a variety of social and cultural events, including the popular Conversation Partner Program, which pairs them with SSU students.

Complete details on the SSALI program are available by contacting the Sonoma State American Language Institute.

The California State University

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

The oldest campus — San Jose State University — was founded as a Normal School in 1857 and became the first institution of public higher education in California. The two newest campuses — California State University, Monterey Bay*, and the California Maritime Academy — will become part of the CSU system in fall 1995.

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

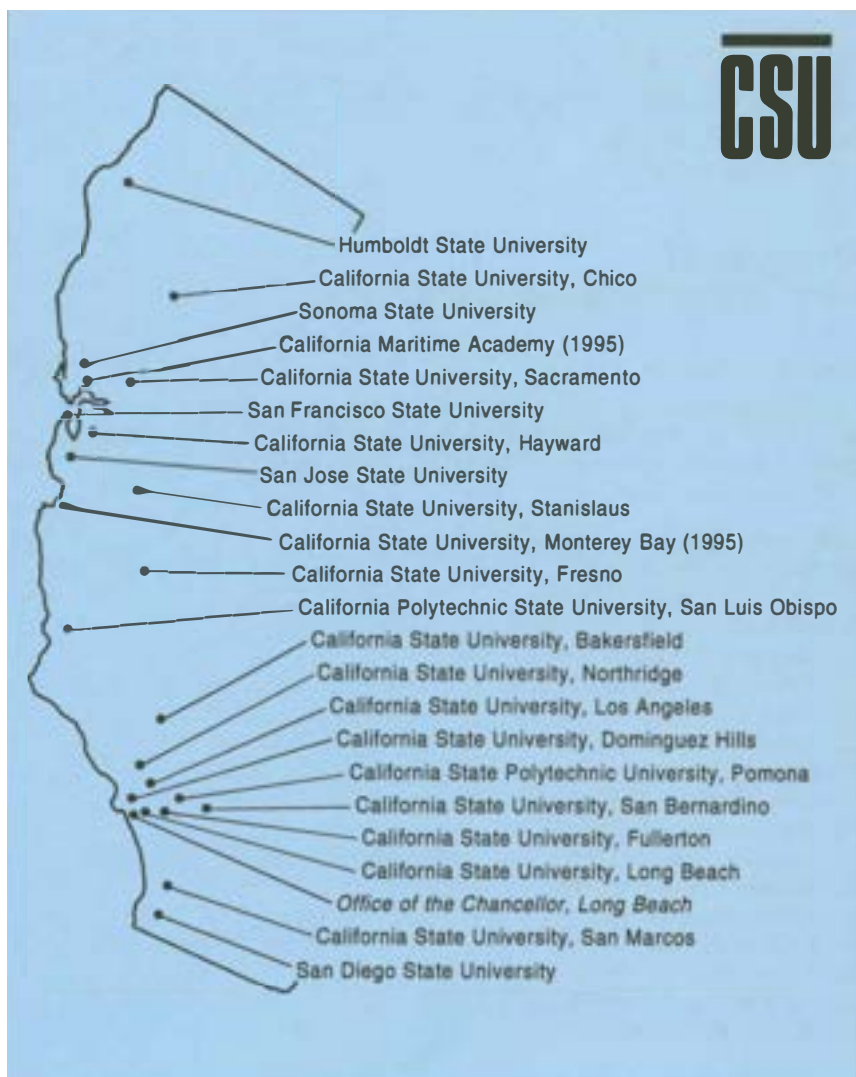
The Trustees, the Chancellor, and the Presidents develop systemwide policy, with actual implementation at the campus level taking place through broadly based consultative procedures. The Academic Senate of The California State University, made up of elected representatives of the faculty from each campus,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

Academic excellence has been achieved by The California State University through a distinguished faculty, whose primary responsibility is superior teaching. While each campus in the system has its own unique geographic and curricular character, all campuses, as multipurpose institutions, offer undergraduate and graduate instruction for professional and occupational goals as well as broad liberal education. All 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 1,500 bachelor's and master's degree programs in some 200 subject areas. Many of these programs are offered so that students can complete all upper-division and graduate requirements by part-time late afternoon and evening study. In addition, a variety of teaching and school service credential programs are available. A limited number of doctoral degrees are offered jointly with the University of California and with private institutions in California.

In fall 1993, the system enrolled approximately 326,000 students, taught by some 16,000 faculty. Last year the system awarded over 50 percent of the bachelor's degrees and 30 percent of the master's degrees granted in California. More than 1.2 million persons have graduated from the 20 campuses since 1960.

**Pending approval.*



Office of the Chancellor

The California State University
400 Golden Shore
Long Beach, CA 90802-4275
(310) 985-2500

Dr. Barry Munitz
Chancellor - CSU System

Ms. Molly Corbett Broad
Executive Vice Chancellor

Dr. Peter S. Hoff
Senior Vice Chancellor, Academic Affairs

Dr. June M. Cooper
Vice Chancellor, Human Resources and Operations

Mr. Richard West
Vice Chancellor, Business and Finance

Dr. Douglas X. Patiño
Vice Chancellor, University Advancement

Dr. Fernando C. Gomez
General Counsel

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Appointed Trustees

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

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Correspondence with Trustees should be sent:

c/o Trustees Secretariat
The California State University
400 Golden Shore, Suite 214
Long Beach, CA 90802-4275

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Sacramento 95814

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State Capitol
Sacramento 95814

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State Capitol
Sacramento 95814

To be appointed
State Superintendent of Public Instruction
721 Capitol Mall
Sacramento 95814

Dr. Barry Munitz
Chancellor of The California State University
400 Golden Shore
Long Beach 90802-4275

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Campuses of The California State University

California State University, Bakersfield

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

California State University, Chico

1st & Normal Streets
Chico, California 95929
Dr. Manuel A. Esteban, President
(916) 895-6116

California State University, Dominguez Hills

1000 East Victoria Street
Carson, California 90747
Dr. Robert C. Detweiler, President
(310) 516-3300

California State University, Fresno

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

California State University, Fullerton

Fullerton, California 92634
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(714) 773-2011

California State University, Hayward

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Dr. Norma S. Rees, President
(510) 881-3000

Humboldt State University

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

California State University, Long Beach

1250 Bellflower Boulevard
Long Beach, California 90840
Dr. Robert C. Maxson, President
(310) 985-4111

California State University, Los Angeles

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

California State University, Northridge

18111 Nordhoff Street
Northridge, California 91330
Dr. Blenda J. Wilson, President
(818) 885-1200

California State Polytechnic University, Pomona

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

California State University, Sacramento

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

California State University, San Bernardino

5500 University Parkway
San Bernardino, California 92407
Dr. Anthony H. Evans, President
(714) 880-5000

San Diego State University

5300 Campanile Drive
San Diego, California 92182-0763
Dr. Thomas B. Day, President
(619) 594-5000

Imperial Valley Campus

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

San Francisco State University

1600 Holloway Avenue
San Francisco, California 94132
Dr. Robert A. Corrigan, President
(415) 338-1111

San Jose State University

One Washington Square
San Jose, California 95192
Dr. J. Handel Evans, Acting President
(408) 924-1000

California Polytechnic State University, San Luis Obispo

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

California State University, San Marcos

San Marcos, California 92069-0001
Dr. Bill W. Stacy, President
(619) 752-4000

Sonoma State University

1801 East Cotati Avenue
Rohnert Park, California 94928-3609
Dr. Ruben Armiñana, President
(707) 664-2156

California State University, Stanislaus

801 West Monte Vista Avenue
Turlock, California 95380
Dr. Marvalene Hughes, President
(209) 667-3201

Faculty and Administration

Emeritus Faculty

Dates listed in parentheses indicate year of appointment to Sonoma State University and year of appointment to Emeritus status:

*Emeritus status anticipated Fall 1994

Gerald J. Alves, (1965, 1986)

Office of Testing Services

AB 1958, MA 1960, Chico State College

Luiza Amodeo (1987, 1992)

Department of Education

BS 1959, Sacramento State University

MA 1971, Western New Mexico University

Ph.D. 1977, University of California, Los Angeles

David O. Arnold (1970, 1994)

Department of Sociology

BA 1960, University of Chicago

MA 1962, University of Iowa

Ph.D. 1966, University of California, Berkeley

John R. Arnold (1961, 1976)

Department of Biology

BA 1932, Fresno State College

MA 1934, University of California, Berkeley

Ph.D. 1938, Cornell University

Mary R. Arnold (1967, 1983)

Department of Foreign Language (Russian)

BA 1941, Moscow State Pedagogical Institute of Foreign Languages, USSR

MA 1949, Ph.D. 1964, University of California, Berkeley

Richard Bellamy (1969, 1988)

Ruben Salazar Library

BS 1947, Northwestern University

MLS 1966, University of California, Berkeley

Paul V. Benko (1970, 1992)

Department of Biology

BS 1954, University of California, Berkeley

MS 1958, Ph.D. 1968, University of California, Davis

Aaron Berman (1970, 1992)

Department of Foreign Languages (Spanish)

B.Ed. 1961, University of Miami

AM 1964, University of Michigan

Dorothy M. Blake (1973, *)

Professor of Nursing

BS 1956, M.Ed. 1958, University of Minnesota

MHS 1976, University of California, Davis

David M. Bromige (1970, 1992)

Department of English

BA 1962, University of British Columbia

MA 1964, Ph.D. 1970, University of California, Berkeley

Robert F. Brown (1967, 1992)

Department of History

BA 1952, Johns Hopkins University

D. de l'Université 1963, University of Paris, France

Joe H. Brumbaugh (1964, 1992)

Department of Biology

B.S.Ed. 1952, Miami University

MS 1956, Purdue University

Ph.D. 1965, Stanford University

Libby Byers (1970, 1992)

Department of Education

BA 1943, Hunter College

MA 1968, San Francisco State University

Ph.D. 1973, University of California, Berkeley

Thorsten R. Carlson (1961, 1977)

Department of Education

BE 1939, St. Cloud Teacher's College

MA 1942, Ph.D. 1946, University of Minnesota

Patricia Chapman (1968, 1988)

Ruben Salazar Library

BA 1944, Stanford University

MLS 1968, University of California, Berkeley

Galen E. Clothier (1962, *)

Professor of Biology

BA 1955, Fresno State College

MS 1957, Ph.D. 1961, Oregon State University

William O. Cord (1963, 1989)

Department of Foreign Languages (Spanish)

BS 1943, Southeast Missouri College

MA 1948, Washington University

Ph.D. 1960, University of Colorado

B. Jean Day (1968, 1992)

Ruben Salazar Library

BA 1950, BS 1951, University of Washington

Mildred Dickemann (1968, 1990)

Department of Anthropology

BA 1950, University of Michigan

Ph.D. 1958, University of California, Berkeley

Marvin Dillon (1962, 1979)

Office of Testing Services

BA 1949, MA 1950, Ph.D. 1955, University of Denver

Donald Duncan (1963, 1991)*Department of Mathematics*

BA 1942, MA 1944, University of British Columbia

Ph.D. 1951, University of Michigan

Wesley W. Ebert (1964, 1992)*Department of Biology*

BS 1961, University of Minnesota

MS 1963, Ph.D. 1964, University of California, Davis

Gerald V. Egerer (1965, 1989)*Department of Business and Economics*

B.Sc. 1952, University of London

D. en Droit 1957, University of Lyons

F. George Elliott (1968, 1992)*Department of Education*

BA 1948, University of British Columbia

MA 1961, California State College, Long Beach

Ed.D. 1967, University of California, Los Angeles

James B. Enochs (1963, 1975)*Department of Education*

BA 1934, Arizona State College

MA 1937, University of Colorado

Ph.D. 1948, University of Chicago

Robert F. Fletcher (1969, 1988)*Department of Education*

BA 1939, MA 1960, San Diego State College

Ed.D. 1967, Stanford University

Herbert Foughner (1961, 1986)*Department of Education*

BS 1942, State Teacher's College, Minnesota

M.Ed. 1950, Ed.D. 1956, University of California, Los Angeles

William J. Frazer (1965, 1992)*Department of Geography*

BS 1952, University of Illinois

MA 1953, MA 1957, Ph.D. 1959, University of Michigan

David A. Fredrickson (1967, 1992)*Department of Anthropology*

BA 1948, University of California, Berkeley

MA 1967, Ph.D. 1973, University of California, Davis

Johanna Fritsche (1963, 1982)*Ruben Salazar Library*

BA 1936, Hunter College

BSLS 1939, Columbia University, School of Library Service.

Robert Y. Fuchigami (1968, 1992)*Department of Education*

BA 1956, MA 1958, San Jose State College

Ed.D. 1964, University of Illinois

Evangeline A. Geiger (1968, 1981)*Department of Education*

BSE 1936, Lowell Teacher's College

MA 1954, San Francisco State College

Ed.D. 1967, University of California, Berkeley

Stashu D. Geurtsen (1963, 1992)*Department of Psychology*

BS 1948, Lewis and Clark College

M.Ed. 1950, Oregon State College

Ed.D. 1955, University of Oregon

Ph.D. 1978, International Studies in Humanistic Psychology at Baden

Bernice Goldmark (1966, *)*Department of Education*

B.S.Ed. 1945, College of the City of New York

M.Ed. 1957, Ph.D. 1963, University of Arizona

Leland W. Gralapp (1964, 1989)*Department of Art*

BS 1943, University of Oregon

MFA 1948, Ph.D. 1953, University of Iowa.

Theodore Grivas (1962, 1992)*Department of History*

AB 1952, MA 1953, Ph.D. 1958, University of Southern California

Robert Gronendyke (1968, 1992)*Department of Art*

BA 1955, MA 1960, California State College, Long Beach

Betty W. Halpern (1968, *)*Department of Education*

BA 1949, MA 1960, Ed.D. 1968, University of California, Berkeley

Wyman Hicks (1968, 1988)*Department of Management*

BA 1947, MA 1948, University of California, Berkeley

Laurence J. Horowitz (1969, 1992)*Department of Psychology*

BS 1949, Long Island University

BA 1949, University of California, Berkeley

MA 1954, San Francisco State College

Ph.D. 1967, Stanford University

George A. Jackson (1970, 1991)*Department of Psychology*

BS 1946, New Mexico State University

MS 1948, University of Illinois

Ph.D. 1969, Claremont Graduate School

Carl M. Jensen (1973, *)*Department of Communication Studies*

BA 1971, MA 1972, Ph.D. 1977, University of California, Santa

Barbara

Paul Juhl (1970, 1987)*Department of Management*

BA 1946, LLB 1948, University of Iowa

MS 1966, San Francisco State College

Bjorn Karlsen (1966, 1985)*Department of Education*

BA 1949, State Teacher's College of Oslo, Norway

MA 1951, University of Nebraska

Ph.D. 1954, University of Minnesota.

Alexander F. Karolyi (1962, 1973)*Ruben Salazar Library, Acquisitions*

BA 1926, SJD 1930, University of Budapest

MALS 1957 University of Michigan.

Eli Katz (1970, 1992)*Department of Linguistics*

BS 1949, College of the City of New York

MA 1959, Ph.D. 1963, University of California, Los Angeles

Kathryn L. Klein (1971, 1990)*Department of Physical Education and Health Science*

BS 1960, University of Michigan

MS 1966, University of Washington

Ph.D. 1971, University of Southern California

Walter E. Kuhlman (1969, 1989)*Department of Art*

BA 1941, University of Minnesota

Certificate, California School of Fine Arts

Certificate, Academie de la Grande Chaumiere

Certificate, St. Paul School of Art.

Raymond G. Lemieux (1970, 1990)*Department of Foreign Languages*

BA 1958, Northeastern University

MA 1960, Ph.D. 1969, The University of Iowa.

Han-sheng Lin (1969, 1994)*Department of History*

BA 1954, National Taiwan University

MA 1958, University of South Carolina

Ph.D. 1967, University of Pennsylvania

Marie Luethe (1972, 1986)*Ruben Salazar Library*

BS 1964, California State College, Hayward

ML 1965, University of Washington

MPA 1975, California State College, Hayward

Norma J. Lyman (1968, 1985)*Department of Psychology*

BA 1965, Sonoma State College

MSW 1967, University of California, Berkeley

Antoinette O. Maleady (1968, 1982)*Ruben Salazar Library*

BS 1940, West Virginia Wesleyan College

MLS 1968, University of California, Berkeley

Vivian A. Malmstrom (1972, 1988)*Department of Nursing*

BS 1958, University of California, San Francisco

MS 1960, University of Colorado

Leonide L. Martin (1974, 1992)*Department of Nursing*

BS 1963, McNeese State College

MS 1967, FNP 1973, University of California, Los Angeles

MPH 1979, DPH 1983, University of California, Berkeley

Marylou C. Mattson (1970, 1992)*Hutchins School of Liberal Studies*

BS 1955, Mount Saint Mary's College

MA 1964, University of California, Los Angeles

Ph.D. 1970, University of Southern California.

Marylou McAthie (1984, 1990)*Department of Nursing*

BS 1953, MS 1956, De Paul University

Ed.D. 1980, University of San Francisco

George E. McCabe (1961, 1990)*Department of Psychology*

BA 1941, University of California

MA 1952, Ed.D. 1953, Teachers College, Columbia University

William E. McCreary (1966, 1992)*Professor of Psychology, Arts and Humanities*

BA 1951, Westminster College

MA 1955, Columbia University

Ph.D. 1962, University of Wisconsin

Stanley V. McDaniel (1966, 1992)*Department of Philosophy*

BA 1953, University of California, Santa Barbara

MA 1968, University of California, Los Angeles

Edith Menrath (1964, 1988)*Department of Psychology*

Higher School Certificate, Cambridge University

License-es-Lettres, University of Paris, France

Fred A. Moore (1974, 1992)*Department of Counseling*

BA 1955, University of California, Los Angeles

MS 1962, California State College, Los Angeles

Ed.D. 1971, University of Southern California

Edgar W. Morse (1970, 1990)*Hutchins School of Liberal Studies*

BS 1951, Illinois Institute of Technology

MA 1965, Ph.D. 1972, University of California, Berkeley

Ambrose R. Nichols, Jr. (1961, 1976)*Department of Chemistry (President Emeritus 1983)*

BS 1935, University of California, Berkeley

Ph.D. 1939, University of Wisconsin, Madison

Michael S. Noble (1985, *)*Professor of Business Administration*

BA 1972, University of Arizona

MBA 1973, Ph.D. 1978, Arizona State University

Warren Olson (1962, 1992)*Hutchins School of Liberal Studies*

BA 1948, University of Denver

MA 1950, University of Washington

Ph.D. 1954, University of Minnesota

John T. Palmer (1967, 1989)*Department of Counseling*

BS 1943, University of Southern Mississippi

MA 1947, Teachers College, Columbia University

Ph.D. 1957, University of Southern California

Charles J. Phillips (1968, 1992)*Department of Mathematics*

BA 1948, MA (Mathematics) 1963, San Jose State College

MA (Education) 1949, Stanford University

Ph.D. 1969, Oregon State University

Thomas R. Porter (1968, 1977)*Department of Biology*

BA 1934, MA 1936, University of Nebraska

Ph.D. 1938, University of California, Berkeley

Joseph H. Powell (1968, 1986)*Department of Biology*

BS 1959, Whitworth College

Ph.D. 1964, University of Washington

Giovanni Previtali (1970, 1980)*Department of Foreign Languages (Spanish)*

BA 1934, MA 1950, Oxford University, England

Ph.D. 1959, Yale University

Glenn W. Price (1967, 1988)*Department of History*

BA 1940, La Verne College

AM 1950, Ph.D. 1966, University of Southern California

George Proctor (1968, 1990)*Department of Philosophy*

BA 1950, MA 1955, Ph.D. 1957, University of Virginia,

Charlottesville

Lenore Radtke (1964, 1988)*Ruben Salazar Library*

BA 1947, University of California, Berkeley

MSLS 1962, Florida State University

Gerald W. Redwine (1964, *)*Department of Psychology*

BA 1950, Sacramento State College

MA 1952, Ph.D. 1959, University of Southern California

William L. Reynolds (1972, 1990)*Department of Management*

BA 1969, Sonoma State College

MBA 1974, California State University, Sacramento

Charles H. Rhinehart (1961, 1993)*Department of Education*

BA 1948, San Jose State College

MA 1955, Stanford University

Mary M. Rich (1967, 1982)*Department of English*

BA 1940, Skidmore College

MA 1942, Columbia University

Ph.D. 1948, University of Minnesota

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BA 1951, Yale University

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Ph.D. 1972, University of California, Santa Cruz

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BA 1948, San Jose State College

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MPH 1962, University of California, Berkeley

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MA 1963, Duke University

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BS 1960, University of California, Berkeley

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BA 1965, MA 1968, George Washington University

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BA 1962, Coe College

MS 1966, Ph.D. 1968, Oregon State University

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BS 1949, MA 1956, Northwestern University

Ph.D. 1975, University of California, Berkeley

Harold Skinner (1965, 1988)*Department of Education*

BA 1949, Earlham College

MS 1958, Ed.D. 1963, Indiana University

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BA 1950, Whittier College

MA 1952, University of Rochester

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BS 1958, MS 1959, Ph.D. 1967, University of Southern California

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BA 1952, University of Melbourne

MA 1956, University of Missouri

Ph.D. 1967, University of Freiburg

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BA 1933, MA 1942, College of Pacific

Ph.D. 1950, University of Southern California

Philip O. Temko (1964, 1993)*Department of Philosophy*

BA 1949, MA 1950, Columbia University

Ph.D. 1968, Stanford University

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BA 1947, Swarthmore College

MA 1949, University of Pennsylvania

Ed.D. 1965, Sacramento State College

Hobart Thomas (1961, 1992)*Professor of Psychology*

BA 1947, Southern Methodist University

MA 1948, Ph.D. 1951, Stanford University

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BA 1950, MA 1952, Ed.D. 1966, University of California, Berkeley

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BS 1959, MBA 1960, Ph.D. 1967, University of California, Los

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BA 1945, San Jose State College

MA 1956, Stanford University

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BA 1968, University of Michigan, Ann Arbor

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BS 1951, State Teacher's College, New York

MA 1957, Ed.D. 1968, University of California, Berkeley

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BA 1947, MA 1951, Ph.D. 1956, University of California, Berkeley

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BE 1943, North Illinois State Teacher's College

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Faculty and Administration

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BA 1963, University of New Mexico

MA 1965 Ph.D. 1970, University of California, Berkeley

Harold G. Alderman (1969)*Professor of Philosophy*

BA 1961, University of Florida

MA 1965 Ph.D. 1967, Tulane University

Chester L. Allen (1985)*Professor of Business Administration*

B.BA 1963, University of Texas at Austin

MBA 1969, Texas A & I University

DBA 1973, Texas Tech University

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BA 1969, University of California, Riverside

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Ph.D. 1988, University of Texas, Austin

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Sherri C. Anderson (1980)*Professor of Business Administration*

BA (Art) 1973, BA (Management) 1977, Sonoma State University

CPA 1980; MBA 1983, San Francisco State University

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BS 1961, Yale University

MS 1965, Ph.D. 1969, University of Colorado

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Ph.D. 1975 George Peabody College

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Ph.D. 1983, University of New Orleans

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MFA 1958, California College of Arts and Crafts

MA 1965, University of California, Berkeley

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CDP 1970 MBA 1971, Indiana University

CPA 1973 BA 1976, BS 1978, State University of New Jersey

Ph.D. 1977, California Coast University

CMA 1982 CPIA 1983 CSP 1985

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MA 1976, Harvard University

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MS 1971, University of Oklahoma

Ph.D. 1973, California School of Professional Psychology, San Francisco

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Ph.D. 1967, University of California, Los Angeles

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BA 1958, Stanford University

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MS (Physics), 1962, MS (Zoology) 1966, Ph.D. 1970, University of Minnesota

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BA 1959, Queens College

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M.Ed. 1976, Oregon State University

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MA 1980, St. John's Graduate Institute

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MA 1968, University of Essex, England

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BA 1968, Harvard University

Ph.D. 1976, University of California, Berkeley

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MA. 1976, University of California, San Diego

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BA 1959, Wittenberg University

MS 1961, University of Michigan

Ph.D. 1971, Oregon State University

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BS 1960, University of Wisconsin

Ph.D. 1968, University of Connecticut

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MA 1985, San Jose State University

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MA 1955, University of Portland, Oregon

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MS 1966, D.N.Sc. 1989 University of California, San Francisco

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Ph.D. 1981, University of New Mexico

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Ph.D. 1965, Duquesne University

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BA 1952, University of Minnesota

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Ph.D. 1966, University of Western Ontario, Canada

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BA 1960, College of Pacific

MS 1962, University of the Pacific

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Ph.D. 1972, University of Connecticut

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Ph.D. 1969, University of California, Santa Barbara

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BA 1954, Rutgers University

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MA 1970, Ohio State University

Ph.D. 1985, University of California, Berkeley

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BA 1975, MA 1986, Sonoma State University

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BA 1967, Dartmouth College

MA 1970, Stanford University

Ph.D. 1977, Union for Experimental Colleges and Universities

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Academic Calendar

Fall Semester 1994

August 22	Academic year begins. General faculty conference.
August 23	Orientation and Advising.
August 24	Classes begin.
August 24	Change of program and late registration begin.
September 7	Last day to apply for refund of registration fee or difference-in-unit payment status.
September 9	Last day to file change of program or to register late.
September 16	Last day to apply for degrees to be awarded in December 1994.
	Last day for graduate students to file study plan form with Graduate Studies Office.
	Last day to declare Basis of Grading.
September 23	Priority deadline for degrees awarded May 1995.
September 30	Last day to apply for partial refund of nonresident tuition (see refund policies, page 263). See the current Schedule of Classes for various time limits.
November 18	Last day to petition for a late schedule change or to withdraw from the University (serious and compelling reasons required; see withdrawal procedures and policies, page 268).
December 2	Last day to submit master's theses or projects to Graduate Studies Office.
December 9	Last day of classes.
December 12-16	Final examinations.
December 19-31	Holiday recess. Classes not in session.
December 23	Semester ends.

Holidays

September 5	Labor Day. Campus closed.
September 9	Admission Day. Campus open.*
October 10	Columbus Day. Campus open.*
November 11	Veterans' Day. Campus open.*
November 23-25	Thanksgiving. Campus closed.
December 25	Christmas. Campus closed.

Intersession 1995 (special session)

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

January 1	New Year's Day. Campus closed.
January 4-20	Intersession classes in session
January 16	Martin Luther King, Jr., Holiday observance. Campus closed.

Spring Semester 1995

January 18	Spring semester begins. General faculty conference.
January 19	Faculty retreat.
January 20	Orientation and Advising.
January 23	Classes begin.
January 23	Change of program and late registration begin.
February 3	Last day to apply for refund of registration fee or difference-in-unit payment status.
February 3	Last day to file change of program or to register late.
February 10	Last day to apply for degrees to be awarded May 1995.
	Last day for graduate students to file study plan form with Graduate Studies Office.
	Last day to declare Basis of Grading.
February 24	Priority deadline for August 1995 graduation.
March 1	Last day to submit applications to the University scholarship program for academic year 1995-96.
March 2	Last day to complete 1995-96 application process for priority financial aid consideration.
March 3	Last day to apply for partial refund of nonresident tuition (see refund policies, page 263). See the current Schedule of Classes for various time limits.
April 17-21	Spring recess. Classes not in session.
April 21	Last day to petition for a late schedule change or to withdraw from the University (serious and compelling reasons required; see withdrawal procedures and policies, page 268).
May 5	Last day to submit master's theses and projects to Graduate Studies Office.
May 12	Last day of classes.
May 19	Priority deadline for degrees to be awarded in December 1995.
May 15-19	Final examinations.
May 20	Commencement.
May 26	Semester ends.
June 9	Deadline to apply for August 1995 degrees.

Holidays

February 12	Lincoln's Birthday. Campus open.*
February 20	Washington's Birthday observance. Campus closed.
April 17-21	Spring recess. Classes not in session.
May 29	Memorial Day. Campus closed.

Summer Session 1995

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

May 30-July 28	Summer classes in session.

* The University reserves the right to observe these holidays by closing the campus at other times throughout the year.

NOTE: This calendar is not intended to be construed as an employee workweek calendar.

Fall Semester 1995

August 21	Academic year begins. General faculty conference.
August 22	Orientation and Advising.
August 23	Classes begin.
August 23	Change of program and late registration begin.
September 6	Last day to apply for refund of registration fee or difference-in-unit payment status.
September 8	Last day to file change of program or to register late.
September 15	Last day to apply for degrees to be awarded in December 1995.
	Last day for graduate students to file study plan form with Graduate Studies Office.
	Last day to declare Basis of Grading.
September 22	Priority deadline for degrees awarded May 1996.
September 29	Last day to apply for partial refund of nonresident tuition (see refund policies, page 263). See the current Schedule of Classes for various time limits.
November 17	Last day to petition for a late schedule change or to withdraw from the University (serious and compelling reasons required; see withdrawal procedures and policies on page 268).
December 8	Last day to submit master's theses and projects to Graduate Studies Office.
December 8	Last day of classes.
December 11-15	Final examinations.
December 22	Semester ends.
December 23-31	Holiday recess. Classes not in session.

Holidays

September 4	Labor Day. Campus closed.
September 9	Admission Day. Campus open.*
October 19	Columbus Day observance. Campus open.*
November 11	Veterans' Day. Campus open.*
November 22-24	Thanksgiving. Campus closed.
December 25	Christmas. Campus closed.

Interession 1996 (special session)

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

January 1	New Year's Day observance. Campus closed.
January 3-19	Interession classes in session
January 15	Martin Luther King, Jr., Holiday observance. Campus closed.

Spring Semester 1996

January 17	Spring semester begins. General faculty conference.
January 18	Faculty retreat.
January 19	Orientation and Advising.
January 22	Classes begin.
January 22	Change of program and late registration begin.
February 2	Last day to apply for refund of registration fee or difference-in-unit payment status.
February 2	Last day to file change of program or to register late.
February 9	Last day to apply for degrees awarded in May 1996.
February 9	Last day for graduate students to file study plan form with Graduate Studies office.
	Last day to declare Basis of Grading.
February 23	Priority deadline for August 1996 graduation.
March 1	Last day to submit application materials to University scholarship program for 1996-97.
March 1	Last day to apply for partial refund of nonresident tuition (see refund policies, page 263). See the current Schedule of Classes for various time limits.
March 2	Last day to complete 1996-97 application process for priority financial aid consideration.
April 8-12	Spring recess. Classes not in session.
April 19	Last day to petition for a late schedule change or to withdraw from the University (serious and compelling reasons required; see withdrawal procedures and policies on page 268).
May 3	Last day to submit master's theses and projects to Graduate Studies Office.
May 10	Last day of classes.
May 17	Priority deadline for degrees to be awarded in December 1996.
May 13-17	Final examinations.
May 18	Commencement.
May 24	Semester ends.
June 7	Deadline to apply for August 1996 degrees.

Holidays

February 12	Lincoln's Birthday observance. Campus open.*
February 19	Washington's Birthday observance. Campus closed.
April 8-12	Spring recess. Classes not in session.
May 27	Memorial Day observance. Campus closed.

Summer Session 1996

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

May 28-July 26	Summer classes in session.

* The University reserves the right to observe these holidays by closing the campus at other times throughout the year.

NOTE: This calendar is not intended to be construed as an employee workweek calendar.

Sonoma State University

1801 East Cotati Avenue
Rohnert Park, CA 94928-3609
(707) 664-2880 (information operator)

All University offices may be dialed directly from off-campus telephones. The telephone numbers of major offices are listed in the public telephone directory under Sonoma State University.

Building Names and Abbreviations

Stevenson Hall	STEV
Nichols Hall	NH
Art Building	ART
Darwin Hall	DAR
Child Care Center	CCC
Courts	CTS
Evert B. Person Theatre	THEA
Field House	FH
Foundation Center	FDN
Ives Hall	IVES
Physical Education Building	PE
Rachel Carson Hall	RCH
Residence Halls	RES
Ruben Salazar Library	LIB
SSU Bookstore	Book
Student Health Center	SHC
Student Union	SU
The Village	VIL
Zinfandel Hall	ZIN

Student Services Offices

	Phone Number	Building and Room
Admissions and Records	664-2778	STEV 1088
Advising/Counseling Center	664-2442	VIL 515
Bookstore	664-2329	Bookstore
Campus Tours	664-3029	STEV 1078
Career Development Center	664-2196	VIL 405
Children's School	664-2230	CCC
Disability Resource Center	664-2677	STEV 1024
	664-2958	(TDD)
Financial Aid	664-2389	VIL 600
Foreign Student Advising	664-2582	FDN 500
Housing Services	664-2541	ZIN Lobby
Information	664-2880	LIB 1501
New Student Orientation	664-2391	SU
Reentry Program	664-2444	VIL 515
Scholarship Office	664-2261	STEV 1066
Graduate Studies	664-2114	STEV 1041
Student Employment Office	664-2196	VIL 405

Schools of the University

	Phone Number	Building and Room
School of Arts and Humanities	664-2146	NH 380
School of Business and Economics ...	664-2377	STEV 2042
School of Education	664-2131	STEV 3004
School of Natural Sciences	664-2171	DAR 123
School of Social Sciences	664-2112	STEV 2078

Extended Education and Summer Session	664-2394	STEV 1012

Academic Programs

	Phone Number	Building and Room
American Multicultural Studies	664-2486	NH 214
Afro-American Studies	664-2486	NH 214
Anthropology	664-2312	STEV 2054
Art	664-2151	ART 128
Arts Management	664-2151	ART 128
Astronomy	664-2119	DAR 121
Biology	664-2189	DAR 125
Business Administration	664-2377	STEV 2042
Chemistry	664-2334	DAR 126
Communication Studies	664-2149	NH 362
Computer and Information Science ..	664-2667	DAR 124
Counseling	664-2544	NH 220
Creative Writing	664-2140	NH 362
Criminal Justice Administration	664-2934	STEV 2084
Drama	664-2474	IVES 206
Dance	664-2474	IVES 206
Economics	664-2366	STEV 2042
Education	664-2131	STEV 3004
English	664-2140	NH 362
Environmental Studies and Planning	664-2306	RCH 18
Foreign Languages and Literature ..	664-2351	STEV 3016
Film Studies	664-2351	STEV 3016
Geography	664-2194	STEV 2054
Geology	664-2334	DAR 126
Gerontology	664-2411	STEV 3092
History	664-2313	STEV 2070
Hutchins School of Liberal Studies ..	664-2491	RCH 44
Interdisciplinary Studies	664-2762	IVES 22
International Studies	664-2313	STEV 2070
Kinesiology	664-2357	PE 14
Linguistics	664-2419	STEV 2054
Mathematics	664-2368	DAR 128
Mexican American Studies	664-2369	NH 214
Music	664-2324	IVES 206
Native American Studies	664-2458	NH 214
Nursing	664-2465	NH 262
Philosophy	664-2163	NH 362
Physics	664-2119	DAR 121
Political Science	664-2179	STEV 2070
Psychology	664-2411	STEV 3092
Sociology	664-2561	STEV 2084
Teaching English as a Second Language	664-2419	STEV 2054
Technical Writing	664-2163	NH 362
Theatre Arts	664-2474	IVES 206
Women's Studies	664-2840	RCH 62

