Sonoma State University

Catalog of Courses
1996 - 1998

A Word from the President

Welcome to Sonoma State University. Here on our beautiful campus in the heart of California's Wine Country you will find educational programs of the highest quality, designed to develop your intellect, increase your understanding of yourself and others, and prepare you for the diverse challenges of life in the 21st century.

In support of our educational mission, our faculty and staff have three main goals: student satisfaction, retention and graduation. We are eager to assist you in formulating and achieving your goals, and in addition to consulting with us as you plan your studies we hope that you will give special attention to the suggested course guides in the academic department sections in this catalog. These guides display a sample curriculum, and by following the guide in your chosen major field you should be able to complete your degree in a timely manner.

Sonoma State University is an ideal place to live and learn, and all our community members share in the excitement of participating in the intellectual adventures that are shaping the future. Our nationally known commitment to integrating the use of technology into our curriculum is only one example of the frontiers you will find here. As you peruse this catalog, think of yourself as an explorer. Our nation long ago reached its physical frontiers, but the Lewis and Clarks of today may be found at places like Sonoma, working on the frontiers of knowledge to increase our understanding of each other, our society and the universe in which we live.

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

Ruben Armiñana, Ph.D.

About the cover

Warm Springs Dam Spillway, Lake Sonoma
by Mary Silverwood *(collection of Myles Lippe, M.D.)*

Mary Silverwood lives in Monte Rio, along Sonoma County's Russian River, and studied art at Sonoma State University, where she was voted Artist of the Year. Her work is exhibited at the Peachland Avenue Gallery in Sebastopol and has been shown in exhibitions and galleries throughout the West.

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Sonoma

State University / 1996-98 Catalog

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Academic Calendar

Fall Semester 1996

Aug. 26	Academic year begins. General faculty conference.
Aug. 27	Orientation and Advising.
Aug. 28	**Classes begin.**
Aug. 28	**Change of program and late registration begin.**
Sept. 11	Last day to apply for refund of registration fee or difference-in-unit payment status.
Sept. 11	Last day to drop courses.
Sept. 13	**Last day to add courses or register late.**
Sept. 15	Last day to apply for degrees to be awarded in December 1996.
Sept. 20	Last day to declare Basis of Grading.
Oct. 1	Early deadline for degrees to be awarded August 1997.
Oct. 4	Last day to apply for partial refund of nonresident tuition (please see refund policies, page 291). See the current *Schedule of Classes* for various time limits.
Nov. 22	Last day to petition for a late schedule change or to withdraw from the university (serious and compelling reasons required; please see withdrawal procedures and policies, page 298).
Dec. 6	Last day to submit master's theses or projects to graduate studies office.
Dec. 13	**Last day of classes.**
Dec. 16-Dec. 20	**Final examinations.**
Dec. 25-Dec. 31	Holiday recess. Classes not in session.
Jan. 2	**Semester ends.**

Holidays

Sept. 2	Labor Day. Campus closed.
Sept. 9	Admission Day. Campus open.*
Oct. 14	Columbus Day. Campus open.*
Nov. 11	Veterans' Day. Campus open.*
Nov. 28-Nov. 29	Thanksgiving. Campus closed.
Dec. 25	Christmas. Campus closed.

Intersession 1997 (special session)**

Jan. 1	New Year's Day. Campus closed.
Jan. 3-21	Intersession classes in session
Jan. 20	Martin Luther King Jr.'s Birthday. Holiday observed; campus closed.

* The university reserves the right to observe these holidays by closing the campus at other times throughout the year.

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

Spring Semester 1997

Jan. 22	Spring semester begins. General faculty conference.
Jan. 23	Faculty retreat.
Jan. 24	Orientation and Advising.
Jan. 27	**Classes begin.**
Jan. 27	**Change of program and late registration begin.**
Feb. 5	**Last day to drop courses.**
Feb. 7	Last day to apply for refund of registration fee or difference-in-unit payment status.
Feb. 7	**Last day to add courses or register late.**
Feb. 14	Last day to declare Basis of Grading.
Feb. 15	Last day to apply for degrees to be awarded in May '97.
March 1	Early deadline for degrees to be awarded December '97.
March 1	Last day to submit applications to the university scholarship program for academic year 1995-96.
March 2	Last day to complete 1997-98 application process for priority financial aid consideration.
March 3	Last day to submit applications to the scholarship program for academic year 1997-98.
March 7	Last day to apply for partial refund of nonresident tuition (please see refund policies, page 291). See the current *Schedule of Classes* for various time limits.
March 31-April 4	**Spring recess. Classes not in session.**
April 25	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 298).
May 1	Early deadline for degrees to be awarded May 1998.
May 9	Last day to submit master's theses and projects to graduate studies office.
May 16	**Last day of classes.**
May 19-May 23	**Final examinations.**
May 24	Commencement.
May 28	**Semester ends.**
June 1	Deadline to apply for August 1997 degrees.

Holidays

Feb. 12	Lincoln's Birthday. Campus open.*
Feb. 17	Washington's Birthday observance. Campus closed.
March 31-April 4	**Spring recess. Classes not in session.**
May 26	Memorial Day. Campus closed.

Summer Session 1997**

May 27 - July 25	Summer classes in session.

Fall Semester 1997

Aug. 25	Academic year begins. General faculty conference.
Aug. 26	Orientation and Advising.
Aug. 27	**Classes begin.**
Aug. 27	**Change of program and late registration begin.**
Sept. 10	**Last day to drop classes.**
Sept. 10	Last day to apply for refund of registration fee or difference-in-unit payment status.
Sept. 12	**Last day to add courses or register late.**
Sept. 15	Last day to apply for degrees to be awarded in December 1997.
Sept. 19	Last day to declare Basis of Grading.
Oct. 1	Early deadline for degrees to be awarded in August 1998.
Oct. 3	Last day to apply for partial refund of nonresident tuition (see refund policies, page 291). See the current *Schedule of Classes* for various time limits.
Nov. 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 on page 298).
Dec. 5	Last day to submit master's theses and projects to Graduate Studies Office.
Dec. 12	**Last day of classes.**
Dec. 15-Dec. 19	**Final examinations.**
Dec. 25-Dec. 31	Holiday recess. Classes not in session.
Jan. 2	**Semester ends.**

Holidays

Sept. 1	Labor Day. Campus closed.
Sept. 9	Admission Day. Campus open.*
Oct. 13	Columbus Day observance. Campus open.*
Nov. 11	Veterans' Day. Campus open.*
Nov. 27-Nov. 28	Thanksgiving. Campus closed.
Dec. 25	Christmas. Campus closed.

Intersession 1998 (special session)**

Jan. 1	New Year's Day observance. Campus closed.
Jan. 2-20	Intersession classes in session
Jan. 19	Martin Luther King Jr.'s Birthday. Holiday observed; campus closed.

Spring Semester 1998

Jan. 21	Spring semester begins. General faculty conference.
Jan. 22	Faculty retreat.
Jan. 23	Orientation and Advising.
Jan. 26	**Classes begin.**
Jan. 26	**Change of program and late registration begin.**
Feb. 4	**Last day to drop courses.**
Feb. 6	Last day to apply for refund of registration fee or difference-in-unit payment status.
Feb. 6	**Last day to add courses or register late.**
Feb. 13	Last day to declare Basis of Grading.
Feb. 15	Last day to apply for degrees to be awarded in May '98.
March 1	Early deadline for degrees to be awarded in December 1998.
March 2	Last day to submit application materials to university scholarship program for 1998-99.
March 2	Last day to complete 1998-99 application process for priority financial aid consideration.
March 6	Last day to apply for partial refund of nonresident tuition (see refund policies, page 291). See the current *Schedule of Classes* for various time limits.
April 13-April 17	**Spring recess. Classes not in session.**
April 24	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 298).
May 1	Early deadline for degrees to be awarded in May 1999.
May 8	Last day to submit master's theses and projects to graduate studies office.
May 15	**Last day of classes.**
May 18-May 22	**Final examinations.**
May 23	Commencement.
May 27	**Semester ends.**
June 1	Deadline to apply for August 1998 degrees.

Holidays

Feb. 12	Lincoln's Birthday observance. Campus open.*
Feb. 16	Washington's Birthday observance. Campus closed.
April 13-April 17	**Spring recess. Classes not in session.**
May 30	Memorial Day observance. Campus closed.

Summer Session 1998**

May 26 - July 24 Summer classes in session.

The University Catalog

Copies of the 1996-98 the Sonoma State University catalog may be purchased at the University Bookstore, 707 664-2329.

Changes in Rules and Policies Published in the Catalog

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

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

Other Helpful Publications

Application for Admission

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

Master's Degree Programs at Sonoma State University

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

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

Schedule of Classes

Sonoma State University Bookstore
707 664-2329

Contains academic and testing calendars, university procedures and information, Student Rights and Responsibilities, a Student Resource Guide, class schedule and general education worksheet.

Department Brochures and Program Announcements

Available through individual departments.

Extended Education and Summer Session Bulletin

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

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

Intersession Bulletin (January semester)

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

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

Student Employee Guide Employment Rights and Responsibilities

Human Services
Administration and Finance Center
707 664-2978

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

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 more than 6,700 students and offers 41 bachelor's degrees, 13 master's degrees and 13 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 lifelong 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 with contributing to the health and well-being of the world at large.

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

Sonoma State University Administrative Directory

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School of Arts and Humanities

Dean
William Babula

School Office
Nichols Hall 380, 707 664-2146

This diverse school strives to combine 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, MAMS and music, offer subject matter preparation programs that lead to secondary, or single subject, teaching credential programs. The English program offers M.A. 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 *Sonoma State Star*, the student newspaper; the campus literary journal, *Sonoma Mandala*; *Volt*, a nationally distributed literary journal; and The Center for Critical Thinking, which conducts advanced research, in-service educational programs and professional conferences, and disseminates information on critical thinking.

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

School of Business and Economics

Dean
Lawrence S. Clark

School Office
Stevenson Hall 2034, 707 664-2220

The School of Business and Economics prepares students for professional careers in business and economics by offering degrees or coursework 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. The business administration major, 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. Economics majors receive 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 business 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, several organizations exist to serve special needs: the Center for Management and Business Research, the Center for Economic Education, the Center for Regional Economic Analysis, the Craft Brewing Business Institute, the Wine Business Education Program and the Institute for Small Business Development.

School of Education

Dean
James F. Fouché

School Office
Stevenson Hall 3004, 707 664-3115

Credentials Office
Stevenson Hall 3007, 707 664-2581

The School of Education at Sonoma State University is a professional school dedicated to the education and development of new and experienced teachers, administrators and other school specialists. Programs in the School of Education prepare students for basic teaching credentials in multiple (elementary) and single subjects (middle level/secondary); the Professional Clear Credential; specialist credentials in early childhood education, reading/language and special education; service credentials in administration; and a variety of certificates. In addition, the School of Education offers an M.A. degree in education with concentrations in educational administration; curriculum, teaching and learning; early childhood education; reading and language education; and special education. Within the multiple subject basic credential program options in early childhood education and bilingual education (Spanish) are available. While School of Education programs are designed primarily for positions in public schools, students receive preparation that is applicable to a variety of nonteaching positions in education or related human service fields in both the

public and private sectors.

Coursework in the School of Education centers primarily on the highly complex interactions and transactions that comprise learning and teaching. Current educational theory and research provide the underpinnings of course and program offerings, with implications for practice drawn both from theory and the realities of life in classrooms and schools. All programs include substantive time for students to be in schools in student teaching and internship roles. Students in basic credential programs begin field experience prior to entry into the program and continue throughout each phase of the program, culminating in full time student teaching during the final semester phase; specialist credential, certificate and M.A. degree programs involve students in classroom/school experiences at various stages in each program. The combination of university-based coursework and student teaching/internship experience provides a rich learning opportunity for students in all programs to develop into thoughtful, reflective teachers, administrators and other education specialists.

The School of Education recognizes the importance of collaboration in maintaining exemplary programs. Supervised student teaching and internship experiences build collaborative teams involving school-based teachers and administrators, student teachers/interns and university faculty all working toward the goal of supporting student teacher and intern success in the completion of their program. Collaboration between School of Education faculty and faculty in departments and schools across the university is also ongoing in the delivery of subject matter preparation programs and in the supervision of student teachers. In addition, each year the school recruits qualified teachers and administrators from the field to teach as educator/administrator in residence for one to two ¡years in selected programs. And finally, efforts are currently underway to link the School of Education even more closely to area schools and school districts through the creation of professional development schools and other partnerships that allow for sustained university-school relationships.

Faculty in the School of Education contribute a wide range of professional knowledge and expertise to the credential and degree programs offered and are committed to excellence, both in their own teaching and in the quality of the programs themselves. Commitment to the continuing high quality of School of Education programs is additionally evident by faculty participation and recognition in local, state, national and international professional organizations and educational institutions. The faculty take pride in the quality of School of Education programs, students and graduates.

School of Natural Sciences

Dean
Anne B. Swanson

School Office
Darwin Hall 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 kinesiology, astronomy, biology, geology and computer science can provide a basis for lifelong pursuits and enrichment.

Students preparing for careers in science, mathematics, or health professions 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 kinesiology, 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.

Within the school, the nursing department offers both undergraduate and graduate programs. Since the department enjoys a close relationship with the health community within its service area, students are provided with a variety of clinical opportunities in the hospital setting and other health care agencies prior to the completion of their program.

The school's dedicated faculty of professional scientists, mathematicians and health professionals 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
Robert Karlsrud

School Office
Stevenson Hall 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 Preparation 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 Pan-Pacific Exchange, the Geographic Information Center and the Institute for Community Planning Assistance. These centers and institutes generate the vast majority of contracts and grants that come to the university and provide hundreds of paid student internships in a large variety of funded projects.

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
David Walls

Office
Stevenson Hall 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

Educational Technology Certificate Program

Human Resource Management Certificate Program

Management and Supervision Certificate Program

Construction Management Certificate Program

Training Certificate Program

School Business Management Certificate Program

Conflict Resolution

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 sessions of three, four and six weeks, 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.
- Those interested in exploring college coursework before committing themselves to a degree program.

Registration fees are the same for in-state

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

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

Institutional Assistance

Academic Programs

Information concerning the academic programs of Sonoma State University may be obtained from the associate vice president for academic programs, Stevenson Hall 1041, 707 664-2114, and may include:

1. The current degree programs and other educational and training 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 Sonoma State University and, if available, the number and percentage of students completing the program in which the student is enrolled or has expressed interest.

5. The names of associations, agencies, or governmental bodies which accredit, approve, or license the institution and its programs, and the procedures under which any current or prospective student may obtain or review upon request a copy of the documents describing the institution's accreditation, approval, or licensing.

Career Placement

The Student Academic Services Resource Center, Village 400, 707 664-2196, 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. For more information, please see page 28.

Drug and Alcohol Abuse

Information concerning the prevention of drug and alcohol abuse may be obtained from the Alcohol and Drug Education Program, Health Center 101, 707 664-2850. For more information, please see page 309.

Facilities for Handicapped Students

Information regarding special facilities and services available to handicapped students may be obtained from Disability Resources, Foundation 500, 707 664-2677. For more information, please see page 310.

Financial Assistance

Various information concerning student financial assistance may be obtained from the director of financial aid, financial aid office, Village 600, 707 664-2389. For more information, please see page 291.

Refund of Tuition and Fees

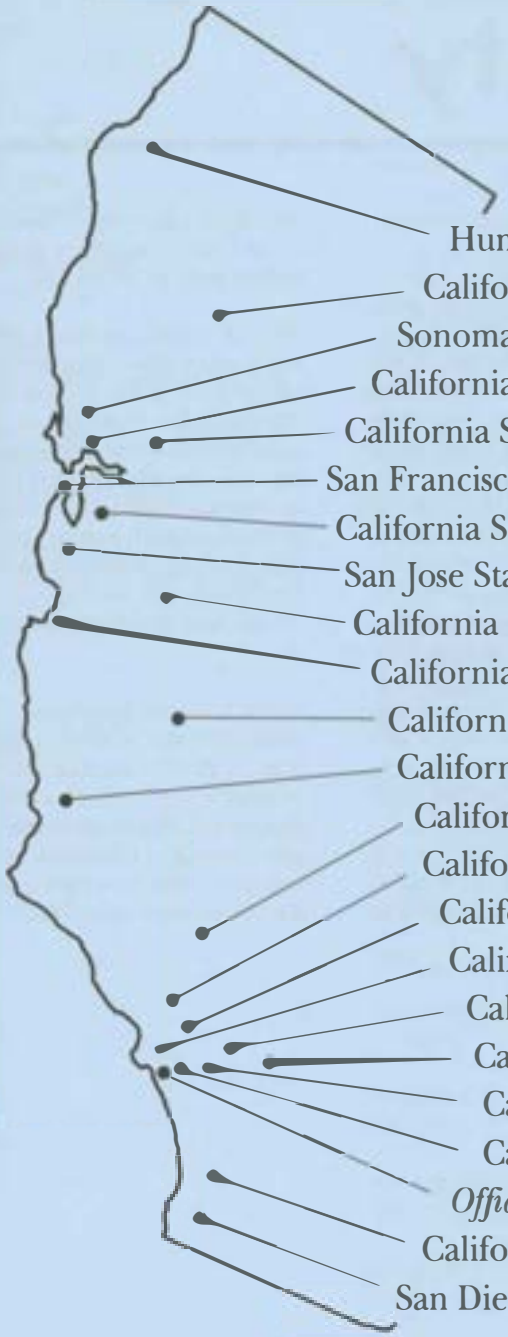
Information concerning the refund policy of Sonoma State University for the return of unearned tuition and fees or other refundable portions of costs is available from the cashier's office, Administrative Finance South, 707 664-2308/2275, as is information policies regarding any refund due to the federal Title IV student assistance programs as required by the regulations. For more information, please see page 291.

University Police

Information concerning Sonoma State University policies, procedures and facilities for students and others to report criminal actions or other emergencies occurring on campus may be obtained from Chief Patrick Carr, University Police, Human Services North, 707 664-2143, as may the annual campus security report.

Student Consumer Information

Seventy-four percent of the freshmen entering the Sonoma State University in the years 1990 through 1994 continued into their second year. Of the 1990 entering freshman class, 30 percent graduated within five years. Undergraduate transfer student rates for continuing into the second year have been consistent, ranging from 84 percent to 85 percent for the entering classes of 1992 through 1994. Of the transfer students entering with junior standing in Fall semester 1990, 59 percent completed degree programs within three years.



CSU

Humboldt State University
California State University, Chico
Sonoma State University
California Maritime Acade
California State University, Sacramento
San Francisco State University
California State University, Hayward
San Jose State University
California State University, Stanislaus
California State University, Monterey
California State University, Fresno
California Polytechnic State University, San Luis Obispo
California State University, Bakersfield
California State University, Northridge
California State University, Los Angeles
California State University, Dominguez Hills
California State Polytechnic University, Pomona
California State University, San Bernardino
California State University, Fullerton
California State University, Long Beach
Office of the Chancellor, Long Beach
California State University, San Marcos
San Diego State University

THE CALIFORNIA STATE UNIVERSITY

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.

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. California State University, Monterey Bay, became the CSU's 21st campus in September 1994. The California Maritime Academy in Vallejo, founded in 1929, joined the CSU as its 22nd campus in July 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 of 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 1995, the system enrolled approximately 326,000 students, taught by more than 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 been graduated from the 22 campuses since 1960.

Office of the Chancellor

The California State University
400 Golden Shore
Long Beach, CA 90802-4275
310 985-2500*
* Area code becomes 562 on Jan. 25, 1997

Dr. Barry Munitz
Chancellor, The California State University

Ms. Molly Corbet 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

Trustees of The California State University

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.

Mr. Roland E. Arnall (1998)
Ms. Marian Bagdasarian (1996)
Ms. Martha C. Fallgatter (2003)
Mr. William D. Campbell (2003)
Mr. Ralph R. Pesqueira (1996)
Mr. Ted J. Saenger (1997)
Mr. Anthony M. Vitti (1997)
Mr. James H. Gray (1998)
Mr. Ronald L. Cedillos (1999)
Dr. Bernard Goldstein (1995)
Mr. William Hauck (2001)
Dr. Joan Otomo-Corgel (2001)
Mr. Michael D. Stennis (2000)
Mr. Stanley T. Wang (2002)
Mr. Frank Y. Wada (1997)

Send correspondence with trustees:
c/o Trustees Secretariat
The California State University
400 Golden Shore, Suite 134
Long Beach, CA 90802-4275

Officers of the Trustees

Governor Pete Wilson
President

Mr. Jim Considine
Chairman

Ms. Martha C. Fallgatter
Vice Chairman

Chancellor Barry Munitz
Secretary-Treasurer

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Governor of California
State Capitol
Sacramento 95814

The Honorable Gray Davis
Lieutenant Governor of California
State Capitol
Sacramento, CA 95814

The Honorable Curt Pringle
Speaker of the Assembly
State Capitol
Sacramento, CA 95814

The Honorable Delaine Eastin
State Superintendent of Public Instruction
721 Capitol Mall
Sacramento, CA 95814

Dr. Barry Munitz
Chancellor, The California State University
400 Golden Shore
Long Beach, CA 90802-4275

Campuses of the California State University

California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311-1099
Dr. Tomas A. Arciniega, President
805 664-2011

California State University, Chico
1st & Normal Streets
Chico, CA 95929
Dr. Manuel A. Esteban, President
916 895-6116

California State University, Dominguez Hills
1000 East Victoria Street
Carson, CA 90747
Dr. Robert C. Detweiler, President
310 516-3300

California State University, Fresno
5241 North Maple Avenue
Fresno, CA 93740
Dr. John D. Welty, President
209 294-4240

California State University, Fullerton
Fullerton, CA 92634
Dr. Milton A. Gordon, President
714 773-2011

California State University, Hayward
Hayward, CA 94542
Dr. Norma S. Rees, President
510 881-3000

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

California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, CA 90840
Dr. Robert C. Maxson, President
310 985-4111*
* Area code becomes 562 on Jan. 25, 1997

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

California Maritime Academy
200 Maritime Academy Drive
Vallejo, CA 94590
Dr. Mary E. Lyons, President
707648-4200

California State University, Monterey Bay
100 Campus Center
Seaside, CA 93955
Dr. Peter P. Smith, President
408582-3330

California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330
Dr. Blenda J. Wilson, President
818 885-1200

California State Polytechnic University, Pomona
3801 West Temple Avenue
Pomona, CA 91768
Dr. Bob Suzuki, President
714 869-7659

California State University, Sacramento
6000 J Street
Sacramento, CA 95819
Dr. Donald R. Gerth, President
916 278-6011

California State University, San Bernardino
5500 University Parkway
San Bernardino, CA 92407
Dr. Anthony H. Evans, President
714 880-5000

San Diego State University
5300 Campanile Drive
San Diego, CA 92182-0763
Dr. Stephen L. Weber, President*
619 594-5000
* Effective July 1996

San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
Dr. Robert A. Corrigan, President
415 338-1111

San Jose State University
One Washington Square
San Jose, CA 95192
Dr. J. Handel Evans, Acting President
408 924-1000

California Polytechnic State University, San Luis Obispo
San Luis Obispo, CA 93407
Dr. Warren J. Baker, President
805 756-1111

California State University, San Marcos
San Marcos, CA 92069-0001
Dr. Bill W. Stacy, President
619 752-4000

Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928-3609
Dr. Ruben Armiñana, President
707 664-2156

California State University, Stanislaus
801 West Monte Vista Avenue
Turlock, CA 95380
Dr. Marvalene Hughes, President
209 667-3201

University Degrees

Bachelor of Arts (B.A.)

Major Programs

American Multicultural Studies

Anthropology

Art, with concentrations in:
- Art History
- Film Emphasis
- Art Studio

Biology, with concentrations in:
- Botany
- Marine Biology
- Medical Laboratory Technology
- Microbiology
- Zoology

Chemistry

Communication Studies

Criminal Justice Administration

Economics, with concentrations in:
- Business Economics
- Computer Applications in Economics
- International Economics

English, with concentrations in:
- Creative Writing
- Literature
- Secondary Teaching Preparation

Environmental Studies, with concentrations in:
- Environmental Conservation and Restoration
- Environmental Education
- Environmental Technology
- Environmental Planning

French

Geography, with concentrations in:
- Cultural Studies
- Earth Sciences

Geology

History

Hutchins School of Liberal Studies

Liberal Studies (Ukiah)

Mathematics

Mexican American Studies

Music, with concentrations in:
- Music Education
- Performance
- Jazz Studies

Philosophy

Physics

Political Science

Psychology

Sociology

Spanish

Special Majors:
- Interdisciplinary
- International Studies
- Gender Studies
- Human Development

Theatre Arts, with concentrations in:
- Dance
- Drama

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

Major Program

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

Bachelor of Science (B.S.)

Major Programs

Biology, with concentrations in:
- Aquatic Biology
- Cell Biology
- Ecology
- Physiology — Animal
- Physiology — Plant

Business Administration, with concentrations in:
- Accounting
- Business Economics
- Finance
- Human Resources Management
- International Management
- Management
- Marketing
- Special

Chemistry

Computer Science

Environmental Studies, with a concentration in:
- Environmental Technology

Geology

Mathematics, with concentrations in:
- Applied Mathematics
- Computer Science
- Statistics

Nursing

Physical Education, with concentrations in:
- Adapted Physical Education
- Physical Education
- Exercise Science
- Athletic Training

Physics, with a concentration in:
- Applied Physics

Special Major (Interdisciplinary)

Master of Arts (M.A.)

Major Programs

Biology

Counseling, with concentrations in:
- Marriage, Family, and Child Counseling (MFCC)
- School Counseling (PPS)

Cultural Resources Management (Anthropology)

Education, with concentrations in:
- 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 (M.S.)

Major Programs

Nursing, with concentrations in:
- Family Nurse Practitioner
- Nursing Leadership and Management

Interdisciplinary Studies (ITDS)

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

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

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
Latin American 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)
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 are assigned advisors in conjunction with their Educational Mentoring Teams or through the Student Academic Services Advising Center, Village 200, 707 664-2427.

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). Please see pages 20-23 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 are expected to declare a major by the time they have earned 65 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 they would benefit from additional formal instruction in writing may elect to enroll in ENGL 275 or ENGL 275N (for non-native 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:

1. Total Units

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

2. Upper-Division Units

Forty units must be upper-division work (300-499 courses), including a minimum of 12 units in the major for the B.A. degree or 18 units in the major for the B.S. degree.

3. Residence Units

Thirty units must be completed in residence at Sonoma State University, including 24 upper-division units, 12 units in the major and 9 units in general education. The B.F.A. in art requires 24 upper-division units in art in residence. **Note:** Units earned in Extension, Open University and through credit by examination may not be applied to residence requirements.

4. Credit/No Credit Grades

A maximum of 24 units of courses with nontraditional grades may be elected. (Please see page 298 for information on nontraditional grading.) Students completing the Hutchins School interdisciplinary general education lower-division program may exceed this minimum (please see page 173). 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 16-20 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 79.

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 specialities, 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). 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, with diplomas 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 two semesters prior to the anticipated semester of graduation. This will enable the evaluations office to determine remaining requirements to be completed. Please see the academic calendar for filing dates.

Honors at Graduation

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

1. Degree Honors

Students graduating with the baccalaureate earn degree honors by meeting the following criteria:

a. Completion at Sonoma State University of a minimum of 45 letter-graded semester units in residence.

b. Attainment of cumulative grade point averages as indicated below:

Degree Honor Designation	Grade Point Average
Summa Cum Laude	3.90 - 4.00
Magna Cum Laude	3.75 - 3.89
Cum Laude	3.50 - 3.75

Degree honors are noted on the student's transcript.

2. Department Honors

Students graduating with the baccalaureate who are judged by their departments to have made outstanding contributions to their disciplines graduate "with distinction."

Departmental honors are noted on the student's transcript.

General Education Program

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

1. The University-Wide General Education Program

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

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

Within these categories, one course in ethnic studies is required. At least 9 general education units must be earned in residence at Sonoma State University. In addition, at least 9 units of general education must be in upper-division (300 and 400) courses and shall be taken no sooner than the term in which upper-division standing (completion of 60 semester units) is attained.

The 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 one course from each of the following three groups:

1. Written and Oral Analysis

Prerequisites: ENGL 101 and either PHIL 101 or 200 or SCI 101.

HUM 200 Written and Oral Analysis (3)
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 102 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 ('#' denotes 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 105A Elements of General, Organic and Bio-Chemistry (4)#
CHEM 115A General Chemistry (5)#
GEOL 102 Our Dynamic Earth (3)#
GEOL 105 Rocks, Time and Evolution (3)
PHYS 100 Descriptive Physics (3)
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 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 one course from the following group:

4. Mathematical Concepts and Quantitative Reasoning

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

MATH 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)

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 one course in ethnic studies may count for general education; it may be taken in arts and humanities or in social sciences.

Complete one course from each of the following four groups:

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

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

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 U. S. Music (3)
MUS 250 Masterworks: European Music (3)

# 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. Please contact the appropriate department or the Office of Testing Services.

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)*
NAMS205 Introduction to Native American Arts (3)*
NAMS338 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)
FLIE 314 Francophone Literature in English Translation (3)
ENGL 345 Women Writers (3)

Ethnic Studies in World Literature
AMCS 360 Ethnic Literature (3-4)*
MAMS 374 Chicano Literature (3-4)*
NAMS354 Native American Literatures (3)*

3. Philosophy and Values

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

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)*
NAMS346 Philosophic Systems and Sacred Movements in Native North Americans (3)*

4. Comparative Perspectives and Foreign Languages

Comparative perspectives and foreign languages introduce 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)
GER 320 Intercultural Training: Germany (3-4)
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)
THAR 373 Dances 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 (two years) in a different language. A first-year course may also be selected if the student has completed one year of a different foreign language at the college level. Selections include courses in French, German 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.

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 one course in ethnic studies may count for general education; the course may be taken in either the arts and humanities or social sciences.

Complete one course in each of the following five groups:

1. Individual and Society

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

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 319 Aging and Society (4)
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)*
NAMS200 Introduction to Native Americans (3)*
NAMS339 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 civilzations. 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. U.S. 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)
SSCI 305 Perspectives on the Holocaust and Genocide (3)

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 all the following:

- Nine upper-division units, representing three of the five areas (A-E), taken in the term in which upper-division standing (60 units) is attained or later.
- Nine units in residence at SSU.
- An approved science laboratory.
- One course in ethnic studies.

2. The Hutchins School of Liberal Studies Interdisciplinary GE Program

The lower-division general education requirements, with the exception of mathematics, can be met by taking the four Hutchins School interdisciplinary seminars of 12 units each, and 3 units of mathematics. The seminars are: LIBS 101 The Human Enigma; LIBS 102 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 develop the ability to conduct independent study and research and enhance their professional competence in their field of interest. In order to accommodate students who are unable to pursue graduate work on a full-time basis, many master's programs at the university are scheduled to allow completion of degree requirements on a part-time basis over several semesters. Students interested in obtaining a second baccalaureate should see page 20 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 (PPS)

Cultural Resources Management (Anthropology)

Education (five options)
- Curriculum, Teaching and Learning
- Early Childhood Education
- Educational Administration
- Reading and Language
- Special Education

English

History

Nursing
- Family Nurse Practitioner
- Nursing Leadership and Mangement

Physical Education

Public Administration

Psychology
- Organization Development

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 post-baccalaureate standing does not in any way constitute admission to, or assurance of consideration for, admission to a graduate de-

gree 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 its 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 when the department has assessed the academic and professional capacities of the student, and is convinced that the student has the competence to complete all requirements for the degree, including the culminating project. Advancement to candidacy is done by filing the Advancement to Candidacy form that describes the culminating project, is approved by all the members of the student's Thesis Committee and reviewed by the associate vice president for academic programs. 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 clear ance for the degree. These projects are then published by the Sonoma State Library and become part of its permanent collection.

Completion of the Written English Proficiency Requirement

In order to assure that graduate students possess the ability to communicate effectively in written English and 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 upper-division and graduate coursework with a maintenance of a B (3.00) minimum grade point average. No course work for which a final grade below C (2.00) is assigned may be used to satisfy requirement for an advanced degree. All course work to be applied to the requirements for a graduate degree must have been completed within seven 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 responsiblity of faculty actively teaching in the program.

2. The Master's Program Contract advances the student to candidacy and must be filed no later than the time the student files for graduation.

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

Courses that may be incuded in a Master's Program

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

500-599 Graduate courses.

Ruben Salazar Library

Director
Susan Harris

Library hours
707 664-2595

Information and Instructional Resources
Ruben Salazar Library 1100
707 664-2161

Librarians
Barbara Butler, Paula Hammett, Phil Huang, Timothy Huston, Margaret Jourdain, Suzanne Martin, Barbara Taylor, Raye Lynn Thomas, Sandra Walton

A research library, Ruben Salazar Library has a collection of nearly 500,000 bound volumes, with approximately 7,000 added 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 has more than 1.3 million items.

The library is among the most electronically accessible in California and makes numerous online resources available to all students and faculty, from home or work, as well as from campus. Students must acquire the current password by showing an SSU library card at the Information Desk on the first floor.

The first floor of the library houses the circulation desk, the reference desk, the library classrooms — one of which is fully networked — 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, including color copying and scanning, and color printing.

The reference 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 IT. 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 equipment for digitizing graphical and text materials. The microfilm collection is accessible through a number of reader/printers, including portable units that can be loaned to students.

The library's CD-ROM collections also offer electronic access to large bodies of information and data. Reference tools such as handbooks, directories, manuals and graphic products are now available in CD-ROM format. Many of the CD-ROMs are available online, by telephone modem, or network. Additionally, library users can obtain information from across the world on the World Wide Web, Gopher Servers and other Internet-based information resources.

A new information center is in the works at SSU. Plans include an improved journals access and document delivery area, five electronically equipped classrooms for training and instruction, and a robotic storage unit for quick access to bound periodicals and other materials. Through innovation and the use of technology, the library hopes to keep pace with the university's research needs, and to help in the task of preparing students to cope with the world of the 21st century.

Student Academic Services

Office
Village 100, 707 664-4237

Associate Vice President for Student Academic Services
Drew Calandrella

Student Academic Services provides comprehensive and integrated student services programs for all students and directly supports the recruitment, retention, graduation and satisfaction of Sonoma State University students. These services include the financial aid office, Residential Life, academic advising, Educational Opportunity Program, testing, Tutorial Program, Learning Skills Services, international students, career development, experiential education, new student orientation and the educational mentoring teams.

Mission Statement

The mission of Student Academic Services at Sonoma State University is to provide comprehensive advising and support services to assist students in clarifying their educational, career and life goals, and in the development of educational plans that will assist them in their preparation for these goals.

The goal of Student Academic Services is to provide students with the necessary academic support to assure that time spent pursuing their educational objectives is both productive and satisfying. By providing timely, accurate and consistent information and services to students that relate to their developmental needs, the services provided by the unit contribute to the success of students in their pursuit of their educational, career and life goals, both while attending Sonoma and after graduation.

Student Academic Services staff members collaborate with instructional faculty in meaningful ways that result in students overcoming specific educational, financial, personal or cultural barriers as they transition to Sonoma and as students navigate the curriculum during their time here. Educational equity is an important aspect of the Sonoma experience and Student Academic Services contributes to students' appreciation of student diversity through various programs across the campus.

The programs in Student Academic Services are organized to create an environment where community is important and student success is achieved beginning with the students' admission to Sonoma through to graduation. Descriptions of the programs and initiatives within Student Academic Services follow.

Student Academic Services Administration

Village 100, 707 664-4237

Some programs within Student Academic Services provide services to all students and utilize all Student Academic Services staff. With the concern for the quality of life of students, their satisfaction with the Sonoma experience, and the need to provide the environment for students' many transitions, programs such as the Educational Mentoring Teams and Orientation programs welcome students to the university and provide the framework for such important transitions.

Educational Mentoring Teams

The Educational Mentoring Team (EMT) program is an ambitious advising and college orientation program for all incoming first time freshmen. An EMT consists, minimally, of a faculty member and a student services professional and usually a peer advisor. All incoming students are assigned to an EMT in order to assure that all students get advised. Each team provides the instruction for a 2-unit "Freshman Seminar" course and the academic advising for assigned freshmen. While the course is not required for graduation from SSU, most freshman will benefit from understanding how to access the various resources on campus, such as the computer network, the electronic library services and other topics, such as:

- The meaning, value and expectations of a college education.
- Problem solving and decision making: Selection of a college major and a future career.
- Navigating the university curriculum - how to graduate in four years.
- Learning how to learn - study skills and success in college.
- Interpersonal relations and related student life-style responsibilities regarding wellness, alcohol and drug use, sexual harassment and many other important topics.

In addition to the opportunity to become oriented to the many services the university has to offer, the EMT is an ideal setting for developing important connections with other students who are new to SSU.

During the first year, student EMT contacts will include advising, class time (Freshman Seminar) and informal social activities. After the first year, the EMT will remain accessible for ongoing advising and assistance as students continue their studies at SSU. The EMT program assures that each new SSU student has at least two faculty/staff members from SSU who are there to guide them through their academic career at SSU and help make the SSU experience a satisfying one.

Each EMT consults with other campus team members to solve problems or help students receive technical assistance when needed. Team members include staff from admissions and records, financial aid, Residence Life, Educational Opportunity Program (EOP), Advising Center, Resource Center, Learning Center and others as appropriate.

Orientation

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, two or three-day, residential experience offered throughout June and July during which incoming students (and interested parents) explore Sonoma's programs, services and environs, assisted by trained student guides, faculty and Student Academic Services staff. The orientation program also offers early registration for fall classes for first-time freshmen.

Student Academic Services Advising Center

Village 200, 707 664-2427

The Advising Center enter provides a wide variety of services focusing on enrolled students. They include:

- Academic advising for undeclared students
- Educational Opportunity Program
- Summer Bridge Program
- Educational mentoring team advising
- Career counseling
- Testing services

Academic Advising for Undeclared Students

All students entering Sonoma are assigned an advisor in their academic department. Approximately one-third of entering students have not declared a major and receive their academic advising by professional staff members in the Advising Center.

Advising regarding general education is provided for all students and students are also encouraged to begin career planning in order to identify a major to declare by their junior year. Taking an integrated advising and career development approach, students receive assistance in identifying appropriate general education coursework which will support their educational and life goals.

The Advising Center is also responsible for providing information and training for faculty advisors, and help for students with particularly difficult advising problems who are referred by their faculty advisors.

Educational Opportunity Program

Educational Opportunity Program (EOP) coordinates academic support services for under-represented, ethnic minority, disadvantaged and first-generation students at Sonoma State University. 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 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 participate in the Educational Mentoring Team program and teach freshman seminar courses to assist students in their transition to a four-year educational institution.

Summer Bridge Program

The Summer Bridge Program is a comprehensive four-week residential orientation program designed to ensure that under-represented 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.

Educational Mentoring Team Advising

The Advising Center staff all serve as members of the Educational Mentoring Teams described previously. As students make the transition to Sonoma, one of the most important roles the EMT plays is in providing accurate advising to incoming students so that students begin their educational career with appropriate coursework and educational and career planning.

Career Counseling

Staff from both the Advising Center and the Resource Center provide students with individual and group career counseling. See the description for the Resource Center for more information.

Testing Services

Testing Services provides a variety of services to the campus community designed to assist students in their admission, placement and graduation requirements. Tests are offered on a regularly scheduled basis. An annual test calendar is included in the *Schedule of Classes* and posted in the Advising Center, Resource Center, Office of Admissions and Records, and the Student Union, along with brochures describing the test and registration/payment procedures.

Students must preregister for all tests. Disabled students who require special arrangements should contact Disability Resources at 707 664-2677 or TDD, 664-2958. All requests for special testing must reach the Advising Center Testing Services at least two weeks before the test date. Call 707 664-2947 with general questions concerning tests.

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 scheduled 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 at 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 specialty; 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.

Student Academic Services Learning Center

Village 300

The Learning Center houses the Learning Skills Services Program and the Tutorial Program. With their combined approaches, the programs provide learning and tutorial assistance to all Sonoma State students.

Learning Skills Services

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; Learning Strategies courses (UNIV. 103 &UNIV. 103A, 103B,103C); a writing lab; self-paced and computer-assisted instruction; faculty mentoring in cooperation with the ILE program; 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 Specialists work closely with faculty and advisors to provide students a network of support that encourages high achievement and a successful university experience.

Learning Skills Services is funded by the U.S. Department of Education.

Tutorial Program

707 664-2429

The Tutorial Program provides free group, individual and drop-in tutoring to enrolled Sonoma State University students for a large variety of courses. The primary goal of the program is to encourage and assist students in the development of their potential as independent learners. Services are available during daytime and evening hours to all SSU students who are enrolled in at least 6 units. Student are encouraged to submit requests for tutoring in subjects for which tutoring is not currently offered, for additional tutoring times or for individual tutoring.

Individual and Small Group Tutoring: Appointments for up to two hours per week for each subject are available during daytime hours at the Learning Center. Appointments may be reserved for the semester.

Drop-in Tutoring: Drop-in tutoring for biology, chemistry, physics, math and writing is available at the Learning Center, the residence halls and the Ruben Salazar Library.

Evening tutoring:

- Residence hall, in math, writing and science.
- Salazar Library, in math and writing.

French and Spanish conversation groups: Students who are enrolled in French or Spanish classes or those who simply wish to practice speaking may attend weekly conversation groups.

Study Groups: Organized study groups facilitated by a tutor meet weekly for biochemistry, organic chemistry, environmental studies and other subjects.

Standardized Test preparation: Assistance in preparing for standardized tests such as GRE, CBEST, WEPT, etc., is available during daytime hours.

Students also are encouraged to apply for tutoring positions. Tutors must have at least a B, preferably an A, and instructor recommendation(s) in the course(s) they wish to tutor.

Student Academic Services Resource Center

Village 400, 707 664-2196

Helping students develop and implement realistic plans for life after college is the main goal of the Resource Center. The Resource Center is a comprehensive center housing internship and community service opportunities, student employment, on-campus recruiting, electronic information/job bulletin boards, and the many career, graduate school, testing, and international student and national student exchange resources. The Resource Center assists all students with their life and career planning by 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 provided. Directories and database information about programs and schools are located within the Career Resource Library located in the Resource Center.

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 Resource 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 Com-

munity 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 departmental offices and in the Resource 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 Resource 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 Resource Center works with 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 Resource 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 Resource 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.

Electronic Information: Part-time and full-time job listings for SSU students are available via the World Wide Web. Point your browser to http://www.sonoma.edu/SAS/crc. Off campus access to job listings require a password and students can register for password access in the Resource Center. The Web page also has links to other job search resources on the Internet locally, nationally and abroad. Internships, on-campus jobs and community service opportunities are available via the campus Gopher server: gopher/Sonoma State University Information/Internships & Jobs/. The career library has books detailing electronic job searching strategies and resources beyond the Internet. Workshops are also offered to introduce electronic job searching resources.

The Resource 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.

National Student Exchange

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 ex-

penses 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.

International Student Programs

The Resource Center houses foreign student advising, International Programs, National Student Exchange and a study abroad library. For International Programs, please see page 31.

Foreign Student Advising

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.

To make the most of the opportunity, advanced planning and proper advising are necessary for the student. For more information, contact International Student Programs.

Financial Aid Office

Village 600, 707 664-2389

The office provides financial advising about federal and state financial aid programs and attempts to provide monetary assistance to eligible students. For complete information, please see page 291.

Reentry Services

Administration and Finance Center #1
707 664-2444

Many people enter or reenter college after a break from formal education. Described as "reentry students," they enrich the fabric of the university, bringing a broad and varied experience of working, parenting, traveling, thinking and growing to share with younger learners.

The staff of Reentry Services provides academic advising, support and referral services for both prospective and enrolled reentry students. Each Thursday from 11:30 a.m. to 12:30 p.m. during the semester, a Brown Bag Lunch workshop is held in the Student Union multipurpose room. In the hour-long Learning Moments seminar immediately following the workshop, faculty, staff, students and members of the 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 Reentry Services, please call 707 664-2444 or visit Foundation 500.

Residential Life

Zinfandel Hall, 707 664-4033

The campus Residential Community pr vides comfortable, convenient, personaliz living accommodations for 900 single st dents. The residential life program is d signed to be an important part of tl student's overall educational experience providing recreational, social and educ tional opportunities. The professional Re dential Life staff are trained as educatior mentors and academic advisors.

The professional and student staff within tl Residential Community provide person support for the individual student transitioning to the university environmer There is a diverse program of activities create a sense of belonging in the Reside tial Community and the university throu providing and supporting social, recr ational, athletic and cultural programmin These may include a trip to hear Ma Angelou speak, whale watching at the ocea playing on an intramural team, or a barb cue with your neighbors.

The Residential Student Association, the st dent government for residents, is an ou standing opportunity to develop leadersh skills. Sonoma State Live!, a residence ha organization, promotes substance-free a tivities and provides safe walks and sa rides. Our Residential Life student grou are involved in regional and national org nizations, enabling our students to expan their skills and abilities.

Special living options enhance the student university experience. Freshman Semin Houses, Women in Math and Science Hous Upper-Division and Substance-Free Livin Environments are among the current option We are in the process of developing a Gl bal Studies House for Fall 1996.

International Programs

International Student Programs
Village 400, 707 664-2582

Coordinator of International Programs
Jan Beaulyn

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. 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, International Programs also offers a wide selection of study locales and learning environments.

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 3.00, 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, Village 400, 707 664-2582, or by writing to The California State University International Programs, 400 Golden Shore, Suite 300, Long Beach, CA 90802-4275.

Australia
The University of Western Sydney

Brazil
Universidade de São Paulo

Canada
Universities of the Province of Quebec (13 institutions, including Université de Montréal, Concordia University, Université Laval, McGill University, Université du Quebec, Bishop's University, *i.a.*)

Denmark
Denmark's International Study Program (the international education affiliate of the University of Copenhagen)

France
Institut des Études Françaises pour Étudiants Étrangers, Université de Droit, d'Économie et des Sciences d'Aix-Marseille (Aix-en-Provence); Mission interuniversitaire de coordination des échanges franco-américans, Universités de Paris III, V, VI, VIII, X, XI, XII, XIII

Germany
The institutions of higher education in the German Federal State of Baden-Württemberg, including: Ruprecht-Karls-Universität (Heidelberg); Universität Hohenheim (Hohenheim); Fachhochschule Nürtingen (Nürtingen); Fachhochschule Reutlingen (Reutlingen); Berufsakademie Stuttgart (Stuttgart); Universität Stuttgart (Stuttgart); and Eberhard-Karls-Universität (Tubingen)

Israel
Tel Aviv University and The Hebrew University of Jerusalem

Italy
CSU Study Center (Florence), Universitá degli Studi di Fierenze, and La Accademia de Belle Arti di Firenze

Japan
Waseda University, Tokyo

Mexico
Universidad Iberoamericana, Mexico City

New Zealand
Lincoln University, Christchurch, and Massey University, Palmerston North

Spain
Universidad Complutense de Madrid and Universidad de Granada

Sweden
Uppsala Universitet

Taiwan
National Chengchi University, Taipei

United Kingdom
Bradford University, Bristol University, Kingston University, Sheffield University and University of Swansea

Zimbabwe
University of Zimbabwe, Harare

University Curricula

Course Numbering System

0-99 No academic credit/prebaccalaureate course.

100-299 Lower Division.

300-499 Upper Division / may be acceptable for graduate program. For more information, please see Provisional Unclassified Graduate Status for Senior Students, page 24.

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.

Academic Department Abbreviations and Course Prefixes

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

American Multicultural Studies

Programs offered

Bachelor of Arts in American Multicultural Studies
Minor in American Ethnic Studies
Minor in African American Studies
Minor in Asian American Studies

Department Office
Nichols Hall 214, 707 664-2486

Department Chair
James E. Gray (Spring 1996)
Larry Hajime Shinagawa (Fall 1996)

Faculty
James E. Gray
Larry Hajime Shinagawa

Lecturers
Velma Guillory-Talyor
Elenita M. Strobel
Morris Turner III

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

The degree in American multicultural studies prepares individuals for the new challenges facing Americans as we enter the 21st century. Students will study the significance of the social constructions of ethnicity and race in shaping social relationships in the United States. They will explore arts and literature, language, and philosophy; additionally, they will examine historical, political, social, educational, economic, and cultural developments that affect ethnic and racial minority communities in the United States. They will also explore the impact ethnic and racial minorities have upon the society and culture of the United States.

The major prepares individuals to function effectively in the fields of education, personnel administration, business, law, public health, public relations, social service, and environmental planning. It also provides a sound foundation for graduate work in many of the traditional disciplines and emerging multidisciplinary fields of inquiry.

The department of American multicultural studies, through its major and minor, has the following goals:

- To equip students with the knowledge, skills, and sensitivity to function effectively in a culturally diverse society.
- To provide knowledge of the contributions that ethnic and racial minorities have given to American society and culture.
- To make students sensitive and aware of the problems and issues facing ethnic and racial minorities.
- To develop within students an appreciation of the richness and diversity of ethnic arts and humanities.
- To develop students' skills in research methods, computer applications, and basic social statistics to provide them with skills to analyze the problems and issues facing ethnic and racial minorities.
- To develop students' skills in communication, particularly in intercultural settings, and to demonstrate the application of these skills in tools of research, pedagogy, and in real-life situations.
- To provide students with research, community internship, and editing/teaching facilitation opportunities focused on ethnic studies, multicultural education, and multicultural studies.
- To provide the expertise in areas that will allow students to pursue professional and graduate training so they can serve the diverse communities, act as a bridge between different cultural groups, and effect constructive social change.

Each semester the department of American multicultural studies publishes a brochure listing all program offerings and courses in AMCS and NAMS. Copies of the brochure may be obtained in the AMCS department office.

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

Bachelor of Arts in American Multicultural Studies

Admission into the Major

Students will fulfill at a satisfactory level AMCS 210 or AMCS 255 or their transfer equivalent by the end of their first semester as a major within American multicultural studies. Each major will be assigned a faculty advisor and will consult with the advisor on his or her progress toward the degree. Upon acceptance into the major, a transfer student's records will be reviewed to articulate the courses that are equivalent to those offered within AMCS, MAMS or NAMS at Sonoma State University.

Degree Requirements	units
General Education	51
Major Core Requirements	14
Areas of Concentration for Major	12
Major Electives	10
General Electives or Supporting Classes	37
Total units needed for graduation	**124**

Students graduating with a bachelor of arts in American multicultural studies are required to take a minimum of 36 units within AMCS or supporting courses from NAMS, MAMS or related course work in other departments in order to fulfill the requirements of the major. The majority of the courses must be fulfilled within AMCS. Please see the course catalog description for any prerequisites and fulfillment requirements.

Major Core Requirements*

Complete the following 14 units:

AMCS	210	Ethnic Groups in America	4
AMCS	255	Ethnicity in the Humanities	3
AMCS	350	Ethics, Values and Multiculturalism	3
AMCS	490	Research and Methodology	4
Total units in the major core			**14**

* MAMS 219, MAMS 220, NAMS 200 or NAMS 205 may be substituted for either AMCS 210 or AMCS 255.

Behavioral and Social Sciences Plan (12 units)

Choose from the following:

AMCS	330	Nationality, Ethnicity and History	3
AMCS	335	The Demography and Geography of Cultural Diversity in America	3
AMCS	339	Ethnic Groups and American Social Policy	3
AMCS	355	Language and Ethnicity	3
AMCS	376	Pan-African Cultures	3
AMCS	377	Asian American Experience	3
AMCS	405	Ethnic Families in America	4
AMCS	420	Sexism and Racism in the United States	3-4
AMCS	425	Men/Women and Power in Interpersonal Relationships	3
AMCS	432	Health and Culture	3-4
AMCS	435	Aging, Ethnicity and the Life Cycle	3
AMCS	445	Multiculturalism and Education	4
AMCS	455	Law and Ethnicity	3

At least two of the courses in the area of behavioral and social sciences must come from the AMCS department. Other remaining courses can come from other departments at Sonoma State University. MATH 165 Elementary Statistics, or MATH 141 Ethnomathematics, is a prerequisite for the plan area.

Or

Arts and Humanities Plan (12 units)

Choose from the following:

AMCS	310	Performing Arts Workshop	1-3
AMCS	315	Ethnic Arts Music and Dance	3
AMCS	316	Contemporary Gospel and Soul Music	3
AMCS	345	Folklore and Ethnicity	3
AMCS	355	Language and Ethnicity	3
AMCS	360	Ethnic Literature	3
AMCS	390	Ethnic Theater	3
AMCS	392	Ethnic Images in Film	3
AMCS	445	Multiculturalism and Education	3
AMCS	460	Multi-Ethnic Children's Literature	3

At least two of the courses in the area of arts and humanities must come from the AMCS department. Other remaining courses can come from other departments at Sonoma State University.

Major Electives (at least 10 units)

Any course within AMCS which has not been used to fulfill the general and plan requirements may serve as an elective course. Courses in MAMS, NAMS, and other academic programs and departments may be considered for elective credit for the degree upon consent of the major advisor, especially for those students pursuing a double-major.

Optional Courses in Related Fields and Departments

A maximum of three classes (9-12 units) may come from outside AMCS to fulfill the unit requirement of the major. These courses can be from MAMS, NAMS, WOMS or other departments and programs at Sonoma State University upon consent of the faculty major advisor. Any course within AMCS which has not been used to fulfill the general and plan requirements may serve as an elective course. Courses in MAMS, NAMS, and other academic programs and departments may be considered for elective credit for the degree upon consent of the major advisor, especially for those students pursuing a double-major.

Double-Majoring and Minoring

We strongly encourage and recommend that students double-major or minor in another department or program so as to integrate their cross-cultural interdisciplinary training in AMCS with that of a particular discipline.

Honors Program (6 units)

Students who maintain a 3.2 average or better by the end of their Junior year within the major may elect to enter into a program conferring graduation with Distinction in American multicultural studies. The program requires a two-semester sequence of courses for the completion of an honors thesis at the end of the senior year. If the student satisfies all of the requirements with a grade of B or better in the two semester sequence, then he or she will receive a B.A. in American multicultural studies with distinction. The department believes in the distinction program because it provides the opportunity for the exceptional student to carry out original research and draft a paper based upon such research. Such a program prepares the student to go on with their graduate or professional education.

Sample Four-Year Program for Bachelor of Arts in AMCS

(for those pursuing a double major)

Freshman Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
Written/Oral and GE (3)	Philosophy GE (3)
Mathematics GE (3)	Physical Science GE (3)
U.S. History/Cont. GE (3)	World History GE (3)
Social Science GE (3)	AMCS 255 (3)
AMCS 210 (4)	MAMS 220 (3)

Sophomore Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
World Phil GE (3)	Bio Science GE (3)
Communication GE (3)	Fine Arts GE (3)
Science GE (3)	World Lit GE (3)
AMCS 345 (3)	AMCS 305 (3)
AMCS 432 (4)	MAMS 315 (3)

Junior Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
Integrated Person GE (3)	AMCS (3)
AMCS elective (3)	AMCS elective (3)
Second Major (3)	Second Major (3)
Second Major (3)	Second Major (3)
Second Major (4)	Second Major (3)

Senior Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
AMCS (3)	AMCS (3)
AMCS elective (3)	Electives (3)
Second Major (3)	Second Major (3)
Second Major (3)	Second Major (3)
Second Major (4)	Second Major (3)

Total semester units: 124

Note: The AMCS faculty strongly encourage and advise our students to pursue a double major. This guide also allows for the pursuit of an emphasis either along a humanities track or a social science option.

Note: Where no prerequisites apply, some variation in order or semester in which courses are taken is possible. Students should consult their academic advisors for additional information.

Minor in American Ethnic Studies

The minor consists of at least 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 four courses:

AMCS	210	Ethnic Groups in America	4
AMCS	360	Ethnic Literature	3
AMCS	350	Ethics, Values and Multiculturalism	3
AMCS	490	Research and Methodology	4

and two of the following:

MAMS	445	Chicano History	4
NAMS	412	Native California History and Culture	4
WOMS	470	Sexism and Racism in the United States	4
AMCS	355	Language and Ethnicity	3
AMCS	392	Ethnic Images in Film	3
AMCS	445	Multiculturalism and Education	3

Total units in the minor 20-22

Minor in African American Studies

The minor consists of at least 20 units and is designed to provide multicultural perspectives on the African American experience for majors in the social sciences and the humanities. The minor may be altered only in consultation with department faculty.

Complete the following four courses:

AMCS	210	Ethnic Groups in America	4
AMCS	360	Ethnic Literature	3
AMCS	350	Ethics, Values and Multiculturalism	3
AMCS	490	Research and Methodology	4

and two of the following:

AMCS	316	Contemporary Gospel & Soul Music	3
AMCS	330	Ethnicity in History	3
AMCS	360	Ethnic Literature (Black Literature)	3
AMCS	376	Pan-African Cultures	3
AMCS	466	Selected Topics in African American Studies	3-4

Total units in the minor 20-21

Minor in Asian American Studies

The minor consists of at least 20 units and is designed to provide multicultural perspectives on the Asian American experience 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 four courses:

AMCS	210	Ethnic Groups in America	4
AMCS	360	Ethnic Literature (Asian Literature)	3
AMCS	350	Ethics, Values and Multiculturalism	3
AMCS	490	Research and Methodology	4

and two of the following:

AMCS	335	Demography and Geography of Cultural Diversity	3
AMCS	377	Asian American Experience	3
AMCS	467	Selected Topics in Asian American Studies	3-4

Total units in the minor 20-21

American Multicultural Studies Courses (AMCS)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

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, 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).

255 Ethnicity in the Humanities (3) / Fall, Spring
A general survey of the major artistic, dramatic, literary, and expressive developments in the United States with reference to native and nascent ethnic minority populations. This course satisfies one of the core requirements of the AMCS major.

301 Experimental Courses (1-4)
Please refer to the current *Schedule of Classes.*

310 Performing Arts Workshop (1-3)
The objective of this course is to present musical, dramatic, and dance performances with ethnic themes. Emphasis will be different from semester to semester.

315 Ethnic Arts Music and Dance (3) / Spring, odd years
An in-depth study of the artistic, musical, and dance traditions of major ethnic groups in the United States. Special emphasis will be given to the forms of expression in which cultural affirmation is presented in ethnic groups.

316 Contemporary Gospel and Soul Music (3)
Fall, even years
A historical overview and analysis of contemporary gospel and soul musical styles, including critiques of musical content. Crosslisted as MUS 480.

330 Nationality, Ethnicity, and History (3)
Spring, even years
A 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.

335 Demography and Geography of Cultural Diversity in America (3) / Fall, odd years
An overview of the geographic and demographic diversity of the ethnic minority populations in the United States. Special emphasis will be on migration, immigration, and social indicators of ethnic well-being.

339 Ethnic Groups and American Social Policy (3)
Fall
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 taught from an African American, Asian American, Mexican American or Native American perspective. Satisfies upper-division ethnic studies in GE, category D1 (Individual and Society). Crosslisted as MAMS/NAMS 339.

345 Folklore and Ethnicity (3) / Spring, even years
Methods and materials dealing with the traditional expressive culture of American ethnic groups: oral literature, festivals, children's games, customs and beliefs. Includes training in collecting oral traditions and in the analysis of folklore texts and contexts. Topics subject to change. May be repeated for credit.

350 Ethics, Values, and Multiculturalism (3)
Fall, Spring
An examination of the influences, conditions, and environments which enveloped significant minority philosophers, and historical periods that spawned them, and the resulting contemporary movements. Meets enthic studies and upper-division GE requirements in humanities, Area C3. This course satisfies one of the core requirements of the AMCS major.

355 Language and Ethnicity (3)
1996 on-campus, '97 in Ukiah / Fall
A study of language as an ethnic marker; language and ethnic identity; language and national revival; bilingualism and bi-dialectism; standard and non-standard speech; foreign accents; linguistic assimilation vs. language retention. Satisfies upper-division ethnic studies in GE, category C4 (Ethnic Studies in Comparative Perspectives). Crosslisted as MAMS 426. Topics subject to change. May be repeated for credit.

360 Ethnic Literature (3) / Fall, Spring
A survey of the representative novels, short stories, essays, biographies, and poetry of various ethnic authors in the United States. Thematic focus will vary from semester to semester. Topics subject to change. May be repeated for credit. Satisfies upper-division ethnic studies in GE, category C2 (World Literature).

376 Pan-African Cultures (3) / Spring, odd years
The history of third world people in their African and Caribbean nation-states as well as in America has been shaped by the twin forces of imperialism and neocolonialism. These two models as well as an in-depth examination of African American cultures in the Western Hemisphere will be addressed.

377 Asian American Experience (3) / Fall
A general survey of the historical and contemporary experiences of Asian Americans and Pacific Islander Americans. Special emphasis is given to the impact that international politics and economics have had on domestic policies in shaping much of the experiences of Asian Pacific Americans. Topics subject to change. May be repeated for credit.

381 Research Assistantship (2-4) / Fall, Spring
Student assistance to help faculty with research on the experiences of people of color in America. Topic matter and research agenda will be discussed with faculty. By individual arrangements.

385 Facilitation Training (2-4) / Fall, Spring
Facilitation pedagogy training in active learning situations within established courses. Prerequisite: Junior/Senior with satisfactory completion of either AMCS 210 or 255. By individual arrangement.

390 Ethnic Theater (3) / Spring, odd years
A general introduction to the history of ethnic theater in the United States and the relationship between developments in theater and current political and socio-cultural events.

392 Ethnic Images in Film (3) / Spring, even years
An examination of representative and significant films tracing the evolution of ethnic images and casting in cinema. The relationship between developments in film and current political and socio-cultural 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)
Fall, Spring
This course is intended to provide students with practical experience in various ethnic community organizations and health and social service agencies, including recreation programs, tutoring programs, day care centers, senior citizen centers, legal aid offices, homeless shelters, etc.

399 Student-Initiated Course (1-4)
Student initiated and instructed courses on topics which enrich or extend current departmental offerings.

405 Ethnic Families in America (3) / Spring, even years
An analysis of family structure and function from a multicultural perspective. Sociological and anthropological literature on ethnic families will be examined to show the range of variation of family systems in the United States and its implications for health and social services and the well-being of ethnic groups in America.

420 Sexism and Racism in the United States (3-4)
Spring
A historical overview of racism and sexism as they affect women of color, focusing on issues in which racism and sexism intersect, e.g., affirmative action, abortion, forced sterilization, violence against women, and other issues. Crosslisted as WOMS 470.

425 Men/Women and Power in Interpersonal Relationships (3) / Spring, even years
A senior seminar on the interpersonal dynamics between men and women. Emphasis will be given on the interplay of racial, class, and gender inequalities as they affect the power relationships between and among ethnic minority men and women.

432 Health and Culture (3-4) / Fall, odd years
An analysis of cultural and ethnic influences on health and health behavior, with an emphasis on developing strategies for bridging cultural disjunctions between health professionals and their clients, and for improving health care delivery to an ethnically diverse population. Topics subject to change. May be repeated for credit.

435 Aging, Ethnicity, and the Life Cycle (3)
Spring, even years
An examination of the aging experience of ethnic minorities in American society, cultural/ethnic attitudes toward 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.

445 Multiculturalism and Education (3) / Fall, odd
An analysis of the philosophical and definition issues related to pluralistic education; developing resources germane to this philosophy and the guidelines constituting the foundation for multi-ethnic educational programs and ethnic studies.

450 Multicultural Resources Development (4)
Spring, even years
Development of library research skills, critical thinking and writing in regard to ethnic issues in the United States. Practical hands-on workshop and editorial environment. This course is recommended to all majors. May be repeated for credit.

455 Law and Ethnicity (3) / Spring, odd years
A study of the impact of laws on the socio-cultural, political, and economic development of ethnic minorities in a multicultural society.

460 Multi-Ethnic Children's Literature (3) / Fall, odd
A study of multi-ethnic literature for children. Selected stories from folklore and literature will be used to exemplify cultural images and traditions.

466 Selected Topics in African American Studies (3-4)
A course designed to explore areas of contemporary, historical or artistic concern as it affects the African American experience. Advanced studies and/or research projects will be discussed and analyzed. Subject matter will vary.

467 Selected Topics in Asian American Studies (3-4)
A course designed to explore areas of contemporary, historical or artistic concern as it affects the Asian American experience. Advanced studies and/or research projects will be discussed and analyzed. Subject matter will vary.

475A Senior Honors Part I (2-4)
Senior year course for the preparation of a research thesis on a subject of cultural diversity in the United States of the student's choice. Student must have at least an 3.00 GPA and have the permission of her/his major advisor before undertaking the course.

475B Senior Honors Part II (2-4)
Senior year course for the final submission of a honors research thesis on a subject of cultural diversity in the United States. Student must have completed satisfactorily 475A before undertaking the course.

480 Research and Methodology (4) / Spring
Survey of research and methodological tools used in the study of American ethnic groups. Special attention is given to the problems of objectivity and bias and the political and moral implications of quantitative and field research. This course satisfies one of the core requirements of the AMCS major.

481 Special Topics (1-4)
Please refer to current schedule of classes.

495 Special Studies (1-4)
Independent study. Prerequisite: AMCS 210 or 255; a core upper-division course; approval of supervising faculty member and approval of department chair.

Anthropology

Programs offered

Bachelor of Arts in Anthropology
Master of Arts in Cultural Resources Management
Minor in Anthropology
Teaching Credential Preparation

Department Office
Stevenson Hall 2054, 707 664-2312

Department Chair
R. Thomas Rosin

Faculty
Sue Taylor Parker / Biological Anthropology
David W. Peri / Cultural Anthropology
Adrian Praetzellis / Historical Archaeology
Margaret Purser / Historical Archaeology
R. Thomas Rosin/ Social Anthropology
Shirley K. Silver / Linguistic Anthropology
Albert L. Wahrhaftig / Cultural Anthropology

Of all the human sciences, anthropology is the broadest. Anthropologists study how human beings have come to be as they are, a physically distinct species, communicating through language, adapted to every habitat on earth, and living an amazing variety of lifeways. As anthropologists become increasingly engaged with the world of the 1990s, they have led in the development of a global focus on how culturally different peoples interact and how humans change their customary ways of life.

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

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

In addition, **Applied Anthropology** emphasizes how the theories, techniques and methods of anthropology can be employed to facilitate change and solve problems in real world situations which for this faculty includes preserving Native American and early Californian cultural heritages, aiding indigenous specialists to collaborate in the planning of development, encouraging ethnographic understanding of schooling in its cultural context, and solving problems of housing and homelessness.

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

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

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

- Cultural anthropologists helped the government of Venezuela to plan an entire new city in a previously little occupied region. Working for Xerox, cultural anthropologists assist in product development by studying the problems office workers encounter when working with new equipment.
- Uncovering prehistoric cultivation systems, archaeologists have suggested how techniques from the past may be re-employed in the present to achieve sustainable agricultural systems. Archaeologists are employed by a host of federal and state agencies charged with locating and preserving sites which contain information about our own prehistoric and historic past.
- Biological anthropologists work in a variety of settings including medical schools (as anatomists) and medical research facilities (as medical geneticists and physiologists), in crime laboratories (as forensic anthropologists and expert witnesses), in industrial and military facilities (as designers of appropriate environments), and in zoos and nature conservancies (as keepers and students of primates).
- Anthropological linguists are active in the design of curricula for teaching national languages to immigrants and indigenous populations. In Japan, where female speakers are expected to use complex terms of subservience and respect, anthropological linguists have studied how female scientists manipulate their language to achieve clear communication in technical laboratories.

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

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

The department also offers a master of arts degree in cultural resources management, 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, data collection and analysis.

Anthropology Department Resources

The department's Anthropological Studies Center provides students with the opportunity to participate in prehistoric and historical archaeology, the conservation and analysis of archaeological materials, local and architectural history, and public outreach in the context of grant and contract aided research projects. The center has more than 4,000 square feet of archaeological laboratory and curation facilities, as well as an obsidian hydration Lab, and is supported by a professional staff.

Other resources include an active Anthropology Club, a physical anthropology laboratory, an ethnographic and primate film library, Human Relations Area Files and computer services.

Anthropology Scholarship

The faculty of 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	28-31
Major Electives	9-12
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 these introductory courses during the first year in the major:

ANTH	201	Introduction to Biological Anthropology	3
ANTH	203	Introduction to Cultural Anthropology	3

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

ANTH	300	Nature and Culture: The Growth of Anthropology (Fall)	3
ANTH	342	Organization of Societies (Spring)	4

Complete one of the following four courses in archaeology*: 3

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

Complete one of the following courses in cultural analysis and theory or ethnographic areas*: 3-4

ANTH	345	Human Ecology (3)	
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 one of the following four courses in biological anthropology*: 3-4

ANTH	301	Human Fossils and Evolution (4)	
ANTH	302	Human Ethology and Sociobiology (3)	
ANTH	313	Primate Cognition and Communication (3)	
ANTH	314	Primate Social Organization (3)	

Complete one of the following four courses in linguistic anthropology*: 3

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

Complete 3 units from among the following nine courses in anthropological methods*: 3-4

ANTH	411	Topics in Computer Assisted Research (1-3)	
ANTH	413	Methods in Captive Primate Studies (1)	
ANTH	414	Methods in Primate Studies (1)	
ANTH	420/421	Archaeological Methods: Lecture (2-3) and Archaeological Methods: Laboratory (1)	
ANTH	441	Laboratory in Ethnographic Field Methods (1-4)	
ANTH	444	Methods in Material Culture Studies (1)	
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 28-31

* At least one such course offered each semester.

Major Electives

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

Total units in major electives 9-12

Total units in the major 40

Sample Four-Year Program for Bachelor of Arts in Anthropology

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

This sequence and selection of specific courses are suggestive; please see your advisor each semester.

Freshman Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
ENGL 101 (A2) (3)	UNIV 200 (A1) (3)
BIOL 115 (B2) (3)	PHIL 101 (A3) (3)
BIOL 115L (1)	GE (D3) (3)
GE (C1), e.g. ART 212/ THAR 100 (3)	ANTH 201 (B3) (3)
	University Elective (4)
ANTH203 (D1) (3)	
University Elective (3)	

Sophomore Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
GEOL 105 (B1) (3)	LING 200 (D5) (3)
MATH, e.g. 165 (B4) (4)	ANTH 341 (D2) (3)
GE (C2) (3-4)	GE (D4) (3)
University Elective (4)	GE (C4) (3)
	University Elective (3)

Junior Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
ANTH 300 (3)	U.D. ANTH AR/BA/LA/ECA (4)
U.D. ANTH AR/BA/LA/ECA (3)	U.D. ANTH AR/BA/LA/ECA (3)
U.D. Anth AR/BA/LA/ECA(3-4)	ANTH 342 (4)
Anth Methods (1)	GE(C3) e.g. NAMS 346/ SOC 431(3-4)
U.D. GE (3)	
University Elective (2)	University Elective (1)

Senior Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
U.D. GE (3-4)	Anthropology Electives
Anth Elect., e.g. 396/490/491(3)	Anthropology Electives
Anth Special Studies (1-4)	Anthropology Methods
Anth Internship (1-4)	Anth Special Studies/Internship
GE (E) e.g. Anth 318/340 (3-4)	University Elective
University Elective (4)	

Total semester units: 124

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 B.A. in anthropology is designed for students whose academic and/or professional aims are not satisfied by the department's existing degree program. The purpose of the special emphasis major is to provide students with an opportunity to design, in consultation with an advisor, an individualized course of study emphasizing a particular subfield of anthropology, leading to a bachelor of arts degree. In this respect, the program provides students with the option to pursue special intellectual directions in anthropology, and to respond to career and employment potentialities. For example, such directions include linguistic anthropology; applied economic and ecological anthropology; prehistory; 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 Biological Anthropology (3)
ANTH 203 Introduction to Cultural Anthropology (3)

History and Theory (3 units)

ANTH 300 Nature and Culture: The Growth of Anthropology (3)

Cultural Analysis and Theory (3 units)

ANTH 342 Organization of Societies (4)

Methods

Select 1-3 units from among the nine courses in anthropological methods listed under major core requirements, page 39.

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 and a cultural resources management facility. The center maintains collections of artifacts, archaeological site records and maps, photographs, manuscripts, tapes and a specialized research library. The center also 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, the National Park Service and the Sonoma County Museum.

Admission to the Program

Applications must be submitted separately in the Fall to the department of anthropology and to the university Admissions and Records, for possible acceptance into the program the following academic year. Consult with the program's graduate coordinator for departmental requirements and submissions, as updated in the fact sheet Admission to the cultural resources management program in Conditionally Classified Status.

Anthropology Courses (ANTH)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

201 Introduction to Biological Anthropology (3)
Fall, 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, Spring

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

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

300 Nature and Culture: The Growth of Anthropology (3) / Fall

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 Human Fossils and Evolution (4) / Fall / Parker
In this course we review the 1) processes of speciation and adaptive radiation; 2) the principles of taxonomic classification of species into higher-level groupings; 3) the geological time scale and principles of geologic dating of fossils. Using this background, we review the fossil evidence for human evolution in Africa, Asia and Europe during the Pliocene-Pleistocene epochs. The fossil evidence is treated in temporal, geological and geographic context. The primary focus is on the evolutionary implications of the fossil evidence for understanding the evolution of human bodies and behavior. Implications for the emergence of modern human races are also considered.

302 Human Ethology and Sociobiology (3)
Fall / 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, odd 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, even 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)
Spring / 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
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.

322 Historical Anthropology (3)
Spring, odd years / Purser
Introduction to the history, methods and issues of the field of historical archaeology. Extensive readings provide examples of archaeology from post-1300s contexts in North America, Africa, Australia and Latin America. Topics covered range from archaeological approaches to ethnic, gender and class diversity to the study of large-scale processes of colonialism, industrialism and global expansion. Broader issues discussed include the relationships between history and anthropology, the cross-cultural impact of European expansion, and the development of contemporary industrial societies.

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

341 Emergence of Civilizations (3) / Fall, Spring
A presentation of theory and data related to the development and characteristic features of civilization. Such crucial issues as the domestication of plants and animals, the appearance of stratified societies, 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, socialization, and political order. 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, even 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, odd years / 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
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
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, odd years
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; the local and regional community; and the literate and non-literate 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, 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/or Spring

399 Student-Initiated Course (1-3) / Fall and/or Spring
Student-initiated and -instructed courses on topics that enrich or extend current departmental offerings. Cr/NC only.

400 Anthropology Praxis (1-3) / Fall and/or Spring
Supervision and assessment of curriculum development and application for students in instructional or faculty-adjunct roles. May be repeated once for credit.

411 Topics in Computer Assisted Anthropological Research (1-3) / Fall, Spring / Purser, Wahrhaftig
Instruction in specialized computer software for recording and analysis of data on human behavior and application of computer techniques to student and student/faculty research projects. Topics will vary from semester to semester. Course may be repeated for credit. Prerequisite: familiarity with basic computer procedures and consent of instructor required.

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 (2-3) / Spring
Praetzellis
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
Praetzellis
Prerequisite: concurrent enrollment in ANTH 420.

424 Mesoamerican Archaeology Field School (4)
Fall / Purse, 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.

441 Laboratory in Ethnographic Field Methods (1-4)
Spring
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.

444 Methods in Material Culture Studies (1) / Purser
Field methods training in material culture studies across a range of disciplines, including anthropology, vernacular architecture, history of technology, art history and decorative arts, and folklife. Emphasis on techniques of identifying, recording and analyzing a wide range of material culture categories. Cr/NC only. Prerequisite: concurrent enrollment in ANTH 344.

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/or Spring
Prerequisite: senior standing or consent of instructor.

491 Faculty Seminar (1) / Fall, Spring
Prerequisite: Upper-division status. May be repeated twice for credit.

492 Research in California Prehistory (3) / Spring
A seminar offering an introduction and review of a specific topic in California prehistory, emphasizing method and theory. Specific topics — such as regional culture history, subsistence and settlement, trade and exchange, prehistoric technology, or osteology — will be announced in the semester schedule. May be repeated for credit. Prerequisite: consent of instructor.

495 Special Studies (1-4) / Fall, Spring
During the first week of the semester, students interested in special studies in anthropology must submit a written proposal and an outline of projected work to a faculty sponsor for approval. Each unit of credit requires a minimum of 45 hours of work per semester (3 hours per unit per week), including regular consultation with an evaluation by the faculty member in charge. Prerequisite: ANTH 201 or 203; or an appropriate upper-division course in anthropology; or an upper-division course relevant to the proposed topic from another discipline.

496 Agency Internships (1-3) / Fall, Spring
Students in the intern program have an opportunity to apply anthropological theory and methods to a variety of situations in public and private agencies. Internships require faculty approval, a minimum of 45 hours of work per unit per semester, including regular consultation with the faculty sponsor. 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, Spring
Students in the intern program have an opportunity to apply anthropological theory and methods to a variety of situations in public and private agencies. Internships require faculty approval, a minimum of 45 hours of work per unit per semester, including regular consultation with and evaluation by the faculty sponsor. Cr/NC only. May be repeated for credit.

Graduate Courses

500 Proseminar (4) / Fall
Introduction to research methodology in the social sciences; research design and implementation; use of library and archival materials; editorial review of writing; and guide to preparation of professional anthropological papers.

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 / Praetzellis
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.

590 Advanced Seminars in Anthropology (1-3)
Fall, Spring
In-depth consideration of specific anthropological, applied anthropology, or anthropologically related topics. Topics will vary from semester to semester. Prerequisite: graduate standing or consent of instructor.

592 Special Topics in CRM (2)
Fall, even years / Praetzellis, Purser
A seminar designed to address topics of current and timely interest in the field of cultural resources management. Course format will showcase a series of guest lectures, and CRM faculty will alternate as course organizers. Course may be taken twice for credit. Cr/NC only. Prerequisite: ANTH 500 or concurrent enrollment in ANTH 500.

595 Special Studies (1-4) / Fall, Spring
During the first week of the semester students interested in special studies in anthropology must submit a written proposal and an outline of projected work to a faculty sponsor for approval. Each unit of credit requires a minimum of 45 hours of work per semester, which includes regular consultation with and evaluation by the faculty member in charge. Prerequisites: graduate standing and consent of supervising instructor and department chair.

596 Agency Internships (1-3) / Fall, Spring
Students will have an opportunity to apply anthropological theory and methods and/or cultural resources management procedures as interns with public and private agencies. Internships require faculty approval, 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, Spring
Students will have an opportunity to apply anthropological theory and methods and/or cultural resources management procedures as interns with public and private agencies. Internships require faculty approval, 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/or Spring
Provides experience by assisting the instructor in an anthropology course. Open only to advanced students for specific anthropology courses approved by the department. Prerequisites: graduate standing and consent of instructor.

599A/B Thesis (2, 2) / Fall, Spring
Planning and execution of a research program culminating in the completion of a thesis. (4 units maximum for 599A plus B). Prerequisite: filing an Advancement to Candidacy form, which requires a completed thesis prospectus and formation of student's Graduate Committee.

Applied Arts

Program Advisors and Offices
Arthur Hills / Music Department
Ives Hall 207, 707 664-2324
Nancy Lyons / Theatre Arts Department
Ives Hall 53, 707 664-2477
Don Patterson / English Department
Nichols Hall 362, 707 664-2140
Bob Nugent / Art Department
Art Building 128, 707 664-2364

Program offered
Minor in Applied Arts

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

Minor in Applied Arts

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

Activity Courses

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

Art

ArtS 202-298
(Any beginning-level faculty-instructed studio courses) (2-4)

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 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

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)
ArtH 210 or 211 Introduction to Art History (3)
ArtS Additional activity courses (3)

English

Any three upper-division creative writing courses, including at least two genres, and ENGL 342 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 Early Music Ensemble (2)
MUS 324 Sonoma Bach Choir (1-2)
MUS 325 SSU Chorus (1-2)
MUS 329 Chamber Music Workshop (1-2)
MUS 330 Musical Theatre (1-3)
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 301 Dance Ensemble Workshop (3)
THAR 302 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
- Art History Concentration
- Art History Concentration, emphasis in Film History
- Studio 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 128, 707 664-2364

Department Chair
William Guynn

Faculty
Marsha Adams, Kathryn Armstrong
Mary Bates
William Guynn
Kurt Kemp
Susan McKillop, Susan Moulton
Bob Nugent
Mark Perlman
Michael Schwager
Shane Weare
Michael Zell

Art majors pursue studies leading to the bachelor of arts degree with concentrations in art history, film history or art studio. Within the art studio concentration emphases are available in painting, printmaking, photography, drawing, sculpture and ceramics. Minors in art history, film studies, studio art and arts management are also available. A program for students working toward a teaching credential is included within the curriculum and available through the education department, as are courses appropriate for general education requirements.

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

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

Art history is an interdisciplinary program within the art department with a core of period and survey courses which provide an integrative investigation of art and culture. The curriculum provides a broad overview of European contributions, an introduction to the arts outside the European tradition, and familiarity with historical methodology and research. Our core is enhanced by periodic offerings of specialized upper-division classes which have included in-depth studies of artists, themes and post-modern theory, and of current issues such as gender and multiculturalism. As a demonstration of mastery of skills and knowledge in the field, art history requires students to write a senior paper, which indicates original research or interpretation. With prior approval of the faculty, students may write a more elaborate honors paper in place of the senior paper. While not required, students are strongly encouraged to develop competency in at least one foreign language.

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

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

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

General Procedures

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 and Film History
Art Studio (areas of emphasis below)

Painting	Printmaking	Drawing
Sculpture	Photography	Ceramics

Entering freshmen or lower-division transfer students will be accepted by the university in the status of art major in the B.A. program. Upper-division transfer students who have fulfilled requirements equivalent to those for lower-division art majors at Sonoma State University will be accepted as art majors in the B.A. program. For information on admission to the B.F.A. program, please see page 53.

Courses in the major cannot be taken for Cr/NC. A maximum of 3 courses may be challenged for credit toward the major: 2 lower-division and 1 upper-division.

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

Career Opportunities Relating to the Major

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

Advising

All students are required to consult their advisors 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

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, German, Italian and/or Spanish; however, the prospect of eventual specialization may make other languages advisable in particular instances.

Requirements for the Major

Foundation Courses / Freshman and Sophomore Years (12 units)

Art History (6 lower-division units)

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

Studio Courses (5 lower-division units)

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

Minimum total lower-division units 11

Core Courses / Junior and Senior Years (15 to 20 units)

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

1. Ancient
2. Medieval
3. Renaissance
4. 17th through 19th centuries (Baroque, Neoclassicism, Romanticism, Realism)
5. Film

B. Modern: One upper-division course

C. Non-Western: One upper- or lower-division course. With prior approval by the art history faculty and department chair, this course may be taken in another department.

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

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

1. A, B and C above; and Gallery and Museum Methods (ArtH 494).
2. Special topic courses (ArtH 497).
3. One course in a related field outside the art department with approval of the faculty and the department chair. Students with a special interest in film should choose the film emphasis, which has specific requirements (please see film history emphasis).

Senior Project (4 to 5 units)

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

A. ArtH 490H Pro-Seminar on Art Historical Method (3 units).

B. Senior Paper: Submission of a scholarly paper to the faculty of art history is required in the senior year. The student receives assistance in preparing this paper by enrolling in one of the following courses:

1. ArtH 491H Senior Paper (1 unit).
2. ArtH 492 Honors Paper (2 units), by consent of art history faculty.

Total upper-division units 32

Total units in the major 43

Bachelor of Arts in Art

Art History Concentration, Emphasis in Film History

Degree Requirements	units
General Education	51
Major Core Requirements	43
General Electives	30
Total units needed for graduation	**124**

Foundation Courses

ArtS	101	Art Fundamentals: Two-dimensional **or**	
ArtS	208	Basic Black and White Photography	3
ArtH	210	Introduction to Art History	3
ArtH	211	Introduction to Art History	3
ArtH	212A	World Film History (1894 to WWII)	3
ArtH	212B	World Film History (WWII to Contemporary)	3
Total lower-division units			**15**

Core Courses

ArtH	361	Classic Narrative Film	3
ArtH	363	Other Cinemas (3 unit course, taken twice)	6
ArtH	464 **or** 465	History of Modern Art	3
ArtH	461	Selected Topics (3-unit course, taken twice)	6
ArtH	490F	Theory and Methods	3
ArtH	491F	Senior Paper	1
Total core units			**22**

Electives

Choose 6 units from the following courses:

Literature and Film

ENGL 329/429 Screen/Script Writing
ENGL 377 Film and Literature
FREN 415 Selected Topics: French Film
INDS 301A/B Sacred/Secular Traditions

Critical Perspectives

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

Multicultural Perspectives

AMCS 392 Images in Film
INDS 301A/B Sacred/Secular Traditions
MAMS 393 Chicano/Latino Cinema
NAMS 338 Native Americans and the Cinema

Film and Other Media

COMS 201 Intro to Media Arts
COMS 325 Media Lab: Video

Total elective units 6
Total units in the major 43

Sample Four-Year Program for Bachelor of Arts in Art

Art History Concentration

Freshman Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
ArtH 210 (4)*	ArtH211 (4)
ArtS 101 (3)	Art 202 (2)
GE courses (6)	GE courses (9)
Elective (3)	

Sophomore Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
ArtH Period Course (4)	ArtH Non-Western (3)
GE courses (12)	GE courses (12)

Junior Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
ArtH 464 (4)*	ArtH Period Course (4)
ArtH Period Course (4)	ArtH Elective (4)
Upper-Division GE (3)	Electives (4)
ArtH Special Topic (2)	Upper-Division GE (3)
Elective (3)	

Senior Year: 29 units

Fall Semester (15 units)	Spring Semester (14 units)
ArtH 490H (3)	ArtH 491H (1)
ArtH Elective (4)	ArtH Elective (4)
ArtH Elective (4)	ArtH Elective (4)
Other Electives (4)	Other Electives (6)
Total semester units:	**124**

* also counts for GE requirements

Minor in Art History

Complete all of the following:

ArtS 101-245 Any beginning Studio Course 2-3
ArtH 210 Introduction to Art History 3-4
ArtH 211 Introduction to Art History 3-4
ArtH Upper-division Courses 8
ArtH Upper-division Modern or Non-Western Course 3
Total units needed for the minor 20

Recommended electives for Art History Minors

Upper-division art history or criticism courses.

Minor in Film Studies

Please see page 139 for a description of the film studies minor program.

Course Rotation: Art History

Foundation Courses:
Introductory Surveys (210 & 211) ..... All semesters
Period Courses:
One course in Ancient (420, 422, 424) .... Fall 1996, Spring 1998
One course in Medieval (430, 432) ..... Spring 1997 and 1998
One course in Renaissance (440, 442, 444) ..... Fall 1996, Fall 1997
One course in Baroque/Early Modern (450, 454) ..... Spring 1997 and Spring 1998
One course in film (361, 363, 461) ..... All semesters
Modern:
Two courses (460, 464, 465, 466) ..... All semesters
Non-Western:
One course (470, 474, 476) ... Spring 1997, Fall 1997, Spring 1998
Gallery and Museum Methods (494) ..... Fall 1996 and 1997
Pro-Seminar in Methods (490H) ..... Fall 1996 and 1997
Senior Paper ..... All semesters

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

Course Rotation in Film History

Foundation Courses:
212A World Film History to WWII ..... Fall 1996
212B World Film History Since WWII ..... Fall 1997
Core Courses:
361 Classic Narrative Film ..... Fall 1996
363 Other Cinemas ..... Spring 1997 and 1998
461 Selected Topics in Film ..... Spring 1997, Fall 1997
Theory and Methods (490F) ..... Spring 1998
Senior Paper (491F) ..... Spring 1998

Art History and Film History Courses (ArtH)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule. Numbers in parentheses are course unit values and may vary from semester to semester.

199 Student-instructed Course (1-4)

Please see current *Schedule of Classes* for details.

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 (Fine Arts).

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).

212A Introduction to World Film History (3) (1894 to WWII)
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. Includes study of the primitive period, the emergence of the feature film in America, Europe and Japan, the advent of sound, the "great studio era," and alternative cinemas of the 1930s and 1940s. Satisfies GE, category C1 (History of the Fine Arts).

212B Introduction to World Film History (3) (WWII to contemporary)
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. Includes study of post-war movements such as Neorealism and the French New Wave, cinematic modernism, the post-war film in Asia, and the emergence of new cinemas in the Third World and Eastern Europe. Satisfies GE, category C1 (History of the Fine Arts).

270 Survey of Asian Art (3)
A general survey of the arts and cultures of the Far East including China, India and Japan.

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.

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.

361 Classic Narrative Film (3)
Theory and analysis of classic Hollywood film. Emphasizes the evolution of the narrative systems, the art of editing, the history of American genre filmmaking, the problematic notion of the auteur, and the place of the spectator in the classic fiction film.

363 Other Cinemas (3)
Alternative film practices (i.e., outside the classic Hollywood model). Each semester's course is organized around a movement, a theme or a critical problem and includes the study of Western and non-Western films. May be repeated for credit toward the major.

395 Community Involvement Program (CIP) (1-4)
Student-directed creative activities in behalf of nearby off-campus community agencies. One to 4 units of credit, based on 30 hours of contributed effort per unit per semester. Art education assistance and selected private enterprises. Six CIP units may be applied toward a degree. Prerequisite: prearranged program with community host-sponsor and consent of instructor and the department chair.

399 Student-instructed Course (1-4)
Please see current *Schedule of Classes* for details.

420 Pre-Classical Art (3-4)
A seminar/lecture covering the history of the arts and architecture of Egypt, Crete and the Near East before the conquests of Alexander the Great.

422 Greek Art (3-4)
A seminar/lecture course covering the history of Greek art and architecture from the Proto-geometric through the Hellenistic periods (ca. 1000 BC-100 AD).

424 Roman Art (3-4)
A seminar/lecture course covering Etruscan and Roman art and architecture from the early Republic through the age of Constantine, 4th Century, C.E.

430 Early Christian, Byzantine and Early Medieval Art (3-4)
A seminar/lecture course covering Christian art from its origins in the Third Century through the fall of Constantinople in the East and the rise of the Romanesque in the West (ca. 1050). Content emphasis may vary.

432 Romanesque and Gothic Art (3-4)
A seminar/lecture course covering Medieval art and architecture of the Romanesque and the Early and High Gothic periods. Content emphasis may vary.

440 Early Italian Renaissance Art (3-4)
Seminar/lecture course covering painting, sculpture and architecture in Italy in the 14th and 15th centuries.

442 Later Italian Renaissance (3-4)
A seminar/lecture course covering painting, sculpture and architecture in Italy of the 16th century. Includes High Renaissance and Mannerist periods.

444 Northern Renaissance Art (3-4)
A seminar/lecture course covering painting, printmaking, sculpture and architecture of the 14th, 15th and 16th centuries in Europe apart from Italy.

450 Baroque Art (3-4)
A seminar/lecture course on Italian and/or Northern European painting, architecture and sculpture of the 17th century. Content emphasis may vary. May be repeated with consent of instructor.

454 Nineteenth Century Art (3-4)
A culturally diverse survey of painting and sculpture in Europe, which may include non-Western traditions, ca. 1750 through the end of the 19th Century. Satisfies upper-division GE, category C1 (History of the Fine Arts). Prerequisite: UNIV 200.

460 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.

461 Selected Topics in Film (3)
A genre, the work of a single filmmaker, a cinematic movement, a national cinema, a focused study of a problem in film history or aesthetics, etc. May be repeated for credit toward the major.

464 Modern Art from 1850 to 1945 (3-4)
A survey of art of the Western world in the 20th century to the end of World War II, including non-Western and native influences. Satisfies upper-division GE, category C1 (History of the Fine Arts). Prerequisite: UNIV 200.

465 Modern Art from 1945 to 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.

466 Contemporary Art (3)
A seminar/lecture 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: ArtH 465.

470 Asian Art (3-4)
A seminar/lecture course examining in depth 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.

474 Islamic Art (3-4)
This course explores the formation, establishment and variations of Islamic artistic culture from its beginnings in the 7th century through the apogee of the Ottoman (Turkish) Empire in the 16th and 17th centuries.

476 Art Beyond the European Tradition: Selected Topics (3-4)
A seminar/lecture course whose emphasis may include the art of Africa, Native America, Hispanic, Latin America and/or other indigenous cultures.

480 Selected Topics in Art (1-4)
A seminar 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.

490H Pro-Seminar in Art Historical Method (3)
A seminar concentrating on the discipline and philosophy of art historical studies. Emphasis will be placed on formal and stylistic problems, research techniques, and appropriate new research technology. Readings designed to stress the variety of relevant approaches possible to a given problem. May be offered only once every two years. Prerequisite for nonmajors: consent of instructor.

490F Theory and Methods of Film Criticism (3)
A senior-level course which allows students to develop their critical expertise and plan an original piece of research and interpretation, to be presented as the senior paper.

491H Senior Paper in Art History (1)
Submission of a scholarly paper to the faculty is required in the senior year. The student works in a tutorial situation with an art historian.

491F Senior Paper in Film (1)
Submission of a scholarly paper to the faculty is required in the senior year. The student works in a tutorial situation with the film historian.

492 Senior Honors Paper (2)
The student prepares an in-depth research paper under the guidance of a member of the art history or film faculty. Student will utilize the scholarly resources of the region. Participation by consent of the art history faculty.

494 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/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. Prerequisite: Consent of instructor.

495 Special Studies (1-4)
For upper-division art history and film history majors only. Consult department faculty in your area of emphasis. The university contract form with required signatures of student, instructor, faculty advisor and department chair must be completed before registering for special studies units. Not applicable to the art history major or minor.

496 Directed Field Research Experience (1)
Travel to galleries and museums in various North American cities. Individual and group participation required. Destinations vary; consult semester schedule for specifics. May be repeated and may be applicable to requirements in the major. Fee required at time of registration. Prerequisites: major status and advanced standing or consent of instructor.

497 Directed Field Research Experience (1)
Travel to various destinations, which vary depending on type of field research being offered; consult semester schedule for specifics. May be repeated and may be applicable to requirements in the major. Students will be responsible for a field research project(s), based on the trip. Fee required at time of registration. Prerequisites: major status and advanced standing or consent of instructor.

499 Internship (1-4)
Students in the intern program will have an opportunity to gain practical skills by working in a variety of capacities, including gallery and museum situations in the private and public sectors. Credit will be given for completion of 3 hours of work per week per unit, by prior arrangement with department coordinator. Prerequisite: consent of instructor. A-F and Cr/NC.

595 Special Studies (1-4)
Prerequisite: graduate standing and consent of instructor.

599 Internship (1-4)

Graduate students, working through ITDS or related programs, will have an opportunity to gain practical skills by working in a variety of capacities, including gallery and museum situations in private and public sectors. Credit will be given for completion of 3 hours of work per week per unit, by prior arrangement with department coordinator and chair. Prerequisite: consent of instructor. A-F and Cr/NC.

Bachelor of Arts in Art

Studio Concentration

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

Degree Requirements	units
General Education	51
Major Requirements	45
General Electives	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 four courses:

ArtS	101	Art Fundamentals	3
ArtS	102	Art Fundamentals	3
ArtH	210	Introduction to Art History	3
ArtH	211	Introduction to Art History	3

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

ArtS	202	Beginning Drawing (2-3)
ArtS	204	Beginning Life Drawing (2-3)

Choose at least 3 of the following studio courses to total 6 units; at least one course must be taken in a 2-D medium and a 3-D medium: 6

ArtS	206	Beginning Pastel (2-4)
ArtS	208	Basic Black and White Photography (2-3)
ArtS	220	Beginning Painting (2-3)
ArtS	229	Beginning Ceramics (2-3)
ArtS	230	Beginning Clay Sculpture (2-3)
ArtS	236	Beginning Sculpture (2-3)
ArtS	238	Beginning Papermaking (1-3)
ArtS	245	Beginning Printmaking (2-3)
ArtS	298	Selected Topics in Art Studio (1-3)

Total lower-division core units 22

Sophomore or Junior Years

Choose 2 courses from the following 5 courses: 6

ArtH	454	Nineteenth Century Art
ArtH	460	History of American Art
ArtH	464	Modern Art from 1850 to 1945
ArtH	465	Modern Art from 1945 to 1979
ArtH	466	Contemporary Art

Junior and Senior Years

Choose any combination of the following 6 courses to total 5 units: . 5

ArtS	302	Intermediate Drawing (2-4)
ArtS	304	Intermediate Life Drawing (2-4)
ArtS	306	Intermediate Pastel (2-4)
ArtS	402	Advanced Drawing (1-4)
ArtS	404	Advanced Life Drawing (1-4)
ArtS	406	Advanced Pastel (2-4)

Total upper-division core units 11

Major Electives

To complete a specialized concentration in the major, select a minimum of 12 units from one of the areas of emphasis below. 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.

Painting (12)	Printmaking (12)	Drawing (12)
Sculpture (12)	Photography (12)	Ceramics (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 two courses (including repeats) to total 12 units: 12

ArtS	320	Intermediate Painting (2-4)
ArtS	420	Advanced Painting (2-4)

A maximum of three units may be applied from one or more of the following: 0-3

ArtS	306	Intermediate Pastel (2-4)
ArtS	406	Advanced Pastel (2-4)
ArtS	382	Intermediate Monoprint (2-4)
ArtS	482	Advanced Monoprint (2-4)

Sculpture

Complete any combination of the following two courses (including repeats) to total 9 units: 9

ArtS	336	Intermediate Sculpture (2-4)
ArtS	436	Advanced Sculpture (2-4)

Complete an additional three units from the following: 3

ArtS	329	Intermediate Ceramics (2-4)
ArtS	429	Advanced Ceramics (2-4)
ArtS	330	Intermediate Clay Sculpture (2-4)
ArtS	430	Advanced Clay Sculpture (2-4)

Ceramics

Use any combination of the following four courses to total 9 units: 9

ArtS	329	Intermediate Ceramics (2-4)
ArtS	330	Intermediate Clay Sculpture (2-4)
ArtS	429	Advanced Ceramics (2-4)
ArtS	430	Advanced Clay Sculpture (2-4)

Complete an additional 3 units from the following: 3

ArtS	336	Intermediate Sculpture (2-4)
ArtS	436	Advanced Sculpture (2-4)

Printmaking

Complete any combination of the following four courses to total 9-12 units: 9-12

ArtS 340 Intermediate Etching and Woodcut (2-4)
ArtS 440 Advanced Etching and Woodcut (2-4)
ArtS 342 Intermediate Lithography (2-4)
ArtS 442 Advanced Lithography (2-4)

A maximum of three units may be applied from the following: 0-3

ArtS 382 Intermediate Monoprint (2-4)
ArtS 482 Advanced Monoprint (2-4)

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. Advanced courses may be repeated for credit.

Choose a total of 12 units from the following four courses: 12

ArtS 302 Intermediate Drawing (2-4)
ArtS 402 Advanced Drawing (2-4)
ArtS 304 Intermediate Life Drawing (2-4)
ArtS 404 Advanced Life Drawing (2-4)

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

ArtS 306 Intermediate Pastel (2-4)
ArtS 406 Advanced Pastel (2-4)

Photography

Choose any combination of the following two courses to total 12 units: 12

ArtS 308 Photographic Darkroom Processes (2-4)
ArtS 458 Photography Seminar (2-4)

Recommended Electives for All Studio Majors

ArtS 338 Intermediate Papermaking (1-4)
ArtS 438 Advanced Papermaking (1-4)
ArtH 420-476 Art History Period Courses (3-4 each)
ArtH 466 Contemporary Art (3)
ArtH 480 Selected Topics—Lecture/Seminar (1-4)
ArtH 494 Gallery and Museum Methods (4)
ArtS 382 Intermediate Monoprint (1-4)
ArtS 482 Advanced Monoprint (1-4)
ArtS 491 Art Lecture Series (1-3)
ArtS 498 Selected Topics—Studio (1-4)

Bachelor of Fine Arts

The B.F.A. degree is a 132-unit program requiring 70 units of course work in art. The B.F.A. degree differs from the B.A. degree in its requirements and rigor. The B.F.A. is often considered to be the degree of choice for students wishing to go on for additional graduate or professional study. It enhances the artist's opportunities to perform at a higher level and fulfills the need for additional artistic growth in an intensive studio situation. The B.F.A. affords time for concentrated work within a specific art emphasis (painting, photography, printmaking or sculpture).

Admission Requirements

Students may only apply during or after the spring semester of the sophomore year. Thereafter students may reapply as many times as desired. Applicants must meet university requirements for admission and must first be admitted to the bachelor of arts program. In addition, they must meet the following requirements to qualify for application to the program:

1. Students must complete all lower-division requirements in art; take lower-division courses before upper-division courses in area of emphasis; take Fundamentals 101/102, or equivalents, before any upper-division art course and before most lower-division art courses; maintain a 3.00 GPA in art, exclusive of GE courses; and complete all lower-division GE requirements by the end of the junior year.

2. To be considered for the B.F.A. 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 B.F.A. candidates. Applications will be reviewed in Spring semester for possible admission the following Fall semester, and in Fall semester for possible admission for the following Spring semester.

Bachelor of Fine Arts in Art

Studio Concentrations

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

The B.F.A. is comprised of a group of core courses representing minimum requirements for all areas of emphasis, plus course requirements in studio arts, art history, a B.F.A. seminar and an Exhibition/Portfolio course. Students accepted into the program decide on an area of emphasis from the following choices: painting, photography, printmaking or sculpture.

1. Throughout the B.F.A. program, candidates must maintain a 3.00 GPA in art and a high level of performance, and will be subject to review at all times. Advisors will direct students in their specific course of study based on regular portfolio and/or slide reviews.

2. To complete the program, candidates will meet all course work 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.

3. In order to receive the B.F.A. degree, students must complete 24 upper-division units in art in residence. (May be included within the university's unit residency requirement.)

Major Core Requirements
Freshman and Sophomore Years

Complete the following four courses:

ArtS 101 Art Fundamentals 3
ArtS 102 Art Fundamentals 3
ArtH 210 Introduction to Art History 3
ArtH 211 Introduction to Art History 3

Choose a combination of the following to total 4 units:

ArtS 202 Beginning Drawing (2-4)
ArtS 204 Beginning Life Drawing (2-4) 4

Total lower-division core units 16

Junior and Senior Years

Complete the following five courses:

ArtH 464 Modern Art from 1850to 1945 3
ArtH 465 Modern Art from 1945-1979 3
ArtH 466 Contemporary Art 3

ArtS 465 B.F.A. Seminar 3
ArtS 466 Exhibition/Portfolio 3

Choose any combination of the following to total 5 units:
ArtS 302 Intermediate Drawing (2-4)
ArtS 304 Intermediate Life Drawing (2-4)
ArtS 402 Advanced Drawing (2-4)
ArtS 404 Advanced Life Drawing (2-4) 5
Total upper-division core units 20

Areas of Emphasis

In addition to the major core requirements, each B.F.A. student must complete one of the following 34-unit concentrations:

Painting

Complete at least three courses from three different studio emphases (excluding painting and drawing) to total 6 units 6
ArtS 220 Beginning Painting 3

Complete 20 units in the following courses, including at least 8 units at the 400 level: 20
ArtS 320 Intermediate Painting (2-4)
ArtS 420 Advanced Painting (2-4)

Complete 5 units in intermediate and advanced auxiliary studio courses (may include 3 units of Advanced Monoprint or Advanced Pastel) ... 5
Total units in the emphasis 34

Photography

Complete at least three courses from three different studio emphases (excluding photography and drawing) to total 6 units 6
ArtS 208 Basic Black and White Photography 2-3

Complete at least 21 units from the following courses, including at least 8 units at the 400 level: 21
ArtS 308 Photographic Darkroom Processes (2-4)
ArtS 458 Photography Seminar (2-4)

Complete 5 units in intermediate and advanced auxiliary studio courses: 5
Total units in the emphasis 34

Printmaking

Complete at least three courses from three different studio emphases (excluding printmaking and drawing) to total 6 units 6
ArtS 245 Beginning Printmaking 2-3

Complete 20 units in the following courses, including a maximum of 12 units in any one printmaking area 20
ArtS 340 Intermediate Etching and Woodcut (2-4)
ArtS 440 Advanced Etching and Woodcut (2-4)
ArtS 342 Intermediate Lithography (2-4)
ArtS 442 Advanced Lithography (2-4)

Complete 5 units in intermediate and advanced auxiliary studio courses (one upper-division course in photography is recommended) 5
Total units in the emphasis 34

Sculpture

Complete at least three courses from three different studio emphases (excluding sculpture, ceramics, clay sculpture and drawing) to total 6 units 6
ArtS 236 Beginning Sculpture 2-3
ArtS 229 **or** 230 Beginning Ceramics or Clay 3

Complete 19 units in the following courses, including at least 8 units at the 400 level (may include 3 upper-division units in Ceramics or Clay Sculpture in addition to the 3 units required): 19
ArtS 336 Intermediate Sculpture (2-4)
ArtS 436 Advanced Sculpture (2-4)

Complete 3 units in Intermediate and Advanced Ceramics or Clay Sculpture 3
Total units in the emphasis 34
Total units in the major 70

Sample Four-Year Program for Bachelor of Arts in Fine Arts

Studio concentration, Painting emphasis

Freshman Year: 30 units

Fall Semester (15 units)	Spring semester (15 units)
ArtS 101 2-D Fundamentals (3)	ArtS 102 3-D Fundamentals (3)
ArtH 210 Art History (3)*	ArtH 211 Art History (3)
GE courses (9)	GE courses (9)

Sophmore Year: 32 units

Fall Semester (16 units)	Spring semester (16 units)
ArtS 202 Beg. Drawing (2)	ArtS 204 Beg. Life Drawing (2)
ArtS 220 Beg. Painting (2)	ArtS 245 Beg. Printmaking (2)
GE courses (12)	GE courses (12)

Junior Year: 33 units

Fall Semester (18 units)	Spring semester (15 units)
ArtS 320 Int. Painting (3)	ArtS 420 Adv. Painting (3)
ArtS 302 Int. Drawing (3)	ArtS 304 Int. Life Drawing (3)
ArtH 465 History of Modern Art (3)*	ArtH 465 History of Modern Art (1945-79) (3)
GE courses (6)	ArtS 236 Beg. Sculpture (2)
Other electives (3)	ArtS 497 Field Trip (1)
	GE courses (3)

* also counts for GE requirements

Senior Year: 31 units

Fall Semester (15 units)	Spring semester (16 units)
ArtS 420 Adv. Painting (3)	ArtS 420 Adv. Painting (3)
ArtS 404 Adv. Life Drawing (3)	ArtS 404 Adv. Life Drawing (3)
ArtS 402 Adv. Drawing (3)	ArtS 402 Adv. Drawing (3)
ArtS 382 Int. Monotype (3)	ArtH 466 Contemporary Art (3)
ArtS 492 Portfolio (3)	ArtS 495 Special Studies (3)
	ArtS 497 Field Trip (1)
Total units:	**126**

Minor in Art

Studio Concentration

Complete all of the following:
ArtS 101 Art Fundamentals 3
ArtS 102 Art Fundamentals 3
ArtH 210 Introduction to Art History **or**
ArtH 211 Introduction to Art History 3
Studio courses at any level 5
Upper-division studio courses 6
Total units in the minor 20

Studio Art Courses (ArtS)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule. Numbers in parentheses are course unit values and may vary from semester to semester; refer to class schedule for current unit offerings.

100 Introduction to Art (3)
Not offered every semester
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) / Fall, Spring
Basic design. A studio course in the study of form, color and composition in 2-dimensional art; rendering of 3-dimensional objects from observation using line and values, and principles of perspective. Basic requisite course for studio courses on the 200 level.

102 Art Fundamentals (3) / Fall, Spring
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. Laboratory fee payable at time of registration.

199 Student-instructed Course (1-4)
Please see current *Schedule of Classes* for details.

202 Beginning Drawing (2-4) / Fall, Spring
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.

204 Beginning Life Drawing (2-4) / Fall, Spring
An introductory studio course in drawing from nature, including the human figure. Basic problems in dealing with the figure as subject matter.

206 Beginning Pastel (2-4)
A studio course to introduce beginning students to problems in hard, soft, and oil pastel drawing. Directed problems including still life, landscape, and work from imagination.

208 Basic Black and White Photography (2-4)
Fall, Spring
A studio introduction to basic photographic processes, including lecture/discussion, reading, lab work and critique. Covers handling the camera; previsualization; history; exposure control; perceiving and working with light; roll film processing; print enlarging and finishing for presentation; balancing technique and individual creativity. Lab fee payable at time of registration.

220 Beginning Painting (2-4) / Not offered every semester
Studio course in painting in a variety of media, with primary concentration in oil. Directed problems. Work from imagination, still life, and the figure. Group and individual criticism. Prerequisite: previous or concurrent enrollment in ART 101.

229 Beginning Ceramics (2-4) / Fall, Spring
A studio course in learning to throw on the potter's wheel. Glazing and firing. Laboratory fee payable at time of registration. Prerequisite: previous or concurrent enrollment in ART 102.

230 Beginning Clay Sculpture (2-4) / Fall, Spring
A studio course on the properties of clay, fabrication, firing and finishing techniques, and mold making. Laboratory fee payable at time of registration. Prerequisite: previous or concurrent enrollment in ART 102.

236 Beginning Sculpture (2-4) / Fall, Spring
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 payable at time of registration. Prerequisite: ART 102.

238 Beginning Papermaking (1-4)
Not offered every semester
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-formed cellulose sculpture. Laboratory fee payable at time of registration. Prerequisite: previous or concurrent enrollment in ART 101.

245 Beginning Printmaking (2-4) / Fall, Spring
A studio course introducing the student to a variety of printmaking media, which may include etching, lithography, silkscreen, woodcut, linocut, and papermaking. Lecture, demonstration, and laboratory work, which may include proofing, printing, and a small edition. Laboratory fee payable at time of registration. Prerequisite: ART 101.

282 Beginning Monoprint (2-4)
A studio course focusing on the creation of single and multiple images derived from a variety of original sources which may include painting, hand painted prints, collagraphs, chine collé and multiple manipulated prints. Laboratory fee is payable at time of registration. 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 (2-4) / Fall, Spring
Directed problems in drawing for the intermediate student. Work from imagination or nature. Prerequisite: ART 202 or 204.

304 Intermediate Life Drawing (2-4) / Fall, Spring
A workshop in drawing the human figure for students who have fulfilled the beginning drawing prerequisite or are at intermediate skills levels. Group and individually directed special problems, related to drawing the live model. Prerequisite: ART 204.

306 Intermediate Pastel (2-4) / Not offered every semester
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. Prerequisite: ART 202.

308 Photographic Darkroom Processes (2-4)
Fall, Spring
A process course with individualized development of photographic skills and theory. Concentration on print quality, including zone system. Familiarization with papers, films, and developers. Various processes expanding upon black and white technology and darkroom experimentation. Laboratory fee payable at registration. Prerequisite: ART 208 or consent of instructor, based on portfolio review.

320 Intermediate Painting (2-4) / Fall, Spring
A studio course on the intermediate level in painting. Directed and individual problems. Group and individual criticism. Prerequisite: ART 220.

329 Intermediate Ceramics (2-4)
Not offered every semester
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 (2-4) / Fall, Spring
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 (2-4) / Fall, Spring
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)
Not offered every semester
A studio course continuing with techniques explored in the beginning class. More emphasis on individual instruction, development of personal style. Up to 3 upper-division units may be applied to printmaking or to sculpture emphasis. Laboratory fee payable at time of registration. Prerequisite: ART 238.

340 Intermediate Etching and Woodcut (2-4)
Fall, Spring
A studio course on the intermediate level in various printmaking aspects, including woodcut, linocut, embossing, engraving, collagraph, photo-engraving, monotype, and etching. Laboratory fee payable at time of registration. Prerequisite: ART 245.

342 Intermediate Lithography (2-4) / Fall, Spring
Continued studio work at the intermediate level in lithographic methods, including color technology and conceptual development. Lecture, demonstration, and studio work. Laboratory fee payable at time of registration. Prerequisite: ART 245.

382 Intermediate Monoprint (1-4)
Not offered every semester
An intermediate studio course emphasizing single and multiple images derived from a variety of original sources, including painting, hand-painted prints, collagraphs, chine 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)
Fall, Spring
Student-directed creative activities in behalf of nearby off-campus community agencies. One to 4 units of credit, based on 30 hours of contributed effort per unit per semester. Art education assistance and selected private enterprises. Six CIP units may be applied toward a degree. Prerequisite: prearranged program with community host-sponsor and consent of instructor.

399 Student-instructed Course (1-4)
Please see current *Schedule of Classes* for details.

402 Advanced Drawing (2-4) / Fall, Spring
Independent work from imagination or nature for the advanced student. Can be arranged as correlative drawing problems done in conjunction with advanced studio projects in area of emphasis. May be repeated for up to a maximum of 12 units. 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 (2-4) / Fall, Spring
An advanced studio life drawing class with directed special problems related to drawing the live model, and to drawing from nature. May be repeated for up to a maximum of 12 units. Prerequisite: ART 304.

406 Advanced Pastel (2-4) / Not offered every semester
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. Prerequisite: ART 306.

420 Advanced Painting (2-4) / Fall, Spring
Continued studio work in painting in oils and/or acrylics. May be repeated for credit up to a maximum of 12 units. Prerequisite: ART 320.

429 Advanced Ceramics (2-4) / Fall, Spring
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 (2-4) / Fall, Spring
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 (2-4) / Fall, Spring
Studio and field work with a maximum of self-direction. 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)
Not offered every semester
A studio course with continued emphasis on development of personal style 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 (2-4) / Fall, Spring
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 (2-4) / Fall, Spring
Advanced studio work in the lithography medium. Work with images on stone or metal plates involving black and white and some color processes, printing of limited editions and single proofs. Lecture, demonstration, and laboratory work. May be repeated for credit up to a maximum of 12 units. Laboratory fee payable at time of registration. Prerequisite: ART 342.

458 Photography Seminar (2-4) / Fall, Spring
A seminar with emphasis on critiques in conjunction with darkroom work done outside class. Objective is to explore student's vision as creative resource. Students individually contract work to be presented in final portfolio or slide presentation. Laboratory fee required. Prerequisites: ART 208 and two semesters of 308 or consent of instructor, based on portfolio review.

465 B.F.A. Seminar (1-3) / Fall, Spring
A studio seminar class designed specifically for B.F.A. students. Advanced topics in art and aesthetics will be examined through selected readings, writing and discussion. In-depth critiques of each student's work will be held. B.F.A. students only.

466 Exhibition/Portfolio (B.F.A.) (3) / Fall
Professional issues will be addressed in the preparation and presentation of a B.F.A. exhibition which will be reviewed and critiqued by the studio faculty. Students will be expected to give an oral defense of their work, prepare a statement, a slide portfolio, and a curriculum vitae in preparation for graduation. B.F.A. students only.

482 Advanced Monoprint (1-4)
Not offered every semester
An advanced studio course emphasizing single and multiple images derived from a variety of original sources, including painting, hand-painted prints, collagraphs, chine 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 Exhibition/Portfolio (B.A.) (3) / Fall
Professional issues will be addressed in the preparation and presentation of a portfolio of student work. They will be expected to give an oral defense of their work, prepare a statement, a slide portfolio, and a curriculum vitae in preparation for graduation.

495 Special Studies (1-4)
For upper-division art majors only. Consult department faculty in your area of emphasis. The university contract form with required signatures of student, instructor, faculty advisor, and department chair must be completed before registering for special studies units. Not applicable to thartrt major or minor.

496 Directed Field Research Experience (1)
Travel to galleries and museums in various North American cities. Individual and group participation required. Destinations vary; consult semester schedule for specifics. May be repeated and may be applicable to requirements in the major. Fee required at time of registration. Prerequisites: major status and advanced standing or consent of instructor.

497 Directed Field Research Experience (1)
Travel to various destinations, which vary depending on type of field research being offered; consult semester schedule for specifics. May be repeated and may be applicable to requirements in the major. Students will be responsible for a field research project(s), based on the trip. Fee required at time of registration. Prerequisites: major status and advanced standing or consent of instructor.

498 Selected Topics in Art Studio (1-4)
A studio course dealing with intensive study of a particular art topic, which may vary 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. A-F and Cr/NC.

595 Special Studies (1-4)
Prerequisite: graduate standing and consent of instructor.

Teaching Credential Preparation

The art major with a studio concentration generally fulfills the California Commission for Teacher Preparation and Licensing guidelines for the Single Subject Credential. For the Multiple Subject (elementary) Credential students must pass the general knowledge portion of the National Teachers Examination. EDUC 444 is required of candidates for the Single Subject Credential, and EDUC 444 is recommended for Multiple Subject Credential students. Students interested in a teaching career are encouraged to consult with coordinators in the art department as well as the education department with reference to legally required education courses, along with field experience, leading to graduate or second degree studies in art and education with a teaching credential.

The public school art instructor usually is expected to possess a vast range of aptitudes in 2- and 3-dimensional art forms, materials and techniques, and have a strong sense of the conceptualization and philosophies for art education for younger learners. A broadly based studio arts, art history and education department course work program, including field experience in a concurrent pattern, is recommended after arrangements are made with both the art department and the education department. For further information, please see pages 109-110. Contact departmental advisors, and review the university's special bulletin on Programs in Teacher Education.

Students seeking the Multiple Subject Credential may also wish to pursue a minor in applied arts (please see page 46).

Career Minor in Arts Management

The career minor in arts managment provides students of the arts with education, training, and experience in the practical, business side of their fields. Art majors completing this career minor will be in much stronger positions to find work and support themselves in fields within or closely related to their majors. The arts managment career minor, combined with a minor in art history or art studio, also serves the needs of business administration majors who wish to specialize in the arts.

Internships are available at local and regional art galleries, museums, non-profit organizations and other groups which provide services for artists. Please see page 79 for a description of the arts managment minor program.

Astronomy

Department Office
Darwin Hall 121, 707 664-2119
http://yorty.sonoma.edu

Department Chair
Saeid Rahimi

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

Program offered

Minor in Astronomy

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 B.S. 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 two telescopes, a 14-inch Schmidt-Cassegrains and a 10-inch Newtonian with auxiliary instrumentation for CCD imaging, photoelectric photometry, photography and spectroscopy. The Newtonian is computer controlled. The observatory 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)

Classes are offered in the semesters indicated; if not indicated, please refer to the class schedule.

100 Descriptive Astronomy (3) / Fall, Spring
Lecture, 3 hours. Historic astronomy, Newton's Laws, gravitation, atomic structure, light, and telescopes. The solar system, space flight, stars and stellar evolution, interstellar matter, star clusters, galaxies, the universe. A survey designed primarily for non-science majors. Satisfies GE, category B1 or B3 (Physical Sciences).

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.

303 Extraterrestrial Intelligence and Interstellar Travel (3) / Fall
Lecture, 3 hours. A largely descriptive survey. Theories of the origin of life; conditions for extraterrestrial intelligence; problems of communication; space flight and interstellar travel. Satisfies GE, category B3 (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.

350 Cosmology (3) / Spring
Lecture, 3 hours. A largely descriptive survey. Theories of the universe, as advocated by the Greeks, Newton, Einstein, Lemaître, 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, nucleosyn thesis 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 astronomy 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.

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, Spring
The department of physics and astronomy encourages independent study and considers it to be an educational undertaking. Students wishing to enroll for special studies are required to submit to their supervising faculty members proposals which outline their projects and exhibit specific plans for their successful completion.

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 125, 707 664-2189

Department Chair
Colin O. Hermans

Faculty
James L. Christmann, J. Hall Cushman, Elizabeth P. Dahlhoff, Donald J. Farish, David F. Hanes, Colin O. Hermans, John D. Hopkirk, Chris K. Kjeldsen, Philip T. Northen, Charles F. Quibell, Murali C. Pillai, Nathan E. Rank, Anne B. Swanson, Eileen Thatcher

Biology is the study of life in all its forms. Such study may emphasize particular life forms, such as birds in ornithology or bacteria in bacteriology; particular levels of organization such as macromolecules in molecular biology, organs and organ systems in animal physiology, or ecosystems in ecology; or techniques such as a microscopy or computer modeling.

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), algae, fungi, 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, immunofluorescence 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

Each biology major may select, in consultation with his/her advisor, one of the following concentrations for a B.A. or B.S. degree. Upon completion of specified course work, that concentration will be designated on the transcript and diploma. Students should contact the biology department for specific requirements.

Bachelor of Arts	Bachelor of Science
Botany	Aquatic Biology
Marine Biology	Cell Biology
Medical Laboratory Technology*	Ecology
Microbiology	Physiology — Animal
Zoology	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 B.A. degree in biology. Contact the biology department for copies of specific advisory plans.

Aquatic Biology and Water Quality
General Biology
Molecular Biology
Pre-Dentistry
Pre-Genetic Counseling
Pre-Medical
Pre-Pharmacy
Pre-Veterinary
Park Naturalist
Teaching Credential

M.A. 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	B.A. units	B.S. 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**

Sample Four-Year Program for Bachelor of Arts in Biology

Freshman Year: 28-34 units

Fall Semester (14-17 units)	Spring Semester (14-17 units)
ENGL 101 (3)	PHIL 101 or 200 (3)
BIOL 115 (3)	BIOL 116 or 117 (4)
MATH GE* (3-4)	CHEM 115A/116A (5)
Electives[1,2] (5-7)	Electives[1,2] (2-5)

Sophomore Year: 28-34 units

Fall Semester (14-17 units)	Spring Semester (14-17 units)
CHEM 115B/116B (5)	UNIV 200 (3)
BIOL 117 or 116 (4)	BIOL 215 or 218 (3-4)
Electives[1,2] (5-8)	Electives[1,2] (2-5)

Junior Year 30-36 units

Fall Semester (15-18 units)	Spring Semester (15-18 units)
Complete Written English Proficiency Test after completing a total of 60 units (ENGL 101, and PHIL 101 or 200, and UNIV 200)	
Two BIOL core UD courses (8)	Two BIOL core UD courses (8)
BIOL 390# (1)	BIOL 390* (1)
Electives[3] (6-9)	Electives[3] (6-9)

Senior Year:

Complete BIOL with electives to a total of 28 upper-division units with 11 units (or 13 if BIOL 390 not taken).

Complete general education requirements to a total of 51 units, including enthic studies (9 of which must be upper division).

Complete total-unit requirements for B.A. degree, minimum 124[4].

* MATH 161 Calculus, or MATH 165 Statistics, are recommended.

[1] Electives should include at least one lower-division (100-299) GE course each semester. Electives may include additional physical science and mathematics.

[2] Unit total per semester should average approximately 16 throughout all eight semesters (8 x 16 = 128) to complete the degree requirements in four years. Depending on student preparation and interests, the appropriate electives in any one semester may not bring the total to exactly 16.

[3] Electives may now include some upper-division BIOL electives as well as upper-division (300-499) GE courses. After accumulation of 60 units total, each student is required to complete a total of 9 units of upper-division general education.

[4] Before or during Fall semester of the fourth year, all students planning to graduate that academic year must formally apply to graduate. With their advisor, they will complete the biology requirements form and list any remaining required courses they must complete to graduate.

It is recommended that all biology majors enroll in Biology Colloquium (BIOL 390), although it is not a required course. It may be taken as many semesters as you wish, but only 2 units may be applied in the major.

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	115AB/116AB	General Chemistry (10 units, 6 applied in GE)	4
BIOL	115	An Introduction to Biology (3 units, applied in GE)	
BIOL	116	General Botany	4
BIOL	117	General Zoology	4
BIOL	215	Introduction to Molecular Biology	3
or			
BIOL	218	General Microbiology	4
Total units in lower-division core			**15-16**
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.

BIOL 116, 117 and 215 or 218 should be completed before taking any upper-division course. BIOL 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 BIOL 215 and/or one 300-level course for which you have the prerequisites while completing the other.)

BIOL 116 and 117 prerequisite for (completion of both or completion of one and concurrent enrollment in the other):
BIOL 215, 300, 330, 336, 337, 338, 339, 350, 355, 360, 370.

BIOL 215 or 218 prerequisite for:
BIOL 320, 324, 325, 334, 340, 372, 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

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 Biology (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 Developmental Biology (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, 311, 312, 318, 332, or 385.

Total units in major electives 13

Total biology units in the major 40

Bachelor of Science in Biology

Compared to the B.A. program, the B.S. 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 B.S.. The lower-division core is structured so that switching between the B.A. and B.S. programs during the first two years will not cause a delay in completing either degree.

Lower-Division Core

Identical to the B.A. 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 Biology 4
BIOL 340 Bacteriology **or**
BIOL 383 Virology 3-4
BIOL 480 Immunology 3
BIOL 480L Immunology Laboratory 2
BIOL 544 Advanced Cell Biology **or**
BIOL 585 Recombinant DNA Lab **or**
BIOL 372 Developmental Biology 4
Additional upper-division biology courses 7-8

* Classes with which 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 Plant Ecology* **or**
BIOL 575 Animal Behavior* 4
Additional upper-division biology courses 8

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 two 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 B.S. degree.

MATH 161 Calculus (4 units; 3 in GE) 1
MATH 165 Statistics 4
CHEM 115AB/116AB 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 BIOL 496 Senior Research 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

At least three of the following courses:

BIOL 115 An Introduction to Biology (3)
BIOL 116 General Botany (4)
BIOL 117 General Zoology (4)
BIOL 215 Introduction to Molecular Biology (3) **or**
BIOL 218 General Microbiology (4)

Total units in minor core 10-12

Minor Electives

Choose additional upper-division biology courses to total a minimum of 20 units. A maximum of 3 units of BIOL 308, 309, 311, 312, 318, or 332; and a maximum of 1 unit of BIOL 390 may be applied to the minor. 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) 8-10

Total units in the minor 20

All courses applied to the biology minor must be taken under the traditional grading mode (A-F), BIOL 390 excepted.

Secondary Education Teaching Credential Preparation in Life Science

At present there are two ways in which biology majors may work toward a secondary teaching credential. The biology department continues to offer a Life science option in the teacher preparation program in science, but only to students who have taken at least one course from the approved Life Science Waiver Program at Sonoma State University prior to January 1995. For these students, completion of a B.A. in biology at Sonoma State University and passage of a comprehensive examination administered by the biology department certifies subject matter competence required for entry into a teaching credential program and exempts them from taking the subject matter examinations required by the California Commission on Teacher Credentialing. Individuals in this option must complete the Life Science Teacher Preparation program by January 1998.

Biology students who did not take a course from the approved Life Science Waiver Program prior to January 1995 must demonstrate competence in the natural sciences by passing the subject matter examination required by the California Commission on Teacher Credentialing. One part of the examination will test breadth of knowledge in biology, chemistry, physics, astronomy and geology. Another part of the examination will test depth of knowledge in a particular area, such as biology. The bachelor of arts degree in biology is recommended to prepare for the part of the examination that tests depth of knowledge in biology. For recommended course selection to help prepare for the part of the examination that tests breadth of scientific knowledge, please see page 269.

For further information, contact the biology department office, Darwin Hall 125, 707 664-2189.

Master of Arts In Biology

The M.A. 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

Application and transcripts are mailed 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 3.00 GPA in the last 60 units attempted. Applicants must submit scores from the GRE Aptitude and the Biology Subject Exams plus two letters of recommendation to the graduate advisor, department of biology. Formal acceptance into the program requires advancement to candidacy, for which students apply after beginning graduate study. This standing requires that students have approval by a three-person Faculty Advisory Committee and have passed an oral qualifying exam.

Biology Courses (BIOL)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

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, 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. Please see the Credit by Examination section of this catalog (pages 282-283) for more information.

115 An Introduction to Biology (3) / Fall, Spring

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, Spring

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, Spring / Cushman, 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, Spring / Dahlhoff, Hermans, Hopkirk, Northen, Rank

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.

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

215 Introduction to Molecular Biology (3)
Fall, Spring / Christmann, Pillai, Swanson
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.

218 General Microbiology (4)*
Fall, 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)* / Fall or Spring/ Gale
Lecture, 3 hours; laboratory, 3 hours. Survey of the body systems. Designed for pursuing careers in the allied health professions. Not applicable to the biology major. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences) and GE laboratory requirement. Prerequisite: previous or concurrent enrollment in BIOL 115.

224 Human Physiology (4) / Fall or Spring / Dahlhoff
Lecture, 3 hours; laboratory, 3 hours. An integrated examination of the human body as an efficient system maintained by a complex of interacting, homeostatic mechanisms. Includes fundamental principles of function of major organ systems. Designed for those pursuing careers in the allied health professions. Not applicable to the biology major. Satisfies GE, category B3. Prerequisite: BIOL 115. CHEM 115AB/116AB or 105A strongly recommended.

300 Ecology (4)* / Fall / Cushman, Northen, Rank
Lecture, 3 hours; laboratory and field, 3 hours. A current overview of this field, with in-depth coverage of ecology at the population, community and ecosystem level. Emphasis on diverse taxa and habitats, hypothesis testing, and data collection and analysis. Prerequisites: BIOL 116 and 117 (or completion of one of these courses and concurrent enrollment in the other). MATH 165 is recommended.

303 Natural History of the North Bay Region (3)*
Fall
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 toxicants and living organisms; categories of toxicological activity; toxicological evaluation and environmental monitoring; and governmental regulations and procedures. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: BIOL 115.

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.

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, James
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
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
Lecture, 2 hours; laboratory and field, 3 hours. A 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
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, Spring / Christmann, Rank
Lecture, 3 hours; laboratory, 3 hours. Principles of heredity, including topics in classical and molecular genetics, cytogenetics and population genetics. Prerequisite: BIOL 215 or 218.

324 Animal Physiology (4)* / Fall, Spring / Hanes, Pillai
Lecture, 3 hours; laboratory, 3 hours. Principles and concepts of animal function, with emphasis on cellular and biochemical/molecular bases of physiological activities in tissues and organ systems, environmental adaptations, and comparative homeostatic mechanism. Prerequisite: BIOL 215 or 218.

325 Cell Biology (4)* / Spring / Pillai
Lecture, 3 hours; laboratory, 3 hours. An introduction to structural and molecular organization of eukaryotic cells and tissues. Specific topics will represent the central core of cell biology and are concerned mainly with those properties that are common to most eukaryotic cells. Prerequisite: BIOL 215 or 218.

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

330 Plant Taxonomy (4)* / Spring / Quibell
Lecture, 2 hours; laboratory and field, 6 hours. An introductory course in plant taxonomy with emphasis on the California flora. One two-day and two one-day weekend field trips. 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 or 218.

335 Nonvascular Plant Morphology (4)*
Fall / Kjeldsen
Lecture, 3 hours; laboratory, 3 hours. A comparative study of the morphology of photosynthetic prokaryotes, algae, fungi and bryophytes, emphasizing morphological development, functional adaptation and evolution. Prerequisite: BIOL 116 and 117 (or concurrent enrollment in BIOL 117).

336 Vascular Plant Morphology (4)*
Alternate Spring, odd 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 Spring, even 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 or 218.

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

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 / Cushman, Rank
Lecture, 2 hours; laboratory and field, 6 hours. A comprehensive foundation in the biology of insects, with emphasis on ecology, behavior, evolution, and systematics. Emphasis on the diagnostic features of insects and their major orders. Prerequisites; BIOL 116 and 117 (or completion of one of these course and concurrent enrollment in the other).

360 Natural History of Vertebrates (4)*
Fall / Hopkirk
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 or Spring / Hopkirk
Lecture, 2 hours; laboratory, 6 hours. Evolutionary development of vertebrate structure. Prerequisites: BIOL 116 and 117 (or concurrent enrollment in BIOL 116).

372 Developmental Biology (4)* / Spring / Pillai
Lecture, 3 hours; laboratory, 3 hours. Patterns of animal development. This course is designed to provide students with a comprehensive appreciation of the developmental process, presenting detailed descriptions of developmental mechanism along with a conceptual framework for understanding how development occurs. Prerequisites: BIOL 215 or 218. (BIOL 325 recommended).

380 Principles and Problems in Human Nutrition (4)
Fall or Spring
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 or 218.

385 Contemporary Issues in Biology (3) / Fall, Spring
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, Spring
Lecture, 1 hour. A series of lectures by faculty, master's degree candidates and invited guests on current research and contemporary issues in biology. All majors and graduate students are encouraged to enroll each semester, although no more than 2 units are applicable to the biology major. Cr/NC only.

395 Community Involvement Program (1-4)
Fall, Spring
CIP involves students in basic community problems related to biology—performing such tasks as tutoring, reading to the blind, service to local, county and state agencies, and service as teacher aides to elementary schools. Students receive 1-4 units depending on the specific task performed. A total of 6 units of CIP credit may be applied toward a degree. 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 medicines, abused drugs, commercial poisons and toxins produced by plants and animals. Prerequisites: BIOL 224 or 324, 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
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 or Spring / 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 218, or 215 and 340.

482 Parasitology (4)* / Alternate Spring, odd years
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 or 218.

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 or 218.

495 Special Studies (1-4)*
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 B.S. degree (2)*
Fall, Spring
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)*
Intensive study of biological topics, which will vary from semester to semester. May be repeated for credit and may be applicable to the requirements for a major in biology. Prerequisite: consent of instructor.

498 Biology Practicum (1-4) / Fall, Spring
Application of previously studied theory through supervised instructional work experience in biology. Intended for professional growth. 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, Spring
Work that provides training in the use of biological skills in the community. Requires written agreement by students, faculty sponsor, on-the-job supervisor and field experience coordinators; please see department office for details. May be repeated for up to 8 units of credit; 3 hours per week for each unit. Cr/NC grading only. Not applicable to biology major.

Graduate Courses

500A-D Graduate Seminar Series (1) / Fall, Spring
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 Spring, even years / Dahlhoff, Kjeldsen
Lecture, 2 hours; laboratory and field, 6 hours. An overview of current topics in marine ecology and marine physiological ecology, with emphasis on integration of interactions between the physiological, population, and community levels. Extensive focus on field or laboratory research projects that emphasize experimental design, data analysis, and presentation of data. Prerequisites: BIOL 300 and either BIOL 338 or 350.

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

502 Plant Ecology (4)*
Alternate Spring, odd years / Cushman
Lecture, 2 hours; laboratory and field, 6 hours. A current overview of plant ecology and plant-animal interactions, with coverage of these topics at the population, community and ecosystem level. Extensive focus on research projects that emphasize hypothesis testing, data analysis, and oral and written presentation of results. Prerequisites: BIOL 300 and MATH 165. BIOL 330 and 334 recommended.

510 Selected Topics in Biology (2-4)*
Intensive study of biological topics, which will vary from semester to semester. Prerequisites: adequate undergraduate preparation in the topic under consideration and graduate or last-semester-senior standing with consent of instructor.

516 Biogeography (4)*
Alternate Fall / Cushman, Northen
Lecture, 2 hours; laboratory and field, 6 hours. Overview of the field of biogeography. Geographic distribution of organisms in terms of the geologic, evolutionary, and ecological processes that have caused these patterns. 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 Advanced Cell Biology (4)*
Alternate Fall, odd years / Pillai
Development and applications of major concepts in modern cell biology. Specific topics will include membrane structure and properties, metabolic pathways and physiology of energy conversion, cell signaling and principles of intercellular communication, cell-cycle dynamics and macromolecular regulation of cell division. Prerequisite: BIOL 325 and 334 or 324.

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)*
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
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 M.A. degree in biology, and consent of instructor.

598 M.A. Essay Examination (4) / Fall
Independent study and consultation with biology faculty in preparation for the M.A. Essay Examination. (Please see "M.A. Degree in Biology—Policies and Procedures" and "M.A. Essay Exam—Pool Questions" available in the biology department office.)

599 M.A. Thesis (1-3)*
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.

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

Business Administration

Programs offered

Bachelor of Science in Business Administration
Minor in Business Administration
Advanced Management Certificate
Master of Business Administration
Master of Arts in Organizational Development (with the Department of Psychology)
Additional Professional Business Programs

Department Office
Stevenson Hall 2042, 707 664-2377
http://www.sonoma.edu/university/business.html

Department Chair
Duane Dove

Academic Advisor
Susan Miller

Faculty
Chester Allen, Sherri C. Anderson, Michael Baldigo, Lawrence Clark, T.K. Clarke, Duane Dove, Saul Eisen, Robert Girling, Ahmad Hosseini, George Johnson, Wingham Liddell, Wallace Lowry, Philip McGough, Debra Moody, Jamal Munshi, Linda Nowak, Joyce Oakley, Brenda Ponsford, Sandra Schickele, Samuel Seward, 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 core of course requirements and a broad range of fields of concentration. All majors take core requirements and select concentrations based on individual interest and career plans. The fields of concentration include: accounting, business economics, finance, muman resource managment, international business, managment, marketing and a special concentration designed by the student with the approval of a faculty advisor and the department chair.

The master of business administration degree is intended to prepare graduates for positions of leadership in organizational settings in both the private and public sectors.

The masters of arts in psychology: organizational development. The department of business administration cooperates with the psychology department in support of the organization development program. This program provides advanced preparation for people interested in professional practice in organizational settings. It emphasizes development of competence in emerging models of leadership consultation, and organizational change.

Advising

The department maintains an active advising function and employs a full-time academic advisor. In addition, every full-time faculty member actively advises students, especially on matters relating to the business major and careers. Students should consult with the academic advisor on matters regarding general education, university requirements, the pre-major program and routine major issues. Early contact with a faculty advisor is essential, and is required for upper-division major requirements, including concentration matters.

Bachelor of Science in Business Administration

This is a 128-unit program arranged in several components:

Degree Requirements	**units**
General Education	51
Take ECON 201A in Area D5	
Take MATH 131 **or** MATH 161 in B4	
Non-General Education Prerequisites	4
Take ECON 201B	
Business Administration Requirements	59
Unrestricted Electives	14
Total units needed for graduation:	**128**

Pre-Business Administration Program

The pre-business administration program consists of lower-division courses (those numbered below 300) in business, economics and mathematics that must be completed prior to enrollment in business courses numbered **300 and above**. All business administration majors must demonstrate computer competency prior to taking statistics BUS 211 or principles of accounting BUS 230A, or any upper-division CORE class. Computer competency may be demonstrated by examination or by taking CIS 101, BUS 219 or a substitute approved by the department. **The Pre-Business Administration Program must be completed with a letter grade of at least C- in each course, and an overall GPA of 2.00 in those courses.** Upon completion of the program, students must file a change of status form in the department to declare their qualification for the business administration major.

Pre-Major Courses

ECON 201A Introduction to Macroeconomics (4)
ECON 201B Introduction to Microeconomics (4)
MATH 131 Introduction to Finite Mathematics (3) **or**
MATH 161 Calculus (4)

Lower-Division Business Core

BUS 211 Managerial Statistics (4) **or**
ECON 317 Applied Statistics in Bus & Econ (4)
BUS 225 Legal Environment of Business (4) **or**
ECON 388 Economics and the Law of Regulation (4)
BUS 230A Principles of Accounting (3)
BUS 230B Principles of Accounting (3)

Upper-Division Business Core

BUS 316 Production/Operations Management (4)
BUS 320 Information Technology Management (4) **or**
BUS 334 Accounting Information Systems (4)
BUS 350 Management (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 38

Transfer majors may complete core requirements with fewer than 38 units. In this event business electives must be taken to complete the 59 unit major requirement.

Concentrations: 16 - 21 units

To complete the major, select courses from the following concentrations. Appropriate courses from majors such as psychology, sociology, public administration, environmental studies, etc., may be substituted in a concentration with the approval of the concentration advisor, the department chair and the dean of the school.

Electives in Major

Students may have as many as 5 elective units in the major depending on the number of units in their concentration. Electives may include BUS 292, 296, 388, 466, 495, 499 or other upper-division business course from any concentration. Business administration students also have an additional 14 units of unrestricted electives in the B.S. degree.

Total units in the major 59

Concentration Advisors

Accounting: Anderson, Baldigo, Hosseini, Lowry, Oakley, Taylor
Business Economics: Benito, Hayes
Finance: Allen, Munshi, Schickele
Human Resource Management: Dove, Eisen, Moody
International Business: Baldigo, Girling
Management: Johnson, Seward, Wright
Marketing: Clarke, Nowak, Ponsford, Wright
Special: Liddell, Wright, McGough

Accounting Concentration: 19 - 21 units

Six courses are required. Prepares students for management-level accounting positions in business, government or public accounting. Specialized courses are offered in financial accounting, cost accounting, auditing and taxation. For an accounting concentration, at least 14 units or four upper-division accounting courses must be taken at SSU.

BUS 232 Introduction to Accounting Cycle (1)*
(May be taken concurrently with BUS 230B; may be waived by a designated accounting instructor)

Select at least five courses:
BUS 330A Intermediate Accounting (4)
BUS 330B Intermediate Accounting (4)
BUS 426 Business Law (3)
BUS 430 Advanced Accounting (4)
BUS 433A Individual Taxation (4)
BUS 433B Corporation and Estate Taxation (4)
BUS 434 Auditing (4)
BUS 435 Cost Accounting (3)
* Required

Business Economics Concentration: 16 units

Four courses are required. The business economics concentration provides courses in macro- and micro-economics 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.

ECON 303 International Economics (4)
ECON 318 Managerial Economics (4)
ECON 319 Intro to Computer Applications and Forecasting (4)
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: 16 units

Five courses are required. The concentration prepares the student for a career in financial management, financial analysis and planning, investment banking or insurance.

BUS 377 Financial Institutions (3)*
BUS 470 Managerial Finance (3)*
BUS 471 Financial Planning Strategy (3)*
BUS 472 Investments (4)*

Select at least one course:
ECON 375 Money and Banking (3)
BUS 385 Special Topics (as relevant 1-3)
BUS 473 International Finance (3)
BUS 474 Computer Applications in Finance (3)
* Required

Human Resources Management Concentration: 17 - 18 units

Five courses are required. The concentration prepares 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. Global aspects of management are included.

BUS 340 Survey of Human Resource Management (4)*
BUS 344 Organizational Behavior (4)*
BUS 446 Government Regulation of Human Resources (3)*

Select at least two courses:
BUS 385 Special Topics (as relevant 1-3)
BUS 391 Cross-Cultural Communication and Negotiation (3)
BUS 441 Recruitment, Selection and Performance Appraisal (3)
BUS 442 Training and Development (3)
BUS 447 Labor Relations (3)
BUS 452 Leadership in Organizations (3)
BUS 455 Conflict Management and Alternative Dispute Resolution (3)
BUS 458 Seminar in Systems Management (4)
* Required

International Management Concentration: 17-19 units

Five courses are required. The international business concentration requires demonstration of foreign language proficiency. Students must complete the second year of a foreign language at the university level or pass Level 3 of the Foreign Service Foreign Language examination to demonstrate proficiency. The concentration prepares students for careers in international management and trade.

BUS 393 Introduction to International Business (4)*
BUS 394 International Business Strategy (4)*

Select at least three courses:
BUS 368 International Marketing (3)
BUS 391 Cross Cultural Communication and Negotiation (3)
BUS 385 Selected Topics (as relevant 1-3)
BUS 473 International Finance (3)
ECON 303 International Economics (4)
ECON 403 Seminar in International Economic Development (4)
* Required

Students should select electives and general education courses from the global studies program.

Management Concentration: 17 units

Five courses are required. The concentration in managment prepares students for entry-level management positions and focuses on developing the primary skills that support efficient utilization of people, equipment and capital.

BUS 340 Survey of Human Resources (4)*
BUS 344 Organizational Behavior (4)*

Select at least three courses:
BUS 352 Organizational Theory (3)
BUS 354 Applied Business Analysis (3)
BUS 385 Special Topics (as relevant 1-3)
BUS 391 Cross Cultural Communication and Negotiation (3)
BUS 417 Management of Services (3)
BUS 447 Labor Relations (3)
BUS 451 Entrepreneurship/Small Business (3)
BUS 452 Leadership in Organizations (3)
BUS 453 Small Business Consulting (4)
BUS 455 Conflict Management and Alternative Dispute Resolution (3)
* Required

Marketing Concentration: 18-19 units

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

BUS 367 Consumer Behavior (4)*
BUS 462 Marketing Research (4)*
BUS 469 Marketing Management (4)*

Select at least two courses:
BUS 366 Retail Management (3)
BUS 368 International Marketing (3)
BUS 385 Special Topics (as relevant 1-3)
BUS 461 Promotion Management (3)
BUS 463 Sales Management and Personal Selling (3)
BUS 465 Wine Marketing (3)
BUS 468 Marketing Decision Making (3)
BUS 451 Entrepreneurship/Small Business (3)
BUS 453 Small Business Analysis (4)
* Required

Special Concentration: 15 units

Select at least five courses from concentrations listed above. For those students who do not wish to select one of the concentrations listed above, a minimum of 5 classes 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.

Sample Four-Year Program for Bachelor of Science in Business Administration

Freshman Year: 32-34 units

Fall Semester (16-18 units)	Spring Semester (16 units)
English Composition (A2) (3)	Critical Thinking (A3) (3)
Biology (3) lab (1) (B2) (3-4)	GE (3)
MATH 131 or 161 (B4) (3-4)	GE(3)
ECON 201 A or B (D5) (4)	ECON 201A or B (4)
BUS 219 (3)	GE(3)

Sophomore Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
BUS 211 (4)	BUS 230B (3)
BUS 230A (3)	BUS 225 (4)
GE (A1) (3)	GE (6)
GE (6)	GE (3)

Junior Year: 33-35 units

Fall Semester (17-18 units)	Spring Semester (16-17 units)
BUS 320 or 334 (4)	BUS 316 (4)
BUS 350 (4)	BUS 370 (4)
BUS 360 (4)	BUS Concentration (3)
GE upper division (3)	GE (3)
BUS 292 or elective (2-3)	BUS 292 or elective (2-3)

Senior Year

Fall Semester (15-18 units)	Spring (balance of 128 units)
GE upper division (3)	BUS 491
BUS concentration and electives	BUS concentration and electives

Total semester units: 128

- Take the WEPT (Written English Proficiency Test) during the Junior Year.
- Concentration courses are frequently taken during the second semester of the junior year.
- Do not take an upper-division general education course prior to the semester in which 60 units are completed.

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 292, 296, 388, 495 and 499 may not be counted in a minor. Students must complete a business administration minor declaration form in consultation with their department of business advisor. Minors must be approved by the department chair.

Advanced Management Certificate

The Advanced Management Certificate is a graduate level program offered to management professionals who hold a B.A. or B.S. degree in disciplines other than business administration. It is designed for those graduates who seek a better understanding of business tools and concepts but who do not necessarily want to pursue an M.B.A. The certificate program includes 20 units of actual graduate business courses. Students who complete all twenty units will receive an Advanced Management Certificate. Students who separately qualify for the M.B.A. program at Sonoma State can go directly from the certificate program to the M.B.A. program (which can be completed with only 30 more units of study).

The following courses comprise the course of study required to complete the Advanced Management Certificate Program, and serve as prerequisites to the M.B.A. program for students not possessing an undergraduate business degree:

BUS	501	Accounting and Finance (6)
BUS	504	Human Resource Management and Organizational Behavior (4)
ECON	501	Economics of Markets and Industries (3)
BUS	506	Market Analysis (3)
BUS	508	Quantitative Business Analysis (4)

Master of Business Administration

The master of business administration (M.B.A.) 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 purpose of the M.B.A. 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 organizations and the cultural, social, international, economic and legal environments in which organizations operate; an understanding of the principles of accounting, organization, finance and marketing in order to analyze and solve business problems; an understanding of business research and analytical methods, and the use of the computer in making managerial decisions; and, broad general business knowledge reflecting general competence for overall management of complex organizations.

The M.B.A. degree program is a general business program. The degree does not include a concentration or specialization in any functional area of business. However, in addition to the prerequisite and core courses, the M.B.A. degree program does offer electives in many areas for in-depth study, which along with independent study and internships allows the student to tailor the program to meet individual needs.

M.B.A. Core Classes (16-18 semester units)

BUS	550	Seminar in Organization Behavior and Management Theory (3)
BUS	552	Leadership and Team Building (3)
BUS	560	Seminar in Marketing Management (3)
BUS	570	Seminar in Managerial Finance (3)
BUS	591	Seminar in Strategic Management (3)
BUS	599	Master Degree Directed Research (1 unit for the comprehensive exam or 3 units for a project or thesis)

M.B.A. Electives (12-14 semester units)

Twelve to fourteen units of elective courses are required. Students may include up to six semester units of approved undergraduate courses.

Admission Standards

To be admitted to the M.B.A. program, a candidate must meet the requirements of both the university and the department of business administration.

University Requirements

The requirements for admission to graduate study (work beyond the bachelor's degree) at Sonoma State University are in accordance with Title 5, California Administrative Code. For admission, students must:

1. Hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association or have completed academic preparation as determined by an appropriate campus authority.

2. Have attained a grade point average of at least 2.50 (A=4.00) in the last 60 semester (90 quarter) units attempted.

3. Have been in good standing at the last college attended.

4. Have earned a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). This requirement applies only to applicants who have not spent at least three years of school at the secondary level (or beyond) where English is the principal language of instruction.

Department of Business Administration Requirements

Departmental admission to the M.B.A. program is based upon evidence that the student shows high promise of success in the program. The specific indicators of high promise are:

1. The candidate's performance on the admission tests.

Verbal skills: a minimum of the 25 percentile on the verbal portion of the GMAT, or a 3.00 on the analytical writing portion of the GMAT, or a score of 550 on the TOEFL.

Math skills: a minimum of the 25 percentile on the quantitative portion of the GMAT.

2. A combination of the total GMAT score and the grade point average for the last 60 units while an undergraduate. The department utilizes the following formula:

Formula Score = (200 x Grade Point Average) + Total GMAT score
The candidate must have a Formula Score of at least 1100 points, or 1000 points and a five-year record of appropriate managerial experience since receipt of the bachelor's degree.

A candidate who is not accepted may appeal to the Graduate Committee for reconsideration of admission. Such appeals are granted if the candidate can clearly demonstrate high promise of success and space is available in the program. The Graduate Committee may recommend a remedial course of action which the candidate must follow to again apply for admission, such as additional undergraduate courses or retaking the GMAT examination.

All candidates entering SSU as graduate students who do not score at least 3.00 on the analytical writing portion of the GMAT must pass the CSU Written English Proficiency Test (WEPT) either during their first semester or before completing the graduate prerequisites.

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.

Classified Graduate Standing
Students meeting all of the prerequisites may be admitted initially in classified graduate status.

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 a 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 request 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 follows:

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, or a professional article of publishable quality.

Those doing a thesis or project take three units of BUS 599 Master Degree Directed Research and BUS 581 Research Methods for Managers.

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 only take one unit of BUS 599 Master's Degree Directed Research for credit toward their degree plan.

Upon completion of all requirements, the Completion of Requirements Form GSO 2 must be filed with the graduate coordinator.

Transfer Credits
A maximum of 9 units of transferred graduate level work may be used to satisfy the 30-32 units 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 degree requirement.

Master of Arts in Psychology: Organization Development
The department of business administration cooperates with the psychology department in support of the organization development program. This program provides advanced preparation for people interested in professional practice in organizational settings. It emphasizes development of competence in emerging models of leadership, consultation and organizational change.

Course work is in both the business administration and psychology departments, combining a focus on core and emerging concepts in organization development, skill-development in group process facilitation, and extensive supervised field experience. Internships and field projects provide opportunities for integrating theory with practice in actual work settings. Admission requirements include courses in organizational behavior (e.g. BUS 344 and systems approach to management (BUS 458). For complete information about this program, turn to the section in this catalog describing psychology programs.

Business Administration Courses (BUS)
Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

200 The Environment of Modern Business (3)
Fall, Spring
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 managment, health care managment, human resources managment, industrial relations, marketing, multinational management, organizational behavior and systems analysis.

211 Business Statistics (4) / Fall, Spring, Summer
Topics include data presentation, types of distributions, probability theory, sampling theory and hypothesis testing. Parametric and nonparametric statistical tests will be examined including t-tests, correlation tests, Chi-square, and ANOVA. Prerequisite: computer competency and pre-business math requirement.

219 End-User Computing Tools for Business (3)
Fall, Spring
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, Summer
A study of the legal and ethical framework within which management decisions are made. The course emphasizes the sources, functions and processes of law. It surveys a number of areas, including negligence, contracts, product liability and constitutional law, and reviews government regulations in the areas of consumer protection, antitrust, labor and employment law. CAN BUS 12

230A Principles of Accounting (3) / Fall, Spring
A foundation course designed to provide a basic understanding of the theory and practice of accounting, with emphasis upon basic principles, concepts and controls in relation to external reporting. Prerequisite: computer competency . CAN BUS 2.

230B Principles of Accounting (3) / Fall, Spring
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.

232 Introduction to Computer Accounting Cycle (1)
Fall, Spring
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.

292 Library and Information Competency (1-3)
Fall, Spring
Designed to teach business information research skills: Students will learn how to assess information, how to construct effective search skills, how to construct effective search strategies, how to find and retrieve information, and how to critically evaluate sources. Includes on-line research practice. Electronic and print sources for business research will be covered. Recommended for juniors who have completed most or all of the pre-business program. Cr/NC.

296 Instructor Initiated Research Projects (1-4)
Fall, Spring, Summer
This course is designed to provide students the opportunity to participate in faculty sponsored research or study projects. It permits the student to pursue an area of interest that s/he would like to develop in close consultation with a faculty member. Cr/NC only.

Upper-Division Courses

The pre-business program of study, including computer competency, is prerequisite for all upper-division courses. Students may take upper-division business courses, if currently enrolled in courses that will complete the pre-business program, with the written consent of the instructor. Specific course prerequisites will not be waived.

316 Production Operations Management (4)
Fall, Spring, 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 control, linear programming, project management and queuing models and simulations are also examined. Prerequisite: computer competency and BUS 211.

319 Introduction to Management Information Systems (4) / Fall, Spring
Study of characteristics of computer-based information systems in organizations. Topics include 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: computer competency

320 Information Technology Management (4)
Fall, Spring, Summer
This course will cover the impact of information technology on US and international business structure and practices. Management problems in an era of local, wide area and global networks will be examined. Case studies will be included. Prerequisite: computer competency

330A Intermediate Accounting (4) / Fall, 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 & 230B.

330B Intermediate Accounting (4) / Fall, 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 & 230B.

334 Accounting Information Systems (4) / Fall, 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 examine the need for adequate systems controls, risks inherent in the controls, and refined systems output to support management decision-making processes.

340 Survey of Human Resource Management (4)
Fall, Spring
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. Prerequisite: BUS 225.

344 Organizational Behavior (4) / Fall, Spring
The role of the individual and of groups in the organization is examined. Attention is directed to individual level characteristics such as learning and personality, to processes that affect attitudes, perceptions and judgment, to applied theories of motivation, and to career development and stress. Topics to include group formation, development, structure, leadership and dynamics as well as the processes of communication, decision making, power and conflict.

350 Management (4)/ Fall, Spring, Summer
A management survey course will provide students with a framework for understanding the focus, function and relevance of specific disciplines in business administration. The course will illustrate the integrative nature of business organizations, exemplifying the interdependence of functional areas in pursuing organizational goals. Prerequisite: BUS 225.

352 Organizational Theory (3) / Fall, Spring
Course examines the evolution of theories of organization and management and focuses on the effects of structural and contextual dimensions in organization structures. Emphasis is on the strategic implications of organization design and on the structural mechanisms available to facilitate organization goals. The effects of organizational change, control, culture, decision making and conflict on structure are also considered. Prerequisite: BUS 350.

354 Applied Business Analysis (3)
The course will focus on defining operational and tactical business problems, goals and decision factors in quantitative terms. Emphasis is on structuring problem situations and on determining (1) appropriate requisite factors related to the problem, (2) quantifying those factors, and (3) choosing the appropriate quantitative decision making techniques to arrive at an optimal solution. Primary consideration is given to the appropriate identification of problems and goals, generally through case studies, and to the effective choice and operationalization of decision making techniques, generally through a project. Prerequisite: BUS 320.

360 Introduction to Marketing (4) / Fall, Spring, 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. Prerequisite: BUS 230A.

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 (4) / Fall, 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) / Fall, 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, 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. Prerequisite: BUS 230A.

377 Financial Institutions and Markets (3) / Fall, Spring
Study of the structure and functions of the financial system in the US 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.

385 Special Topics in Business Administration (1-4)
This course provides for the teaching of special topics in business administration. Consult your advisor regarding application to your concentration.

388 Seminar in Peer Advising (2)
Seminar and practicum in peer advising within the context of higher education. Topics will include general education, major and university degree requirements, the diversity of students' needs as well as the campus services and resources designed to meet them, and interpersonal communication skills needed for academic advising. Cr/NC only. May be repeated once for credit.

391 Cross-Cultural Communication and Negotiation (3) / Fall, Spring
The course provides students with techniques for becoming skillful cross-cultural communicators and negotiators. Topics include dimensions of culture and their implications in organizations, successful international business negotiation tactics, managing cultural diversity in the workplace.

393 Introduction to International Business (4) / Fall
A survey of theoretical and institutional aspects of international trade and investment. The course will address topics including international trade theory, the international money market, balance of payments, international sourcing and management of international enterprises.

394 International Business Strategy (4) / Spring
This course will focus on understanding the political, economic, sociocultural and environmental factors affecting the development of options and strategies. Students gain appreciation of different forms of foreign involvement and which types are appropriate in view of national interests of host nations. Topics include the multinational corporation, exporting, importing, socioeconomic development, international economic order, changing U.S. role in the international economy, and management styles in different cultures. Case studies will be analyzed. Prerequisite: BUS 391 or 393.

417 Management of Services (3)
The study of effective techniques and strategies applicable to the successful management of a service-based organization, The course provides the student valuable perspectives by contrasting different types of major service businesses. Students are expected to be able to apply basic quantitative tools to solve service management problems. Prerequisite: BUS 316.

420 Business Data Communications (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.

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.

426 Business Law (3) / Fall, 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 (4) / Fall, 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 (4) / Fall, 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 (4) / Fall, 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 (4)
Study of generally accepted auditing standards and procedures followed in the examination of financial statements and operating control reviews. Topics include evaluation and analysis of internal control, 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, 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.

441 Recruitment, Selection and Performance Appraisal (3) / Fall
Fundamental issues dealing with the staffing of organizations and evaluating individual performance are covered. Topics receiving attention include legal issues, fundamentals of measurement, incorporating job analysis results into the selection process, and design of selection processes and procedures. Issues of performance appraisal will be examined. Common methods and pros and cons of each will be explored. Prerequisite: BUS 340.

442 Training and Development (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.

446 Government Regulation and Human Resources (3 / Fall, Spring
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.

447 Labor Management Relations (3) / Spring
A study of modern labor-management relations. Topics include the factors favoring the growth of labor organizations, the historical development of labor movements, labor economics and the labor movement, collective bargaining and the modern legal framework of organized labor, conflict resolution through grievance/arbitration, and other relevant labor topics. Prerequisite: BUS 340.

451 Entrepreneurship/ Small Business Management (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 360 or consent of the instructor.

452 Leadership
The focus of this course is a comprehensive review of the writings and theories of leadership. Students will evaluate leadership traits and behavior, the effects of reciprocal influence, transformational leadership, the role of power versus authority, followship and related matters. Applications of theory to practice will be emphasized. Prerequisite: BUS 350.

453 Small Business Analysis (4) / 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 360 or consent of the instructor.

458 Seminar in Systems Management (4) / Spring
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. Student teams conduct a systems study of an actual organization. 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 (4) / Fall, 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) / Fall, Spring
This course teaches communication theory and skills as they are applied to management situations. Students will study the impact of the organizational environment on the practice of communication theory and the development of strategies for effectively relaying messages. Written and oral exercises will be stressed. Prerequisite: must have passed the WEPT.

468 Marketing Decision Making (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 and 367.

469 Marketing Management (4) / Fall, 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, rates of return, and choosing among alternative sources of funds. Prerequisite: BUS 370.

471 Financial Planning and Strategy (3) / Spring
The application of financial concepts and analytical methods to the development and evaluation of alternative financial strategies and opportunities available to the firm. Emphasis is placed on financial decision-making and analysis of the small and midsize firms. Prerequisite: BUS 470.

472 Investments (4) / 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. A major term project is required. Prerequisite: BUS 370.

473 International Finance (3) / Fall
The foundations of financial theory (capital budgeting, capital markets, EMH/CAPM/portfolio theory, capital structure, short term financing) are set in an international/MNC context where currency exchange rates, differences in accounting procedures, international trade, political risk, investments and financing are examined. Prerequisite: BUS 370.

474 Computer Applications in Finance (3) / Fall
A course in financial modeling, analysis and research using computers. Emphasis is placed on the development of models required for the evaluation of financial alternatives. Prerequisite: BUS 370.

491 Seminar in Management Strategy and Policy (4) / Fall, Spring, Summer
Group discussion of current issues in managerial and corporate policy relating to marketing, investment, personnel, profit and social responsibility. Prerequisites: all core requirements.

495 Special Studies (1-3) / Fall, Spring, Summer
Student-designed and instructor-guided projects, to be arranged individually. May be repeated once for credit. Independent study credit will be granted only to students who have: **1)** attained senior status, **2)** minimum GPA in business administration of 3.00, and **3)** substantial background in the field involved in the petitioned study. A maximum of 3 units are applicable to the business administration major.

499 Internship in Business (1-3) / Fall, Spring, 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
Courses numbered between 501 and 510 are prerequisite courses to the M.B.A.. Specified undergraduate courses may substitute for these.

501 Accounting and Finance (6)
An intensive study of the theory and practice of accounting in relation to both internal and external reporting. The conceptual and analytical framework guiding financial decisions with an emphasis on financial analysis, working capital management and sources of funds. An integrative business analysis project will tie the concepts together. Prerequisite: a B.A. or B.S. degree.

504 Human Resource Management and Organizational Behavior (4)
Topics from HRM will include equal employment opportunity/affirmative action, staffing, performance evaluation, job design, compensation administration, safety and health, employee rights and discipline, and labor relations. Behavioral topics will include individual and group behavior, motivation, decision making, leadership, organization development and culture. Project requires analysis and synthesis of relevant topics. Prerequisite: a B.A. or B.S. degree.

506 Market Analysis (3)
The terminology and concepts of marketing including segmentation, product development, pricing, promotion and distribution. A marketing plan, case or similar application project is required. Prerequisite: a B.A. or B.S. degree.

508 Quantitative Business Analysis (4)
Statistical data analysis with an emphasis on problems from manufacturing and service operations and their solution using a PC. A review of mathematical and algebraic concepts, spreadsheet analysis and database management, and a project involving the application of statistical methods. Prerequisite: a B.A. or B.S. degree.

Classified Graduate Status is required for the following courses:

544A Seminar in Organization Development (4) / Fall
Theory and practice in training and developing the organization's human resources in the context of organizational change. Theories of adult development, learning styles and experience-based training. In-class practice in assessing needs, defining objectives, designing and planning training experiences, presentation methods and skills, and evaluating outcomes. Students apply emerging methods for managing meetings and facilitating groups for effective planning, problem-solving and communication.

544B Seminar in Organization Development (4)
Spring

Contributions of systems theory and organization development practice for guiding constructive change and self-renewal in groups, organizations and communities. Emerging theory and advanced practice of process-oriented leadership and consultation. Student teams carry out a semester-long consultation experience with an actual organizational client in the community. Prerequisite: BUS 544 A.

550 Seminar in Organization Behavior and Management Theory (3)

An examination of the business organization with reference to management, design, change and organizational behavior. Prerequisite: BUS 504 or equivalent.

552 Leadership and Team Building (3)

Leadership and Team Building go hand in hand and represent critical elements of the managerial process. This course examines theoretical formulations of leadership and combines that with study of exemplar leaders. Specific topics include: Use of power, authority and persuasion, characteristics of effective leaders, comparison of alternative leadership styles, and entrepreneurial leadership. The role of leaders in molding teams is an underlying theme. Prerequisite: BUS 504 or equivalent, or consent of instructor.

559 Seminar in Advanced Management Topics (3)

Graduate study of a current or emerging management topic of special interest. May be repeated for credit with the consent of the M.B.A. coordinator. Prerequisites to be determined by the instructor.

560 Seminar in Marketing Management (3)

Study of marketing situations, development of marketing plans and evaluation of marketing programs. Careful consideration of the conceptual background of marketing including trends and emerging developments. Prerequisite: BUS 506 or equivalent.

570 Seminar in Managerial Finance (3)

Financial theory and applied financial analysis. Topics may include security analysis, portfolio management, financial accounting, corporate financial policy, investment banking and international finance. Prerequisite: ECON 501, BUS 501 and BUS 508, or equivalent preparation.

581 Research Methods for Managers (3)

Practical approaches to the design, execution and interpretation of applied business research activities. Development of analytical skills and research techniques, including an understanding of the assumptions, limitations and appropriate uses of various research designs and strategies. Prerequisite: BUS 508.

591 Seminar in Strategic Management (3)

A consideration of the entire organization from the viewpoint of the chief executive officer. Topics to be covered include strategy formulation, the development of competitive advantage, strategy implementation, and the management of strategic change. Prerequisites: BUS 550, 560, 570.

592 Entrepreneurship and New Venture Creation (3)

Entrepreneurship focuses on New Venture Creation and Venture Feasibility Analysis. Working in teams, students will learn to identify, conceptualize, plan, finance, launch, manage and harvest new ventures. Finally, entrepreneurship, the application of entrepreneurial methods of management to established organizations, will also be discussed. Prerequisites: BUS 550, 560, 570.

593 Seminar in International Business (3)

Comprehensive view of the international economic environment as it relates to international business. Topics include the multinational corporation, subcontracting, counter trade and international institutions such as the World Bank and GATT.

595 Special Studies in Business Administration (1-3)

Supervised independent study. A maximum of 3 units me be applied toward the requirements for the M.B.A. degree. Prerequisite: Consent of faculty member under whom the individual work is to be conducted, consent of the M.B.A. coordinator, and approved "Application for Special Study 495/595."

596 Graduate Internship (1-3)

Field experience for qualified graduate students in business administration. A maximum of 3 units may be applied toward the requirements for the M.B.A. degree. Students must establish with the M.B.A. coordinator that the work involved is clearly integral to the student's graduate studies. CR/NC grade only.

599 Master's Degree Directed Research (1 or 3)

Research directed by the student's committee for thesis, project or comprehensive exam. An Advancement to Candidacy Form GSO 1 must be filed with the graduate director before the student registers for this course. Those doing a thesis or project may take 3 units of Master's Degree Directed Research. Those taking the comprehensive exam may only take BUS 599 Masters' Degree Directed Research for one unit credit toward their degree plan.

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 101, 707 664-2295

Requirements for the Career Minor in Arts Management

To earn the career minor in arts management, students must complete the following 21 units:

Business, computer or other related courses to be determined by the program advisor 9-12
ArtH 312 Principles of Arts Management 3
ArtH 494 Gallery and Museum Methods 3
ArtH 499 Internship 4

Total units in the minor core 21

Students in the arts management career minor must also complete at least a minor in either art history or art studio.

Career Minor in Health Systems Organizations

The health systems organizations career minor is an interdisciplinary program that provides students with an opportunity to focus on either of two significant dimensions of health care: technical and managerial problems or preparation for direct service. The minor outlines a course of study within a liberal arts framework that provides each student with a basic understanding of: **1)** health systems as significant social, cultural and economic institutions within 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 Organizations minor complements a number of traditional majors, such as business administration, nursing, psychology, sociology, ethnic studies and politics, in addition to programs in gerontology, women's studies and medical anthropology. This career minor will increase the employment opportunities in the health field of students from the above majors and programs. The minor also provides an excellent background for those who plan to obtain graduate professional training in fields such as medicine, social work and public health.

Program Advisor

Susan Hillier, Gerontology Program
Stevenson Hall 3075, 707 664-2411/2586

Minor Core Requirements

Course selection is pending; please see advisor for details.

AMCS 432 Health and Culture 4
GERN/SOCI 452 Health Care and Illness 4
GERN 499 Internship 4

Total units in the minor core 12

Minor Electives

Students must consult with faculty advisors to select 8 units of related elective course work.

Total units in minor electives 8

Total units in the minor 20

Career Minor in 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 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 post-baccalaureate 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 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

Students 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 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 United States. The curriculum is organized toward enhancing the 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 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 (Crosslisted 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 1-4
(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 (Crosslisted 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

Programs offered

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

Department Office
Darwin Hall 126, 707 664-2334

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 B.A. or B.S. degree that emphasizes the areas of analytical, organic, inorganic, or physical chemistry, biochemistry, environmental science, pre-health professional preparation, or pre-enology. The B.S. degree 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, please see pages 283 and 288.

ACS Certified Bachelor of Science in Chemistry

The B.S. degree provides the thorough preparation needed by candidates to work as chemists in industrial and governmental laboratories or 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). Transcripts will be noted as a B.S. degree approved by the American Chemistry Society.

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 115AB, 116AB	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	1
CHEM 375A	Physical Chemistry	3
CHEM 375B	Physical Chemistry	3
CHEM 376	Physical Chemistry Laboratory for B.S. students	2
CHEM 381	Computer Applications in Chemistry	1
CHEM 420	Advanced Inorganic Chemistry	3
CHEM 455	Advanced Analytical Chemistry	3
CHEM 497	Seminar	1
Total units in the major core		**37**

Major Electives

Two advanced courses based on physical chemistry concepts. Examples of advanced courses are CHEM 436, 437, 441, 445, 446, 481, 482 and 496.

Total units in major electives 3

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
CHEM 494	Undergraduate Research	1-6

Sample Four-Year Program for Bachelor of Science in Chemistry

Freshman Year: 30-32 units

Fall Semester (15 units)	Spring Semester (17-15)
CHEM 115A (4)	CHEM 115A (4)
CHEM 116A (1)	CHEM 116B (1)
MATH 107 or 161 (4)	MATH 161 or 211 (4)
GE (3)	PHYS 114 (4) + 116 (1)
GE (3)	or GE (3) (if had MATH 161 in Fall)
	GE (3)

Sophomore Year: 32-34 units

Fall Semester (18-16 units) units)	Spring Semester (18-16
CHEM 255 (4)	CHEM 335A (5)
CHEM 335A (5) or GE (3)	or CHEM 335B(3) and CHEM 336 (1)
MATH 211 (4) or 261 (4)	CHEM 381 (1)
PHYS 214 (4) + 216 (1)	MATH 261 (4) or GE (3)
or PHYS 114 (4) + 116 (1)	PHYS 214 (4) + 216 (1)
	or PHYS 314* (4)+316*(1)
	GE (3)

Junior Year 30-29 units

Fall Semester (15-14 units)	Spring Semester (15 units)
CHEM 325 (3)	CHEM 375B (3)
CHEM 375A (3)	CHEM 420 (3) or 455 (3)
CHEM 376 (2)	UD Chem Electives (3)
CHEM 335B (3), CHEM 336 (1)	or GE (3)
or GE (3)	GE (3)
UD Chem Elective (3)	GE (3)
or Elective (3)	

Senior Year: 28-34 units

Fall Semester (15-18 units) units)	Spring Semester (13-16
UD Chem Electives (3-6)	CHEM 455 (3) or 420 (3)
or Electives (3-6)	UD Chem Electives (3-6)
GE (3)	or Electives (3-6)
GE (3)	CHEM 497 (1)
GE (3)	GE (3)
GE (3)	GE (3)
Total semester units:	**124**

* PHYS 314 and 316 recommended but not required.

Bachelor of Arts in Chemistry

The B.A. degree allows broad preparation for biochemists, for environmental scientists and for those wishing to obtain technical work or work allied to chemistry such as: pre-professional 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,116AB	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 B.A. 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 one of the following two 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

Sample Four-Year Program for Bachelor of Arts in Chemistry

Freshman Year: 28-30 units

Fall Semester (15 units)	Spring Semester (13-15)
CHEM 115A (4)	CHEM 115B (4)
CHEM 116A (1)	CHEM 116B (1)
MATH 107 or 161 (4)	MATH 161 (4) or 211S (2)
GE (3) or Elective (3)	GE (3) or Elective (3)
GE (3) or Elective (3)	GE (3) or Elective (3)

Sophomore Year: 32-34 units

Fall Semester (16-18 units)	Spring Semester (16-18)
CHEM 255 (4) or 335A (5)	CHEM 335A (5)
PHYS 209A (1) + 210A (3)	or CHEM 335B (3) and
GE (3) or Elective (3)	CHEM 336* (1)
GE (3) or Elective (3)	PHYS 209B (1) + 210B (3)
	GE (3) or Elective (3)
	GE (3) or Elective (3)

Junior Year 30-29 units

Fall Semester (15-16 units)	Spring Semester (14-15)
CHEM 335B (3), CHEM 336 (1)	CHEM 310B (3) or GE (3)
or CHEM 255 (4) or GE (3)	CHEM 316 (2) or GE (3)
CHEM 310A (3) or GE (3)	UD Chem Electives (3)
UD Chem Elective (3) or Elective (3)	or Elective (3)
GE (3) or Elective (3)	GE (3)
GE (3)	GE (3)

Senior Year: 28-34 units

Fall Semester (9 units)	Spring Semester (11-12)
GE (3) or CHEM 310A (3)	GE (3) or CHEM 310B (3)
UD Chem Electives (3)	GE (3) or CHEM 316 (2)
Electives (3)	UD Chem Electives (3)
GE (3)	Electives (3)
Total semester units:	**124**

* PHYS 336 recommended but not required.

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 B.A. degree to concentrate in the areas of analytical, inorganic, organic or physical chemistry; biochemistry; environmental science; pre-professional 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 more information about health professions, please see page 248. 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.

Secondary Education Teaching Credential Preparation

At present there are two ways in which chemistry majors may work toward a secondary teaching credential. The chemistry department continues to participate in the physical science option in the teacher preparation in science. However, this option is available only to those students who have taken at least one course from the approved Physical Science Waiver Program at Sonoma State University prior to January 1995. Those students, who complete the course requirements of the Physical Science Waiver Program, are exempted from taking the subject matter examinations required by the California Commission on Teacher Credentialing. Individuals in this option must complete the Physical Science Teacher Preparation program by January 1998.

Chemistry students who did not take a course from the approved Physical Science Waiver Program prior to January 1995 must demonstrate competence in the natural sciences by passing the subject matter examination required by the California Commission on Teacher Credentialing. One part of the examination will test breadth of knowledge in biology, chemistry, physics, astronomy and geology. Another part of the examination will test depth of knowledge in a particular area, such as chemistry. The B.A. or B.S. degree in chemistry is recommended to prepare for the part of the examination that tests depth of knowledge in chemistry. For recommended course selection to help prepare for the part of the examination that tests breadth of scientific knowledge, please see page 269.

For more information, please contact the chemistry department office, Darwin Hall 126, 707 664-2334.

Chemistry Courses (CHEM)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

101 Chemistry and Society: Selected Topics (3)
Fall, Spring

Lecture, 3 hours. A descriptive, non-mathematical 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 Toxicology, Food and Chemistry (3)
Fall, Spring / Eck, Hoagland

Lecture, 2 hours; laboratory, 3 hours. A non-mathematical 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, 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, 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. Not applicable to the chemistry major, minor, or GE requirements. Prerequisites: passed ELM examination, or the equivalent of MATH 50.

115AB General Chemistry (4-4)
Both 115A and 115B offered Fall, Spring

Lecture, 3 hours; 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 pre-professional curricula. Satisfies GE, category B1 (Physical Sciences). Prerequisites: high school chemistry, or CHEM 110 or equivalent, or consent of instructor. Corequisite: CHEM 116AB. CAN CHEM 2 and 4.

116AB General Chemistry Recitation (1-1)

Recitation, 1 hour. Recitation section to accompany general chemistry, CHEM 115AB. Corequisite: CHEM 115AB.

195 Lower-Division Special Studies (1-3)

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 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. 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 B.A. degree in chemistry and for related professions. Not applicable to the B.S. 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 B.A. Students (2) / Spring / Brooks, Martin, Rustad

Lecture, 1 hour; laboratory, 3 hours. Physiochemical 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, 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 pre-professional majors. Prerequisite: CHEM 115B or consent of instructor.

335B Organic Chemistry (3)
Fall, Spring / Eck, Schaumberg, Trowbridge

Lecture, 3 hours. Continuation of CHEM 335A. Prerequisite: CHEM 335A.

336 Organic Chemistry Laboratory (1)
Fall, Spring / Eck, Schaumberg, Trowbridge
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, 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 B.S. Students (2) / Fall / Brooks, Martin, Rustad
Laboratory, 6 hours. Physiochemical 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 (1)
Spring / Brooks
Laboratory, 3 hours. Techniques in numerical analysis, matrix methods, and statistical treatment of data which pertain to problems in chemistry using Fortran programming and spreadsheet software. Prerequisites: CHEM 115B, PHYS 114, MATH 211S.

397 Chemistry Practicum (1-6) / Fall, Spring
Supervised chemistry work experiences that involve practical application of previously studied theory. Intended for professional growth and/or collection of data for future theoretical interpretation. Not applicable toward the chemistry major 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 physiochemical 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 (3)
Spring, even years / Marshall
Lecture, 1 hour; 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.

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 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, Spring
Individual investigation of either student- or faculty-initiated experimental or theoretical chemical problems under the supervision of a member of the chemistry faculty. May be 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, Spring
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)
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, Spring
Chemistry field experience in industrial, hospital or similar laboratory settings. Enrollment by prior arrangement with supervising faculty member and community sponsor. Please see department advisor for details. Three hours of work per week for each unit of credit. Internship assignments may be paid. Cr/NC only. May be repeated.

Communication Studies

Department Chair
Jonah Raskin

Program offered
Bachelor of Arts in Communication Studies

Department Office
Nichols Hall 330, 707 664-2149
http://www.sonoma.edu/Communications/

Faculty
Melinda Barnard / Theory, Advertising, Quantitative Analysis
Benét Leigh / Journalism
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, communication skills, production design, organizational skills 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.

All on-campus media operate in conjunction with communication studies classes.

On-campus media offer a variety of opportunities for students. They include the *Star*, the student newspaper; 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 multi-camera video production, a newspaper production facility, and a cablecast radio station.

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 two groups: core (25 units) and major electives (21 units). All students are required to take the seven 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 in Mass Media (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 may select tracks like:

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.

Sample Four-Year Program for Bachelor of Arts in Communication Studies

Communication studies has not traditionally had freshmen students begin the major. This plan, however, urges them to take the introductory communication studies course in Spring of their freshman year. In addition, this plan does not identify the communication studies elective courses an individual student might take. A complete list of campus-wide courses that are accepted in the major is available through the communication studies department. Students may also do a minor to count as part of their communication studies elective units. Students may not use general education courses for their major elective courses.

Freshman Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
ENGL 101 (3)	PHIL 101 (3)
Mathematics GE (3)	HUM 200 (3)
GE (3)	University Elective (3)
GE (3)	COMS 200 (3)
University Elective (3)	COMS Elective (3)

Sophomore Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
General Education (4)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)
COMS 201, 210 or 265 (3)	COMS 202 (3)
COMS Elective (3)	COMS Elective (3)

Junior Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
Upper-Division GE (4)	Upper-Division GE (3)
Upper-Division GE (AE) (3)	GE (3)
COMS 301 (3)	COMS 315 (3)
COMS Elective (3)	COMS Elective (3)

Senior Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
University Elective (3)	University Elective (3)
University Elective (3)	University Elective (3)
COMS Elective (4)	University Elective (3)
COMS 300 (3)	COMS 499 (4)
COMS 402 (3)	COMS Elective (3)
Total semester units:	**124**

Minor in Communication Studies

The communication studies minor is designed for a limited number of 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. Acceptance to the minor is based upon GPA of 3.00 and at least three semesters of school left.

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 eight units in consultation with a faculty advisor.

Total units in the minor electives 8

Total units in the minor 20

Communication Studies Courses (COMS)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

200 Principles of Mass Communication (3)

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)

Introduction to processes and equipment used in photography, audio recording, word processing and video, from initial conception to final result.

202 Methods of Media Criticism (3)

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.

263 Music Business I (2)
An introductory 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. Crosslisted as MUS 263.

265 Introduction to Radio Broadcasting (3)
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)
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, and senior standing.

301 Mass Communication Theory and Research (3)
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.

302 Media Ethics (3)
The course is intended to provide student with a grounding in the historical and conceptual underpinnings of Western moral philosophy, with special attention to its application to ethical issues connected with contemporary mass media. Crosslisted as PHIL 302.

310 Reporting (3)
Intensive practical experience in the gathering, writing and investigation of news stories. Consent of instructor required.

315 Media and Law (3)
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 (1-4)
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 up to 12 units.

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. Crosslisted as MUS 331.

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.

362 Recording II (2)
A continuation of Recording I (COMS 262). Prerequisite: COMS 262 or consent of instructor. Crosslisted as MUS 362.

365 Advanced Media Production (3)
Lecture and laboratory experiences in program creation and development, and production techniques in radio/television broadcasting. May be repeated for up to 12 units. Prerequisite: COMS 201 and 265, or consent of instructor.

366 Feature Writing for Newspapers and Magazines (3)
Emphasis on writing features for newspapers and magazines.

368A Newspaper Writing and Editing (3)
This class reviews the past week's paper (the *STAR*), makes assignments for the next week's paper, and covers headlines, leads, pull quotes, interviewing, etc. First Amendment, libel, ethics will also be taught. May be repeated for up to 12 units. Prerequisites: ENGL 101 and/or COMS 210.

368B Newspaper Production (2)
Students learn the techniques of desktop publishing, including the principles of newspaper design, layout, paste-up, ad placement, photography, etc. Students prepare the flats of the *STAR* for sending to the printer each week. May be repeated for up to 12 units.

368C The Business of Newspapers (2)
This class will cover the business of running a newspaper, including display and classified ad sales, distribution of newspaper, soliciting new business, budgets, etc. Students will be required to sell ads and will receive commissions on any ads sold above the class minimum. May be repeated for up to 12 units.

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 up to 12 units. First enrollment must be for 3 units.

390 Acting for TV and Screen (3)
Techniques and skills of acting for camera. Includes practicum in T.V. studio preparing, filming, editing and critiquing scenes for television or film. Crosslisted as THAR 390.

402 Advanced Media Criticism: Selected Topics (3)
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: Mass Media (4)
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. Prerequisites: COMS 301, or SOCI 300, or soci 331, 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.

463 Music Business II (2)
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. Crosslisted as MUS 463.

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 up to 12 units. Students must fill out an Internship Agreement form and department contact. Consent of instructor required.

Computer Science

Programs offered

Bachelor of Science in Computer Science
Minor in Computer Science

Department Office
Darwin Hall 121, 707 664-2667

Department Chair
George Ledin Jr.

Faculty
David O. Butcher, Richard H. Gordon, V. Scott Gordon, George Ledin Jr., Robert G. Plantz, Lynn M. Stauffer

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 science department must be taken for a letter grade (A-F). This includes electives in CS 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 (3 units satisfied by the major)	48
Major Requirements	67
General Electives	9
Total units needed for graduation	**124**

Major Core Requirements

CS	150	Introduction to Programming	4
CS	180	Programming Paradigms	4
CS	250	Computer Organization: Software	3
CS	251	Computer Organization: Hardware	3
CS	254	Data Structures	3
CS	310	Systems Programming	3
CS	354	Algorithm Analysis	3
CS	355	Database Management Systems	3
CS	410	Computer Architecture	3
CS	450	Operating Systems	3
CS	454	Theory of Computation	3
CS	460	Programming Languages	3
CS	470	Software Design and Development	3

Total units in the major core 41

Major Electives

Choose 9 units of upper-division CS electives (see list below). No more than 6 units can be satisfied by a combination of CS 390, 495 or 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 CS department 3

Total units in supporting courses 17

Total units in the major 67

Upper-Division CS Electives

CS	340	Computer Security	3
CS	360	Object-Oriented Programming	3
CS	375	Computer Graphics	3
CS	385	Selected Topics	3
CS	452	Compiler Design and Construction	3
CS	465	Data Communications	3
CS	480	Artificial Intelligence	3
CS	495	Special Studies	1-4
CS	496	Senior Seminar	1-4
CS	497	Internship	1-4

Sample Four-Year Plan for Bachelor of Science in Computer Science

Freshman Year: 33 units

Fall Semester (16 units)	Spring Semester (17 units)
MATH 142 (3)	MATH 161 (4)
CS 150 (4)	CS 180 (4)
GE (3)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)

Sophomore Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
MATH 211 (4)	MATH 342 (3)
CS 250 (3)	CS 254 (3)
GE (3)	CS 310 (3)
GE (3)	GE (3)
GE (3)	GE (3)

Junior Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
Math elective (3)	CS elective (3)
CS 251 (3)	CS 354 (3)
CS 450 (3)	CS 470 (3)
GE (3)	GE (3)
GE (3)	GE (3)

Senior Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
CS 355 (3)	CS 410 (3)
CS 454 (3)	CS 460 (3)
CS elective (3)	CS elective (3)
GE (3)	GE (3)
GE (3)	GE (3)
Total semester units	**124**

Minor in Computer Science

Students electing this minor will be prepared for careers in business application programming, scientific application programming, computer equipment sales, as field engineers and as data processing managers, among the myriad job opportunities associated with the computer field. Approval of the minor curriculum should be obtained by the junior year at the latest in order that the minor may be properly planned.

Minor Core Requirements

CS	150	Introduction to Programming	4
CS	180	Programming Paradigms	4
CS	250	Computer Organization: Software	3
CS	254	Data Structures	3
Total units in the minor core			**14**

Minor Electives

Choose 6 units of upper-division CS electives (please see previous page). No more than 3 units can be satisfied by a combination of CS 390 or CS 495. CS 497 can not be applied towards the minor.

Total units in minor electives 6

Total units in the minor 20

Computer Science Courses (CS)

Classes are offered in the semesters indicated; if not indicated, please refer to the class schedule.

101 Introduction to Computers and Computing (3) Fall, 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 (Macintosh and IBM). Not applicable to the CS major. Recommended for all students.

150 Introduction to Programming (4) / Fall, 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

Lecture, 2 hours; laboratory, 2 hours. A first course in computer graphics hardware and software. Topics include graphics hardware, microcomputer graphics, presentation and business graphics, graphics for artists, computer mapping, CAD/CAM (drafting and environmental applications), animation, 3-dimensional graphics and desktop publishing. Students will have hands-on experience using a variety of graphics programs on microcomputers. Not applicable to the CS major. Prerequisite: previous computer course or consent of instructor.

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: CS 150 or consent of instructor.

251 Computer Organization: Hardware (3) / Fall
Number systems and complement arithmetic, boolean logic, K-maps, combinational circuits, sequential circuits, programmable logic, main memory, timing, control and ALU design, microprogramming. Laboratory work will include circuit simulation and hands-on work with boards. Prerequisites: MATH 142, or consent of instructor.

254 Data Structures (3) / Fall, Spring
Abstract data types and data structures: stacks; queues; lists; trees; hash tables; graphs; static, dynamic, iterative and recursive implementations of data structures. Prerequisites: CS 150, or consent of instructor.

304 Computer-Based Literacy for Educators (2)
Fall, Spring
Lecture, 1 hour; lab, 2 hours. For students in the field of education. Topics include computer fundamentals, applications (word processing, database, spreadsheets, telecommunications, graphics networks, videodisc, CD-ROM), survey of languages, and legal 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 CS 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: CS 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 sociopolitical issues influencing computer security problems. Prerequisites: CS 250 and 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: CS 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, relational algebra data models, data normalization, SQL, storage structure of databases, security, data integrity and database administration. Prerequisite: CS 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: CS 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: CS 254 and MATH 161, or consent of instructor.

385 Selected Topics in Computer Science (1-4)
This course may be repeated with different subject matter for credit in the CS major. Prerequisites: upper-division standing with consent of a CS advisor and consent of instructor.

390 Computer Science Colloquium (1)
Series of lectures on current developments in computer science. May be repeated for credit; a maximum of 2 units can be applied to the CS 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 CS student will be tutoring at a local school. Not applicable to the CS major. Prerequisites: CS 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: CS 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: CS 250, 254 and 310, 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: CS 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: CS 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: CS 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: CS 250, CS 254 and MATH 161, or consent of instructor.

470 Software Design and Development (3) / Spring

Techniques of software design and development. Software lifecycle, requirements, formal specification, metrics, design, functional and structural testing, rapid prototyping, complexity, version control, and team management. Prerequisite: CS 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: CS 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 CS 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 CS 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 CS curriculum.

Counseling

Department Office
Nichols Hall 220, 707 664-2544

Department Chair
John A. "Jack" Casey

Faculty
Bill Alvarez, John Casey,
Mark Doolittle, V. Skip Holmgren,
Jamie Nekich, Carolyn Saarni

Programs offered

Master of Arts in Counseling
Option I Marriage, Family, Child Counseling
Option II Pupil Personnel Services

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).

The program relies heavily on interpersonal skill training and field experience, beginning during the first semester and culminating with an intensive supervised internship in some aspect of counseling, permitting the integration of theory, research and practical application during the second year. The department is prepared to assist students in obtaining field placements relevant to their projected professional goals. These placements include, but are not limited to: marriage and family counseling agencies, mental health clinics, counseling centers, and public schools, community colleges, and college-level student services departments.

Special characteristics of the program include the following:

1. Early observation of, and involvement in, actual counseling settings.

2. Development of a core of knowledge and experience in both individual and group counseling theory and practice.

3. Encouragement in the maintenance and development of individual counseling styles.

4. Commitment to self-exploration and personal growth through participation in peer counseling, individual counseling and group experiences. This aspect of the program is seen as crucial to the development of adequate counseling skills and is given special consideration by the faculty as part of its evaluation of student readiness to undertake internship responsibilities.

In sum, there is emphasis in this program on the three "basic pillars" (hopefully, in creative interrelation) of theory, practical experience and personal exploration rather than on just one facet of professional preparation. The effort is to establish in the student a sound foundation for a lifetime of continued professional growth — a foundation which permits confident movement into an entry-level counseling position but which does not pretend to be 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 a submissive keeper of the status quo or an 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, 513, 520AB, 521, 522, 523AB, 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. A recent course (within the last five years) in basic statistical analysis is a prerequisite for admission to COUN 513. In addition, a course in personality theory for both options; plus a course in abnormal psychology for the MFCC option, and a course in learning theory for the PPS option, are PREREQUISITES for admission to the program. Students are expected to 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 is required. Applicants who satisfy all other requirements may petition the university for waiver of this requirement. This waiver is **not** automatically granted.

3. Completion of counseling department application forms, in addition to those required by the university.

4. A personal interview.

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 B.A. level).

d. Global personality assessment — suitability for a career in a helping profession.

Please refer to Graduate Degrees for more information, page 23.

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 to January 31 for admission the following fall. A $15 department application fee is required. 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 the Office of Admissions and Records.

General Information Meetings

Students planning to apply for admission or students wishing to enroll in any of the counseling department's courses are urged to attend one of the 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 Pre-Practicum	4
COUN	510B	Seminar: Counseling Practicum	4
COUN	512	Seminar: Theory and Practice of Group Counseling	4
COUN	513	Seminar: Research and Evaluation in Counseling	4
COUN	514A	Supervised Internship	4
COUN	514B	Supervised Internship	4
COUN	525	Seminar: Psychological and 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 M.A. 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 Counseling	4
COUN	545	Seminar: Law and Ethics for the Counselor	3
COUN	580	Relationship and Sexuality Counseling	4
COUN	581	Introduction to Chemical Dependency	1
Additional elective units with (department approval)			4
Total units in the MFCC option			**22**
Total units in the M.A.			**60**

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 PPS course at least once a year, but students need to plan the sequence with their advisor to ensure it matches the availability of courses.

COUN	511	Seminar: Career Development	3
COUN	520A	The Role of the Elementary School Counselor	4
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
COUN	523A	Working with Families in a School Setting	2
COUN	523B	Parent Education	2
Additional elective units (with department approval)			1
Total units in the PPSC option			**22**
Total units for the M.A.			**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 comprehensive mental health or school guidance program.

For both MFCC and PPSC options, 600 hours of supervised field experience are required. 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 M.A. degree satisfies all current requirements to apply for the Community College Counseling Credential.

Sample Two-Year Program for Masters of Arts in Counseling

First Year: 30 units

MFCC
Fall Semester (15 units)
COUN 500 (1)
COUN 501 (3)
COUN 503 (3)
COUN 510A (4)
COUN 535 (4)

MFCC
Spring Semester (15 units)
COUN 510B (4)
COUN 512 (4)
COUN 525 (3)
Electives (3)
COUN 581 (1)

PPS
Fall Semester (15 units)
COUN 500 (1)
COUN 501 (3)
COUN 510A (4)
COUN 520A (4)
COUN 520B (3)

PPS
Spring Semester (15 units)
COUN 510B (4)
COUN 521 (4)
COUN 511 (3)
COUN 523AB (4)

Second Year: 30 units

MFCC
Fall Semester (15 units)
COUN 540 (4)
COUN 513 (4)
COUN 514A (4)
COUN 545 (3)

PPS
Fall Semester (15 units)
COUN 512 (4)
COUN 522 (3)
COUN 514A (4)
COUN 525 (3)
Elective (1)

MFCC
Spring Semester (15 units)
COUN 502 (3)
COUN 514B (4)
COUN 570 (3)
COUN 580 (4)
Elective (1)

PPS
Spring Semester (15 units)
COUN 535 (4)
COUN 513 (4)
COUN 514B (4)
COUN 570 (3)

Counseling Courses (COUN)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

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 examines the relationship of counseling to other major helping professions.

501 Seminar: Counseling Theory and Practice (3)

The course provides a survey of major psychodynamic, affective/experiential, cognitive and cognitive-behavioral theories of counseling and psychotherapy. Crisis assessment and intervention are contrasted with brief, solution-focused therapies and with longer-term, exploratory therapies. These different models of helping are compared and contrasted in the interest of exploring the goals of counseling and the factors involved in helping people change.

502 Seminar: Adult Development: Individual, Family and Career (3)

Students become attuned to the ways that individual goals, cultural expectations and family obligations shift in predictable ways across the adult life cycle. Current research and theory are examined to provide the student with an integrated understanding of the changing needs and developmental demands on individuals as they face each stage of the life cycle and its corresponding choices, adjustments and tasks. Students learn to assess and counsel adults with an eye toward identifying normal developmental, challenges and 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 is 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 DSM-IV-R; (3) development of appropriate treatment plans; and (4) the relationship of class, gender and ethnic background to diagnosis and treatment.

510A Seminar: Counseling Pre-Practicum (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 settings. Training is done through the use of videotape feedback and in-class practice demonstrations. This course is normally taken in the first semester by new students. Recommend previous or concurrent enrollment in COUN 501. CR/NC only.

510B Seminar: Counseling Practicum (4)

A course that provides students with an opportunity to continue the development of counseling skills that prepare them for an internship. Separate sections for MFCC and PPS students: MFCC students see clients and PPS students work in school settings under the instructor's supervision. Cr/NC only. Prerequisite: COUN 510A.

511 Seminar: Career Development (3)

An introductory course in career counseling, career guidance and career information resources. Students gain increased knowledge of developmental career guidance programs for middle and high schools; increased knowledge in the foundations of adult career and lifespan development; increased knowledge and skills with print and computer based career counseling materials; 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 vocational choices. Prerequisite: COUN 525 or consent of instructor. Class fee required at time of registration.

512 Seminar: Theory and Practice of Group Counseling (4)

This course provides the student with an introduction to the concepts and practices unique to group counseling. Students become familiar with the stages of group formation and the demands upon the counselor at each stage. Other topics include confidentiality, co-therapy, group structure, group exercises, group dynamics, group process and basic group counseling skills. A sampling of theoretical approaches to group counseling are covered including: support groups, therapy groups, process groups, psychoeducational groups and theme groups. Lectures are supplemented with in-class practice demonstrations and supervised out-of-class experience. Prerequisite: COUN 510A or consent of instructor.

513 Seminar: Research and Evaluation in Counseling (4)

A survey of the principles of research design as applied to clinical and school-related issues and settings, with emphasis on evaluation of human service programs. Students 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 are 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); PPS: COUN 501, 510AB, 520AB, 521.

520A Seminar: Role of the Elementary School Counselor (4)

This course examines the expanding role of the elementary school counselor as required to meet the needs of today's children. Students learn how to create a developmental school counseling program that is an integral part of the entire educational program in the school. Classroom guidance activities, consultation with teachers and parents, conducting small group activities, and helping children meet normal developmental problems and tasks of childhood is stressed. In addition, students establish a K-6 career guidance program as part of the structured counseling and guidance program.

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 comprehensive service Pupil Personnel Programs in elementary and secondary schools; legal and financial aspects, as well as laws affecting children and child welfare.

522 Seminar: 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.

523A Seminar: Working with Families in a School Setting (2)

This course has as its focus a study of systems, particularly family systems and how they impact and interact with all the systems that involve the child. Basic to this is the study of the students' own family of origin and its impact on the student. The primary emphasis in working with families will be the use of Solution-Focuses Brief Therapy. Prerequisite: COUN 510A or consent of instructor is required.

523B Seminar: Parent Education (2)

This course examines some of the most popular parent education models and their application to diverse populations. Each student is required to lead or co-lead a parent education group in a school setting during the last half of the course. Prerequisite: COUN 510A and COUN 523A or COUN 540.

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 and/or school settings. Attention is given to both limitations and justification in the measurement of human characteristics. Class fee required at time of registration.

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, effects of domestic violence; and (3) consideration of developmental contexts in working with children and adolescents. Prerequisite: COUN 501 or consent of instructor.

540 Seminar: Marriage and Family Counseling (4)

This course provides a foundation for understanding couple and family relationships by providing an overview of historical and contemporary models of assessment and intervention with an eye to how they can be used in work with families reflecting diversity. Attention is devoted to important legal and ethical considerations unique to working with families and couples, assessment tools, crisis intervention (including domestic violence) and treatment planning. Prerequisites: COUN 510A and Child Abuse Assessment Workshop or 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 increase their awareness of, and sensitivity to, culturally different groups.

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 are 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)

596 Supervised Field Experience (1-4)

Counseling experience supervised by counseling department faculty. Experience can be gained both at on-campus Community Counseling Clinic or in outreach programs in community. Cr/NC Only. Prerequisite: consent of instructor; for PPS students: COUN 510A, 520AB, 523AB and permission of PPS faculty.

Creative Writing

Programs offered
Bachelor of Arts in English
Creative Writing Concentration
Master of Arts in English
Creative Thesis Option

English Department Office
Nichols Hall 362, 707 664-2140

Creative writing is offered in the English department. An M.A. in English with a creative thesis option is also offered.

The B.A. degree is a 42-unit program, and the M.A. degree is a 30-unit program. Sequences of courses are available in fiction writing, poetry writing, script writing and non-fiction writing. Creative writing faculty include fiction writer and playwright William Babula, author of *St. John's Baptism, According to St. John, St. John and the Seven Veils* and *St. John's Bestiary*; fiction writer and essayist Gerald Haslam, author of *That Constant Coyote: California Stories, Coming of Age in California* and *The Other California;* poet and fiction writer Elizabeth Herron novelist *Desire Being Full of Distances, While the Distance Widens* and *The Stones, The Dark Earth*; Gerald Rosen, author of *The Carmen Miranda Memorial Flagpole, Growing Up Bronx* and *Mehatma Gandhi in a Cadillac*; and Gillian Conoley, winner of a Pushcart Prize for Poetry, author of *Beckon, Tall Stranger, Some Ganster Pain* and *Women Speaking Inside Film Noir*.

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 a student publication that publishes student work and is published through the English Publications Workshop, an activity of the Small Press Editing course. Submissions should be sent c/o English department.

VOLT is a nationally distributed magazine that publishes nationally known authors. Winner of three Pushcart prizes and numerous grants, *VOLT* is committed to innovative writing. Students can work on the magazine by arrangement with instructor.

The SSU creative writing program is a member of the Associated Writing Programs.

For program details, please refer to the section on the English department, page 126.

Criminal Justice Administration

Programs offered

Bachelor of Arts in Criminal Justice Administration
Minor in Criminal Justice Administration

Department Office
Stevenson Hall 2084D, 707 664-2934

Department Chair
Ken Marcus

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 the major requirements must be selected in consultation with a department 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 (3) and 201C (1)	Criminal Justice and Public Policy	4
CJA	220	Criminology; **or**	
CJA	420	Seminar in Criminology	4
CJA	330	Government and the Rule of Law **or**	
CJA	404	Introduction to Constitutional Law	4
CJA	405	Rights of the Accused **or**	
CJA	489	Civil Liberties and the Constitution	4
CJA	365	Management in Public Agencies	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 now or previously employed in criminal justice administration or related area.

Sample Four-Year Program for Bachelor of Arts in Criminal Justice Administration

Freshman Year: 32 units

Fall Semester (15 units)	Spring Semester (17 units)
ENGL 101 (3)	PHIL 101 (3)
Mathematics GE (3)	GE (3)
GE (3)	GE (3)
Electives (6)	Computer Science (3)
	SPAN 101 (4)
	SPAN 101L (1)

Sophomore Year: 31 units

Fall Semester (15 units)	Spring Semester (16 units)
HUM 200 (3)	GE (3)
GE (3)	GE (3)
CJA 201 and CJA 201C (4)	CJA 220 (4)
SPAN 102 (4)	Elective (3)
SPAN 102L (1)	GE (3)

Junior Year: 29 units

Fall Semester (15 units)	Spring Semester (14 units)
CJA 399 (1)	CJA 330 (4)
CJA 365 (4)	CJA 450 (4)
CJA 405 (4)	Upper-Division GE (3)
Electives (3)	Electives (3)
Upper-Division GE (3)	

Senior Year: 33 units

Fall Semester (16 units)	Spring Semester (17 units)
CJA Upper-Div. Electives (4)	CJA 490 (4)
Upper-Division GE (3)	CJA 499 (4)
Electives (9)	Electives (9)

Total semester units: 125

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)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

201 Criminal Justice and Public Policy (3) / Fall, 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). Criminal justice majors should take concurrently with CJA 201C.

201C Colloquium: Criminal Justice and Public Policy (1)

220 Criminology (4) / Fall or Spring / Jackson, Yearwood
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 / Marcus
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, Spring / Marcus
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 a year / Jackson
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, 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 / Marcus
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, federalism, interstate commerce, and judicial interpretation. 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 / Marcus
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) / Yearwood
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 / Yearwood, Jackson
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.

441 Deviant Behavior (4)
The social causes and consequences of insanity, delinquency, criminality, addiction, social unconventionality, and other "deviant" behavior. Examine the conversion and commitment to deviant worldviews, and the social processes involved in the transformation to a deviant identity.

450 Punishments and Corrections (4) / Fall, Spring
A consideration of the problems created by pressures to punish and control criminals, the politics of control strategies, the use and misuse of probation and parole, the concept of correction, and alternatives to incarceration.

489 Civil Liberties and the Constitution (4)
Spring / Yearwood, Jackson, Marcus
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, Spring / Yearwood, Jackson
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) / Marcus, Jackson, Yearwood
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)
Fall, Spring / Jackson
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, Spring / Jackson, Yearwood, Marcus
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 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 B.A. degree program has three basic objectives: to provide a sound grasp of the tools of economic analysis and measurement; to provide an understanding of institutional development and the interrelation of economic and social factors; and to develop the student's ability to apply systematic analysis and understanding to decision making in the private and the public sector.

Basic techniques of analysis and measurement are covered in courses in micro- and macroeconomics, economic statistics, computer analysis and mathematical applications. Many courses deal with the structure and performance of a particular institution or policy area within the economy. Students can follow their career and intellectual interests by taking a field concentration or advisory study plan in such areas as 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 (please see below)			**16**
Total units in the major			**44**

B.A. Field Concentrations

An economics major may select one of the following concentrations. A concentration is designated on a student's transcript and diploma. Please see an advisor for details of each of the following concentrations:

Business Economics
Computer Applications in Economics
International Economics

B.A. Advisory Study Plans

Instead of a field concentration, economics majors may focus their course work beyond the required core courses into an advisory study plan. These plans are not designated on diplomas, but completion can be certified by a letter from the department chair. Please see an advisor for details or to develop a specialized plan. The following plans are available:

Accounting
City and Regional Planning
Computer Information Sciences
Economic History
Environmental Studies
Finance
Marketing
Mathematics
Pre-Law
Public Administration

Sample Four-Year Program for Bachelor of Arts in Economics

Freshman Year

Fall Semester	Spring Semester
ENGL 101 (A2) (3)	UNIV 200 (A1) (3)
MATH 131/161 (B4) (3-4)	BIOL 115/115L (B2) (4)
ECON 201A (D5) (4)	PHIL 200/101 (A3) (3)
Area C (3-4)	ECON 201B (4)

Sophomore Year

Fall Semester	Spring Semester
HIST 251/252 (D3) (3)	HIST 201/202 (D2) (3)
ENGL/FLIE 214 (C2) (3)	Phys Sci course (B1) (3-5)
ECON 304 (4)	Humanities courses (C3/C4) (3-4)
ECON 317 (4)	ECON 305 (4)

Junior Year

Fall Semester	Spring Semester
Science UD (B3) (3-4)	Social Science (D1) (3-4)
POLS 200/202 (D4) (3-4)	HUMS UD (C3/C4) (3-4)
2 Econ concentration (8)	2 Econ concentration (8)

Senior Year

Fall Semester	Spring Semester
Integrated Person (E) (3-4)	Economic Seminar (0-4)
Economic Seminar(s) (4-8)	Electives (9-12)
Electives (3-8)	
Total semester units:	**124**

In order to total the 124 units necessary for graduation, you must average 15.5 per semester. This can be done by: taking an extra class some semesters; taking P.E. classes; from fall semester junior year, tutoring economics for units; selecting the higher unit value GE courses when available.

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, please see pages 109-112.

Economics Courses (ECON)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

201A Introduction to Macroeconomics (4) / Fall, 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, 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, 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, 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, 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, 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 (4) / Fall

An introduction to the use of computers as a quantitative tool for economic and financial analysis using high-level computer languages and applications packages. Topics include: modeling, simulation, forecasting, regression and optimization. Prerequisites: ECON 201A or 201B, or consent of instructor.

322 Urban Economics (4) / Fall

The issues and problems facing communities and regions in their attempts to manage and control growth and enhance the quality of life. Introduction to economic theory and techniques useful for dealing with issues such as economic growth, land use, environmental preservation, transportation and housing. Prerequisite: ECON 201A or 201B.

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 (3) / Fall, Spring

An examination of U. S. 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.

375C Colloquium: Money and Banking (1) / Fall, Spring

381 Natural Resource and Environmental Economics (4) / Spring

A study of strategies for public and private utilization of depletable and renewable natural resources and of environmental policy issues. Topics include: agricultural sustainability, optimal resource allocation, land use, environmental externalities and pollution control, and international environmental policy development. 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.

Note: 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.

405 Seminar in Microeconomic Theory (4)

This course is devoted to explorations of economic theory and policy issues and is designed to deepen the students' understanding of economic theory learned in ECON 305. Prerequisites: ECON 305 and MATH 131 or equivalent.

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 (4) 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.

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 Economics of Markets and Industries (3) / Fall

Price theory and resource allocation as applied to the analysis of market demand behavior and firm/industry production decisions. For the purpose of market demand estimations and forecasts the course covers basic macroeconomic concepts (GDP and Price indexes, etc.). For the purpose of understanding industry performance the course covers the basics of regulations. Students are required to work on a research project/term paper. Prerequisite: a B.A. or B.S. degree.

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.

595 Special Studies (1-4)

Independent study designed in consultation with instructor. Subject matter variable. Students must complete the standard SSU form. Prerequisite: consent of instructor.

Education

Programs offered

Basic Teaching Credentials
Multiple Subject CLAD
Multiple Subject CLAD, Early Childhood Emphasis
Multiple Subject BCLAD
Single Subject (generally for Secondary level; see Teaching Credential Preparation – Secondary Programs)

Teaching Credential Subject Matter Preparation – Elementary Programs
Environmental Studies
Liberal Studies
Mexican American Studies

Teaching Credential Subject Matter Preparation – Secondary Programs
Art
English
Foreign Languages: French; German; Spanish
Mathematics
Music
Physical Education
Science: (Test only) Biology, Chemistry; Geoscience; 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, Intern 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
Crosscultural Language and Academic Development (CLAD)

Master's Degree (M.A.) 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

Department Office
Stevenson Hall 3004, 707 664-3115

Credentials Office
Stevenson Hall 3007, 707 664-2581

Department Chair
Paul Crowley

Faculty
Thomas P. Cooke, Paul Crowley, Jayne DeLawter, James Fouché, Sally Hurtado, Hee-Won Kang, Duncan MacInnes, Perry Marker, Rick Marks, J. Victor McGuire, Patricia Monighan-Nourot, Andrea Neves, Deborah Priddy, Martha Rapp Ruddell, Richard Rizzo, Brian T. Shears, Manuel Vargas, Linda Webster

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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 CLAD, Multiple Subject Credential CLAD Early Childhood Education Emphasis, or Multiple Subject Credential BCLAD. 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 multiple subject/early childhood option and single subject programs are being revised to include a CLAD Emphasis by Fall 1996.

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 specialist or service credentials. These advanced credentials authorize the holders to perform specialized roles in public schools.

M.A. in education programs are designed with both full-time and part-time students in mind. Some master's degree programs 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.

Note: Program requirements change periodically, and current information may not be available in this catalog. For more detailed information on credentials and other education programs, please see the university's special bulletins and the School of Education's current program brochures and policy statements.

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 non-matriculated 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 exist 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 CLAD and Single Subject (Secondary) Credentials. The basic authorization to teach in the California public schools requires all the following:

1. Possession of a bachelor's degree.

2. Verification of appropriate subject matter competency, either an approved subject matter 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 U.S. Constitution. POLS 200 or 202 at SSU will meet the requirement.

5. Completion of a state-approved program of professional teacher education.

6. Filing of the application for a Certificate of Clearance, which includes fingerprinting.

Completion of the requirements listed above will allow an individual to obtain a **preliminary basic** teaching credential. A **professional clear** teaching credential will be recommended by the university upon completion of an approved fifth year of study (30 units beyond the bachelor's degree) that includes requirements in health education/drug abuse, mainstreaming, computer education and cardiopulmonary resuscitation (CPR).

Note: Contact the credentials office for the latest information regarding legislative changes in the basic credential programs. Students should consult with the credentials office and the appropriate program coordinator during their first semester on campus if they plan to pursue 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. Cumulative grade point average commensurate with California State University regulations, Executive Order 547.

3. Passing scores on all sections of California Basic Educational Skills Test (CBEST).

4. A minimum of 40 hours of documented, supervised field experience. (Please see Prerequisite Field Experience Requirement Documentation form for details).

5. 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).

6. 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.

Note: Additional program specific admission requirements are listed with each program description.

Procedures for Admission to Basic Teaching Credential Preparation Programs

The credentials office provides information regarding 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 course work, practice 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 professional education courses after entry into the credential program.

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 CLAD 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 CLAD Credential may select from among the approved teaching credential subject matter preparation programs within the following departments:

Environmental Studies (please see page 135)
Rachel Carson Hall 18, 707 664-2306

Hutchins School of Liberal Studies (please see page 174)
Rachel Carson Hall 44, 707 664-2491

Mexican American Studies (please see page 196)
Nichols Hall 214, 707 664-2369

Students may also satisfy academic requirements by passing the appropriate state-approved examination (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 109, candidates will be approved on the basis of grade point average, previous fieldwork experience, letters of recommendation and interview ratings.

All candidates must apply for the Certificate of Clearance prior to or during their first semester.

Three programs are available that lead to a Multiple Subject CLAD Credential. Each program extends over three semesters. For more information regarding the programs listed below, obtain a program bulletin from the credentials office.

Multiple Subject

Crosscultural Language and Academic Development (CLAD) programs.

1. Multiple Subject CLAD. With dramatic demographic changes in California, English language development in the preparation of classroom teachers is essential. The Multiple Subject CLAD Credential program prepares candidates to teach in self-contained classrooms in grades K-12. This program prepares candidates to provide instruction for language development and subject matter content in English. Because self-contained classes are located primarily in elementary schools, professional course work and field experiences focus on elementary classrooms. Consequently, student teaching experiences are divided between lower (K-3) and upper (4-6) grade levels.

2. Multiple Subject CLAD, Early Childhood Emphasis. The Multiple Subject CLAD with Emphasis in Early Education program is designed for prospective elementary school teachers who have a particular interest in developmentally-based education and in teaching the primary grades, K-3. Beginning teachers in this program take courses that focus on child study and development, working with families and transitions between preschool and kindergarten programs that are not offered in other Multiple Subject CLAD programs. In addition to a Multiple Subject CLAD Credential certifying them to teach grades K-12, beginning teachers in the Multiple Subject CLAD ECE Emphasis also receive a California Child Development Permit, certifying them to teach in state-funded preschool programs.

3. Multiple Subject BCLAD. English language development and bilingual teachers are now central to staffing California's schools. With the introduction of a combined Bilingual Crosscultural Language and Academic Development (BCLAD) credential many more teachers will enter the profession with the basic knowledge necessary to meet the needs of California's diverse student population. The BCLAD program at Sonoma State has a Spanish language emphasis reflecting the demographics of Sonoma State University's service area. The program authorizes the candidate to provide instruction for English language development, specially designed content instruction delivered in English, primary language development, and content instruction delivered in Spanish.

Prerequisites and Co-requisites

Prerequisites and co-requisites for Multiple Subject CLAD, Multiple Subject CLAD Early Childhood Emphasis* and Multiple Subject BCLAD** candidates:

Category I

EDUC 417	School and Society, or approved alternative (for MS/ CLAD and MS/BCLAD) (3)
EDUC 420	Child Development in Family, School and Community (for MS/CLAD/ECE) (3)*

Category II

LING 441	Linguistics and Second Language Teaching, or approved alternative (3)

Category III

ANTH 340	Living in a Pluralistic World, or approved alternative (3)

Total prerequisite units 9

Corequisite: 6 units of foreign language (college level).

In addition to the above, BCLAD candidates take the following prerequisites:

Category IV**
MAMS 456 Bilingual/Cross-Cultural Education (4)

Category V**
MAMS 451 Chicano/Latino Humanities (4)
Upper-Division Target Culture Course (3/4)

Total prerequisite units for BCLAD 20

Mathematics Requirements

The following courses or their equivalents are required. Equivalents must be verified by one of the math education advisors in the mathematics department.

1. MATH 45 or 50 Intermediate Algebra.

2. One 3-unit college-level math class for which Intermediate Algebra is a prerequisite. MATH 100 is recommended, but MATH 111, 131, 141 or other GE courses are acceptable. There is one exception to this requirement: If you took intermediate algebra in college when it was considered a degree-credit course, prior to Fall 1988, that satisfies the 3-unit college-level math class.

3. MATH 300 Elementary Number Systems, Probability and Statistics. MATH 300 is a restricted course because of its prerequisite. This course requires permission to enroll from a math education advisor in the mathematics department.

4. EDUC 472 Teaching Mathematics in the Elementary School.

The above courses are **sequential**; each one must be completed prior to the next. Any exceptions must be approved by the instructor of the course for which the student has not met the prerequisite.

Multiple Subject CLAD Early Childhood Emphasis

Phase I

EDUC 431 Child Study and Curriculum Development in Preschool and Kindergarten (3)
EDUC 462 Teaching Reading/Language Arts in the Elementary School (4)
EDUC 410 Second Language Pedagogy (4)
EDUC 476 Student Teaching I (in preschool and kindergarten settings) (3)
(must be taken in conjunction with EDUC 431)

Phase II

EDUC 437 Integrated Curriculum, Preschool through Elementary (3)
EDUC 415 Foundations for Multicultural Education (4)
EDUC 472 Teaching Mathematics in the Elementary School (2)
EDUC 473 Teaching Science in the Elementary School (2)

Intersession Enhancement Program

Field experience in Mexico or Wales. Candidates have the possibility of spending one month in Mexico, teaching in Spanish and living with Mexican host families, or living on campus in Wales as an exchange student and student teaching in the public schools there. This is an option, not a requirement.

Phase III

EDUC 482 Student Teaching II and Seminar (12)

Total units for the program 37

Multiple Subject CLAD and BCLAD

Phase I

EDUC 460 Learning and Teaching in Elementary School (3)
EDUC 461 Multicultural Education and the Social Sciences (4)
EDUC 462 Teaching Reading/Language Arts (4)
(one section of EDUC 462 is taught in Spanish for BCLAD students)
EDUC 410 Second Language Pedagogy (4)

Phase II

EDUC 472 Teaching Math in the Elementary School (2)
EDUC 473 Teaching Science in the Elementary School (2)
EDUC 476 Student Teaching I and Seminar (3)

Intersession Enhancement Program

Field experience in Mexico or Wales. Candidates have the possibility of spending one month in Mexico, teaching in Spanish and living with Mexican host families, or living on campus in Wales as an exchange student and student teaching in the public schools there. This is an option, not a requirement.

Phase III

EDUC 480 Integrated Curriculum in the Elementary School (3)
(one section of EDUC 480 is taught in Spanish for BCLAD students)
EDUC 482 Student Teaching II and Seminar (12)

Total units for the program 37

Note for BCLAD candidates: Contact the program coordinator regarding the Culture and Language Examination and the corresponding scores required for entry to and 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.

The Single Subject Credential program is currently undergoing revision for CLAD emphasis.

Students in the Single Subject 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

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

Total units for program (including prerequisites) 36

Note: 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 Subject Matter Preparation Programs

Art (please see page 57)
Art Building 128, 707 664-2151

English (please see page 128)
Nichols Hall 362, 707 664-2140
Drama / English / Journalism / Speech

Foreign Languages (please see page 141)
Stevenson Hall, Room 3016, 707 664-2351
French / German / Spanish

Mathematics (please see page 201)
Darwin Hall 128, 707 664-2368

Music (please see page 210)
Ives Hall 206, 707 664-2324

Physical Education (please see page 185)
PE Building 14, 707 664-2357

Science: Biology, Chemistry, Geoscience, Physics
Sonoma State University no longer offers a waiver program for science candidates. Science candidates for the Single Subject Credential program should contact the single subject program coordinator for test information. As of January 1, 1995 the Commission on Teacher Credentialing has restructured the science credentials to be issued as listed above.

Social Sciences / Mexican American Studies (please see page 196)
Nichols Hall 214, 707 664-2369

Social Science (please see page 263)
Stevenson Hall 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 the units are included in the 30 postbaccalaureate-unit program when completed after award of bachelor's degree. The courses are:

CS	304	Computer Literacy for Educators (2)
EDUC	404	Computer Uses in Education (2)*
NURS	473	Health Education and Drug Abuse (3)
EDUC	430	Special Education for Teachers (4)

* Prerequisite for EDUC 404 is CS 304

4. Certification in CPR is also required for the Professional Clear Credential. Appropriate avenues for meeting this requirement include the following:

a. An approved health education course that includes CPR. Documentation required: copy of the course description.
b. CPR training from the American Heart Association. Acceptable CPR training courses are Heartsaver and Healthcare Provider.
c. CPR training from the American Red Cross. Acceptable training includes *community* training or *adult* **and** *infant/child* training. **Note:** *Adult* only or *infant/child* only is **not** acceptable; it must be both. Documentation required: photocopy of both sides of CPR card with valid date. CPR certificates of training must be current at the time of application and recommendation for the credential.

5. A maximum of 3 units of lower-division courses and 6 units of extension courses may be included.

6. A maximum of 9 semester units in courses taken at other institutions of higher education may be included.

7. Except for M.A. degree programs requiring a 3.00 GPA, a minimum grade point average of 2.50 must be maintained, and no grade below a C may be counted.

Acceptable Fifth-Year Program Objectives

These may include:

1. The professional preparation for a basic credential.

2. A master's degree program.

3. A specialist or service credential program.

4. Additional courses in the applicant's teaching major.

5. A second approved teaching major.

6. A second basic teaching credential.

7. Courses taken at approved colleges and universities that lead toward professional growth and improvement in teaching effectiveness.

8. Supplementary authorizations for subject area teaching.

For 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 non-classroom 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.
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

Note: The current Educational Administration Program (PASC I, II, Intern) is being revised to meet new Commission on Teacher Credentialing requirements. The anticipated date for new requirements to take effect is Spring semester 1997. For updated information on changes, contact the program coordinator, 664-3117, or the credentials office, 664-2581.

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. 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. Courses are limited to those individuals accepted in the PASC I Program:

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 for PASC I 24		

Students may combine their advanced credential studies with an M.A. 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.

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. Employment in an administrative position requiring a Preliminary Administrative Services Credential.

2. Twelve units or more shall consist of direct instruction in SSU courses.

3. Eight units or more shall consist of planned field experiences.

4. Four 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 for PASC II 24		

Early Childhood Specialist Credential

Required Core courses in Concentration

EDUC 505* Action Research in Preschool and Elementary Classrooms 3
EDUC 521* Language Development in First and Second Languages 3

At least two of the following courses: 6
EDUC 530* Teaching to Diversity (3)
EDUC 531 The Role of Play in Development and Learning (3)
EDUC 532 Social-Moral Development in Childhood (3)
EDUC 536 Developmental Curriculum for Infants and Toddlers (3)

Five courses selected from the following: 15
EDUC 533 Seminar: Supervision, Management and Evaluation of Programs for Young Children (3)
EDUC 534* First and Second Language Curriculum in Preschool and Primary (3)
EDUC 535* Leadership and Advocacy for Children and Families (3)
EDUC 537 Authentic Assessment in Preschool and Primary Programs (3)
EDUC 507 Advanced Seminar in Research in Language and Literacy (3)
EDUC 593* Crosscultural Approaches to Early Childhood Education (3)

Total units for the credential 27

* Applies to Graduate CLAD certification

Reading/Language Arts Specialist Credential

The credential program prepares candidates to serve as reading resource teachers for students of all ages. Course work focuses on improvement of classroom literacy instruction for all students, as well as specialized teaching and leadership for students reading difficulties. In addition to the general admission requirements for advanced credential programs, candidates must:

1. Provide evidence of completion of a basic course in teaching reading.

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 credential course work. Required reading/language arts specialist courses include:

EDUC 507 Advanced Seminar in Research in Language and Literacy 3
EDUC 521* Language Development in First and Second Languages 3
EDUC 522* Curriculum and Assessment for First and Second Language Learners 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 for the credential 27

* Applies to Graduate CLAD certification

Special Education Credentials

Advanced credential programs 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 for the 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 for the 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

Total units for the certificate 6

Specific requirements for the above programs may be obtained from the credentials office.

Crosscultural, Language and Academic Development Certificate Program (GRAD CLAD)

The School of Education offers a program that meets the requirements of the Crosscultural, Language and Academic Development (CLAD) Certificate from the Commission on Teacher Credentialing (CTC). CLAD certification also requires at least 6 semester units of course work in a language other than English. Credentialed teachers completing this 12-unit program and fulfilling the second language requirement can receive a specialized authorization in CLAD on direct application to the CTC.

All 12 units can be applied to an M.A. in education with an emphasis in either early childhood education or reading and language (30 units).

EDUC 521 Language Development in First and Second Languages (3)
EDUC 522 Curriculum and Assessment for First and Second Language Learners (3) **or**
EDUC 534 Developmentally and Culturally Appropriate in Preschool and Primary: First and Second Language Pedagogy (3)
EDUC 530 Teaching to Diversity (3)
Plus one of the following:
EDUC 529 Evaluation and Assessment in Reading and Language Programs (3)
EDUC 535 Leadership and Advocacy for Children and Families (3)
EDUC 526 Leadership Roles in Reading/Language Programs (3)
EUUC 505 Action Research in Preschool and Elementary Classrooms (3)

Master of Arts in Education

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 education; reading and language; and special education.

Students must maintain a 3.00 grade point average in all course work in the approved master's degree program as well as all course work taken subsequent to admission to unclassified status.

Refer to the Graduate Degrees section for more information (please see page 23).

Prerequisites for the M.A. Program

1. A bachelor's degree from an accredited institution.

2. A cumulative upper-division and graduate grade point average of at least 3.00 and a grade point average of at least 3.00 for previous work in education.

Procedures for Applying to the M.A. Program

1. Apply to the university as a graduate student.

2. Apply to the School of Education.

3. Submit the following:

a. A professional goals statement.
b. One set of official transcripts.
c. One photocopy of a valid basic teaching credential (except where otherwise noted).
d. Two letters of reference attesting to academic potential and professional promise (except where otherwise noted).

Requirements for Advancement to Candidacy

1. All of the above M.A. requirements.

2. File Advancement to Candidacy form with School of Education graduate coordinator.

Requirements for the M.A. Degree in Education

Graduate students must complete all requirements as established by the School of Education, the SSU graduate studies council and the university, to include:

1. Completion of an approved program consisting of a minimum of 30 units of upper-division and 500-level courses, as follows:

a. at least one-half of the units in 500 level courses.
b. not more than 9 semester units of transfer and/or extension credit.
c. at least 15 units completed after advancement to candidacy.

2. Completion and final approval of a thesis or creative project.

All requirements listed above must be completed within seven years (14 semesters) of the initiation of graduate study.

M.A. Core Courses

Three core courses plus EDUC 599 Supervised Research are required for all M.A. in education programs:

EDUC 570 The Reflective Educator (3)
EDUC 571 Research Paradigms in Education (3)
EDUC 598 Developing a Thesis/Project (3) **and**
EDUC 599 Supervised Research for Thesis/Project (3)

Total units in the M.A. Core 12

M.A. 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 described below. Details are available from the credentials office.

Total units in the concentration 18-22

Total units in the M.A. 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 M.A. 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 course work must be planned in conjunction with the coordinator of the educational Administration program.

In addition, 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 M.A. 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 department 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.

Required Core Courses in Concentration

EDUC 505* Action Research in Preschool and Elementary Classrooms (3)
EDUC 521* Language Development in First and Second Languages (3)

At least one of the following courses:
EDUC 530* Teaching to Diversity (3)
EDUC 531 The Role of Play in Development and Learning (3)
EDUC 532 Social-Moral Development in Childhood (3)
EDUC 536 Developmental Curriculum for Infants and Toddlers (3)

Three courses selected from the following:
EDUC 533 Seminar: Supervision, Management, and Evaluation for Young Children (3)
EDUC 534* First and Second Language Curriculum in Preschool and Primary (3)
EDUC 535* Leadership and Advocacy for Children and Families (3)
EDUC 537 Authentic Assessment in Preschool and Primary Programs (3)
EDUC 507 Advanced Seminar in Research in Language and Literacy (3)
EDUC 593* Crosscultural Approaches to Early Childhood Education (3)

* Applies to Graduate CLAD certification

Supporting Course Work

Electives may include course work in other academic areas. Please consult with a faculty advisor.

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 M.A. core courses, the required concentration courses include:

EDUC 507 Advanced Seminar in Research in Language and Literacy 3
EDUC 521* Language Development in First and Second Languages 3
EDUC 522* Curriculum and Assessment for First and Second Language Learners 3

* Applies to Graduate CLAD certification

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 M.A. 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 Development Permit Programs

Regular Child Development

There are five levels of the Child Development Permit beginning with 12 units of early childhood education course work and extending through a baccalaureate degree that includes 24 units of early childhood education and 6 units of administration course work. Please see the coordinator of early childhood education for details on the requirements for each level of the Child Development Permit.

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 on Teacher Credentialing 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

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)

Classes are offered in the semesters indicated; if not indicated, please refer to the class schedule.

150 Prospective Teachers (3)

Focuses on realities of the classroom from the teacher's point of view. Includes child development, teachers' roles and responsibilities, and the culture of schools in a changing society. Includes an apprenticeship with a teacher. Grade only. Prerequisite: consent of instructor.

238 Introduction to Children's School (1) / Fall

An introduction to the theory and practice of early childhood education at the campus child care center. Emphasis is on developmentally appropriate practice as expressed through curriculum and guidance techniques. One hour lecture and two hours of observation/participation in the Children's School is required for seven weeks.

239 Parent Education Class (2) / Spring

The Parent Education Class facilitates value clarification and the objective study of parent-child behavior. Topics include the developmental stages of children, parental expectations and styles, and different techniques for guiding children's behavior.

250 Teaching in a Changing World (3)

This course is designed to provide an introduction to the classroom from teachers' points of view. Areas of content include child and adolescent development, teachers' roles and responsibilities, the culture of schools in a changing society, as well as an apprenticeship with a practicing teacher. Particular emphasis will be on teacher decision making. Institutional changes that could improve teacher and student performance will also be explored. Each student will spend 30 hours observing and participating in an assigned public school classroom. Grade only. Prerequisite: consent of instructor.

291 Training Seminar for Tutors (2) / Fall, Spring

Open to students who are tutoring on campus or in the community, or who are interested in tutoring privately. Course is nationally certified by the College Reading and Learning Association, National Association for Developmental Educators and American College Personnel Association. Focus is on the profiles of the various tutees and tutors and how their individual and mutual relationships are affected: learning styles and strategies, self-esteem, codependency, assertiveness, perceived locus of control, communication, stress/anxiety, use/misuse of tutoring strategies, diversity, social/family and educational systems. A wide variety of techniques and skills are used and developed by class participants to empower their tutees and to enhance their own effectiveness as a tutor/human being. Cr/NC only. Certificate received upon successful completion of training.

295 Community Involvement Program (1-4) Fall, Spring

CIP involves students in the community, performing such tasks as tutoring, coaching and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. Cr/NC only.

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, 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. Grade only.

395 Community Involvement Program (1-4) Fall, Spring
CIP involves students in the community, performing such tasks as tutoring, coaching and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. Cr/NC only.

404 Computer Uses in Education (2) / Fall, Spring
Survey and practice of computer applications to enhance 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: CS 304 or permission of instructor. **Note:** Educational administration students do not have CS 304 as a prerequisite.

405C Student Teaching Multiple Subject Credential — Early Childhood Education (14) / Fall, 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, 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.

410 Second Language Pedagogy (4) / Fall, Spring
With the increasing numbers of children from different linguistic and cultural backgrounds in today's schools, preparing to teach and foster development of language and literacy among all children in the classroom is a major responsibility. This course reviews first and second language acquisition and major second language teaching methodologies in relation to children's language development in school settings. The purpose of this course is to help students discover a diversity of approaches, methods, materials, and media that they can use to help all students in our present culturally and linguistically diverse classrooms become active, engaged, and independent learners. Attention is given to the integrated development of all language skills within the context of the elementary school curriculum. Grade only. Prerequisite: consent of instructor.

414 Seminar in Student Teaching (1) / Fall, 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 (4) / Fall
A critical examination of current issues in today's schools, preschool through high school, and future directions in education through the perspectives of history, philosophy, psychology, sociology, anthropology and the politics of education. Content includes the trends and issues of contemporary school systems, developmentally and culturally appropriate practices, and examination of educational philosophies. The implications of cultural, racial, linguistic and gender diversity in the classroom are examined, as well as strategies for respecting individual and family diversity. The course includes an introduction to educational ethnography, and provides a basis for understanding the relationship of educational research on teaching and learning to inclusive practice in classrooms for diverse populations of children.

417 School and Society (3) / Fall, Spring
A critical examination of current issues in today's schools and future directions in education through the perspectives of history, philosophy, sociology, anthropology, and the politics of education. Content includes: trends, movements and issues of the development of our present-day school systems and current educational practice; development of an individual philosophy of education through examination and evaluation of educational philosophies from early Greek through modern/post-modern thought; analysis of American society and its effect on the functioning of schools; the role of explicit and implicit cultural assumptions in educational contexts; and the influence of federal, state and local governing agencies, the knowledge industry and special-interest groups on education. Grade only.

418 Learning and Development in Adolescents (3) Fall, 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.

430 Special Education for Teachers (4) / Fall, 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 (3) / Fall
Classroom observation and participation in preschool and kindergarten settings. Twelve hours per week for seven 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 Credential program or consent of instructor.

442 Teaching in Secondary Schools (6) / Fall, 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, 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, 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, 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, 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.

458 Student Teaching B (12) / Fall, 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, 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, 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 (4) / Fall, Spring

Examination of cultural, ethnic, racial, linguistic, gender, family structure and individual diversity in the classroom, and the root causes of current classroom and school problems. The course includes an introduction to educational ethnography, and provides a basis for understanding the relationship of educational research and classroom teaching in terms of culture, teaching and learning. Alternative methods and materials integrating social studies with other elementary school subjects are examined and evaluated; teacher candidates learn how to develop their own program of study in the social sciences. Students use techniques of ethnographic methods to observe and analyze classrooms during the observational field placement of the class (30 hours) during the last half of the semester. Prerequisite: admission to the Multiple Subject Credential program. Grade only.

462 Teaching Reading/Language Arts in the Elementary School (4) / Fall, 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. 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 a Multiple Subject Elementary Credential program and completion of, or concurrent enrollment in, EDUC 460 and 461. Grade only. Early childhood education prerequisite: admission to the Multiple Subject/Early Childhood Education Credential program.

472 Teaching Mathematics in the Elementary School (2) / Fall, Spring

Goals, principles, methods and materials for teaching mathematics in elementary schools. This course aims to increase students' own confidence and appreciation of elementary mathematics, to broaden and deepen their understanding of current trends and issues in mathematics education, and to help them develop techniques and activities for teaching mathematics effectively to children. Course work includes many teaching and learning activities, as well as reading and discussion. Grade only. Prerequisites: MATH 300. Open only to students in the Multiple Subject Credential program; students in the elementary option must enroll concurrently in EDUC 476.

473 Teaching Science in the Elementary School (2) Fall, Spring

Philosophy, goals and techniques of elementary science teaching. Emphasis is on theories and methods of teaching for conceptual understanding, development of science process skills, and development of positive attitudes toward science and learning. Major concepts of science are reviewed, with emphasis on representing them in ways that are effective with elementary students. Active, hands-on methods of teaching are presented throughout the course. Grade only. Open only to students in the Multiple Subject Credential program; students in the Elementary option must enroll concurrently in EDUC 476.

476 Student Teaching I and Seminar (3) / Fall, 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, 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, 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.

495 Special Studies (1-4) / Fall, 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 CS 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 Preschool and Elementary Classrooms (3) / Fall

Techniques for conducting ethnographic action research in preschool and elementary settings. Theory and research relating to children's construction of friendships and peer group processes are discussed. Special emphasis is placed on inclusion and exclusion in classroom peer cultures. Grade only.

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. A focus of the course is on emergent literacy. Grade only. Applicable to the reading/language program and early childhood education M.A. Prerequisite: admission to the reading/language or early childhood education M.A. 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 Development in First and Second Languages (3) / Fall

Research and theory in oral and written language development in home and subsequent languages, including (1) the relationship between language development and cognition, and (2) literacy teaching and learning. Application of theory to practice. Grade only. Prerequisite: approval of the School of Education.

522 Curriculum and Assessment for First and Second Language Learners (3) / Fall

This course focuses on the principles and procedures for literacy and content learning in English in classrooms with bilingual/bicultural students, as well as the design and selection of materials, methods and contexts for literacy and content instruction at all ages. This course also focuses variety of strategies for specially designed academic instruction in English (SDAIE). Applies to concentration in reading/language.

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. Grade 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 Teaching to Diversity (3)

Since most aspects of education are influenced by culture, this course is designed to analyze education as a cultural process. The multicultural nature of today's society in California and the United States makes it imperative for educators to include multiple approaches to teaching and learning. This course reviews theoretical and practical perspectives of cultural diversity, crosscultural contact and culturally sensitive pedagogy, particularly for limited English proficient students. Grade only. Prerequisite: permission of instructor.

531 The Role of Play in Development and Learning (3)

Stages of development of play from infancy through adulthood from the perspectives of Piaget, Freud, Erickson, Mead and Czskizenmihayhli are addressed as well anthropological perspectives on play and culture, play's relationship to learning in academic disciplines such as language and literacy, logical-mathematical thinking and the arts. Topics include: the effects of technology (television, computers and video) on children's play, gender development and play, and play as a tool for developmentally and culturally sensitive curriculum and assessment. Grade only. Prerequisite: permission of instructor.

532 Social-Moral Development in Early Childhood Education (3)

Theories and research addressing social-moral development in early childhood, including cultural value differences are discussed. Stages of perspectivism, friendship and moral understanding from infancy through middle childhood are considered as well as research on the development of prosocial behavior through focused curriculum. Theories and research addressing gender identity and gender role socialization, research and theories applicable to resiliency for at-risk children and working with parents to help them understand children's social-moral development are topics included. Grade only. Prerequisite: permission of instructor.

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: permission of instructor.

534 First and Second Language Curriculum in Preschool and Primary (3) / Spring

Students explore the nature and development of developmentally and culturally appropriate practice in schools with diverse populations of children and families, including the development of listening, speaking, reading and writing in first and second languages. From observations of children's language, play and projects in a variety of settings, students will explore the socio- and psycholinguistic underpinnings of communicative competence, emerging literacy and conceptual development in both home and second languages. Strategies for linking children's home and school experiences with holistic, interactive and integrated curriculum will be emphasized as well as a variety of strategies for specially designed academic instruction in English (SDAIE). Grade only.

535 Leadership and Advocacy for Children and Families (3) / Alternate Spring, even years

A critical examination of current policy issues related to the inclusion of families in schools, including bilingual education, family literacy programs, Head Start and Even Start, and coordinated services for families and children from diverse cultural, linguistic and socioeconomic background within school settings. Each student will propose and complete a field-based project touching upon one or more of these areas of professional expertise as part of the development of a leadership and advocacy portfolio for the course. Fulfills field experience requirement for Early Childhood Specialist Credential and is applicable to the Child Development Permit and graduate CLAD certification.

536 Developmental Curriculum for Infants and Toddlers (3)

This course discusses the development of infants and toddlers in relation to caregiving strategies that support social-emotional, cognitive, language and physical development, and learning. Research on the effects of childcare on early development, crosscultural issues in development and working with parents of infants and toddlers are topics included. Grade only. Prerequisite: permission of instructor.

537 Authentic Assessment in Preschool and Primary Programs (3) / Spring

Focus is on child study, clinical interviews, ethnography, portfolio development and other strategies designed to assess young children in both their first and second languages. The integration of curriculum and assessment in classrooms that meet the needs of children and families from diverse cultural, linguistic and economic background is stressed. Grade only.

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, 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.

570 The Reflective Educator (3)
This is the first in a series of three graduate core courses in the School of Education. Students will take this course at the beginning of the M.A. program. The focus of this course is on philosophical, historical, social and psychological perspectives in education. Students will examine these perspectives while being encouraged to examine and reflect upon their own professional practices in education. In this course, students will begin to construct a reflective program portfolio that they will continue to modify throughout their M.A. program. The portfolio is intended to be cumulative throughout the graduate core courses. The portfolio addresses the following questions: Who am I in the context of the profession of education at this time in my personal and professional history and in the cultural context in which I live and learn? Under what conditions do I feel respected and engaged as a learner? What ideas have shaped and will impact my practice and my beliefs about education? What ideas, issues and topics interest me as possible areas for in-depth inquiry? Students will construct and review their program portfolios as an ongoing requirement for the graduate core courses. Presentation of the program portfolio is required for advancement to candidacy. Grade only. Prerequisite: admission to M.A. in education program.

571 Research Paradigms in Education (3)

This is the second in the series of three graduate core courses, and is designed to be taken midway in the master of arts degree program. This course focuses on students as critical consumers of research and includes among its goals the development of skills in the analysis and critique of educational research. The course addresses research and field needs of practicing educators as opposed to the needs of professional researchers and serves to acquaint students with basic principles and techniques of educational research. It also provides students with an opportunity to integrate knowledge of these principles through analyses of action research projects which may serve as the foundation for the culminating master of arts degree project. Grade only. Prerequisite: EDUC 570.

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) / Spring

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)

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) Fall, 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, 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, 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 Crosscultural Approaches to Early Childhood Education (3) / Fall

Historical and philosophical perspectives on the care and education of young children from early centuries to the present day, including models from Europe, China, Japan, Africa and Latin America. Topics include the roles of the child and the teacher, design of curriculum and environments for learning, and approaches to diversity in classrooms and communities. Grade only.

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, 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.

598 Developing a Thesis/Project (3)

This is the final course in the graduate core courses in education. This course develops students' abilities to carry out a thesis or project and provides basic information for planning and implementing the master of arts degree proposal. The main goal is to provide students with knowledge to begin their thesis or project. Time is provided students to assess progress in the program and to complete portfolio development. Grade only. Prerequisite: completion of all M.A. course work or taken in final semester of M.A. course work.

599 Supervised Research for Thesis/Project (3)

Supervised Research provides students with guidance in the completion of their research project. Under the direction of the committee chair, and in consultation with all committee members, students will complete the thesis or project that was developed in EDUC 598 Developing a Thesis/Project. Following completion of the research project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: completion of EDUC 598.

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 362, 707 664-2140

Department Chair
Don Patterson

Faculty
Julie Allen, William Babula, Martin S. Blaze, Robert Coleman, Gillian Conoley, Katharyn Crabbe, Nirmal-Singh Dhesi, Helen Dunn, Gerald Haslam, Barbara Hodne, 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 and 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, please refer to pages 283 and 288.

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 and the university's pre-law and pre-health professions programs.

The English department publishes the following professional and student publications: *Virginia Woolf Miscellany*, *Sonoma Mandala* and *Volt, A Magazine of the Arts*. Students wishing to participate in the production of these publications should contact the English department office.

To be admitted to the English major, students must receive a grade of at least B- in ENGL 101 and 214 or their equivalents. A student with a grade lower than B- in either ENGL 101 or 214 may petition for a review by the department. The review will be based on the contents of an appeal folder, which would contain three essays from the class being reviewed and a one-to-two paragraph explanation for basis of appeal.

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; please see Secondary Teaching Preparation, below)

An Introductory Course

Complete the following course:

ENGL 301 Literary Analysis: Seminar 3

A Survey Course

Complete one of the following courses: 3

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 one of the following courses: 3

ENGL 339 Introduction to Shakespeare (3)
ENGL 439 Studies in Shakespeare (3)

A Theory Course

Complete one of the following courses: 3
ENGL 379 The Structure and History of English (3)
ENGL 401 Introduction to Modem Critical Theory (3)
ENGL 487 Studies in Rhetoric (3)

An Upper-Division Course in Writing

Complete one 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 (Film-TV-Stage) (3)
ENGL 352 Personal Essay (3)
ENGL 375 Advanced Composition (3)
ENGL 407 Advanced Fiction Writing (3)
ENGL 418 Advanced Poetry Writing (3)
ENGL 475 Master Class in Nonfiction (3)

Total units in the major core 15

Note: English majors must choose one of three concentrations: literature, creative writing or secondary teaching.

Literature Concentration

Five general literature courses: 15

Three of these courses (9 units) must be at the 400 level, and two 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

Four courses in writing: 12

Three of these courses (9 units) must be at the 300/400 levels, and course selections must include two 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 341 Explorations in Language (3)
ENGL 343 Youth and Literature (3)
ENGL 375 Advanced Composition (3)
ENGL 379 The Structure and History of English (3)
ENGL 387 Public Speaking (3)
ENGL 491 Teaching Composition (3)
ENGL 492 Responding to Literature (3)

Complete one 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 one of the following courses: 3
ENGL 239 Survey: Early English Literature (3)
ENGL 240 Survey: Later English Literature (3)

Complete one of the following courses: 3
ENGL 339 Introduction to Shakespeare (3)
ENGL 439 Studies in Shakespeare (3)

Complete one of the following courses: 3
ENGL 314 Modem World Literature (3)
ENGL 345 Women Writers (3)

Complete one 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 one 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 352 Personal Essay (3)
ENGL 475 Master Class in Nonfiction (3)

Complete one of the following courses: 3
ENGL 448 Periods in English Literature (3)
ENGL 450 Periods in American Literature (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 one 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, please see the department's teaching credential program coordinator.

Sample Four-Year Program for Bachelor of Arts in English

Literature concentration

Freshman Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
ENGL 101 (3)	PHIL 101 (3)
Mathematics GE (3)	GE (3)
GE (3)	GE (3)
PHYS 100 (3)	ENGL 214 (3)
Electives (3)	Electives (3)

Sophomore Year: 33 units

Fall Semester (15 units)	Spring Semester (18 units)
HUM 200 (3)	GE (6)
GE (6)	ENGL 238 **or** 240 (3)
ENGL 237 **or** 239 (3)	GE ENGL 303, 307, 318 **or** 395 (3)
Electives (3)	ENGL 367, 369, 371 **or** 373 (3)
	Electives (3)

Junior Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
GE AMCS 360 (3)	ENGL 339 (3)
ENGL 301 (3)	GE NAMS (3)
GE WOMS 345 (3)	ENGL 448 (3)
Electives (3)	ENGL 314 (3)
ENGL 379 (3)	Electives (3)

Senior Year: 31 units

Fall Semester (15 units)	Spring Semester (15 units)
ENGL 483 (3)	ENGL 494 (3)
ENGL 451 (3)	ENGL 482 (3)
ENGL 435, 535 **or** 475 (4)	Advanced Genre (3)
Electives (6)	ART 418A, B **or** C (3)
	GE BIOL 311 (3)
Total semester units	**124**

Minor in English

Students majoring in other fields may develop, in consultation with an English department advisor, a 20-unit English minor.

Six units of any two 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.

Please see an English department advisor for additional course work in pre-law and pre-health.

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 more 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 non-thesis 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. Students applying for the creating writing emphasis must submit, in addition, a sample of their creative work. This evaluation will determine whether the student may enter the program with conditional or classified post-baccalaureate status. All applications materials should be submitted according to the dates established by the Office of Admissions and Records. The English department admits M.A. candidates in the fall semester only. Please refer to section on Graduate Degrees for more information (please see page 23).

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, or one year of a classical language.

2. 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, offered in the Fall semester.

M.A. 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 chairman of the department Graduate Committee.

Degree Options

To fulfill the requirements for the degree, a student may choose one of three options:

A. Thesis Option: 24 units of formal course work, plus 6 units for planning and writing a thesis.

B. Creative Writing Option: 24 units of formal course work, plus a maximum of 6 units of 500 level courses in directed writing.

C. Examination Option: 30 units of formal course work, plus completion of a written and oral examination in the student's major emphasis.

Note: All options require candidates to take ENGL 500, 501. Students choosing the thesis or examination option are required to take an oral examination, Students choosing the directed writing option are required to prepare a public presentation of their work.

Requirements for All Options

At least 15 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 Option	6
Examination Option: additional course work		6
ENGL 535	Directed Writing Option	6
Major Electives		18
Total units in advising tracks		**24**
Total units in the M.A. Program		**30**

English Courses (ENGL)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

A. ENGL 101 and 214 are prerequisites for upper-division courses.

B. These classes (or their equivalents), and ENGL 301, are prerequisites for English 400-level and 500-level courses; or consent of instructor.

C. Prerequisites apply to both major and minor.

English Placement Test: The university offers 30- and 99-level courses in English for students who pass the written English Placement Test (EPT) at an appropriate level. Please see page 281 for additional information.

30 Writing Skills (3) / Fall, Spring
The course will focus on developmental and learning skills in writing, including language mechanics, sentence patterns, paragraph patterns, spelling, vocabulary and developmental skills in reading, in preparation for ENGL 99. Students will receive guidance on the completion of written assignments that meet university-level standards. Placement in this course is based on the score on the English Placement Test (EPT). Cr/NC only. Not applicable toward graduation.

99 Basic Composition and Workshop (3) / Fall, Spring
Study and review of grammar, sentence structure, punctuation and other elements of standard written English and practice in the reading and analysis of essays. Students assigned to course on basis of English Placement Test scores. Course includes workshop for individual and small group tutoring. Cr/NC only. Not applicable toward graduation. Prerequisite: completion of the English Placement Test (EPT).

99T Basic Composition — Tutoring (1-3) / Fall, Spring
Individual and group tutoring in English composition. Tutoring units are assigned on basis of English Placement Test scores and are taken in conjunction with other writing courses. May be repeated. Cr/NC only. Not applicable toward graduation. Prerequisite: completion of the English Placement Test (EPT).

101 Expository Writing and Analytical Reading (3)
Fall, Spring
Study and practice in the expression of facts and ideas; principles of investigation, of organization, and of effective writing style, with emphasis upon expository writing and upon developing analytical reading ability. Satisfies GE, category A2 (Fundamentals of Communication). Prerequisite: completion of the English Placement Test (EPT). CAN ENGL 2.

199 Student-Instructed Course (1-3)
A course taught by graduate students under the supervision of a department faculty member. The course content will not be one covered by the regular course offerings.

201 Written and Oral Discourse Studies (3)
Fall, Spring
A course in analysis and production of written and oral discourse appropriate to a variety of disciplines and rhetorical situations, with emphasis on methods of critiquing, argumentation and cross-disciplinary discourse problems and challenges. Prerequisites: completion of GE areas A2 and A3.

207 Introduction to Creative Writing (3) / Fall
An introduction to a variety of forms of creative writing, poetry and prose poems, the personal essay, vignettes, short stories, drama and experimental fiction. Students will explore each form with in-class exercises and discussion. CAN ENGL 6.

214 Literature of the World (3) / Fall, Spring
An introduction to the study of literature. Masterworks drawn from a worldwide range of cultures and historical periods will provide the basis for discussion. Emphasis will be placed on written analysis of literary form and meaning. Satisfies GE, category C2 (World Literature). Prerequisite: ENGL 101.

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. Dickinson, Twain, H. James, Faulkner, Eliot, Kate Chopin, Baldwin. Realism, naturalism and modernism.

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.

295 Community Involvement Program (CIP) (1-4)
Fall, Spring
CIP involves students in basic community problems, performing such tasks as tutoring and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree.

301 Literary Analysis: Seminar (3) / Fall, Spring
The art of critical writing on each genre, and the application of traditional and modern criticism to the study of literature. All English majors must take this course in their junior year.

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. Please see *Schedule of Classes* for current title.

307 Introduction to Fiction Writing (3) / Fall, Spring
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, 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 or Spring
An introductory course in Shakespeare that centers around explication, discussion and criticism of the major plays in the canon. Available to majors and non-majors. Fulfills Shakespeare requirement for English majors.

341 Explorations in Language (3) / Fall or Spring
A course in language or linguistics that will include subjects not offered in regular curriculum. Please 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 non-majors. 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. Please see *Schedule of Classes* for current titles. May be repeated for credit.

352 Personal Essay (3) / Fall or 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) / Fall or Spring

368 Small Press Editing (3) / Fall, Spring
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) / Fall or Spring

371 Introduction to Novel (3) / Fall, Spring

373 Introduction to Drama (3) / Fall

375 Advanced Composition (3) / Fall, Spring
An advanced writing course, emphasizing organization of essays, style, usage, rhetorical techniques, and rewriting and editing. Course includes discussion of effective prose, review of students' work and individual consultations. Prerequisite: ENGL 101.

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, 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.

395 Community Involvement Program (CIP) (1-4) Fall, Spring
CIP involves students in basic community problems, performing such tasks as tutoring and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. May be repeated for a total of 6 units toward a degree.

399 Student-Instructed Course (1-3)
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 or Spring
A public lecture series on topics of general interest. Two units require regular attendance and a final paper. Students who take three units additionally meet once a week in discussion groups and do further reading on selected topics.

401 Introduction to Modern Critical Theory Fall or Spring
An introduction to a range of critical theories and practices related to modern literary criticism. The course aims to introduce students to the contemporary forms of critical theory and their antecedents, and to show their effects upon reading practices.

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 Advanced Poetry Writing (3) / Spring
Prerequisite: ENGL 318.

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 (3-6) / Fall, 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 subgenres 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. Please see *Schedule of Classes* for current offering. May be repeated for credit.

448 Periods in English Literature (3) / Fall or Spring
Middle English, Renaissance, 17th Century, Restoration and 18th Century, Romantic, Victorian, 20th Century. Please see *Schedule of Classes* for current offering. May be repeated for credit.

450 Periods in American Literature (3) / Fall or Spring
18th Century, 19th Century, 20th Century, naturalism, realism. Please 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)
Themes, modes and techniques of poetry: modern British, 20th century American, etc. Please see *Schedule of Classes* for current offering. May be repeated for credit.

472 Studies in the Novel (3)
In-depth studies of a particular kind of novel: English, 20th century American, political (offered jointly with the department of political science), war novel, etc. Please see *Schedule of Classes* for current offering. May be repeated for credit.

474 Studies in Drama (3) / Fall or Spring
Study of representative plays of a particular period: Medieval, Renaissance, Neoclassic, 19th century, Modern. Please see *Schedule of Classes* for current offering. May be repeated for credit.

475 Master Class in Nonfiction (3-4) / Fall or Spring
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.

481 Studies in English Literature (3) / Fall, Spring
Close study of topics unique to English literature. Please see *Schedule of Classes* for current offering. May be repeated for credit.

482 Studies in American Literature (3) / Fall, Spring
Close study of topics unique to American literature (e.g., transcendentalism, Western American literature). Please see *Schedule of Classes* for current offering. May be repeated for credit.

483 Individual Authors: American (3) / Fall or Spring
Each semester one or more authors will be selected for study in depth. Please see *Schedule of Classes* for the author to be studied. May be repeated for credit.

484 Individual Authors: English (3) / Fall or Spring
Each semester one or more authors will be selected for study in depth. Please see *Schedule of Classes* for the author to be studied. May be repeated for credit.

487 Studies in Rhetoric / Fall or Spring
Specialized study of topics in rhetoric (including the history of rhetoric from classical to modern and post-modern 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 Teaching Composition (3) / Fall, 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 / Fall, Spring
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. Grade only.

495 Special Studies (1-4) / Fall, 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, 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 M.A. 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 non-thesis option. The course should be taken during the first semester of classified status.

501 Literary Criticism (3) / Spring
Required for M.A. 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.

535 Directed Writing (3-6) / Fall, Spring
Individualized instruction in creative writing, one-on-one with a published writer. May be repeated up to 6 units. Prerequisite: consent of instructor.

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 or Spring
A single topic of English literature will be selected for study in depth. Please see *Schedule of Classes* for current offering. May be repeated for credit. Prerequisite: consent of instructor.

582 Seminar: American Literature (3) / Fall or Spring
A single topic of American Literature will be selected for comprehensive study. Please 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. Please 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. Please see *Schedule of Classes* for current offering. Prerequisite: consent of instructor.

587 Seminar: Rhetorical Theory
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)
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, 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, Spring
Prerequisite: ENGL 500, classified status and an authorized Thesis Prospectus Approval form.

Environmental Studies and Planning

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
Elementarty Teacher Credential Preparation in Environmental Studies
Certificate in Energy Management and Design
Double Major with Economics

Department Office
Rachel Carson Hall 18, 707 664-2306
http://www.sonoma.edu/ensp/

Department Chair
Steven C. Orlick

Faculty
M.. Thomas Jacobson / Planning, Environmental Law
Jean Merriman / Conservation and Restoration, Hazardous Materials
Stephen A. Norwick / Water Quality
Steven C. Orlick / Planning
Rocky Rohwedder / Energy Management and Design, Environmental Education
James C. Stewart / Environmental Education, GE Advising

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, for graduate studies, 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 financial aid office. Several scholarships are provided specifically for ENSP students through the university scholarship program; please see page 292.)

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 B.A. and B.S. 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 B.A. degree. This program should include at least one course in biology, one in geology, chemistry or physics, one in philosophy, and two or more in the social sciences, including a course in introductory economics (either macroeconomics or microeconomics is recommended). Additional course work is required for certain B.A. and B.S. 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 B.A. degree

Courses required for the major must be taken for a traditional letter grade, except for courses that are offered Cr/NC only.

Courses required for *most* B.A. study plans:

ENSP	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	499	Internship	4

And one of the three following courses selected according to advisory plan:

ENSP	310	Introduction to Planning	3
ENSP	334	Energy, Technology, and Society	4
ENSP	430	Environmental Education	3

Total units basic courses 20-24
and 16-33 additional units as determined by the study plan.

Bachelor of Science in Environmental Studies

Available for environmental technology study plan only.

Degree Requirements	units
General Education	51
Natural Science Support Courses	32-34
Major Requirements	22-35
General Electives	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

Total units basic courses 36-38
and 16-33 additional units as determined by the study plan.

* courses that meet general education requirements

Required Study Plans

In consultation with an advisor, students must complete an additional 16-33 units in one of the four study plans outlined below. Details of each plan, including specific courses and options, are available from the office of the department of environmental studies and planning. Plans I and II lead to a B.A. degree in environmental studies. Plan III leads to a B.A. or B.S. degree in environmental studies. Plan IV leads to a B.A. degree in environmental studies with a concentration in planning.

Total additional units in study plans 16-33

Total units in the major 36-53

Plan I. 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, 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. Recommended for students interested in educational positions at environmental education centers, zoos, aquariums and other non-formal settings.

Plan III. Environmental Technology (B.A. 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.

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 sustainable community planning including 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.

Note: Students interested in future careers in environmental law usually follow the planning study plan.

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 that fulfills subject matter requirements for entrance into an elementary teaching credential program. A detailed description of this plan is available by writing to the department office. This program is offered in conjunction with the SSU education department. Please see page 110.

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).

Double Major with Economics

The double major in economics and environmental studies and planning is intended for those students whose particular academic and career interests lie in natural resources economics, economic planning, energy management and/or community development and redevelopment. The double major is also designed especially for capable students who intend to pursue graduate studies in natural resource management, urban planning, law or related career fields.

Environmental Studies and Planning Courses (ENSP)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

100 Environmental Forum (1) / Fall

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, Spring

Lecture-discussion, 3 hours. An introduction to environmental studies and planning, including: humans in relation to the global ecosystem; an overview of problems of energy use, pollution, resource depletion, population growth, food supply, urbanization, search for solutions 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, 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 nonhuman environment. Emphasis upon critical thinking and ethical implications of human ideas and behavior. Prerequisite: junior standing.

303 Graphic Techniques in Environmental Design (3)
Fall

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

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) / Spring / Stewart

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, Spring / Jacobson

Comprehensive survey of planning as a systematic and powerful process of problem solving and goals achievement. Community and regional planning focusing on community development, urban design, redevelopment, and environmental resource management. Applications of planning in the public and private sectors. General plans, zoning, open space preservation, growth management, environmental impact assessment and public finance considerations. Evolving implementation techniques.

315 Environmental Impact Reporting (3)
Fall and/or Spring / Orlick, Jacobson
The practice and theory of environmental impact assessment and analysis. The process of preparing. Environmental impact reports (EIRs) and statements (EISs) as mandated by state and federal statutes and regulations. Reviewing and commenting on environmental documents. Relationship between EIRs and comprehensive planning activities. Litigation of EIRs and environmental mediation. Prerequisite: ENSP 310 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 Planning with Nature (3)
Fall or Spring / Orlick, Jacobson
Review of land use planning and regulation as it relates to the protection of various natural resources and environmental systems. Course subject matter varies and may include wetlands, open space, endangered species, coastal resources, agricultural land, forests, land subject to flooding, multi-species habitat planning. Regulatory tools used to ensure resource and environmental protection.

321 The Biological Environment (3-4)
Fall, 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. Class fee required at time of registration.

324A Agroecology (1-2) / Fall
The Agroecology course focuses on the study and practice of sustainable agricultural. Fall topics include soil testing, composting, seed beds for winter crops, planting green manure crops, and pest control. Environmental concerns concentrate on genetic diversity, seed saving, and decreased dependence on chemical pesticides and herbicides. Class time is divided between classroom lectures/discussions and field research experimentation. Laboratory fee required at time of registration.

324B Agroecology (1-2) / Spring
The Agroecology course focuses on the study and practice of sustainable agricultural. Spring topics include composting green manure, preparation of greenhouse seed beds, pest and weed control, and spring planting in open beds. Environmental concerns concentrate on large-scale irrigation, greenhouse management, fruit, nut, and forest production, and health effects of pesticides and herbicides. Class time is divided between classroom lectures/discussions and field research/experimentation. Laboratory fee required at time of registration.

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, 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 (3-4) / 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
Designed to assist students in understanding energy as a fundamental measure of organization, structure, and transformation in society. Principal topics include: energy history, thermodynamics, global issues and trends, energy economics, energy institutions, and the politics of energy. Analysis of current energy trends and future possibilities. Lectures/discussion, student presentations, and field trips.

337 Principles of Energy Management (3)
Fall, every other year
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.

356 Environmental Politics and Economics (2-3)
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) / Fall, Spring
Involvement in on-campus environmental and planning activities. Required pre-approval of activities by faculty supervisor.

363L Computer-Aided Communications in Environmental Studies (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.

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 mathematics.

375 Portfolio Development and Review (1-2) / Fall
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 cre-dential programs. Students develop portfolios of individual training and achievement. Recommended for juniors. Cr/NC only.

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
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, Spring
Involvement in human, social, biological, or physical problems of the off-campus community. A total of 6 units may be applied toward the degree.

399 Student-Instructed Course (1-4)
Topic will differ each semester.

400 Selected Topics in Environmental Studies and Planning (1-4)
Intensive study of selected topics related to environmental studies and planning. Topics vary from semester to semester. May be repeated for credit with consent of instructor.

405 Commercial Energy Management (3)
Spring, every other
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) / Spring
Development of curriculum materials and teaching techniques to utilize school and community gardens as outdoor classrooms. Curriculum materials will relate to such topics as plant identification, growth cycles, photosynthesis, soils and nutrients, nutrition, insects, predator/prey relationships, pesticides, and soil and water pollution. Lesson plans suitable for elementary school level will be developed.

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, senior standing and consent of instructor.

411B Planning Workshop (4)/ Spring / Orlick
Continuation of ENSP 411A. Spring semester focuses on preparation of the plan including implementation programs, following state guidelines. Public presentations of class project. Class fee required at time of registration. Prerequisite: ENSP 411A and consent of instructor.

414 Environmental Law (3) / Fall or Spring / Jacobson
Review of environmental law and regulation in the United States generally and California in particular. Overview of California and federal legal systems with emphasis on their role in environmental protection. Substantive laws governing air and water quality, waste management, toxics control, endangered species protection, international environmental issues, and environmental justice.

415 Land Use Law (3) / Spring/ Jacobson
Overview of the law governing land use in California. Fundamentals of the legal system and legal analysis. Substantive law regarding planning and zoning, subdivision, development conditions, California Environmental Quality Act, growth management, land use initiatives, vested rights, design review. Constitutional protection of property rights.

417 Urban Design (3) / Fall / Orlick
An exploration of the creative process of deliberate design of the physical and visual form of urban communities. The appearance and aesthetic qualities of public open spaces, streets, buildings, neighborhoods, city gateways, signs, and other elements of the urban scene. Creating a "sense of place." The effects of public policy and regulations on urban form. The scale, pattern, and image of urban form elements. Planning for new communities, historic preservation, urban plazas, and downtown renewal. Prerequisite: ENSP 303 or GEOG 385, and ENSP 310 are recommended.

418 Planning for Sustainable Communities (3)
Fall / Jacobson
"Sustainability" as a concept in environmental and land use planning. Definitions and models of sustainability. Evaluation of "sustainable development" on global, national, regional and local levels. Practical experience with city and county planning for sustainability.

419 Transportation Planning (3)
Fall, every other / 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. Congestion management, energy conservation, sustainability and environmental impact considerations.

430 Environmental Education (3)
Fall / 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. Class fee required at time of registration.

437 Passive Solar Design (3) / Fall, every other
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. Class fee required at time of registration.

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 430. 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 multimedia, and telecommunications, and various methods of computer-related instruction. Cr/NC only. Prerequisite: ENSP 430 or consent of instructor.

444 Energy Forum (1-2) / Spring
Speakers, including community professionals and university faculty, covering a wide variety of energy issues with formal presentations followed by discussion period. Several field trips included. May be repeated for credit.

460 Teaching Assistantship (1-4)
Open only to advanced students. Intended to give students experience in assisting the instructor in an environmental studies course by doing research and tutoring students in the class. Prerequisite: consent of instructor.

463 Computer Applications in Energy Management Lab (1-2) / Spring, every other
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. Prerequisites: ENSP 337 or 437, or consent of instructor.

470 Planning Independent Study (1-4)
Fall, Spring / Orlick, Jacobson
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
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. Cr/NC only. Recommended for seniors.

490 Senior Project (1-4) / Fall, Spring
Group and some individual studies. This major senior activity may be coordinated with independent studies and/or special problems to total 12 units. May be repeated for credit.

495 Special Studies (1-4) / Fall, Spring
Independent study designed in consultation with an instructor. Prerequisite: successful completion of at least two ENSP courses and submission of a completed SSU special studies form.

498 Senior Seminar: Issues in Professional Practice (1-2) / Spring / Orlick
Discussion of situations and challenges new planners are likely to encounter early in their professional careers. Seminars include discussions with professional planners on such topics as working with the public, elected officials, and other professionals; maintaining relations with the press; ethical dilemmas; and other matters of current concern. Discussion of students' internship experiences. Required for senior students in the planning concentration. Must be taken within two semesters of graduation. Cr/NC only.

499 Internships (1-4) / Fall, Spring
For senior students (in most cases) working off-campus in experiential learning positions with written contract and faculty guidance. Cr/NC or a grade, depending on study plan. Prerequisites: senior standing and/or consent of instructor.

Film Studies

Program offered
Minor in Film Studies

Program Office
ArtBuilding 128, 707 664-2364

Program Coordinator
William Guynn / Art Department

Faculty
Marsha Adams / Art
Harold G. Alderman / Philosophy
James E. Gray / American Multicultural Studies
William 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 can design a minor with an emphasis relevant to their academic and career objectives.

Minor in Film Studies

The minor consists of a minimum of 18 semester units distributed among a core (9 units) and a choice of electives (9 or more units).

Minor Core Requirements

ArtH	212A or B	Introduction to World Film History	3
ArtH	361	Classic Narrative Film	3
ArtH	363	Other Cinemas	3

Total units in the minor core 9

Minor Electives

Students may complete the film studies minor by choosing additional courses in film history or three courses within any one of the following four options.

Film and Literature Option

These courses study different aspects of the complex relationship between film and literature: the role of screenwriting in the process of film production; the problems of adaptation; the comparative study of literary and filmic texts; and the special contribution that literary analysis has made to the study of film.

ENGL	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)
ArtH	464	History of Modern Art: 20th Century (3-4)
ArtH	465	History of Modern Art: American (3-4)
COMS	201	Media Arts I (3)
COMS	355	Media Arts II (3) **or** THAR 120 Beg. 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 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 one elective course with a regional or intercultural perspective.

Film Studies Courses (ArtH)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

212A Introduction to World Film History (1894 to WWII) (3)

Lecture, 1 hour; films, 2 hours. A chronological survey of historical representative and significant films tracing the evolution of the cinema as an art form. Includes study of the primitive period, the emergence of the feature film in America, Europe, and Japan, the advent of sound, the "great studio era," and alternative cinemas of the 1930s and 1940s. Satisfies GE, category C1 (History of the Fine Arts).

212B Introduction to World Film History (WWII to Contemporary) (3)

Lecture, 1 hour; films, 2 hours. A chronological survey of historical representative and significant films tracing the evolution of the cinema as an art form. Includes study of post-ware movements such as neorealism and the French New Wave, cinematic modernism, the post-war film in Asia, and the emergence of new cinemas in the Third World and Eastern Europe. Satisfies GE, category C1 (History of the Fine Arts).

361 Classic Narrative Film (3)

Theory and analysis of classic Hollywood film. Emphasizes the evolution of the narrative systems, the art of editing, the history of American genre filmmaking, the problematic notion of the *auteur*, and the place of the spectator in the classic fiction film.

363 Other Cinemas (3)

Alternative film practices (i.e., outside the classic Hollywood model). Each semester's course is organized around a movement, a theme, or a critical problem and includes the study of Western and non-Western films. May be repeated for credit toward the major.

461 Selected Topics in Film (3)

A genre, the work of a single filmmaker, a cinematic movement, a national cinema, a focused study of a problem in film history or aesthetics, etc. May be repeated for credit toward the major.

Foreign Languages and Literatures

Programs offered

Bachelor of Arts in French
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

Department Office
Stevenson Hall 3016, 707 664-2351

Department Chair
Howard Limoli

Language Laboratory Director
Helio Tavares

Faculty
Philip Beard / Germon
Sterling Bennett / German
Yvette M. Fallandy / French
Francisco Gaona / Spanish
Howard Limoli / French
Elizabeth Martinez / Spanish
Jorge Porras / Spanish

The programs and courses of the foreign languages department make accessible to students the languages, literatures and cultures of France, Germany, 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. 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 languages 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 languages 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

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, please contact the credentials office, School of Education, 707 664-2581.

International Programs

Through the International Programs of the California State University, Sonoma State University students may spend an academic year in residence at a 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 (please see page 31).

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 two years	101
Two years	102
Three years	201 or any other 200 course except 202
Four years	202 or any other 200 course except 201

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 university procedures (please see page 282). 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. Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

195 Elementary Special Studies (1-4)

Directed, individual study in a lower-division foreign language.

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 students 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 them with a comprehensive knowledge of the historic and contemporary culture and institutions of France and the francophone world. The French language is studied not as an end in itself, but as a vehicle for the students' broader and more informed participation in their chosen fields.

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**

Sample Four-Year Program for Bachelor of Arts in French

Variations are easily accommodated in the sequencing of GE requirements, but should be done in consultation with an advisor. Note that courses designated as elective or minor total 36 units and could easily accommodate a second major (depending on the selected double major, which might require one or two additional courses). Careful planning and early identification of a second major make this feasible. A variation would be to complete the junior or senior year in the CSU International Program, meeting all upper-division French requirements in a single year, and completing the second major in the other upper-division year at SSU.

Freshman Year: 31 units

Fall Semester (14 units)	Spring Semester (17 units)
FREN 101 (4)	FREN 102 (4)
FREN 101L (1)	FREN 102L (1)
GE A2 (3)	GE C1 (3)
GE A3 (3)	GE B1[1] (3)
GE B4 (3)	GE A1 (3)
	Elective **or** Minor (3)

Sophomore Year: 32 units

Fall Semester (17 units)	Spring Semester (15 units)
FREN 203[2] (4)	FREN 204 (3)
FREN 203L (1)	GE D3[5] (3)
GE B3[1] (3)	GE D4[5] (3)
GE D2[3] (3)	GE B2 (3)
GE C2 (3)	Elective or Minor (3)
GE D5[4] (3)	

Junior Year: 35 units

Fall Semester (19 units)	Spring Semester (16 units)
FREN 301 (4)	FREN 302 (4)
FRENCH 320 (C3) (UD) (3)	GE E1 (UD) (3)
GE D1 (UD) (3)	Elective or Minor (3)
Elective **or** Minor (3)	Elective **or** Minor (3)
Elective **or** Minor (3)	FREN 321 (3)

Senior Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
FREN 410 (3)	FREN 411 (3)
FREN 415 (3)	FREN 475 (3)
Elective **or** Minor (3)	Elective **or** Minor (3)
Elective **or** Minor (3)	Elective **or** Minor (3)
Elective **or** Minor (3)	Elective **or** Minor (3)

Total semester units: 128

[1] One of B1 or B3 must have lab.

[2] Counts as C4.

[3] Important to take World History before upper-division French.

[4] Can be an early prerequisite for business majors or minors, and might be taken earlier, or later, for those who decide at a later date on an internationally-oriented career other than business.

[5] Advantage of taking D3 and D4 together: understanding the U.S. Constitution in connection with U.S. history.

Minor in French

Requirements for the Minor

The French minor presupposes 15 units or the equivalent of FREN 101, 102, 203, and lab courses 101L, 102L and 203L. All or part of these may have been completed elsewhere. Also, 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)

Classes are offered in the semesters indicated; if not indicated, please refer to the current class schedule. **Note:** Unless stated otherwise, courses are conducted in French.

101 First Semester French (4) / Fall, 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, 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.

102 Second Semester French (4) / Fall, 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.

203 Third Semester French (4) / Fall, 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.

204 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.

301 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.

302 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.

320 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).

321 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).

410 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).

475 The Senior Seminar (3) / Spring
An advanced writing course, culminating in a research paper on a literary or cultural topic. In addition, a reading list will be provided on French linguistics, with an oral component on the International Phonetic alphabet, assignments in the language lab and discussion of the reading list. Prerequisite: FREN 321 or 411 (may be taken concurrently).

495 Special Studies (1-4)
Directed individual study. Prerequisite: consent of instructor.

499 Internships (1-4)
Students in the intern program apply skills and methods mastered in their course work in French in a variety of situations in public and private agencies. Credit is awarded for completion of 3 hours of work (weekly average) per unit, participation in a seminar or conferences, and a final report. Placement must be arranged in advance with department coordinator.

Minor in German

The German minor program consists of a minimum 20 units of course work in German, of which 8 units must be in advisor-approved upper-division courses. Additionally, German minor students must attain the "Zertifikat: Deutsch 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)

Classes are offered in the semesters indicated; if not indicated, please refer to the current class schedule. **Note:** Unless stated otherwise, courses are conducted in German.

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.

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 (In English) (3) / 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 (In English) (3-4) / 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.

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. Cr/NC only.

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)

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 dealing with Asian psychology (4)
PSY	496	Tutorials dealing 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 **or**	
SPAN	101	Basic Spanish, 1st Semester	4
SPAN	101L	Language Laboratory	1
SPAN	200X	Intensive Intermediate Spanish	6
SPAN	200L	Language Laboratory **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.

Sample Four-Year Program for Bachelor of Arts in Spanish

Freshman Year: 31 units

Fall Semester (14 units)	Spring Semester (17 units)
SPAN 101 (4)	SPAN 102 (4)
SPAN 101L (1)	SPAN 102L (1)
GE A2 (3)	GE C1 (3)
GE A3 (3)	GE B1 (3)
GE B4 (3)	GE A1 (3)
	Elective/minor (3)

Sophomore Year: 32 units

Fall Semester (17 units)	Spring Semester (17 units)
SPAN 201 (counts as C4) (4)	SPAN 202 (counts as C4) (4)
SPAN 201L (1)	SPAN 202L (1)
GE B3 (3)	GE D3 (3)
GE D2 (3)	GE D4 (3)
GE C2 (3)	GE B2 (3)
GE D5 (3)	Elective/minor (3)

Junior Year: 35 units

Fall Semester (18 units)	Spring Semester (18 units)
SPAN 300 (3)	SPAN 301 (3)
SPAN 303 (3)	SPAN 305 (3)
SPAN 306 (3)	SPAN 307 (3)
GE C3 UD (3)	GE E1 UD (3)
GE D1 UD (3)	Elective/minor (3)
Elective/minor (3)	Elective/minor (3)

Senior Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
SPAN 304 (3)	SPAN 400 (3)
SPAN 496 (3)	SPAN 497 (3)
Elective/minor (3)	Elective/minor (3)
Elective/minor (3)	Elective/minor (3)
Elective/minor (3)	Elective/minor (3)
Total semester units:	**124**

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)

Classes are offered in the semesters indicated; if not indicated, please refer to the current class schedule.

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 Composition and Conversation (3)

Practice of advanced Spanish through literary and nonliterary texts, videos and/or classroom activities, to encourage the students' ability to capture and comprehend ideas in Spanish, and use of speaking, writing and reading skills. 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

Department Office
Nichols 220, 707 664-2840

Major Coordinators
E. Kay Trimberger, Cindy Stearns

Special Major in Gender Studies

The ITDS special major (B.A.) 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.

Issues of gender have always been central to a liberal arts education. Conceptions of art, science, the economy and the state, have either been founded on, or had differential implications for the activities of women and men. Gender studies seeks to make explicit and coherent much of what has always been implicitly present. Adding "gender" to the array of core concepts in many disciplines enriches a liberal arts education. A major in gender studies, with its combination of cross-disciplinary, analytic and practical skills prepares a well-rounded graduate who has the tools to adapt to a world of rapidly changing work and family structures.

The gender studies major is constructed to encourage students to double-major or to minor in another discipline. The major has three components:

1. An interdisciplinary core of 21 units that exposes students to 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.

3. Skill application in education or human services through a total of 7 units of course work and internships in either organizations devoted to gender change or in teaching.

A gender studies major, combined with a disciplinary major or minor, is equipped for work and graduate school in a number of fields: education (preschool through college), law, counseling and psychology, social change advocacy, social work, health professions, journalism and writing, managerial and organizational occupations, political and public service careers, art and library science.

The women's and gender studies program 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.

I. Core Requirements

WOMS 280	Gender, Health and Body Image **or**	
WOMS 350	Gender, Sexuality and Family	3
WOMS 375	Race, Sex and Class (crosslisted as AMCS 420 or POLS 330)	3
WOMS 425	Feminist Research Methods	3
WOMS 475	Contemporary Feminist Thought	3
WOMS 485	Senior Seminar	3
Electives		6

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 (defined as any recognized major or minor in the university) 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. An introductory (3-4 units) course in the discipline (may be lower or upper division); 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

Teaching internships may be in a student-taught course in the university, as a Teaching Assistant in university courses, as the organizer of a university or community lecture series, or teaching in a community setting)

OR

WOMS 490	Feminist Organizations	3
WOMS 395/499CIP/Internships		4

Internships must be completed in an organization concerned with gender change. Examples: Commission on the Status of Women, Women's Resource Center, National Women's History Project, Men Evolving Non-Violently.

Total skills application units 7

Total units necessary for gender studies major 44

Note: For women's studies course descriptions, please see pages 277.

Sample Four-Year Plan for Gender Studies Major

Plan to complete gender studies major (44 units), and graduate (124 units) in 8 semesters starting in the freshman year. This major is organized to facilitate a double major or a gender studies major and a disciplinary major. Hence 20 units of the gender studies major can be counted toward the double major. (All the disciplinary concentration and 4 additional units can be counted for both majors.) A double major can also be facilitated by the strategic incorporation of women's studies GE classes (280, 350, 375) into the planning process.

Freshman Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
GE (3)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)

Sophomore Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
WOMS 280 (3)	WOMS elective (3)
Lower-Division course in Disciplinary Concentration (4)	Disciplinary course (4)
GE (3)	GE (3)
Electives (6)	Electives (6)

Junior Year: 31 units

Fall Semester (17 units)	Spring Semester (14 units)
WOMS 375 (3)	WOMS 490 **or** 491 (3)
Gender course in discipline (4)	WOMS 499 **or** 492 (1)
WOMS elective (3)	Disciplinary course (4)
Upper-Division GE (3)	Upper-Division GE (3)
Elective (4)	Elective (3)

Senior Year: 31 units

Fall Semester (16 units)	Spring Semester (15-16 units)
WOMS 475 (3)	WOMS 485 (3)
WOMS 425 (3)	WOMS 499 (2-3)
Electives (10)	WOMS 493 (1)
	Electives (9)
Total semester units:	**124**

Sample Four-Semester Plan for Gender Studies Major

Plan for transfer students and those who declare a major in gender studies at the start of their junior year. (This plan assumes the student has completed 62 units toward graduation and all lower-division GE.)

Junior Year: 31 units

Fall Semester (14 units)	Spring Semester (17 units)
WOMS 350 (3)	WOMS 375 (3)
WOMS Elective (3)	WOMS 490 **or** 491 (3)
Gender course in disciplinary concentration (4)	WOMS 499 **or** 492 (1)
	Disciplinary course (4)
Course in disciplinary concentration (4)	Upper-Division GE (3)
	Elective (3)

Senior Year: 31 units

Fall Semester (16 units)	Spring Semester (15-16 units)
WOMS 475 (3)	WOMS 485 (3)
WOMS 425 (3)	WOMS 499 (2-3)
Disciplinary course (4)	WOMS Elective (3)
Elective (6)	WOMS 493 (1)
	Upper-Division GE (3)
	Elective (3)
Total semester units:	**124**

Geography

Programs offered

Bachelor of Arts in Geography
Minor in Geography
Teaching Credential Preparation

Department Office
Stevenson Hall 2054, 707 664-2194

Department Chair
Timothy A. Bell

Faculty
Bryan D. Baker, Timothy A. Bell,
William K. Crowley, Dorothy E. Freidel

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 for both manual and digital cartography, as well as a Pentium-equipped computer laboratory for geographic information systems (GIS) and image processing. The GIS Lab includes a file server, a Sun SparcStation, Arc/Info and other GIS and graphics software, digitizing tablets and color plotters. The department is home to the Geographic Information Center (GIC) which conducts research and service projects in the region. The department operates a base station for the local positioning system (GPS) and maintains several GPS mobile receiver units. The department also houses extensive collections of maps, aerial photographs and remotely sensed imagery, and one of the most complete historical weather libraries in California. A facsimile weather map recorder provides students with current weather data to complement historical resources.

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 GE and geography course requirements.

Major Core Requirements

GEOG 203	Cultural Geography (offered fall and spring)	3
GEOG 204	Physical Geography (offered fall and spring)	3-4
GEOG 490	Senior Seminar in Geography (spring only)	4

One upper-division physical geography course from:

GEOG 306	Environmental Geology (3)	
GEOG 310	Meteorology (3-4)	
GEOG 360	Geomorphology (4)	
GEOG 370	Climatology (3-4)	
GEOG 416	Biogeography (4)	4

(At least one of these will be offered each semester.)

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

(At least one of these will be offered each semester.)

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 460	Seminar in Area Studies (3-4)	4

(At least one of these will be offered each semester.)

One techniques course from:

GEOG 380	Map, Air Photo and Satellite Interpretation (4)	
GEOG 385	Cartography and Computer Mapping (4)	
GEOG 387	Intro. to Geographic Information Systems (4)	4

(At least one of these will be offered each semester.)

Total units in the major core 26-27

Major Electives in Geography

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

Total geography units in the major 42

Required Supporting Courses (outside of geography)

Supporting courses should be selected to broaden the student's knowledge and interests, to support those areas within geography that overlap with other disciplines. 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 required 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 306 Environmental Geology (GEOL 306) (3)*
GEOG 310 Meteorology (3-4)
GEOG 360 Geomorphology (4)
GEOG 370 Climatology (3-4)
GEOG 372 Global Change (2)
GEOG 375 Natural Hazards (2)
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.

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.

Sample Four-Year Program for Bachelor of Arts in Geography

Geography has not traditionally had freshmen students begin the major. This suggested plan, however, urges them to take one of the lower-division introductory geography courses in the spring of their freshman year. In addition, this plan does not identify the elective courses within the major, nor the electives in the required supporting courses, both of which should be chosen after consultation with the geography advisor(s). The sequence of courses taken is a suggestion only, so please see your geography advisor each semester for assistance.

Freshman Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
GE MATH (B4) (3)	GE PHIL 101 (A3) (3)
GE ENG 101 (A2) (3)	GE UNIV 200 (A1) (3)
GE (3)	GE GEOG 203 (D2) (3)
GE (3)	GE (3)
University Elective (3)	University Elective (3)

Sophomore Year: 31 units

Fall Semester (15 units)	Spring Semester (16 units)
GE (3)	GE GEOG 204 (B3) (4)
GE (3)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)
University Elective (3)	University Elective (3)

Junior Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
Upper-Division GE (3)	Upper-Division GE (3)
Geog (A Regional Course) (4)	Geog (Techniques) (4)
Geog (Upper-Div. Cultural) (4)	Geog (Upper-Div. Physical) (4)
Upper-Div. Supporting (4)	University Elective (3)
University Elective (1)	University Elective (2)

Senior Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
Geog Elective (4)	GEOG 490 (4)
Geog Elective (4)	Upper-Division Supporting course or Internship (4)
Geog Elective (3-4)	
Upper-Division GE (3)	Geography Elective (4)
University Elective (1-2)	University Elective (3)
Total semester units	**124**

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)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

203 Cultural Geography (3) / 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) / Baker, Freidel

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)

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).

306 Environmental Geology (3) / Geology 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)

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)

Field experience is provided in a variety of areas not usually offered in the regular geography courses. The course titles and contents may vary from semester to semester and may be repeated for credit. Please see the current *Schedule of Classes* for particular interest areas offered. Up to 2 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. Fee will be charged for this course. Check with instructor for amount. 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) / Freidel

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) / Freidel
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.

372 Global Change - Past, Present and Future (2)
An advanced course focusing on evidence of climate change in the past and potential climate change in the future. Present research methods used to investigate past climate and project possible climatic trends will be studied. The range of theories regarding past, present and future climate, and the response of the environment to such changes will be explored in detail. Prerequisite: GEOG 204 or consent of instructor.

375 Natural Hazards (2)
A survey of natural hazards in relation to human activities around the world, emphasizing hazards from weather and geological sources. Weather and climate-related hazards such as hurricanes, tornadoes, wind, fire, intense precipitation and drought, and geologic hazards such as landslides, flooding, earthquakes and volcanism are explored. Although the focus is on naturally occurring hazards, the human as a catalyst influencing the frequency and intensity of hazard occurrences, and the increasing risk of damage to human property is an integral part of the course.

380 Map, Air Photo and Satellite Interpretation (4)
Freidel
Lecture, 2 hours; laboratory, 6 hours. Observation and analysis of the physical and cultural environment through interpretation of topographic maps, aerial photographs and non-photographic 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) / 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) / Baker
Lecture, 3 hours; laboratory, 3 hours. The principals of geographic information systems (GIS), including their use as a tool for collection, input, analysis and output of spatial data. Topics include elements of a GIS, data structures and their management, and basic input and output functions. Hands-on exposure to computers and GIS software packages is provided during the laboratory.

390 Geography of California (2) / Freidel
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)
Crowley
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)
A single subject or set of related subjects not ordinarily covered by the geography department. Please see the current *Schedule of Classes* for topics to be emphasized.

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. Prerequisite: BIOL 116 or consent of instructor.

420 Regional Geography of Western 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.

460 Seminar in Area Studies (3-4)
This course will provide offerings in special problem areas such as China and Southeast Asia, arid lands, Pacific Rim/World and underdeveloped lands.

490 Senior Seminar (4) / Spring only
The focus of the seminar may vary, but the class will expose students to the nature of the discipline of geography through readings of scholarly literature. The class will emphasize a student research project and will include classroom discussions during the course of the semester.

495 Special Studies (1-4)
Special studies may be arranged to cover an area of interest not covered in the courses otherwise offered by the department. Prerequisite: completed special studies form and consent of the instructor.

496 Selected Topics in Geography (2-5)
A single subject or set of related subjects not ordinarily covered by the geography department. Offerings will vary depending on visiting faculty, experimental courses and educational needs.

499AB Geography Internship Program (2-5)
Students in the intern program will be given the opportunity to gain practical experience using geographical skills by working in a variety of county and city agencies in the Sonoma State University service area. Credit is given for three hours per unit work per week as arranged with the intern coordinator.

Graduate Study

The geography department does not offer an M.A.; however, students in graduate programs such as interdisciplinary studies, cultural resources management and history may arrange to do graduate-level research with members of the geography faculty. Students should consult with the chair of the geography department and their graduate advisor before arranging for graduate-level studies in geography.

595 Special Studies (1-6)

Advanced research and writing. Students work under close supervision of faculty members. Subject matter variable. May be repeated for credit. Prerequisite: consent of instructor and completed special studies form.

Geology

Programs offered

Bachelor of Science in Geology
Bachelor of Arts in Geology
Minor in Geology
Secondary Education Teaching Credential Preparation

Department Office
Darwin Hall 126, 707 664-2334

Department Chair
Rolfe C. Erickson

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 B.A. or B.S. pre-professional degrees. The B.S. and B.A. degrees provide an excellent background for graduate school and for work in geology in such fields as engineering geology, environmental geology, hydrology and mineral exploration. Many of our geology graduates work for consulting firms with specialties in one or more of these areas. Because of the selectivity involved in choosing a program that meets their own particular interests and goals, students must consult with a departmental advisor about their plan of study and their course load each semester.

Bachelor of Science in Geology

This plan is intended to give the student basic professional competence in geology. It provides an excellent foundation for graduate school or a professional career for those students who have or desire a strong background in mathematics.

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, 116AB	General Chemistry	10
PHYS 114	Introduction to Physics I	4
PHYS 116	Introductory Laboratory	1
PHYS 214	Introduction to Physics II	4
PHYS 216	Introductory Laboratory	1
MATH 161	Calculus I with Analytic Geometry	4
MATH 211S	Calculus II with Analytic Geometry	2

(MATH 211 is the 4-unit version of 211S and is highly recommended)

Total units in supporting courses 26
Total units in the major 72

Sample Four-Year Plan for Bachelor of Science in Geology*

Freshman Year: 28 units

Fall Semester (14 units)	Spring Semester (14 units)
GEOL 102 (3)	GEOL 105** (3)
CHEM 115A (5)	CHEM 115B (5)
GE (6)	GE (6)

Sophomore Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
GEOL 303 (4)	GEOL 413 (4)
GEOL 205 (2)	MATH 211S (2)
MATH 161 (4) + GE (6)	GE (9)

Junior Year: 31 units

Fall Semester (15 units)	Spring Semester (16 units)
GEOL 305 (3)	GEOL 307 (4)
PHYS 114 (4)	GEOL 308 (1)
PHYS 116 (1)	PHYS 214 (4)
GEOL 417 (4)	PHYS 216 (1)
GEOL 418 (1)	GE (6)
GE (3)	

Senior Year: 33 units

Fall Semester (17 units)	Spring Semester (16 units)
GEOL 411 (4)	GEOL 420 (4)
GEOL 412 (1)	Geology Elective (3)
Geology Elective (3)	Geology Elective (3)
GE (9)	GE (6)

Senior Summer: 4 units

GEOL 427 (4)

Total semester units 124-127

* The B.A. degree in geology is identical to the B.S., except that MATH 211S is not required, and PHYS 210AB and PHYS 211AB (Algebra Physics) are substituted for PHYS 114, 116, 214 and 216 (Calculus Physics).

** Course not required, but strongly recommended.

Students are strongly encouraged to take GE courses in the summer and in January intersession to the extent possible.

Bachelor of Arts in Geology

This plan is intended to give the student basic professional competence in geology, suitable as a foundation for either graduate school or a professional career. The geology course content is the same as in the B.S. 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, 116AB	General Chemistry	10
PHYS 209AB, 210AB	General Physics with Laboratory	8
MATH 161	Calculus I with Analytical Geometry	4
Total units in supporting courses		**22**
Total units in the major		**68**

Minor in Geology

Completion of a minimum of 20 units from geology department courses will constitute a minor in geology. Six of the 20 units must be upper division. Students should consult with an advisor in the geology department regarding required courses.

Secondary Education Teaching Credential Preparation

At present there are two ways in which geology majors may work toward a secondary teaching credential. The geology department continues to participate in the physical science option in the teacher preparation program in science. However, this option is available only to those students who have taken at least one course from the approved Physical Science Waiver Program at Sonoma State University prior to January 1995. Those students, who complete the course requirements of the Physical Science Waiver Program, are exempted from taking the subject matter examinations required by the California Commission on Teacher Credentialing. Individuals in this option must complete the Physical Science Teacher Preparation Program by January 1998.

Geology students who did not take a course from the approved Physical Science Waiver Program prior to January 1995 must demonstrate competence in the natural sciences by passing the subject matter examination required by the California Commission on Teacher Credentialing. One part of the examination will test breadth of knowledge in biology, chemistry, physics, astronomy and geology. Another part of the examination will test depth of knowledge in a particular area, such as geology. The B.A. or B.S. degree in geology is recommended to prepare for the part of the examination that tests depth of knowledge in geology. For recommended course selection to help prepare for the part of the examination that tests breadth of scientific knowledge, please see page 269.

For more information, please contact Professor Rolfe Erickson, Darwin Hall 336A, 707 664-2334.

Geology Courses (GEOL)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

102 Our Dynamic Earth: An Introduction to Geology (3) / Fall, Spring

Lecture, 2 hours; laboratory, 3 hours. A study of the minerals, rocks and landforms that make up our earth in the context of the dynamic forces that form them. 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 The Age of Dinosaurs (3)/ Fall, 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, 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)
Spring
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
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.

303 Advanced Principles of Geology (4) / Fall
Lecture, 3 hours; laboratory, 3 hours. Advanced treatment of the principles, methods and tools of geology emphasizing the materials that constitute the earth and the processes that act or have acted 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
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, 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: GEOL305 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, Spring
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, Spring
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
Lecture, 3 hours. A survey of the historical development of the physical sciences. Crosslisted 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, magnetics and electromagnetics. 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
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) / Spring, odd years / 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
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, Spring
Individual study, under guidance of an advisor, of an advanced field, laboratory or literature problem. Students must qualify and adhere to the department policy on independent study as outlined below. Prerequisite: approval of advisor.

Department Policy on Independent Study

1. The student must have a 3.00 or higher grade point average

2. The student must have demonstrated ability to work independently and do quality work in field classes.

3. The student must have submitted a detailed proposal of work to do, schedule and results expected.

4. The student must have a faculty sponsor who is willing to advise the project and will set up a schedule of meetings for this purpose. This will be reported on the standard University Special Studies form and signed by the student, faculty advisor and department chair.

5. A copy of all documents and two copies of the final paper or report will be filed with the department office before a grade will be assigned.

496 Selected Topics in Geology (1-3)
An intensive study of an advanced topic in geology. May be repeated for additional credit with new subject matter. Prerequisite: adequate preparation for topic under consideration. Additional fee may be required.

Gerontology

Program offered

Minor in Gerontology
Certificate in Gerontology

Department Office
Stevenson Hall 3075/3092, 707 664-2586/2411

Program Coordinator
Susan Hillier

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. 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	332	Death and American Culture (4)
GERN	400	Women and Aging (4)
GERN	408	Transitions in Adult Development (4)
GERN	452	Health Care and Illness (4)
NURS	493	Health Care Delivery and Financing (3)
PEHS	450	Leading Physical Fitness Programs (2)
PSY	404	Psychology of Women (4)
PSY	422	Living and Dying (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 B.A. 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; **or**	
GERN	500	Social and Psychological Issues in Aging	4

Total units in the certificate core 22

Certificate Electives

Choose courses to total a minimum of 6 units from the minor electives list above.

Total units in the certificate electives 6

Total units in the certificate 28

Gerontology Courses (GERN)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

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) / Fall
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.

317 Emotions and Adult Life (3)
Emphasizes the social context and social development of emotional responses throughout adulthood. Analyses the reciprocal relations between social definitions and subjective feelings in connection with life events throughout adulthood. Addresses both basic emotions, such as fear, anger, pleasure and excitement, and more complex emotions, such as love, jealousy, grief, sympathy, pride, shame and despair.

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.

408 Transitions in Adult Development (4) / Spring
Transitions are key events in adulthood because they require change. This course explores how women and men experience and shape the changes that occur as they mature socially and psychologically. Inquiry includes normative life cycle transitions as well as unexpected, unusual, or "off-time" transitions and develops understandings of how these transitions shape the development of an individual through adulthood and later life.

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. Crosslisted as PSY 421.

422 Living and Dying (3) / Spring, even years
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.

487 Interdisciplinary Seminar (4)
Explorations of basic human problems as reflected in the arts, humanities, social sciences, or natural sciences. Resource persons from other disciplines will participate.

490 Internship Seminar (1)
In this optional seminar, students report on the progress of their internships and discuss institutional procedures and interactional processes particular to their intern sites. Case and data management techniques will be discussed. The seminar allows opportunity for group problem-solving, objective analysis of internship issues, and enhancement of professional networks. Requirements: concurrent enrollment in GERN 499 and consent of instructor.

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.

515 Graduate Research Seminar (2-4)
Fall, Spring

Intensive review of literature in specific areas of concentration. Emphasis is on individual students' research interests. Includes research design and implementation.

561 Politics of Health and Aging (4)
An examination of U.S. state and local health care and aging policy and administration.

583 Graduate Research Assistant (1-4)
Students learn advanced research methods and practical reserach skills under the supervision of a faculty member. Prerequisite: Consent of instructor.

History

Programs offered

Bachelor of Arts in History
Master of Arts in History
Minor in History
Teaching Credential Preparation

Department Office
Stevenson Hall 2070, 707 664-2313

Department Chair
Peter Mellini

Faculty
Judith Abbott / Medieval Europe and Rome
Randall A. Dodgen / Asia and the Pacific Basin
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 / Emeritus
Robert A. Karlsrud / U.S. Social
Daniel W. Markwyn / Early American History and California History
Peter J. D. Mellini / Modern Britain, Modern Europe, Journalism and the Media
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
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.

A history major's skills in historical analysis, writing and research are highly useful in a variety of careers and professions.

In addition to preparation for teaching and graduate work within the discipline of history, the history major provides an excellent background for many postbaccalaureate programs, including law, business, library science, 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 take foreign language courses and to consider the history honors program. 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, please see pages 283 and 288.

Bachelor of Arts in History

The B.A. in history is a 40-unit program that students plan in consultation with a departmental advisor. Courses graded Cr/NC are not applicable to the history major, except in the case of HIST 497 Internships, where 3 units of Cr/NC are accepted.

Degree Requirements	**units**
General Education	51
Major Requirements	40
General Electives	33
Total units needed for graduation	**124**

Major Core Requirements

HIST	201	Foundations of World Civilization (3) (3 units applied to GE, category D2)	3
HIST	202	Development of the Modern World	3
HIST	251	The United States to 1877 (3) (3 units applied to American Institutions)	3
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			**20**

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 40

History Honors Program

Eligible* students must have completed the major core requirements, except for the Senior Seminar, to earn the honors degree: 16
HIST 498 (or designated Senior Seminar) 4
HIST 498H Honors Seminar (to complete an Honors Thesis) 4

Total units needed for history honors degree 44

* Eligibility for the history honors degree:
1. A 3.50 GPA overall, or at Sonoma State University.
2. Demonstrated proficiency in a foreign language.

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 three 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

Sample Four-Year Program for Bachelor of Arts in History

Freshman Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
GE PHIL 101 (A3) (3)	GE HIST 201 (3)*
GE ENGL 101 (A2) (3)*	GE HIST 251 (D3) (3)*
GE Electives (B1, C1, C2) (9)	GE Electives (A1, B2, B4) (9)

Sophomore Year: 31 units

Fall Semester (15 units)	Spring Semester (16 units)
GE HIST 202 (3)*	GE Electives (6)
GE HIST 252 (3)*	Electives (including HIST) (10)
GE Electives (C2, B3, D5) (9)	

Junior Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
HIST 391 (4)	History Electives (8)
History Elective (4)	UD GE (C4) (3)
UD GE (D4) (3)	UD GE (C5) (3)
Electives (5)	Electives (2)

Senior Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
HIST 498 (4)	History Elective (4)
History Elective (4)	Electives (11)
Electives (8)	

Total semester units 124

* ENGL 101 (or its equivalent) is a prerequisite for HIST 201, 202, 251, and 252.

Teaching Credential Preparation

The history department participates in a teacher preparation program that certifies the subject matter competence in social studies required for entry into a teaching credential program and exempts the student from taking the Praxis II Subject Assessment Examination in the social sciences. 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. B.A. degree from an accredited institution. Students with undergraduate majors in fields other than history are expected to complete at least one prerequisite course.

2. Grade point average of 3.00 or better in the undergraduate history major (and in previous graduate courses attempted) as evidenced by the transcripts furnished. Grade point average of 3.20 or better in history for non-majors.

3. Completion of the Graduate Record Examination (general test or the subject test in history) with scores acceptable to the departmental Graduate Studies Committee.

4. Three letters of recommendation; completion of program application and personal statement; writing sample.

5. Completion and acceptance of separate application for admission to the university 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 Graduate Degrees section for more information (please see page 23).

Requirements for the M.A.

1. Formal admission to candidacy for the M.A. in history.

2. Grade point average of 3.00 or better for all work attempted in graduate status and in all work approved as a part of the specific pattern of study. With the approval of the student's committee chair and the graduate advisor, a maximum of 9 units of postgraduate transfer or extension credit (or any combination of the two) may be included as part of the student's specific pattern of study. All courses are to be taken for letter grade.

3. All requirements for the M.A. degree in history, including language and conditional requirements stipulated at the time of admission to candidacy, must be satisfactorily completed within seven years from the time 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 M.A.	**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 M.A.	**30**

History Courses (HIST)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

150 Ancient and Modern World and U.S. History: Credit by Examination (3) / Fall, Spring

CLEP Examination — Please see pages 283 and 288. 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, Spring

An introduction to the early, classical and medieval civilizations that have most influenced the modern world. Developments (from prehistory to 1500 CE) include the Eastern traditions of India, China and Japan; the world of Judaism, Christianity and Islam; the classical Mediterranean civilizations; 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, Spring

An introduction to modern and contemporary history from 1500 CE to the present. Developments include the impact of Western expansion on the Americas, Africa and Asia; the reaction of non-Western people to Western expansion; the growth of nationalism and the national state; the industrial and political revolutions of the 18th and 19th centuries; World Wars I and II; decolonization, the emergence of the superpowers and the end of the Cold War. Required of all history majors. Satisfies part of the Social Sciences Single Subject Waiver Program. Satisfies GE, category D2 (World History and Civilization). Prerequisite: ENGL 101. 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 (U.S. 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 (U.S. History).

251 History of the United States to 1877 (3)
Fall, Spring

A general survey of the major developments in United States history from the European discovery and colonization of the Western Hemisphere through Reconstruction. Required of all history majors. Satisfies GE, category D3 (U.S. History), and the state code requirement in history. Satisfies part of the Social Science Single Subject Waiver Program. Prerequisite: ENGL 101. CAN HIST 8.

252 History of the United States Since 1865 (3)
Fall, Spring

A general survey of the major developments in U.S. history from the end of Reconstruction to the present day. Satisfies GE, category D3 (U.S. History) and the state code requirement in history. Satisfies part of the Social Science Single Subject Waiver Program. Prerequisite: ENGL 101. CAN HIST 10.

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 East Asia (4) / Dodgen

An introductory survey to acquaint students with the history, culture and intellectual tradition of China, Japan and Korea from prehistoric times up to c. 1600. The range of topics covered will include Confucianism, folk religion, gender roles, imperial politics, warrior culture, food and medicine, among others. The relationship between social, economic and political developments will be emphasized.

337 History of the Pacific Region (4) / Dodgen

Examines the Pacific cultures, from the islands of the South Pacific to China and Japan, in the context of the global economy that began to evolve around 1500. It will explore the economic, cultural and political dynamics behind encounters such as Cook's with the Hawaiians, the Jesuits with the emperor of China, the Japanese samurai with Western capitalism, and the Maori with European settlers.

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)

Studies of particular themes, issues and topics of special interest to general students as well as to majors.

370 History Forum (1-4)

A semester lecture series on a specific theme or topic presented by members of the department, other SSU faculty and guest speakers. May be audited. **Open to the public.**

The department periodically offers courses in special topics or fields in World, European and American history. Students interested in these courses may find examples of them below beside numbers, 371, 375 and 376. Most importantly, students should examine semester course schedules as they appear for courses bearing those numbers.

371 Special Topics and Themes in European History (2-4)

Courses include: European Social History; Emergence of European Labor; The Gothic Cathedral in History; and The Renaissance Personality; Tudor and Stewart Britain, 1485-1714; Germany and Hitler; Germany Since 1945.

375 Special Topics and Themes in American History (4)

Courses include Society and Architecture and Business Enterprise in America.

376 Special Topics and Themes in World History (2-4)

Courses include history of journalism and the media, and others.

380 20th Century World (3)

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, Spring

An examination of various philosophies and methodologies that have shaped historiography. Consideration is given to the relationship between the historian and the climate of opinion, to varying interpretations of historical events, to the place of history as a literary art, and to the techniques of historical research and writing. Satisfies part of the Social Science Single Subject Waiver Program.

400 The Roman Republic (4) / 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.

405 Anglo-Saxon England (4) / Abbott

This course covers development and change in the political, economic, social and cultural institutions of Anglo-Saxon England from the settlement and conquest period (ca. 400 C.E.) to the Norman Conquest in 1066.

406 The Crusades (4)/ Abbott
A study of the Crusades provides a microcosm of trends and assumptions in the Europe of the High Middle Ages. The course will focus on interrelationships of church, political structures, economy and military structures, with special attention on the First, Fourth and Sixth Crusades (1095-1270).

408 Early Middle Ages (4) / 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)
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.

425 Britain 55 BCE to 1485 CE (4) / Abbott
A survey of the sources and development of political, economic, social and cultural institutions from the Roman invasion of Celtic Britain to the end of the Wars of the Roses. Some topics include the merging of Celtic, Roman and Anglo-Saxon cultures, the development of local self-government and law, the effect of Christianization, Viking invasions and royal government, the rise of towns and commerce, the effects of the Norman invasion, transition from personal rule to centralized government, the growth of Parliament, the Hundred Years' War, the Black Death, economic disruptions and the Wars of the Roses.

427 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.

428 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 Britain and Thatcherism.

430 Western and Southern Africa Since 1945 (4)
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 post-independent Africa.

431 History of Cuba (4) / White
A study of Cuba from the indigenous people to the present, with a major focus on the 20th century and the Revolution. Topics include: Spanish conquest, religions, sugar dependency, slavery, Afro-Cuban culture, male and female, immigration, independence, revolution and reform, foreign relations and artistic expression.

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 Modern China (4) / Dodgen
Explores the profound changes that have taken place in China from around 1600 to the present, including the apogee and decline of the imperial system, the encroachments of the West, the failure of Republicanism, the rise and eventual victory of the Chinese communists, and the consequences of China's adoption of a market-based economy in the 1980s.

436 Class and Gender in Modern East Asia (4)
Dodgen

A study of the status and role of women in China and Japan. Although emphasizing the period since 1700, the course will begin with a survey of the ancient intellectual traditions which shaped and constrained women's participation in society. Particular emphasis will be given to the influence of class on family structure and to the contributions of women to the revolutionary changes which have taken place in the last century.

438 Modern Japan (4) / Dodgen

Traces the development of Japanese society from earliest times to the present. While some attention will be given to early aristocratic culture and the emergence of the warrior elite, emphasis will be on the period after 1600, particularly the emergence of Japan as an international power after 1868 and economic success since World War II.

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.

452 The American Republic to 1850 (4) / Markwyn

A study of the American peoples and their social and political institutions between the American Revolution and the establishment of a western boundary at the Pacific after the Mexican-American War of 1846-48. Topics include the origins and consequences of the Revolution, the Constitution of 1787, territorial expansion and its implications for slavery and Indian policies, the market revolution, reform movements and the lure of the West and the Pacific.

454 Civil War and Reconstruction, 1850-1877 (4)

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)

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)

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 United States 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)

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.)

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)

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, Spring
Individualized studies in historical topics, themes, periods and/or areas beyond the scope of the established curriculum. Open from 1 to 4 units as determined by the department faculty sponsor. Not to be used as a substitute for HIST 498 Senior Seminar. For additional information, please consult the comments on special studies, page 300).

497 Internship in History (1-6) / Fall, Spring
Field experience in city, county, state and federal agencies and with private business and community organizations. May be repeated 3 times for credit. Prerequisite: prior arrangement with instructor.

498 Senior Seminar (4) / Fall, Spring
Directed studies in a seminar setting on a particular topic or theme (please see *Schedule of Classes* for the specific topic selected by the instructor). Combines secondary reading and original research leading to the completion of a research project.

Graduate Courses

500 Historical Methods (3) / Stasz
Workshop course providing practice in archival research, oral history, descriptive statistics, cultural material analysis, and other historical techniques. Recommended for beginning graduate students, including ITDS.

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
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, Spring
Individualized studies in historical topics, themes, periods and/or areas beyond the scope of the established curriculum. Prerequisites: graduate status and prior arrangement with faculty sponsor and graduate advisor.

596 Research and Teaching Assistance (1-2) Fall, Spring / 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, Spring
Advanced studies and/or research projects in historical themes and issues extending beyond the scope of conventional political, geographic and/or chronological subdivisions. Emphasis upon professional historical writing. Prerequisite: completion of 15 graduate course units. Non-majors only on permission of instructor.

598 Field Examination Reading and Research (1) Fall, Spring
Directed reading and research activities. Open only to graduate students with classified standing in history who have selected the field examination option for the M.A. 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 M.A.

599 Master's Degree Thesis Research (6) / Fall, Spring
Extensive individual research and writing project under the direction of the student's thesis committee chair. Preferably taken for credit during the semester in which the M.A. thesis is scheduled for submission in final form. Prerequisite: classified graduate standing in the history thesis option for the M.A. and an authorized thesis prospectus approval form.

Human Development

ISHD Coordinator
Diana Divecha / Psychology 707 664-3930

ISHD Advisors
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 Trimberger / Women's Studies 707 664-2840

Students interested in obtaining a major or minor in Interdisciplinary Studies in Human Development should consult an advisor.

Special Major (B.A.) 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 courses, 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 B.A. 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 B.A. 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 (please see program coordinator for application materials).

2. Sophomore standing (though academic advising may begin earlier due to prerequisites and associated GE planning).

3. Completion of GE categories:

A2 (ENGL 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 (BIOL 115 or B3 (ANTH 201) prerequisite to ANTH 318)
B4 (MATH 165; required for the major)
D1 (ANTH203 prerequisite to ANTH 342)
D5 (LING 200; prerequisite to LING 430)

Total units required for the B.A. in Interdisciplinary Studies in Human Development

Degree Requirements	units
General Education	51
Major Requirements*	43
which include: 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)

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 minor in interdisciplinary studies in human development must take the 25 units of core courses that are required for the major.

Humanities Courses

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, please 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.

HUMS 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).

Hutchins School of Liberal Studies

Programs offered

Interdisciplinary Lower-Division General Education
Bachelor of Arts in Liberal Studies
Interdisciplinary Studies Plan
Teaching Credential Preparation Plan
Minor in Integrative Studies

School Office
Carson Hall 44, 707 664-2491

Provost
Les K. Adler

Faculty
Les K. Adler, Susan Barnes, Maurice Blaug, Susan Gevirtz, Nelson Kellogg, Ardath Lee, Theresa McRae, Lou Miller, Anthony Mountain, Jeannine Thompson, Francisco Vazquez, Richard Zimmer

A nationally recognized leader in the movement for reform in higher education, the Hutchins School has maintained its commitment to innovative pedagogy and interdisciplinary inquiry into vital issues of modern concern since its inception in 1969. 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 offers a lower-division alternative general education program and an upper-division major in liberal studies leading to a B.A. degree. A minor in integrative studies is also offered.

The Hutchins School has several distinctive features:

- An emphasis on active participation in one's own education, on self-motivation and on "learning to learn."
- Small, seminar-type classes.
- Close cooperation and a feeling of community among students and professors.
- A 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. (Please 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, physics, 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.

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 participatory symposium supplements seminar discussions. Strongly emphasizing excellence in written communication, the program includes extensive writing projects and regular tutorials. 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, w hich 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, lifelong learner. Thus, the evaluation conveys a great deal more information than does a single letter-grade. Unofficial grades can, at the student's request, be made available to other schools, agencies or prospective employers who need a quantitative measure of performance.

A student who does not work well within the Hutchins program may receive "Credit" with a probationary or terminal qualification, or a terminal "no credit." If the student's enrollment remains probationary for two semesters, or is terminated, he or she must transfer out of the Hutchins program. Application for readmission may be made after the student has successfully completed at least one semester in the interdisciplinary 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 page 20-23)
	Disciplinary Upper-division General Education Requirements at SSU (9 units) (see pages 20-23)*	
Major	Hutchins Major in Liberal Studies (40 units) (see Upper Division, pages 174-177)	
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

Classes are offered in the semesters indicated, and by the faculty members indicated; if not indicated, please refer to the class schedule.

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.

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.

Bachelor of Arts in Liberal Studies

Upper Division

Options for the bachelor's degree include: **Track I**, the general liberal studies major plan (code #49015); and **Track II**, the teaching credential preparation plan (code #49012). The general pattern for the major in both tracks is as follows:

Requirements for the Major

First Semester:

LIBS 302 Introduction to Liberal Studies 3
and
LIBS 304A We Hold These Truths 3
or
LIBS 304B The Practice of Culture 3

Subsequent Semesters:

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)
Proseminar (3 semesters) 3
LIBS electives:
Selected from Hutchins course offerings: Additional Core courses, elective seminars, workshops, or independent study with concurrence of Hutchins academic advisor 11

Final Semester:

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.

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. (Please see LIBS 304AB.)

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

Track I Interdisciplinary Studies

In addition to the above courses, Track I students will work toward the development of an individualized study plan as part of their participation in LIBS 305 The Hutchins Forum. Incorporating elective seminars, workshops, independent and directed studies, internships and Study Away experiences to develop a specific area of emphasis within the major, the study plan may also include such activities as participation in Hutchins student community projects, research experiences through the Hutchins Center for Interdisciplinary Learning, preparation and instruction of student initiated courses, presentation of topics to the Hutchins Forum, involvement in social and community action projects, and tutorial work on writing and seminaring within the Hutchins community.

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 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.

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

Track II Multiple Subject

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 B.A. pre-credential option ensures interdisciplinary subject matter proficiency as well as possession of the high-level analytic, synthetic, creative and expressive academic skills required of future educators.

Completion of the pre-credential liberal studies option waives the need to take the Multiple Subject Assessment for Teachers examination (PRAXIS), 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 four 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 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

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

Required Courses

302 Introduction to Liberal Studies (3)

An interdisciplinary "gateway course" examining the meaning of a liberal education emphasizing seminar skills, oral and written communication and introducing the portfolio. 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, please 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 Directed Study (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 Directed Study (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. Some of the topics included in the past among Hutchins' elective seminars are the following: The Past Dimension (Adler); Sleeping and Dreaming (Barnes); Biography of a Community (Kellogg); 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 (Zimmer).

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, Mountain
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 revisions 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)
Lee, Mountain, Thompson
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 II)

360 Special Topic Workshops (1-2)
Topics will vary from semester to semester. May be repeated for credit. Cr/NC only.

361 Special Project (2)
Faculty proposed special projects. For students working on faculty-initiated research projects. May be repeated for credit.

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. (Core IV)

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 4 in any one semester. One unit is equivalent to 30 hours of volunteer work per semester. **Units count as electives for graduation. They may not be applied to the Hutchins major requirement.** For the university's CIP regulations, please see page 29. 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.

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 Directed Study (1-4)
May be repeated for credit. Prerequisite: LIBS 302 and consent of instructor.

415 Directed Study (1-4)
Cr/NC only. May be repeated for credit. Prerequisites: LIBS 302 and consent of instructor.

420 Elective Seminars (3)
These courses will be offered under different titles as new topics arise. May be repeated for credit.

422 Contemporary Political Analysis (3)
Miller, 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 world view 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
An 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 post-modernist 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)
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.

499 Internship (1-5)
Contractual internship based on student career interests. Evaluation based on student project, portfolio in nature. Prerequisites: independent study or field study.

Intensive Learning Experience

Program Office
Stevenson Hall 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)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

30 Writing Skills (3) / Fall, Spring
The course will focus on developmental and learning skills in writing, including language mechanics, sentence patterns, paragraph patterns, spelling, vocabulary, and developmental skills in reading, in preparation for ENGL 99. Students will receive guidance on the completion of written assignments that meet university-level standards. Placement in this course is based on the score on the English Placement Test (EPT). Cr/NC only. Not applicable toward graduation.

99 Basic Composition and Workshop (3) / Fall, Spring
Study and review of grammar, sentence structure, punctuation, and other elements of standard written English and practice in the reading and analysis of essays. Students assigned to 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, 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. Cr/NC only. Not applicable toward graduation.

40 Elementary Algebra (3) / Fall, 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.

Interdisciplinary Studies

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

Department Office
Ives Hall 22, 707 664-2762 (message), 664-2468 (voice)

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 three application deadlines each semester.

4. Filing an application with the ITDS coordinator does not ensure acceptance in the special major or interdisciplinary studies program. Each proposal must be evaluated by the ITDS Committee. The committee may recommend approval or conditional approval of the application, may request that the application be reworked and resubmitted, or may reject the application. Approved programs must then be approved by the associate vice president of academic programs. If the application is approved at both levels of review, the student may register as a special major or as a major in interdisciplinary studies.

Bachelor of Arts or Science in the Special Major

Degree Requirements	units
General Education	51
Major Requirements (Core and Supporting)	45
General Electives	28
Total units needed for graduation	**124**

Requirements for the Special Major

A 3.00 grade point average is a prerequisite to application. The special major is a unique major that suits individual goals and is personally valuable, but may pose professional obstacles. Career goals and prerequisites for higher degrees should be reviewed before proceeding with this major.

The special major consists of 45 units of course work in two or more disciplines; 24-26 upper-division units constitute the core courses, while remaining units are supporting lower-division courses.

To be considered for the special major, the student must have more than one full year (31 units or more) of course work in the major still to be completed after approval by the ITDS Committee and the filing of the Change of Major form. Work in progress during the semester of the proposal's approval will count toward the 31 units.

Contact the ITDS coordinator for the detailed guidelines and the application form for the special major. At the time you apply for a special major, you should have completed at least half of your GE requirements and should be in your Junior year.

Special Minor in Interdisciplinary Studies

The special minor has the following features and requirements:

1. The minor consists of 21-24 units of 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.

Contact the ITDS coordinator for the detailed guidelines and the application form for the special minor.

Master of Arts or Science in Interdisciplinary Studies

Degree Requirements	**units**
Major Requirements	30-32
Total units needed for graduation	**30-32**

Requirements for the M.A. or M.S. in Interdisciplinary Studies

I. Prerequisites to Application

- Admission to the university in conditionally classified graduate status.
- 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.
- 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

General course and unit requirements:

- The major in interdisciplinary studies consists of a minimum of 30 units to a maximum of 32 units in two or more disciplines.
- At least 20 units must be graded (A-F); the remainder (up to one-third of the total number of units of the major) may be taken in a non-traditional grading mode. (In order to receive a Credit (Cr) grade in a graduate level class, the student must earn the equivalent of B- or better.)
- The student must have at least 15 units of the major still to be completed after approval of the proposal by the vice president of academic programs. Units completed during the semester of the proposal's approval count toward these 15 units.
- At least 21 semester units shall be completed in residence.
- At least 15 of the 21 in-residence units shall be in graduate (500-level) courses. The remaining units *may* be in 300- or 400-level courses.

Contact the ITDS coordinator for the detailed guidelines and the application form for the master's degree in interdisciplinary studies.

Interdisciplinary Studies Courses (ITDS)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

297 Selected Topics (1-4)

Exploration of basic human problems. Resource persons from various disciplines will participate. Please see the *Schedule of Classes* for areas to be emphasized. May be repeated for credit.

397 Selected Topics (1-4)

Exploration of basic human problems. Resource persons from various disciplines will participate. Please see the *Schedule of Classes* for areas to be emphasized. May be repeated for credit.

491 Faculty Seminar in ISHD (1)

An interdisciplinary studies in human development faculty discussion of topics in human development from life-span 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 special major or major in interdisciplinary studies.

497 Selected Topics (1-4)

Exploration of basic human issues. Resource persons from various disciplines will participate. Please see the *Schedule of Classes* for areas to be emphasized. May be repeated for credit.

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: approval of advancement to candidacy form.

International Studies

Programs offered

Minor in International Studies
Minor in Teaching English as a Second Language
Special Major (B.A.) in International Studies

International Studies Advisors
Students interested in obtaining a minor in international studies should contact Professors Philip Beard in foreign languages, Francisco Vazquez in the Hutchins School of Liberal Studies, or Robert Girling in business administration.

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 (B.A.) 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 (B.A.) 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 two of the following three 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	Politics of Eastern Europe (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 two of the following three 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, page 141, 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

Programs offered

Bachelor of Science in Physical Education
Master of Arts in Physical Education
Minor in Physical Education
Single Subject Teaching Credential Preparation

Department Office
PE 14, 707 664-2357

Department Chair
Martha Yates / Academic Year
James Gale / Summer

Faculty
Wanda Boda, Ellen Carlton, C. Douglas Earl, Kenneth Flynn, Vivian Fritz, James Gale, Marcia Hart, Elaine McHugh, Steven Winter, Martha Yates

The discipline of kinesiology encompasses the study of human movement as an 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 B.S. and M.A. 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 athletic training concentration offers courses necessary for certification by the National Athletic Trainers' Association and requires a student to complete a minimum of 25 percent of the 1,500 clinical hours prior to the awarding of the degree. 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.

Bachelor of Science in Physical Education

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)*	4
Nutrition (BIOL 380)	4
Introduction to Computing (CS 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)	
KIN	350	Biomechanics	4
KIN	360	Physiology of Exercise	4
KIN	460	Conditioning for Health and Performance	3
KIN	410	Lifespan Motor Development	3
Total units in the major core			**26**

Sample Four-Year Program for Bachelor of Science in Kinesiology

Exercise Science Concentration

Lower-Division Preparation

Freshman Year: 32 units

Fall Semester (17 units)	Spring Semester (15 units)
GE (A2)	CHEM 115B/116B or 105B
GE (B2)	GE (A3)
GE (C1)	GE (B4) (161/165)
CS 101	GE (D2)
CHEM 115A/116A or 105A (B1)	

Sophomore Year: 29 units

Fall Semester (14 units)	Spring Semester (15 units)
GE (A1)	GE (D5)
PHYS 114/209	BIOL 224
BIOL 220 (B3)	GE (C1)
GE (D4)	GE (D3)

Upper-Division Specialization

Junior Year

Fall Semester	Spring Semester
KIN 340/341	KIN 360
KIN 305	KIN 315
GE (C2)	GE UD (C3)
GE UD (C4)	KIN 410

Senior Year

Fall Semester	Spring Semester
KIN 301	KIN 390
GE UD (E)	KIN 350
Elective	BIOL 380
Elective	

In addition to the upper-division specialization, choose one of the following options:

Adult Fitness

Junior Year

Fall Semester (17 units)	Spring Semester (16 units)
KIN 330A	BUS 219/230
Elective	

Senior Year

Fall Semester (16 units)	Spring Semester (14 units)
KIN 430/495	KIN 420/Bio Elective

Pre-Physical Therapy

Junior Year

Fall Semester (17 units)	Spring Semester (16 units)
PSY 425	Elective

Senior Year

Fall Semester (16 units)	Spring Semester (16 units)
KIN 430	Elective

Biodynamics-Biomechanics

Junior Year

Fall Semester (16 units)	Spring Semester (16 units)
KIN 330A	Elective
KIN 300	

Senior Year

Fall Semester (16 units)	Spring Semester (14 units)
KIN 430/495	Elective

Biodynamics-Exercise Physiology

Junior Year

Fall Semester (17 units)	Spring Semester (16 units)
KIN 330A	Elective
CHEM 340	

Senior Year

Fall Semester (16 units)	Spring Semester (14 units)
KIN 420	KIN 430/495

Sample Four-Year Program for Bachelor of Science in Kinesiology

Physical Education, Adapted Physical Education, Athletic Training Concentrations

Lower-Division Preparation

Freshman Year: 32 units

Fall Semester (17 units)	Spring Semester (15 units)
GE (A2)	Elective
GE (B2)	GE (A3)
GE (B4)	GE (D1)
CS 101	GE (D2)
GE (B1)	GE (C2)

Sophomore Year: 31 units

Fall Semester (16 units)	Spring Semester (14-15 units)
GE (A1)	GE (D5)
GE (D3)	BIOL 224
BIOL 220 (B3)	GE (C1)
GE (D4)	Elective
Elective	PE/APE: KIN 300 Aquatics (2)
	AT: KIN 430E (1)

Upper-Division Specialization

Junior Year

Fall Semester	Spring Semester
KIN 330A	KIN 360
KIN 305	KIN 340/341
KIN 315	KIN 410
GE UD (C4)	

Senior Year

Fall Semester	Spring Semester
KIN 301	KIN 390
GE UD (E)	KIN 350
GE UD (C3)	BIOL 380

In addition to the upper-division specialization, choose one of the following options:

Physical Education

Junior Year

Fall Semester (17 units)	Spring Semester (14 units)
KIN 330A	KIN 325
KIN 400	KIN 300 (1)
KIN 300 (2)	

Senior Year

Fall Semester (15 units)	Spring Semester (16 units)
KIN 300 (3)	KIN 300 (2)
KIN 404	KIN 331
KIN 320	KIN 430

Adapted Physical Education

Junior Year

Fall Semester (16 units)	Spring Semester (17 units)
KIN 325	KIN 400
	KIN 426
	Elective

Senior Year

Fall Semester (17 units)	Spring Semester (16 units)
EDUC 430	KIN 495
KIN 430C	Elective

Athletic Training

Junior Year

Fall Semester (16 units)	Spring Semester (17 units)
KIN 340	KIN 441
	KIN 444
	KIN 430E

Senior Year

Fall Semester (18 units)	Spring Semester (15 units)
KIN 430E	KIN 443
NURS 473	KIN 445
Elective	

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)

Total units in a concentration 24-26

Total units in the major 50-52

Specific content of concentrations is detailed below.

Specific Content of Concentrations

Several options are available to a student advancing toward a specific goal in the degree program. A student may select a pattern of courses in any one of the following concentrations.

I. Adapted Physical Education Concentration

After completing the bachelor's degree, students may pursue career opportunities in private or public agencies. In combination with the physical education concentration (Single Subject Credential), a student may meet the requirements for the specialist credential in adapted physical education.

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 B.S. 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	1
		Global Games	1
		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 B.S. 52

For information on credentials and professional education requirements, please see page 109, 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 subspeciality within the concentration.

Lower-Division Exercise Science Core

CHEM 105AB Elementary General/Organic Chemistry* **or**
CHEM 115AB/116AB 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 in the exercise science core 18

* GE courses.

+ Students planning to enter a master's degree program in physical therapy may need to take additional units or courses to satisfy admission requirements to the programs. Check with the academic schools to which you plan to apply for specific requirements.

Areas of Emphasis in Exercise Science

Choose one of the following areas of emphasis to complete the exercise science concentration:

Adult Fitness Management
Biodynamics
Pre-Physical Therapy

Specific content of areas of emphasis is detailed below.

Adult Fitness Management Emphasis

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 in the concentration 24

Total units in the B.S. 50

Biodynamics Emphasis (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 in the concentration 24

Total units in the B.S. 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 1,500 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
(Min. 350 hours; **note:** 1,500 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 B.S. 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 B.S. 50

Minor in Physical Education

Students majoring in other disciplines may complete a minor in kinesiology to further their career goals. The minor requires a minimum of 22 units and includes a core of 12 to 13 units (required of all students) and a minimum of 9 to 10 units of electives. The minor in kinesiology may be desirable for credential candidates pursuing a second teaching area or a career in coaching, for management students entering sport/fitness businesses, for environmentalists involved in outdoor recreation programs, for students in performing arts desiring a physical education/dance background. Students pursuing a kinesiology minor must consult with a departmental advisor for program requirements.

Minor Core Requirements

KIN 330A Measurement and Evaluation 1
KIN 301 History and Philosophy of Human Movement (4) **or**
KIN 315 Sociology of Sport (3) 3-4

Choose two 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.

M.A. Core Requirements

KIN	500	Introduction to Research	3
KIN	505	Sem: Psychological Bases of Human Movement	3
KIN	550	Seminar in Biomechanics	3
KIN	560	Advanced Physiology of Exercise	3
KIN	590	Graduate Seminar	3
KIN	599	Thesis/Project	3

Total units in the M.A. core 18

M.A. 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 M.A. electives 12

Total units in the M.A. degree 30

The department of kinesiology offers the M.A. 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:

Conditionally Classified Graduate

Application for students interested in pursuing a master's degree in kinesiology 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 3.00 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 M.A. degree.

Classified Graduate

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, please see page 23 for postbaccalaureate degree requirements.

The graduate coordinator serves as advisor to all conditionally classified graduate students until the students select a major advisor and advance to classified graduate status.

Advancement to Candidacy for the M.A. Degree

Although students are admitted to the university, they are not recognized as being advanced to candidacy for the M.A. 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 M.A. degree in kinesiology. 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 M.A. Degree

A description of the course requirements and other regulations pertaining to the M.A. degree are available in the department office.

Kinesiology Courses (KIN)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

101 Physical Education Activities (1) / Fall, Spring

Activities classes. Classes are conducted in the following activities: aquatics (swimming, physical conditioning swimming, water polo and scuba). Individual sports (adapted activities, badminton, bicycling, frisbee, golf, martial arts 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, gymnastics/ tumbling and tennis.
Spring: aquatics, global games, folk and square dance, track and field, and volleyball
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, Spring / 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 nonkinesiology majors.

305 Psychological Bases of Human Movement (4)
Fall, 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
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)
Selected upper-division courses that are taught on a one-time basis.

312 Wilderness Safety (2) / Spring
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, 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, 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, Spring / McHugh
An introduction to adapted physical education—common definitions, scope and basic concepts; 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, 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 kinesiology majors. Prerequisite: GE math.

330B Measurement and Evaluation (1)
Fall, 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 physical education concentration. Prerequisite: KIN 330A or consent of instructor.

331 Organization and Management of Physical Education (1) / Fall, 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 physical education concentration.

340 Emergency Response (3) / Fall / Winter
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, Spring / Winter
Lecture, laboratory. Designed to show students the proper methods of recognition, evaluation and treatment of athletic injuries to the upper and lower extremities. Comprehension of anatomy, mechanism-of-injury and pathology are stressed. Fee of $10 required for this course. Prerequisite: BIOL 220.

350 Biomechanics (4) / Fall, Spring / Boda
Lecture, laboratory. Presents the quantitative and qualitative analysis of human movement and the anatomic concepts needed for understanding human movement in relation to mechanical effects such as application of force in relation to center of mass, displacement, velocity, acceleration of bodies, and buoyancy. Emphasis is on understanding and application of principles to any movement pattern. Prerequisites: BIOL 220 and GE math.

360 Physiology of Exercise (4) / Fall, Spring / Yates, Gale
Lecture, laboratory. Study of the acute and chronic effects human activity and exercise. Laboratory and field experiences in selected areas, including exercise metabolism, skeletal muscle and cardiopulmonary physiology, body composition estimation, and nutrition as they pertain to clinical, fitness and sports settings. Prerequisites: GE math; BIOL 115 and BIOL 224.

371-377 Varsity Intercollegiate Sports for Men (2)
Fall, Spring
Activities include: soccer, football, basketball and baseball. May be repeated for credit.

381-387 Varsity Intercollegiate Sports for Women (2)
Fall, Spring
Activities include: cross country, track and field, soccer, volleyball, basketball and softball. May be repeated for credit.

400 Elementary School Physical Education (3)
Fall, Spring / Hart, Fritz
An introduction to and practice in applying the concepts and principles of developmentally appropriate physical education for children. Prerequisite: upper-division majors in kinesiology or multi-subjects credential candidates or by consent of instructor.

404 Theory of Coaching (2)
Fall, Spring / Flynn, Carlton
A survey of issues encountered by coaches in all sports. Topics will include, but not be limited to communication with players, colleagues and administration, ethical issues and responsibilities, coaching philosophies, relations with media and community, time management, coach and athlete motivation, mental training skills and equipment and facilities management.

410 Lifespan Motor Development (3)
Fall, Spring / Fritz, McHugh
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 / McHugh
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, Spring
Provides upper-division kinesiology 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, Spring / McHugh
Provides upper-division kinesiology majors specializing in adapted physical education an opportunity to work with individuals with disabilities in school or private settings.

430D Field Experience in Exercise Science (1-3)
Designed to provide qualified upper-division students an opportunity to gain experience in either applied exercise physiology, biomechanics, or physical therapy. Prerequisites: KIN 350 or 360 (as appropriate).

430E Field Experience in Athletic Training (1-4)
Winter
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 / Winter
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 / Winter
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 / Winter
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 / Winter
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.

460 Conditioning for Performance and Health (3)
Fall, Spring / Gale
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 healthy 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.

495 Special Studies in Physical Education (1-4)
Fall, Spring
Includes completion of a project designed to meet a specialized advanced study need. The student should have prerequisite skills. The project should be planned and described in writing, in consultation with and with the consent of the faculty advisor. There are four areas of study: 495A Special Studies in Physical Education; 495C Special Studies in Adapted PE; 495D Special Studies in Exercise Science; and 495E Special Studies in Athletic Training.

497 Selected Topics in Kinesiology (1-4)
A single topic or set of related topics not ordinarily covered by the kinesiology major curriculum. May be repeated for credit with a different topic.

Graduate Courses

500 Introduction to 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.

505 Seminar in Psychological Bases of Human Movement (3) / Fall, 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. Prerequisite: KIN 305 or equivalent.

550 Seminar in Biomechanics (3)
Spring, odd years / Boda
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 video-analysis technique. Each student completes a selected biomechanical video analysis project. Prerequisite: KIN 350 or equivalent.

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. Prerequisite: KIN 360 or equivalent.

590 Graduate Seminar (3) / Spring
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 two of the following: KIN 505, 550, 560.

595 Special Studies (1-4) / Fall, Spring
Includes completion of a project to meet a highly specialized advanced study need. Project to be selected in conference with the faculty advisor and approved by the departmental Graduate Studies Committee. Prerequisites: consent of instructor and approval of departmental Graduate Studies Committee before the study is initiated.

599 Thesis Project (3) / Fall, Spring
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 590 and an authorized Thesis Prospectus Approval form.

Latin American Studies

Program offered
Minor in Latin American Studies

Advisor
Tony White / History Department, 707 664-2463

Latin American Studies Minor

The minor in Latin American studies offers a cross-disciplinary concentration on an important region of the world for students preparing for careers in or focusing on Latin America. Through a combination of courses in different disciplines, it provides a general background in Latin American culture, history, politics, economics, literature, social structures and foreign relations. Although a foreign language is not required, the study of Spanish, Portuguese or indigenous languages is highly recommended.

The minor consists of 20 semester units, which include courses in at least two different disciplines: at least one from category A, and not more than three courses from any one discipline. Classes used for general education may not be applied towards the minor. Students interested in the minor should contact Professor Tony White in the history department.

A. Regional Courses

GEOG	392	Latin America: Culture and Environment (3-4)
HIST	339	Introduction to Latin America (4)
HIST	342	Modern Latin America (4)
POLS	453	Latin American Politics (4)
SPAN	307	Introduction to Civilization of Spanish America (3)

B. Specialized Courses

ANTH	363	Communities in Mexico (3)
ECON	403	Seminar in International Development (4)
GEOG	318	Field Experience, Baja California (3)
HIST	341	Central America (4)
HIST	431	History of Cuba (3-4)
HIST	433	History of Mexico (4)
HIST	434	United States and Latin America (4)
SPAN	497	Seminar in Spanish American Literature, Culture and Folklore (3)

C. Supporting Electives

Any courses focusing on Latin America in art, literature, philosophy, music, economics, Mexican American studies, Native American studies or liberal studies approved by the advisor for the minor in Latin American studies.

Total units for minor 20

Liberal Studies

Ukiah Resident Program

Program offered
Bachelor of Arts in Liberal Studies (Ukiah)

Program Coordinator
Dennis Harris
Stevenson Hall 2087, 707 664-2165

School of Social Sciences
Stevenson Hall 2078, 707 664-2112

Ukiah Resident Program

Sonoma State University offers an upper-division program in Ukiah leading to a bachelor of arts in liberal studies, with an emphasis on American studies. The Ukiah liberal studies program offers a wide variety of courses from the social sciences, humanities and natural sciences, while providing a flexible major through which students may also take courses in other areas of interest.

Courses are offered in Ukiah for resident credit to students who have completed or almost completed general education requirements, and have been admitted to SSU.

Like more traditional liberal arts majors, the Ukiah liberal studies major is excellent preparation for students interested in a career in teaching, the legal profession, or business, as well as graduate work in the social sciences and the humanities.

Bachelor of Arts in Liberal Studies

Requirements for the Major (all upper division)

Humanities (anthropology, English, history, philosophy) 16

Behavioral Sciences (economics, geography, political science, psychology, sociology) 16

Natural Sciences (astronomy, biology, chemistry, geology, physics) 6

Electives (drawn from above disciplines or in consultation with advisor) 16

Total units in the major 54*

* Includes 9-unit upper-division GE requirement.

Liberal Studies – Ukiah Admission Criteria

Courses are offered in Ukiah for resident credit to students who meet the following criteria:

1. Students must be residents of Mendocino or Lake counties.

2. Students must have completed 56 or more transferable units. (SSU accepts up to 70 transferable community college semester units of course credit.)

3. Students must have completed all 9 units required in General Education, Category A — Communication and Critical Thinking.

4. Students must have completed both the science laboratory requirement and the mathematics requirement in General Education, Category B — Natural Sciences and Mathematics.

5. Students must have been admitted to Sonoma State University and declared majors in liberal studies.

Application to the Program

Students should follow the application procedures described in the application section of this catalog, being sure to list the major as liberal studies – Ukiah, and the major code as 49016. Further information about the program may be obtained by calling the liberal studies – Ukiah program office, 707 664-2029.

Sample Four-Semester Plan for Liberal Studies (Ukiah) Majors

This plan assumes **1)** the student has completed 70 transferable units, including all lower-division GE courses; and **2)** is attending full time. Since fields, rather than courses, are required for the major, the plan shows how that student would complete course work in each of the required fields, as well as the elective units within the major.

Junior Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
Natural Science (3)	Natural Science (3)
Humanities (3)	Humanities (3)
Behavioral Science (3)	Behavioral Science (3)
Humanities (3)	Humanities (3)
Behavioral Science (3)	Behavioral Science (3)

Senior Year: 24 units

Fall Semester (15 units)	Spring Semester (9 units)
Behavioral Science (3)	Major Elective (3)
Humanities (3)	Major Elective (3)
Behavioral Science (3)	Major Elective (3)
Humanities (3)	
Major Elective (3)	
Total semester units	**124**

Linguistics

Program Office
Stevenson 2054, 707 664-2419

Linguistics Program Coordinator
Shirley Silver / Anthropology

TESL Certificate Program Coordinator
Shirley Silver

Faculty
Shirley Silver

Programs offered

Minor in Linguistics
Certificate in Teaching English as a Second Language

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, please see page 80 or the fact sheet available from the linguistics program office and the Office of Admissions and Records. For details concerning admission to the program and application for certification, consult the TESL program coordinator.

The TESL course of study meets 24 of the 30 units required for alternatives in the fifth-year program in education (please see page 112). 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 (please see page 181). Interested persons should contact both the interdisciplinary studies program coordinator and the linguistics program coordinator.

Also, through the special emphasis in the anthropology major (please see page 40), a student may create a course of study in linguistic anthropology that incorporates a number of the linguistics program courses.

Minor in Linguistics

For a minor in linguistics, students must complete 20 units as follows:

Minor Core Requirements

LING	200	Introduction to Linguistic Studies	3
LING	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, please see the coordinator of the linguistics program.

Total units in minor electives 11

Total units in the minor 20

Linguistics Courses (LING)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

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 changes; 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 (3)
Spring, odd years
Introduction to the linguistic approach to the study of meaning, including the ways in which meaning is determined by language use. Prerequisite: LING 200 or consent of instructor.

405 Phonology and Pronunciation (1) / Fall

The analytical knowledge gained in LING 310 Phonological Analysis is applied to the diagnosis and treatment of the pronunciation problems of ESL learners from a range of language backgrounds. In addition, a focus on current methods, materials, and techniques for the teaching of pronunciation includes the design and implementation of appropriate strategies, tasks, and activities that respond to individual learner problems. Prerequisite or corequisite: 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

Emphasis on appropriate strategies for teaching American English vocabulary to students of English as a second language, with exploration of issues in literacy development.

430 Language Acquisition and Communicative Development (3) / Spring, even years

Investigation of the processes underlying the acquisition of language in childhood and beyond. Examination of various perceptual, cognitive, and social skills that interact with communicative development. Consideration of such key questions as the nature of "stages" in development, the role of innate linguistic knowledge, and the role of experience in language acquisition. Recommended: completion of, or concurrent enrollment in, LING 200.

432 Language in Sociopolitical Context (3) / Spring

Focus on such topics as language attitudes, political power and linguistic equality, language and sociopolitical institutions, and language planning. Practical introduction to the insights offered by discourse analysis to the study of language varieties reflected in particular geographical regions, and by members of particular social classes/groups. Prerequisite: LING 200 or consent of instructor.

433 Intercultural Communication (1) / Spring

Emphasis is on fostering awareness of cultural differences in communicative strategies and learning styles. Prerequisite: LING 432.

441 Linguistics and Second Language Teaching (3) Fall[2]

Application of linguistic, psychological, sociocultural, and sociopolitical aspects of second language acquisition to a range of contexts relating to second language teaching. Particular emphasis is on issues in communicative approaches to language teaching, and the implications of language diversity in the classroom. Prerequisite: LING 200.

442 Teaching English as a Second Language (3) Spring

Application of (psycho-/socio-)linguistic principles/methodology to teaching standard American English as a second language. Introduction to ESL teaching approaches/methods/techniques. Practice in preparation/evaluation of teaching materials. Observation of ESL classes at SSU and in the university's service area. Prerequisite: LING 441.

490 Language and Content (1) / Fall

Relation between language and content, with focus on different approaches to content-based instruction and task-based learning. Provides hands-on experience with task design and materials development, adaptation, and evaluation. Prerequisite: LING 441 or consent of instructor.

491 Evaluation and Testing (1) / Spring

Exploration of issues in the assessment of language proficiency, including critical examination of various approaches to language testing and the interrelationship between evaluation and testing. Prerequisite: LING 441.

495 Special Studies (1-4) / Fall, Spring

Students interested in Special Studies in linguistics must fill out a special studies application by the end of the first week of the semester. Prerequisite: LING 200 or an appropriate upper-division course in linguistics or another discipline; consent of supervising faculty member and approval of program coordinator.

499 Internship in Applied Linguistics (1) / Fall, Spring

Practical experience entailing 50-60 hours for the semester in teaching English as a second language or in the development of ESL materials. Prerequisite or corequisite: LING 441 or 442. To be taken one time only.

595 Special Studies (1-3)

Students interested in Special Studies in linguistics must complete a special studies application by the end of the first week of the semester. Prerequisite: graduate standing and consent of instructor.

Supplementary English Language Courses (SELD)

Courses in Supplementary English Language are designed to enable Sonoma State University students for whom English is a second language to improve their proficiency in the English language, especially in the reading and writing skills required for success at the university. Admission to these courses is determined by ESL Placement Test scores. Courses in SELD prepare students for entrance into ENGL 101. Students will also be required to take the Written English Proficiency Test.

100A Supplementary English Language Development (3)

Designed for international students and other nonnative speakers of English, this course emphasizes communication for academic purposes, and concentrates on expository writing, lecture comprehension, and analytical reading. Limited enrollment. Admission by ESL Placement Test only. Students taking this course may not register for more than 14 units of academic course work.

100B Supplementary English Language (3)

Designed for international students and other nonnative speakers of English, this course focuses on the development of academic discourse skills, with stress on strengthening proficiency in a range of oral and written American English styles. Limited enrollment. Admission by ESL Placement Test only.

Mathematics

Programs offered

Bachelor of Arts in Mathematics
Bachelor of Science in Mathematics
Cooperative Master of Arts in Mathematics (with San Francisco State University)
Minor in Mathematics
Teaching Credential Preparation

Department Office
Darwin Hall 128, 707 664-2368

Department Chair
William Barnier

Faculty
William Barnier, Sharon Cabaniss, Jean Bee Chan, Clement Falbo, Norman Feldman, Susan Herring, Brian Jersky, Rick Luttmann, Rick Marks, Thomas Nelson

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 B.A. program provides preparation for teaching, general application of mathematics, and graduate study in mathematics.

The B.S. degree program offers concentrations in applied mathematics, computer science, and statistics. These programs prepare students for graduate study in mathematics and in a variety of other fields: computer science; statistical work in government and industry; biostatistics; actuarial work; and consultative problem solving in modern industry.

A career minor in technical writing may be useful to some mathematics majors. For more information on this career minor program, please see page 80.

Bachelor of Arts and Bachelor of Science in Mathematics

Degree Requirements	units
General Education	51
Major	43-48
Supporting Courses	5
Electives	20-25
Total units needed for graduation	**124**

Core Curriculum (all majors except Secondary Teaching)

MATH 161	Calculus I (3 units in GE, 1 unit in major)	1
MATH 211	Calculus II	4
MATH 220	Higher Mathematics: An Introduction	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 B.A. and B.S.)

CS 150	Introduction to Programming	4
PHYS 114	Introduction to Physics I (3 units in GE)	1
Total units in supporting courses		**5**

B.A. 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 B.A. program		**48**

The upper-division electives may not include MATH 300. Candidates for graduate school in mathematics are advised to complete their electives with MATH 418, 420 or 440.

B.A. Program (Secondary Teaching)

This B.A. program satisfies California requirements for subject matter preparations in mathematics for students seeking the Single Subject Teaching Credential.

MATH 100	Geometry	3
MATH 161	Calculus I (3 units in GE, 2 unit in major)	1
MATH 165	Elementary Statistics **or**	
MATH 365	Theory of Statistical Inference I	3-4
MATH 211	Calculus II	4
MATH 220	Higher Mathematics: An Introduction	3
MATH 222	Elementary Applied Linear Algebra **or**	
MATH 322	Linear Algebra	3-4

MATH 261	Calculus III	4
MATH 306	Number Theory	3
MATH 308	College Geometry	3
MATH 310	History of Mathematics	3
MATH 320	Modern Algebra I	4
MATH 345	Probability Theory	3
MATH 342	Discrete Structures II	3
MATH 395	Community Involvement Program	3

Total units in mathematics 43-45

Total units in supporting courses (please see above) 5

Total units in secondary teaching program 48-50

Note: Students considering the possibility of graduate school in mathematics are advised to choose MATH 322 and MATH 365, and to elect MATH 340 Real Analysis I as an additional course.

B.S. Program (Applied Mathematics)

This B.S. 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

B.S. Program (Computer Science Option)

This B.S. concentration prepares students for computer industry employment and graduate schools in computer-science-related fields. Students who are interested in the mathematical foundations of computer sciences generally opt for this major.

Core Curriculum 29

CS 250	Computer Organization: Software	3
CS 254	Data Structures	3
CS 354	Algorithm Analysis	3
MATH 406	Combinatorics	3
MATH 416	Graph Theory	3

Electives (upper-division) 4

Total units in computer science option 48

B.S. Program (Statistics)

This B.S. concentration prepares students for employment in statistical or actuarial fields and for graduate study in statistics.

Core Curriculum 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

Sample Four-Year Program for Bachelor of Arts in Mathematics

Freshman Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
MATH 161 (GE) (4)	MATH 211 (4)
CS 150 (4)	PHYS 114 (GE) (4)
ENGL 101 (GE) (3)	GE (3)
GE (3)	GE (3)
Fr Seminar (2)	MATH 175 (elective) (1)

Sophomore Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
MATH 261 (4)	MATH 322 (4)
MATH 220 (3)	MATH 306 (3)
MATH 231 (3)	GE (3)
GE (3 Units)	GE (3)
	GE (3)

Junior Year 32 units

Fall Semester (15 units)	Spring Semester (17 units)
MATH 352 (1)	MATH 340 (4)
MATH 345 (3)	UD Math Elective (3)
GE (3)	GE (3)
GE (3)	UD GE (3)
UD GE (3)	Elective (3)

Senior Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
MATH 320 (4)	MATH 420 (3)
MATH 418 or 440 (3)	MATH 460 (3)
UD GE (3)	Elective (3)
Elective (3)	Elective (3)
Elective (3)	Elective (3)
Total semester units:	**126**

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 B.A. program for secondary teaching is designed to prepare students planning to teach in middle, junior high, and high schools. This program is fully accredited by the California Commission on Teacher Credentialing, and successful completion certifies that a student has achieved the subject matter competence required by the Commission

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, 111,131, 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 pages 281-282.

Grading Policy in the Mathematics Department

Nonmajors

All mathematics courses except MATH 40, 45, 50, 100, 107, 111, 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" (please see page 282). 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)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

30 Mathematics Skills (3) / Fall, 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, 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, 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. Course credit is not applicable toward graduation.

50 Intermediate Algebra (3) / Fall, Spring

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. 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, 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, 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.

107W Precalculus Workshop (2) / Fall, Spring

A workshop designed to be taken with MATH 107. Exploration of precalculus concepts through problem solving in a group setting. Corequisite: MATH 107.

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 proofs. Satisfies GE requirement for mathematics, category B4. Prerequisite: placement by the ELM examination taken within past two years or MATH 45 or MATH 50.

131 Introduction to Finite Mathematics (3) / Fall, Spring
A GE course designed to give students an understanding of finite mathematics applied in the modern world to social sciences, economic analysis, statistical analysis, and decision making. Topics include linear models, linear programming, 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, 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, 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, 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.

161W Calculus I Workshop (4) / Fall, Spring
A workshop designed to be taken with MATH 161. Exploration of first semester calculus concepts through problem solving in a group setting. Corequisite: MATH 161.

165 Elementary Statistics (4) / Fall, Spring
This course is a computer-intensive introduction to elementary statistics. 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, 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, 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.

211 Calculus II (4) / Fall, 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-5 (2) / Fall, Spring
First half of MATH 211. Prerequisites: MATH 161 or consent of instructor. Open only to students enrolled in the geology B.S. program or the chemistry B.A. program.

220 Higher Mathematics: An Introduction (3)
Fall, Spring
This is a transitional course supplying background for students going from calculus to the more abstract upper-division mathematics courses. The principal aim of this course is to develop proficiency in reading and creating proofs. The following topics are included: elementary logic, methods of proof, set theory, relations and functions. Topics that may be covered include: algebras, homomorphisms, cardinality, Boolean algebra, the integers, limits and the real numbers. Transfer students are encouraged to take MATH 220 during their first semester here. Prerequisite: MATH 211 or equivalent, or consent of instructor.

222 Elementary Applied Linear Algebra (3) / Fall
A course in vector and matrix algebra applied to science and computing. Topics include linear systems, vectors, matrices, Gauss-Jordan elimination, linear programming and transformations. Prerequisite: MATH 107 or consent of instructor. CAN MATH 26.

231 Differential Equations I (3)
Fall, Spring
Separable and exact quotations, First and second order linear Initial Value Problems, related nonlinear equations, including Bernoulli and Ricatti equations. Applications. Higher order homogeneous linear equations. Methods for nonhomogeneous equations, including variation of parameters and undetermined coefficients. Series solution about ordinary points. Introduction to numerical methods. Prerequisite: MATH 211 or equivalent, or consent of instructor.

261 Calculus III (4) / Fall, 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, 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, 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.

300G Geometry for Elementary Teachers (1) / Spring

An exploration of basic concepts of measurement and geometry, designed for students interested in elementary middle school teaching. The nature of measurement, two- and three-dimensional shapes and their properties, polygons, tessellations, manipulatives, and additional topics in geometry. Emphasis is on reasoning, problem solving, communicating ideas, and interpreting mathematics in meaningful ways for adults and children. Prerequisite: Any GE mathematics course. May be taken before, after, or concurrently with MATH 300.

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 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.

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 Differential Equations II (3) / Spring

Picard's Method and a discussion of the existence and uniqueness of solutions. General properties of solutions, including the Sturm Separation Theorem for second order linear equations. Power Series solutions for a regular singular point. Laplace Transform. Linear Systems of Differential Equations. Nonlinear Differential Equations and Stability. Prerequisite: MATH 231 or consent of instructor.

340 Real Analysis I (4) / Spring

Topics include construction of the real numbers, topology of real numbers, metric spaces, continuity, the derivative, the 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 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.

367 Statistical Consulting (2) / Fall, Spring

This course is a blend of theoretical and practical aspects of statistical consulting. Students learn how to consult with professionals in various fields, find creative statistical solutions to real-world problems and present results in oral and written form. Students also learn about library research and statistical software packages. This course may be repeated for a total of 4 units. Prerequisite: MATH 165 or 365 or consent of instructor.

375 M*A*T*H Colloquium (1) / Fall, 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, 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 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 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, 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

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

Department Office
Nichols Hall 214, 707 664-2369

Department Chair
Manuel Hidalgo

Faculty
Raymond Castro, Manuel Hidalgo, Arthur Ramirez

Lecturers
Celeste Baca, Carol Delgado, Vivian Hansen, Rosemary Hurtado, Rene Mendoza, 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 Chicano and other Latino communities in the United States. Further, the major allows students to analyze 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 Chicano/Latino 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 B.A. 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.

In order to broaden their career opportunities, students are encouraged to investigate a double major or a minor in complementary traditional disciplines, such as Spanish, English, sociology, psychology and management.

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 425	Classroom Spanish for Bilingual Teachers (3-4) **or**	
MAMS 426	Chicano/Latino Sociolinguistics (4)	3
MAMS 445	Chicano/Latino History (4)	4
MAMS 451	Chicano/Latino Humanities (3-4)	4
MAMS 480	Chicano/Latino Studies Seminar (3)	3

Choose 6 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 403	Chicano/Latino Youth and Adolescents (3-4)	
MAMS 405	The Chicano/Latino Family (3-4)	
MAMS 407	The Chicano/Latino Male (3-4)	
MAMS 410	Seminar: Hispanic Counseling Strategies (2-4)	
MAMS 425	Spanish for Bilingual Teachers (3-4)	
MAMS 432	Latino Community Development (4)	
MAMS 442	Latinos in Contemporary Society (3-4)	
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 490	Hispanic Children's Literature (3-4)	8-10
Total units in the major core		**20**

* Must be taken as a lower-division student to count for major.

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 at least one comparative ethnic studies class.

Total units in a concentration	**20**
Total units in the major	**40**

Sample Four-Year Program for MAMS/Liberal Studies Majors

Freshman Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
ENGL 101 (A2) (3)	BIOL 115 (B2) (3)
MATH 100 (B4) (3)	MAMS 219 or ANTH 203 (D1) (3)
ARTS GE (C1) (3)	PHIL 101 (A3) (3)
Earth Science GE (B1) (3)	HIST 201 (D2) (3)
Elective (Spanish, if needed) (3)	Elective (Spanish, if needed) (3)

Sophomore Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
HUMS 200 (A1) (3)	PHIL 120 (C3) (3)
ENGL or FL 214 (C2) (3)	Phys. Sci. UD GE (B3) or Elective (3)
POLS 200 (D4) (3)	GEOG 302 UD GE (D5) or Elective (3)
MAMS 225 (C4) (3)	PSY 302 UD GE (E) or elective (3)
MAMS 225L (1)	MAMS or Area of Concentration Elective (3)
HIST 251 (D3) (3)	MAMS 395 Field Experience (1)

Junior Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
MAMS 225 or 425 or MAMS Elective	MAMS 490 or 374 (3)
UD GE (C1) (3)	MAMS 445 (4)
MAMS 310, 365 or 366 (1)	MAMS Elective and UD GE (C1) or MAMS 426 or LING 441(3)
MAMS 451 (4)	MAMS 459 (2)
Phys. Sci. UD GE (B3) or Elective (3)	PSY 302 UD GE (E) or Elective (3)
Area of Concentration (3)	

Senior Year: 31 units

Fall Semester (15 units)	Spring Semester (16 units)
MAMS 456 (4)	MAMS 480 (3)
MAMS 460 (3)	Education Phase I Credential or Electives (13)
MATH 300 or MAMS Elective (4)	
EDUC 417 (3)	
Elective (1)	

Total semester units: 124

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. Language competency requirement may be met through course work or by passing the language examination used for BCLAD Credential students.

Minor in Mexican American Studies

The minor provides students with necessary general studies and essential knowledge about the Chicano/Latino experience. The minor is especially suited for those persons seeking 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

Please see page 109 for information on professional education programs. For more information, review the university's special bulletin on Programs in Teacher Education.

A. 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.

B. 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)

* This program is currently under revision.

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. Please see sample four-year program.

D. Minors for Prospective Teachers

For information on minors that are especially suitable for MAMS majors pursuing an elementary teaching credential, please see page 46 for a description of the applied arts minor and the university's special bulletin on Programs in Teacher Education.

Mexican American Studies Courses (MAMS)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

219 Mexican American Identity and Heritage (3) Every second semester

A survey of the Mexican American experience in the United States. The course serves as an introduction to Mexican American studies through the social sciences in order to explain the individual's status and place within the group and society. This includes how Mexican Americans and other Latinos have adapted to the various cultural, social, economic and political elements 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, 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 Bilinguals (3-4) / Spring

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 at the second year level or equivalent. Satisfies foreign language in GE, category C4 (Comparative Perspectives and Foreign Languages). This course does not satisfy GE ethnic studies requirements.

225L Language Laboratory / Field Work (1) / Fall

At least two hours per week of practice in the language laboratory or in an approved fieldwork setting such as a Spanish-speaking organization, community agency or bilingual classroom. Cr/NC only. Prerequisite: concurrent enrollment in 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. Includes 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 second semester

The impact of American social policies on ethnic minorities. Policy areas will include: children and families, health and education. Major court decisions and public policies on bilingual and multicultural education, equal employment opportunity, immigration, and affirmative action 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, Spring

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 issues addressed by organizations in the local community and throughout the Southwest. Field experience.

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 United States 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, 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

403 Chicano/Latino Youth and Adolescents (3-4)
Every third semester
General psychological principles and theories of growth and human development as they apply to Chicano/Latino youth. Course will focus on Latino adolescents and their adjustment to the life cycle and American society and its impact on the self, peer group relations, family life and other sources of conflict. Fieldwork/observation required when course is offered for four (4) units.

405 The Latino Family (3-4) / Every third semester
An examination of changing family patterns among Latinos in the U.S. This will include traditional and evolving gender roles, marriage and alternative family life styles, and child rearing trends. The course also will review how Latino families interact with education, health and public welfare institutions.

407 The Chicano/Latino Male (3-4)
Every fourth semester
This course explores the economic, political and sociocultural forces that contribute to the formation of Latino masculinity. Students will move beyond ethnic and gender stereotypes to develop an understanding of Latino men as both products of and contributors to evolving relationships. The different roles of Latino males including son, father, worker, husband, partner/lover and friend will be examined. Prerequisite: MAMS 219 or 220 or consent of instructor.

410 Seminar: Hispanic Counseling Strategies (2-4)
Every second semester
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)
Every second semester
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 2.00 on the credential program's Spanish Language Test. Satisfies foreign language in GE (C4).

426 Chicano/Latino Sociolinguistics (4)
Every fourth semester
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. Meets requirements for Category II in CLAD/BCLAD credential prerequisites.

432 Latino Community Development (4)
Every fourth semester
An examination of those economic, political and social forces that affect the development of Latino communities. To include an overview of Chicano/Latino community organizations and their underlying organizational constructs. Students will examine their individual praxis within the most recent theoretical understanding of community and organizational development. Fieldwork project required.

442 Latinos in Contemporary Society (3-4)
Every second semester
An examination of the U.S. Latino population as an emerging cluster of peoples with common historical and sociocultural antecedents. This course will adopt an interdisciplinary approach to compare the experiences of major Latino groups and to contrast these experiences with those of selected ethnic groups in the United States. Prerequisite: MAMS 219 or 220, or consent of instructor.

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 (3-4) / Fall, Spring
A comparative analysis of the history, literature, philosophy, religion, music, visual and performing arts, and popular culture as they have developed in 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 for 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 fourth 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) / Spring
An in-depth analysis of selected topics from the area of Chicano/Latino studies. Using current analytical models and research techniques, students will examine in an integrative manner a specific topic for preparing a research paper and oral presentations. Course serves as a summative seminar for MAMS waiver program students. Students are also required to prepare a 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 fourth 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

Programs offered

Bachelor of Arts in Music
Standard Music, Jazz Studies, Performance and Music Education Concentrations
Minor in Music
Teaching Credential Preparation

Department Office
Ives Hall 206, 707 664-2324

Department Chair
Arthur Hills

Faculty
Ellen Amsterdam-Walker, Warren Dennis-Kahn, Margaret Donovan-Jeffry, Joann Feldman, Mel Graves, Arthur Hills, William Johnson, E. Gardner Rust, David Sloss, Laxmi G. Tewari, Robert Worth

Studio Instructors
Allen Cathcart, Elisabeth Engan, Tom Leisek, George Marsh, Jeff Pittson, Beni Shinohara, Marilyn Thompson, Randy Vincent, Wayne Wallace, 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 prerequisites to the music major curriculum. All entering and transfer students will be given placement examinations in piano, music theory, and aural skills (sight-singing and dictation) during their first week of instruction. Students with inadequate preparation in keyboard will be expected to take MUS 109 Intensive Keyboard Lab I. Students without background in any of these areas will also be expected to take MUS 105 Fundamentals.

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, Bach Choir, Concert Jazz Ensemble, Contemporary Jazz Ensemble, Monteverdi Singers, Experimental Music Group, Musical Theatre, 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 B.A. 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 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 two seminars on differing topics:			10
MUS	300	Seminar (5)	
Total units in the major			**43**

Sample Four-Year Program for Bachelor of Arts in Music

Standard major

Freshman Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
ENGL 101 (GE area A2) (3)	PHIL 101 (GE area A3) (3)
GE MATH (GE area B4) (3)	HUMS 200 (GE area A1) (3)
MUS 110 (3)	MUS 111 (3)
MUS 120 (2)	MUS 121 (2)
MUS 109 (2)	MUS 209 (2)
Music Ensemble (2)	Music Ensemble (2)
MUS 299 (1)	MUS 299 (1)

Sophmore Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
GE (area D2) (3)	GE (area D3) (3)
MUS 150 (GE area C1) (3)	MUS 311 (3)
MUS 210 (3)	MUS 320 (2)
MUS 220 (2)	MUS 250 (GE area C1) (3)
MUS 309 (2)	Music Ensemble (2)
Music Ensemble (2)	MUS 299 (1)
MUS 299 (1)	Elective (2)

Junior Year: 30 units

Fall Semester (14 units)	Spring Semester (16 units)
GE (area E) (3)	GE (area D1) (3)
GE (area D4) (3)	GE (area B1) (3)
MUS 350 (GE area C4) (3)	MUS 300 (5)
Music Ensemble (2)	Music Ensemble (2)
MUS 299 (1)	MUS 299 (1)
Elective (2)	Elective (2)

Senior Year: 30 units

Fall Semester (14 units)	Spring Semester (16 units)
GE (area B2) (3)	GE (area B3) (3)
GE (area D5) (3)	GE (area C2) (3)
GE (area C3) (3)	MUS 300 (5)
Music Ensemble (2)	MUS 490 (2)
MUS 299 (1)	Music Ensemble (2)
Elective (2)	MUS 299 (1)
Total semester units:	**124**

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 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	317	Vocal/Small Band Arranging	3
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 a jazz topic)	3
MUS	490	Senior Project	3
MUS	300	Seminar	5

and two of the following three 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 one of the following two classes: 3

MUS	412	Jazz Composition (3)
MUS	417	Stage Band Composition and Orchestration (3)

(MUS 317 prerequisite for 417)

Total units in the major 46

Sample Four-Year Program for Bachelor of Arts in Music

Jazz Studies Concentration

Freshman Year: 28 units

Fall Semester (14 units)	Spring Semester (14 units)
ENGL 101 (GE area A2) (3)	PHIL 101 (GE area A3) (3)
GE Math (GE area B4) (3)	MUS 111 (3)
MUS 112 (3)	MUS 121 (2)
MUS 109 (2)	MUS 212 (3)
Music Ensemble (2)	Music Ensemble (2)
MUS 299 (1)	MUS 299 (1)

Sophomore Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
GE (area D2) (3)	GE (area D3) (3)
HUMS 200 (GE area A1) (3)	MUS 150 (GE area C1) (3)
MUS 220 (2)	MUS 320 (2)
MUS 292 (1)	MUS 392 (1)
MUS 389 (3)	MUS 489 (3)
Music Ensemble (2)	Music Ensemble (2)
MUS 299 (1)	MUS 299 (1)
Studio Lessons (1)	Studio Lessons (1)

Junior Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
GE (area E) (3)	GE (area D1) (3)
GE (area D4) (3)	GE (area B1) (3)
MUS 350 (GE area C4) (3)	MUS 342 (3)
MUS 317 (3)	MUS 412 or 417 (3)
Music Ensemble (2)	Music Ensemble (2)
MUS 299 (1)	MUS 299 (1)
Studio Lessons (1)	Studio Lessons (1)

Senior Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
GE (area B2) (3)	GE (area B3) (3)
GE (area D5) (3)	GE (area C2) (3)
MUS 300 (5)	GE (area C3) (3)
Music Ensemble (2)	MUS 490 (3)
MUS 299 (1)	Music Ensemble (2)
Studio Lessons (1)	MUS 299 (1)
	Studio Lessons (1)
Total semester units:	**124**

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 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 two of the following three 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

Sample Four-Year Program for Bachelor of Arts in Music
Performance Concentration

Freshman Year: 32 units

Fall Semester (17 units)	Spring Semester (15 units)
ENGL 101 (GE area A2) (3)	PHIL 101 (GE area A3) (3)
GE Mathematics (GE area B4) (3)	MUS 111 (3)
MUS 110 (3)	MUS 121 (2)
MUS 120 (2)	MUS 197 (1)
MUS 109 (2)	MUS 209 (2)
Music Ensemble (2)	Music Ensemble (2)
MUS 299 (1)	MUS 299 (1)
Studio Lessons (1)	Studio Lessons (1)

Sophomore Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
HUMS 200 (GE area A1) (3)	GE (area D2) (3)
GE (area D3) (3)	MUS 297 (1)
MUS 210 (3)	MUS 311 (3)
MUS 220 (2)	MUS 320 (2)
MUS 309 (2)	MUS 150 or 250 (GE C1) (3)
Music Ensemble (2)	Music Ensemble (2)
Studio Lessons (1)	MUS 299 (1)
	Studio Lessons (1)

Junior Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
GE (area E) (3)	GE (area D1) (3)
GE (area D4) (3)	GE (area B1) (3)
MUS 350 (GE area C4) (3)	MUS 300 (5)
Music Ensemble (2)	MUS 397 (1)
Studio Lessons (1)	Music Ensemble (2)
Music Elective (3)	Studio Lessons (1)

Senior Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
GE (area B2) (3)	GE (area B3) (3)
GE (area D5) (3)	GE (area C2) (3)
GE (area C3) (3)	MUS 491 (3)
Music Ensemble (2)	Music Ensemble (2)
MUS 299 (1)	MUS 299 (1)
Studio Lessons (1)	Studio Lessons (1)
Music Elective (2)	Elective (2)
Total semester units:	**124**

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 B.A. program that provides the skills necessary for teaching music in public or private schools in California. It is recommended for anyone planning a teaching career in music.

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 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	302 and 402 or 446	Choral Conducting	2
MUS	403 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.

Sample Four-Year Program for Bachelor in Arts in Music
Music Education Concentration

Freshman Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
ENGL 101 (GE area A2) (3)	PHIL 101 (GE area A3) (3)
GE Mathematics (GE area B4) (3)	MUS 150 (GE area C1) (3)
MUS 110 (3)	MUS 111 (3)
MUS 120 (2)	MUS 121 (2)
MUS 109 (2)	MUS 209 (2)
Music Ensemble (2)	Music Ensemble (2)
MUS 299 (1)	MUS 299 (1)

Sophomore Year: 33 units

Fall Semester (17 units)	Spring Semester (16 units)
GE (area D2) (3)	GE (area D3) (3)
HUMS 200 (GE area A1) (3)	MUS 250 (GE area C1) (3)
MUS 210 (3)	MUS 311 (3)
MUS 220 (2)	MUS 320 (2)
MUS 309 (2)	Music Ensemble (2)
Music Ensemble (2)	MUS 299 (1)
MUS 299 (1)	MUS 115 (415) (1)
MUS 122 (422) (1)	MUS 129 (429) (1)

Junior Year: 30 units

Fall Semester (14 units)	Spring Semester (16 units)
GE (area E) (3)	GE (area D1) (3)
GE (area D4) (3)	GE (area B1) (3)
MUS 350 (GE area C4) (3)	MUS 359 (or 300) (5)
Music Ensemble (2)	MUS 400 (3)
MUS 302 (1)	MUS 303 (1)
MUS 124 (424) (1)	MUS 123 (423) (1)
MUS 299 (1)	

Senior Year: 29 units

Fall Semester (15 units)	Spring Semester (14 units)
GE (area B2) (3)	GE (area B3) (3)
GE (area D5) (3)	GE (area C2) (3)
GE (area C3) (3)	MUS 314 (3)
Music Ensemble (2)	MUS 431 (2)
MUS 440 (1)	EDUC 418 (3)
EDUC 417 (3)	

Total semester units: 124

Teaching Credential Preparation in Music

The 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 below and an SSU music department skills competency test.

Complete all 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	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

and one of the following two courses: 3

MUS	314	Orchestration and Choral Arranging (3)
MUS	432	Arranging for School Ensembles (3)

and the following courses:

MUS	302 **and** 402 **or** 446	Choral Conducting	2
MUS	403 **or** 446	Instrumental Conducting	2
MUS	440	Instrumental Proficiency Jury	1
MUS	481	Workshop in World Music	1

and one of the following two courses: 1

MUS	324	Sonoma Bach Choir (1)
MUS	325	SSU Chorus (1)

and one of the following two courses: 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)
CIS	101	Introduction to Computers and Computing (3)
CIS	150	Introduction to Programming (4)
ENGL	342	Children's Literature (3)
GEOG	338	Social Geography (3-4)
MAMS	220	Mexican/American Arts and Literature (3)
MUS	259	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	144A	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 the following:

MUS	105	Fundamentals	3
MUS	110	Foundations of Theory	3
MUS	120	Ear Training I	2
Ensemble Courses			4
Elective in Music			2
Upper-division lecture course			3
and one of the following two courses:			3
MUS	150	Survey of U.S. Music (3)	
MUS	250	Survey of European Music (3)	
Total units in the minor			**20**

Jazz Studies Concentration

Complete all 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 one of the following two 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 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 one of the following two courses:			3-4
MUS	463	Music Business II (2-3)	
BUS	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)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

105 Fundamentals (3) / Fall, 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).

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 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 105, 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) / Fall

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 105 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) / Spring
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, Spring
Private instruction on one instrument. May be repeated for credit. Prerequisite: audition.

134 Private Instruction—Woodwinds (1) / Fall, Spring
Private instruction on one instrument. May be repeated for credit. Prerequisite: audition.

137 Private Instruction—Brass (1) / Fall, Spring
Private instruction on one instrument. May be repeated for credit. Prerequisite: audition.

138 Private Instruction—Percussion (1) / Fall, Spring
Private instruction on percussion instruments. May be repeated for credit. Prerequisite: audition.

139 Private Instruction—Keyboard (1) / Fall, Spring
Private instruction on one keyboard instrument. May be repeated for credit. Prerequisite: audition.

141 Private Instruction—Voice (1) / Fall, Spring
Private voice instruction. May be repeated for credit. Prerequisite: audition.

143 Private Instruction—Guitar (1) / Fall, Spring
Private guitar instruction. May be repeated for credit. Prerequisite: audition.

148 Accompanying Workshop (1-2) / Fall, 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, 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, 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.

159 Fundamentals of Music Technology (2)
An introduction to the uses of computers and sythesizers as tools for musicians. Course covers MIDI sequencing, notation, sound design, theory and ear-training application. Prerequisite: music major or consent of instructor.

197 Freshman Jury (1) / Fall, 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) / Fall, Spring
Applied techniques in developing sight-singing skills. May be repeated for credit. Prerequisite: consent of instructor.

250 Survey of European Music (3) / Fall, 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) / Fall, Spring
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.

263 Music Business I (2) / Fall
The course will focus on defining a student's career goals and developing plans to achieve those goals. Topics include: How the music/entertainment industry works, professionalism, general business understanding and presentation. Independent project, exams and class participation assignments are required.. Crosslisted as COMS 263.

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, Spring
Exploration of the techniques of melodic composition and improvisation based on the scales and chords used in jazz. May be repeated for credit. Prerequisite: MUS 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, 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, 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, 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.

302 Choral Conducting I (1-2) / 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.

309 Intensive Keyboard Lab III (2) / Fall
A continuation for work begun in MUS 209. Prerequsite: 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.

323 Monteverdi Singers (2) / Fall, Spring
Small vocal ensemble. Repertoire may include madrigals, motets, masses and partsongs from the Medieval, Renaissance, Baroque and 20th century periods. Emphasis is placed on the development of interpretive skills, ensemble sensitivity and authentic performance styles. Frequent public performances. Admission by competitive audition. May be repeated for credit.

324 Sonoma Bach Choir (1-2) / Fall, 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, 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.

326 Classical Guitar Ensemble (1-2)
The course focuses on all aspects of the literature for multiple guitars--performance, listening, sightreading, and technique. A wide variety of repertory is covered and a public performance is required. Project proposals from class members are welcomed. Prerequisite: consent of instructor.

329 Chamber Music Workshop (1-2) / Fall, Spring
The study and presentation of a wide variety of chamber music literature. May be repeated for credit. Prerequisite: consent of instructor.

330 Musical Theatre (1-3) / Fall, 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) / Spring
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.

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.

336 Performance Practice Workshop (1)
The study of authentic practices in the performance of a variety of musical styles. Styles explored may vary from semester to semester. Prerequisite: 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, Spring
A survey of traditional music in the context of cultural life from around the world. Satisfies GE, category C4. (Comparative Perspectives).

351 The Sacred Traditions of South Asia (3)
An exploration of the sacred traditions, philosophies, and music of South Asia from the earliest times to the present, with a focus on India. A study of ritualistic practices of Hinduism, Buddhism, Sikkhism, and Islam in South Asia is emphasized. Special emphasis is placed on role of chanting and music in each religion. Original texts (in translation), films, and lectures by visiting scholars are included in the class format. Satisfies GE, category C4 (Comparative Perspectives).

352. The History, Music and Secular Traditions of South Asia (3)
An exploration of cultures, musical expressions 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. 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) / Spring
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 MUS 262. Prerequisite: MUS 262 or consent of instructor. Crosslisted as COMS 362.

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, 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, 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, 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.

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. May be repeated for credit. Prerequisite: audition.

397 Junior Jury (1) / Fall, 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 teaching in the elementary schools. The structure, nature, and function of music in children's lives. Prerequisite: MUS 105 or equivalent or consent of instructor.

402 Choral Conducting II (1) / Spring
Choral conducting 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: MUS 302 or consent of instructor.

403 Instrumental Conducting (2-3)
Conducting techniques through the study of selected instrumental works. The course will include score-reading at the piano. Prerequisite: MUS 302 or consent of instructor.

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, 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.

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, Spring
Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 133 and audition.

434 Private Instruction—Woodwinds (1) / Fall, Spring
Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 134 and audition.

437 Private Instruction—Brass (1) / Fall, Spring
Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 137 and audition.

438 Private Instruction—Percussion (1) / Fall, Spring
Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 138 and audition.

439 Private Instruction—Keyboard (1) / Fall, Spring
Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 139 and audition.

440 Instrumental Proficiency Jury (1) / Fall, 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, Spring
Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 141 and audition.

443 Private Instruction — Guitar (1) / Fall, Spring
Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 143 and audition.

445 Private Instruction — Composition (1-2)
Fall, Spring
Private instruction in composition for advanced students. May be repeated for credit. Prerequisite: MUS 425 or consent of instructor.

446 Private Instruction — Conducting (1-2)
Fall, Spring
Private instruction in conducting for advanced students. May be repeated for credit. Prerequisite: audition.

448 Accompanying Workshop (1-2) / Fall, 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, 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. Crosslisted as COMS 462. Prerequisite: MUS 362 or consent of instructor.

463 Music Business II (2-3)
The course continues Music Business I and concludes with an intensive focus on the industry itself. Topics will include: songwriting, publishing, copyright, licensing, unions, organizations, agents, attorneys, managers, concert promotion, theater, television applications, the record industry, contracts, distribution, production, advertising and film. Independent project, exams and class participation assignments are required. Crosslisted as COMS 463.

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, 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, 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 contract hours is necessary. Prerequisite: consent of instructor.

Native American Studies

Program offered
Minor in Native American Studies

Program Office
Nichols Hall 214, 707 664-2458

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 toward the NAMS minor selected courses from history, anthropology, art, MAMS, AMCS and education.

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	300	Experimental (1-5)
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 (1-4)
NAMS	430	Advanced Native American Workshop (4)
NAMS	442	Contemporary Affairs of Native Americans of California (4)
NAMS	495	Special Studies (1-4)

Total units in minor electives 10

Total units in the minor 20

Native American Studies Courses (NAMS)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

200 Introduction to Native Americans (3) / Fall
A survey of the various geographical environments of tribes living in North America. The emphasis is upon precontact cultures, but includes cultural and historical changes to tribes during the settling of this country by Europeans. Satisfies GE category D1 (Individual and Society), and the ethnic studies requirement.

205 Introduction to Native American Arts (3)
Fall, alternate years
A general introduction of the traditional American Indian arts in the United States. The course will include information on the culture that produced the art forms. Craft projects or research paper by the student will be a part of the class requirements. Satisfies GE, category C1 (Fine Arts), and the ethnic studies requirement.

300 Experimental courses (1-5)
Content varies from semester to semester. The majority of these courses are designed as short-term field excursions into various areas of the country where American Indians lived or are living.

305 North American Indian History (4)
Spring, alternate years

A survey-lecture course. It will chronologically follow the economic, military, social, and legal relationships between North American Indians and Euro-American colonists. Special emphasis will be placed on the relations with the federal and state governments from the Colonial period to the 20th century.

338 Native Americans and the Cinema (3)

This course examines and critiques the depiction of Native Americans in American cinema, video, and documentary films. These media efforts are analyzed through an exploration of stereotypes, literature, and other popular influences found in American society. Documentary films by non-Indian and Native American filmmakers will be examined and analyzed. Satisfies GE, category C1 (Fine Arts), and the ethnic studies requirement.

346 Philosophic Systems and Sacred Movements in Native North America (3) / Fall, Spring

Only by common participation in religious cults and philosophic systems have the separate Indian tribes of North America ever united. This proposition will be critically examined by analysis of prehistoric and contemporary American Indian religious movements and philosophic systems. Precontact native religious systems will be surveyed. Archaeoastronomy and native art forms will be investigated as expressions of religious activities. Postcontact religious reorganization such as the ghost dance will be studied. Satisfies GE, category C3 (Philosophy and Values), and the ethnic studies requirement.

354 Native American Literatures (3) / 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 people.

412 Native California History and Culture (4)
Fall, alternate years

A survey of the cultures and histories of Native California Indians Special emphasis on local Indians.

414 Native American Cultures of the American Southwest (4)

An examination of the prehistory, ecology, settlement patterns, socia organization, cosmological and ritual systems, material culture, my thology, language, and current status of Southwestern Native Ameri cans.

418 Regional Historical Studies (4)

Seminar. Provides students with an opportunity to pursue variou regional studies of Indian groups from precontact times to the presen 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 Nativ American students K-12 or those who wish to develop curriculun materials about American Indians. A survey of North American India educational history will be followed by practical projects stressin appropriate teaching strategies.

430 Advanced Native American Art Workshop (3)

Emphasizes the practical application of traditional and contemporar Native American art forms, designs, and techniques. This cours attempts to advance the students' utilization of and appreciation for th various methods and skills of Native American arts while promotin individual creativity.

440 The Contemporary Native American (4)

A seminar on the status of Native Americans in modern America society, including economic, political, and legal aspects; the role of th federal government; and the emergence of pan-Indianism and politica activism.

442 Contemporary Affairs of Native Americans of California (4)

An intensive study of the contemporary problems, issues, and develop ments involving American Indians in California.

495 Special Studies (1-4)

Prerequisites: An upper-division core course; approval of supervisin faculty member and approval of program coordinator.

Nursing

Department Office
Nichols Hall 262, 707 664-2465/2466

Department Chair
Sandra DeBella

Faculty
Gregory Crow, Sandra DeBella, Laurel Freed, Carole Heath, Janice Hitchcock, Jeanette Koshar, Thomas Nolan, Wendy Smith
Sue Thomas

Programs offered (fully accredited by the NLN)

Bachelor of Science in Nursing
- Basic BSN
- RN-BSN

Master of Science in Nursing
- Family Nurse Practitioner Specialty
- Nursing Leadership and Management Specialty

Post-Master's Family Nurse Practitioner Certificate

The purpose of nursing is to provide humanistic care to maintain and enhance the health of individuals and of society as a whole. To accomplish these goals, nurses assume several roles, including caregiver, communicator, client advocate, teacher, leader and consumer of research. In keeping with the SSU philosophy, the department of nursing has developed an overarching concept that sincere, compassionate, humane care is essential in the delivery of professional nursing.

The department of nursing enjoys a close relationship with the health community within its service area and beyond. Consequently, there are many clinical opportunities available. Students have a variety of community based placements in the hospital setting and other health care agencies. Graduates of both the baccalaureate and master programs will be well prepared for careers in a multiplicity of health settings in the community.

Bachelor of Science in Nursing (BSN)

The undergraduate nursing program provides two options to obtain a baccalaureate degree in nursing:

1. A basic baccalaureate program that prepares students to become licensed registered nurses.

2. An RN to BSN two-year program for licensed RNs with Associate degrees or the equivalent. (The RN-BSN program is available to licensed vocational nurses on a space available basis.)

Graduates of both options are prepared to plan and provide patient care, to teach patients, families and staff, and to provide leadership in the provision of health care to clients. The bachelor of science in nursing program offers the student an opportunity to become a liberally educated professional, qualified for certification as a public health nurse, and with a sound foundation for the pursuit of graduate education in nursing.

Eligible applicants who are currently enrolled in the university, or who plan to enroll prior to entering the pre-nursing, basic baccalaureate, or RN-BSN program, 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 A.A. degree.

Basic Baccalaureate Program

Students are eligible to apply to the basic baccalaureate nursing major (pre-licensure program) when they have completed the nursing prerequisite courses. These courses may be taken at either Sonoma State University or another university or junior college. Students who complete their prerequisites at SSU will be considered first when applying to the nursing major, but are not guaranteed entrance.

Admission Criteria

Admission to Pre-Nursing

Students applying directly from high school must meet the following criteria:

1. Standard SSU admission criteria.
2. High school chemistry/biology with a GPA of 3.00 (B) or better.

Community college transfer students must meet the following criteria:

1. Standard SSU transfer criteria.
2. B average in all nursing prerequisite science courses.

Admission to the Nursing Major (final three years of program)

Nursing is an impacted program and, therefore, requires supplemental application beyond acceptance to Sonoma State University. Students applying to the nursing program must submit:

1. GPA of 3.00 or better in prerequisite science courses: BIOL 220, 224 and CHEM 105A/B
2. Health care experience (written verification).
3. Essay (criteria available in the department of nursing).
4. Recommendations (forms available in the department of nursing).

Basic Baccalaureate Degree Requirements	units
General Education	51
Major Requirements	56
Support Courses	14
Electives	6
Total units needed for graduation	**127**

Sample Five-Year Program for Bachelor of Science in Nursing

Year 1 (Pre-Nursing)

Fall Semester

BIOL 115 Introduction to Biology (B2) 3
CHEM 105A Elements of General, Organic and Biochemistry I (B1) 4
plus GE requirements

Spring Semester

CHEM 105B Elements of General, Organic and Biochemistry II ... 3
BIOL 220 Human Anatomy (B3) 4
plus GE requirements

Year 2 (Pre-Nursing)

Fall Semester

BIO 224 Physiology (B3) 4
plus GE requirements

Spring Semester

BIO 218 Microbiology 4
plus GE requirements

Year 3 (Nursing)

Nursing major acceptance required from this point forward.

Fall Semester

NURS 200A Concepts of Professional Nursing I 4
NURS 205A Skills in Professional Nursing Practice I 3
NUR 210A Clinical Practicum I 4
BIOL 218 General Microbiology 4

Spring Semester

NURS 200B Concepts of Professional Nursing II 3
NURS 205B Skills in Professional Nursing Practice II 3
NURS 210B Clinical Practicum II 4
plus GE requirements

Year 4 (Nursing)

Fall Semester

NURS 340 Concepts of Health and Illness in the Expanding Family 4
NURS 345 Clinical Practicum with Expanding Families 4
NURS 350 Family Health Theory 3
plus GE requirements

Spring Semester

NURS 360 Community Health Nursing Theory 3
NURS 385 Care of Individuals & Families with Complex Needs 4
NURS 400 Research and Ways of Knowing 3
plus GE requirements

Year 5 (Nursing)

Fall Semester

NURS 405 Community Health Nursing Practicum 3
NURS 415 Theory in Nursing Practice 2
NURS 450 Nursing in a Sociopolitical Environment 2
Elective 3
plus GE requirements

Spring Semester

NURS 425 Senior Clinical Study 4
NURS 440 Leadership and Management 3
Elective 3
plus GE requirements

RN-BSN Program

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, whose purpose is to provide upper-division education for registered nurses, enables nurses to expand their practice and function with greater independence in a variety of settings.

Admission Criteria

1. Current California licensure as a registered nurse (New A.D.N. 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.)

2. Sixty semester units of college-transferable credit: 30 units should meet California State University general education requirements (including Areas A1 and B4); 30 units must be credit for lower-division nursing.

3. Minimum of 3 semester units of college-transferable credit in general chemistry with a grade C or better.

4. Human anatomy/physiology within the past 10 years or direct clinical nursing experience within the past two years.

Requirements for the RN-BSN Option — units

General Education (40 units may be transferred from a community college or university) 51

Major Requirements

Lower-division at community college or university 30
Upper-division at SSU 33
General electives 13

Total units needed for graduation 127

Sample Two-Year Program for Bachelor of Science in Nursing

The sequence below is for full-time students. A part-time sequence is also available that can be completed in six semesters.

Year 1

Fall Semester

NURS 305 Assessment & Clinical Decision-Making 3
NURS 312 Introduction to Professional Nursing 3
NURS 315 Advanced Pathophysiology 3
NURS 350 Family Health Theory 3

Spring Semester

NURS 360 Community Health Nursing Theory 3
NURS 400 Research and Ways of Knowing 3
NURS 405 Community Health Nursing Practicum 3
plus General Electives

Year 2

Fall Semester

NURS 415 Theory in Nursing Practice 3
NURS 450 Nursing in a Sociopolitical Environment 3
plus General Electives

Spring Semester

NURS 425 Senior Clinical Study 3
NURS 440 Leadership and Management 3
plus General Electives

Master of Science in Nursing (MSN)

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 case 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. Meet the minimum admissions requirements for the chosen option (please see options below).
2. Complete a separate department of nursing application form.
3. Submit three letters of recommendation (on departmental forms).
4. 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.

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.

Pathways Curricular Option

Application to the department of nursing's master of science program requires the foundation and skills equivalent to a bachelor of science in nursing. For those registered nurses who hold a baccalaureate degree in a field other than nursing, the department offers a Pathways Option which provides the student an individualized study plan in preparation for application to the master's program, taking into account the student's background and chosen master's option (family nurse practitioner or leadership and case management).

Pathways Program Admissions Procedure: In addition to the standard California State University application, Pathways application materials include **1)** application form with goals essay, **2)** transcripts, **3)** recommendations, **4)** resume listing work and educational experiences, and **5)** an interview with the department. For forms and specifics, contact the nursing department.

Admission Status: Initial status will be as conditionally classified while the student is fulfilling requirements for foundation skills and knowledge or other graduate admissions criteria. When all criteria are met, the student can apply to the appropriate graduate option.

Family Nurse Practitioner Option

The purpose of the family nurse practitioner option is to prepare registered nurses with a bachelor's degree in nursing for advanced clinical practice with an emphasis on promoting individual and family wellness. The FNP concentration focuses upon the theoretical and scientific bases for the diagnosis and treatment of common illness, as well as health teaching, counseling and preventive services. Emphasis is placed upon advanced clinical skills that include history-taking, physical examination, health screening, management of common 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

1. B.S. degree (RNs with a bachelor's in an area other than nursing, please see Pathways program, above).
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 statistics and physiology within the last seven years; completion of physical assessment within the last three years (Students may challenge the Physiology Requirement by taking the NLN test).
6. Completion of course(s) in community health nursing.
7. Two years full-time experience as an RN.

Curriculum

Students have a three-semester clinical preceptorship with a primary care physician or nurse practitioner. The student and faculty share responsibility for finding an acceptable preceptor. Content includes health needs and risks of all family members, family theories, and legal and professional issues pertinent to nurse practitioners. Content taken concurrently with the clinical sequences includes health risk assessment of individuals and families, 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 option meets criteria specified in Section 1484, Title 16, of the California Administrative Code and is approved by the California Board of Registered Nursing.

Accelerated FNP Option

B.S. 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 examinations may be counted toward the M.S. 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 experience required for FNP preparation.

Post-Master's Certificate Option

The Certificate Option is a 30-unit course of study designed for registered nurses who hold a master's degree in nursing who wish to become family nurse practitioners. The admission requirements are the same as those for the FNP program. Application is through the department of nursing.

Two-Year Program for Master of Science in Nursing

Family Nurse Practitioner

Year 1

Fall Semester

NURS	501	Health Maintenance of Individuals, Families and Communities	3
NURS	540A	Diagnosis and Management in Primary Care I	2
NURS	549	Health Maintenance Clinical	3
NURS	550A	Clinical Preceptorship in Primary Care I	2
NURS	552	Pharmacology for Nurse Practitioners	2
Total			**12**

Spring Semester

NURS	540B	Diagnosis & Management in Primary Care II	4
NURS	550B	Clinical Preceptorship in Primary Care II	4
PHIL	355	Ethics of Health Care	3
Total			**11**

Year 2

Fall Semester

NURS	502	Advanced Theories in Nursing	3
NURS	503A	Graduate Nursing Research	3
NURS	550C	Clinical Preceptorship in Primary Care III	4
Total			**10**

Spring Semester

NURS	493	Health Care Delivery & Finance	2
NURS	503B	Nursing Research Project	3
NURS	510	Professional Issues in Advanced Nursing	2
Comprehensive Exam or Thesis			
Total			**7**
Total units required			**40**

Nursing Leadership and Case Management Option

The purpose of this option is to prepare nurses for leadership and management functions in organizing, delivering, monitoring and coordinating complex patient care 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 client care, and to meet individual clinical needs by coordinating care in conjunction with agencies within the community.

The curriculum emphasizes: **1)** application of theories and concepts of organization, leadership, management and quality in administration and case 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 and case management in health care services in a variety of settings.

Admission Requirements

Nursing Leadership and Case Management Option

1. B.S. degree (RNs with a bachelor's degree in an area other than nursing, please see Pathways program, above).

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 first year of the nursing leadership and case management option focuses upon the acquisition of a theoretical base in nursing theories, the health care delivery system, advanced practice issues and ethics. Students prepare a research proposal and conduct a research study.

The second year incorporates further knowledge in leadership and case management theories, financial management, quality management and human resources. Analysis and evaluation of organizational and management theories in relation to the provision of health care and nursing care delivery systems are undertaken. A two-semester residency program provides for applications of theoretical knowledge with 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.

Two-Year Program for Master of Science in Nursing

Nursing Leadership and Case Management

Year 1

Fall Semester

NURS	493	Health Care Delivery and Finance	4
NURS	502	Nursing Theory	3
NURS	503A	Nursing Research	3
Total			**10**

Spring Semester

NURS	503B	Nursing Research Project	3
NURS	510	Nursing Issues	2
PHIL	355	Ethics and Health Care	3
Total			**8**

Year 2

Fall Semester

NURS	530A*	Leadership Theory I **or**	
NURS	532**	Case Management Theory I	4
NURS	535A	Residency I	3
POLS	503	Budget and Fiscal Policy	4
Total			**11**

Spring Semester

NURS	530B*	Leadership Theory II **or**	
NURS	532B**	Case Management Theory II	3
NURS	535B	Residency II	3
BUS	340*	Survey of Human Resource Management **or**	

BUS 458** Systems Management 4
Comprehensive Exam or Thesis
Total **10**

* Leadership students take these courses
** Case Management students take these courses

Nursing Courses (NURS)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

200A Nursing in Health and Illness I (3) / Fall

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. Prerequisite: acceptance to basic BSN program.

200B Nursing in Health and Illness II (3) / Spring

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) / Fall

Skills Lab: 7 hours. 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 basic BSN program; concurrent enrollment in NURS 200A and 210A.

205B Skills in Professional Nursing Practice II (3) Spring

Skills Lab: 7 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: NURS 200B and 210B.

210A Clinical Practicum I (4) / Fall

Clinical Practicum. Applies theoretical principles of nursing care to individuals in ambulatory and nonacute health care settings. Clinical experience emphasizes health promotion and maintenance. Prerequisite: acceptance to basic BSN program. Corequisite: NURS 200A, 205A and malpractice insurance.

210B Clinical Practicum II (4) / Spring

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.

305 Assessment and Clinical Decision Making (3) Fall

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. Prerequisite: acceptance to RN-BSN program; concurrent enrollment in NURS 315.

312 Introduction to Professional Nursing (3) / Fall

Provides introduction to RN-BSN program. The relationship between personal/professional development is explored with emphasis on student self-assessment, including clinical background, critical thinking, computer literacy, communication and self-care. This course also explores the relationship between communication, health and the responsibility of the nurse to create positive environments which promote health and healing. Prerequisites: acceptance into the RN-BSN program; concurrent enrollment in NURS 350.

315 Advanced Pathophysiology (3) / Fall

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: acceptance to RN-BSN program; concurrent enrollment in NURS 305.

340 Health and Illness in the Expanding Family (4) Fall

Principles and concepts of health and illness in childbearing 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; concurrent enrollment in NURS 345 and 350.

345 Clinical Practicum with Expanding Families (4) Fall

Applies the caring process to childbearing 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 and 350. Malpractice insurance required.

350 Family Health Theory (3) / Fall

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: for basic BSN students, completion of all 200 level courses and concurrent enrollment in NURS 340 and 345; for RN-BSN students, concurrent enrollment in NURS 312.

360 Community Health Nursing Theory (3) / Spring

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: NURS 350.

385 Care of Individuals and Families with Complex Needs (4) / Spring

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: NURS 340, 345 and 350.

390 Organizational Behavior in Health Care Systems (4) / Fall

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. Alternate to BUS 340.

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) Spring

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 312 and 350, and completion of GE category A3. Corequisite: NURS 360.

405 Community Health Nursing Practicum (3) Fall, Spring

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: NURS 360 and 385.

415 Theory in Nursing Practice (3) / Fall

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 NURS 425 Senior Clinical Studies within next two semesters. Prerequisites: all 300-level course work.

425 Senior Clinical Study I, II (3-4) / Fall, Spring

Clinical application of theories and concepts from nursing and related sciences in the nursing care of selected populations, Research-based knowledge and pertinent theoretical frameworks are utilized to respond to complex and specific health care needs of these populations. Integration and synthesis of concepts, personal development and leadership/management abilities are expanded through professional nursing practice. Prerequisite: NURS 415 within past two semesters.

440 Nursing Leadership and Management (3) Spring

Lecture/discussion, 3 hours. Formulates a theoretical foundation for the process of nursing leadership and management. Attitudes and behavioral principles of effective leadership are developed and applied. Problem-solving strategies are developed as management problems are analyzed. Effects of the management process on patterns of health care practice and delivery are critically evaluated. Prerequisites: completion of all 300-level course work.

450 Nursing in a Sociopolitical Environment (2-3) Fall, Spring

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: completion of all 300-level course work.

473 Health Education and Drug Abuse (3) Fall, Spring

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. Prerequisite: upper-division standing.

480 Health, Sexuality and Society (3) / Fall, Spring

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. Open to non-nursing majors. Prerequisite: upper-division standing.

493 Health Care Delivery and Financing (2-4) / Fall

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, and upper-division standing.

495 Special Studies (1-4) / Fall, Spring

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) / Fall

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: acceptance to the family nurse practitioner program.

502 Theoretical Foundations of Nursing (3) / Fall

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: acceptance to master's nursing program or consent of instructor.

503A Research Methods (3) / Fall

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) / Spring

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) / Spring

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 or C.

515 Financial Management in Health Care Organizations (4) / Spring

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. Prerequisites: graduate standing. Alternate to POLS 503.

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 Theory I (4) / Fall

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 340 and POLS 503.

530B Nursing Leadership Theory II (3) / Spring

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 and NURS 535A.

532A Case Management Theory I (4) / Fall

Seminar, 4 hours. A course in which the theory of case management in relation to coordinating and evaluating client care is explored. Emphasis is placed on analyzing and evaluating the relationship between the provision of quality client care and organizational effectiveness. The interdependent role of the case manager is analyzed. Prerequisites: acceptance to Leadership and Case Management program; concurrent enrollment in NURS 535A, and previous or concurrent enrollment in POLS 503 and NURS 493.

532B Case Management Theory II (3) / Spring

Seminar, 3 hours. Focus is on continuation and further development of a knowledge base relating to health care delivery systems and the role of the case manager. Emphasis will be placed on complex aspects of the case management process, including human and financial resources and organizational, local, state and federal health policy development. Prerequisites: NURS 532A and NURS 535A; concurrent enrollment in BUS 458.

535A Residency I (3) / Fall

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 or 532A. Prerequisites: concurrent enrollment in NURS 530A or 532A.

535B Residency II (3) / Spring

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 535A, 530A or 532A; and concurrent enrollment in NURS 530B or 532B.

540A FNP Diagnosis and Treatment in Primary Care I (2) / Fall
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: acceptance to family nurse practitioner program.

540B FNP Diagnosis and Treatment in Primary Care II (4) / Spring
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.

549 Health Maintenance Practicum (3) / Fall, Spring
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: acceptance into family nurse practitioner program; concurrent enrollment in NURS 550A and previous or concurrent enrollment in NURS 501 and 540A.

550A FNP Preceptorship I (2) / Fall, Spring
Clinical preceptorship, 6 hours. Beginning clinical practice in primary care settings is implemented. Specialized knowledge and skills are utilized to assess physical, emotional, social, cultural and spiritual needs of patients. Concepts from various disciplines are integrated to provide a framework for developing and applying strategies for health promotion and illness management. Begins to develop advanced nursing role identity as FNP. Prerequisites: concurrent enrollment in NURS 549; previous or concurrent enrollment in NURS 501, 540A and 552.

550B FNP Preceptorship II (4) / Fall, Spring
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) / Fall, Spring
Clinical preceptorship, 12 hours. Expands clinical practice in primary and extended care settings. Facilitates the integration of nursing and other theories and research in providing health care to individuals, families and groups. Conceptual perspectives are applied as a foundation for complex decision making in advanced nursing practice. Professional identity is expanded to integrate the multiple aspects of the nurse practitioner role. Prerequisites: NURS 540A/B, 549 and 550A/B.

551AB FNP Preceptorship: Clinical Challenge (3, 3) Fall, Spring
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: acceptance to the family nurse practitioner program, prior nurse practitioner training and consent of instructor.

552 Pharmacology for FNPs (2) / Fall
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) / Fall, Spring
Individually arranged course for one or more students who wish to pursue academic interests beyond the scope of the regular curriculum. Prerequisites: acceptance into master's program in nursing, and consent of instructor and department chair.

596 Selected Topics in Nursing (1-4)
A single topic or set of related topics not ordinarily covered in the graduate curriculum (e.g., nursing administration and supervision, curriculum development and teaching methods). The course may be repeated for credit with a different topic, to a maximum of 12 units. Prerequisite: consent of instructor.

599 Master's Thesis (2-6)
Research on thesis developed by student in consultation with nursing department faculty, and approved by the department and the student's Thesis Committee. Prerequisite: NURS 503A and approval of thesis prospectus.

Philosophy

Department Office
Nichols Hall 362, 707 664-2163

Department Chair
Dianne Romain

Faculty
Harold Alderman, Roger Bell, Philip Clayton, Edward F. Mooney, Gillian Parker, Richard W. Paul, Dianne Romain, Joel Rudinow

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 begins with an initial advising interview with the department chair, during 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	(3)
		(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	(3)
		(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. PHIL 400 may be repeated twice for credit when the subject matter and instructor are not repeated.

In exceptional cases, the philosophy department permits the design of an individual major. A proposal for an individual major must be approved by three members of the full-time faculty selected by the applicant. These three faculty members shall constitute the student's Major Committee.

The major requirement is thus 42 units: 24 core units and 18 units of electives. Students may petition for elective units to be transferred in from outside the department.

Sample Four-Year Program for Bachelor of Arts in Philosophy

Freshman Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
PHIL 101 (A3) or	ENGL 101 (3)
ENGL 101 (A2) (3)	PHIL 102 or PHIL 101 (3)
PHIL 102 (A3) (3)	GE (6)
GE (6)	Electives (3)
Electives (3)	

Sophomore Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
PHIL 202 (3)	PHIL 295 (3)
PHIL 290 (3)	GE (6)
HUMS 200 (3)	Electives (6)
GE (3)	
Electives (3)	

Junior Year: 33 units

Fall Semester (15 units)	Spring Semester (18 units)
PHIL 305 (3)	PHIL 310 (3)
PHIL 302 (C3) (3)	Philosophy Electives (6)
Philosophy Elective (3)	GE (6)
GE (6)	Electives (3)

Senior Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
PHIL 400 (3)	Philosophy Electives (6)
Philosophy Elective (3)	Electives (9)
GE (3)	
Electives (7)	

Total semester units: 124

Additional GE Information

- This schedule assumes that you come in as a freshman ready to take college-level English and math classes.
- One of the B1 and B3 courses you take must be a science lab.
- You musttake an ethnic studies class. You may receive philosophy elective credit and ethnic studies credit for MAMS 352 Chicano/ Latino Philosophy or NAMS 346 Philosophic Systems.
- You must take 9 units of upper-division general education. If your catalog year is before Fall 1994, you may receive upper-division GE credit for MAMS 352 or NAMS 346 and for PHIL 302, which are all in Area C. If your catalog year is Fall 1994 or later, you must spread your 9 upper-division GE units among three of the five GE areas. The department recommends POLS 315 Democracy, Capitalism and Socialism for GE Area D5.
- Nine of your GE units must be taken in residence at SSU.

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-lower-division GE courses. The minor track in philosophy may be designed to emphasize pre-law, pre-med, pre-business, critical thinking, and other applied areas and/or pre-professional programs. Consult the department chair for further information.

Center for Critical Thinking

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, please see page 361.

Philosophy Courses (PHIL)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

Lower-division courses are designed to provide the student with fundamental background information and skills. Non-majors who wish to take upper-division electives are encouraged to take 6 units of lower-division course work in philosophy before taking upper-division courses. Courses at the 300 level are sometimes offered concurrently as 400-level courses; please consult the current *Schedule of Classes* for further information.

101 Critical Thinking (3) / Fall, Spring
Critical thinking is the best defense against intellectual trickery and self-delusion. It provides specific techniques and tools whereby we can avoid basic fallacies in our own thinking and detect them in the thought of others. Reasoning is a highly complicated human activity and cannot be satisfactorily studied in an intellectual vacuum. Hence, in this course, critical and uncritical thought are contrasted in the context of the world of human interests and activities — social, political and scientific. All of the basic "tricks" for persuading people to accept false premises and conclusions as true are systematically laid out and their detection practiced. Satisfies GE, category A3 (Critical Thinking).

102 Introduction to Logic (3) / Fall, Spring
An introduction to the nature of contemporary systems of logic and their application. Students will learn how to abbreviate arguments in ordinary language, to deduce conclusions, and to locate fallacies. Recommended for students of the sciences, computer programming, mathematics, and the general student interested in the structure of arguments. Satisfies GE, category A3 (Critical Thinking). CAN PHIL 6.

120 Introduction to Philosophy (3) / Fall, Spring
This course provides an introduction to some of the enduring questions of thinking: What is the nature of knowledge, of morality, of justice, of the self, of religion, of the search for wisdom, of reality? Topics and approaches may vary from section to section. Consult the department office for current information. Satisfies GE, category C3 (Philosophy and Values). Prerequisite: PHIL 101. CAN PHIL 2.

202 Philosophical Reasoning (3) / Fall
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) Fall
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) / Spring

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) / Fall and Spring

An introduction to the philosophical analysis of ethics, morality and values, and a survey of the various systems of moral philosophy. The course covers such issues as: What is the good life? What considerations are relevant to making moral decisions? Are moral principles universal, or relative to a given society? How, if at all, can moral judgments be justified or moral disagreements resolved? Satisfies GE, category C3 (Philosophy and Values). Consult *Schedule of Classes* for topic to be studied. May be repeated (with a different focus) for credit.

305 Epistemology (3) / Fall

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) / Spring

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) / Fall, Spring

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. Non-feminist 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 Post-Modernism (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 "post-modernism" mean? Students examine some of the cultural breadth of post-modernism, seeking its reference in a "post-modern 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, ddvanced 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. Prerequisite: advanced standing and consent of the instructor.

462 Research Assistant in Philosophy (1-6)
Intended to give selected students experience in participating in the construction of a professor's research project. Prerequsite: advanced standing and a faculty invitation.

470 Teaching Assistant in Philosophy (1-6)
Intended to give students experience in assisting the instructor in a philosophy course by doing research and tutoring students in the class. Prerequisite: advanced standing and consent of the instructor.

495 Special Studies (1-3)
Advanced individualized instruction and research with one or more members of the philosophy faculty. The course is designed to provide advanced students with an opportunity to do specialized research and study under strict faculty supervision. Prerequisite: consent of the instructor.

499 Internship (1-4)
Supervised training and experience in applied philosophy for advanced students in community organizations. Internship contracts are required. Cr/NC only. Prerequisite: consent of the instructor.

Graduate Courses

The philosophy department does not offer a master's program. However, a number of students have received graduate credit for work in philosophy under the auspices of the interdisciplinary M.A. Interested students should consult the chair of the philosophy department and the special major advisor.

595 Special Studies in Philosophy (1-6)
Advanced research and writing. Students work under close supervision of faculty members. Subject matter variable. May be repeated for credit.

Physical Sciences for Elementary School Teachers

Program Advisors and Offices
Douglas Rustad / Chemistry Department
Darwin Hall 126, 707 664-2334

Rolfe Erickson / Geology Department
Darwin Hall 126, 707 664-2334

Joseph S. Tenn / Physics and Astronomy Department
Darwin Hall 144, 707 664-2594, joe.tenn@sonoma.edu

Program offered

Minor in Physical Sciences

The minor in physical sciences for elementary teachers provides an introduction to the physical sciences at a nontechnical (nonmathematical) level. The minor is intended for liberal studies majors who also plan to enter a general elementary school teaching credential program. The minor will provide the background and skills to teach some physical sciences in the elementary and middle schools. This minor is not appropriate for students planning to teach science in the secondary schools; they should study physical science at a more technical level, and may choose a minor in astronomy, chemistry, geology or physics.

Minor in Physical Sciences

The minor consists of the following 22-23 units. Six of these will also be counted in general education. Students interested in the minor should consult an advisor.

Minor Core Requirements

Complete the following 16-17 units; of these, 6 may be applied in general education.

ASTR	100	Descriptive Astronomy	3
CHEM	102	Toxicology, Food and Chemistry	3
GEOL	102	Our Dynamic Earth	3
CS	101	Introduction to Computers and Computing	3
PHYS	100	Descriptive Physics	3
ASTR	231	Introductory Observational Astronomy (2) **or**	
PHYS	102	Descriptive Physics Laboratory (1)	1-2

Total units in minor core 16-17

Minor Electives

Complete 6 units from the following:

ASTR	305	Frontiers in Astronomy (3)
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

Programs offered

Bachelor of Science in Physics
Bachelor of Arts in Physics
Minor in Physics
Teaching Credential Preparation

Department Office
Darwin Hall 121, 707 664-2119
http://yorty.sonoma.edu

Department Chair
Saeid Rahimi

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 B.S. degree, and a more flexible B.A. program. Both programs stress fundamental concepts and techniques, and both offer an unusually rich laboratory experience and significant computer use. A concentration in applied physics is offered as an option under the B.S. 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 B.S. program is a thorough introduction to the principles of physics, providing a strong foundation for graduate study or industrial research. It is also intended for those students who wish to prepare for interdisciplinary studies on the graduate level in fields such as astronomy, atmospheric science, biophysics, environmental science, geophysics 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	380	Astrophysics: Stars (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	447	Lasers and Holography (2)

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 and 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,116AB General Chemistry 10
(1 unit may be applied to GE)

Total units in supporting courses 25

Total units in the major 75

Sample Four-Year Program for Bachelor of Science in Physics

The sequential nature of the physics curriculum necessitates an early start with major requirements and the distribution of general education courses over four years.

Freshman Year: 31 units

Fall Semester (14 units)	Spring Semester (17 units)
CHEM 115A (4)	CHEM 115B (4)
CHEM 116A (1)	CHEM 116B (1)
MATH 161 (4)	MATH 211 (4)
ENGL 101 (3)	PHYS 114 (4)
Elective (2)	PHYS116 (1)
	GE (3)

Sophomore Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
MATH 261 (4)	MATH 231 (3)
PHYS 214 (4)	PHYS 311, 311L (4)
PHYS 216 (1)	PHYS 381 (2)
GE (3)	GE (3)
GE (3)	GE (3)

Junior Year: 32 units

Fall Semester (15 units)	Spring Semester (17 units)
PHYS 314 (4)	PHYS 340 or 450 (3)
PHYS 316 (1)	Physics Elective (4)
PHYS 320 (3)	GE (3)
GE (3)	GE (3)
GE (3)	Elective (4)
Elective (1)	

Senior Year: 31 units

Fall Semester (16 units)		Spring Semester (15 units)
PHYS 330A (3)		PHYS 330B (3)
PHYS 460A (3)		PHYS 340 or 450 (3)
Physics Elective (4)		PHYS 460B (3)
GE (3)	GE (3)	
GE (3)	GE (3)	

Total semester units: 124

Please see your advisor to discuss acceptable physics electives and when they will be offered. These must include at least one starred course. Of 51 units of GE, 12 are met by required courses listed here.

Applied Physics Concentration

Students may earn a B.S. with an applied physics concentration.

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 (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 one of the four starred (*) courses. No more than 4 units total in ASTR 495 and PHYS 494, 495 and 497 may be used to fulfill this requirement.

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 447* Lasers and Holography (2)
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, 116AB General Chemistry 10
(1 unit may be applied to GE)

Total units in supporting courses 25

Total units in the major 75

Sample Four-Year Program for Bachelor of Science in Physics

Applied Physics Concentration

The sequential nature of the physics curriculum necessitates an early start with major requirements and the distribution of general education courses over four years.

Freshman Year: 31 units

Fall Semester (14 units)	Spring Semester (17 units)
CHEM 115A (4)	CHEM 115B (4)
CHEM 116A (1)	CHEM 116B (1)
MATH 161 (4)	MATH 211 (4)
ENGL 101 (3)	PHYS 114 (4)
Elective (2)	PHYS 116 (1)
	GE (3)

Sophomore Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
MATH 261 (4)	MATH 231 (3)
PHYS 214 (4)	PHYS 311, 311L (4)
PHYS 216 (1)	PHYS 381 (2)
GE (3)	GE (3)
GE 3)	GE (3)

Junior Year: 31 units

Fall Semester (14 units)	Spring Semester (17 units)
PHYS 314 (4)	PHYS 340 or 450 (3)
PHYS 316 (1)	Physics Elective (5)
PHYS 320 (3)	GE (3)
GE (3)	GE (3)
GE (3)	Elective (3)

Senior Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
PHYS 330A (3)	PHYS 330B (3)
PHYS 460A (3)	PHYS 340 or 450 (3)
Physics Elective (4)	PHYS 493 (2)
GE (3)	GE (3)
GE (3)	GE (3)
Elective (2)	

Total semester units: 124

Please see your advisor to discuss acceptable physics electives and when they will be offered. These must include at least one starred course. Of 51 units of GE, 12 are met by required courses listed here.

Bachelor of Arts in Physics

The B.A. program allows considerable flexibility for the student who wishes to study physics as part of a liberal arts education. Two advisory plans are offered:

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 one of the following two courses in modern physics or astronomy: 3-4
ASTR 305 Frontiers in Astronomy (3)
PHYS 314 Introduction to Physics III (4)

Choose one of the following two courses in optics: 3
PHYS 340 Light and Optics (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 one other field chosen in consultation with an advisor.

Total units in area of concentration 12

Supporting Course

MATH 107 Pre-calculus Mathematics
(3 units may be applied in GE) 4

Total units in supporting course 4

Total units in the major 48-52

Sample Four-Year Program for Bachelor of Arts in Physics

Advisory Plan T (Algebra and Trigonometry)

The sequential nature of the physics curriculum necessitates an early start with major requirements and the distribution of general education courses over four years.

Freshman Year: 30 units

Fall Semester (14 units)	Spring Semester (16 units)
MATH 107 (4)	PHYS 210B (3)
ENGL 101 (3)	PHYS 209B (1)
PHYS 210A (3)	GE (3)
PHYS 209A (1)	GE (3)
Elective (3)	GE (3)
	Elective (3)

Sophomore Year: 31 units

Fall Semester (15 units)	Spring Semester (16 units)
ASTR 305 (3)	PHYS 342 (3)
Elective (3)	Physics (UD) Elective (3)
GE (3)	GE (3)
GE (3)	GE (3)
GE (3)	Elective (4)

Junior Year: 31 units

Fall Semester (15 units)	Spring Semester (16 units)
Physics Elective (UD) (3)	Physics Elective (UD) (3)
Physics Elective (UD) (3)	Physics Elective (UD) (4)
Area of Concentration* (3)	Area of Concentration* (3)
GE (3)	GE (3)
Elective (3)	GE (3)

Senior Year: 32 units

Fall Semester (17 units)	Spring Semester (15 units)
Physics Elective (UD) 2)	Area of Concentration* (3)
Area of Concentration* (3)	GE (3)
GE (3)	Electives (9)
Electives (9)	
Total semester units:	**124**

*Area of Concentration = 12 units in one other subject. Of 51 units of GE, 12 are met by required courses listed here. MATH 161 is not required, but recommended as a GE course alternate to MATH 107.

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 Secondary Education 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	Light and Optics	3

Choose one of the following two programming courses 2-4

PHYS	381	Computer Applications for Scientists (2)
CS	150	Introduction to Programming I (4)

The major must include a minimum of 24 upper-division units in physics and astronomy, so, with an advisor, choose 15-17 units in additional upper-division physics and astronomy courses 15-17

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

Sample Four-Year Program for Bachelor of Arsts in Physics

Advisory Plan C (Calculus)

The sequential nature of the physics curriculum necessitates an early start with major requirements and the distribution of general education courses over four years.

Freshman Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
MATH 161 (4)	MATH 211 (4)
ENGL 101 (3)	PHYS 114 (4)
GE (3)	PHYS 116 (1)
GE (3)	GE (3)
GE (3)	GE (3)

Sophomore Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
MATH 261 (4)	PHYS 381 (2)
PHYS 214 (4)	Physics Elective (UD) (3)
PHYS 216 (1)	GE (3)
GE (3)	GE (3)
GE (3)	Elective (4)

Junior Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
PHYS 314 (4)	PHYS 340 (3)
Physics Elective (UD) (3)	Physics Elective (UD) (3)
Area of Concentration* (3)	Area of Concentration* (3)
GE (3)	GE (3)
GE (3)	Elective (4)

Senior Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
Physics Elective (UD) (3)	Physics Elective (UD) (3)
Area of Concentration* (3)	Area of Concentration* (3)
GE (3)	GE (3)
Electives (7)	Electives (6)
Total semester units:	**124**

*Area of Concentration = 12 units in one other subject. Of 51 units of GE, 11 are met by required courses listed here. (1 more can be met with a physics elective.)

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

At present there are two ways in which physics majors may work toward a secondary teaching credential. The physics and astronomy department continues to participate in the physical science option in the teacher preparation program in science. However, this option is available only to those students who have taken at least one course from the approved Physical Science Waiver Program at Sonoma State University prior to January 1995. Those students, who complete the course requirements of the Physical Science Waiver Program, are exempt from taking the subject matter examinations required by the California

Commission on Teacher Credentialing. Individuals in this option must complete the physical science teacher preparation program by January 1998.

Physics students who did not take a course from the approved Physical Science Waiver Program prior to January 1995 must demonstrate competence in the natural sciences by passing the subject matter examination required by the California Commission on Teacher Credentialing. One part of the examination will test breadth of knowledge in biology, chemistry, physics, astronomy and geology. Another part of the examination will test depth of knowledge in a particular area, such as physics. A bachelor of arts degree in physics is recommended to prepare for the part of the examination that tests depth of knowledge in physics. For recommended course selection to help prepare for the part of the examination that tests breadth of scientific knowledge, please see page 269.

For more information, please contact Joseph Tenn, Darwin Hall 144, 707 664-2594, joe.tenn@sonoma.edu.

Physics Courses (PHYS)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

Grading Policy: All courses submitted toward major requirements in the physics and astronomy department must be taken for a letter grade (A-F). This policy does not apply to courses challenged or offered only on a Cr/NC basis.

100 Descriptive Physics (3) / Fall, Spring

Lecture, 3 hours. A descriptive survey of the important principles of physics. Not recommended for B.S. students. Satisfies GE, category B1 or B3 (Physical Sciences). Prerequisite for chemistry, physics or mathematics majors: approval of the physics and astronomy department.

102 Descriptive Physics Laboratory (1) / 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, 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, 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; B, Spring

Laboratory, 3 hours. Laboratory experiments to accompany PHYS 210AB and develop the student's 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; 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, Spring

Lecture, 4 hours. The continuation of PHYS 114. Electrostatics, quasistatic fields and currents, magnetostatics; electromagnetic induction; waves; physical and geometric optics. Prerequisites: PHYS 114; previous or concurrent enrollment in MATH 211.

216 Introductory Laboratory (1) / Fall, Spring

Laboratory, 3 hours. Selected experiments to increase the student's working physical knowledge of the natural world. Prerequisites: PHYS 114 and 116. Concurrent enrollment in PHYS 214 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

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

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; 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, 3 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.

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.

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; 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.

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, 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, Spring
A series of lectures on topics of interest in physics, astronomy and related fields. May be repeated for credit up to 3 units maximum. Prerequisite: consent of instructor.

495 Special Studies (1-4) / Fall, Spring
The physics and astronomy department encourages independent study and considers it to be an educational undertaking. Students wishing to enroll for special studies are required to submit proposals to their supervising faculty members that outline their projects and exhibit concrete plans for their successful completion.

497 Undergraduate Research in Physics (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

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 Office
Stevenson Hall 2070, 707 664-2179

Department Chair
Donald Dixon

Faculty
Anthony Apolloni, Ruben Armiñana, Donald Dixon, John Kramer, Andrew Merrifield, Diane Parness, Robert Smith, David Ziblatt

The political science program at Sonoma State University offers excellent opportunities for the study of government and politics.

More than 40 courses cover all the major aspects of the discipline. Students develop an understanding of human behavior as it relates to politics. They learn to discuss and analyze critically the many current public policy issues facing the United States and the world. They are taught how to analyze and understand world affairs and comparative politics. They are trained in appropriate research techniques for the study of political processes.

The political science major is a relatively open major, allowing students to choose from a wide range of courses and subjects within a general framework. A common core of courses studies the relationship between values, ideology and politics (POLS 201), fundamental issues in American Politics (POLS 202), the logic of research in political science (POLS 302), 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: 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 earning academic credit. A political science internship involves working in the office of a public official or, when possible, in an election campaign. Prior interns have served in responsible positions with state assembly members, state senators and members of Congress and in a number of campaigns for local, state and national office. The comparable program in public administration places students in positions, often paid, with local government offices and agencies where they may be involved with city planning and zoning issues, public relations efforts, special research topics or budget preparation, to mention several possibilities. In addition, the department regularly sends selected students to the state Capitol to participate in the Sacramento Semester Program under which they work with members of the Legislature, officers of the executive branch, or with 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 one of the following five 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 one of the following five 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 one of the following five 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 one of the following 14 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	(4)
POLS	430	Introduction to Public Administration	(4)
POLS	461	Politics and the Media	(4)
POLS	466	Political Psychology	(4)
POLS	484	Elections and Voting Behavior	(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.

Sample Four-Year Program for Bachelor of Arts in Political Science

Freshman Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
GE (15)	GE (15)

Sophomore Year: 31 units

Fall Semester (15 units)	Spring Semester (16 units)
GE (9)	GE (6)
POLS 201 (4)	POLS 202 (4)
POLS 349 (4)	Electives (6)

Junior Year: 29 units

Fall Semester (16 units)	Spring Semester (16 units)
GE (3)	GE (6)
POLS 302 (4)	International Relations (4)
American Government (4)	Comparative Politics (4)
Elective (4)	

Senior Year: 32 units

Fall Semester (16 units)	Spring Semester (15 units)
Political Theory (4)	Senior Seminar (4)
Electives (12)	Electives (12)

Total semester units: 124

Note: Nine units of the GE requisite must be filled with upper-division courses; 40 units are required for the political science major; 124 units are required for graduation.

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 (M.P.A.)

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
- Aging Services 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. 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.

B. 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.
- Influences on domestic policy making.

Note: 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.

C. Completion of the departmental application form, including three letters of recommendation.

D. Recommendation of the departmental graduate coordinator.

Graduation Requirements for the Master's Degree

A. A grade point average of at least 3.00.

B. Satisfactory completion of the agreed course of study and a master's thesis and oral defense or passage of two comprehensive written examinations.

C. Completion of the required courses, plus electives.

D. Recommendation of the departmental graduate coordinator.

E. No courses for which a grade less than B is earned will be acceptable in meeting the 40-unit M.P.A. requirement. Students earning a B- (or lower) in a course will be required to repeat the course with a grade of B or better.

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	Personnel Administration for Government and Nonprofit Organizations	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 M.P.A. core 32

M.P.A. 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) units may be counted toward the 40 units.

Total units in the M.P.A. 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 and POLS 596. 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 M.P.A. 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 M.P.A. curriculum, as defined by the NASPAA guidelines. The following courses satisfy this requirement:

POLS	502	Organizational Theory	4
POLS	504	Personnel Administration for Government and Nonprofit Organizations	4
POLS	505	Research for Public Managers	4
POLS	539	Program Implementation	4
POLS	550	Program 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, 12 additional units of specialized nonprofit courses are required, as are 8 units of elective. Specialized courses required for students enrolled in the nonprofit administration track include:

POLS	580	Fundamentals and the Political and Community Environment of Nonprofit Administration	4
POLS	582	Strategic Management and Planning	4
POLS	583	Resource Development	4

Total units in specialized NPAA courses 12

In consultation with their advisors, students in the nonprofit track must complete 4 units of electives. Recommended courses include:

POLS	511	Collective Bargaining in Government and Nonprofit Organizations (4)
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 must 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 four-hour written comprehensive examinations, one focusing on general public administration theory, the other on specialized topics in nonprofit administration.

Concentration in Aging Services Administration

The objective of the concentration is to prepare students for administrative careers in a variety of 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. Concurrent enrollment in the certificate program in gerontology is strongly recommended. Required courses in the concentration include:

POLS	502	Organizational Theory	4
POLS	503	Budgeting and Fiscal Administration	4
POLS	504	Personnel Administration for Government and Nonprofit Organizations	4

POLS	505	Research Methods for Public Managers	4
POLS	509	Health and Aging	4
POLS	564	Aging Services 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	511	Collective Bargaining in Government and Nonprofit Organizations (4)
POLS	580	Fundamentals and the Political and Community Environment of Nonprofit Administration (4)
POLS	507	Ethics in Administration (4)
POLS	550	Program Evaluation (4)
POLS	599	Graduate Thesis (2-4)

Total units in the concentration 40

Culminating Experience for the Aging Services Administration Track

Students in the Aging Services 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 M.P.A. core curriculum in consultation with the graduate advisor.

Political Science Courses (POLS)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

150 Credit by Examination: U.S. Constitution (3)
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)
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, Spring
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, 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, 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)
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, by petition, the state code requirement in California state and local government . Can be used to fulfill prerequisite courses for M.P.A. program for structure of state and local government agencies.

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 interwar period to the present. Special attention is paid to the problems and prospects for democratic transition in the region, with particular concentration on Hungary, the Czech Republic, Poland and the former Republics of Yugoslavia.

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)
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.

423 American Constitutional System (4)
Judicial interpretation of the Constitution, with particular emphasis upon separation of powers, presidential powers, relationship between state and national government control of interstate commerce, and jurisdiction of the courts.

424 The Bill of Rights, Civil Liberties and the Constitution (4)
Judicial interpretation of the Constitution in the areas of civil liberties, freedom of speech, freedom of religion, rights of persons accused of crimes, citizenship and the government's responsibility to protect persons from discrimination.

425 The American Party System (4)
Ziblatt, Merrifield, Dixon
An examination of political parties in the American system. Comparison with party systems in other democratic countries, Independent voters, third parties, proposed reforms and the nature of the electorate.

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, by petition, the state code requirement in U.S. Constitution and California state and local government.

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, by petition, the state code requirements in U.S. Constitution and California state and local government .

428 Seminar in California Politics and Government (4) / 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, by petition, the state code requirement in California state and local government. Can be used to fulfill prerequisite courses for M.P.A. program for structure of state and local government agencies.

429 Interest Groups (4) / Ziblatt
The role of interest groups in the American policy making process. Group formation, the influence of money and P.A.C.s on election outcomes and lobbying reform.

430 Introduction to Public Administration (4)
An introduction to the field of public administration, with emphasis upon bureaucratic life, leadership and decision making.

431 Politics and the Media (4) / 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.

439 Political Science Internship (2-5)
Field experience in city, county, state and federal agencies. May be repeated three times for credit. Note that no more than a total of 6 internship and special studies units may be counted in the 40-unit major. Prerequisite: prior arrangement with a faculty member.

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)
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)
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.

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) / Dixon
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 Elections and Voter Behavior (4) / Kramer, 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)

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

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 Personnel Administration for Government and Nonprofit Organizations (4)

The evolving character of public personnel administration in the United States will be considered, as well as the issues of personnel administration in private nonprofit organizations, Topics such as work life in organizations, employee participation, the relationship of public personnel to democracy, diversity in the work place and the fair and effective use of volunteers will be explored.

505 Research for Public Managers (4) / 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

The course will look at the public policy making process with emphasis on the role of ideas and analysis. Agenda setting, implementation, policy and design will be discussed.

507 Ethics in Administration (4) / 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.

509 Politics of Health Care and Aging (4)

The course will be an examination of health care and aging policy in the United States. Comparisons with policy in several other democracies will be included. Also included will be a look at policies such as Medicare and the Older Americans Act, as well as the politics of these and others.

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.

511 Collective Bargaining in Government and Nonprofit Organizations (4)

A course that looks at this historical and current development in labor relations in both the public sector and also in the non-for-profit sector. The course will look at changing concepts and their implications for the existing institutions, processes and values for both sectors of the economy.

512 Organizational Development (4)

An exploration of values, methodologies, strategies and theories of organization development.

513 Leadership and Supervision (4)

Examines the role of leader and of leadership in administrative agencies, together with an examination of techniques of supervision and administrative control.

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 (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 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) / Dixon
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.

564 Aging Services Administration (4)
For individuals interested in careers in the administration of health care; residential and social services for the elderly. An introduction to the field of long-term care administration through the use of lectures and structured case studies. Specifically addresses management decision making in the operation of skilled nursing facilities, congregate care facilities, day care, home health care and retirement communities. Open to undergraduates. No prerequisites.

580 Fundamentals and the Political and Community Environment 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 agencies will be included. In addition the course will look at the legal and political environment in which these organizations work. This introductory course will also examine structure, governance, and administrative organization and responsibilities of these agencies.

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 non-science 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 UC Davis Veterinary Medicine program are different from those for other health professions schools. Pre-vet students should consult an advisor in the biology department.

Courses Required for Admission to Health Professions Schools

The following courses are most generally required for admission to health professions schools:

Biology — **units**

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 one-year course 8

Mathematics

Some schools require a year of college mathematics and/or a calculus course 4-8

Foreign Language **units**

A few schools recommend a modern foreign language course 0-8

Psychology

An introductory psychology course is recommended by some schools 4

Courses for Medical School

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/116AB	General Chemistry and Laboratory	10
CHEM	335AB	Organic Chemistry **and**	
CHEM	336	Organic Chemistry Laboratory	9
ENGL	101	Expository Writing and Analytical Reading **and**	
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 **and**	
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 before, 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 may be made through the chemistry/geology office in Darwin Hall 126, 707 664-2334/2171.

Psychology

Programs offered

Bachelor of Arts in Psychology
Minor in Psychology
Minor in Gerontology
Certificate in Gerontology
Master of Arts in Psychology
External Master of Arts in Psychology
Residential (Internal)
Organization Development*
External Degree 707 664-2682

Department Office
Stevenson Hall 3092, 707 664-2411
http://www.sonoma.edu/psychology/

Department Chair
David Van Nuys

Faculty
Eleanor Criswell, Victor Daniels,
Diana Divecha, Barry Godolphin,
Mary Gomes, Robert Greenway,
Susan Hillier, Judith Hunt,
Laurel McCabe, Charles Merrill,
Frank Siroky, Robert Slagle,
Susan Stewart, David Van Nuys, Arthur Warmoth

What is Psychology?

Traditionally, psychology is defined as *the study of human and animal behavior (normal and abnormal) and the psychological, social and biological processes related to that behavior*. According to the American Psychological Association, "Psychology has three faces: It is a discipline, a major subject of study in colleges and universities. It is also a science, a method of conducting research and of understanding behavioral data. And psychology is a *profession*, a calling that requires one to apply special knowledge, abilities and skills in order to solve human problems."

Psychology is an extremely diverse field that attracts people with a wide variety of backgrounds, interests and skills.

Opportunities In Psychology

A career in psychology means hard work, but it can also mean opportunity—opportunity to break new ground in science, opportunity to better understand yourself and others, opportunity to help people live richer, more productive lives, and the opportunity for ongoing personal and intellectual growth in school and throughout your career.

Some psychologists find it rewarding to work directly with people—for example, helping them overcome depression, deal with the problems of aging or stop smoking. Others are excited by research questions on topics such as animal behavior, eating disorders, how the brain functions, or child development. Still others find statistics and quantitative studies to be the most fascinating areas.

Traditionally, psychologists have been employed in universities, schools and clinics. Today, more than ever before, they can be found working in businesses, hospitals, private practice, courtrooms, zoos, sports competitions, police departments, government agencies, private laboratories and the military, among other settings.

Psychologists fill many different roles. For example, they work *as teachers*, teaching the discipline of psychology in universities, four-year and two-year colleges, and high schools. Psychologists work as *researchers*, employed by universities, government, the military and business to do basic and applied studies of human behavior. Psychologists also work as *service providers*, helping people who are coping with problems or suffering from mental or emotional disorders, by assessing their needs and providing appropriate treatment, and sometimes working with families. In addition, psychologists work as *administrators*, functioning as managers in hospitals, mental health clinics, nonprofit organizations, government agencies, schools, universities and business. Psychologists also work as *consultants*, hired for their special expertise by organizations to advise on the subject or problem in which the consultant is an expert, including such tasks as designing a marketing survey, organizing outpatient mental health services for adolescents, and consulting with teachers to facilitate children's learning and mental health.

Career Options with a Bachelor's Degree in Psychology

Many of the career options described above assume that you have gone on to complete graduate study in psychology. Although a bachelor's degree in psychology, by itself, does not qualify you as a professional psychologist, it is the prerequisite for gaining entry into graduate psychology programs.

A 1995 survey of alumni who had been psychology majors in our own department found that about one-third had gone on to do some sort of graduate work.

Most undergraduate psychology majors do not go on to do graduate study, however. Nevertheless, a bachelor's degree in psychology will mean that you graduate with a strong liberal arts education and adequate preparation for entry-level employment in one of many career paths, including:

- **administration and management**
- **business and industry**
- **social service casework**
- **childcare**
- **employment interviewing**
- **aging human services**
- **health services**
- **marketing and public relations**
- **personnel**
- **probation and parole**
- **psychiatric assisting**
- **psychiatric assisting**
- **sales**
- **teaching**
- **technical writing**

* At the present time, organization development is the only emphasis being offered in the Residential M.A. Program.

About the Psychology Department at SSU

The psychology department at Sonoma State University is distinguished by its focus on the quality of human experience. The key words here are: *distinguished*, *quality*, *human* and *experience*. For us, each of these words holds special significance.

Distinguished: This expresses both that the department is unique and that it has achieved a certain amount of recognition for this uniqueness over the years. This department offered the first graduate program in humanistic psychology and also helped to pioneer that field, with four of our members having served as president of the Association for Humanistic Psychology, an international organization. The department also has been distinctive for its pioneering work in such areas as: somatics, expressive arts, biofeedback, organizational development, wilderness psychology, Jungian/archetypal psychology, transpersonal psychology, interdisciplinary learning, student-directed learning, experiential learning and learning-community approaches. This distinctiveness has led to widespread recognition. The department has stood out as a beacon for many students seeking an alternative to traditional psychology.

Quality: This word carries a number of important messages. First of all, we are interested in quality, as in excellence. At the same time, we are struck that the word, quality, is in ascendance, in business and elsewhere, even as we see ourselves surrounded by the deteriorating quality of our physical, social and economic environments. We seek to develop a psychology that not only studies but, also, enhances the quality of life. The word, quality, also communicates that we value qualitative, as well as quantitative, research methods.

Human: While affirming our interdependence with all creatures, this word communicates our emphasis on studying uniquely human, rather than animal, phenomena.

Experience: We take seriously the subjective realm, rather than focusing exclusively on the objective. Our approach to investigation is often phenomenological, and our approach to teaching emphasizes experiential approaches to learning, when possible, both inside and outside of the classroom.

While the department was originally closely associated with humanistic and existential psychology, today we offer a broader spectrum of approaches. Our teaching-learning model is person-centered. That is, we try to foster the unique intellectual, spiritual and emotional growth of each student as an individual. Our approach to self-knowledge leads inevitably from a concern for a private and, inner, self to a wider concern for one's relationship to one's community and culture.

Bachelor of Arts in Psychology

Degree Requirements	units
General Education	51
Major Prerequisite: Fundamentals of Psychology	3
Major Requirements (including 12 Supporting Units)	44
General Electives	26
Total units needed for graduation	**124**

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	260	Fundamentals of Psychology

The requirements for the major are designed to ensure basic competencies in the field. Majors must have completed PSY 250 Introduction to Psychology (or the equivalent at another college) within 10 years of beginning their major at Sonoma State University. 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, and an introductory psychology. 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). **Majors also need to complete a course in statistics to graduate in the major.** This could be MATH 165 or the equivalent. MATH 165 fulfills the math GE requirement and may also be counted toward the supporting units in the psychology major.

Major requirements

• PSY 260 (or equivalent course at another college)
This is a prerequisite to the major, rather than part of the major, and must be taken within 10 years of beginning your work at SSU. Students who believe they possess the requisite knowledge may substitute a passing score on the CLEP test in introductory psychology, administered by the university Testing Center.

• 32 upper-division units in psychology
These must include the required core courses, PSY 306 and 307.

• 12 supporting units in psychology or related areas
These will be chosen with the approval of the student's advisor. Must include no more than 7 units from a previous college. MATH 165 or an equivalent statistics course may be included in this area.

Total units for major (not including prerequisite, PSY 260) 44

Note: 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.

Psychology Advisory Plans

No later than the first semester of the junior year, every major should consult an advisor to choose an advisory plan and develop a course of study. This is best done between the fourth and eleventh week of the semester, after the new semester is substantially underway but before the advising period for the following semester.

After taking the core courses (PSY 306 and 307), students go on to complete the requirement of taking 32 upper-division psychology units by selecting 24 elective units from upper-division psychology courses. The psychology department has developed five advisory plans, in relation to these elective units, 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 by suggesting lists of specific courses that we believe will prepare our students for work or graduate study after graduation.

The advisory plans are generalized advice for students planning to work in a particular area. They are not meant to be followed in a detailed, slavish fashion. Rather, we encourage each student to develop an individualized plan that focuses on what he or she plans to do after graduation. Faculty advisors can assist in this effort.

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. 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, a range of human services dealing with the elderly, 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 master's-level work in graduate programs, such as the Sonoma State University graduate programs in counseling and humanistic psychology, and those who complete the requirements for a certificate in gerontology.

The Psychology in The Workplace Advisory Plan is designed to prepare students to enter the world of work, whether it be in business, government or non-profit settings. Today's employers are looking for people who are fast, flexible, adaptive learners. High level jobs these days require that applicants be able to juggle multiple responsibilities and have strong skills in information access and analysis; in working collaboratively; in written and oral communication; in group leadership; and in research and data analysis, to name only a few. A background in psychology and related fields can help to lay such a foundation. This advisory plan is intended to steer students toward a pattern of courses in psychology and allied departments, such as business and public administration, that are aimed at developing the sorts of skills needed in the work world. The advisory plan is also recommended for students who plan to do graduate work in programs such as organizational development, public administration and business.

The Learning Community: "Psychology and Democracy for the 21st Century." The Learning Community is not an advisory plan, but it is a unique approach to the major that offers a 12-unit block of courses taken as an integrated whole. It is intended primarily for sophomores and juniors. While the specific courses included will vary from year to year, the focus of the current catalog-year cycle will be preparing ourselves to be engaged and psychologically knowledgable citizens, actively creating a democracy for the 21st century.

In this program, students have an opportunity to actively participate in designing their own curriculum. The program may be offered for one or two semesters. Each semester's block of classes will include four units of Integrative Seminar (PSY 315-318), in which students actively reflect on the process of learning as a community.

What the Learning Community asks of learners is a willingness to: experience an alternative to traditional educational structures; bring heart, mind, body and soul with you into the classroom and community; become connected with your needs, passions, learning styles and interests; honor, respect and utilize each others' differences as well as similarities; create a personal educational program within the context of a community of learners; live your education and practice humanistic values in your lives.

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.

Academic Advising

Students are required to meet with their faculty advisor once a semester to review their academic progress and plans. Students are encouraged to come in for advising before the scheduled mid-semester advising period, when faculty are likely to have more availability. During the first upper-division semester as a student at SSU, a student is required to sign up for one of the five advisory plans (please see the previous section).

Sample Four-Year Program for Bachelor of Arts in Psychology

Freshman Year: 30-32 units

Fall Semester (15-16 units)	Spring Semester (15-16 units)
UNIV 102 (optional) (2)	HUM 200 (3)
ENGL 101 (3)	MATH 165[8] (4)
PHIL 101 (3)	GE (3)
BIOL 115 (3)	GE (3)
BIOL 115L[1] (1)	Elective (2-3)
PSY 260[2] (3)	
Elective[3] (1)	

Sophomore Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
PSY 242[4] (4) or	PSY 306[5,6] (4)
CIS 101[4] (3)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)
Elective (3)	

Junior Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
GE (E[7]) (3)	GE upper division[7] (3)
GE Upper Division[7] (3)	Psy. Upper Division (4)
PSY 307[5] (4)	PSY 395 — CIP (3)
PSY 395 — CIP (optional) (3)	Supporting or Elective[8] (4)
Elective (3)	Elective (2)

Senior Year: 30-32 units

Fall Semester (15-16 units)	Spring Semester (15-16 units)
Psy. Upper Division (4)	Psy. Upper Division (3-4)
Psy. Upper Division (3-4)	Internship (optional) (3-4)
Supporting (3-4)	Supporting (3-4)
Supporting or Elective (3-4)	Supporting (3-4)
Elective (1-3)	Elective (1-4)
Total semester units:	**124**

[1] A lab in another general education science course may be substituted for BIOL 115L.

[2] May be taken either semester of the freshman year.

[3] Supporting units for the psychology major may be taken as electives. In the interest of mind-body integration, however, the department recommends one physical activity in kinesiology, dance, etc. each semester.

[4] Recommended for all students who do not already have well-developed computer skills.

[5] Required core course.

[6] Prerequisite or recommended for most other upper-division courses in the major.

[7] Upper-division general education courses may be taken during the second semester of the sophomore year if 60 or more units will be completed by the end of that semester.

[8] Supporting units are typically courses in another discipline which supports the student's interests, but additional upper-division units in psychology may also count as supporting units. PSY 302 and 303 may be double-counted as GE units and supporting units for the major, but not do uble-counted as GE units and the required 32 upper-division psychology units.

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 PSY 260 Fundamentals of Psychology (or an equivalent course), with a grade of C or better.

2. Completion of at least 20 units of upper-division psychology courses, with a minimum grade of C. Courses must be taken for a letter grade unless Credit/No Credit is the only way the course is offered.

Minor in Gerontology

The minor in gerontology provides students with a focused multi-disciplinary program to study the aging process. The minor gives students a solid academic foundation in basic fields and offers practical applications through the internship. Students receive a strong theoretical orientation based in the liberal arts tradition and practical information about aging. The requirements include 17 units incorporating biology, psychology and social aspects of aging, and 6 elective units. Specific courses are listed under gerontology in the catalog.

Field Work and Special Studies

Special Study: Students who wish to carry out self-initiated, independent study and research 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 (CIP): 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. Applications for internship should be made near the end of the semester preceding the internship semester. A maximum of 4 units of PSY 395 (CIP) can be taken in any semester and a total of 6 units can be counted toward the bachelor of arts degree. A maximum of 8 units of PSY 499 Internship can be applied toward the degree. For students who take both PSY 395 (CIP) and PSY 499 Internship, only 10 units, in all, can be applied toward the major, with any remaining units being applied toward B.A. electives.

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. **Except for the organization development focus, the department is not accepting applications at this time due to budgetary constraints.**

Organization Development

This program provides advanced preparation for people interested in professional practice in organizations. It emphasizes the development of competence in emerging models of leadership, consultation and organizational change.

Course work is in both the business administration and psychology departments combining a focus on core and emerging concepts, skill-development 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 and work together as one group through the four-semester program. Interaction among students and instructors are an important source of study and learning. Both the course work and supervision also emphasize the acquisition of the 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 weekends. 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 should be included in the student's formal study plan.

BUS	540	Seminar in Human Resource Development
BUS	544	Seminar in Organization Development
PSY	510AB	Proseminar in Organization Development
PSY	531AB	Group Dynamics in Organization Development
PSY	554	Behavior and Experience in Work Organizations
PSY	556	Sociotechnical Systems and Quality of Work Life
PSY	572	Internship in Organization Development
PSY	596	Graduate Tutorial

Electives

While the required courses comprise a full program of study for the master's degree, some students may elect to enrich their learning with one or more of the following:

BUS	444	Seminar in Group Behavior
BUS	445	Managing Conflict and Stress
BUS	458	Seminar in Systems Management
PSY	416	Marriage and Relationships
PSY	418	The Psychology of Family
PSY	462	Seminar in Humanistic Psychology

Culminating Experience

The culminating experience requirement consists of two parts:

1. An analytical case study demonstrating competence in the design and implementation of an organization development project with an actual organization.

2. A publishable article on a topic relevant to professional practice in organizations. Both reports must be planned with and approved by the student's faculty advisor.

Application and Admissions

The criteria for acceptance into the organization development 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, demonstrated by:

a. A written statement about the student's background, relevant work experience and specific goals to be achieved from the program.
b. Individual and group interviews during the admissions process.

Grade point average. At least a 3.00 average in the previous 60 units of classes.

Aptitude test scores. Either the Miller Analogies Test or the Graduate Record Exam.

Prerequisite courses. Completion of at least one course from each of the following three topics:

1. Organization Behavior.
2. Psychological Foundations, Personality or Development.
3. Systems Theory.

Students are encouraged to consult with the graduate coordinator about these requirements before enrolling in prerequisite courses.

For application forms for graduate study at Sonoma State University, contact the Office of Admissions and Records at your nearest CSU campus. For departmental application materials to the organization development program, contact our graduate admissions coordinator, 707 664-2682. You may also write to:

Graduate Admissions Coordinator
Psychology Department
Sonoma State University
Rohnert Park, CA 94928-3609

Please refer to the Graduate Degrees section, page 23, for more information.

External Program

Goals of the Program

This program offers one year of deep and intense exploration. Students who have been accepted 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 M.A. 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 M.A. 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 M.A. program, although it is possible to apply while working to fulfill these prerequisites:

1. A B.A. 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 at Sonoma State 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, or the equivalent.

6. A minimum of 4 units of graduate-level course work at Sonoma State University approved by the student's faculty advisor. (These may be resident or extension units, and are in addition to the PSY 464 requirement.) In certain instances, additional background course work in psychology may also be required.

7. The Written English Proficiency Test (WEPT), a waiver based on submission of a publishable-quality paper, or an equivalent test is also required.

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, evaluation and thesis/project supervision. 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 M.A. 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 M.A. 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 graduate admissions coordinator, and establish contact with a potential faculty advisor.

Step 2: 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 3: 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 M.A. 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 4: Students will be notified by the External Degree Office of their fonnal acceptance into the program and will receive registration information from the psychology department.

For departmental application materials to the external degree program, contact our Graduate Admissions Coordinator, 707 664-2682. You may also write to:

Graduate Admissions Coordinator
External Degree Program, M.A. in Psychology
Psychology Department
Sonoma State University
Rohnert Park, CA 94928-3609

Psychology Courses (PSY)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule. In courses listed with variable units (1-4), course unit value may vary from semester to semester; please refer to class schedule for current unit offering.

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. Crosslisted as SOC 242.

250 Introduction to Psychology (3-4) / Fall, Spring

Psychological perspectives on human behavior and experiences, with emphasis on knowledge useful for understanding self and others. Examines cognitive and emotional processes, personality, development, and social influence. Satisfies GE, category D1 (Individual and Society). CAN PSY 2.

260 Fundamentals of Psychology (3)

Theories, methods and findings in learning, behavior, perception cognition, sensation, neurology, personality dynamics, psychopathology, and social dynamics. Prerequisite to upper-division courses in the major for students who enter SSU as first-time freshman and students who transfer into psychology from other majors at SSU. PSY 250 may be taken as background, but is not a prerequisite. Open to majors and minors in psychology. Satisfies GE, category Dl (Individual and Society). Not a prerequisite for 260, although it may be taken as background.

299 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 as supporting courses toward the psychology major.

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) / Fall, 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). Upper-division psychology general education courses (currently 302 and 303) may be double-counted as upper-division GE units and as "supporting units for the psychology major." If they are not counted as GE units, however, they can be used in the "32 upper-division units in psychology" category.

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). Upper-division psychology general education courses (currently 302 and 303) may be double-counted as upper-division GE units and as "supporting units for the psychology major." If they are not counted as GE units, however, they can be used in the "32 upper-division units in psychology" category.

306 Theories, Methods and Issues in Psychology (4) Fall, 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, PHIL 101, and admission to the psychology major or consent of instructor.

307 Advanced Theories, Methods and Issues in Psychology (4) / Fall, Spring
A continuation of PSY 306. Prerequisite: PSY 306 or consent of instructor.

309 Math Success (2)
This course is specifically structured for students who need support in developing confidence and a sense of competence with math. Students explore the reasons for math anxiety, discover their learning styles and how to make them work, learn relaxation and test-taking strategies, learn insights and helpful approaches to math.

310 Craving Ecstasy: Addiction and Recovery Lecture Series (1) / Fall, Spring
A weekly lecture series that introduces students to how alcohol and other drugs affect contemporary United States. The personal and societal impact of addiction, recovery, and abuse are presented. Prevention strategies and techniques are also included. The course is valuable for students who are planning to go into careers in counseling, social service, nursing, public health, or public policy. Cr/NC given on the basis of attendance and weekly response papers.

311 Psychology Dialogue Series (1-2)
A lecture series which explores careers and topics of interest to psychologists. Practitioners in diverse fields of psychology are invited to speak on the nature of their work, current social and political trends in psychological practice, and their view of the future of psychology.

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, 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, 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. Cr/NC only.

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.

358 Seminar in the Psychology of the Body (3-4)
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.

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. Students who have taken both Psy 395 and Psy 499 can apply no more than 10 units from these two courses, combined, toward the psychology major.

399 Student-instructed Course (1-3)
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 as supporting courses 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.

403 Psychology of Gender
Explores what it means to be male and female in the world today. Examines theories of gender development and selected topics such as communication, achievement, relationships, emotion, sexuality and health.

404 Psychology of Women (4) / Spring
Examines women's development and women's place in the world from a psychological perspective. Material is drawn from contemporary research and thinking, longitudinal studies, case studies, personal narratives, and story.

406 Social Psychology (4) / Fall, 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.

408 Transitions in Adult Development (4)
Transitions are key events in adulthood because they require change. Course explores how individuals shape and experience the changes that come with change. Inquiry includes normative life cycle transitions as well as unexpected, unusual or "off-time" transitions in adulthood, develops understandings of how these transitions shape the development of an individual throughout adulthood and later life. Crosslisted as GERN 408.

410 Child Development (4) / Fall, 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.

416 Marriage and Relationships (3-4) / Once a year
The psychological nature of significant interpersonal relationships will be studied both theoretically and experientially.

418 The Psychology of Family (3-4) / Once a year
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.

424 Human Systems Leadership (4)
Designed to develop insight and skills related to the functioning of human, task-oriented organizations, this course uses social-psychological theory, phenomenologically-based data, and a holistic, systems perspective. In field projects with actual organizations in the community, psychology majors gain practical experience and leadership skills for assisting human organizations to function more effectively and humanely.

425 Abnormal Behavior (4) / Fall, 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, 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 a year
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, or consent of instructor.

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.

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. 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. Prerequisite or corequisite: MATH 165 or equivalent.

440 Quantitative Methods in Psychology (4) / Spring
The application of mathematical and statistical methods to experimental and non-experimental research in psychology. Prerequisite: MATH 165 or equivalent and concurrent enrollment in PSY 445.

441 Qualitative Research (3-4)
The principles and techniques of qualitative research will be introduced by designing and carrying out a collaborative research project. In the tradition of action research, topics will be selected that have immediate ecological and social significance.

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.

444 Introduction to Psychological Research Methods (4) / Fall
This course presents a detailed survey of the diverse methods of research that are used in the various substantive areas of psychology. Students will be encouraged to become sophisticated consumers of psychological research. Those who wish to also contribute to the literature in the field are advised to follow this course with the statistics/research block in the Spring (PSY 400, 440, 445, 445L). Prerequisite: PSY 250 or equivalent. Pre- or Corequisite: MATH 165 or equivalent.

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.

445L Advanced Research Laboratory (2) / Spring
Students will use the laboratory facilities to carry out research projects designed for PSY 445. Prerequisite: elementary statistics. Corequisites: PSY 400, 440, and 445.

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.

448 Cognitive Development (4) / Spring, alternate years
This course covers research on cognition as it develops over the lifespan from infancy through childhood, adolescence and adulthood. Major theories of cognitive development will be examined, e.g. Piaget, Fischer, Case, Bruner, as well as information-processing perspectives. Special topics of concept formation, problem-solving, individual differences, language, creativity and expertise will be addressed. Prerequisites: PSY 302 or 410.

451 Neural Science 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.

451L Neural Science Laboratory (4)
Demonstrations and exercises that exemplify the methods and subject matter of neural science. Corequisite: PSY 451.

454 Biofeedback and Somatic Psychology (2-4) Fall, 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. Prerequisite: PSY 306.

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 of Consciousness (2-8)
This course explores the history of modern psychology in the context of the evolution of consciousness and human systems. 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: PSY 250.

466 Seminar: Jungian Psychology (4)

Once a year

Examination of Jung and contemporary Jungian thinkers. Examines developmental aspects of Jungian theory such as individuation, typology, masculine and feminine development, and the transcendent function.

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. Prerequisite: 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.

485 Ecopsychology (4)

This course focuses on psychological aspects of our relationship to the Earth. Issues to be addressed include the psychological impact of living in a time of ecological crisis, and the role of psychology in promoting a transition to an ecologically sustainable society. Field trips to be arranged.

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) / Spring

Participation in personal counseling conducted by a graduate student in the counseling M.A. program under the direct supervision of a counseling department faculty member. Students generate a written evaluation of the counseling experience. Students compile a weekly journal and write a summary essay. May be repeated once.

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 during the Add/Drop period. 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. Priority is given to students who apply during the last month of the preceding semester. Students register for PSY 499 during the add/drop period. Prerequisite: consent of instructor. Cr/NC only. Students who have taken both PSY 395 and PSY 499 can apply no more than 10 units from these two courses, combined, toward the psychology major.

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 M.A., addressing theoretical and methodological questions pertaining to the psychology of organization development. May be taken either for letter grade or Cr/NC.

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. May be taken either for letter grade or Cr/NC.

511 Proseminar in Psychology (2-4)

Consideration of important theoretical and methodological questions in the history and present evolution of psychology. Limited to M.A. candidates. May be repeated once for credit.

515 Psychological Writing Seminar: Advanced (2-4)

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 M.A. 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 Quality of Working Life (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 for letter-grade only.

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: consent of instructor. A maximum of 15 units of thesis, special study and internship credit may be applied to the M.A. in psychology.

595 Special Studies for Graduate Students (1-4)

Students should formulate plans for a project and present them to a faculty member for sponsorship. Special forms for this purpose are available in the department office. Prerequisite: graduate standing and consent of instructor. Cr/NC only.

596 Graduate Tutorial (1-4)

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 more information, please contact:

The Institute of Interdisciplinary Studies
Ives Hall 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 more information, please contact:

The School of Natural Sciences
Darwin Hall 123, 707 664-2171

Science Courses (SCI)

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).

150 Introduction of Careers in the Health Professions (1)

Lecture, 1 hour. An introduction to careers and current issues in the health professions. The professions to be examined are those which generally require a bachelor's degree before being accepted into the graduate level health professions program, such as chiropractic medicine, dentistry, genetic counseling, hospital administration, medicine, nursing, optometry, osteopathy, pharmacy, physical therapy, physician assistant, podiatry, public health, veterinary medicine, etc. Cr/NC only.

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 more information, please contact:

The School of Social Sciences
Stevenson Hall 2078, 707 664-2112

Social Science Course (SSCI)

305 Perspectives on the Holocaust and Genocide (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 History-Social Science Subject Matter Preparation Program* is a series of courses designed for prospective teaching credential candidates to take while earning their bachelor's degrees in one of the traditional social sciences. Completion of the program will exempt students from taking the PRAXIS Examinations in the Social Sciences.

* Pending approval of the California State Commission on Teacher Credentialing.

Program Core Requirements

The program core requirements consist of the following 40 units:

I. World History

HIST	201	Foundations of World Civilization	3
HIST	202	Development of the Modern World	3

II. United States History

HIST	251	The United States to 1877	3
HIST	252	The United States since 1865	3

III. Geography

GEOG	302	World Regional Geography	3
GEOG	330	Historical Geography of North America (4) **or**	
GEOG	391	Geography of North America	4
GEOG	390	Geography of California	2

IV. Political Science

POLS	200	American Political System	3
POLS	423	American Constitutional System	4

V. Economics

ECON	201A	Introduction to Macroeconomics	4
ECON	201B	Introduction to Microeconomics	4

VI. Behavioral Sciences

SSCI	300	Social Sciences: Concepts and Methods	4

Total units in the core 40

Breadth and Perspectives

In addition to the core requirements, students must also complete the following 15-18 units in breadth and perspectives:

I. Individual and Society

One course from the following:

AMCS	210	Ethnic Groups in America	3
AMCS	339	Ethnic Minorities and American Social Policy	3
ANTH	203	Introduction to Cultural Anthropology	3
PSYC	303	Person in Society	3
SOCI	201	Introduction to Sociology	3
WOMS	375	Race, Sex and Class	3

II. Contemporary International Perspectives

One course from the following:

ECON	426	Seminar in the History of Economic Thought	3
POLS	315	Democracy, Capitalism and Socialism	3

III. The Integrated Person

One course from the following:

ANTH	318	Human Development: Sex and the Life Cycle	3
ANTH	340	Living in a Pluralistic World	3
GEOG	338	Social Geography	3
PSYC	302	Development of the Person	3-4
WOMS	350	Gender, Sexuality and Family	3-4

IV. Ethical Perspectives, Philosophy and Values

One course from the following:

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

V. Ethnic and Gender Studies

One course from the following:

AMCS	210	Ethnic Groups in America	3
AMCS	255	Ethnicity in the Humanities	3
AMCS	355	Historical Perspectives and Ethnicity	4
AMCS	339	Ethnic Minorities and American Social Policy	3
AMCS	350	Ethics, Values and Multiculturalism	3
AMCS	355	Language and Ethnicity	3
AMCS	370	Asian Americans	4
AMCS	400	Pan-African Cultures	4

AMCS 420	Sexism and Racism in the United States	3-4
AMCS 455	Immigration and Ethnicity	4
HIST 446	Women in American History	4
HIST 447	Women of the Modern World	4
HIST 468	Blacks in American History	4
MAMS 219	Mexican American Identity and Society	3
MAMS 352	Chicano/Latino Philosophy	3
MAMS 445	Chicano/Latino History	4
MAMS 451	Chicano Humanities	4
NAMS 200	Introduction to Native Americans	3
NAMS 305	North American Indian History	4
NAMS 346	Philosophic Systems and Sacred Movements in Native North Americans	3
POLS 330	Politics of Race, Ethnicity and Sex	3
WOMS 375	Race, Sex and Class	3
WOMS 350	Gender, Sexuality and Family	3-4

Total units in breadth and perspectives 15-18

Total units in the preparation program 55-58

Advising Plan

For history majors completing the Subject Matter Program in History-Social Science for the Single-Subject Credential in Social Science.

Freshman Year: 31 units

Fall Semester (15 units)	Spring Semester (16 units)
PHIL 101 (A3) (3)	HIST 201* (D2) (3)
ENGL 101 (A2) (3)	UNIV 200 (A1) (3)
GEOL 102 (B1) (3)	BIOL 115 (B2) (3)
ART 210 (C1) (3)	MATH 165 (B4) (4)
ANTH 203* (D1) (3)	HIST 251* (D3) (3)

Sophomore Year: 32 units

Fall Semester (17 units)	Spring Semester (15 units)
HIST 202* (3)	POLS 200* (D4) (3)
HIST 252* (3)	ECON 201B* (4)
FL 214 (C2) (3)	AMCS 350 (C3) (3)
ECON 201A* (D5) (4)	WOMS 350 (E) (3)
GEOG 204 (B3) (4)	Elective (2)

Junior Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
HIST 472* (4)	Elective (4)
HIST 391 (4)	Elective (4)
GEOG 390* (2)	PHIL 302 (C4) (3)
POLS 423* (4)	MAMS 451 (C5) (3)
Elective (2)	Electives (2)

Senior Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
EDUC 417 (3)	EDUC 418 (3)
Elective (4)	SOCI 300* (4)
Elective (4)	HIST 498 (4)
GEOG 302* (4)	GEOG 330* (4)

Total semester units 124

* History-Social Science Subject-Matter Program Course.

Sociology

Programs offered

Bachelor of Arts in Sociology
Minor in Sociology
Teaching Credential Preparation

Department Office
Stevenson Hall 2084, 707 664-2561

Department Chair
Kathleen Charmaz

Faculty
Noel Byrne, Kathleen Charmaz,
Susan Garfin, Daniel Haytin, Peter Phillips,
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 non-majors. 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.

The sociology major is undergoing revision. Please check with the department for further information.

Sample Four-Year Program for Bachelor of Arts in Sociology

Freshman Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
ENGL 101 (3)	PHIL 101 (3)
Mathematics GE (3)	GE Physical Science (3)
GE BIO 115 (3)	GE World History (3)
BIOL 115 (1)	SOCI 201 (3)
Electives (6)	CIS 101 (3)
	Electives (1)

Sophomore Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
HUM 200 (3)	GE Science Emphasis (3)
GE History/Poli. Sci. (6)	GE History of the Arts (3)
SOCI 292 (2)	GE World Literature (3)
Electives (4)	Electives (6)

Junior Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
SOCI 375 (4)	SOCI 300 (4)
Sociology UD Electives (8)	Sociology Electives (4)
SOCI 431-Soc of Religion (4)	GE (E) (3)
	Electives (4)

Senior Year: 31 units

Fall Semester (15 units)	Spring Semester (16 units)
Sociology UD Electives (8)	SOCI 498 (4)
GE (D5) (3)	SOCI 499 (4)
Electives (4)	Electives (8)

Total semester units: 124

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)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

201 Introduction to Sociology (3) / Fall, Spring

A general overview of the concepts, theories, research methods and findings of sociology. The purpose is to train students to view the world through a sociological perspective. Satisfies GE, category D1 (Individual and Society). CAN SOC 2.

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 Library and Information Research: Social Science (2)

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, 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.

310 Craving Ecstasy Lecture Series (1)

A weekly lecture series that introduces students to how alcohol and other drugs affect contemporary United States. The personal and societal impact of addiction, recovery and abuse are presented. Prevention strategies and techniques are also included. The course is valuable for students who are planning to go into a career in counseling, social service, nursing, public health or public policy. Cr/NC given on the basis of attendance and weekly response papers. Crosslisted as PSY 310.

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 (3-4) / Spring
Introduces relationships between self and society, including the formation and change of attitudes and values, interaction and interpersonal dynamics, and the cultural influences on them. Topics include symbolic interactionism, personal and social identities, motivation, prejudice and the consequences of ethnicity, class and gender. Crosslisted as PSY 406. Satisfies GE D1 (Individual and Society).

317 Emotions and Adult Life (3) / Fall
Emphasizes the social context and social development of emotional responses throughout adulthood. Analyzes the reciprocal relations between social definitions and subjective feelings in connection with life events. Addresses both basic emotions such as fear, anger, pleasure and excitement, and the more complex emotions such as love, jealousy, grief, sympathy, pride, shame and despair. Crosslisted as GERN 487. Satisfies GE, category E (Integrated Person).

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. Satisfies GE, category D1 (Individual and Society).

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 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.

350 Political Sociology (4)
An analysis of the relation between political processes and ideologies and the larger society. Emphasis on the social consequences of power arrangements, political economy and political structures. Comparisons between societies will be made.

355 Social Movements and Collective Behavior (4)
Social movements are a significant source of social change in modern societies. This course analyses the structure and dynamics of social movements, with attention to the roles of organizations, resources, leadership, recruitment, commitment, values, ideology, political culture and countermovements. Case studies will emphasize the civil rights, women's rights, and environmental movements in the United States.

360 Urban Sociology (4)
Examines social structural, cultural, and social psychological characteristics of urban life. Particular attention is directed to the specific consequences of urban life for both the social member and changing models of social organization. Beginning with the examination of classical approaches to the study of urban settlements, the course gives special concern to the sociological implications of recent conceptual developments and empirical findings.

363 Race and Ethnicity (4)
The history and prevalence of racial and ethnic groups in the United States. Structure of multiracial and multi-ethnic 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, 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)
The social causes and consequences of insanity, delinquency, criminality, addiction, social unconventionality and other "deviant" behavior. Examines the conversion and commitment to deviant world views, and the social processes involved in the transformation to a deviant identity.

418 Seminar: Social Development of the Self (4)
Examination of the social sources of self-concept, personal identity and individual world views. Special attention will be given to the theories of Mead, Cooley, James and Schutz, as well as to research techniques for the study of social identity, its development and change.

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. Crosslisted as CJA 340.

431 Sociology of Religion (4) / Fall
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 300 or 331 or COMS 301 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.

450 Punishments and Corrections (4)
A consideration of the problems created by pressures to punish and control criminals, the politics of control strategies. The use and misuse of probation and parole, the concept of correction, and alternatives to incarceration. Crosslisted as CJA 450.

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.

462 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 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. Crosslisted as CJA 497.

495 Special Studies (1-4)
A supervised study of a particular problem or area of interest selected by the student in consultation with a sponsoring faculty member. Regular meetings will be arranged for discussions and progress evaluations and a term paper will be submitted.

497 Interdisciplinary Seminar (1-4)
Exploration of basic social problems. Resource persons from other disciplines may participate. Themes and topics will vary. May be repeated for credit.

498 Senior Seminar (4) / Fall, Spring
Each semester different topics are offered to allow advanced sociological analysis. Past examples include women and aging, 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.

Teaching Credential Preparation in Science Courses

Students who wish to work toward a secondary teaching credential should contact Professor Douglas Martin, Darwin Hall 311D, 707 664-2833.

1. Those students who **a)** have taken at least one course from the approved Life Science Waiver Program or the approved Physical Science Waiver Program at Sonoma State University prior to January 1995, and **b)** complete either the Life Science or Physical Science Waiver Program at SSU are exempted from taking the subject matter examinations required by the California Commission on Teacher Credentialing. Individuals in this option must complete the Life Science or the Physical Science Teacher Preparation Program by January 1998. Refer to the subsection entitled **Secondary Education Teaching Credential Preparation** within each major curriculum area (biology, chemistry, geology and physics in this catalog).

2. Students who did not take a course from the approved Life Science Waiver Program or the approved Physical, Science Waiver Program at Sonoma State University prior to January 1995 must demonstrate competence in the natural sciences by passing the subject matter examination required by the California Commission on Teacher Credentialing. One part of the examination will test breadth of knowledge in biology, chemistry, physics, astronomy, and geology. Another part of the examination will test depth of knowledge in one or more of those particular areas, depending on the specialization of each individual student. A baccalaureate degree in either biology, chemistry geology, or physics is recommended to prepare for the part of the examination that tests depth of knowledge in that one particular area. The following courses are recommended to prepare for the part of the examination that tests breadth of scientific knowledge:

ASTR 100 Descriptive Astronomy 3

BIOL 115 An Introduction to Biology 3
BIOL 116 General Botany (including lab) 4
BIOL 117 General Zoology (including lab) 4
BIOL 215 Introduction to Molecular Biology (3) **or**
BIOL 218 Microbiology 3

CHEM 105AB Elements of General, Organic and Biochemistry (including lab) (4, 4) **or**
CHEM 115AB, 116AB General Chemistry (including lab) (5,5) 8-10

GEOL 102 General Geology (including lab) 3
GEOL 105 Rocks, Time, and Evolution 3
GEOL 303 Advanced Principles of Geology (including lab) 4

PHYS 114, 214 Introduction to Physics (4, 4) **and**
PHYS 116, 216 Introduction to Physics Lab (1, 1)
or
PHYS 210AB General Physics (3, 3) **and**
PHYS 209AB General Physics Lab (1, 1) 8-10

Theatre Arts (Dance/Drama)

Department Office
Ives Hall 206, 707 664-2474

Department Chair
Elizabeth Craven

Faculty
Elizabeth Craven / Drama
Nancy Lyons / Dance
Peter Maslan / Drama
Judy Navas / Drama
Ann Woodhead / Dance

Programs offered

Bachelor of Arts in Theatre Arts
- Drama Concentration
- Dance Concentration

Minor in Theatre Arts

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 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 the following courses:

THAR	300	Theatre in Action: Performance Analysis and Criticism	3
THAR	302	Drama Ensemble Workshop (two 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

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.

Choose 11 units from the following courses:

THAR	101	On Stage: 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

Sample Four-Year Program for Bachelor of Arts in Theatre Arts

Drama Concentration

Freshman Year: 31 units

Fall Semester (15 units)	Spring Semester (16 units)
THAR 120 (2)	THAR 100 (3)
THAR 144A (4)	THAR 144B (4)
ENGL 101 (3)	PHIL 101 (3)
MATH GE (3)	GE (3)
GE (3)	GE (3)

Sophomore Years: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
General Electives (6)	THAR 145 (2)
HUMS 200 (3)	GE (3)
GE (3)	General Electives (8)
Drama Elective (2)	Dance Elective (2)
Dance Elective (2)	

Junior Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
THAR 300 (3)	THAR 302 (3)
THAR 320 (2)	THAR 370 (3)
THAR 350 (2)	General Electives (6)
UD GE (3)	Drama Elective (3)
General Electives (6)	

Senior Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
THAR 302 (3)	THAR 400 (3)
General Electives (11)	General Electives (12)
Drama Elective (2)	
Total semester units:	**124**

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 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 the following courses:

THAR	300	Theatre in Action: Performance Analysis and Criticism	3
THAR	301	Dance Ensemble Workshop (two 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

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 two dance technique courses each semester. Courses from Phase II Required, including repeats, may be considered for Phase II Electives.

Choose 8 units from the following courses:

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)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

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)

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 non-majors 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.

116 Acting Styles: Improvisation (Comedy) (1)

Class will focus on a particular acting style, e.g. comedy, commedia del arte, farce, improvisation, etc. 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) / Spring / 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)

300 Theatre in Action: Performance Analysis and Criticism (3)
An investigation of techniques, form and content in drama and dance performances. Oral discussion and written critiques of 10 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) / Fall
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 Shurtleft, 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. Prerequisites: THAR 144A and B and consent of instructor.

350 Directing Workshop (2) / Fall / 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.

355 Advanced Directing Workshop (2)
An advanced workshop in directing scenes and one-act play. Each student will select one directing project for the semester, applying and putting into practice all information learned in Directing Workshop. Prerequisites: THAR 350 and consent of instructor.

370 History of Theatre (3) / Navas
An examination of the theatre "isms" since 1800, including romanticism and realism through dadaism and neo-expressionism. 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.

373 Dances of the World (3)
An examination of dance as cultural expression primarily in non-Western, but not excluding, Western dance forms. This course will focus on ways in which dance flows across cultural boundaries, reflecting and creating culture. Satisfies upper-division ethnic studies in GE, category C4 (Ethnic Studies in Comparative Perspectives).

380 Research (3)
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.

390 Acting for TV and Screen (3)
Techniques and skills of acting for camera. Includes practicum in T.V. studio preparing, filming, editing and critiquing scenes for television or film. Crosslisted with COMS 390.

395 Community Involvement Program (1-4)

400 Senior Project Ensemble Workshop (3)
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)
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)
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. Through it, students can ease their transition to college, develop computer competencies and become familiar with campus information systems, explore possible majors and career direction, explore sexism and sexual harassment, and become familiar with campus resources. This course is strongly recommended for first-semester freshmen.

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 103A Learning Strategies: Mathematical Thinking (1)
This course introduces the student to a variety of study skills and learning strategies which help maximize learning potential, academic performance and adjustment to the academic standards of the university.

UNIV 103B Learning Strategies: Study Skills (1)
This course introduces the student to a variety of study skills and learning strategies which help maximize learning potential, academic performance and adjustment to the academic standards of the university.

UNIV 103C Learning Strategies: Writing (1)
This course introduces the student to a variety of study skills and learning strategies which help maximize learning potential, academic performance and adjustment to the academic standards of the university.

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. Crosslisted as PSY 237.

UNIV 238 Group Leadership Skills (2)
To train selected Orientation Leaders in group leadership skills that will prepare the leader to successfully orient new students to the university. The course teaches students how to identify their leadership style and develops skills necessary for assisting new students in their transition to Sonoma State. Skills developed include peer counseling, relating to a diverse population, communication and intergroup relations. Training is also provided to inform the leaders about university resources and services, and academic requirements are reviewed for the leader to effectively assist new students in program planning. Cr/NC Only.

UNIV 292 Library and Information Research (1-3)
Designed to teach information research skills: how to assess the need for information, how to construct effective search strategies, how to retrieve information, and how to critically evaluate sources. Includes online research practice. Separate sections may focus on specific disciplines: social sciences, humanities, sciences, and business, and may be crosslisted when appropriate.

UNIV 310 Portfolio Workshop (3)
A mentoring seminar for students re-entering higher education. This orientation course has as its primary goal the connecting of past experiences with present academic opportunities by the making of an academic plan for graduation. Course activities include readings and discussion of learning theory, completion of learning styles inventories, introduction to educational uses of information resources and technology, and the compiling of a portfolio, including an expanded resumé, an intellectual autobiography, two learning essays, and an individual academic plan. Upon recommendation of the instructor, portfolios may be evaluated for possible degree credit for prior learning through the Faculty Evaluated Prior Learning Program. Prerequisites: completion of GE areas A2 and A3.

UNIV 375 Study Abroad (12)
Academic programs in institutions outside the United States. Enrollment is by permission of the Office of International Programs. Cr/NC only.

Women's Studies

Programs offered
Minor in Women's Studies
Career Minor in Women's Health
Special Major in Gender Studies

Department Office
Nichols 220, 707 664-2840

Program Coordinator
E. Kay Trimberger

Faculty
Cindy Stearns
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, women's health and the ITDS special major in gender studies (please see page 149), 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, non-hierarchical 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.
- 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. Women's health is a large and growing area of research and policy interest in the United States. The career minor in women's health is suitable for those interested in pursuing careers as nurses, physicians, midwives, clinical psychologists, health educators, public health workers, research analysts and policy makers.

Each semester the women's studies program publishes a flyer listing all program offerings and courses on women and gender in other departments. Copies of the flyer may be obtained in the women's studies office. A current course schedule is also available through our web pages http://www.sonoma.edu/womenstudies.

Campus and Community Services

The women's studies program provides:

- Information on all the courses on campus that focus on women or gender.
- Semester lecture series on a special topic (e.g., women's health, men's lives.) These lectures are open to the public.
- Resources on internship opportunities, graduate programs, and research on women and gender.

In cooperation with the campus Women's Resource Center, 707 664-2845, we promote:

- Referrals to women's organizations and services on campus and in the community.
- Noncredit speakers, workshops and support groups on topics of interest.
- Special 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

flyer published each semester details all current offerings acceptable toward the minor in women's studies. The minor in women's studies is composed of 9 units of core courses and at least 7 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 or POLS 330)	3
WOMS 475	Contemporary Feminist Thought	3

Total units in the minor core 9

Minor Supporting Courses

Minors in women's studies must complete at least two courses from at least two of the following categories:

- Women in American Society
- Women in the Humanities
- Biological and Psychological Perspectives on Women
- Women in International and Crosscultural Perspectives
- Special Topics on Women

Minors may count no more than one course from any of the categories.

Total units in supporting courses 7

Total units in the minor 16

Career Minor in Women's Health

Women's health is a large and growing area of research and policy interest in the United States. The curriculum is organized toward enhancing students' 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 other fields.

The career minor in women's health provides 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.

Program Advisor

Cindy Stearns, Women's Studies Program
Rachel Carson Hall 32, 707 664-2708/2840

Minor Core Requirements (9-10 units)

WOMS 280	Gender, Health and Body Image	3
WOMS 480	Health, Sexuality and Society **or**	
WOMS 350	Gender, Sexuality and Family	3
SOCI 452	Health Care and Illness (crosslisted as GERN 452) (4) **or**	
PHIL 355	Ethics of Health Care (3)	3-4

Practical Application (3-4 units)

WOMS 499 Internship in women's health setting (2-4)
(Prerequisite: senior standing and two core courses)

or

NURS 425 Senior Clinical Study (3) 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
SOCI 497	Women and Aging (crosslisted as GERN 400)	4
WOMS 301	Feminist Lecture Series	1-2
WOMS 495	Special Studies **or**	
NURS 495	Special Study - Women's Health	1-4

Total units required in the minor 20

Special Major in Gender Studies

Please see page 149.

Women's Studies Courses (WOMS)

Classes are offered in the semesters indicated, and taught by the faculty members indicated; if not indicated, please refer to the class schedule.

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 flyer for the current semester for descriptions of course offerings. Cr/NC only.

280 Gender, Health and Body Image (3)

This course examines research and theory about the health and body image concerns of women and men. This includes the impact of gender on the individual's experience of health and illness throughout the life course as well as the gender politics of research priorities, medical practices, body image and differences in morbidity and mortality. Satisfies lower-division GE, category E (The Integrated Person).

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, 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.

360 Masculinity and Men's Lives (3)
This course will examine scholarship on men's lives and masculinity, including men's friendships, roles in the family and workplace. The variety of competing perspectives on changing or maintaining men's roles in American society will be examined.

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 or POLS 330. Satisfies GE, category D1 (Individual and Society).

380 Gender and Social Movements (3)
Social movements organized around gender issues and identities are significant sources of social change in modern societies. This course analyzes the structure and dynamics of social movements based on gender, with attention to the roles or organizations, resources, leadership, recruitment, commitment, values, ideology, political culture and countermovements. Case studies will emphasize the woman suffrage movement, the women's peace movement, the feminist movement that began in the 1960s as well as its offshoots and countermovements, the gay and lesbian rights movement, and the recent men's movement. Crosslisted with SOCI 497.

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. Cr/NC only.

425 Feminist Research Methods (3) / Fall
A feminist critique of traditional methods of constructing knowledge and research practices and a discussion of gender-inclusive research strategies. An individual or group research project is required.

475 Contemporary Feminist Thought (3) / Fall
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. Prerequisite: WOMS 280 or WOMS 350 or consent of the instructor.

485 Senior Seminar (3) / Spring
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 280 or WOMS 350, WOMS 375, or consent of the instructor.

490 Practicum in Feminist Organizations (3) / Spring
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) Spring
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, 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. Teaching of a student-taught university course is another form of internship. At present we offer credit (and not a grade) for student teaching and off-campus projects. Special contracts are required and are obtainable either in the department office or the Center for Field Experience. Internships may be paid. Prerequisite: WOMS 395 or consent of the instructor.

Graduate Courses

500 Seminar in Feminist Theory and Method in the Social Sciences (3)

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).

Admissions

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

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

How to Apply for Admission to Sonoma State University

It's easy. Fill out a California State University application and send it to the Office of Admissions and Records. Applications for the fall semester are accepted between November and January; spring applications between August and October. 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. Once we receive your application, we'll let you know when to send copies of your transcripts and other required documents.

SSU Admission Requirements

Admission to Sonoma is competitive as we receive more applications than we can accommodate. Under special provisions approved by the California State University, Sonoma utilizes a combination of the undergraduate admissions requirements outlined in the "Basic California State University Admissions Requirements" section, as well as in the "Supplementary Admissions Criteria" section, both below.

Supplementary admissions criteria for first-time freshmen include, but are not limited to, high school grade point averages, test scores (SAT I or ACT), and high school course preparation. For transfer applicants, supplemental admissions requirements may include transfer grade point average, grade point averages in specific courses, and course preparation.

The specific criteria utilized depend on the number of applications received by each class level and major. To maximize your chance of admission, you are strongly urged to view 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.

1. Application

Submit your completed application for admission accompanied by a $55 application fee to:

Office of Admissions and Records
Sonoma State University
Rohnert Park, CA 94928-3609

Undergraduate Applicants

In order to be considered for admission, you must file a complete undergraduate application, which can be found 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. You may indicate an alternative major and/or campus if we are not be able to accommodate your first choice of major.

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. Remember that most graduate programs require that you apply not only to the university but to the department as well. Contact the department for further information.

2. Transcripts

Transcripts reflect and represent your educational experience and as such provide insight into your abilities and aptitudes. For that reason, we need two official and complete transcripts, including in-progress transcripts, to be filed with us for you to be considered for admission. For freshman and sophomores, transcripts of high school work, ACT or SAT I 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

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 I 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 I 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 the campus testing office, or you may write to the following:

The College Board (SAT I)
Registration Unit
Box 592
Princeton, NJ 08541

or

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

Once you've submitted an application to Sonoma State, you may expect to receive an acknowledgment within a few days. The acknowledgment will include a request that you submit the records necessary for the campus to evaluate your qualifications. If the evaluation of your qualifications indicates that you meet admission requirements, you may be assured of admission. Admission to a specific term is not transferable to another term or to another campus.

Application Filing Periods

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 (please see table this page). Be sure to contact us for an update on application deadlines for each semester.

Application Filing Periods, 1997-1999

For admission in	Priority filing	File no later than
Fall Semester 1997	November 1996	January 31, 1997
Spring Semester 1998	August 1997	October 31, 1997
Fall Semester 1998	November 1997	January 31, 1998
Spring Semester 1999	August 1998	October 31, 1998

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 admissions 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 on a rolling basis.

Change in Choice of Campus

If you decide to change the choice of CSU campus after your application has been filed, you 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 provided. A change in choice of campus can only be made for the same term 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 forfeit their admission. Should you later wish to undertake work at the university, you must file a new application, pay a new application fee, and meet all of the current requirements for admission. Materials supporting an application for admission, such as transcripts and entrance examination scores, will be held for one year only and may be used during this time to meet the requirements for admission.

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.

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 you are prepared for college work and, if not, to counsel you on how to strengthen your preparation. You might be exempted from one or both of the tests if you 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.
- A score of 550 or above taken on the verbal section of the College Board SAT II: Reasoning Test taken after March 1995.
- 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.

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 660 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 560 or above on the math section of the College Board SAT I: Reasoning Test taken after March 1995.
- 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. Beginning April 1, 1995, the SAT I and SAT II exams are scored on a new scale; however, the SAT scores qualifying for exemption from the ELM remain the same.

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.

If you were to place in nonbaccalaureate courses through the Entry-Level Math or English Placement Test, or both, you would 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.

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.

Credit by the Advanced Placement Program

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.

Credit by the English Equivalency Examination

In addition to units gained through the Col-

lege 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.

Credit by Challenge Examinations

You may earn unit credit for a Sonoma course that you 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.

Credit by the 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. Please see page 288 for course equivalencies.

Some CLEP examinations satisfy GE requirements. To find which courses are waived, consult the department that offers the examination.

Students may earn up to 6 units per examination passed and up to a maximum of 30 units total.

Credit for 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.

FEPL Office
332 Nichols Hall, 707 664-2882

FEPL Coordinator
J. J. Wilson

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, p. 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 Reentry Orientation Seminar (UNIV 310) and 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).

FEPL Policies and Procedures

In order to apply for FEPL, the student must:

1. Have applied and been admitted to an undergraduate degree program in Sonoma State University (FEPL credit is not available at the graduate level).

2. Be enrolled in coursework in the semester in which the actual evaluation of prior learning takes place.

3. Be applying for college-level credit in areas where Sonoma State University has degree programs and faculty expertise.

4. Be applying for credit applicable to an approved degree program.

5. Follow the procedures outlined below.

Orientation and Advising

This step is accomplished by enrolling in UNIV 310 Re-Entry Orientation Seminar. In this seminar, a FEPL advisor will help the student assess the appropriateness of the prior learning experience as a basis for attempting to earn credit through the College Level Examination Program (CLEP), challenge exams, or Faculty Evaluation of Prior Learning. As a part of the seminar, the student will develop a portfolio that is used as a source of information in the evaluation program (see page 275 for a description of UNIV 310).

Payment of User Fee

If the student, the seminar instructor, and the FEPL coordinator agree that the portfolio warrants formal application for award of credit, the next step is payment of a one-time nonrefundable fee, based partly upon the complexity of the portfolio (see FEPL brochure for details). The fee is assessed to

cover the cost of faculty evaluation of the portfolio and does not guarantee the award of credit.

Faculty Evaluation

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

Posting of FEPL Credit

The final recommendations, including units to be awarded and specific descriptive titles, are forwarded by the FEPL coordinator to admissions and records for transcription. Units earned through FEPL are graded CR/NC and are clearly identified on the transcript as based on Faculty Evaluation of Prior Learning.

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

Limitation on Units Possible Through FEPL

In accordance with WASC guidelines and university policy, no more than 30 units may be earned through a combination of examination and FEPL.

Determination of Residence for Nonresident Tuition Fee

New and returning students of Sonoma State University are classified for the purpose of determining the residence of each student for nonresident tuition purposes. The residence questionnaire and other evidence furnished by students are used in making these determinations. For more details, please see page 293.

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.

Importance of Filing Complete, Accurate and Authentic Application Documents

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

CSU Admission Requirements for Undergraduate Applicants

First-Time Freshman Applicants Admissions Requirements

First-time freshman applicants qualify for regular admission if they:

1. Are a high school graduate;

2. 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; and

3. Have a qualifiable eligibility index (see eligibility index, below).

Transfer Applicants Admission 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 admissions requirements in effect for the term to which he or she is applying (see "First-Time Freshman Applicants Admissions Requirements" section above).

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.

Applicants who graduated from high school 1988 or later

Students must have completed all subject requirements in effect when they graduated high school (both high school and college coursework can be used) **or** have completed at least 30 semester units of college coursework with a grade of C or better in each course to be selected from courses in English, arts and humanities, social science, science and mathematics at a level at least equivalent to courses that meet general education requirements. The 30 units must include all of the general education requirements in communication in the English language and critical thinking (at least 9 semester units) and the requirement in mathematics/quantitative reasoning (usually 3 semester units) **or** the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

Applicants who graduated from high school prior to 1988

Students must have completed four years high school English and 2 years high school math, with grades C or better OR have completed a baccalaureate course with a grade of C or better that meets the general education requirement in written communication and a course with a grade of C or better that meets the general education requirement in mathematics/quantitative reasoning OR IGETC requirements in English composition and mathematical concepts and quantitative reasoning. The course meeting either general education math requirement must be above the level of intermediate algebra.

Transferable courses are those designated for that purpose by the college or university offering the courses.

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 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.

College Preparatory 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:

- **English,** four years.
- **Mathematics,** three years: algebra, geometry and intermediate algebra.
- **U.S. history** or U.S. **history and government,** one year.
- **Science,** one year with laboratory: biology, chemistry, physics or other acceptable laboratory science.
- **Foreign language,** two years in the same language (subject to waiver for applicants demonstrating equivalent competence).
- **Visual and performing arts,** one year: art, dance, drama/theater or music.
- **Electives,** three years: selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts, and agriculture.

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 one 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 or later high school graduates: Complete a minimum of 30 semester (45 quarter) units 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.

Subject Requirement Substitution for Students with Disabilities

Applicants with disabilities 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 waived 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 Admissions Development offices for further information.

Test Scores

Applicants must submit scores for either the Scholastic Assessment Test I (SAT I) 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 I or ACT, since all campuses use test results for advising and placement purposes.

Eligibility Index

The eligibility index is the combination of a student's high school GPA and score on either the American College Test (ACT) or the Scholastic Assessment Test I (SAT I). The GPA is based on grades earned during the final three years of high school (excluding physical education and military science) and bonus points for each C or better in approved honors courses.

The eligibility index is calculated by multiplying the high school GPA by 800 and adding the total score on the SAT I. 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 2900 using the SAT I, or 694 using the ACT. The complete eligibility table is on page 289.

Nonresidents. Applicants who are neither graduated from a California high school nor residents of California for tuition purposes need a minimum index of 3502 (SAT I) or 842 (ACT).

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 (please see eligibility index table on page 289.), from either the

Scholastic Assessment Test I (SAT I) 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. Test scores are also used for advising and placement purposes.

Alternate Admission Criteria — UC Prepared Applicants

Beginning with the academic year 1995/96 and continuing through 1997/98, the CSU will conduct an admission experiment that will permit campuses to admit applicants who have completed all of the UC college preparatory (a-f) requirements.

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

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 work was attempted at another college or university. 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.

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.

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.

CSU Admission Requirements for Graduate and Postbaccalaureate Applicants

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, SSU will consider an application for admission as follows:

General Requirements

The minimum requirements for admission to graduate and postbaccalaureate studies at a California State University campus are in accordance with university regulations as well as 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, exceptions may be made 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:

1. 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.

2. 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.

3. 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.

4. 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

Sonoma State University welcomes applications from qualified international students. Please read the following information carefully to determine whether you are eligible to attend Sonoma. If you have any questions, contact the Office of International Student Programs at 707/664-2582. For admissions purposes, "international" or "foreign" students include those who hold U.S. visas as students, exchange visitors, or in other non-immigrant classifications.

Sonoma 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, below), 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 either to im-

pacted majors or to those with limited openings.

Application Deadlines for International Students

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.

International Students' 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. x 13 units)	$6,396
Registration Fees	2,130
Health Insurance	542
Books & Supplies (variable)	500
Room & Board (variable)	6,500
Personal Expenses (variable)	1,400
Total	**$17,468**

Fees are subject to change. Consult current Schedule of Classes.

Required Documents for International Students

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 TOEFL.

California Articulation Number System

The CAN System is a cross-reference course identification system for many lower-division, transferable major preparation courses commonly taught on college campuses. It is based on course articulation — courses considered comparable, but not necessarily identical, and acceptable "in lieu of" each other. It is simple, functional and flexible, yet is structured to provide accuracy and consistency. It 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.

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 BUS 12	BUS 225	Legal Environment of Business
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 United States to 1877
CAN HIST 10	HIST 252	History of the United States since 1865
CAN JOUR 4	COMS 200	Principles of Mass Communication
CAN MATH 12	MATH 131	Introduction to Finite Mathematics
CAN MATH 16	MATH 107	Pre-Calculus Mathematics
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 PHYS SEQ A	PHYS 209A+B + 210A+B	General Physics + General Physics Laboratory
CAN PSY 2	PSY 250	Introduction to Psychology
CAN SOC 2	SOCI 20	Introduction to Sociology

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 biological sciences and 3 units of general education in physical sciences. Students passing the CLEP Examination will still be required to take a laboratory course in natural sciences.	BIOL 115 Physical Science 100
Social Sciences	4 units of general education requirements in social structure.	SSCI 100
Algebra and Trigonometry	4 units toward algebra and trigonometry.	MATH 107
American Government	3 units in American solitical systems. 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).	POLS 200
American History Part I (with departmental essay): Colonization to 1865	3 units in United States history. Satisfies state code requirement in U.S. history.	HIST 251
American History Part II (with departmental essay): 1865 to present	3 units in United States history. Satisfies state code requirement in U.S. history.	HIST 252
American Literature	6 units toward Survey of American Literature.	ENGL 237, 238
Analysis and Interpretation of Literature (with departmental essay)	6 units toward basic composition (freshman English).	ENGL 101 and 214
English Literature	6 units of course credit in Survey of English Literature.	ENGL 239, 240
Biology (with departmental essay)	6 units toward basic biology course requirement and waives up to 12 units of major requirement.	BIOL 115, 116, 117
Calculus with Elementary Functions	4 units of general education in calculus.	MATH 161
General Chemistry	Up to 3 units of course credit in general chemistry.	CHEM 115A and/or B
Introductory Psychology	4 units of course credit in general psychology.	PSY 250
Human Growth and Development	3 units of course credit in human growth and development, similar to child psychology or child development.	PSY 302
Introductory Accounting	4 units of course credit in Principles of Accounting.	BUS 230A
Introductory Macroeconomics	4 units of course credit in Introduction to Macroeconomics.	ECON 201A
Introductory Microeconomics	4 units of course credit in Introduction to Microeconomics.	ECON 201B
Introductory Sociology	4 units of course credit in Introductory Sociology.	SOCI 201

Eligibility Index Table for California High School Graduates or Residents of California, Effective Fall 1996

GPA	ACT score	SATI score
3.00 and above qualifies with any score		
2.99	10	510
2.98	10	520
2.97	10	530
2.96	11	540
2.95	11	540
2.94	11	550
2.93	11	560
2.92	11	570
2.91	12	580
2.90	12	580
2.89	12	490
2.88	12	600
2.87	12	610
2.86	13	620
2.85	13	620
2.84	13	630
2.83	13	640
2.82	13	650
2.81	14	660
2.80	14	660
2.79	14	670
2.78	14	680
2.77	14	690
2.76	15	700
2.75	15	700
2.74	15	710
2.73	15	720
2.72	15	730
2.71	16	740
2.70	16	740
2.69	16	750
2.68	16	760
2.67	16	770
2.66	17	780
2.65	17	780
2.64	17	790
2.63	17	800
2.62	17	810
2.61	18	820
2.60	18	820
2.59	18	830
2.58	18	840
2.57	18	850
2.56	19	860
2.55	19	860
2.54	19	870
2.53	19	880
2.52	19	890
2.51	20	900
2.50	20	900
2.49	20	910
2.48	20	920
2.47	20	930
2.46	21	940
2.45	21	940
2.44	21	950
2.43	21	960
2.42	21	970
2.41	22	980
2.40	22	980
2.39	22	990
2.38	22	1000
2.37	22	1010
2.36	23	1020
2.35	23	1020
2.34	23	1030
2.33	23	1040
2.32	23	1050
2.31	24	1060
2.30	24	1060
2.29	24	1070
2.28	24	1080
2.27	24	1090
2.26	25	1100
2.25	25	1100
2.24	25	1110
2.23	25	1120
2.22	25	1130
2.21	26	1140
2.20	26	1140
2.19	26	1150
2.18	26	1160
2.17	26	1170
2.16	27	1180
2.15	27	1180
2.14	27	1190
2.13	27	1200
2.12	27	1210
2.11	28	1220
2.10	28	1220
2.09	28	1230
2.08	28	1240
2.07	28	1250
2.06	29	1260
2.05	29	1260
2.04	29	1270
2.03	29	1280
2.02	29	1290
2.01	30	1300
2.00	30	1300
Below 2.00 does not qualify for regular admission		

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 foreign secondary schools 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 1066, 707 664-2261

Schedule of Fees

Legal residents of California are not charged tuition. The following reflects applicable fees and nonresident tuition for the semester system only. Fees are subject to change without notice.

All Students

Application Fee (nonrefundable, for admission or readmission) payable at time application is made: $55

Fee	0.1 to 6 units	6.1 or more units
Student Union Fee	$63	$63
Associated Students Fee	37	37
Instructionally Related Activities Fee	100	100
Facilities Fee	3	3
Student Health Fee	60	60
Consolidated Service Fee[1]	10	10
State University Fee[2]	459	792
Total fees per semester:	732	1,065
Total fees per academic year:	$1,464	$2,130

Nonresident Students (U.S. and Foreign)

Nonresident Tuition, in addition to other fees charged all students, per unit: $246
(There is a 15 percent charge for installment payment of foreign nonresident tuition; nonresident tuition is in addition to the fees listed above.)

Summer Session

Base fee per unit[3] $115

Extension Program

Base fee per unit[3] 100

[1] Fee includes graduation, diploma, transcript and student I.D. fees.
[2] Fee subject to change upon action by the state Legislature.
[3] Extended Education fees are approved by the CSU board of trustees and may change.

- The total fee paid per term will be determined by the number of units taken, including those in excess of fifteen.
- Any student issuing a dishonored check for registration fees will be subject to disenrollment.
- No fees of any kind shall be required c or collected from those individuals wh qualify for such exemption under the pro sions of the Alan Pattee Scholarship A (please see "Scholarships," page 292).
- Fees for auditing are the same as f credit. If a student's registered number c units is increased during the term to a high fee or tuition category, the student must p an additional amount.
- Current law provides that the statut governing duplicate degree tuition will b repealed as of August 31, 1996. Stude should note that a change to this repeal da may have been made between the time th this catalog is published and August 3 1996.

Credit Cards

VISA and Master Charge bank credit car may be used for payment of student fees. using a credit card issued in another's nam you must present a written authorizatio signed by the person whose name appea on the card.

Miscellaneous Fees

For other fees and charges, consult the c rent *Schedule of Classes*. Deposits for lock keys and breakage are required in some la ratory courses. These deposits are refun able in whole or in part. If deposits are n required, charges may still be made for u due breakage or failure to clear lockers an or return keys. In addition, fees are require for miscellaneous expenses in some cours as indicated in catalog course descriptio and for field trips.

A fee of $25 per semester is charged for u of music department instruments and equi ment. In addition, a deposit of $20 is require for each instrument checked out for eac semester. The deposit will be refunded wi the return of the instrument.

Other Fees or Charges

Administrative Student Reinstatement	$50
Late Registration	25
Failure to meet administratively required appointment or time limit	20
Replacement of items lost or broken	Cost
Check returned for any cause	20

Individual courses may have specific fees to cover materials and field trips.

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
Automobiles, non-reserved, per semester	54
Motorcycles, motorbikes, mopeds, motorized bicycle	13.50
Daily Park UR Self non-reserved space — per admission	1.50
Replacement of decal	5

Library Fees

General Circulation Overdue Fees

Four-week book loan, per day overdue	$0.25
Maximum fine per item	10

Reserve Book Room Overdue Fees

Two-hour loan, per hour overdue	$1
One-day loan, per day overdue	5
Three-day loan, per day overdue	5
Seven-day loan, per day overdue	5
Maximum fine per item	20

Multimedia Overdue Fees

Audiocassettes, per day overdue	$ .50
Compact discs, CD-ROMS, records, per day overdue	1
Circulating videos and laserdiscs, per day overdue	1

Media Reserve Shelf Items Overdue Fees

Overnight, per hour overdue	$0.25
Two-day, per day overdue	1
Digital camera, per day overdue	5
Zip discs, per day overdue	5
Maximum fine per item	10

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*.

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.

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 body 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 the students voting. Student body fees support a variety of cultural and recreational programs, child care centers and special student support programs

Financial Aid Office

Village 600, 707 664-2389

The financial aid office provides financial advising about federal and state financial aid programs 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.
- Fees and tuition (where applicable).
- Estimated costs of books and supplies.
- Estimates of typical student room and board costs and typical commuting costs.
- Any additional costs of the program in which the student is enrolled.
- Any additional costs that may typically be incurred while attending Sonoma State University.

Financial aid is in the form of grants, loans, employment and scholarships. Following is a list of various kinds of financial aid 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 demonstrate financial need.

4. State University Grant Program (SUGP). This grant is available to graduate and undergraduate students. Applicants must be California residents and demonstrate 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 (BIAG). 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 U.S. Department of Education. These loans are based on exceptional financial need.

10. Federal Direct Student Loan (Direct Loan). This is a long-term, low-interest loan. The federal government makes loans directly to the student borrower through Sonoma State University. Loans 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. Interest rates are variable. There are no loan cancellation provisions and limited loan deferments are available.

11. Federal Direct PLUS Loan (Direct PLUS loan). Available to 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 30 days, to those registered for 6 or more units. Loan applications are available in the Associated Students office.

Employment

14. Federal Work-Study (FWS). 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.

15. Work Opportunities. Employment is generally available in Sonoma County and the surrounding university service area to students with ability and initiative. The SAS Resource Center on campus is helpful in referring interested students to part-time job opportunities.

Application Procedures

All new and continuing financial aid applicants are required to complete and submit the Free Application for Federal Student Aid (FAFSA). By submitting this single application, applicants will be considered for most of the federal and state financial aid programs that are listed above (excluding BIA, scholarships, non-FWS 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 is 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. 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 rec-

ognition 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.

Any incoming freshman, undergraduate or graduate student planning to attend Sonoma State University full time, whether entering or continuing, is eligible. Application to, acceptance by, or enrollment in the university is required. Outstanding academic achievement, including a minimum GPA of 3.00 on a4.00 point scale, is also required, and many scholarships require a minimum GPA of 3.50. This GPA is calculated on your most recent 30 semester units (or the equivalent), including the Fall semester preceding the application period.

Most university scholarships are awarded on the basis of an applicant's academic record and overall achievements without special consideration of financial need. Applications of candidates 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 the first regular business day of March. 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 1066, or by calling 707 664-2261.

Presidential Scholar at Entrance Program. In addition to the University Scholarship Program, SSU also guarantees a $1,000 Presidential Scholar at Entrance Scholarship for incoming first-time freshman who have a cumulative 4.00 GPA for their sophomore and junior years and the first semester of their senior year. The GPA calculation does not include P.E. courses, but does allow for "weighting" of honors, advanced placement and/or international baccalaureate courses, according to the high school's policy. Please contact the scholarship office for more information.

Alan Pattee Scholarships. Children of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of law enforcement or fire suppression duties are not charged fees or tuition of any kind at any California State University 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 admissions office, which determines 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.

Receipt of any scholarship 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 CSU 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 campus admissions office.

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 before 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 residency intent will vary from case to case. Included among the steps may be registering to vote and voting in California elections; 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 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 you the residence determination date for the term for which you are 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 adult must have been a California resident for the most recent year.

4. Dependent children and spouses of persons in active military service stationed in California on the residence determination date. The exception, once attained, is not affect 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. This exception continues until the military personnel has resided in the state the minimum time necessary to become a resident.

6. Effective January 1, 1996, military personnel in active service in California for more than one year immediately prior to being discharged from the military. Eligibility for this exception runs from the date the student is discharged from the military until the student has resided in state the minimum time necessary to become a resident.

7. 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.

8. Graduates of any school located in California that is operated by the U.S. 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.

9. Certain credentialed, full-time employees of California school districts.

10. 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.

11. Certain exchange students.

12. Children of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of law enforcement or fire suppression duties.

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

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

The appeal must be made 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 is published and the relevant residence determination date.

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

The 22 campuses and the chancellor's office of the California State University are financed primarily through funding provided by the taxpayers of California. The total state appropriation to the CSU for 1995/96 (including capital outlay funding in the amount of $160,722,000) is $1,784,250,000. However, the total cost of education for CSU is $2,303,448,000, which must provide support for a projected 252,000 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 student's 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. The average cost is further differentiated into three categories: state support (the state appropriation, excluding capital outlay), student fee support, and support from other sources (including federal funds).

Thus, excluding costs that relate to capital outlay, the average cost of education per FTE student is $9,141. Of this amount, the average student fee support per FTE is $2,065. (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 $2,065, depending on whether they are part-time, full-time, resident, or nonresident students.)

1995/96	Amount	Average cost per FTE student	Percentage
total cost of education	$2,303,448,000	$9,141	100.00
• state appropriation*	1,623,478,000	6,442	70.50
• student fee support	520,439,000	2,065	22.60
• support from other sources	159,532	634	6.90

* Does not include $31,087,000 to fund retirement rate increases in 1995/96; does include $1,878,000 reappropriated for lease bond payments.

Enrollment Regulations and Policies

Registration and Enrollment

The university offers three opportunities for registration. Initial and open registration are 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 the two earlier registration periods if at all possible.

All eligible continuing students and all admitted applicants will be mailed registration information approximately two weeks prior to initial registration. This material will include information about mandatory advising, registration appointment times and procedures for registering. Applicants admitted too late to participate in initial registration will also receive registration information by mail, but must register either during open registration or late registration.

The best sources for registration information are the *Schedule of Classes* and the World Wide Web. The *Schedule of Classes* 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 information can also be located on the Office of Admissions and Records World Wide Web pages at http://www-admrec.sonoma/edu.

Telephone registration is the only way you can register. Students will find telephone registration quick and easy. Carefully read all of the registration information that follows.

Registration fees are due within five working days of registration. 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.

Advising

All students must be advised prior to registering. Continuing students with a declared major should have met with their academic advisors during the early advising period (see your major department for dates). Students who have not been advised should contact their academic departments or the Advising and Career Resource Center. Continuing undergraduates who have not declared a major will be advised at the Advising and Career Center, Village 405, 707 664-2442. Undeclared students who are completing their first semester of attendance at SSU, and who will reach the completion of 62 units at semester end, must declare a major before registering. New students should contact their declared major, or if undeclared, the Advising and Career Resource Center, to make an advising appointment. Students who have not been advised may have holds placed on their records which will prevent them from registering by phone during the initial registration period.

Holds

Be sure to clear any holds before registration. Depending on the nature of the hold, access to registration may be blocked, and the student may miss his or her registration appointment. For additional information about a financial hold, contact the Cashier's Office. For nonfinancial holds, contact the office that placed the hold.

Password

Access to telephone registration requires the entry of a 9-digit SSU ID number (SSN or assigned number) and a password followed by the key. For the initial registration, the password is the birth date in six-digit MM/DD/YY format. For example, in response to the prompt to enter ID and password, if the SSU ID is 999-88-7777 and the birth date is April 1, 1974, enter 999887777040174.

Categories of Enrollment

Registration appointments are assigned on a priority basis. With the exception of first-time freshmen, appointments are assigned by class level in descending order of units passed. The order is:

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 3.00 overall college grade point average may petition to enroll in more than 19 units. Students must submit a petition to the Office of Admissions and Records and receive approval before they may enroll in additional courses. A listing of the additional courses must be submitted with the petition statement.

The maximum academic load recommended for graduate students is 12 units, but a student may register for up to 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 that 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 and the associate vice president for academic programs and graduate studies. 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 the initial or open registration periods.

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 petition 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. Admissions and Records will forward the petition for review to the associate vice president for academic programs.

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 through the Cross Enrollment program. Students enrolling concurrently should be aware of the policies governing acceptance of transfer credits as described elsewhere in the catalog. Contact the Office of Admissions and Records for further information on the Cross Enrollment program.

Concurrent Enrollment with SSU Extension

Matriculated students are not permitted to enroll concurrently in regular SSU courses and SSU Extension Open University courses. Nor may students who have previously attended SSU and whose current status is disqualification for either academic or administrative reasons. There will be no exceptions to this regulation, and no refund of fees. Students who have applied and been admitted to the university, but who do not pay fees or enroll in regular university courses, may enroll through the Open University program. However, they will then will lose their status as admitted students and must reapply for admission.

Extension students admitted in resident classes (through Open University) shall follow the same registration procedures and shall receive the same credit as they would receive in an extension class (see page 282). 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.

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 the 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* or the admissions and records WWW pages 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* or the admissions and records WWW pages for appropriate dates and approvals (http://www.admrec.sonoma.edu).

Auditing classes

Changing the basis of grade to Audit may be accomplished with the instructor's approval during the Change of Program period. Once the grade mode has been changed to audit, it may not be changed to a grade or credit/no credit mode. Consult the *Schedule of Classes* or admissions and records' WWW pages 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 before 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*. (Please see also Refund of Fees, page 291.)

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 and 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 compete 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 who completely withdraw will be considered continuing students for the next semester only if they have paid their fees, even if the fees are refunded. Current complete withdrawal requirements are included in the *Schedule of Classes*.

Under no circumstances does nonattendance constitute an official withdrawal from the university.

Information concerning the refund of fees due to complete withdrawal from the university may be obtained from the Cashier's Office or by consulting the current *Schedule of Classes*.

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) and — (minus) supplements add or subtract 0.30 grade points per unit. These apply to the A, B, C and D grades, but 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 following 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. (Please see Change of Program, page 297).

Audit (AU)
'AU' is the recorded grade if a student enrolls in a class but is not receiving credit. (Please see Auditors, page 297).

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.

Transcripts of SSU Courses
Students may obtain transcripts of their Sonoma State University records from the Office of Admissions and Records only upon written request. Include your name, social security number, the dates you attended SSU, where you wish the transcripts mailed, and any special instructions (e.g., hold for degree or a grade change, or whether the transcripts should be mailed in individual, sealed envelopes). The university reserves the right to withhold issuing the transcript of any student not in good financial standing with the university.

Transcripts may also be ordered over the World Wide Web, at http://www.admrec.sonoma.edu. There is no charge for transcripts.

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 3.50 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.

Grades

Symbol	Explanation	Grade Points
A	Outstanding	4 per unit value of course
B	Commendable	3 per unit value of course
C	Satisfactory	2 per unit value of course
D	Minimum Performance	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

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, 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.

Probation and Disqualification
There are two probationary and disqualification statuses to which students may be subject: academic or administrative.

Academic Probation
If a student's cumulative grade point average in all university work attempted or if his or her cumulative grade point average at Sonoma State University falls below the minimum GPA shown below, the student will be subject to academic probation.

Undergraduate	**2.00**
Postbaccalaureate	**2.50**
Graduate Student	**3.00**

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 grade points or more below a 2.00

Juniors
(60-89 units completed):
9 grade points or more below a 2.00

Seniors
(90 or more units completed):
6 grade points or more below a 2.00

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 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 who **a)** have a cumulative GPA of 3.00 or better, and **b)** 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 have established a program of academic renewal whereby students who are having difficulty meeting graduation requirements due to a grade point deficiency may petition to have up to two semesters or three quarters of previous college work discounted from all considerations associated with meeting requirements for the baccalaureate. Academic renewal is intended only to facilitate graduation from SSU and is not applicable for individuals who already possess a baccalaureate or who meet graduation requirements without the approval of a petition for academic renewal.

Conditions: To qualify for Academic Renewal, all 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 3.00 GPA.
b. 30 semester units with at least a 2.50 GPA.
c. 45 semester units with at least a 2.00 GPA.

If and when the petition is granted, the student's permanent academic record will be annotated so that it is readily evident to all users of the record that no work taken during the disregarded term(s), even if satisfactory, will apply toward baccalaureate graduation requirements. However, all work will remain legible on the record to 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 Cali-

fornia 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 California State University system requires all new students and all readmitted students who were born after January 1, 1957, to show proof of immunization against measles and rubella. Because many individuals who were immunized against measles in early childhood have been shown to still be susceptible to measles, it is now recommended that each individual receive two doses of measles vaccine (one in early childhood, and a second dose upon entering secondary school or college). Individuals who were immunized before 1980 or who have received only one dose of measles vaccine during their lifetime should receive an additional measles/rubella immunization. Exemptions from the California State University immunization requirement may be granted only for religious beliefs or specific medical indication. Students under 18 must also include the signature of a parent or legal guardian if such an exemption is claimed.

Students who meet the above criteria must submit a photocopy of their official immunization record, signed or stamped by their doctor or clinic. The record must indicate the date(s) that the measles and rubella immunizations were received: after 15 months of age and after January 1, 1980.

Students who are unable to obtain proof of measles and rubella immunization may make an appointment to be immunized at the campus Health Center once they are a registered student. Students who fail to comply with this requirement prior to enrolling for a second semester will have holds placed on their records.

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 U.S. 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 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 University Student Discipline

Stevenson Hall 1054, 707 664-2838

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 programs and 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. SSU student disciplinary procedures are determined by Executive Order 628, "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 628 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 coor-

dinator of university student discipline. All determinations and findings made at the institution level by anyone other than the president are in the nature of recommendations to the president.

A complaint against a student for an alleged violation of conduct (as defined in Sections 41301 through 41304 of Title 5) may be filed by a student, faculty member, staff member or a university police officer. The complaint should be filed with the coordinator of university student discipline, who will investigate the alleged violation. The coordinator will hold a conference with the student to obtain his or her response to the alleged misconduct and to determine if the complaint may be disposed of informally by mutual consent through a student discipline settlement agreement.

If the allegations of misconduct have not been resolved informally by conference, 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 that will contain a statement of the charges and will notify the student of the time and place of a hearing. At any point in the process, the student may waive a hearing and accept a sanction without admitting that he or she engaged in the conduct charged.

The hearing will be conducted by a hearing officer, who will be an administrative officer of the university appointed by the president. The hearing officer will submit a report and recommendations to the president, who will decide the matter, notify the student and take action as appropriate. Discipline that may be imposed includes expulsion, suspension or probation.

Title 5, California Code of Regulations

41301. Expulsion, Suspension and Probation of Students

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

A. Cheating or plagiarism in connection with an academic program at a campus.

B. Forgery, alteration or misuse of campus documents, records or identification, or knowingly furnishing false information to a campus.

C. Misrepresentation of oneself or of an organization to be an agent of a campus.

D. Obstruction or disruption, on or off campus property, of the campus educational or administrative process, or any campus function.

E. Physical abuse on or off campus property of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse.

F. Theft of, or non-accidental damage to, campus property or property in the possession of, or owned by, a member of the campus community.

G. Unauthorized entry into, unauthorized use of, or misuse of campus property.

H. On campus property, the sale or knowing possession of dangerous drugs, restricted dangerous drugs or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis.

I. Knowing possession or use of explosives, dangerous chemicals or deadly weapons on campus property or at a campus function without prior authorization of the campus president.

J. Engaging in lewd, indecent or obscene behavior on campus property or at a campus function.

K. Abusive behavior directed toward, or hazing of, a member of the campus community.

L. Violation of any order of a campus president, notice of which had been given prior to such violation and during the academic term in which the violation occurs, either by publication in the campus newspaper or by posting on an official bulletin board designated for this purpose, and which order is not inconsistent with any of the other provisions of this section.

M. Soliciting or assisting another to do any act which would subject a student to expulsion, suspension or probation pursuant to this section.

N. For purposes of this Article, the following terms are defined:

1. The term "member of the campus community" is defined as meaning California State University trustees, academic, nonacademic and administrative personnel, students and other persons while such other persons are on campus property or at a campus function.

2. The term "campus property" includes:

a. real or personal property in the possession of, or under the control of, the Board of Trustees of the California State University, and

b. all campus feeding, retail or residence facilities whether operated by a campus or by a campus auxiliary organization.

3. The term "deadly weapons" includes any instrument or weapon of the kind commonly known as a blackjack, slingshot, billy, sandclub, sandbag, metal knuckles, any dirk, dagger, switch-blade knife, pistol, revolver or any other firearm, any knife having a blade longer than five inches, any razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club.

4. The term "behavior" includes conduct and expression.

5. The term "hazing" means any method of initiation into a student organization or any pastime or amusement engaged in with regard to such an organization which causes, or is likely to cause, bodily danger, or physical or emotional harm, to any member of the campus community; but the term "hazing" does not include customary athletic events or other similar contests or competitions.

O. This section is not adopted pursuant to Education Code Section 89031.

P. Notwithstanding any amendment or repeal pursuant to the resolution by which any provision of this Article is amended, all acts and omissions occurring prior to that effective date shall be subject to the provisions of this Article as in effect immediately prior to such effective date.

41302. Disposition of Fees; Campus Emergency; Interim Suspension

The president of the campus may place on probation, suspend or expel a student for one or more of the causes enumerated in Section 41301. No fees or tuition paid by or for such student for the semester, quarter or summer session in which he or she is suspended or expelled shall be refunded. If the student is readmitted before the close of the semester, quarter or summer session in which he or she is suspended, no additional tuition or fees shall be required of the student.

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 CSU

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

Foundation Center 500, 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 grieveable 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 make 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, Nondiscrimination Policies and Complaint Procedures

Affirmative Action Office

Stevenson Hall 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 age, race, sex, creed, color, religion, sexual orientation, Vietnam-era veteran's status or disabling condition. In addition, the 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. The university and its auxiliary organizations are committed to increasing the diversity of its faculty, staff, administrators and students to mirror the increasing diversity of the state of California.

Nondiscrimination Policy

The university and its auxiliary organizations do not discriminate on the basis of age, 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 age, race, sex, creed, color, religion, sexual orientation, Vietnam Era Veteran's status or disabling condition, be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any of the university's programs or activities.

The director of affirmative action is also the Title IX and ADA/504 coordinator. The director is authorized to receive informal and formal complaints related to discrimination and sexual harassment/sexual assault 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 age, race, sex, creed, color, religion, sexual orientation, Vietnam-era veteran's status or disabling condition. The director of faculty affairs and affirmative action is also authorized to receive informal and formal complaints related to discrimination and sexual harassment/sexual assault. 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, the California Fair Employment and Housing Act, and with California State University Executive Order 340.

Disability

Sonoma State University and its auxiliary organizations do not discriminate on the ba-

sis 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), the California Fair Employment and Housing Act, 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: failure to accommodate a disabled student or employee; 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 that communicate to students or employees limiting preconceptions about appropriate and expected behaviors, abilities, career directions and personal goals that are based on disabling condition rather than individual interest or ability.

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 Titles VI and VII of the Civil Rights Act of 1964, as amended, the California Fair Employment and Housing Act, 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, color, national origin or religion, 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 their work; or making statements that communicate to students or employees limiting preconceptions about appropriate and expected behaviors, abilities, career directions and personal goals that are based on race, color, national origin or religion, rather than individual interest or ability.

Sex (including Sexual Harassment and Sexual Assault)

Sonoma State University and its auxiliary organizations do not discriminate on the basis of sex or marital status in terms of employment or the educational programs or activities which they conduct 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, the California Fair Employment and Housing Act, and the California State University Executive Orders 340 and 345. Current case law provides guidance in the standards used 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. One form of harassment 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. Another form of sexual harassment occurs when a person or group is treated adversely or subjected to offensive behavior on the basis of sex that, because it is sufficiently severe or pervasive, creates a hostile environment. Sexual harassment may include one or more of the following (but is not limited to the following examples):

- 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.
- Demanding sexual favors accompanied by implied or overt threats concerning one's job, grades or letters of recommendation;
- 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.
- Making statements that communicate to students or employees limiting preconceptions about appropriate and expected behaviors, abilities, career directions and personal goals that are based on sex rather than individual interest or ability.

Sonoma State University and its auxiliary organizations will not tolerate sexual assault in any form. Sonoma State University has adopted the state of California definition of sexual assault to mean 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. Included in this definition are all forms of rape and sexual battery. Sexual assault, which is a form of sexual harassment, is included in the definition of sex discrimination which is prohibited 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 they conduct 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 they conduct in accordance with the Vietnam Era Veteran's Readjustment Assistance Act of 1974 and with California State University Executive Order 340.

Sexual Harassment and Discrimination Complaint Procedures

It is the policy of Sonoma State University and its auxiliary organizations (the Academic Foundation, the Associated Students, the Enterprise Corporation and the Student Union) to provide an environment free from discrimination, including sexual harassment and sexual assault. Some forms of discrimination interfere with a student's or an employee's work or educational perfor-

mance and create an atmosphere of intimidation, low morale and hostility that the university will not tolerate. Students, staff, faculty and administrators are regularly informed of the university's policies and procedures regarding discrimination and sexual harassment/sexual assault policies and complaint procedures. In addition, all supervisors are regularly informed of their responsibility regarding complaints made against those whom they supervise.

Complaints of discrimination and/or sexual harassment/sexual assault will be investigated promptly and thoroughly. The university recognizes that under certain circumstances, it has an independent duty to ascertain where discrimination or sexual harassment/sexual assault exists irrespective of whether a complaint is actually filed (for example, complaints of sexual harassment involving physical contact, recurrent or sstematic patterns of discrimination and/or sexual assault involving a university employee or student).

All employees and students, female or male, who believe they have been subjected to discrimination, including sexual harassment and sexual assault, have several ways to make their concerns known. Regardless of the means selected for resolving allegations of discrimination (including sexual harassment and sexual assault), the initiation of a complaint will not cause any reflection on the reporting party nor will it affect such person's future business dealings with the university, his or her employment, compensation or work assignments or, in the case of students, grades, class selection or other matters pertaining to his or her status as a student at the university. Every effort should be made to resolve any incident as soon as possible while the facts and potential testimony of witnesses, if any, are current.

It is the policy of Sonoma State University that retaliation against reporting parties is prohibited. The university acts vigorously to prevent any retaliation being taken against those initiating inquiries or filing complaints; retaliation constitutes separate grounds for filing a complaint with these procedures and for potential disciplinary action against the alleged violator.

Where discrimination or sexual harassment/sexual assault has been found to occur, the university and its auxiliary organizations will impose sanctions on the individual determined to have engaged in sexually harassing or discriminatory conduct or communication at a level appropriate to the scale and scope of the violation.

Those who are considering taking action are urged to meet with the director of affirmative action prior to filing a complaint. Discussions at this stage can be confidential and are meant to assist in the process of determining which reporting options are most appropriate. Every effort will be made to resolve potential complaints at the lowest level possible and consistent with the desires of the person bringing forward the complaint. All current faculty, students, staff and administrators may use the discrimination complaint process for resolving sexual harassment, sexual assault and discrimination complaints and/or documenting that the individual has resolved a complaint. All students, faculty or staff who believe that they may have been discriminated against, sexually harassed or sexually assaulted should obtain a copy of the SSU discrimination complaint procedures by contacting the Office of Affirmative Action, Stevenson Hall 1041, 707 664-2664.

Any complaint alleging discrimination, including sexual harassment or sexual assault, will be investigated according to the SSU discrimination complaint procedures. This investigation will result in findings being made and, if necessary, recommendations for sanctions, and will serve as the investigation normally carried out prior to deciding to initiate discipline. Facts gathered and any findings made during an informal or formal resolution process may be sufficient to obligate the university to take disciplinary action against a faculty member, staff member or student or for the university to initiate a criminal investigation. If the university pursues disciplinary action against an alleged violator, a hearing may be required. In cases alleging sexual harassment/sexual assault, if both housing discipline and student siscipline are initiated and require a hearing, the housing and student discipline hearings will be combined into one hearing.

Sonoma State University's sexual assault guidelines, which are included in the discrimination complaint procedures, describe the support available to a victim, reporting procedures and university disciplinary procedures and sanctions for students. Sexual assault is a form of sexual harassment and is also a violation of the criminal code. If a sexual assault report is made to any campus officer, the sexual assault education coordinator and the director of affirmative action will be notified. If possible, the reporting party will be provided with the option of participating in an initial meeting to be held which includes the sexual assault education coordinator, the director of affirmative action and an officer from the university police to advise the victim of various reporting options.

Student Affairs

Division Office
Stevenson Hall 105, 707 664-2838

Vice President for Student Affairs
Rand Link

The vice president for student affairs provides overall supervision and direction for the various student services at the university. The Student Affairs division includes the Office of Campus Life, Children's School, Inter-Cultural Center, Pre-College Programs, Recreational Sports, Student Health Center, Student Union and Women's Resource Center.

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 programs within the division attempt to provide a continuum of services that begins before matriculation and continues beyond graduation, and the program activities are based on a knowledge of human development and learning characteristics.

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, and 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 under-represented 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 learner-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.

Campus Life

Office of Campus Life

Student Union Building 108
707 664-2391

The Office of Campus Life (OCL) is committed to the development of the whole student and serves to promote educational endeavors outside the classroom. The OCL plays a critical role in the retention of students by providing and supporting opportunities for involvement in campus activities. Working closely with the Associated Students and the Student Union, the OCL staff support the planning and implementation of student-initiated and student-related educational, cultural and social events. OCL 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 OCL include:

Greek Life

Provides support and advice to 12 fraternities and sororities; governing body support; coordinates programs, including Greek Retreat, Greek Week; campus and community philanthropy.

Leadership Development

Conducted workshops, classes and retreats in leadership skill development to assist students in maximizing their effectiveness in leadership roles on campus. Emerging Leader program for first-time freshmen.

Orientation

Recruits and selects 35 student leaders to work the Summer, Fall and Spring Orientation programs; includes extensive training of leaders through 2-unit class, UNIV 238 Group Leadership Skills.

Sexual Assault Education

Provides rape prevention educational programs to campus community; support and referral to survivors.

Student Organizations

Provides ongoing support and advice to chartered student clubs.

Special Activities

Offers a variety of special activities, including Fall Festival, Campus Activities and Services, Carnivals (fall and spring), College Bowl, Parents Association, Student Elections, Black and White Ball, Weekend Programming and Leadership Recognition Programs.

Women's Resource Center

Village 200, 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.

Child Care

The Children's School

Children's School 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 aged 2 through 5, 7:30 a.m. to 5:30 p.m., Mondays through Fridays.

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. Students who are not eligible for subsidy pay the student fee and faculty/staff pay the full fee.

The center is staffed by professional early childhood educators, student employees, student teachers and volunteers. Parents participate in a variety of ways in the program. For information regarding enrollment, call the Children's School.

Pre-College Programs

Ruben Salazar Library 1007
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 or call 707 664-2428 for any Pre-College Programs service. For all programs there is no cost to students.

1. 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.

2. Talent Search/College Bound

The Talent Search/College Bound Program is designed for sixth, seventh, eighth, ninth, 10th, 11th and 12th 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.

3. Upward Bound

The Upward Bound Program is designed for ninth, 10th, 11th and 12th-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 Mondays through Thursdays and include mathematics, communications, symbolic logic, visual arts, drama, biology, chemistry, physics, social studies, computer science, self-awareness and preparation for college entrance examinations.

4. 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 a science 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 Programs will also have a residential experience at Sonoma State University

5. The 3-1-3 Program

The 3-1-3 Program is a joint venture between Rancho Cotate High School and Sonoma State University. The program identifies pre-ninth graders who are either Latino, Asian, Native American, African American or low-income, first-generation college. In this exciting program, students complete three years of high school courses and one year of transitional college courses. Students then complete a baccalaureate at Sonoma State University in three years. Throughout students' high school experience, during the academic year they attend bimonthly Saturday classes and a six-week summer session at Sonoma State University.

Student Health Center

Student Health Center Building
707 664-2912

The health center is accredited by the Accreditation Association for Ambulatory Health Care, Inc./California Medical Association.

The university maintains a modern, well-equipped, fully accredited on-campus health center that provides outpatient primary health care for regularly enrolled students who pay the required university registration fees.. The Student Health Center is open 8 a.m. to 4:30 p.m., Mondays through Fridays, (excluding campus holidays). Regular health center services are available during the school year, winter semester and spring break, limited services are available during

the summer. A dedicated professional staff, consisting of doctors, nurses, nurse practitioners, laboratory and X-ray technologists, and a pharmacist, provide quality outpatient 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 including doctor and nurse practitioner visits for primary medical care are available at no additional cost to students, nominal fees are charged for medications, specialized diagnostic tests, pre-employment and pre-participation physicals, summer services 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, supplemental 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 health 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 Associated Students office, 707 664-2815.

Services rendered by the student health center and medical records of the student health center are confidential and are held in a manner consistent with AAAHC/CMA accreditation standards and California state law. Neither parents, family members, university personnel or others not involved in the patient's medical care may have access to medical information without the patient's consent.

Opportunities for student involvement with health-related issues are available through the Student Health Advisory Committee (SHAC) and various peer health education projects. Those interested in serving on the SHAC should contact the Student Health Center or the Associated Students.

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 (please see page 301 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 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 Student Union, including the Pub (which includes day and evening food service), lounge areas, low-cost copy services and a student art gallery. In addition, the building houses offices for the Office of Campus Life, the Sonoma State STAR (the 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 environment at Sonoma State University. The Sonoma Student Union sponsors:

The Inter-Cultural Center

The Inter-Cultural Center provides a central location for the ethnic clubs on campus to meet and plan activities which educate and enhance the overall campus community. The ICC Coordinator supports the planning and implementation of these student-initiated and student-related educational, cultural and social events of interest to the ethnic clubs.

Recreational Sports

The Recreational and Intramural Sports program offers a wide variety of activities through Intramural Sports, Outdoor Pursuits, Aerobics, Special Events and Sports Clubs. These include team sports, camping and adventure outings, one-day events, aerobic classes and more. Open Recreation allows fitness and recreation pursuits during scheduled hours in the Fitness Center, Swimming Pool, Main Gym and Field House. Activities include weight lifting, swimming, basketball, volleyball, indoor soccer and others.

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 cosponsors 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.

Alcohol and Drug Education Program

Health Center 101, 707 664-2850

The Alcohol and Drug Education Program is administered through Disability Resources, a division of the Office of Human Services. 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 non-using choices and activities.
- Information about resources available for intervening in drinking and drug use problems.
- Referrals for treatment options.

Counseling and Psychological Services

Administration and Finance Center #2
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, please call 707 664-2153.

Center for Performing Arts

Ives Hall 209, 707 664-2235

University Box Office

Evert B. Person Theatre, 707 664-2353

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, Opera Theatre, Drama Ensemble, Dance Ensemble, Chorus, Bach Choir 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 125 performances presented each academic year, with an annual attendance of more than 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. Free student rush tickets are available for SSU students.

Disability Resources

Stevenson Hall 1024
707 664-2677 (voice)
707 664-2958 (TDD)

A division of the Office of Human Services, Disability Resources (DR) assures people with disabilities equitable opportunities for higher education, and promotes the civil rights of students with disabilities. Students are challenged and supported in developing self-determination and independence as people with disabilities. DR 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. DR works within the university community, ensuring that it upholds its responsibilities to recognize and develop these students' competencies.

Disability Resources offers a coordinated, wide-ranging program that reflects Sonoma State University's emphasis on the autonomy and responsibility of the individual. DR 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. Disability Resources guides and encourages students to use university resources that will bring them success and independence.

An Accessible Learning Environment

The SSU campus 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 the campus 100 percent accessible.

Disability Resources provides auxilary 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.

Disability Resources has a 21-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 Disability Resources is to foster student development and to promote independence and self-advocacy. DR 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.

Disability Resources 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, the admissions and records office, housing, educational support programs, reentry program, academic advising, counseling, and the dean of student affairs' office.

Learning Skills Services works with the Disability Resources to provide discipline-based learning skills, instruction and workshops on study skills, and computer use.

DR's Advisory Committee reviews its activities 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:
- Learning Disability Support Organization
- liaison with Department of Rehabilitation
- disability management advising
- Students with Disabilities club.

DR publishes a newsletter and maintains a bulletin board for disseminating current information.

Transition Program

Disability Resources 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.

Housing Services

Zinfandel Hall, 707 664-2541

Director
Tim Tiemens

Housing Services is a division of the Office of Entrepreneurial Services.

On-Campus Housing

The campus Residential Community provides comfortable, convenient, suite-style accommodations for 900 single students. The community has its own dining hall, swimming pool, computer lab, convenience store, game room and outdoor recreation areas. All the suites are directly wired into the university's computer network, giving the residents direct access to the university's computing resources, the library and the Internet.

Off-Campus Housing

The Housing Services office maintains listings of off-campus accommodations, including apartments, rental houses and rooms. A brochure listing the local apartment complexes and their location and phone numbers is also available.

Summer Conferences

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

Intercollegiate Athletics

PE Building 14, 707 664-2521

Director
Ralph Barkey

Sonoma State University sponsors 11 intercollegiate programs, four sports for men and seven 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, soccer, cross country, track and field, and tennis.

Baseball
John Goelz, Head Coach
Greg Adams, Assistant Coach

Basketball, Men's
Pat Fuscaldo, Head Coach
Blake Spiering, Patrick Sandle, Wayne Bridgeman, Assistant Coaches

Basketball, Women's
Susan Zachensky-Walthall, Head Coach
Rob Bean, Will Steele, Assistant Coaches

Cross Country and Track and Field
Jim Hiserman, Head Coach

Football
Frank Scalercio III, Head Coach
Len Wagner, Defensive Coordinator
Warren Hull, Offensive Coordinator
LaMonte Love, Kevin Capps, Assistant Coaches

Softball
Paul King, Head Coach
Chris Elze, Assistant Coach

Soccer (Men's and Women's)
Luke Oberkirch, Head Coach — Women
Marcus Zeimer, Head Coach — Men

Tennis, Women's
Head coach to be named May 1996

Volleyball
Kelly Van Winden, Head Coach

University Art Gallery

Art 101, 707 664-2295

Director
Michael Schwager

Opened in 1978 as part of SSU's new art department complex, the University Art Gallery is one of the largest and best-equipped contemporary art facilities in the North Bay. With almost 2,500 square feet of exhibition space in two adjoining galleries, the Art Gallery serves the campus and surrounding communities through 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 two art professionals from the off-campus art world. Work by the SSU art department faculty is also shown in the gallery every other year. In addition, the Art Gallery hosts a variety of programs and events, chief among them the Art from the Heart Valentine Auction, which each year features affordable works of art by more than 100 local and nationally recognized artists, the proceeds from which directly benefit the gallery's programs.

Throughout its existence, the Art Gallery has organized and displayed more than 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 Galley includes Jennifer Bartlett, Beattie & Davidson, Larry Bell, Carmen Lomas Garza, Mineko Grimmer, Mildred Howard, Maya Lin, Judith Linhares, James Luna, Manuel Ocampo, Judy Pfaff, Raymond Saunders, Bill Viola, Peter Voulkos, 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 11 a.m. to 4 p.m., Tuesdays through Fridays, and noon to 4 p.m., Saturdays and Sundays. Admission is free.

University Support Services

Alumni Association

Stevenson Hall 1024, 707 664-2426

Director of Alumni Relations
Kim Rutledge

Almuni Secretary
Jo-Ann Smith

The Sonoma State University Alumni Association strives to maintain a continuing relationship between the university and its alumni through special projects, programs and activities. Each year the association awards two scholarships: the Alumni Freshman Scholarship, for the son or daughter of an SSU alum; and the Ambrose R. Nichols Scholarship, honoring SSU's first president. The association also sponsors Fall Festival (Homecoming), alumni networking events, the Distinguished Alumni Awards Banquet and the Student Ambassador Program.

Membership in the Alumni Association is open to any individuals who have attended SSU. New graduates receive a complimentary one year membership at graduation. The benefits of membership include: *ALUMNOTES*, the alumni newsletter; SSU library privileges; use of campus recreation facilities and the swimming pool; discounts for performing arts events and athletic events; access to an MBNA America Bank Mastercard; discounts at the Career Development Center; and invitations to special campus events. Annual, Family, Senior and Life Memberships are available, as are Associate Memberships, for friends of the university.

Information Technology

Salazar Library 1502, 707 664-2346

Associate Vice President
Mark Resmer

Information Technology (IT) supports faculty, staff and students in their use of information resources and electronic technology in teaching, research and the operation of the institution. As well as supporting instruction and research and offering video production and photographic services through Instructional Technology Services, IT provides administrative computing services, institutional information, student outcomes assessment and program evaluation support to the campus through Information Management Services; manages the campus World Wide Web information server (**http://www.sonoma.edu**); and operates the telephone system, campus network, fax center, video-teleconferencing and other telecommunications facilities through Technical Services.

IT also operates a fully staffed service center, located in Salazar Library 1012, reached at 707 664-HELP, and provides all members of the Sonoma State University community with assistance in the use of information technology.

The following facilities are available for use by students, faculty and staff:

- A wide range of Macintosh and Pentium microcomputers located in labs on campus.
- Worldwide network access to computers (Internet).
- Dial-up access to the Internet at 28.8 kbps through PPP and ARA protocols.
- Compressed video teleconferencing.
- Classroom video projection.
- DEC VAX 6360/6430/6560 clustered VAX/VMS Timesharing System.
- Sun UNIX servers.

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 (including POP and SMTP), access to remote systems, and a range of statistical and programming tools.

Assured Access Program

Sonoma State University is one of the first public universities in the country to expect all incoming freshmen to have 24-hour access to a networked personal computer. This access can be through a personally-owned computer, or by the use of shared facilities, such as the computer labs. Students are expected by faculty to have access to a networked personal computer, and as with textbooks, the highest quality of access comes through ownership. The university, in cooperation with Sonoma State Enterprises, computer vendors and a local banking organization, offers numerous programs, including, in some cases, no-cost equipment loans, that are intended to ensure that all students have adequate access to microcomputers regardless of their financial resources.

IT Service Center

The IT Service Center is available to answer questions, resolve problems and provide information about computer use and information technology at Sonoma State University. This organization has been designed to be the single point of contact and the central source for help and information about computing and information technology.

The center also collects information about frequently asked questions (FAQs) that can be accessed 24 hours a day through the World Wide Web, as well as offering a range of training sessions and hands-on assistance for individuals wishing to learn more about any aspect of technology.

The center is equipped with Apple Power Macintosh and Pentium microcomputers, which, together with an extensive software collection oriented primarily toward instructional applications, are available to all faculty and staff as a means of exploring the full range of capabilities available through the computing facilities on campus.

Instructional Technology Services (ITS)

Instructional Technology Services supports all applications of computing and media technologies that are directly related to instruction. As well as managing the university computer labs, ITS provides consultation, equipment and software in support of the university's instructional programs.

- **Academic Computing Resources**

ITS operates eight university 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. Consultants are available in the IT Service Center to assist computer users. Consultants may be reached by telephone at 664-HELP.

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 Computer Center lab and the Semillion Lab may be scheduled for classes. For open hours please consult the schedules posted in each lab or in the Computer Center lobby.

University labs include:

- Computer Center Lab — Mac/IBM (24-Hour Lab).
- Stevenson 1040 — Macintosh.
- Stevenson 2044 — IBM.
- Stevenson 2055 — IBM Pentium.
- Carson Hall 1 — Macintosh.
- Darwin 16 — Power Macintosh.
- Darwin 19A — Power Macintosh.
- Semillion — Power Macintosh/Pentium (Residence Halls).

In addition to using these labs, faculty may check out Macintosh computers, equipped with LCD projectors, for classroom presentations.

• Media Resources

ITS 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.

ITS 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 non-print 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 non-print media from off-campus sources and preparing requests for preview, rental or purchase.

Non-print materials may also be broadcast to individual classrooms through an Electronic Distribution System.

Other available services include:

- Three "Preview Rooms" for accessing non-print materials and tape recording equipment.
- Audiocassette duplication for instructional purposes.
- Professional sound reinforcement and audio recording of university-sponsored performances, lectures and other events.

• 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 non-profit 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.

Information Management Services

Information Management Services (IMS) is a group that deals with the use of information. It includes the responsibility for administrative software applications on campus; the World Wide Web; and institutional survey, research and assessment activities. For information concerning the World Wide Web, you can access information directly on the Web (http://www.sonoma.edu) or call the Sonoma State University web administrator on 664-4357. For information concerning institutional research data, please call 664-2102.

Technical Services

IT 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.

IT 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, and all rooms in the Residence Halls are equipped with direct high-speed connections to the Internet.

Office of Development

Stevenson Hall 1024, 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.

Sonoma State Enterprises, Inc.

Chief Operating Officer
Alan Murray, 707 664-2769

Sonoma State Enterprises, Inc., is a not-for-profit, auxiliary corporation of Sonoma State University, established to provide services that are not eligible for state funding, but are nonetheless crucial to the life of the campus. Sonoma State Enterprises operates the University Bookstore, Zinfandel Marketplace, Cossack Cafe, Pastries Plus, the University Club, the Fountain Patio Barbecue, the Attic in the Student Union, Zinfandel Dining Services, Campus Vending and Carts, and Campus Catering. Enterprises' net proceeds, after establishment of appropriate reserves, are provided to the university in support of the educational mission. The corporation is governed by a policy-making board of directors comprised of faculty, staff, students, administrators and community members.

Sonoma State University Academic Foundation

Administration and Finance Center – South
707 664-2834

Chief Operating Officer
Steve Wilson

The Sonoma State University Academic Foundation, Inc., is a nonprofit corporation established in 1974 to assist and promote the educational programs of the university. The foundation is an auxiliary organization of the CSU, 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.

University Affairs

Stevenson Hall 1064, 707 664-2732

Associate Vice President
Lynn McIntyre

The Office of University Affairs oversees efforts to communicate information about Sonoma State University to students, faculty, staff, alumni and community members. The office's news bureau responds to media inquiries and actively works to place stories about the university in local, regional and national publications and broadcasts. University Affairs also includes a publications unit that oversees the faculty and staff newsletter, alumni magazine, *Schedule of Classes* and general catalog, as well as special communications projects for diverse academic and administrative areas. Additional responsibilities include maintaining relations with government leaders and agencies, and working closely with the Office of Development and the Alumni Association in support of fundraising and community outreach efforts.

Academic Centers and Institutes

Anthropological Studies Center

Foundation Center, Building 300
707 664-2381
FAX: 707 664-4115
e-mail: adrian.praetzellis@sonoma.edu
http://www.sonoma.edu/projects/asc

Director
Adrian Praetzellis

The Anthropological Studies Center undertakes activities that benefit the students of Sonoma State University, scholarship in the field of historic preservation, and the community at large. The center fulfills it mission in education, research and public service by: creating the opportunity for SSU students to learn real-world skills in historic preservation through the center's professional apprenticeship program; maintaining an Archaeological Collections Facility in which hundreds of thousands of artifacts are available for students and scholars to study; by providing technical analyses to scholars and students alike through the Obsidian Hydration Laboratory; and operating a cultural resources Information Center and an Office of Interpretive and Outreach Services that provide the public with information about archaeology and historic preservation.

During fiscal year 1994-95, non-governmental organizations and state and federal agencies awarded ASC more than $1.5 million in grants and contracts. The center, which maintains more than 3,000 square feet of laboratory and administrative office space, has a staff of 40 regular employees and many student intermittent employees.

California Foreign Language Project of the Redwood Area

Rachel Carson Hall 10A, 707 664-2409

Director
Miriam Hutchins

The California Foreign Language Project of the Redwood Area provides professional development programs in the teaching of second languages to educators in the Sonoma State University service area and to interested students. It 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 (CIHS), a unit of the School of Social Sciences at Sonoma State University, prepares grant proposals and administers a wide variety of human service projects. The CIHS is a statewide resource for system design and related activities, such as program evaluation, information exchange, resource development, acknowledgment of service excellence, and encouragement and support for the initiatives of the consumer movement that seeks services for socially disenfranchised individuals. For more than 16 years, the CIHS has been developing proactive responses to improve and expand services to diverse clientele throughout the United States.

Most recently, CIHS has coordinated projects on a wide array of topics, such as child abuse prevention, substance-related child abuse, drug-free schools and communities, bilingual education, limited-English proficiency, at-risk youth/dropout prevention, minority teacher recruitment and training, integration of academic and vocational studies through school restructuring, supported employment, transition from school to work, women's educational equity, and guardianship and advocacy for persons with developmental disabilities.

Center for Critical Thinking

Rachel Carson Hall 65, 707 664-2940

Director
Richard W. Paul

The center conducts advanced research and disseminates information on critical thinking and moral critique. It works in conjunction with the Foundation for Critical Thinking and the National Council for Excellence in Critical Thinking. The center has worked with the College Board, numerous school districts and universities nationwide, the National Education Association and the U.S. Department of Education to facilitate the implementation of high standards of critical thinking instruction from kindergarten through university. Its major work includes:

International Conferences on Critical Thinking

Each summer, during the last week of July, the center hosts the oldest critical thinking conference, with registrants from every state of the union and numerous foreign countries. More than 150 distinguished experts in the field present sessions on critical thinking and critical thinking instruction over four days. These sessions are designed to meet the needs of the widest variety of educational levels and concerns from kindergarten through graduate school. A variety of subject matter and subject fields is used as examples of critical thinking infusion. In the two days before the conference, intensive sessions are held that lay a foundation for the conference and for critical thinking instruction.

Staff Development Services

The center provides staff development services at every level of education from kindergarten through graduate school. Staff development programs emphasize an exploration of the rich, underlying concepts

of critical thinking and how to develop enthusiasm in students regarding improvement in the power and effectiveness in their own thinking. We focus on teaching designs that enable students to discover the power and potential of developing a mind that reasons well. There is a focus on the critique and redesign of instruction to infuse critical thinking principles into subject matter instruction. Seminars and workshops in critical thinking for business management are also available through the center.

Resources for Instruction

The center has done research which has been embodied in a series of resources published by the Foundation for Critical Thinking, our sister organization. Available through the Foundation are micro-publications, such as *Ethics Without Indoctrination*, as well as critical thinking handbooks targeted to the different grade levels from kindergarten through high school. There are also several educational videotapes available. The most recent addition to the videotape resource is the three-part series, *How to Teach Through Socratic Questioning*. One of the key resources offered by the Foundation is *Critical Thinking: What Every Person Needs to Survive in a Rapidly Changing World*, a collection of the major papers of Richard Paul.

Center for Management and Business Research

Stevenson Hall 2042, 707 664-2377

The Center for Management and Business Research serves as a bridge between the institution and the external community, and provides the business community with an opportunity to upgrade existing skills, to gain new knowledge, and to increase productivity. The center also serves as a repository of a comprehensive economic database useful to decision makers in the North Bay 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

The institute works with small businesses that meet specific requirements for field work for small business students.

Center for Pan-Pacific Exchange

Stevenson Hall 2087, 707 664 3964
FAX: 707 664-3920
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Director
Margaret Purser

The Center for Pan-Pacific Exchange was established in 1994 to support and facilitate a growing number of Sonoma State University projects and programs whose faculty are developing teaching and research interests, and strong collegial relationships in the nations and regions of the broader Pacific Basin. These currently include, but are not limited to: Pacific Latin America, Australia, New Zealand and broader Australasia, Indonesia, south and southeast Asia, China, Japan and Russian Siberia, as well as Pacific North America.

This is an inherently interdisciplinary and multidisciplinary institution, with a membership of more than 70 SSU faculty and administrators from a wide range of academic areas and programs, including anthropology, biology, business, communications, economics, education, environmental studies and planning, foreign languages, geography, geology, history, mathematics and theatre arts, as well as graduate degree programs in public administration and cultural resources management.

What this range of individuals and programs share is an orientation towards collaborative interdisciplinary and international exchange, and a commitment to involving students in pragmatic, real-world projects and learning experiences. The Pan-Pacific center therefore supports any efforts at funding development, student exchange, information sharing, curriculum enhancement or professional bridge-building that its affiliated faculty require, relating to the Pacific region.

Past and current initiatives include hosting the annual conference of Pacific Coast Geographers (1995); an Indonesian eco-cultural tourism project involving student interns (1994 - present); a planned international conference on HIV public health and public policy issues around the Pacific (1996); a Mesoamerican archaeology field school on the Pacific coast of Guatemala (1994 - present); and a project on Vietnamese educational system reform (ongoing). Future goals for the center include establishing a policy for affiliating nonresident faculty; mounting a World Wide Web-based Pacific archive of exchangeable project materials and information; and providing an electronic and audiovisual platform for distance learning courses on Pacific-related issues and materials.

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 Teaching and Professional Development

Nichols Hall 134, 707 664-2448
http://www.sonoma.edu/CTPD/

Director
Thomas F. Nolan, 707 664-2830
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Associate Director
Paula C. Hammett, 707 664-3912
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The CTPD is a resource developed by university faculty to support professional development, especially in excellence in teaching. The center is funded from the budget for academic programs. The center's professional staff consists of two half-time

positions, one from the instructional faculty and one from the library faculty. The librarian has special expertise in the use of computer technology for instructional purposes.

The center develops workshops and programs to support faculty in the use of instructional technology, in innovative curriculum development, in classroom management, and in professional development. Center staff work with faculty one-on-one, as well as in groups, to identify appropriate tools and strategies for the enhancement of teaching, such as teaching strategies for collaborative learning, computer-mediated communication in the classroom, teaching traditional-age students, developing and maintaining scholarly and professional writing skills, and situational leadership for department chairs.

The center publishes a newsletter several times a year. In addition, center staff are available for individual faculty consultation, and for making visits to classrooms to provide feedback on teaching.

Center for the Study of the Holocaust

Rachel Carson Hall 62, 707 664-4076

Director
Philip Beard

Scholar-in-Residence
John Steiner

The Center for the Study of the Holocaust works to expand student and community awareness of the Jewish Holocaust of World War II and its continuing importance. Through its annual semester-long lecture series — now in its 13th year and the focus of a GE course option, SSCI 305 Perspectives on the Holocaust and Genocide — teacher training seminars, support of commemorative events, collection and cataloging of books, videos and other descriptive materials, and presentation of artistic and historical exhibits, the center offers access to Holocaust topics across a broad range of thematic and disciplinary approaches.

Currently being designed in collaboration with SSU's School of Education, is a model program to provide secondary school credential candidates in social studies with the best possible training to teach school children about the Holocaust, as mandated by the California State Legislature.

From its inception, the center has worked closely with the Santa Rosa-based citizens' group, Alliance for the Study of the Holocaust. (Indeed, the initial conception of the lecture series was an Alliance initiative.) Members of this exemplary support group participate in the design of each year's lecture series, and the group raises substantial funds for honoraria, exhibits and logistical support for the center.

Geographic Information Center

Stevenson Hall 3057, 707 664-2183
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Director
Bryan Baker

The SSU Geographic Information Center (GIC) collects, houses and promotes the use of geographical information for Sonoma County, surrounding regions and the world. Incorporating the existing Map Library and Weather Library in the department of geography, it also serves as the focus for the collection of digital geographic information, such as computer maps and satellite data. The GIC promotes the knowledge and use of state-of-the-art technologies in geographic information and analysis. The demand for geographic information, particularly in computer mapping and Geographic Information Systems, has expanded rapidly in recent year. The center provides a means to service this growing demand.

Hutchins Center for Interdisciplinary Learning

Rachel Carson Hall 51, 707 664-3179

Director
Les K. Alder

Outreach Coordinator
Nelson Kellogg

The Hutchins Center is designed to support a variety of regional, statewide and national programs that have as their goal enhanced understanding and use of interdisciplinary and innovative techniques of learning and teaching.

Created by faculty from SSU's Hutchins School of Liberal Studies, and operating in conjunction with the School of Arts and Humanities and the SSU Academic Foundation, the center sponsors and coordinates the following programs:

- Interdisciplinary workshops and summer institutes for teachers and administrators.
- Curricular and educational program consultation for schools, colleges and businesses.
- Seminar training workshops.
- Distance learning degree programs for adult learners.
- The California Learning Community Consortium.
- Libs-Net, an electronic network linking faculty, students, alumni and community members with resources for interdisciplinary and innovative learning.
- Project Go, an on-line program for the creation of technological initiatives suitable for supporting interdisciplinary teaching and learning, as well as community development.
- The Hutchins Alumni Association.
- Interdisciplinary travel learning programs.

Institute for Community Planning Assistance

Rachel Carson Hall 18
707 664-4105/2414
FAX: 707 664-2505
e-mail: Steve.Orlick@Sonoma.edu

Director
Steven Orlick

The ICPA is a nonprofit research center sponsored by the department of Environmental studies and Planning at Sonoma State University. The ICPA was established in 1984 to meet the expressed needs of public agencies in the university service area. Due to restricted budgets and increasing demands on staff, these agencies sought an alternative mechanism for conducting low-cost and other labor-intensive studies, projects and surveys.

The main purposes of the ICPA are: 1) to engage in community service by making available to local agencies the low-cost services they need; 2) to provide a mechanism for faculty and student research in the areas of community and environmental planning; 3) to further the education and professional development of Planning students by complementing their classroom and internship experiences; and 4) to provide financial assistance in the form of wages to student employees who are hired on an as-needed basis to fill various research and support roles.

North Bay International Studies Project

Rachel Carson Hall 10A, 707 664-2409

Directors
Miriam Hutchins and Robert Karlsrud

The North Bay International Studies Project provides curricular resources in international studies to students and the educational community. The project, part of a statewide network of resource centers, also offers teacher workshops in content, methodologies and leadership development.

Project Censored

Art 112, 707 664-2500
FAX: 707 664-3920

Director
Peter Phillips

Founded in 1976, Project Censored is a nonprofit program within the SSU Foundation, a 501(c)3 organization. Its principle objective is the advocacy for, and protection of, First Amendment free press rights in the United States.

Through a partnership of faculty, students and the community, Project Censored serves as a national press/media ombudsman by identifying important national news stories that are under-reported, ignored, misrepresented or censored by media corporations anywhere in the United States. The project also encourages and supports journalists, faculty and student investigations into First Amendment issues through its annual censorship yearbook and nationwide free press advocacy. Each year, Project Censored publishes a list of the top 10 most censored/misunderstood nationally important news stories. The book, *Censored: The News Stories That Didn't Make The News*, is published in March of each year. Project Censored is administered through the sociology department at Sonoma State University.

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 University'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 the Office of Extended Education administered by the Academic Foundation, the Sonoma State American Language Institute (SSALI) provides an opportunity for those students who are not native speakers of English to acquire a variety of English language skills before formally entering the university.

SSALI classes are offered at beginning, intermediate and advanced levels to accommodate a wide range of students, and up to 25 hours of class work each week include instruction in grammar, communication, reading, writing, study skills, listening comprehension and pronunciation. In addition to attending classes, SSALI students participate in a variety of social events and excursions to nearby places of cultural and social interest.

Complete details on the SSLAI program are available by contacting the Sonoma State American Language Institute.

Faculty and Administration

Dates listed in parentheses indicate year of appointment to Sonoma State University.

Judith Abbott (1991)
Associate Professor of History
B.A. 1970, University of Minnesota
M.A. 1977, Ph.D. 1989, University of Connecticut

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Associate Professor of Art
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Les K. Adler (1970)
Professor of History, Hutchins School of Liberal Studies
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M.A. 1965, Ph.D. 1970, University of California, Berkeley

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Professor of Philosophy
B.A. 1961, University of Florida
M.A. 1965, Ph.D. 1967, Tulane University

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Professor of Business Administration
B.B.A. 1963, University of Texas at Austin
M.B.A. 1969, Texas A & I University
D.B.A. 1973, Texas Tech University

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Associate Professor of English
B.A. 1969, University of California, Riverside
M.A. 1976, Portland State University
Ph.D. 1988, University of Texas at Austin

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B.A. 1973, Rutgers University
M.A. 1976, San Francisco State University
Ph.D. 1983, Cornell University

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B.A. (Art) 1973, B.A. (Management) 1977, Sonoma State University
C.P.A. 1980, M.B.A. 1983, San Francisco State University

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Professor of Geology
B.S. 1961, Yale University
M.S. 1965, Ph.D. 1969, University of Colorado

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Ph.D. 1975, George Peabody College

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B.A. 1968, M.A. 1970, University of Texas at Austin
Ph.D. 1983, University of New Orleans

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M.A. 1965, University of California, Berkeley

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C.D.P. 1970, M.B.A. 1971, Indiana University
C.P.A. 1973, B.A. 1976, B.S. 1978, State University of New Jersey
Ph.D. 1977, California Coast University
C.M.A. 1982, CPIA 1983, CSP 1985

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