Catalog





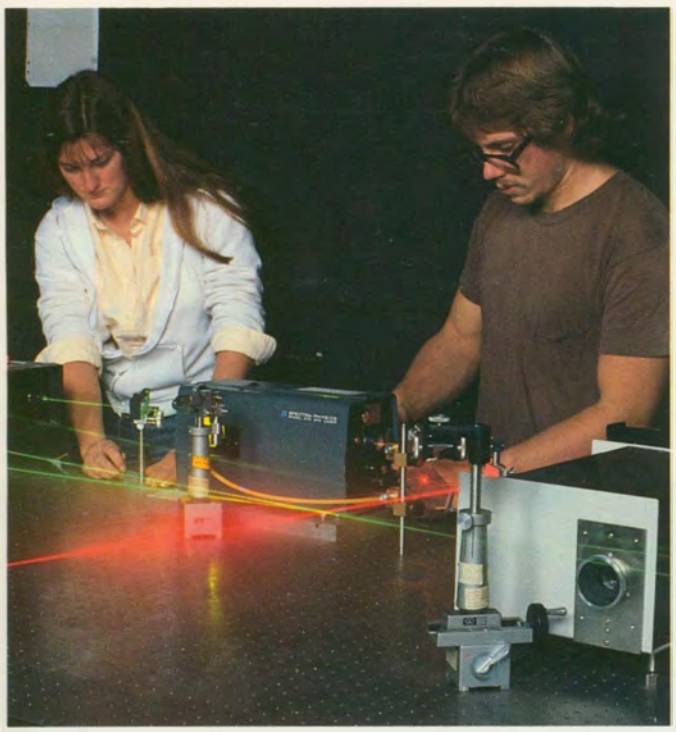
1990-92

SONOMA STATE UNIVERSITY
LUX MENTIS · LUX ORBIS · 1960



an ideal place to live and learn







Welcome to Sonoma State University . . .

an ideal place to live and learn.

Sonoma State University offers a broad range of academic programs in the liberal arts and sciences. Personal attention from a dedicated faculty provides students the opportunity for individualized learning. The many exciting cultural and recreational activities on campus enliven intellectual and academic life at the University, while a network of support services helps students deal with the practical aspects of their education.

The University's pastoral setting and picturesque campus allow students to pursue their educational goals in congenial surroundings removed from the pressures of urban life. And when the time comes for a diversion from study, the magnificent Pacific Coast, the wine country, and San Francisco are all nearby.

Getting Involved

Whether it's student government or sailing, reporting for the student newspaper, *The Star*, or setting up the sound system for such notable guest speakers as James Burke and Maya Angelou, being a student at SSU goes far beyond the classroom. Participation in student clubs and organizations is a sure way of meeting friends as well as contributing to the vitality of campus life.

The campus center for student activities is the Sonoma Student Union, housing the offices of the Associated Students — the student governing body that functions on both the campus and state level.



Meeting the Challenge

Even the best-prepared students face times and situations when a helping hand is welcome.

Tutors to help with mastering of a particular subject; career counselors to guide students in evaluating career goals; counselors to help with academic or personal crises; reentry advisors to assist those students returning to school after devoting time to families and jobs; support for international and underrepresented students; networking for on- and off-campus employment; resources for students with disabilities; health care professionals for medical and pharmaceutical services; guidance for veterans; and quality, subsidized child care, are all ways in which SSU supports those undertaking the challenges of University life.





Scholarships

Academic excellence among students at Sonoma State University is recognized and rewarded by many generous individuals, businesses and organizations who contribute to the University's scholarship program. This support provides for a variety of annual scholarships ranging from $250 to $2,000. Most scholarships are awarded on the basis of an applicant's prior academic performance without special consideration of financial need.









Instructional Support

The Ruben Salazar Library is a fully accredited academic research library with over 415,000 bound volumes, 2,600 current periodical subscriptions, and more than 1,000,000 items in the microform collection. Some 61,000 items are contained in the documents area which is a depository for state publications and is a part of the federal depository system for the North Bay. Individual study areas are provided for 1,200 students. Computerized bibliographic and automated circulation systems are also in use.

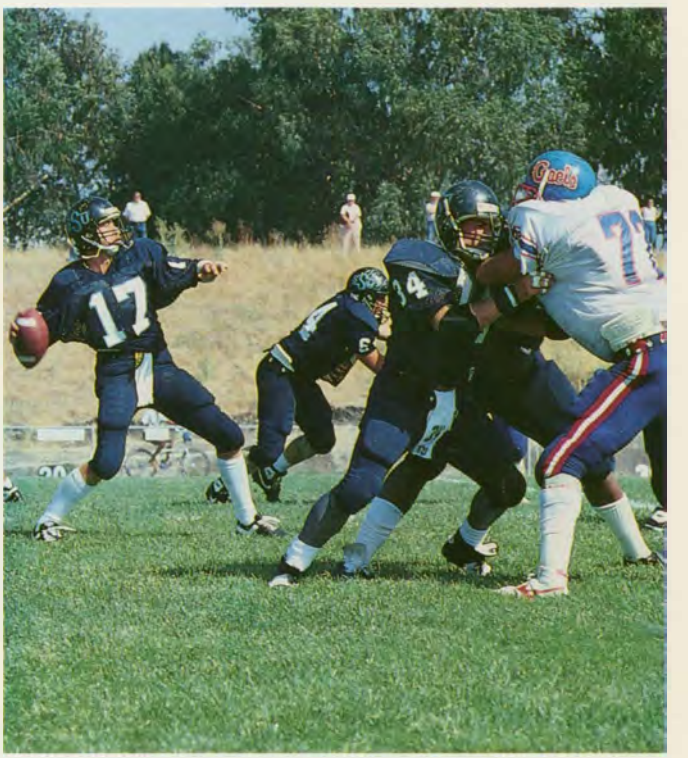
The University's Computing Services division provides students with the use of over 100 microcomputers located in labs throughout the campus. Upon registration, computer accounts are opened for students so they also may have access to the networked mainframes and timeshare systems.

Athletics at SSU

The philosophy of SSU and the Athletics Program is to provide the maximum opportunity for student participation in intercollegiate athletics.

Well maintained playing fields, a beautiful swimming pool, tennis and racquetball courts, and weight and gymnastics rooms are among the impressive athletic facilities at SSU.

As a member of the Northern California Athletic Conference (NCAC), and Division II of the NCAA, the University's intercollegiate sports program involves 14 different men's, women's and co-educational teams, including: baseball, softball, basketball, cross-country, football, soccer, tennis, track and field, and volleyball. Men's and women's intramural sporting events are also an integral part of athletics at SSU.









Cultural and Intellectual Attractions

The dedication of the Evert B. Person Theatre in the spring of 1990 provided the University and the North Bay community with an outstanding, state-of-the-art performing arts facility. With seating for 475 patrons, good sight lines and live acoustics, audiences can enjoy the dance, music, and theatre of SSU performers and guest artists alike in a setting usually reserved for much larger campuses.

Popular jazz, rock, and new age musicians, as well as some of today's leading orators and thinkers, make regular appearances throughout the school year. Seminars, workshops, and conferences also add an important dimension to the academic environment of the University.

Nationally and internationally acclaimed fine arts exhibitions are featured in the University Art Gallery, one of the newest and largest in the North Bay.

Housing

SSU's residential community provides campus housing for 640 students (940 by Fall 1991), in residence halls with a central dining facility, and in apartments where students can do their own cooking. The community has its own swimming pool, late night coffee house, laundry room, quiet study area, television room, and recreational lounge.

The campus living program has been designed to be an essential aspect of each student's educational experience. The program includes: professional staff and trained student peer assistants who live in the residence halls to provide information and assistance; support of a drug- and alcohol-free environment; opportunities to develop leadership skills through involvement with the student government association; and student employment opportunities provided by the housing and food service programs.



Sonoma State University

1801 East Cotati Avenue
Rohnert Park, CA 94928
707/664-2880 (information operator)

All University offices may be dialed directly from off-campus telephones. The telephone numbers of major offices are listed in the public telephone directory under ***Sonoma State University.***

Student Services Offices

	Phone Number	Building and Room
Academic Advising	664-2442	VILL 515
Admissions and Records	664-2778	STEV 1088
Bookstore	664-2329	Bookstore
Campus Tours	664-3034	STEV 1088
Children's School	664-2230	CCC
Disability Resource Center	664-2677	STEV 1041
	664-2958	(TDD)
Extended Education	664-2394	STEV 1045
Financial Aid	664-2389	STEV 1078
Foreign Student Advising	664-2582	VILL 102
Housing Services	664-2541	ZIN Lobby
Information	664-2880	
New Student Orientation	664-2391	Student Union
Reentry Program	664-2444	VILL 515
Scholarship Office	664-2261	STEV 1027
Graduate Studies	664-2114	STEV 1026
Student Employment Office	664-2513	VILL 405
Summer Session	664-2394	STEV 1045

Schools of the University

	Phone Number	Building and Room
School of Arts and Humanities	664-2146	NH 380
School of Business and Economics	664-2377	STEV 2042
School of Education	664-2131	STEV 3004
School of Natural Sciences	664-2171	DAR 123
School of Social Sciences	664-2112	STEV 2078

Instructional Departments

	Phone Number	Building and Room
American Multi-Cultural Studies	664-2486	NH 214
Afro-American Studies	664-2486	NH 214
Anthropology	664-2312	STEV 2054
Art	664-2151	ART 128
Astronomy	664-2119	DAR 121
Biology	664-2189	DAR 125
Chemistry	664-2334	DAR 126
Communication Studies	664-2149	NH 362
Computer and Information Science	664-2667	DAR 124
Counseling	664-2544	NH 220
Creative Writing	664-2140	NH 362
Criminal Justice Administration	664-2934	STEV 2084
Drama	664-2474	IVES 206
Dance	664-2474	IVES 206
Economics	664-2366	STEV 2042
Education	664-2131	STEV 3004
English	664-2140	NH 362
Environmental Studies and Planning	664-2306	RCH 18
Foreign Languages and Literature	664-2351	STEV 3016
Geography	664-2194	STEV 2054
Geology	664-2334	DAR 126
Gerontology	664-2411	STEV 3092
History	664-2313	STEV 2070
Humanities	664-2146	NH 380
Hutchins School of Liberal Studies	664-2491	RCH 44
Interdisciplinary Studies	664-2762	IVES 22
Linguistics	664-2419	STEV 2054
Management	664-2377	STEV 2042
Mathematics	664-2368	DAR 128
Mexican-American Studies	664-2369	NH 214
Music	664-2324	IVES 206
Native American Studies	664-2458	NH 214
Nursing	664-2465	NH 262
Philosophy	664-2163	NH 362
Physical Education and Health Sciences	664-2357	PE 14
Physics	664-2119	DAR 121
Political Science	664-2179	STEV 2070
Psychology	664-2411	STEV 3092
Sociology	664-2561	STEV 2084
Theatre Arts	664-2474	IVES 206
Women's Studies	664-2840	RCH 31

Official Building Names and Abbreviations or Short Forms

Adlai Stevenson Hall	STEV
Ambrose Nichols Hall	NH
Art Building	ART
Charles Darwin Hall	DAR
Child Care Center	CCC
Courts	CTS
Evert B. Person Theatre	Person Theatre
Ives Hall	IVES
Physical Education Building	PE
Rachel Carson Hall	RCH
Ruben Salazar Library	RSL
SSU Bookstore	Bookstore
Student Health Center	SHC
Student Union	Student Union
The Village	VILL
Zinfandel Hall	ZIN

The University Catalog

Copies of the Sonoma State University Catalog may be purchased at the University Bookstore or ordered by mail. The price per copy is $5.50. For mail orders, send check or money order made payable to the Sonoma State University Bookstore in the sum of $6.50 to cover cost of mailing. Class Schedules for each semester may also be purchased at the Bookstore.

Changes in Rules and Policies

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

Although every effort has been made to 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, operate as, or have the effect of an abridgement or a limitation of any rights, powers, or privileges of the Board of Trustees of The California State University, the Chancellor of The California State University, or the President of the campus. The Trustees, the Chancellor, and the President are authorized by law to adopt, amend, or repeal rules and policies which apply to students. **This Catalog does not constitute a contract** or the terms and conditions of a contract between the student and the institution or The California State University. 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, Room 1088, Phone 707/664-2778

Master's Degree Programs at Sonoma State University
An introduction to the graduate programs including phone numbers of appropriate departments.
Office of Graduate Studies
Stevenson Hall, Room 1026, Phone 707/664-2114

Schedule of Classes
Sonoma State University Bookstore
Phone 707/664-2329

Department Brochures and Program Announcements
Available through individual departments.

"The A-Z Guide"
Sonoma State University Student Resource Guide
Alphabetized entries from every department and office on campus encourage students to make full use of the University's extensive resources.
Advising and Counseling Center
Village 515, Phone 707/664-2442

Extended Education and Summer Session Bulletin (Quest)
Information on Sonoma State's summer session, special January session, and a variety of certificate progams, short workshops and seminars, and special courses for educators.
Office of Extended Education and Summer Session
Stevenson Hall, Room 1045, Phone 707/664-2394

Intersession Bulletin (January semester)
This brochure lists courses available during a three-week semester in January.
Office of Extended Education and Summer Session
Stevenson Hall, Room 1045, Phone 707/664-2394

"Join a Vital Community"
Student Clubs and Organizations
This quick reference of chartered student organizations and clubs includes an information request form which can be used to obtain more information about groups of interest.
Student Activities Center
Student Union Building
Phone 707/664-2391

Student Employee Guide To Employment Rights and Responsibilities
A helpful guide for Sonoma State's student employees.
Personnel Office
Stevenson Hall, Room 2006, Phone 707/664-2166

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Sonoma State University



President of Sonoma State University since 1984, Dr. David W. Benson.

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 in its first three decades, 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 Sonoma one of the most attractive, modern, and well-equipped campuses in the State. In 1978 university status was granted and the name was changed to Sonoma State University.

The University now enrolls over 7,000 students and offers 37 bachelor's degrees, 13 master's degrees, and 10 teaching, specialist, and service credentials.

The SSU Mission

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

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

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

Sonoma State 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 the broad spectrum of ideas, institutions, values, and artistic expressions in both Western and non-Western cultures.

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 in a learning community in which the open exchange of ideas is highly valued. Sonoma State University's special character within California higher education emerges from its relatively small size and its commitment to effective teaching, high standards of scholarship, on-going professional development, and the promotion of diversity in the student population.

Sonoma State University also recognizes its obligation to serve as an educational and cultural resource for people in the surrounding communities. It offers a wide variety of courses, lectures, workshops, and programs which 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 Sonoma State's School of Education are approved by the Commission on Teacher Credentialing.

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David Walls

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William Babula

Dean, School of Business and Economics
Jeffrey T. Doutt

Dean, School of Education
Luiza Amodeo

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Donald Farish

Dean, School of Social Sciences
Robert Karlsrud

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Ms. Reggie Winner

School of Arts and Humanities

Dean of the School of Arts and Humanities
William Babula

School Office
Nichols Hall, Room 380, Phone 707/664-2146

This unusually diverse school combines education in the arts and humanities with student career goals. In the arts, instructional programs include Applied Arts, Art, Creative Writing, Music, and Theatre Arts. Programs in the humanities include American Multi-Cultural 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 multiple subject waiver programs for the preparation of elementary school teachers. A number of departments, including Art, English, Foreign Languages, and Music offer single subject waiver programs for the preparation of secondary school teachers. The English program offers MA work in Literature, Creative Writing, The Teaching of Writing, and Writing for the Media.

Related to the school are 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 Czelaw Milosz, Maya Angelou, and James Burke among others; KSUN, the campus radio station; The Star, the student newspaper; the highly regarded literary journal, Mandala; and The Center for Critical Thinking and Moral Critique, which conducts advanced research, inservice educational programs, professional conferences, and disseminates information on critical thinking and moral critique.

The faculty of the School are committed to excellence in teaching and a strong advising program. Special emphasis is placed on programs that combine traditional arts and humanities majors with career-oriented minors. Such programs include Art and the Performing Arts with Management, English with Science and Technical Writing, Foreign Languages with International Studies, Music with Recording and Computer Theory, American Multi-Cultural Studies with Criminal Justice Administration and Management, among others. Supporting career goals while building upon the arts and humanities, the School provides an education that allows students to develop their ability to think and communicate, the best preparation for a changing future.

School of Business and Economics

Dean of the School of Business and Economics
Jeffrey T. Doutt

School Office
Stevenson Hall, Room 2042, Phone 707/664-2377

The School of Business and Economics prepares students for professional careers in business and economics by offering majors which incorporate an understanding of the theories, procedures, and practice of management. Students are exposed to alternative viewpoints concerning the analysis of organ-izational 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 Management and the Department of Economics. Through the Management major, the School provides students with a broad program of study which involves an integrative set of required core courses , a field of concentration for focus in a sub-discipline, and a choice of electives. The Economics major offers students a firm foundation of undergraduate study in economics, serving as sound preparation for graduate school, as well as for professional careers.

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

Within the School of Business and Economics, three organizations exist to serve special needs: The Center for Business and Economic Research, The Center for Economic Education, and The Institute for Small Business Development (see page 312 for more information).

School of Education

Dean of the School of Education
Luiza B. Amodeo

School Office
Stevenson Hall, Room 3304, Phone 707/664-2131

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

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

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

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

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

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

School of Natural Sciences

Dean of the School of Natural Sciences
Donald Farish

School Office
Darwin Hall, Room 123, Phone 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 which can enhance a student's entire life. Courses in physical education, astronomy, and geology can provide a basis for life-long pursuits and enrichment.

Students preparing for careers in science or mathematics may follow quality programs in any of the School's eight departments. Former students in these departments have established excellent records-some have earned national awards, many have gone on to earn advanced degrees, and virtually all have found excellent employment opportunities. In keeping with expressed student and community interest, the School of Natural Sciences now offers degree programs in Computer and Information Science.

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

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

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

School of Social Sciences

Dean of the School of Social Sciences
Robert Karlsrud

School Office
Stevenson Hall, Room 2078, Phone 707/664-2112

The social sciences are intimately concerned with human behavior in all its complexity and with the many kinds of social relationships which influence us as we grow and change as unique individuals throughout our lives. In order to comprehend adequately the state of the human condition, we need to examine the interaction of man and environment-past, present, and future. 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, we also study the history of social institutions and seek to understand the continuing process of social change.

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 their 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 our professional elements (Counseling, Criminal Justice Administration, TESL (Teaching English as a Second Language), and Public Administration).

The School also coordinates the Social Science Single Subject Waiver Program. See page 251 for further information.

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

All Social Science programs permit enough flexibility to allow the student to select some course work from other areas of the social sciences, and in some cases, students make arrangements to double-major. Students in the social sciences have opportunities to study with faculty members who are working in a wide spectrum of interests, including such areas as human services, demography, multi-cultural education, and energy studies.

At SSU, we have developed a special working relationship between the liberal arts and sciences and professional social science fields. Our goal is to teach students to become sensitive and skilled leaders, who will strive toward the achievement of a more enlightened society.



Degrees and Degree Requirements

University Degrees

Bachelor of Arts Degrees (BA)

Major Programs

- Afro-American Studies
- Anthropology
- Art
  - Concentrations:
    - Art History
    - Art Studio
- Biology
  - Concentrations:
    - Botany
    - Cell Biology
    - Ecology
    - Marine Biology
    - Medical Laboratory Technician
    - Microbiology
    - Zoology
- Chemistry
- Communication Studies
- Criminal Justice Administration
- Economics
  - Concentrations:
    - Business Economics
    - Computer Applications in Economics
    - International Economics
- English
  - Concentrations:
    - Literature
    - Creative Writing
    - Media/Communication
- Environmental Studies
  - Concentrations:
    - Environmental Studies
    - Planning
- French
  - Concentrations:
    - Literature
    - Language and Linguistics
    - French Area Studies
- Geography
  - Concentrations:
    - Cultural Studies
    - Earth Sciences
- Geology
- German
  - Concentrations:
    - German History and Culture
    - German Language and Literature
    - International Affairs
- History
- Hutchins School of Liberal Studies
- India Studies
- Liberal Studies (BALS)
- Management
  - Concentrations:
    - Accounting
    - Business Economics
    - Finance
    - International Management
    - Management Science
    - Management Systems Theory
    - Marketing
    - Organizational Theory and Human Resources
- Mathematics
- Mexican American Studies
- Music
  - Concentrations:
    - Music Education
    - Performance
    - Jazz Studies
- Philosophy
- Physical Education and Health Sciences
  - Concentrations:
    - Adapted PE
    - Exercise Science
    - Interdisciplinary
    - Teacher Preparation
- Physics
- Political Science
- Psychology
- Sociology
- Spanish
  - Concentrations:
    - Hispanic Literature and Culture
    - International Affairs
    - Linguistics
- Special Major (Interdisciplinary)
- Theatre Arts
  - Concentrations:
    - Dance
    - Drama

Bachelor of Science Degrees (BS)

Major Programs

Chemistry
Computer and Information Science
- Concentration:
  - Computer Systems

Geology
Mathematics
- Concentrations:
  - Applied Mathematics
  - Computer Science
  - Statistics

Nursing
Physics
- Concentration:
  - Applied Physics

Special Major (Interdisciplinary)

Master of Arts Degree (MA)

Biology
Counseling
- Concentrations:
  - Marriage, Family, and Child Counseling (MFCC)
  - School Counseling (PPS)

Cultural Resources Management (Anthropology)
Education
- Concentrations:
  - Administrative Services
  - Curriculum
  - Early Childhood Education
  - Reading
  - Special Education

English
History
Physical Education
Psychology
Interdisciplinary Studies (ITDS)

Master of Sciences Degree (MS)

Nursing
- Concentrations:
  - Family Nurse Practitioner
  - Nursing Administration

Interdisciplinary Studies (ITDS)

Master of Business Administration (MBA)

Master of Public Administration (MPA)

Minor Programs

Although a minor is not required for the bachelor's degree, many students find it to their advantage to complete one or more minor programs.

American Ethnic Studies
Anthropology
Applied Arts
Art
Arts Management (Career Minor)
Astronomy
Biology
Chemistry
Communication Studies
Computer Theory and Applications
Criminal Justice Administration
Economics
English
Environmental Studies and Planning
Film Studies
French
Geography
Geology
German
Gerontology
Health Systems Organizations (Career Minor)
History
India Studies
Integrative Studies
International Studies
Linguistics
Management
Mathematics
Mexican American Studies
Music
Native American Studies
Philosophy
Physical Education
Physical Science
Physics
Political Science
Psychology
Recording Technology (Career Minor)
Sociology
Spanish
Teaching English as a Second Language (Career Minor)
Technical Writing (Career Minor)
Theatre Arts
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 which follow specify certain course work, unit distributions, and levels of scholarship which The California State University and the faculty of Sonoma State University have determined provide an appropriate educational framework for all students pursuing a baccalaureate. These requirements, however, only provide a framework to define a significant and coherent program of study. It is critical that the student consult regularly with an academic advisor. Students who have declared a major are assigned an academic advisor in the department of their major. Students who have not yet declared a major will be assigned an academic advisor through the Advising Center. All students are welcome to use the services of the Advising Center for assistance in program planning or for referral to appropriate faculty.

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

I. Faculty Approval

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

II. Completion of a General Education Program and American Ideals

The effectiveness of an education in the Liberal Arts and Sciences is critically dependent upon the broad foundation of studies called General Education. Through a program of General Education, students learn a variety of basic skills and modes of disciplinary inquiry. General Education courses are not simply the preliminary and introductory studies of the various disciplines; rather, they provide the necessary context for the more specific study in the major and for the selection of appropriate electives. Completion of one of Sonoma State's General Education programs also assures completion of graduation requirements in US History, Constitution, and American Ideals (American Institution Requirements). See pages 13-16 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. This focus is achieved through a plan of study specified as major requirements by the various departments. As major programs vary considerably in their requirements, students should consult with faculty advisors early in their academic programs. Descriptions of the majors are found with the department listing in the University Curricula section of the Catalog.

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

Students must demonstrate upper-level writing competency as a requirement for graduation. A test of competency in English composition (Written English Proficiency Test administered by the Testing Services Office) must be passed. The WEPT is required of all students in the junior year.

Students with a catalog year before Fall 1986 must satisfy this requirement by passing the WEPT or earning a grade of C (not C-) or better in ENGL 375.

Students with a catalog year Fall 1986 or later must take the WEPT in their junior year. Those students who fail the WEPT **may** take ENGL 275 and pass the course with a C or better to fulfill this writing requirement. Students who fail the WEPT twice **must** take ENGL 275. Only students who fail the WEPT at least once are eligible to take ENGL 275.

Questions about this requirement should be directed to 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. A minimum of 124 semester units is required for graduation. (Some majors require 132 semester units for graduation). Of that 124:

2. 40 units must be upper division work (300-499 courses); Of those 40 upper division units:
   24 units must be completed in residence, and;
   9 must be completed in residence in General Education, and;
   for the BS candidate, at least 18 must be completed in residence within the major.
3. 30 units must be completed in residence at Sonoma State. Of those 30 resident units:
   24 units must be upper division; Of those 24 upper division resident units:
   12 must be in the major, and;
   9 in General Education.
4. A maximum of 24 units of non-traditional credit may be allowed toward the degree. (See page 290 for information on Non-Traditional Grading.) Students graduating from the Hutchins School of Liberal Studies may exceed this maximum (see page 150). 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
College Level Examination Program credit	30 units
Community College transfer credit	70 units
Challenge Examinations	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 which complements their major. Minor programs ordinarily consist of approximately 20 units, 6 of which must be upper division, and require maintenance of a C (2.00) average. Faculty advisors in the department offering the minor will assist students in selecting appropriate courses. See also Career Minors on page 54.

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

Within the units required for the baccalaureate, it is sometimes possible for a student to complete the requirements for more than one major. The completion of additional majors will be noted at the time of graduation by appropriate entries on the academic record and on the commencement program. Second majors for a single baccalaureate must be selected from the same degree program (either Bachelor of Arts or Bachelor of Science) as the first major. 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, students must fulfill the requirements of the major, demonstrate competence in English composition, and satisfy the General Education-Breadth Requirements specified by Title V, Section 40405 of the California Administrative Code. Second baccalaureate candidates must complete 30 units of residence credit at Sonoma State and should consult with their faculty advisors regarding the portion of those 30 units which must be earned in upper division courses (minimum 24 for residency).

Awarding of Degrees

Degrees are awarded in January, June, and August. (Diplomas are mailed approximately three months after the date of award of degree.) Commencement ceremonies are held once each year at the end of the Spring Semester. Candidates for graduation should file an "Application for Award of Degree" form at the Admissions Office one semester prior to the anticipated semester of graduation. This will enable the Evaluations Office to determine remaining requirements to be completed. See the Academic Calendar on pages 349-352 for filing dates.

Honors at Graduation

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

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

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

General Education Program

Goals and Objectives of the General Education Program

The goal of the General Education Program is to provide an understanding of human nature and an appreciation of human achievements, and to instill in students a spirit of inquiry. The General Education Program is designed to provide students with basic skills and a common core of educational experience. Particularly, the purpose of this program is to provide means whereby graduates will have:

1. achieved the ability to think clearly and logically, to find and critically examine information, to communicate orally and in writing, and to perform quantitative functions;
2. acquired appreciable knowledge about their own bodies and minds, about the physical world in which they live, about the other forms of life with which they share that world, and about the cultural endeavors and legacies of their civilizations; and
3. come to an understanding and appreciation of the methodologies, value systems, and thought processes employed in human inquiry.

The intent is that the General Education Program be planned and organized in such a manner that students will acquire the abilities, knowledge, understanding, and appreciation suggested as interrelated elements and not as isolated fragments.

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

The Disciplinary General Education program is organized according to the modes of inquiry and theoretical frameworks of the various academic disciplines in Humanities, Natural Sciences, and Social Sciences. It focuses upon the diversity of human experience both in time and across numerous cultures. The Hutchins School of Liberal Studies Interdisciplinary General Education program focuses on the interrelated nature of knowledge and bridges the traditional division among academic disciplines by organizing the General Education seminars according to specific issues and themes. Readings from a variety of disciplines and from both Western and non-Western sources provide the context for discussion of the perennial issues which mark both the delight and the despair of the human experience.

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 CSU system 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.

Students follow a General Education pattern appropriate to their "Catalog Year," which may be their year of admission, their year of graduation, or the year in which they began their latest period of continuous enrollment.

Certain Sonoma State University General Education requirements may also be met through the following credit by examination programs:

College Level Examination Program (see pages 276-277)
College Board Advanced Placement (see page 276)
CSU English Equivalency Examination (see page 276)
Departmental Challenge Examinations (consult appropriate departments)

Option 1
The Disciplinary General Education Program

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

A. Communication and Critical Thinking
B. Natural Sciences and Mathematics
C. Arts and Humanities
D. Social Sciences
E. Integrated Person

At least nine General Education units must be earned in residence at Sonoma State University. In addition, at least nine units of General Education must be in upper division level (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.**

One course in **Ethnic Studies** is required. Courses which 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.

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

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)

UNIV	200	Written and Oral Analysis (3)

2. Fundamentals of Communication

ENGL	101	Expository Writing and Analytical Reading (3)

3. Critical Thinking (Prerequisite: ENGL 101)

PHIL	101	Critical Thinking (3)
PHIL	200	Introduction to Logic (3)

B. Natural Sciences and Mathematics (12 units)

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

Complete 3 units from group one and BIOL 115 from group two.

1. Physical Sciences

ASTR	100	Descriptive Astronomy (3)
ASTR	200	Introductory Astronomy (3)
ASTR	231	Introductory Observational Astronomy (2)#
CHEM	102	Food, Nutrition, and Toxicology (3)#
CHEM	102W	Introduction to Wine Chemistry (3)
CHEM	115A	General Chemistry (5)#
CHEM	125A	Honors General Chemistry (5)#

GEOL	102	Our Dynamic Earth (3)#
GEOL	105	Rocks, Time, and Evolution (3)
PHYS	100	Descriptive Physics (3)
PHYS	102	Descriptive Physics Laboratory (1)#
PHYS	114	Introduction to Physics I (4)
PHYS	116	Introductory Laboratory Experience (1)#
PHYS	209A	General Physics Laboratory (1)#
PHYS	210A	General Physics (3)

2. Biological Sciences

BIOL	115	An Introduction to Biology (3)
BIOL	115L	Introductory Laboratory (1)#

To complete a minimum of 9 units, select additional units from group one or two above or from group three following:

3. Specific Emphasis

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	116	General Botany (4)#
BIOL	117	General Zoology (4)#
BIOL	220	Human Anatomy (4)#
BIOL	224	Human Physiology (3)
BIOL	224L	Human Physiology Laboratory (2)#
BIOL	310	Human Biology (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

MATH	107	Algebra and Trigonometry (4)
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)

(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

ART	210	Introduction to Art History (3-4)
ART	211	Introduction to Art History (3-4)
ART	212	Introduction to World Film History (3)
ART	418A	History of Modern Art-19th Century (3-4)
ART	418B	History of Modern Art-20th Century (3-4)
ART	418C	History of American Art (3-4)
MUS	150	Survey of United States Music (3)
MUS	250	Masterworks: European Music (3)
THAR	100	Introduction to History of Theatre: Drama and Dance (3)
THAR	300	Theatre in Action: Performance Analysis and Criticism (3)

Applied Arts Combining Studio and Theory

ART	100	Introduction to Art (3)
MUS	105	Fundamentals 1A (3)
MUS	106	Fundamentals 1B (3)
THAR	101	The Art of Theatre (3)

Ethnic Studies in the Fine Arts

AMCS	392	Images in Film (3-4)*
MAMS	479	Chicano Art History (3-4)*
NAMS	205	Introduction to Native American Arts (3)*

2. World Literature

ENGL	214	Literature of the World (3)
FLIE	214	Introduction to World Literature (3)
ENGL	314	Modern World Literature in English (3)
ENGL	345	Women Writers (3)

Ethnic Studies in World Literature

AMCS	360	Ethnic Literature (3-4)*
MAMS	374	Chicano Literature (3-4)*
NAMS	354	Native American Literatures (3)*

3. Philosophy and Values

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

NAMS	346	Philosophic Systems and Sacred Movements in Native North Americans (3)*

4. Comparative Perspectives and Foreign Languages

INDS	301A	Sacred Traditions of South Asia (3)
INDS	301B	The History and Secular Traditions of South Asia (3)
MUS	270	Music in Society (3)
MUS	350	Musics of the World (3)
MUS	370	Sacred Musics of the World (3)

Ethnic Studies in Comparative Perspectives

MAMS	220	Mexican American Arts and Literature (3)*
AMCS	355	Language and Ethnicity (3-4)*
MAMS	451	Chicano Humanities (4)*

or

A foreign language course at the intermediate level, 201 or above. A first year course may be selected if the student has met the high school subject requirement (2 years) in a different language. A first year course may also be selected if the student has completed one year of a different foreign language at the college level. Selections include courses in French, German, Hindi, Italian, Latin, Sanskrit, and Spanish in the Department of Foreign Languages; MAMS 255, 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)

(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

ANTH	203	Introduction to Cultural Anthropology (3)
CJA	301	Criminal Justice and Public Policy (3)
GERN	319	Aging and Society (3-4)
PSY	250	Introduction to Psychology (3-4)
PSY	303	The Person in Society (3)
SOCI	201	Introduction to Sociology (3)
SOCI	375	Survey of Sociological Theory (4)
WOMS	375	Race, Sex, and Class (3)

Ethnic Studies in Social Sciences

AMCS	210	Ethnic Groups in America (4)*
AMCS	339	Ethnic Minorities and American Social Policy (3)*
MAMS	219	Mexican American Identity and Society (3)*
MAMS	339	Ethnic Minorities and American Social Policy (3)*
NAMS	200	Introduction to Native Americans (3)*
NAMS	339	Ethnic Minorities and American Social Policy (3)*

2. World History and Civilization

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

(Satisfies State Code Requirement in this Subject Area)**

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

4. United States Constitution and California State and Local Government

(Satisfies State Code Requirement in this Subject Area)**

POLS	200	American Political Systems (3)
POLS	202	Basic Issues in 20th Century American Politics (3-4)

5. Contemporary International Perspectives

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

E. The Integrated Person (3 units)

ANTH	318	Human Development: Sex and the Life Cycle (3-4)
ANTH	340	Living in a Pluralistic World (3-4)
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)
PSY	302	Development of the Person (3-4)
WOMS	350	Gender, Sexuality, and Family (3-4)

Total minimum units in General Education 51
Including:

a. 9 upper division units, taken no sooner than the term in which upper division standing (60 units) is attained;
b. 9 units in residence at Sonoma State University;
c. an approved science laboratory; and
d. one course in ethnic studies.

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

Option 2
The Hutchins School of Liberal Studies
Interdisciplinary General Education Program

The lower division General Education requirements, with the exception of mathematics, can be met by taking the Hutchins School lower division interdisciplinary seminars. The seminars are: LIBS 101, The Human Enigma; LIBS 102A, In Search of Self; LIBS 102B, The American Experience; LIBS 201, Exploring the Unknown; LIBS 202A, Challenge and Response in the Modern World; and LIBS 202L, Laboratory.

In addition, three units of mathematics and nine units of upper division General Education courses must be completed. The Multiple-Subject Option in the Hutchins major leads to automatic completion of the nine upper division units. For other options within the Hutchins major, three of the nine upper division units must be met with LIBS 301D. The remaining six units must be selected from upper division courses in areas A-D of the Disciplinary General Education Program (Option 1).

Post-Baccalaureate Degrees

Graduate education at Sonoma State provides opportunities for students to enhance their professional competence, develop the ability to conduct independent study and research, and prepare for significant participation in society. In order to accommodate students who are unable to pursue graduate work on a full-time basis, many master's programs at the University are scheduled to allow completion of degree requirements on a part-time basis over several semesters. Students interested in obtaining a second baccalaureate should see page 13 for information.

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

Residence Master's Degree Programs

Biology
Counseling
- Marriage, Family, and Child Counseling (MFCC)
- School Counseling (PP)

Cultural Resources Management (Anthropology)
Education (five options)
- Curriculum
- Early Childhood Education
- Educational Administration
- Reading
- Special Education

English
History
Management
Nursing
- Family Nurse Practitioner
- Nursing Administration

Physical Education
Public Administration
Psychology
Interdisciplinary Studies

External Master's Degree Program

Psychology

Post-Baccalaureate 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 graduate degree, credential, or certificate programs. 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.

Advancement to Classified Standing

Most students are admitted in unclassified or conditionally classified standing, neither of which guarantees the student a space in a graduate degree program. Such a guarantee is obtained by advancement to classified standing in the program in question. Each department has its own procedures for advancement, which become final at the University level upon the filing of The Master's Program Contract (G2 form) in the Graduate Studies Office. It is the student's responsibility to see that these and other forms are filed by deadlines given each semester in the Schedule of Classes.

Completion of the Written English Proficiency Requirement (WEPT)

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

WEPT Procedures are as follows:

1. SSU graduates who have passed the WEPT during the past seven years will be considered to have met the requirement.
2. Students who present evidence of passing an equivalent examination at another institution within the past seven years (certifying writing proficiency at the upper division or graduate level) will be considered to have met the requirement.
3. All other students entering graduate programs will be required to take the WEPT in their first semester at the University.
4. Students who pass the WEPT with a score of 7 or above are qualified to move to classified standing, providing other University and departmental requirements have been met.
5. Students who fail the WEPT with a score of 5-6 will be required to take ENGL 275, or to pursue some other appropriate means of remediation, and to retake the test.
6. Students who fail the WEPT with a score of 4 or below will be denied admission to the graduate program but may, upon recommendation of the department, be directed into an appropriate writing course.
7. Prospective graduate students will take the WEPT on the regular, campus-wide administration dates.

General Requirements for the Master's Degree

Requirements for the master's degree include a minimum of 30 semester units of approved upper division and graduate course work with maintenance of a B (3.00) minimum grade point average. No course for which a final grade below C (2.00) is assigned may be used to satisfy requirements for an advanced degree. All course work to be applied to the requirements for a graduate degree must have been completed within 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.
2. The Master's Program Contract (G2 form) must be filed before enrollment in final 15 units.
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.
8. The candidate must complete a master's thesis, creative project, investigative project, comprehensive examination, or any combination thereof for approval by the candidate's committee and the Graduate Dean. 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's thesis/project must be completed within three semesters after the course is taken. The SP grade will remain an SP until the student submits either the thesis / project or a petition. If the student ignores this, the SP grade will change to an F.

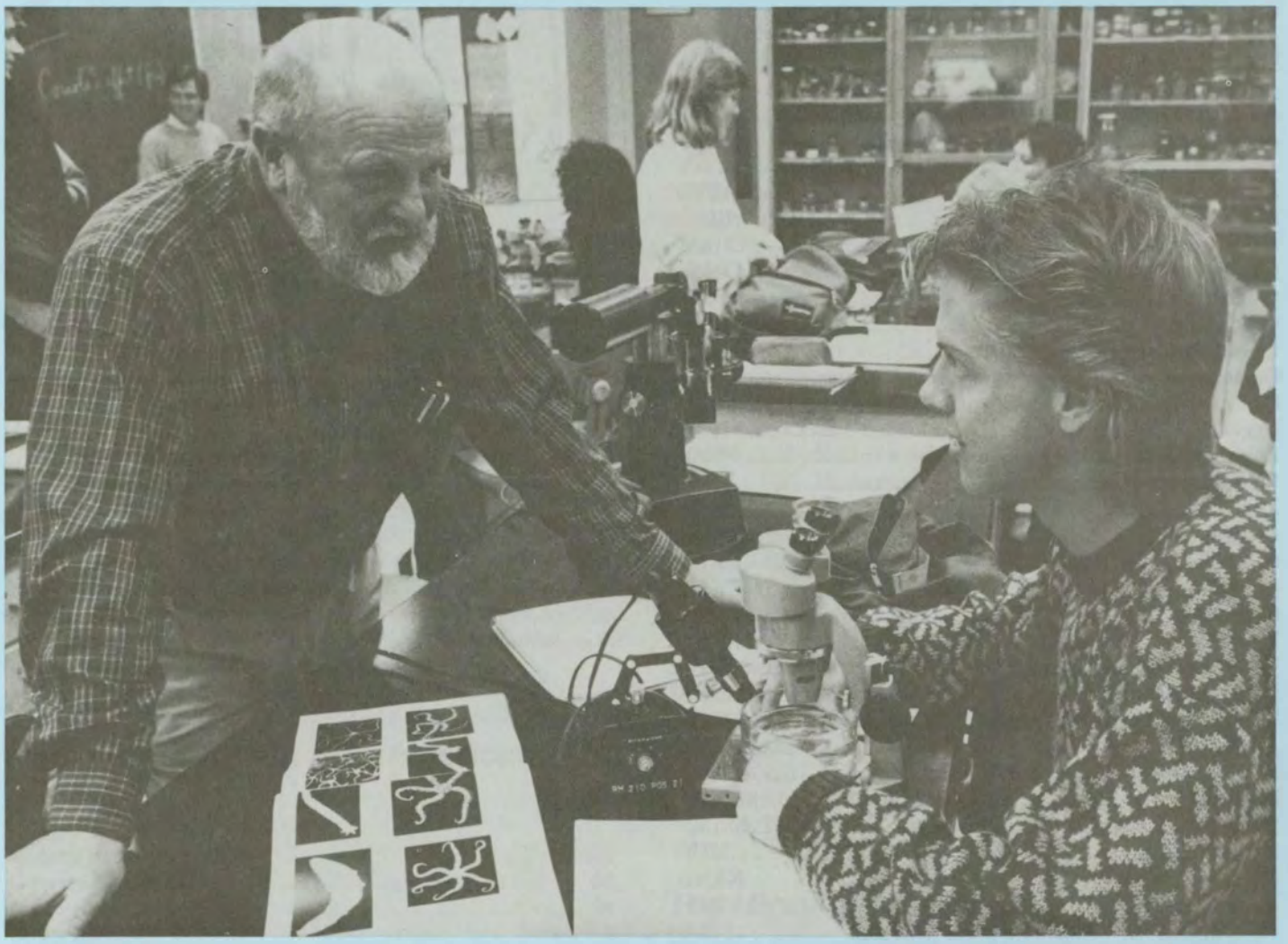
Provisional Unclassified Graduate Status for Senior Students

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

Courses which may be included in Master's Program Contract

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



University Curricula

Department Abbreviations (Course Prefixes)

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

Course Numbering System

0-99	No academic credit/pre-baccalaureate course
100-299	Lower Division
300-499	Upper Divison/may be acceptable for graduate program. Refer to **Provisional Unclassified Graduate Status for Senior Students** for more information (see pages 16-18).
500-599	Graduate courses

American Multi-Cultural Studies

Department Office
Nichols Hall, Room 214, Phone 707/664-2486

Programs Offered
Bachelor of Arts in Afro-American Studies
Minor in American Ethnic Studies

Department Chair
James E. Gray

Faculty
Forrest Davis, James E. Gray, Victoria Strowbridge, Laxmi G. Tewari

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

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

Bachelor of Arts in Afro-American Studies

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

Major Core Requirements

Complete the following 24 units:

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

Major Electives

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

Humanities Plan

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

or

Social Science Plan

AMCS	335	Historical Perspectives and Ethnicity (4)
AMCS	405	Comparative Perspectives (4)
AMCS	432	Health and Culture (4)
AMCS	433	Aging and Ethnic Minorities (4)
Total units in major electives		**13**
Total units in the major		**37**

The Minor in American Ethnic Studies

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

Complete the following four courses:

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

American Multi-Cultural Studies Courses (AMCS)

201. Career Planning for Non-Traditional 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)
A survey and analysis of the diverse experiences of major ethnic groups in their present socioeconomic and political position in American society as depicted in literary, historical, anthropological, and sociological studies. Satisfies ethnic studies in GE, category D1 (Individual and Society).

220. Immigrants from Europe (4)
An introductory survey of the causes, processes, and results of immigration to the United States from the countries of Europe. Emphasis will be upon the "new immigration" from 1880 to 1925 in the course of which the matrix of Euro-American ethnicality was established in the United States. Satisfies ethnic studies in GE, category C3 (Philosophy and Values).

255. Ethnicity in the Humanities (4)
A general survey of the major political, social, cultural, and economic developments in the United States with reference to native and nascent ethnic minority populations.

301. Experimental Courses (1-4)
Refer to current schedule of classes.

305. Contemporary Rock and Soul Music (3-4)
An historical overview and analysis of contemporary rock and soul musical styles, including critiques of musical content. Cross-listed as MUS 480.

315. Ethnic Arts, Music, and Dance (4)
An in-depth study of the artistic, musical, and dance traditions of major ethnic groups in the United States. Topics subject to change. May be repeated for credit.

320. Performing Arts Workshop (1-4)
The objective of this course is to present musical, dramatic, and dance performances with ethnic themes. Emphasis will be different from semester to semester.

330. Nationality, Ethnicity, and History (3-4)
The interplay of ethnicity and nationality are studied from a historical perspective including: cyclical developments, cross cultural organizations, and institutions. Cross-listed as HIST 330.

335. Historical Perspectives and Ethnicity (4)
An historical examination of the social, economic, and political evolution of ethnic minorities within American society. Cross-listed as HIST 354. Topics subject to change. May be repeated for credit.

339. Ethnic Groups and American Social Policy (3)
The impact of American social policies on ethnic minorities over the last 200 years. Policy areas will include: children and families, mental health and minorities and education. Major court decisions affecting public policy on bilingual and multi-cultural education, equal employment opportunity, immigration, and voting rights will be reviewed and analyzed. Primary sources will be taught from an Afro-American, Asian American, Mexican American, or Native American perspective. Cross-listed as MAMS/NAMS 339. Satisfies upper division ethnic studies in GE, category D1 (Individual and Society).

345. Folklore and Ethnicity (4)
Methods and materials dealing with the traditional expressive culture of American ethnic groups: oral literature, festivals, children's games, customs, and beliefs. Includes training in collecting oral traditions and in the analysis of folklore texts and context. Topics subject to change. May be repeated for credit.

346. Afro-American Folklore (3-4)
An examination of the verbal and musical traditions of Afro-Americans, with emphasis on their continuity and change from Africa to the Americas.

355. Language and Ethnicity (3-4)
A study of language as an ethnic marker; language and ethnic identity; language and national revival; bilingualism and bi-dialectism; standard and non-standard speech; foreign accents; linguistic assimilation vs. language retention. Cross listed as MAMS 326. Topics subject to change. May be repeated for credit. Satisfies upper division ethnic studies in GE, category C4 (Ethnic Studies in Comparative Perspectives).

360. Ethnic Literature (3-4)
A survey of the representative novels, short stories, essays, biographies, and poetry of various ethnic authors in the United States. Thematic focus will vary from semester to semester. Topics subject to change. May be repeated for credit. Satisfies upper division ethnic studies in GE, category C2 (World Literature).

370. Asian-Americans (4)
A description and an analysis of the history and culture of Chinese-, Japanese-, and Filipino-Americans, with emphasis on their ethnic experience in California. Topics subject to change. May be repeated for credit.

389. Jazz Improvisations (1-2)
The study of the basic tonal and rhythmic principles used by jazz musicians from Buddy Bolden to John Coltrane. Cross-listed as MUS 389.

390. Ethnic Theatre (3)
A general introduction to the history of ethnic theatre in the United States and the relationship between developments in theatre and current political and socio-cultural events. Topics subject to change. May be repeated for credit.

392. Images in Film (3-4)
An examination of representative and significant films tracing the evolution of ethnic minorities in cinema. The relationship between developments in film and current political and 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)
This course is intended to provide students with practical experience in various ethnic community organizations and health and social service agencies, including recreation programs, day care centers, and senior citizen centers.

400. Pan-African Cultures (4)
The history of third world people in their African and Caribbean nation-states as well as in America has been shaped by the twin forces of imperialism and neo-colonialism. These two models as well as an in-depth examination of Afro-American cultures in the Western Hemisphere will be addressed. Cross-listed as ANTH 369.

405. The Family: Comparative Perspectives (4)
An analysis of family structure and function from a multi-cultural 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 the implications for health and social services.

420. Sexism and Racism in the United States (4)
An historical overview of racism and sexism as they affect women of color, focusing on issues in which racism and sexism intersect, such as affirmative action, abortion, forced sterilization, violence against women, and other issues. Cross-listed as WOMS 470.

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

433. Aging and Ethnic Minorities (4)
An examination of the aging experience of ethnic minorities in American society, cultural/ethnic attitudes towards aging and the aged, cultural and ethnic support systems for the aged in ethnic communities, and strategies for improving health and social services for the elderly. Student involvement in a senior citizen center is required. Topics subject to change. May be repeated for credit. Prerequisite: Consent of instructor.

450. Multi-Cultural Resources Development (4)
An analysis of philosophical and definition issues related to pluralistic education; developing resources germane to this philosophy and the guidelines constituting the foundation from multi-ethnic programs and practices.

455. Immigration and Ethnicity (4)
A study of ethnic minorities in the United States and the socio-cultural, political, and economic factors which influence our multi-cultural society.

471. Children's Literature (4)
Selected stories from folklore and literature will be used to exemplify cultural images and traditions. Topics subject to change. May be repeated for credit. Prerequisite: Consent of instructor.

472. Contemporary Afro-American Literature (4)
A study of Black writers and their works, such as Richard Wright, Ernest Gaines, Cecil Brown, Ronald Fair, Alice Walker, and other contemporary authors.

480. Senior Seminar (3-4)
The application of research techniques and methodology in the examination of cross cultural themes, problems, and institutions. Topics subject to change. May be repeated for credit. Prerequisite: Consent of instructor.

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

490. Research and Methodology (4)
Survey of research and methodological tools used in the study of American ethnic groups. Special attention is given to the problems of objectivity and bias and the political and moral implications of field research. It is recommended that majors complete this requirement as early as possible. Topics subject to change. May be repeated for credit. Prerequisite: Consent of instructor.

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

Anthropology

Department Office
Stevenson Hall, Room 2054, Phone 707/664-2312

Programs Offered
Bachelor of Arts in Anthropology
Master of Arts in Cultural Resources Management
Minor in Anthropology
Multiple and Single Subject Teaching Credential Preparation

Department Chair
Albert L. Wahrhaftig

Faculty
Mildred Dickemann (Cultural Anthropology), David A. Fredrickson (Archaeology), Sue Taylor Parker (Biological Anthropology), David W. Peri (Cultural Anthropology), R. Thomas Rosin (Cultural Anthropology), Shirley K. Silver (Anthropological Linguistics), Albert L. Wahrhaftig (Cultural Anthropology)

As part of a liberal arts education the study of anthropology illuminates the coherence which underlies the apparently arbitrary nature of human society, and provides individuals with a broad perspective for viewing themselves and others. Training in anthropology can be invaluable in preparing students for careers either in research professions or vocations involving human services or planned change. Some of these are cultural resources management, environmental planning, nursing, teaching, public health administration, business, public relations, law, community development, and international service.

Guided by the principle that research and teaching are inseparable at the university level, the Anthropology Department encourages both graduate and undergraduate students to meet professional standards of achievement in their work and research. The faculty assists students in developing and executing individual research projects. Students often present the results of their work in professional meetings, research publications, and public documents.

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

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

Four subdisciplines make up the core of the Anthropology curriculum:

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

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 Advisory Plan which provides students with an opportunity to design an individualized course of study emphasizing a particular subfield of anthropology. The minor in Anthropology recognizes basic training in anthropology as an adjunct to a major in some other subject.

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

Anthropology Scholarship

The Department offers an Anthropology Scholarship, awarded each academic year to an undergraduate major, on the basis of academic achievement and commitment to the discipline. For further details, contact the Department Office.

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

The Anthropology Department is currently revising the requirements for the Anthropology major and course unit values. Interested students should consult with the Department regarding new programs and courses, as well as changes in existing programs which may not be included in this two-year catalog.

Bachelor of Arts in Anthropology

Degree Requirements	units
General Education	51
Major Core Requirements	21-25
Major Electives	15-19
General Electives	33
Total units needed for graduation	**124**

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

Major Core Requirements

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

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

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

ANTH 300 Nature and Culture: The Growth of Anthropology 4

Complete one of the following three courses in Archaeology: 3

ANTH 320 Archaeology of the Redwood Empire (3)
ANTH 321 Archaeology and Society (3)
ANTH 332 Prehistory of California (3)

Complete one of the following fourteen courses in Cultural Analysis and Theory or an Ethnographic Area: 2-4

ANTH 341 Origins of Civilization (3)
ANTH 342 Organization of Societies (4)
ANTH 348 The Role of the Sacred (4)
ANTH 352 Special Topics in Culture Change (4)
ANTH 353 Psychological Anthropology (4)
ANTH 355 Anthropology of Women (4)
ANTH 356 Anthropology of Homosexualities (4)
ANTH 357 Medical Anthropology (4)
ANTH 359 Art in Cultural Context (4)
ANTH 360 Special Topics in Development Anthropology (2-4)
ANTH 361 Indians of California (4)
ANTH 363 Communities in Mexico (2-4)
ANTH 370 Peoples and Cultures of the Pacific (4)
ANTH 375 Civilizations of India (4)

Complete one of the following four courses in Biological Anthropology: 4

ANTH 301 Fossil Man and Race (4)
ANTH 302 Human Ethology and Sociobiology (4)
ANTH 314 Primate Behavior in the Wild (4)
ANTH 318 Human Development: Sex and the Life Cycle (4)

Complete one of the following four courses in Anthropological Linguistics: 2-4

ANTH 380 Language in Cultural Context (4)
ANTH 382 Language Change (4)
ANTH 386 American Indian Languages (2-4)
ANTH 389 Language and Communication (4)

Total units in major core 21-25

Major Electives

To complete the 40-unit requirement for the major, students must choose the remaining 15-19 units from upper division Anthropology courses. Anthropology units in internship and the community involvement program may be included.

Total units in major electives 15-19
Total units in the major 40

Bachelor of Arts in Anthropology
Special Emphasis Advisory Plan

Degree Requirements	units
General Education	51
Major Core Requirements	13-14
Special Emphasis Courses	14-20
Supporting Courses	4-12
General Electives	42-57
Total units needed for the degree	**124**

The Special Emphasis BA in Anthropology is designed for students whose academic and/or professional aims are not satisfied by the Department's existing degree program. The purpose of the Special Emphasis Advisory Plan 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. Such directions include, among others, anthropological linguistics, economic and ecological anthropology, prehistory, applied anthropology, and human biology.

The Special Emphasis Advisory Plan consists of 40 units selected from three course areas: 13 to 14 units in Core Courses; 14 to 20 units in Special Emphasis Courses; and 4 to 12 units in Supporting Courses, all selected in consultation with and approved by a faculty advisor. (Students must take a minimum of 14 units in Special Emphasis Courses and a minimum of 4 units in Supporting Courses. Any units then lacking to make up the 40 unit requirement may be chosen from either of these categories.)

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. Departmental approval is required for all Special Emphasis Programs, and regular consultation with the faculty advisor is mandatory. Any changes in an authorized course of study must meet with the advisor's approval.

Major Core Requirements

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

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

Complete the following course in history and theory:

ANTH	300	Nature and Culture: The Growth of Anthropology	4

Complete one of the following five methods courses: 3-4

ANTH	389	Language and Communication (4)	
ANTH	420/421	Archaeological Laboratory Methods (3)	
ANTH	422/423	Archaeological Field Methods (3)	
ANTH	441	Laboratory in Ethnographic Field Methods (4)	
ANTH	482AB	Linguistic Field Methods and Laboratory (4)	

Total units in major core 13-14

Special Emphasis Courses

In consultation with an advisor, choose 14-20 upper division units of anthropology courses in support of the special emphasis. A maximum of 4 units may be taken in Special Studies and/or Internships.

Total units in special emphasis courses 14-20

Supporting Courses

In consultation with an advisor, choose 4-12 upper division units in supporting courses outside Anthropology in support of the special emphasis.

Total units in supporting courses 4-12

Total units in the major 40

Minor in Anthropology

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

Teaching Credential Preparation

A major in Anthropology is acceptable preparation for a California elementary or secondary teaching credential. To meet the subject matter requirements for the elementary teaching credential, majors must pass the General Knowledge portion of the National Teacher's Examination. For the secondary teaching credential, students must pass the National Teacher's Examination in Social Sciences or complete the Social Science Single Subject Waiver Program (see page 251). Majors interested in seeking a teaching credential are encouraged to consult with the waiver program advisor.

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.

Graduates with an MA in CRM will be qualified to hold a variety of positions. Some graduates may wish to serve 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 training in and experience with:

1. developing projects and programs in cultural resources management;
2. 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. professional traditions of inquiry within anthropology and history to enable the student to assess the research significance of archaeological and ethnohistorical resources;
4. anthropological techniques of field and laboratory analysis, and archival and museum preparation; and
5. existing cultural resources management data-keeping facilities.

Students in the program, with the assistance and supervision of primary faculty advisors, develop plans of study and thesis projects which reflect their special interest in cultural resources management. In addition, students are encouraged to present the results of their work and research in professional meetings, research publications, and public documents.

Facilities and Faculty

The Department's Anthropological Studies Center houses archaeology and ethnographic laboratories, a cultural resources management facility, and the California State Regional Archaeological Center for the North Coast Counties. The Studies Center maintains collections of artifacts, archaeological site records and maps, photographs, manuscripts, tapes, and a specialized research library. 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 two 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 may take approximately four years to complete the CRM program of study.

ANTH	500	Proseminar	4
HIST*	501	Seminar in Culture, Society, and Policy Analysis	4
ANTH	502	Archaeology: History and Theory	4
ANTH	503	Seminar in Cultural Resources Management	3
ANTH**	597	Internships Totaling.	3
ANTH	599A/B	Thesis	4
Supporting Courses			8
		Total units in the degree	**30**

*Prerequisite: either HIST 372, HIST 391, or HIST 500.
**Internships should proceed in the following order: first, an internship with the Anthropological Studies Center cultural resources management facility; then, one with the Anthropological Studies Center collections facility; and, finally, one with an off-campus agency such as the Office of Historic Preservation.

Admission to the Program

There may be program changes which are not reflected in this catalog; therefore, it is advisable that interested persons contact the program's graduate coordinator before applying for admission. The complete admissions process consists of three stages:

1. Before coming to SSU, a prospective MA candidate must apply to and be accepted by the Anthropology Department as a participating student in the CRM Program, and
2. through application to the University, must be accepted into Conditionally Classified Postbaccalaureate Standing; thereafter
3. while in residence at SSU, and before completion of 15 units of the CRM Program of study, the prospective candidate must fulfill the requirements for admission to Classified Graduate Status.

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

Anthropology Courses (ANTH)

201. Introduction to Human Evolution (3)
(Fall and Spring) Parker
An introduction to the evolutionary biology of human and nonhuman primates; evolutionary perspectives on form and function, behavior, population and social structure are focused on reconstructing human evolution and explaining human adaptations. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Concurrent enrollment in BIOL 115 is recommended.

202. Introduction to Prehistory (3)
Dickemann
A survey of world prehistory from the earliest evidences of culture to the rise of urban civilizations in the Near East and the Americas. Emphasis on the reconstruction of human social and technical life and its relation to environmental settings. Brief attention to methods of investigation and reconstruction.

203. Introduction to Cultural Anthropology (3)
(Fall and Spring) Staff
Examination of the anthropological approach to the study of human behavior. Emphasizes understanding 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).

300. Nature and Culture: The Growth of Anthropology (4)
(Fall) Staff
The nature of science, disciplinary inquiry, and the changing intellectual, institutional, and material context of the development of anthropology in the modern world. Identification of significant issues, schools of thought, and historic persons. Training in scholarly procedure, library research, bibliography, and professional format and style. Satisfies upper division GE, category D1 (Social Structure and Social Behavior).

BIOLOGICAL ANTHROPOLOGY

301. Fossil Man and Race (4)
(Alternate Spring) Parker
Investigations of human populations and races; their ages, their relative sizes; their geographic distributions; their genetic and morphological variations. Prerequisites: Upper division standing and BIOL 115 or ANTH 201 or equivalent, or consent of instructor.

302. Human Ethology and Sociobiology (4)
(Fall) Parker
Ethological and sociobiological perspectives on human rituals, aggression, bonding, and bodily and behavioral displays of age, sex, status, and emotion. Cross-listed as PSY 484. Prerequisites: Upper division standing and BIOL 115 or ANTH 201 or equivalent, or consent of instructor.

314. Primate Behavior in the Wild (4)
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.

318. Human Development: Sex and the Life Cycle (3-4)
(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, infantile sexuality, gender identity, sex role development, puberty and secondary sexual characteristics, mate choice, courtship, marriage, and copulation in primate and human societies. Cross-listed as PSY 409. Satisfies GE, category E (The Integrated Person).

ARCHAEOLOGY

320. Archaeology of the Redwood Empire (3)
Fredrickson
Survey of substantive results of archaeological work in the North Coast Range in the context of California Archaeology; consideration of the relationships of archaeology to contemporary society.

321. Archaeology and Society (3)
Fredrickson
Introduction to archaeological theory; discussion of methods employed in the study of prehistory with emphasis upon methods of arriving at inferences concerning social behavior.

332. Prehistory of California (3)
(Spring) Fredrickson
Survey of cultural sequences in prehistoric California; examination of adaptations, technological and stylistic change, and relationships to other North American cultures; application of anthropological, linguistic, and archaeological method and theory to California materials.

CULTURAL ANALYSIS AND THEORY

340. Living in a Pluralistic World (3-4)
(Fall and Spring) Staff
A comparative exploration of the major differences in human experience and life cycle on the level of the individual and the community in three major cultures of the world, one of which will be the culture(s) of the United States. Not applicable to the Cultural Analysis and Theory core requirement for the Anthropology major. Satisfies upper division GE, category E (The Integrated Person).

341. Origins of Civilization (3)
(Spring) Staff
A presentation of theory and data related to the development and characteristic features of civilization. Such crucial issues as the domestication of plants and animals, the appearance of stratified societies, emergence of urban life, the emergence of literacy and its implications for thought, and the emergence of the state, will be addressed from a comparative perspective. Specific regions, such as Africa, the Middle East, South Asia, and the Americas, will be selected for concentrated study each semester. Satisfies upper division GE, category D2 (World History and Civilization).

342. Organization of Societies (4)
(Fall) Rosin, Wahrhaftig
Examination of the structure and organization of bands, tribes, chiefdoms, and ancient states and urban industrial societies from a cross-cultural perspective. Discussion of kinship, family, and larger social group formation in relation to subsistence systems, technological development, and decision making.

348. The Role of the Sacred (4)
(Fall) Wahrhaftig
An anthropological examination of religious phenomena in cross-cultural perspective. Discussion of the roles of shamans, curers, visionaries, and priests in tribal and contemporary cultures. Analysis from the perspectives of functional, semiotic, and cybernetic theory.

352. Special Topics in Culture Change (4)
(Fall or Spring) Staff
Topic varies with each offering; may be repeated for credit. Topics may include: theories of cultural change and cultural evolution; revitalization movements; transformation in traditional communities; tradition and change in Mexico.

353. Psychological Anthropology (4)
(Spring) Fredrickson, Wahrhaftig
Examination of the psychological implications of alternative culture patterns; cross-cultural survey of such concepts as world view, value orientation, personality, cognition, deviant behavior, social control, and indigenous psychotherapy. Cross-listed as PSY 487.

355. Anthropology of Women (4)
Dickemann
A cross-cultural investigation of women in human societies, the biological and socioeconomic bases of their roles, statuses, relations with men, and involvement in cultural life. Discussion of theories of female role, status, and evolution; readings in the ethnography and biography of women in a variety of societies.

356. Anthropology of Homosexualities (4)
Dickemann
A survey of the forms of female and male homosexual and homosocial behaviors across societies, using ethnographic, historical and contemporary comparative materials. Discussion of the concept of gender, essentialist and social constructionist views of homosexuality, and the social functions of homophobia and oppression. Speculations toward a general theory of homosexualities.

357. Medical Anthropology (4)
Dickemann
Survey of anthropological approaches to disease: paleopathology and the cultural history of disease; cross-cultural and epidemiological studies of the biocultural context of genetic, nutritional, and infectious disease; the role of culture in causation, definition, and treatment of physical and mental illness.

359. Art in Cultural Context (4)
(Spring) Wahrhaftig
An introduction to a variety of art forms occurring in prehistoric and in existing traditional societies. Special 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 (2-4)
Staff
Development Anthropology explores and examines the anthropological perspectives and the role of anthropologists in the planned and integrated development of cultural and natural resources of western and non-western communities towards achieving 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, planning for resources development, management, and monitoring.

CULTURE AREAS

361. Indians of California (4)
(Spring) 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 (2-4)
Wahrhaftig
A survey of anthropological studies of communities, Indian and mestizo, traditional and modernizing, rural and urban in Mexico and its peripheries with attention to the dynamics of cultural persistence and cultural change.

370. Peoples and Cultures of the Pacific (4)
Dickemann
An introduction to the cultures of Melanesia, Micronesia, and Polynesia; their prehistory and the settlement of the Pacific basin; their ecological adaptations and sociocultural variety and their responses to contact with Western society.

375. Civilizations of India (4)
(Alternate Spring) Rosin
An introduction to the urban and rural peoples of India, Pakistan, Sri Lanka, Bangladesh, and Nepal; the institutions of family and caste; and the literate and nonliterate traditions of the area.

ANTHROPOLOGICAL LINGUISTICS

380. Language in Cultural Context (4)
(Alternate Fall) Silver
Survey of basic issues concerning language as a part of human behavior; the unconscious patterning of behavior; the symbolic nature of human communication; the social nature of language; the acquisition of language. Discussion of language vs. speech, the interrelation of verbal and non-verbal forms of communication, language as an interpretive model for culture, linguistic behavior as social behavior. Prerequisite: LING 200 or junior standing.

382. Language Change (4)
(Alternate Spring) Silver
Study of the processes of language change and of language contact; methods of language classification and how language families are established; history of writing systems, and writing as evidence for reconstruction of linguistic change. Investigation of how to reconstruct histories of languages with no written traditions and how knowledge of linguistic prehistory offers insights into cultural prehistory. Prerequisite: LING 200 or junior standing.

386. American Indian Languages (2-4)
(Alternate Spring) Silver
Survey of the history, diversity, and complexity of languages spoken in the Americas before European contact. Consideration of processes and effects of bilingualism and linguistic acculturation.

389. Language and Communication (4)
(Alternate Fall) Silver
Introduction to descriptive study 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. Prerequisite: LING 200 or junior standing.

BIOSOCIAL ANTHROPOLOGY

345. Human Ecology (4)
Dickemann
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. Prerequisite: Junior standing or consent of the instructor.

391. Evolution of Social Organization (4)
Parker, Rosin
Comparative study of the ecologic, evolutionary, economic, and demographic factors shaping behaviors that lead to various forms of social organization in monkeys, apes, and humans. Underlying mating patterns (monogamy, polygamy, polyandry), lineage organization (matrilineal, patrilineal, bilateral), group size, segmentation and stratification, and resource use.

392. Aggressive and Altruistic Behavior (4)
Parker, Rosin
Forms of competition and cooperation in a broad range of human and nonhuman groups. Physiological and neurological bases of aggression and altruism and the role of the technological elaboration and institutionalization of violence in human societies of varying complexity. Comparison with simpler expressions of violence among monkeys and apes.

393. Demography and Life History of Primates (2-4)
Parker
Comparative survey of life histories and demography of selected populations of monkeys, apes, and humans emphasizing social and evolutionary implications of various population configurations.

SPECIAL COURSES

395. Community Involvement Program (1-4)
(Fall and Spring) Coordinator: Wahrhaftig
An opportunity for experience in applied anthropology, 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 (1-4)
(Fall and Spring) Staff

399. Student Initiated Course (1-3)
(Fall and Spring) Staff
Student initiated and instructed courses on topics which enrich or extend current departmental offerings.

METHODS

400. Anthropology Praxis (1-4)
(Fall and Spring) Staff
Supervision and assessment of curriculum construction and execution for students in instructional or faculty adjunct roles. May be repeated once for credit.

420. Archaeological Laboratory Methods: Lecture (2)
Fredrickson
Survey of laboratory methods in archaeology, using California materials, including cataloging and analysis of archaeological site constituents. Emphasis upon research design and interpretation. May be repeated once for credit. Prerequisite: Concurrent enrollment in ANTH 421.

421. Archaeological Laboratory Methods: Laboratory (1)
Fredrickson
May be repeated once for credit. Prerequisite: Concurrent enrollment in ANTH 420.

422. Archaeological Field Methods: Lecture (2)
Fredrickson
Field methods in archaeology, including archaeological site survey and excavation techniques; emphasis upon research design and archaeological ethics. May be repeated once for credit. Prerequisite: Concurrent enrollment in ANTH 423.

423. Archaeological Field Methods: Field (1)
Fredrickson
May be repeated once for credit. Prerequisite: Concurrent enrollment in ANTH 422.

441. Laboratory in Ethnographic Field Methods (4)
(Spring) Staff
Laboratory, 8 hours. Field and lab methods in the analysis of human behavior and culture; problems of access, rapport, and ethics in conducting research; data gathering through interviewing, participant observation, personal documents, photos, tapes, video-tapes, 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.

482AB. Linguistic Field Methods and Laboratory (4)
(Fall and Spring) Silver
Laboratory, 8 hours. Training in elicitation of linguistic data for purposes of phonological, morphologic-syntactic and semantic analysis. Laboratory fee may be charged, as published in class schedule. May be repeated once for credit. Prerequisites: LING 310 and 311 or consent of instructor.

ADVANCED UNDERGRADUATE STUDIES

490. Topical Seminars in Anthropology (4)
(Fall and Spring) Staff
Prerequisite: Senior standing or consent of instructor.

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

497. Anthropology Internships (1-4)
(Fall and Spring) Staff
Students in the intern program will have an opportunity to apply anthropological theory and methods to a variety of situations in public and private agencies. Internships require faculty approval, a minimum of 45 hours of work per unit per semester including regular consultation with and evaluation by the faculty sponsor. CR/NC only. May be repeated for credit.

GRADUATE COURSES

500. Proseminar (4)
(Fall) Staff
Introduction to research methods in anthropology; design and implementation of research; use of library and archival materials; guide to preparation of professional anthropological papers.

502. Archaeology: History and Theory (4)
(Alternate Spring) Dickemann
The rise of theoretical archaeology, with emphasis on the application of ecological theory to the reconstruction of human prehistory.

503. Seminar in Cultural Resource Management (3)
Fredrickson
Evaluation of significance of resources. Review of federal, state, and local legislation pertinent to archaeological evaluation. Review of cultural resources management programs and their premises.

504. College Teaching in Anthropology (1-4)
(Fall and Spring) Staff
Designed to meet the needs of graduate students preparing for a career at the college level. Includes supervised classroom observation and participation. CR/NC only. Prerequisite: Graduate standing.

528. Methods in Cultural Resources Management (3)
Fredrickson
A survey of cultural resource methods pertinent to the regulatory context and required to obtain data to assess significance of cultural resources. Identification of relevant Native American and other ethnic values. Examination of approaches to reconcile management and research goals. Review of the relationships between cultural resource technicians and public agencies. Prerequisites: Graduate standing in Cultural Resources Management, Public History, or related fields; or advanced undergraduate standing and consent of instructor; 20 units of Anthropology including ANTH 497 or 597, and 503, and/or consent of instructor. Prerequisite course(s) may be taken concurrently.

590. Advanced Seminars in Anthropology (1-4)
(Fall and Spring) Staff
In-depth consideration of specific anthropological, applied anthropology or anthropologically related topics. Topics will vary from semester to semester. Prerequisite: Graduate standing or consent of instructor.

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

597. Anthropology Internships (1-4)
(Fall and Spring) Staff
Students will have an opportunity to apply anthropological theory and methods and/or cultural resources management procedures as interns with public and private agencies. Internships require faculty approval, a minimum of 45 hours of work per unit per semester including regular consultation with and evaluation by the faculty sponsor. CR/NC only. May be repeated for credit.

598. Teaching Assistant in Anthropology (1-4)
(Fall and Spring) Staff
Provides experience by assisting the instructor in an anthropology course. Open only to advanced students for specific anthropology courses approved by the Department. Prerequisites: Graduate standing and consent of instructor.

599A/B. Thesis (2, 2)
(Fall and Spring) Staff
Planning and execution of a research program culminating in the completion of a thesis. (4 units maximum for 599A plus B). Prerequisite: An authorized "Thesis Prospectus Approval Form".

Applied Arts

Program Offered
Minor in Applied Arts

Program Advisors and Offices
Bob L. Nugent, Art Department
Art Building, Room 128, Phone 707/664-2151
Arthur Hills, Music Department
Ives Hall, Room 207, Phone 707/664-2324
Judy Navas, Theatre Arts Department
Ives Hall, Room 53, Phone 707/664-2477
Don Patterson, English Department
Nichols Hall, Room 362, Phone 707/664-2140

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 any student 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 will provide these students with practical skills appropriate to their future work as classroom teachers at the elementary grade level.

Minor in Applied Arts

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

Activity Courses

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

Art

ART 202-282 (Any beginning level faculty-instructed studio courses) (1-4)

English

ENGL 342 Children's Literature (3)
ENGL 343 Youth and Literature (3)
One literary genre course selected from:
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 totaling 3 units:
MUS 105, 106, 107, 108, Piano Classes (3 each)
MUS 325 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

ART 400 Music in the Elementary Schools (3)
ART 210 or 211 Introduction to Art History (3)
ART 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 or 252 Masterworks (3)
MUS 350 Non-Western Music (3)
MUS 323 Vocal Arts Ensemble (2)
MUS 324 SSU Concert Chorale (1-2)
MUS 325 SSU Chorus (1-2)
MUS 328 Chamber Orchestra (1-2)
MUS 329 Chamber Music Workshop (1-2)
MUS 330 Opera Workshop (1-3)
MUS 333 Early Music Workshop (1)
MUS 379 Contemporary Jazz Ensemble (1-2)
MUS 391 Concert Jazz Ensemble (1-2)
MUS 396 Vocal Jazz Ensemble (2)

Theatre Arts

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

Total units in concentration 9

Total units in the minor 18

Students embarking on the Applied Arts minor are expected to develop and file a contract stipulating courses to be taken to fulfill the minor. Certain course substitutions to the above stated requirements may be allowed with sufficient justification and approval of the student's advisor and department chair, both of whom will be members of the department of the student's concentration.

Art

Programs Offered
Bachelor of Arts in Art
Studio Concentration
Art History Concentration
Minor in Art
Studio Concentration
Art History Concentration
Career Minor in Arts Management
Multiple and Single Subject Teaching Credential Preparation

Department Office
Art Building, Room 128, Phone 707/664-2151

Department Chair
Bob L. Nugent

Faculty
Marsha Adams, Kathryn Armstrong, Mary Bates, Robert K. Gronendyke, Susan McKillop, William Morehouse, Susan Moulton, Bob L. Nugent, Mark Perlman, Shane Weare

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

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

Students may pursue studies leading to the Bachelor of Arts degree with concentrations in either Art History or Studio. Within the Studio Concentration emphases are available in Painting, Printmaking, Photography, Drawing, Sculpture, or Ceramics. A Film Studies minor is also available. A career minor in Arts Management is offered jointly with the Management Department for those interested in preparing for work in galleries or museums (See page 54). A program for students working toward a teaching credential is included within the curriculum, as are courses appropriate for General Education requirements.

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

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

The Bachelor of Fine Arts (BFA) in Studio Art is in the planning stages; check with Department for details.

General Regulations
Students desiring to major in art will be accepted on the basis of their interest and ability in one of the following areas of concentration:
Art History
Art Studio (areas of emphasis below)
Painting
Sculpture
Printmaking
Photography
Drawing
Ceramics
Entering freshmen or lower division transfer students will be accepted by the University in the status of Art major. 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.

Courses in the major cannot be taken for CR/NC except courses which are challenged. A maximum of three courses are allowed for challenge: two lower division and one upper division.

Certain studio courses require payment of lab fees at time of class sign-up.

Students must obtain approval of their course programs from advisors prior to registration each semester.

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:

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

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

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

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

ART 206 Beginning Pastel (1-4)
ART 208 Basic Black and White Photography (1-4)
ART 220 Beginning Painting (1-4)
ART 222 Beginning Watercolor (1-4)
ART 229 Beginning Pottery (1-4)
ART 230 Beginning Clay Sculpture (1-4)
ART 231 Beginning Wood Sculpture (1-4)
ART 236 Beginning Sculpture (1-4)
ART 238 Beginning Papermaking (1-4)
ART 240 Beginning Etching/Woodcut (1-4)
ART 242 Beginning Lithography (1-4)
ART 244 Beginning Screenprint (1-4)
ART 281 Beginning Mixed Media (1-4)
ART 282 Beginning Monoprint (1-4)

Total lower division core units 22

Sophomore or Junior Year

ART 418A History of Modern Art 3
ART 418B History of Modern Art 3

Junior and Senior Years

Choose any combination of the following four to total 5 units: 5

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

Total upper division core units 11

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

Specific content of concentrations is detailed below.

Total units in major electives 12
Total units in the major 45

Specific Content of Concentrations

Painting

Complete any combination of the following two (including repeats) to total 9-12 units: 9-12

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

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

ART 322 Intermediate Watercolor (1-4)
ART 422 Advanced Watercolor (1-4)
ART 306 Intermediate Pastel (1-4)
ART 406 Advanced Pastel (1-4)
ART 382 Intermediate Monoprint (1-4)
ART 482 Advanced Monoprint (1-4)

Sculpture

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

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

Complete an additional three units from the following: ... 3

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

Ceramics

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

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

Complete an additional three units from the following: ... 3

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

Printmaking

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

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

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

ART 344 Intermediate Screenprint (1-4)
ART 444 Advanced Screenprint (1-4)
ART 382 Intermediate Monoprint(1-4)
ART 482 Advanced Monoprint (1-4)

Drawing

When Drawing is the student's Area of Emphasis, the 5 upper division units required in drawing must be concentrated instead in another emphasis such as painting, printmaking, sculpture, photography or ceramics.Advanced courses may be repeated for credit.

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

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

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

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

Photography

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

Each course may be repeated for credit.

ART 308 Photographic Darkroom Processes (1-4)
ART 458 Photography Seminar (1-4)

Recommended Electives for all Studio Majors

ART 338 Intermediate Papermaking (1-4)
ART 438 Advanced Papermaking (1-4)
ART 407-419 All Art History Period Courses (3-4 each)
ART 450C Contemporary Criticism (3)
ART 460 Gallery and Museum Methods (4)
ART 481 Advanced Mixed Media (1-4)
ART 382 Intermediate Monoprint (1-4)
ART 482 Advanced Monoprint (1-4)
ART 491 Art Lecture Series (1-3)
ART 497 Selected Topics—Lecture/Seminar (1-4)
ART 498 Selected Topics—Studio (1-4)

Bachelor of Arts in Art
Art History Concentration

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

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

NOTE: Although the Art Department does not specify a unit requirement, reading comprehension of at least one foreign language is considered essential for students who plan to pursue master's or doctoral degrees in the field of art history. Such students are advised to develop competence in French, Spanish, Italian, and/or German; however the prospect of eventual specialization may make other languages advisable in particular instances.

Requirements for the Major

Freshman and Sophomore Years

ART 102 Art Fundamentals 3
ART 202 Beginning Drawing
or
ART 204 Beginning Life Drawing 2
ART 210 Introduction to Art History 3
ART 211 Introduction to Art History 3

A minimum of one course selected from:

ART 208-298 Beginning Studio Courses 2
Total lower division units 13

Junior and Senior Years

ART 418A History of Modern Art 3
ART 418B History of Modern Art 3
ART 407-419 Upper Division Period Courses in History of Art (may include Selected Topics in Art History for variable units) 21
ART 450A Pro-seminar in Art Historical Method 3
Total upper division courses 30
Total units in the major 43

Recommended Electives for all Art History Majors:

ART 450C Contemporary Criticism (3)
ART 460 Gallery and Museum Methods (4)
ART 491 Art Lecture Series (1-3)
ART 497 Selected Topics in Art (1-4)

Minor in Art
Studio Concentration

Complete all of the following:

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

Recommended Electives for Art History Minors:
Upper Division Art History or Criticism Courses

Minor in Art
Art History Concentration

Complete all of the following:

ART	102	Art Fundamentals	3
ART	210	Introduction to Art History	3
ART	211	Introduction to Art History	3
ART	407-417	Upper Division Art History Period Courses	8
ART	202	Beginning Drawing	
or			
ART	204	Beginning Life Drawing	3
		Total needed for the minor	**20**

Career Minor in Arts Management

The career minor in Arts Management provides students of the arts with education, training, and experience in the practical, business side of their fields. Art, Music, and Theatre Arts majors completing this career minor will be in much stronger positions to find work and support themselves in fields within or closely related to their majors. The Arts Management career minor, combined with a minor in one of the three arts fields mentioned, also serves the needs of Management majors who wish to specialize in the arts.

Internships are available at local and regional art galleries, museums, the Santa Rosa Symphony, and other music and theatrical organizations.

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. ART 400 is required of candidates for the Single Subject Credential, and 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 two and three 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 with both the Art Department and the Education Department. For further information, see page 84, 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 (see page 32).

Career Opportunities Relating to the Major

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

Advising

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

Art Courses (ART)

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

101. Art Fundamentals (3)
Basic design. A studio course in the study of form, color, and composition in two dimensional art; rendering of three 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)
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.

199. Student-instructed course (1-4)
See current schedule of classes for details.

202. Beginning Drawing (1-4)
A beginner's studio course in drawing from imagination and observation employing several media. Includes a unit on objective drawing.

204. Beginning Life Drawing (1-4)
An introductory studio course in drawing from nature, including the human figure. Basic problems in dealing with the figure as subject matter.

206. Beginning Pastel (1-4)
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 (1-4)
A studio introduction to basic photographic processes, including in-class lecture, lab work and critique. Techniques of handling the camera, previsualization, history, exposure control, lighting, perceiving and working with light, roll film processing, print enlarging, and finishing for presentation; balancing technique and individual creativity. Lab fee payable at time of registration. Prerequisite: Concurrent enrollment in 1 unit of student-taught lab.

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).

212. Introduction to World Film History (3)
Lecture, 1 hour; films, 2 hours. A chronological survey of historically representative and significant films tracing the evolution of the cinema as an art form . . . and its relation to other visual media. Satisfies GE, category C1 (History of the Fine Arts).

220. Beginning Painting (1-4)
Studio course in painting in acrylic or oil media. Directed problems. Work from imagination, still life and the figure. Group and individual criticism. Prerequisites: Previous or concurrent enrollment in ART 101 and 102.

222. Beginning Watercolor (1-4)
Studio course with directed problems in opaque or transparent watercolor painting. Prerequisites: Previous or concurrent enrollment in ART 101 and 102.

229. Beginning Ceramics (1-4)
A studio course in learning to throw on the potter's wheel. Glazing and firing. Laboratory fee is payable at time of registration. Prerequisites: Previous or concurrent enrollment in ART 101 and 102.

230. Beginning Clay Sculpture (1-4)
A studio course on the properties of clay, fabrication, firing and finishing techniques, and mold making. Laboratory fee is payable at time of registration. Prerequisites: Previous or concurrent enrollment in ART 101 and 102.

231. Beginning Wood Sculpture (1-4)
A studio course on the properties of wood, joining and finishing, and use of hand and machine woodworking tools. Laboratory fee is payable at time of registration. Prerequisites: Previous or concurrent enrollment in ART 101 and 102.

236. Beginning Sculpture (1-4)
A studio course surveying a range of sculptural processes, including modeling, carving, casting and fabrication. Basic work in wood, metal, stone, and plaster will be covered. Laboratory fee is payable at time of registration. Prerequisites: ART 101 and 102.

238. Beginning Papermaking (1-4)
A studio course to include lecture, discussion, demonstrations and laboratory work covering the history and techniques of handmade paper sheets for watercolor stock, printmaking papers; sculpture pulp, techniques of lamination, embedment, natural plant fibers, use of hydropulper, vacuum-form techniques for cellulose sculpture. Laboratory fee is payable at time of registration. Prerequisites: Previous or concurrent enrollment in ART 101 and 102.

240. Beginning Etching and Woodcut (1-4)
Studio course with directed problems in various printmaking media including woodcut and linocut, etching, embossing, monotype, collagraph and engraving. Laboratory fee is payable at time of registration. Prerequisites: Previous or concurrent enrollment in ART 101 and 102.

242. Beginning Lithography (1-4)
Lecture, demonstration and laboratory work. Studio course covering the lithograph as an art medium. Basic work with creating an image on stone, etching, proofing and printing a lithographic edition. Experience with black and white processes. Laboratory fee is payable at time of registration. Prerequisite: Previous or concurrent enrollment in ART 101 and 102.

244. Beginning Screenprint (1-4)
Studio course covering the fundamentals of the water-based screenprint medium, emphasizing image development, edition printing, and use of color. Technical methods to include cut, direct, and photographic stencils. Laboratory fee is payable at time of registration. Prerequisites: Previous or concurrent enrollment in ART 101 and 102.

281. Beginning Mixed Media (1-4)
Studio and field work in the use and manipulation of ideas and images in 2-D and 3-D forms. A variety of processes will be examined. May be repeated for credit up to a maximum of 12 units. Prerequisites: Previous or concurrent enrollment in ART 101 and 102.

282. Beginning Monoprint (1-4)
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.

297. Selected Topics in Art (1-4)
A seminar course dealing with intensive study of a particular art topic which will vary from semester to semester. Prerequisites: Previous or concurrent enrollment in ART 101 and 102.

298. Selected Topics in Art Studio (1-4)
A beginning studio course dealing with intensive study of a particular art topic which may vary from semester to semester. May be repeated and applicable to requirements for a major in art. Prerequisites: Previous or concurrent enrollment in ART 101 and 102.

300. Graded Assistance Projects (1-4)
Designed for advanced students to gain practical experience in the functions of art studios, workshops, classrooms or exhibition projects. Work under supervision of faculty or staff. Each unit requires three 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 three hours of work per week. CR/NC only.

302. Intermediate Drawing (1-4)
Directed problems in drawing for the advanced student. Work from imagination or nature. Prerequisite: ART 202 or 204.

304. Intermediate Life Drawing (1-4)
A workshop in drawing the human figure for students who have fulfilled the beginning drawing prerequisite or are at intermediate skills levels. Group and individually directed special problems, related to drawing the live model. Prerequisite: ART 204.

306. Intermediate Pastel (1-4)
A studio course providing continued work with pastel, conté and charcoal. Directed problems with emphasis on imaginative drawing and concepts relating to other media. A maximum number of upper division units may be applied toward the major: 3 toward drawing requirement, 6 toward drawing emphasis, 3 toward painting. Prerequisite: ART 206.

308. Photographic Darkroom Processes (1-4)
A studio course with continued individualized development of photographic skills and theory with concentration on print quality. Familiarization with various materials and combinations, including papers, films, developers. Various processes expanding upon basic black and white technology and darkroom experimentation. May be repeated up to a maximum of 12 units. Laboratory fee payable at time of registration. Prerequisite: ART 208 or consent of instructor based on portfolio review.

312. Principles of Arts Management (3)
May be offered every three or four semesters. A seminar surveying the social, historical, legal and economic aspects of the arts in the United States, including evolution of United States and California cultural policy, rights and responsibilities of administrators and artists, non-profit law and taxation, agreements and contracts, current legal issues, fund-raising, grantsmanship, and marketing.

320. Intermediate Painting (1-4)
A studio course on the intermediate level in painting in acrylic or oil media. Directed problems. Work from imagination, still life and the figure. Group and individual criticism. Prerequisite: ART 220.

322. Watercolor Painting (1-4)
A studio course in opaque and transparent watercolor. Emphasis in concepts related to the media. Prerequisite: ART 222.

329. Intermediate Ceramics (1-4)
A studio course involving clay projects using throwing and hand building techniques. Glazing and firing processes will be investigated. Laboratory fee payable at time of registration. Prerequisite: ART 229.

330. Intermediate Clay Sculpture (1-4)
A studio course with directed projects. Emphasis on content. May be repeated for credit up to a maximum of 12 units. Laboratory fee payable at time of registration. Prerequisite: ART 230.

336. Intermediate Sculpture (1-4)
A studio course with a variable focus addressing development of skills in modeling, carving, foundry, and fabrication. Emphasis on development of a sculptural vocabulary and content. Laboratory fee payable at time of registration. Prerequisite: ART 236.

338. Intermediate Papermaking (1-4)
A studio course continuing with techniques explored in the beginning class. More emphasis on individual instruction, development of personal style, watermark, body casting large scale works, and/or cellulose sculpture. Up to 3 upper division units may be applied to printmaking *or* to sculpture emphasis. Prerequisite: ART 238.

340. Intermediate Etching and Woodcut (1-4)
A studio course on the intermediate level in various printmaking aspects, including woodcut, linocut, embossing, engraving, collagraph, photo-engraving, monotype and etching. Laboratory fee payable at time of registration. Prerequisite: ART 240.

342. Intermediate Lithography (1-4)
Continued studio work at the intermediate level in lithographic methods, including color technology and conceptual development. Lecture, demonstration and studio work. Laboratory fee payable at time of registration. Prerequisite: ART 242.

344. Intermediate Screenprint (1-4)
Continued studio work at the intermediate level in water-based screenprint methods. Emphasis on conceptual development, lecture, demonstration and studio work. Laboratory fee payable at time of registration. Prerequisite: ART 244.

381. Intermediate Mixed Media (1-4)
An intermediate studio course in the use and manipulation of ideas and images in 2-D and 3-D forms. A variety of processes will be examined. A maximum of 3 upper division units may be applied to areas of emphasis, depending on focus of course, and with prior consent of departmental advisor and department chair. Prerequisite: ART 281.

382. Intermediate Monoprint (1-4)
An intermediate studio course emphasizing single and multiple images derived from a variety of original sources including painting, hand-painted prints, collagraphs, chine collé and multiple manipulated prints. A maximum of 3 upper division units may be applied toward a printmaking or a painting emphasis. Laboratory fee payable at time of registration. Prerequisite: ART 282.

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

399. Student-instructed course (1-4)
See current schedule of classes for details.

400. Arts for Classroom Teachers (3)
A studio course designed for teaching the basic principles, methods, materials and techniques of two and three dimensional art and design in the primary and secondary schools. Students learn to develop a unified art program in the schools. Recommended for all elementary school teachers and required of candidates for the Single Subject Credential.

402. Advanced Drawing (1-4)
Independent work from imagination or nature for the advanced student. Can be arranged as correlative drawing problems done in conjunction with advanced studio projects in area of emphasis. May be repeated 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 (1-4)
An advanced studio life drawing class with directed special problems related to drawing the live model, and to drawing from nature. May be repeated for up to a maximum of 12 units. Prerequisite: ART 304.

406. Advanced Pastel (1-4)
A studio course providing continued work with pastel, conté, and charcoal. Advanced projects with emphasis on imaginative drawing and concepts relating to other media. A maximum number of upper division units may be applied toward the major: 3 toward drawing requirement, 6 toward drawing emphasis, 3 toward painting. Prerequisite: ART 306.

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

408. Greek Art (3-4)
A seminar covering the history of Greek art and architecture from the Geometric through the Hellenistic periods (ca. 1000 BC-100 AD).

409. Roman Art (3-4)
A seminar covering Etruscan and Roman art and architecture from the early Republic through the age of Constantine.

410. Early Christian, Byzantine, and Early Medieval Art (3-4)
A seminar covering Christian art from its origins in the Third Century through the fall of Constantinople in the East and the rise of the Romanesque in the West (ca. 1050).

411. Romanesque and Gothic Art (3-4)
A seminar covering Western Medieval art and architecture of the Romanesque, and the Early and High Gothic periods.

413. Northern Renaissance Art (3-4)
A seminar covering painting, printmaking, sculpture, and architecture of the Fifteenth and Sixteenth Centuries in Europe apart from Italy.

414. Baroque Art (3-4)
A seminar course on Italian and Northern European painting, architecture, and sculpture of the Seventeenth Century. Content emphases may vary. May be repeated with consent of instructor.

415AB. Italian Renaissance Art (3-4)
A seminar covering painting, sculpture, and architecture in Italy of the Fifteenth and Sixteenth Centuries.

417. Oriental Art (3-4)
A seminar on the arts of India, China, and Japan from their beginnings to the present. Emphasis on sculpture and painting. Content emphases may vary. May be repeated with consent of instructor.

418A. History of Modern Art--19th Century (3-4)
A culturally diverse survey of painting and sculpture in Europe with emphasis on the impact of non-western traditions from the rediscovery of Pompeii through the end of the 19th Century (ca. 1750-1900). Satisfies upper division GE, category C1 (History of the Fine Arts). Prerequisites for Art Majors: ART 101, 102, 210, and 211.

418B. History of Modern Art--20th Century (3-4)
A survey of art of the Western World in the Twentieth Century including non-western and native influences. Satisfies upper division GE, category C1 (History of the Fine Arts). Prerequisites for Art Majors: ART 101, 102, 210, and 211.

418C. History of American Art (3-4)
American Art covering the period from 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).

419. Contemporary Art (3)
A seminar course examining in-depth movements in contemporary art since 1945. The course will examine traditional as well as non-traditional processes in the context of the past four decades. Readings in art and aesthetics, and written papers on designated topics will be required. Prerequisites: ART 418A and 418B.

420. Advanced Painting (1-4)
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.

422. Advanced Watercolor (1-4)
An advanced studio course in opaque and transparent watercolor. Emphasis in concepts related to the media. Prerequisite: ART 322.

429. Advanced Ceramics (1-4)
A studio course addressing advanced throwing and hand building techniques, glazing and firing. Emphasis on content and individualized instruction. May be repeated for credit up to a maximum of 12 units. Laboratory fee payable at time of registration. Prerequisite: ART 329.

430. Advanced Clay Sculpture (1-4)
Continued studio work emphasizing individual projects in clay including advanced work in all methods covered in ART 230 and ART 330. May be repeated for credit up to a maximum of 12 units. Laboratory fee payable at time of registration. Prerequisite: ART 330.

436. Advanced Sculpture (1-4)
Studio and field work with a maximum of self-direction. Individual and/or group criticism. May be repeated for credit up to a maximum of 12 units. Laboratory fee payable at time of registration. Prerequisite: ART 336.

438. Advanced Papermaking (1-4)
A studio course with continued emphasis on development of personal style, two-part mold construction, mould construction, and independent work in techniques explored in beginning and intermediate classes. Laboratory fee payable at time of registration. Prerequisite: ART 338.

440. Advanced Etching and Woodcut (1-4)
Advanced studio problems in relief and intaglio printmaking methods, including woodcut, linocut, embossing, engraving, photo-engraving, collagraph, monotype, and etching. May be repeated for credit up to a maximum of 12 units. Laboratory fee payable at time of registration. Prerequisite: ART 340.

442. Advanced Lithography (1-4)
Advanced studio work in the lithography medium. Work with images on stone or metal plates involving black and white and some color processes, printing of limited editions and single proofs. Lecture, demonstration and laboratory work. May be repeated for credit up to a maximum of 12 units. Laboratory fee payable at time of registration. Prerequisite: ART 342.

444. Advanced Screenprint (1-4)
Lectures, demonstrations, and laboratory work. Advanced studio problems. Concentration on individual and conceptual progress using techniques previously taught. May be repeated for credit up to a maximum of 12 units. Laboratory fee payable at time of registration. Prerequisite: ART 344.

450A. 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. Readings designed to stress the variety of relevant approaches possible to a given problem. May be offered only once every two years. Prerequisite for non-majors: Consent of instructor.

450C. Contemporary Criticism (3)
A seminar course offering students the opportunity to enter the professional world of the artist, focusing on practical application of art. Preparing portfolios for presentations to galleries, planning one's own exhibitions, preparing slide/audio documentaries and integrating information for art criticism, will be covered, as well as studying folk, primitive, and contemporary artists and their world.

458. Photography Seminar (1-4)
A seminar with emphasis on continued student dialogue and critiques in conjunction with darkroom work done outside of class. Objectives are to foster development of critical thinking and to explore the student's vision as creative resource. Students will individually contract for work to be presented in final portfolio. Laboratory fee payable at time of registration. Prerequisite: ART 208 and 308 or consent of instructor, based on portfolio review.

460. Gallery and Museum Methods (4)
An advanced lecture and activity course in methods and techniques of gallery and museum practices. Discussions concerning the nature and function of art galleries and museums, their relationship to the artist and his/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. Laboratory fee payable at time of registration. Prerequisites: ART 418A, 418B, or 418C and 102.

481. Advanced Mixed Media (1-4)
An advanced studio course in the use and manipulation of ideas and images in 2-D and 3-D forms. A variety of processes will be examined. A maximum of 3 upper division units may be applied to area of emphasis with prior consent of departmental advisor and department chair. Prerequisite: ART 381.

482. Advanced Monoprint (1-4)
An advanced studio course emphasizing single and multiple images derived from a variety of original sources including painting, hand-painted prints, collagraphs, chine collé, and multiple manipulated prints. A maximum of 3 upper division units may be applied toward a printmaking, or a painting emphasis. May be repeated for credit up to a maximum of 12 units. Laboratory fee payable at time of registration. Prerequisite: ART 382.

491. Art Lecture Series (1-3)
A seminar/lecture/demonstration series offered by guest artists and critics for advanced art students. Lecture open to public. CR/NC only.

492. Seminar—Studio (1-3)
A seminar for upper division art studio students patterned after the graduate seminar. Provides opportunity outside the studio for criticism and discussion about one's own works and those of contemporary artists. Prerequisite: Upper division Art major status, or consent of instructor.

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

497. Selected Topics in Art (1-4)
A seminar course dealing with intensive study of a particular art topic. The topic will vary from semester to semester. The course may be repeated and may be applicable to requirements for a major in art. Consult advisor and Department Chair. Prerequisites: Major status, advanced standing, and consent of instructor.

498. Selected Topics in Art Studio (1-4)
A studio course dealing with intensive study of a particular art topic which may vary from semester to semester. May be repeated and applicable to requirements for a major in art. Consult advisor and Department Chair. Prerequisites: Major status, advanced standing, and consent of instructor.

499. Internship (1-4)
Students in the intern program will have an opportunity to gain practical skills by working in a variety of gallery and museum situations including 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)
CR/NC only. Prerequisite: Graduate standing and consent of instructor.

Astronomy

Program Offered
Minor in Astronomy

Department Chair
Duncan E. Poland

Department Office
Darwin Hall, Room 121, Phone 707/664-2119

Faculty
Lynn R. Cominsky, Samuel L. Greene, Duncan E. Poland, Gordon G. Spear, Joseph S. Tenn

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

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

A variety of courses is 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 which have been offered in the past include: Variable Stars, Binary Star Systems, Photoelectric Photometry, Stellar Spectroscopy, and Applications of *uvby* Photometry.

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

Minor in Astronomy

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

Astronomy Courses (ASTR)

100. Descriptive Astronomy (3)
(Fall and Spring)
Lecture, 3 hours. Greek and medieval astronomy, Newton's Laws, gravitation, atomic structure, light and telescopes. The solar system, space flight, stars and stellar evolution, interstellar matter, star clusters, galaxies, the universe. A survey designed primarily for non-science majors; not open to Physics, Chemistry, or Mathematics majors, except by special permission. Satisfies GE, category B1 (Physical Sciences).

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

231. Introductory Observational Astronomy (2)
(Fall)
Lecture, 1 hour; laboratory, 3 hours. Principles of astronomical measurement techniques with field and laboratory studies of astronomical objects. Identification of constellations, astronomical coordinates, use of the telescope, techniques in spectroscopy and photography. Satisfies GE, category B1 (Physical Sciences) and GE laboratory requirements. Prerequisite: Previous or concurrent enrollment in ASTR 100 or 200.

303. Extraterrestrial Intelligence and Interstellar Travel (3)
(Spring)
A largely descriptive survey. Theories of the origin of life; conditions for extraterrestrial intelligence; problems of communication; spaceflight and interstellar travel. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: ASTR 100.

305. Frontiers in Astronomy (3)
(Fall)
Lecture, 3 hours. A survey of recent developments in astronomy: exploration of the solar system; attempts to detect neutrinos from the sun; interstellar molecules, pulsars, quasars, x-ray and ultraviolet astronomy; new trends in cosmological thinking. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: One course in astronomy.

331. Astrophotography (2)
(Spring)
Lecture, 1 hour; laboratory, 3 hours. An introduction to the methods and techniques of photography as applied to astronomy. The course will offer a practical approach to photography of the sun, moon, planets, stars, and nebulae. Experience will be gained using telescopes of small to moderate size in the SSU observatory. Topics to be covered include filter techniques, selection of films and exposure times, and an introduction to darkroom techniques. There will be special instruction in the use of Schmidt cameras and cooled emulsion cameras. Previous knowledge of photography is not required. Prerequisite: ASTR 231 or consent of instructor.

350. Cosmology (3)
(Fall)
A largely descriptive survey. Theories of the universe, as advocated by the Greeks, Newton, Einstein, Lemaitre, Gamow, and Hoyle. Cosmological implications of black holes, quasars, and other recent discoveries. Satisfies GE, category B3 (Specific Emphasis). Prerequisite: ASTR 100.

380. Astrophysics: Stars (3)
A quantitative study of the structure and evolution of stars, including stellar interiors and atmospheres, nucleosynthesis, and late stages of stellar evolution. Prerequisites: PHYS 314 and MATH 211.

396. Selected Topics in Astronomy (1-3)
Lecture, 1-3 hours. A course of lectures on a single topic or set of related topics not ordinarily covered in the Astronomy curriculum. The course may be repeated for credit with a different topic. Prerequisite: consent of instructor.

411. Laboratory Instruction Practicum (1)
Laboratory, 3 hours. Presentation of experimental techniques and guidance of student activities in a lower division physics laboratory under the supervision of the instructor in charge of the laboratory. Development and application of instructional experiments in astronomy. May be repeated for up to 3 units credit with different subject matter in each repetition. Prerequisites: Junior standing in Physics and consent of instructor.

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

482. Advanced Observational Astronomy (2)
(Spring)
Lecture, 1 hour; laboratory, 3 hours. An introduction to astronomical spectroscopy, photometry, and astrometry with emphasis on techniques at the telescope and data reduction. Observing program preparation, use of telescopes with auxiliary instrumentation, photographic and photoelectric techniques. Statistical treatment of data and the method of least squares. Prerequisites: ASTR 231, PHYS 209B, and 210B and MATH 161; or consent of instructor.

495. Special Studies (1-4)
(Fall and Spring)
The Department of Physics and Astronomy encourages independent study and considers it to be an educational undertaking. Students wishing to enroll for Special Studies are required to submit to their supervising faculty members proposals which outline their projects and exhibit concrete plans for their successful completion.

Bachelor of Arts in Liberal Studies

Ukiah Resident Program

History Department
Stevenson Hall, Room 2070, Phone 707/664-2313

School of Social Sciences
Stevenson Hall, Room 2078, Phone 707/664-2112

Program Offered
Bachelor of Arts in Liberal Studies (BALS)

Ukiah Resident Program

SSU offers an **upper division** Bachelor of Arts in Liberal Studies (BALS) program in Ukiah. Emphasizing American Studies, the BALS program offers a wide variety of courses from the social sciences, humanities, and natural sciences. Flexibility in the major allows students to take courses in other areas of interest, as well.

Courses are offered in Ukiah for resident credit to students who have completed or almost completed General Education requirements, and have been admitted to Sonoma State University.

A Liberal Studies major is excellent preparation for students interested in teaching, law school, or graduate work in social science and humanities disciplines.

Requirements for the Major
(All upper division)

Anthropology, English, History, Philosophy	16
Economics, Geography, Political Science, Psychology, Sociology	16
Natural Sciences	6
Electives (drawn from above disciplines or in consultation with advisor)	16
Total units in the Major	***54**

*Includes nine unit upper division GE requirement.

BALS Admission Criteria
To be admitted to the BALS program a student must meet the following admissions criteria:

1. Students must have completed 56 or more transferable units.
2. Students must have completed all of Area A (Communication and Critical Thinking) and B4 (Mathematics) of the General Education requirements.

Application to the Program
To obtain a University application, interested students should contact the Office of Admissions and Records, 707/664-2778. Students seeking admission to the BALS-Ukiah program should list "BALS-Ukiah" as their major (Code #49012) when applying to SSU.

Further information about the program may be obtained by calling the History Department, 707/664-2313.

Biology

Department Office
Darwin Hall, Room 125, Phone 707/ 664-2189

Department Chair
Joe Brumbaugh

Faculty
John Arnold (Emeritus), Paul Benko, Joe Brumbaugh, James Christmann, Galen E. Clothier, Wesley W. Ebert, Donald Farish, David Hanes, Colin Hermans, John Hopkirk, Donald Isaac, Chris K. Kjeldsen, Philip T. Northen, Thomas R. Porter (Emeritus), Joseph H. Powell (Emeritus), Charles Quibell, Robert Sherman, Eileen Thatcher

Programs Offered
Bachelor of Arts in Biology
Master of Arts in Biology
Minor in Biology
Multiple and Single Subject Teaching Credential Preparation

The Biology Department offers undergraduates a broadly based major in the biological sciences leading to opportunities for numerous concentrations (see below). The Department also offers a Master of Arts degree in Biology. A congenial atmosphere is engendered by small classes which allow students to develop a close relationship with faculty. Heavy emphasis is placed on laboratory and field courses to give students practical experience.

The field courses draw upon an unparalleled diversity of habitats, including rivers, estuaries, the ocean, chaparral, redwood groves, grasslands, vernal pools, oak woodlands, thermal springs, vineyards, orchards, freshwater lakes and ponds, and geothermal steam fields, all in close proximity to the campus. In addition, the North Coast Herbarium of California; extensive lower plant, invertebrate, entomological, and vertebrate collections; greenhouses; animal facilities for maintaining live specimens of vertebrates and invertebrates; and a Boston Whaler are all available for class use and research.

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

Biology graduates are prepared to enter the job market in a variety of careers, including government service, park service, research, teaching, or medical technology. Students seeking a teaching credential may elect Biology as their single subject major. 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.

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

Botany
Cell Biology
Ecology
Marine Biology
Medical Laboratory Technology*
Microbiology
Zoology
*Requires an internship arranged by the student at a local cooperating medical laboratory.

BA Advisory Plans
In addition to the above degree concentrations, the following curricular areas have developed advisory plans which are available in the Department office. Students should contact the Biology Department for specific advisory plans.

Aquatic Biology and Water Quality
Electron Microscopy
Molecular Biology
Pre-Dentistry
Pre-Genetic Counseling
Pre-Medical
Pre-Medical Technology and Public Health Microbiology
Pre-Pharmacy
Pre-Veterinary
Park Naturalist
Teaching Credential

MA Advisory Plans
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 of Arts in Biology

Degree Requirements **units**

General Education 51
Biological sciences 40
Physical science
(15 units including CHEM 115AB, 6 applied in GE) 9
General Electives 24
Total units needed for graduation 124

Requirements for the Major

Lower Division Core

An introduction to the unifying principles of biology, to the five 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.

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
Total units in lower division core			**11**

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 assuring that essential prerequisites will have been completed.

Upper Division Core

A minimum of 29 units of upper division courses, to include one course from each of the following groups:

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)	
Complete 4 units from the following courses in Genetics:			4
BIOL	320	General Genetics (4)	
BIOL	322	Human Genetics (4)	
Complete 4 units from the following courses in Organismal Physiology:			4
BIOL	324	Animal Physiology (4)	
BIOL	334	Plant Physiology (4)	
Complete 4 to 5 units from the following courses in Anatomy, Morphology, and Development:			4-5
BIOL	325	Cell and Tissue Structure (4)	
BIOL	336	Vascular Plant Morphology (4)	
BIOL	337	Plant Anatomy (4)	
BIOL	340	General Bacteriology (5)	
BIOL	370	Comparative Anatomy of Vertebrates (4)	
BIOL	372	Vertebrate Embryology (4)	
Total units in upper division core			**16-17**

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. All courses in biology which are applied to the Biology Major must be taken under the traditional grading mode (A-F).*

Total units in major electives 12-13
Total units in the major 40

* Exception is BIOL 390, Colloquium, which is only offered as CR/NC.

Minor in Biology

The minor consists of a minimum of 20 units in biology with a grade point average 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. The general requirements that must be met in any plan are:

Minor Core Requirements

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

Minor Electives

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

Total units in minor electives (including 6 upper division units) 10-6
Total units in the minor 20

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

Teaching Credential Preparation

A major in Biology is acceptable preparation for an elementary or secondary teaching credential. To meet the academic requirements for the Elementary Teaching Credential, students must pass the General Knowledge Portion of the National Teacher's Examination. For the Secondary Teaching Credential, students must complete the Single Subject Waiver Program in Life Sciences. Biology majors seeking a teaching credential are encouraged to consult with the Department's credential advisor, and review the University's special bulletin on Programs in Teacher Education. For further information on credentials and professional education requirements, see page 84.

Master of Arts In Biology

Sonoma State University has offered a program leading to the Master of Arts in Biology since 1966. The degree can be pursued via two options. The THESIS OPTION requires an original thesis and benefits those students intending to continue in biological research. 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 coursework. It is designed for students who wish to apply their knowledge to the solution of environmental problems. These programs are explained fully in a brochure available from the Biology Department. The Department's graduate coordinator will assist in the selection of a plan.

Admission Procedures

Apply directly to the Office of Admissions by May 1 for fall admission or November 1 for spring admission. Students are accepted in unclassified postbaccalaureate standing for additional coursework not oriented toward a degree. This standing requires a 2.50 GPA in the last 60 units attempted. Students intending to pursue the MA degree are accepted in conditionally classified standing, which requires a 3.00 GPA in the last 60 units attempted. Formal acceptance into the program requires advancement to classified standing, for which students apply after beginning graduate study. This standing requires that students submit the following to the Biology Department Graduate Coordinator:

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

Biology Courses (BIOL)

Biology majors are encouraged to complete all of the lower division core requirements before attaining junior standing (60 units). This maximizes flexibility in upper division course selection by assuring that essential prerequisites will have been completed.

100. Credit by Examination (3-6)
(Fall and Spring)
The General Education requirement in Biology may be satisfied by passing exams such as the CLEP Examination in Biology. Credit toward the General Education requirement in Biology will be awarded for passing this exam. Passing the exam does not waive the laboratory requirement. See the Credit by Examination section of this catalog for more information.

115. An Introduction to Biology (3)
(Fall and Spring) Department Faculty
Lecture, 3 hours. A course for majors and non-majors in which unifying concepts of biology are presented. Topics include the chemical and physical basis of life; cellular structure and function; molecular and Mendelian genetics; the 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. Introductory Laboratory (1)
(Fall and Spring) Department Faculty
Laboratory, 3 hours. A course to complement BIOL 115. Laboratory work includes artificial and natural ecosystems; cellular structure and function; cell division; Mendelian genetics; and the biology of organisms. Laboratory fee may be charged; consult Schedule of Classes. Satisfies GE laboratory requirement. Prerequisite: Previous or concurrent enrollment in BIOL 115.

116. General Botany (4)
(Fall and Spring) Kjeldsen, Quibell, Sherman
Lecture, 2 hours; laboratory, 6 hours. An introduction to plant science emphasizing the reproduction, growth, structure, evolution, and ecology of the major organismal groups traditionally covered in general botany texts. Laboratory fee may be charged; consult Schedule of Classes. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: BIOL 115.

117. General Zoology (4)
(Fall and Spring) Brumbaugh, Hanes, Hermans, Hopkirk, Northen
Lecture, 2 hours; laboratory, 6 hours. An introduction to the characteristics and organ systems of the major groups of the animal kingdom. Laboratory fee may be charged; consult Schedule of Classes. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisites: BIOL 115.

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

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

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

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. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences) and GE laboratory requirements. Prerequisite: BIOL 115.

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

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

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

Lecture, 3 hours. Basic cellular biology, including cellular physiology, macromolecular synthesis and regulation, cellular bioenergetic relationships (photosynthesis and respiration), and molecular genetics. Prerequisites: BIOL 116 and 117 (or completion of one of these courses and concurrent enrollment in the other) and CHEM 115AB or 125AB.

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

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

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

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

224. Human Physiology (3)
(Fall) Clothier

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

224L. Human Physiology Laboratory (2)*
(Fall) Clothier

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

300. Ecology (4)*
(Fall) Northen, Sherman

Lecture, 2 hours; laboratory and field, 6 hours. General principles relating to populations, natural communities, and ecosystems. Emphasis on plant and animal sampling, measurement of physical factors, and quantitative data analysis in aquatic and terrestrial systems. Prerequisites: BIOL 116 and 117 (or completion of one of these courses and concurrent enrollment in the other).

302. Biological Techniques (3)*
(Spring)

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

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

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

308. Environmental Toxicology (3)

Information needed to formulate a philosophy of chemical use: the nature of the interaction of poisons and living tissue; categories of toxicological activity; measuring poisonous effects; cost-effectiveness of chemical use; and governmental regulations and procedures. Not applicable to the Biology major. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: BIOL 115.

309. Biology of Cancer (3)

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 the general public. It is designed so that everyone (regardless of scientific background) will benefit. Not applicable to Biology major. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: BIOL 115.

310. Human Biology (3)*
(Fall or Spring) Clothier

Lecture, 2 hours; laboratory, 3 hours. Form and function of the human body, disease, defense and repair, human inheritance and reproduction, and human environmental health. Not applicable to Biology major. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences), and GE laboratory requirement. Prerequisite: BIOL 115.

311. Sexually Transmitted Diseases (3)

Biological, environmental, societal, and psychosocial aspects of sexually transmitted diseases. Not applicable to Biology major. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: BIOL 115.

312. Oceanology (3)
(Fall or Spring) Kjeldsen, Clothier, Staff

Lecture, 3 hours. An introduction to the world's oceans, with emphasis on the relationships between oceanology and other fields. Not applicable to Biology major. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: BIOL 115.

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

320. General Genetics (4)
(Fall) Christmann
Lecture, 3 hours; laboratory, 3 hours. A study of the principles of heredity, including topics in classical and molecular genetics, cytogenetics, and population genetics. Prerequisites: BIOL 215 or consent of the instructor.

322. Human Genetics (4)
(Spring) Ebert
Lecture, 3 hours; discussion, 1 hour. An introduction to basic principles of genetics and their application to human heredity. Prerequisite: BIOL 215 or consent of the instructor.

324. Animal Physiology (4)
(Spring) Clothier, Hanes
Lecture, 2 hours; laboratory, 6 hours. Basic principles and concepts of animal function with emphasis on organ systems, environmental adaptations, and comparative homeostatic mechanisms. Laboratory fee may be charged; consult Schedule of Classes. Prerequisites: BIOL 117 and 215.

325. Cell and Tissue Structure (4)
(Spring) Hermans
Lecture, 3 hours; laboratory, 3 hours. An integration of the structural and molecular organization of animal cells and tissues. Laboratory fee may be charged; consult Schedule of Classes. Prerequisites: BIOL 215.

330. Plant Taxonomy (4)
(Spring) Quibell
Lecture, 2 hours; laboratory or field, 6 hours. An introductory course in plant taxonomy with emphasis on the California flora. At least one weekend field trip. Laboratory fee may be charged; consult Schedule of Classes. Prerequisites: BIOL 116 or consent of instructor.

332. Plants and Civilization (3)
(Fall) Quibell
Lecture, 3 hours; field trips. An introduction to the historical and evolutionary interrelationships between man and his domesticated plants. Topics covered include: the origins of agriculture and its development into the 20th century and beyond; the influences of man on plants and of plants on human history; plus the botanical and cultural origins of the principal cultivated plants. A library research paper (or oral report) is required. One or more field trips to be planned in consultation with the class. Not applicable to the Biology Major. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: BIOL 115.

334. Plant Physiology (4)
(Fall) Kjeldsen
Lecture, 2 hours; laboratory, 6 hours. Basic concepts and fundamental principles of the various aspects of plant function. The following areas are investigated in detail: photosynthesis, water relations, mineral nutrition, and plant growth regulation. Laboratory fee may be charged; consult Schedule of Classes. Prerequisites: BIOL 116 and 215.

336. Vascular Plant Morphology (4)
(Alternate Spring, even years) Quibell,
Lecture, 2 hours; laboratory, 6 hours. Comparative structure and phylogeny of lower vascular plants, pteridophytes, gymnosperms, and angiosperms. Laboratory fee may be charged; consult Schedule of Classes. Prerequisite: BIOL 116.

337. Plant Anatomy (4)
(Alternate Fall, even years) Quibell
Lecture, 2 hours; laboratory, 6 hours. Comparative, developmental, and systematic anatomy of seed plants. Cell, tissue and organ development, from meristems to mature elements are considered; along with some practical applications of anatomical data to systematic, phylogenetic, and archeological/ethnobotanical problems. Laboratory fee may be charged; consult Schedule of Classes. Prerequisite: BIOL 116.

338. Aquatic Botany (4)
(Spring) Kjeldsen
Lecture, 2 hours; laboratory, 6 hours. The study of marine, estuarine, and freshwater plants, with emphasis on ecology, primary production, population ecology, growth and taxonomy. Laboratory fee may be charged; consult Schedule of Classes. Prerequisite: BIOL 116.

339. Mycology (4)
(Alternate Fall, even years) Kjeldsen
Lecture, 2 hours; laboratory, 6 hours. Introduction to the fundamental principles and techniques for studying the Kingdom Fungi and allied organisms. The course includes development of laboratory techniques for the culture and identification of fungi as well as field work on terrestrial and aquatic fungi. Laboratory fee may be charged; consult Schedule of Classes. Prerequisite: BIOL 116.

340. General Bacteriology (5)
(Spring) Benko
Lecture, 3 hours; laboratory, 6 hours. A survey of the fundamental principles and techniques of bacteriology. Laboratory fee may be charged; consult Schedule of Classes. Prerequisites: BIOL 116 and 215 and CHEM 115AB or 125AB.

344. Cellular Physiology (4)
(Alternate Fall, even years) Benko
Lecture, 2 hours; laboratory, 6 hours. Cellular organelle function, metabolic pathways, growth and regulation, membrane transport mechanisms; macromolecular regulation in eukaryotic and prokaryotic cells and modern techniques of cell physiology. Prerequisite: BIOL 215.

350. Natural History of Aquatic Invertebrates (4)
(Spring) Brumbaugh
Lecture, 2 hours; laboratory or field, 6 hours. Identification and ecology of local marine and freshwater invertebrates. Habitats studied include protected and unprotected rocky seashores, sandy beaches, bay tidal flats, lakes, ponds, and streams. Feeding habits and structural, physiological, and behavioral features used by the various invertebrate groups to cope with stresses posed by environments are studied. Laboratory fee may be charged; consult Schedule of Classes. Prerequisite: BIOL 117.

355. Entomology (4)
(Alternate Fall, even years) Hopkirk, Department Faculty
Lecture, 2 hours; laboratory, 6 hours. Fundamental principles of the study of insects. Major areas investigated include the taxonomy, morphology, development, ecology, and physiology of insects. Laboratory fee may be charged; consult Schedule of Classes. Prerequisite: BIOL 117.

360. Natural History of Vertebrates (4)
(Fall) Hopkirk, Isaac
Lecture, 2 hours; laboratory or field, 6 hours At least one weekend field trip. Studies of the characteristics, ecology, systematics, and evolution of vertebrate animals including fish; amphibia; reptiles; birds; and mammals. Laboratory fee may be charged; consult Schedule of Classes. Prerequisite: BIOL 117.

370. Comparative Anatomy of Vertebrates (4)
(Fall) Hopkirk
Lecture, 2 hours; laboratory, 6 hours. Morphogenesis and evolutionary development of vertebrate structure. Laboratory fee may be charged; consult Schedule of Classes. Prerequisite: BIOL 117.

372. Vertebrate Embryology (4)
(Spring) Clothier
Lecture, 2 hours; laboratory, 6 hours. Developmental morphology and physiology of the vertebrates. Laboratory fee may be charged; consult Schedule of Classes. Prerequisite: BIOL 117.

380. Principles and Problems in Human Nutrition (4)
(Fall or Spring) Benko
Lecture, 3 hours; discussion, 1 hour. An introduction to basic 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) Thatcher
Lecture, 3 hours. Study of viruses: their nature, classification, replication, genetics, and pathogenesis. Discussion of characteristics, methodology, and host-parasite interactions. Includes discussions of common pathogens of plants and animals (primarily of humans), methods of disease prevention and control of pathogens, and applications in biotechnology, vaccine development, and pest control. Prerequisite: BIOL 215.

385. Contemporary Issues in Biology (3)
(Fall and Spring) Department Faculty
Lecture, 3 hours. Selected topics related to the quality of life today and the search for a perspective for the future. (Frequent offerings have included The Biology of Cancer, Sexually Transmitted Diseases, and Environmental Toxicology.) May be repeated with different topics. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: BIOL 115.

390. Biology Colloquium (1)
(Fall and Spring) Department Faculty
Lecture, 1 hour. A series of lectures by faculty and invited guests on current research and issues in contemporary biology. All majors and graduate students are encouraged to enroll each semester, although no more than two units are applicable to the Biology Major. CR/NC only. Prerequisite: BIOL 115.

395. Community Involvement Program (1-4)
(Fall and Spring) Department Faculty
CIP involves students in basic community problems related to biology—performing such tasks as tutoring, reading to the blind, service to local, county, and state agencies, service as teacher aides to elementary schools, etc. 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
The physiological effects of common medicinals, abused drugs, commercial poisons, plant and animal poisons, and research poisons on mammals. Prerequisites: BIOL 324 or 224 and CHEM 340.

460. Ichthyology (4)
(Alternate fall, odd years) Hopkirk
Lecture, 2 hours; laboratory or field, 6 hours. At least one weekend field trip. The biology of fishes: comparative morphology, classification, distribution, ecology, and evolutionary history. Laboratory fee may be charged; consult Schedule of Classes. Prerequisite: BIOL 360 or 370 or consent of instructor.

465. Ornithology (4)
(Alternate Spring, even years) Arnold, Northen
Lecture, 2 hours; laboratory and field, 6 hours. This course progresses from basic avian anatomy through a study of feathers and plumages to the life histories of birds including such topics as molts, distribution, migration, and breeding habits. Basic classification is learned in the laboratory and in the field. Laboratory fee may be charged; consult Schedule of Classes. Prerequisite: BIOL 360 or 370 or consent of the instructor.

468. Mammalogy (4)
(Alternate Fall, even years) Isaac
Lecture, 2 hours; laboratory and field, 6 hours. Studies of the characteristics, classification, physiological ecology, habitats, behavior, reproduction, distribution, and evolution of mammals. Laboratory fee may be charged; consult Schedule of Classes. Prerequisite: BIOL 360 or 370, or consent of the instructor.

480. Immunology (3)
(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. Laboratory exercises to demonstrate qualitative and quantitative techniques of immunology and properties of the immune system, including antigen antibody interactions and cellular immunity. Independent research project required. Laboratory fee may be charged; consult Schedule of Classes. Prerequisite: BIOL 480 or concurrent enrollment in BIOL 480.

481. Medical Microbiology (5)
(Fall) Thatcher
Lecture, 3 hours; laboratory, 6 hours. Study of the mechanisms of infectious diseases (primarily human) caused by bacteria and fungi. Emphasis is placed on understanding host-parasite interactions and the characteristics of each which contribute to, and participate in, the disease process. Includes discussions of therapeutic modalities and infection control, principally of infectious diseases of current interest. Laboratory techniques for the cultivation, isolation, and identification of pathogenic bacteria and fungi. Emphasis is on methods and procedures currently utilized in diagnostic laboratories. Prerequisites: BIOL 215 and 340.

482. Parasitology (3)
(Spring) Staff
Lecture, 3 hours. Study of human and animal parasites, their nomenclature, general morphology, life cycles, epidemiology, diagnostic methods, and host-parasite relationships. Concurrent enrollment in Biology 482L is encouraged. Prerequisites: BIOL 117 and 215.

482L. Parasitology Laboratory (2)
(Spring) Staff
Laboratory, 6 hours. Laboratory techniques for the preparation of specimens and methods for identification of protozoan and helminth parasites. Laboratory fee may be charged; consult Schedule of Classes. Prerequisite: BIOL 482 or concurrent enrollment.

484. Hematology (4)
(Alternate Fall, odd years) Hermans
Lecture, 3 hours; laboratory, 3 hours. A basic course in the study of blood that covers the normal and abnormal structure and function of red cells, white cells, and hemostatic mechanisms. Laboratory fee may be charged; consult Schedule of Classes. Prerequisite: BIOL 215.

485. Recombinant DNA Laboratory (4)
(Alternate Fall, odd years) Christmann
Laboratory, 9 hours; discussion, 1 hour. Laboratory techniques for the manipulation of DNA through gene cloning. Although executed in bacteria, these techniques are applicable in the study of all biological processes. Laboratory fee may be charged; consult Schedule of Classes. Prerequisites: BIOL 320 or 322; CHEM 340 or BIOL 340.

495. Special Studies (1-4)
Department Faculty
Laboratory fee may be charged; consult Schedule of Classes. Prerequisites: A major or minor in Biology with upper division standing; consent of instructor and Department chairman; and approved petition to enroll.

497. Selected Topics in Biology (1-4)
Department Faculty
A course dealing with intensive study of a particular biological topic. The topic will vary from semester to semester. The course may be repeated for credit and may be applicable to the requirements for a major in Biology. Laboratory fee may be charged; consult Schedule of Classes. Prerequisite: Consent of instructor.

498. Biology Practicum (1-4)
(Fall and Spring) Department Faculty
Application of previously studied theory through supervised instructional work experience in biology. Intended for professional growth. A course evaluation is required for all students taking the course. 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 approved petition to enroll.

499. Internship in Biology (1-4)
(Fall and Spring) Department Faculty
Work that provides training in the use of biological skills in the community. Requires written agreement among students, faculty, and community sponsor: 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 the Biology Major.

GRADUATE COURSES
Up to 15 units of upper division courses (300-400), selected in consultation with the student's Advisory Committee, may be included in the 30-unit requirement for the MA. (See information available in the Biology Department Office.)

500. Seminar in Biological Research (1-2)
(Spring or Fall)
Scientific research will be examined from various points of view; personal, practical, historical, philosophical and sociological.

501. Marine Ecology (4)
(Alternate Fall, odd years) Brumbaugh
Lecture, 2 hours; laboratory or field, 6 hours. The marine environment and the biology of the organisms therein. The course embraces broad aspects of the interrelations of organisms and their environment. Laboratory fee may be charged; consult Schedule of Classes. Prerequisite: BIOL 338 or 350.

502. Terrestrial Plant Ecology (4)
(Alternate Spring, odd years) Sherman
Lecture, 2 hours; laboratory or field, 6 hours. The developmental dynamics of plant communities (synecology) and the interrelations between individuals and their environment (autecology). Emphasis on field study with required weekend field trips and field research projects. Laboratory fee may be charged; consult Schedule of Classes. Prerequisite: BIOL 300. BIOL 330 and 334 recommended.

510. Selected Topics in Biology (2-4)
Laboratory fee may be charged; consult Schedule of Classes. Prerequisites: Adequate undergraduate preparation in the topic under consideration and graduate or last semester senior standing with consent of instructor.

516. Biogeography (4)
(Alternate Fall, odd years) Isaac
Lecture, 2 hours; laboratory, 6 hours; some overnight field trips. Study of patterns of geographic distribution of terrestrial plants and animals with explanations based on ecology and evolution. Laboratory fee may be charged; consult Schedule of Classes. Prerequisite: BIOL 300.

520. Molecular Genetics (4)
(Alternate Spring, odd years) Christmann
Lecture, 3 hours; discussion, 1 hour. Study of the molecular aspects of gene structure, function and evolution. A variety of analytical techniques will be discussed to develop comparisons among many different genes in a diversity of organisms. Prerequisite: Consent of instructor.

524. Neurobiology (3)
(Alternate Fall, even years) Hanes
Lecture, 3 hours. A study of nerve cells, nerve networks and behavior, nervous development and differentiation, and functional anatomy of neural systems, both vertebrate and invertebrate. 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. Laboratory fee may be charged; consult Schedule of Classes. Prerequisites: BIOL 325, PHYS 210B and consent of the instructor.

535. Nonvascular Plant Morphology (4)
(Alternate Fall, odd years) Kjeldsen
Lecture, 2 hours; laboratory, 6 hours. A comparative study of the morphology of photosynthetic prokaryotes, algae, fungi, and bryophytes, emphasizing morphological development, functional adaptation and evolution. Laboratory fee may be charged; consult Schedule of Classes. Prerequisite: BIOL 334.

551. Functional Morphology of Marine Invertebrates I (4)
(Alternate Fall, even years) Brumbaugh
Lecture, 2 hours; laboratory, 6 hours. Structure and function of adaptations which have enabled members of a phylum or major group to occupy new environments or take on a way of life different from closely related forms. Major emphases are given to sponges, cnidarians, flatworms, nemerteans, bryozoans, brachiopods, echinoderms, and invertebrate chordates. Evidences of evolutionary relationships between and among groups are drawn from comparative anatomy, embryology, biochemistry and paleontology. Laboratory fee may be charged; consult Schedule of Classes. Prerequisite: BIOL 350 or consent of the instructor.

552. Functional Morphology of Marine Invertebrates II (4)
(Alternate Fall, odd years) Brumbaugh
Lecture, 2 hours; laboratory, 6 hours. Continuation of BIOL 551. Major emphases are given to molluscs, annelids, arthropods, and allied phyla. While the two courses form a continuous sequence, either may be taken separately. Laboratory fee may be charged; consult Schedule of Classes. Prerequisite: BIOL 350 or consent of the instructor.

575. Animal Behavior (4)
(Alternate Spring, odd years) Northen
Lecture, 2 hours; laboratory, 6 hours. A consideration of the classical concepts of innate behavior; the endogenous and exogenous mechanisms that control behavior; sociobiology and the ecological adaptations of behavior patterns. Laboratory fee may be charged; consult Schedule of Classes. Prerequisite: BIOL 350 or 360.

595. Special Studies in Biology (1-3)
Department Faculty
Laboratory fee may be charged; consult Schedule of Classes. Prerequisites: Approved petition to enroll.

596. Coordinated Project in Environmental Biology (4)
Northen, Sherman
A two-semester, interdisciplinary team project approach to the study of ecosystems and their management. Prerequisites: Admission to classified standing for the Environmental Biology Advisory Plan of the Examination Option of the MA degree in Biology and permission of instructor.

598. MA Essay Examination (4)
(Fall) Department Faculty
Independent study and consultation with biology faculty in preparation for the MA Essay Examination. Detailed synthetic answers are prepared to eight broadly integrative questions which individually and collectively attempt to unify many of the various facets of biology. (See "MA Degree in Biology—Policies and Procedures" and "MA Essay Exam—Pool Questions" available in the Biology Department Office.)

599. MA Thesis (1-3)
An authorized "Thesis Prospectus Approval Form" is required before enrollment in BIOL 599.

Career Minors

Programs Offered
Career Minor in Arts Management
Career Minor in Health Systems Organizations
Career Minor in Recording Technology
Career Minor in Science-Technical Writing
Career Minor in Teaching English as a Second Language
Certificate in Teaching English as a Second Language

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, Music, and Theatre Arts majors completing this career minor will be better qualified to find positions such as gallery director, theatre or concert manager, or performer's agent.

Additionally, the proposed career minor—combined with a minor in one of the three arts fields mentioned above—will also serve the needs of Management and other majors who wish to specialize in the field.

Program Advisors
Bob Nugent, Art Department
Art Building, Room 128, Phone 707/664-2151

Joann Feldman, Music Department
Ives Hall, Room 17, Phone 707/664-2324

William Reynolds, Department of Management
Stevenson Hall, Room 2042, Phone 707/664-2377

Requirements for the Career Minor in Arts Management
To earn the Career Minor in Arts Management, students must complete the following 22-23 units.

Minor Core Requirements
Complete the following four courses.

MGT	230A	Principles of Accounting	4
MGT	360	Introduction to Marketing	4
MGT	370	Introduction to Managerial Finance	4
ART/MUS/THAR	312	Principles of Arts Management	3
Total units in the minor core			**15**

Specific Area Courses
Complete both courses in one of the following three groups.

Group I.			
ART	460	Gallery and Museum Methods	(4)
ART	499	Internship	(4)
Group II.			
THAR	463	Theatre Management	(3)
THAR	499	Internship	(4)
Group III.			
MUS	463	The Business of Music	(3)
MUS	499	Internship	(4)
Total units in specific areas			**7-8**
Total units in the minor			**22-23**

Students in the Arts Management Career Minor must also complete a major or minor in either Art, Music, or Theatre Arts. The combination of an Arts Management Career Minor with a major in any one of these fields is the best preparation for a career in arts management. 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, Music, or Theatre Arts.

Career Minor in Health Systems Organizations

The Health Systems Organizations Career Minor is an interdisciplinary program which 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 ethnic studies, management, nursing, politics, psychology, or sociology in addition to programs in medical anthropology, gerontology, and women's studies. This career minor will increase the employment opportunities in the health field of students from the above majors and programs. The minor also provides an excellent background for those who plan to obtain graduate professional training in fields such as medicine, social work, or public health.

Program Advisor
Dr. Kathleen Charmaz, Gerontology Program
Stevenson Hall, Room 2089, Phone 707/664-2456/2561

Minor Core Requirements
Course selection is pending; see advisor for details.

AMCS	432	Health and Culture	4
GERN/SOCI	452	Health Care and Illness	4
GERN	499	Internship Program	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 Health Systems Organizations -- Women's Health

The Career Minor in Health Systems Organization offers a specific track focusing on Women's Health. Its goal is to provide students with well-organized and highly marketable degree alternatives. The curriculum is organized toward enhancing students' opportunities for employment in a specific and stable arena of medical care, and women's health. It relies upon well-established courses in Women's Studies and in many other departments, focusing course requirements and internships on the particular issues and organizations in women's health care. Career needs of both health care providers (e.g. nurses) and liberal arts and sciences majors are addressed by the program.

Program Advisor
Dr. Kay Trimberger, Women's Studies Department,
Carson Hall, Room 31/32, Phone 707/664-2840

Minor Core Requirements

WOMS	320	Women's Bodies: Health, Sexuality, and Image (4)	
or			
WOMS	325	Feminist Perspectives on Women's Health (4)	4
GERN	452	Health Care and Illness	4
AMCS	432	Health and Culture	
or			
ANTH	357	Medical Anthropology	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**

Capstone Course (recommended)
WOMS 499 Internship Program (4)

Career Minor in Recording Technology

The Career Minor in Recording Technology offers preparation to those seeking work in the recording industry or in areas of the communications field which require expertise in studio recording (science, teaching, business, advertising). The program is also useful to performers who seek to employ recording as a tool in their own work.

Program Advisor
Professor Will Johnson, Music Department
Ives Hall, Room 62, Phone 707/664-2134/2324

Minor Requirements
Complete all of the following courses:

PHYS	210A/B	General Physics (3-3)*	6
PHYS	300	Physics of Music*	3
PHYS	311	Elements of Electronics*	4
MUS	262	Recording I	2
MUS	362	Recording II	2
MUS	462	Recording III*	2
MUS	499	Internship	4
(may be combined with MUS 495, Senior Project (1-2)			
Total units in the minor			**23**

*Check course description for prerequisites.

The Internship component is an important part of the Minor. The Internship is an actual work experience in a setting (normally off campus) which involves the student's recording skills. The setting is chosen in accordance with the student's career goals.

A Senior Project, if selected, is designed by the student in conjunction with a faculty advisor as a culminating experience involving recording in a primary way in the completion of an extensive project in the student's area of interest.

All required courses should be completed prior to enrollment in the Internship.

Where possible and appropriate, students will be placed in actual internships to provide direct experience, using their recording skills in a work setting. In some cases, though, particular student interests in recording may also be served by the Senior Project format which may be combined with the Internship for a total of 4 units for both projects.

Students who seek to work in the music recording industry are strongly advised to major in Music and to complete the Recording Technology Career minor.

Students whose primary interest is in technology are advised to take additional course work in Physics (PHYS 312, Elements of Digital Electronics; PHYS 412, Microprocessor Applications) and various Computer and Information Science courses.

Students planning to work in communications are advised to seek a major in Communications Studies.

Students with other career objectives should plan to augment the Recording Career Minor with other courses which will support recording as a component of their major program.

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 career minor provides the skills needed to present highly technical and abstract materials in clear, understandable terms.

Program Advisor

Professor Stanley McDaniel, Philosophy Department
Nichols Hall, Room 362, Phone 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 (socio) linguistic 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 provisional credentials.

Program Advisor

Dr. Shirley Silver, Anthropology and Linguistics Departments
Stevenson Hall, Room 2054, Phone 707/664-2419/664-2307

Minor Requirements

LING	310	Phonological Analysis	3
LING	311	Grammatical Analysis	4
LING	405	Phonology and Pronunciation	1
LING	410	English Grammar and ESL	3
LING	357	Dialects, Sociolects, and Speech Communities	3
LING	441	Linguistics and Second Language Teaching	3
LING	442	Teaching English as a Second Language	3
LING	490	Seminar in Applied Linguistics	1
LING	499	Internship in Applied Linguistics	3
		Total units in the minor	**24**

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

Certificate in Teaching English as a Second Language

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

Program Advisor

Dr. Shirley Silver, Anthropology and Linguistics Departments
Stevenson Hall, Room 2054, Phone 707/664-2419/664-2307

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	4
LING	357	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**

Chemistry

Department Office
Darwin Hall, Room 126, Phone 707/664-2334

Department Chair
Donald D. Marshall

Programs Offered
Bachelor of Science in Chemistry
ACS Certified Bachelor of Science in Chemistry
Bachelor of Arts in Chemistry
Minor in Chemistry
Multiple and Single Subject Teaching Credential Preparation

Faculty
Leslie Brooks, David Eck, Vincent Hoagland, Marvin Kientz, Donald D. Marshall, Douglas Martin, Ambrose Nichols (Emeritus), 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 world. Students may choose a course pattern of chemistry upper division electives for the BA or BS degree which emphasizes the areas of analytical, organic, inorganic, or physical chemistry, biochemistry, environmental science, pre-health professional preparation, or pre-enology. The BS degree, with appropriate course selection, is certified by the American Chemical Society.

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

The Department emphasizes experimental laboratory work which 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. Unlike many institutions with graduate programs, instruments are available to undergraduate students in laboratory courses as well as to those engaged in research projects. 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.

Sonoma State'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, 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 Social Sciences Office, Stevenson 2020.

The Chemistry Department participates in the Sonoma State University CLEP credit by examination program. For further information on CLEP course equivalents in chemistry, see pages 275-276.

Teaching Credential Preparation
A major in Chemistry is acceptable preparation for a California elementary or secondary teaching credential. To meet the academic requirements for the Elementary Teaching Credential, students must pass the General Knowledge Portion of the National Teacher's Examination. For the Secondary Teaching Credential, students must complete the Single Subject Waiver Program in Physical Science. Chemistry majors seeking a teaching credential are encouraged to consult with the physical science advisor, and review the University's special bulletin on *Programs in Teacher Education.* For further information on credentials and professional education requirements see page 84.

Bachelor of Science in Chemistry

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

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

Major Core Requirements

CHEM	125AB*	Honors General Chemistry (10 units, 5 in the Major, 5 in General Education.) 5
CHEM	325	Inorganic Chemistry 3
CHEM	335A	Organic Chemistry 5
CHEM	335B	Organic Chemistry 3
CHEM	336	Organic Chemistry Laboratory 2
CHEM	375A	Physical Chemistry 3
CHEM	375B	Physical Chemistry 3
CHEM	376	Physical Chemistry Laboratory for BS students 3
CHEM	381	Computer Applications in Chemistry 2
CHEM	494	Undergraduate Research 1
CHEM	497	Seminar 1
		Total units in the major core 31

* CHEM 115AB and CHEM 255 together will satisfy the CHEM 125AB requirement.

Major Electives

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

Total units in major electives 9

Supporting Courses (Required)

Mathematics

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

Physics

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

Strongly recommended

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

ACS Certified Bachelor of Science Degree in Chemistry

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

Grade Point Average

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

Required Upper Division Chemistry Electives

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

Two other advanced courses based on physical chemistry concepts. Examples of advanced courses in Chemistry are CHEM 436, 437, 441, 445, 446, 457, 470, 481, and 496. Advanced courses taken in other Natural Science departments must be individually approved by the Chemistry Department.

Bachelor of Arts in Chemistry

The BA degree allows broad preparation for biochemists, for environmental scientists, and for those wishing to obtain technical work or work allied to Chemistry such as: 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	General Chemistry (10 units, 5 in the Major, 5 in General Education) 5
CHEM	255	Quantitative Analysis 4
CHEM	310A	Fundamentals of Physical Chemistry 3
CHEM	310B	Fundamentals of Physical Chemistry 3
CHEM	316	Physical Chemistry Laboratory for BA Students 2
CHEM	335A	Organic Chemistry 5
CHEM	335B	Organic Chemistry 3
		Total units in the major core 25

Major Electives

In consultation with an advisor, choose an additional 8 units from upper division Chemistry electives.

Total units in major electives 8

Supporting Courses

Mathematics

MATH	161	Calculus I (4)
MATH	211-S	Calculus II-S (2)
(3 units in General Education, 3 units in major) 3		

Physics

Choose 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**

Advisory Patterns for Bachelor of Arts Degree

With the approval of an advisor in the Chemistry Department, a student can choose a pattern of Chemistry upper division electives in the BA degree to concentrate in the areas of analytical, inorganic, organic, or physical chemistry; biochemistry; environmental science; 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 para-medical work. For further information about Health Professions, see page 238. 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, GEOL 306, and PHYS 354.

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 six upper division course units and courses in general chemistry, quantitative analysis or clinical biochemistry, and organic chemistry, or a curriculum approved by the Department (CHEM 125AB fulfills both general chemistry and quantitative analysis).

Chemistry Courses (CHEM)

102. Food, Nutrition, and Toxicology (3)
(Fall and Spring) Eck, Hoagland

Lecture, 2 hours; laboratory, 3 hours. A non-mathematical course in introductory chemistry and toxicology. Students will investigate the acute and chronic toxicity of numerous chemical substances such as PCB, DMSO, sugar, DES, and saccharin. The students will learn basic chemistry and biochemistry which 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.

102W. Introductory Wine Chemistry (Enology) (3)
(Spring) Schaumberg, Marshall

Lecture, 3 hours. An introductory course of scientific information and methodology regarding commercial and home wine making. Topics include the chemistry of wine making, the chemistry of grapes, wine analysis, wine stabilization, quality control, and wine maturations in wooden containers. Introductory background chemistry and biochemistry will also be introduced. Satisfies GE, category B1 (Physical Sciences).

110. Preparation for General Chemistry (2)
(Fall and Spring) Marshall, Rustad

Lecture, 2 hours. For students who will be taking CHEM 115A but lack the necessary mathematical and scientific background. This course emphasizes the use of calculators, exponential numbers, metric system, nomenclature, chemical equations, stoichiometry, gas laws, concentration units, and elementary atomic structure. CHEM 110 is not open to students who have completed CHEM 115A or 125A. Not applicable to the Chemistry Major, Minor, or GE requirements.

115AB. General Chemistry (5-5)
(Both 115A and 115B offered Fall and Spring)
Department Faculty

Lecture, 3 hours; laboratory lecture, 1 hour; laboratory, 3 hours. General principles of chemistry selected from the areas of biochemistry, analytical, inorganic, organic and physical chemistry. This course is designed for science majors and students taking pre-professional curricula. Satisfies GE, category B1 (Physical Sciences) and GE laboratory requirement.

125AB. Honors General Chemistry (5-5)
(A, Fall; B, Spring) Rustad

Lecture, 3 hours; laboratory, 6 hours. An in-depth foundation for chemistry, physics, molecular-biology, and geology majors. Includes introductory aspects of quantitative analysis, physical chemistry and instrumental analysis. Chemistry majors completing this course will bypass CHEM 255. Satisfies GE, category B1 (Physical Sciences) and GE laboratory requirement. Prerequisite: High school chemistry and physics.

195. Lower Division Special Studies (1-3)
Department Faculty

232. Survey of Organic Chemistry (5)
(Fall) Kientz
Lecture, 3 hours; laboratory lecture, 1 hour; laboratory, 3 hours. An introduction to the important principles, compounds and reactions of organic chemistry. Particular emphasis on compounds of biological significance. Laboratory includes an introduction to basic techniques of organic chemistry with emphasis on their application to natural products. Designed for students who are not Chemistry majors. Prerequisite: CHEM 115A or 125A, or consent of instructor.

255. Quantitative Analysis (4)
(Fall) Marshall
Lecture, 2 hours; laboratory, 6 hours. Theory and practice of methods of analysis, including volumetric, gravimetric, and selected instrumental techniques. Prerequisite: CHEM 115B.

310AB. Fundamentals of Physical Chemistry (3-3)
(A, Fall; B, Spring) Brooks, Martin
Lecture, 3 hours. Development and applications of the concepts of thermodynamics, equilibrium, kinetics, and spectroscopy to chemical systems. Intended for candidates for the BA degree in chemistry and for related professions. Not applicable to the BS Major in chemistry. Prerequisites: CHEM 125B or 255; previous or concurrent enrollment in MATH 211S; PHYS 210AB or 214 and 216; or consent of the 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. Cross-listed as PHYS 311. Prerequisites: Concurrent enrollment in CHEM 311L; MATH 107; PHYS 210B or 214; or consent of instructor.

311L. Elements of Electronics Laboratory (1)
(Spring)
Laboratory, 3 hours. Lab to accompany CHEM 311. Prerequisite: Concurrent enrollment in CHEM 311.

316. Physical Chemistry Laboratory for BA Students (2)
(Spring) Brooks, Martin, Rustad
Lecture, 1 hour; laboratory, 3 hours. 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 125B or 255.

335A. Organic Chemistry (5)
(Fall and Spring) Eck, Schaumberg, Trowbridge
Lecture, 3 hours; laboratory lecture, 1 hour; laboratory, 3 hours. Basic course in the general theory and reactions of organic chemistry. Emphasis on basic principles. Recommended for science and pre-professional majors. Prerequisite: CHEM 115B or 125B, or consent of instructor.

335B. Organic Chemistry (3)
(Fall and Spring) Eck, Schaumberg, Trowbridge
Lecture, 3 hours. Continuation of CHEM 335A. Prerequisite: CHEM 335A.

336. Organic Chemistry Laboratory (2)
(Fall and Spring) Eck, Schaumberg, Trowbridge
Lecture, 1 hour; laboratory, 3 hours. Fundamental techniques of organic chemistry emphasizing synthetic organic chemistry, modern instrumental methods, and qualitative organic analysis. Designed to complement CHEM 335B. Prerequisite: CHEM 335A.

340. Survey of Biochemistry (3)
(Spring) Kientz, Hoagland
Lecture, 3 hours. A survey of the structure and function of proteins, nucleic acids, lipids, carbohydrates and other biological molecules. Prerequisites: CHEM 115B, and CHEM 232 or 335A.

341. Clinical Biochemistry (4)
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 125B or 255; PHYS 214 and 216; and previous or concurrent enrollment in MATH 261 or consent of instructor. PHYS 314 and 316 strongly recommended.

376. Physical Chemistry Laboratory for BS Students (3)
(Fall) Brooks, Martin, Rustad
Lecture, 1 hour; laboratory, 6 hours. Physiochemical measurements with an emphasis on error analysis, instrumental techniques, report writing and presentation. Prerequisites: CHEM 125B or 255; PHYS 214 and 216; previous or concurrent enrollment in MATH 261 or consent of the instructor; and concurrent enrollment in CHEM 375A.

381. Computer Applications in Chemistry (2)
(Spring) Brooks, Marshall
Lecture, 1 hour; laboratory, 3 hours. Applications in chemistry using FORTRAN and BASIC. Prerequisites: CHEM 115B or 125B; PHYS 114; MATH 211S.

397. Chemistry Practicum (1-6)
(Fall and Spring) Department Faculty
Supervised chemistry work experiences which involve practical application of previously studied theory. Intended for professional growth and/or collection of data for future theoretical interpretation. Not applicable as an upper division elective toward the Chemistry Majors. No more than two units may be used toward a chemistry minor. No more than four units may be taken in a given type of work experience. May be repeated for up to a total of six units. Two hours of work per week for each unit of credit. CR/NC only. Prerequisite: Junior standing or consent of the 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. Cross-listed as GEOL/PHYS 400. Prerequisite: Major in the physical sciences or consent of the instructor.

420. Advanced Inorganic Chemistry (3)
(Spring) 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) Schaumberg, Eck, Trowbridge
Lecture, 1 hour; laboratory, 6 hours. Preparation and characterization of organic compounds by modern methods; includes special techniques of synthesis, analysis, and interpretation of spectral data. Prerequisites: CHEM 335B and 336; and foundation in spectroscopy, kinetics, and thermodynamics, or consent of the instructor.

437. Advanced Organic Chemistry (2)
(Spring) 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 the instructor.

441. Biochemical Methods (3)
(Spring) 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 the instructor.

445. Biochemistry: Structural Materials and Protein Synthesis (3)
(Fall) Kientz, Hoagland
Lecture, 3 hours. A study of buffers, amino acids, proteins, carbohydrates, lipids, nucleic acids, and protein synthesis. Emphasis is placed on the structure of macromolecules. Prerequisites: CHEM 335B; and foundation in spectroscopy, kinetics, and thermodynamics, or consent of instructor.

446. Biochemistry: Enzymes and Metabolism (3)
(Spring) Hoagland, Kientz
Lecture, 3 hours. A study of bioenergetics, enzyme structure and function, and the metabolism of carbohydrates, lipids and proteins. Prerequisites: CHEM 335B; and foundation in spectroscopy, kinetics, and thermodynamics, or consent of instructor.

455. Advanced Analytical Chemistry (4)
(Spring) Marshall
Lecture, 2 hours; laboratory, 6 hours. Advanced theory and practice of analytical chemistry with emphasis on instrumental methods of analysis. Prerequisites: Previous or concurrent enrollment in CHEM 310B or 375B, or consent of instructor.

457. Environmental Chemistry (3)
(Fall) Marshall
Lecture, 1 hour; laboratory, 6 hours. A study of the problems of air, water, and land pollution with special emphasis on chemical analysis. Field trips will include trips to various centers involved in pollution control and/or analysis. Prerequisites: CHEM 255 or 125B; CHEM 335A; senior standing; foundation in spectroscopy, kinetics, and thermodynamics, or consent of instructor.

470. Advanced Physical Chemistry (3)
Brooks
Lecture, 3 hours. Basic theories and methods of quantum chemistry and statistical thermodynamics. Emphasis on the application of these techniques to molecular structure. Prerequisites: CHEM 375AB and MATH 261.

481. Applied Nuclear Chemistry and Physics (2)
(Fall) Dunning
Lecture, 2 hours. This course offers 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. Cross-listed 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. Cross-listed as PHYS 482. Prerequisites: PHYS 216 and 481 or concurrent enrollment in PHYS 481.

494. Undergraduate Research (1-6)
(Fall and Spring) Department Faculty
Individual investigation of either student- or faculty-initiated experimental or theoretical chemical problems under the supervision of a member of the chemistry faculty. May be taken only by petition to the Chemistry Department. Prerequisites: CHEM 335B; previous or concurrent enrollment in CHEM 310B or 375B; and consent of instructor.

495. Special Studies (1-3)
(Fall and Spring) Department Faculty
Investigation of existing information on a specific or general topic of interest to the student. Prerequisite: Consent of instructor; upper division standing in chemistry or closely related science.

496. Selected Topics in Chemistry (1-3)
Department Faculty
A study of an advanced topic in chemistry. May be repeated for credit with new subject matter.

497. Seminar (1)
(Spring) Eck, Hoagland
Practice and final oral presentation of the results of a chemistry research project at a scientific meeting or a departmental seminar based on papers concerning a topic selected from the recent chemical literature. Instruction includes the appropriate coverage of material and the preparation and use of 35 mm slides to make an informative talk. Prerequisites: CHEM 335B; previous or concurrent enrollment in CHEM 310B or 375B; or consent of instructor.

499. Internship (1-4)
(Fall and Spring)
Chemistry field experience in industrial, hospital, or similar laboratory settings. Enrollment by prior arrangement with supervising faculty member and community sponsor. See department advisor for details. Three hours of work per week for each unit of credit. Internship assignments may be paid. CR/NC only.

Communication Studies

Department Office
Nichols Hall, Room 362, Phone 707/664-2149

Programs Offered
Bachelor of Arts in Communication Studies
Certificate in Journalism

Department Chair
Jonah Raskin

Faculty
Carl Jensen (Journalism, Public Relations, Criticism),
Michael Litle (Media Arts, Criticism),
Jonah Raskin (Journalism, History of Media Culture)

The Communication Studies Major is an innovative interdisciplinary program designed to prepare students for careers in the media, or for advanced graduate study and research.

Communication Studies coordinates three distinct approaches to the media-practical application, historical study, and critical analysis. Practical application combines basic training in equipment operation, production design and organization, and professional internship. Historical study focuses on the evolution of the mass media, the relationship of the mass media and society, and public relations. Critical analysis explores media ethics, the media as a force for social change, and the analysis and evaluation of specific mediated texts.

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

Communication Studies places a heavy emphasis on classes and internships which provide students with pragmatic, real-world insights into the media. While the faculty have professional backgrounds, students are strongly advised to gain the practical experience and skills needed in the media marketplace by participating in a variety of internships. The Department, working closely with the University Field Experience Office, has developed many professional media internships with community organizations including local radio and television stations, newspapers, magazines, and other media groups.

On-campus media also offer a variety of opportunities for student involvement. University media include the *Star*, a newspaper; *KSUN*, a community radio station; *Detour Sonoma*, a video magazine; *Crosscurrents*, a campus magazine; and *Mandala*, a literary magazine.

Facilities available to students include: an eight-track music recording studio, a digital recording studio with video interlock, black and white and color photography darkrooms, computer labs, rehearsal rooms and a state-of-the-art theatre, a fully equipped studio for multi-camera video production, three video edit bays, numerous video news gathering units, an electronic field production package, an up-to-date newspaper production facility, a cable cast radio station, and a media library with hundreds of titles.

To specialize in audio recording, refer to the "Career Minor in Recording Technology" (see page 55).
To specialize in film, refer to the Film Minor section (see page 116).
To specialize in journalism, refer to the Journalism Certificate (see page 64).

Students who major in Communication Studies at Sonoma State University generally go on to employment at an entry level in a communication specialty in either the public or private arenas. Some typical 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 a professional career preparation programs. SSU Communication Studies students have gone on to graduate programs in journalism, teaching, management, film, law, and broadcasting. Management level positions (such as video producer/director, radio producer, television news director, newspaper editor) usually require several years of on-the-job experience and/or further education.

A Minor in Communication Studies provides students with an important background in mass communications which may lead to employment.

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 (28 units) and major electives (18 units). All students are required to take the eight prescribed core courses which total 24 units. In addition, every student must earn four additional units either as a media intern (COMS 499) or by completing an extensive senior project (COMS 498) for a total of 28 core course units.

Major Core Requirements

COMS	200	Principles of Mass Communication	3
COMS	201	Media Arts I	3
COMS	202	Methods of Media Criticism	3
COMS	300	Public Relations	3
COMS	301	Mass Media and Society	3
COMS	315	Media and the Law	3
COMS	401	Seminar: Mass Communication	3
COMS	402	Advanced Media Criticism (3)	
or			
COMS	415	Media Lab: Investigative Journalism (1-4)	
or			
COMS	435	Seminar: Media Censorship	3-4
COMS	498	Senior Project (1-4)	
or			
COMS	499	Internship in the Media (1-4)	4
Total units in the major core			**28**

Major Electives

Upon entry into the Program each student shall consult with a faculty advisor to develop a balanced and coherent pattern of 18 elective units around a specific advisory plan based on the student's academic and professional goals. The student will select one of four tracks:

1. Media arts (audio, video, film);
2. Journalism;
3. Writing; or
4. Graduate school.

Total units in major electives 18
Total units in the major 46

Journalism Certificate Program

Program Advisor

Jonah Raskin

The SSU Journalism Certificate Program is a career-oriented course of study designed to prepare students for entry-level positions in the field of journalism. The certificate indicates that the student has learned specific subjects, concepts, skills, and competencies generally required of new journalists. The certificate also indicates to prospective employers that the student has completed the required course work at a certain level of academic accomplishment and that the University has validated the Certificate Program.

Admission Requirements

To be admitted to the SSU Journalism Certificate Program, a candidate must:

1. Have completed 56 units of undergraduate courses with a 3.00 GPA;
2. Demonstrate writing ability and critical thinking skills earning either a "B" or better in both ENGL 101 and PHIL 101 or have attained an AA degree in Journalism; and
3. Apply at least a semester prior to the one in which the certificate would be granted; and
4. Be completing, or have previously received, a Bachelor's Degree.

Certificate Course Requirements

COMS	301	Mass Media and Society	3
COMS	310	Reporting	3
COMS	315	Media and Law	3
COMS	366	Writing for the Media	3
COMS	368	Media Lab: Star Workshop (1-4)	
or			
COMS	325	Media Lab: Video Magazine (1-4)	
or			
COMS	303	Radio News (3)	
plus			
COMS	385	Media Lab: Radio (1)	4
COMS	415	Media Lab: Investigative Journalism (1-4)	4
COMS	435	Seminar: Censorship (1-4)	4
COMS	499	Journalism Internship (1-4)	4
Total units in the certificate			**28**

NOTE: **All course work used to satisfy the requirements of the Journalism Certificate Program must be completed with a minimum grade point average of 3.00; only courses completed with a grade of C- or better may be included to meet program requirements; all 28 of the required units must be graded on an A-F basis; the certificate will be awarded only in conjunction with or after the award of the Bachelor's Degree. An exit interview, which includes the presentation of a portfolio of published work, is required.**

Minor in Communication Studies

The Communication Studies Minor is designed for students who recognize the need to understand the pervasive role the media play in society. Students with a Minor in Communication Studies will bring to their employer in almost any area of endeavor, an important skill in communication. The Minor provides a background in the history and theory of communication; offers an insight into the economic, sociological, and political dimensions of the media; and includes 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 eight elective units from upper division Communication Studies courses for a total of 20 units for the Minor.

Minor Core Requirements

COMS	200	Principles of Mass Communication	3
COMS	201	Media Arts I	3
COMS	202	Methods of Media Criticism	3
COMS	301	Mass Media and Society	3
Total units in the major core			**12**

Minor Electives

To complete the Minor, students must choose an additional 8 units in consultation with a faculty advisor.

Total units in the major electives 8
Total units in the minor 20

Communication Studies Courses (COMS)

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. Media Arts I (3)
Introduction to processes and equipment used in media production. Lectures demonstrate the procedures involved in photography, audio recording, word processing, and video from initial conception to final result. Laboratory provides experience in producing a slide show using the 35mm camera and the audio recorder, a scenario with graphics using the Macintosh computer, and a videotape using 1/2 " video recorder and editor. Prerequisite: Consent of instructor.

202. Methods of Media Criticism (3)
An survey of ways to analyze mediated texts. Focus on magazine ads, comic books, news, rock tunes, television programs, and feature films by using methods of analysis derived from a variety of perspectives. These perspectives include folklore, content analysis, psychoanalysis, narrative theory, art criticism, semiotics, and cultural theory.

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 201.

301. Mass Media and Society (3)
Intermediate level study of the operation and effects of communication in contemporary society. Emphasis on research skills and the application of social science methods. Analysis of political campaigns and the media. Cross-listed as SOC 331. Prerequisite: COMS 200.

310. Reporting (3)
Intensive practical experience in the gathering of news for mass media. Analysis of ethical principles governing the profession. Prerequisites: ENGL/COMS 366 and COMS 368, or consent of instructor.

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.

320. Selected Topics in Communication Studies (1-4)
Intensive study of a communications topic. May be repeated for additional credit with new subject matter. Prerequisite: Adequate preparation for the topic.

325. Media Lab: Video Magazine (1-4)
A media lab in which work focuses on the production of Detour Sonoma, an evolving, open format video magazine cablecast to the campus. The lab also serves as the staff meeting of the magazine. Prerequisite: COMS 201. Recommended prerequisite: ENGL/COMS 366 or COMS 355.

335. Mass Media in the Historical Context
An exploration of different media-radio, television, film, books, magazines, newspapers, and comics-in a specific social, political, and cultural setting. The course defines how the media has reflected and shaped crucial decades (such as the 1930s and 1960s) of modern American history.

355. Media Arts II (3)
An intermediate course in the operation and use of lightweight studio and field video production equipment. Students develop an understanding of each skill required to produce studio and field video: producing, writing, directing, camera work, sound work, video engineering, lighting, graphic and set design, editing, performing, and reporting. Students develop an intermediate level of competence in one of these specialized skills. Prerequisite: COMS 201 or other production experience.

365. Radio Production (3)
Lecture and laboratory experiences in program creation and development, and production techniques in radio broadcasting. May be repeated for credit. Prerequisite: COMS 265 or consent of instructor.

366. Writing for the Media (3)
Emphasis on writing for newspapers, periodicals, and audio-visual media. Analysis of contemporary media and their use and influence. Prerequisite: COMS 310 or consent of instructor.

368. Media Lab: Star, Mandala (1-4)
The Media Lab offers a variety of journalistic writing experiences with related activities including editing, layout, and photography. The SSU student newspaper, The Star, and the creative publication, The Mandala, are the vehicles through which this supervised experience is achieved. May be repeated for credit. Prerequisite: Consent of instructor

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 pre-recorded pieces for KSUN. The lab also serves as the staff meeting of the radio station.

401. Senior Seminar in Communication (3)
Key issues in mass communication from the point of view of decision makers. Research and discussion of selected topics, with an emphasis on the ethical dimension. Review of the ways cultural biases are presupposed in the structure and content of the mass media. Interviews with media practitioners. Prerequisites: COMS 301 and senior standing.

402. Advanced Media Criticism (3)
Analysis and evaluation of individual media productions in film, video, photography and recording. Emphasis placed on coordinating different approaches to the evaluation of media productions. For example, a mediated text considered as a form for contemplation, as the site of social meaning, and as object of consumption. Students will both create messages and take them apart. Prerequisites: COMS 202 and senior standing.

415. Media Lab: Investigative Journalism (1-4)
This media lab 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 ENGL/COMS 366.

435. Seminar: Media Censorship (4)
An intensive analysis of the role and impact of censorship in the news media. Emphasis is on exploring, through an internationally-recognized media research project, significant newsworthy issues which should be, but are not, fully covered by the news media. Cross-listed as Sociology 435. Prerequisites: COMS 301 or consent of instructor.

455. Media Arts III (3)
An advanced video production course in which students produce independent work-promotional, documentary, dramatic, or music/video. May be repeated for credit. Prerequisites: COMS 325 or COMS 355, or other intermediate producing/writing/performing experience.

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.

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.

499. Media Internship (1-4)
A supervised internship in a community organization which 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 insure that they acquire the skills necessary for internship placement.

Computer and Information Science

Department Office
Darwin Hall, Room 124, Phone 707/664-2667

Programs Offered
Bachelor of Science in Computer Science
Standard Curriculum
Systems Option
Minor in Computer Science

Department Chair
Richard H. Gordon

Faculty
David O. Butcher, Joseph W. Frasca, Richard H. Gordon, George Ledin Jr, Robert G. Plantz

The Computer Science Major and Minor were in the process of revision when the catalog was printed. The options and degree requirements described below may have changed. Current information is available from the Department of Computer and Information Science in Darwin Hall, Room 124.

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 Department of Computer and Information Science offers two options that lead to a Bachelor of Science in Computer Science. These options share a common core of classes that provide the student with a thorough grounding in programming, fundamentals of computer organization, data structures, and algorithm design. Both options meet guidelines for computer education established by the Association for Computing Machinery.

The Standard Curriculum emphasizes software science and is designed to prepare students for graduate work in computer science and careers in the computer industry itself. The Standard Curriculum consists of a rigorous course of study in computer science and mathematics and provides the student with a solid background in fundamental concepts and techniques.

The Systems Option emphasizes hardware science and requires supporting course work in physics, digital electronics, and microprocessors. It is intended for students planning graduate work or professions in computer architecture and computer engineering.

As good problem-solving skills are essential to the computer scientist, all curricula are accompanied by supporting course work in mathematics. Strong emphasis is placed upon writing skills due to the importance of good documentation in all phases of computer work.

Students in the program have access to a rich array of computing facilities and software. In addition to the facilities provided by the Campus Computer Center (see page 308), the Computer and Information Science Department maintains a laboratory of Macintosh II computers with support for UNIX and equipment for specific applications such as computer graphics.

It is highly desirable that computer science majors have some work experience before they graduate. Students of computer science are urged to contact the Career Development Center as early in their academic careers as possible. The Student Employment and Field Experience Offices in the Career Development Center will help students gain valuable experience through part-time, temporary, and summer jobs. The Career Development Center also helps students plan their careers and develop effective job-seeking skills.

All courses submitted toward either major or minor requirements in the Computer and Information Science Department must be taken for a letter grade (A-F). This includes electives in CIS and supporting courses in other departments. This does not apply to courses that are challenged.

Bachelor of Science in Computer Science
Standard Curriculum

The Computer Science Major and Minor were in the process of revision when the catalog was printed. The options and degree requirements described below may have changed. Current information is available from the Department of Computer and Information Science.

Degree Requirements	units
General Education	51
Major Requirements	66-67
General Electives	6-7
Total units needed for graduation	**124**

Major Core Requirements

CIS	150	Computer Programming I	4
CIS	151	Computer Programming II	3
CIS	158C	Introduction to COBOL (2)	
or			
CIS	158F	Introduction to FORTRAN (2)	
or			
CIS	158L	Introduction to LISP (3)	
or			
CIS	158Z	Introduction to C (2)	2-3
CIS	250	Assembly Language Programming	3
CIS	251	Computer Hardware Organization	3
CIS	255	Programming Languages	3
CIS	310	Systems Programming	3
CIS	350	Introduction to File Processing	3
CIS	354	Data Structures and Algorithm Analysis	3
CIS	410	Computer Architecture	3
CIS	450	Operating Systems	3
CIS	452	Compiler Design and Construction	3
Total units in the major core			**36-37**

Major Electives

Choose 13 or more units from CIS 158F, 158L, 158Z, MATH 352, or any upper division CIS electives (see list below). Courses taken as part of the major core should not be chosen again. At least 11 units of the major electives must be upper division.

Total units in the major electives 13

Required Supporting Courses

MATH	161	Calculus and Analytic Geometry I	4
MATH	211	Calculus and Analytic Geometry II	4
MATH	222	Elementary Applied Linear Algebra	3
MATH	242	Discrete Structures	3
MATH	345	Probability Theory	3
Total units in supporting courses			**17**
Total units in the major			**66-67**

Bachelor of Science in Computer Science
Systems Option

Major Core Requirements

CIS	150	Computer Programming I	4
CIS	151	Computer Programming II	3
CIS	158C	Introduction to COBOL (2)	
or			
CIS	158F	Introduction to FORTRAN (2)	
or			
CIS	158L	Introduction to LISP (3)	
or			
CIS	158Z	Introduction to C (2)	2-3
CIS	250	Assembly Language Programming	3
CIS	255	Programming Languages	3
CIS	350	Introduction to File Processing	3
CIS	354	Data Structures and Algorithm Analysis	3
Total units in the major core			**21-22**

Major Electives

Choose 9 or more units from MATH 352 and upper division CIS electives (see list below).

Total units in major electives 9

Required Supporting Courses

MATH	161	Calculus and Analytic Geometry I	4
MATH	211	Calculus and Analytic Geometry II	4
MATH	222	Elementary Applied Linear Algebra	3
MATH	242	Discrete Structures	3
MATH	345	Probability Theory	3
PHYS	114	Introduction to Physics I	4
PHYS	214	Introduction to Physics II	4
PHYS	311	Elements of Electronics	4
PHYS	312	Elements of Digital Electronics	4
PHYS	412	Microprocessor Applications	3
Total units in supporting courses			**36**
Total units in the major			**66-67**

Upper Division CIS Electives

CIS	310	Systems Programming	3
CIS	340	Computer Security	3
CIS	345	Implications of Computers for Society	3
CIS	350	Introduction to File Processing	3
CIS	354	Data Structures and Algorithm Analysis	3
CIS	355	Database Management Systems	3
CIS	375	Computer Graphics	3
CIS	385	Selected Topics	3
CIS	410	Computer Architecture	3
CIS	430	Systems Analysis	3
CIS	450	Operating Systems	3
CIS	452	Compiler Design and Construction	3
CIS	454	Automata, Computability and Formal Languages	3
CIS	455	Advanced Database Design	3
CIS	465	Data Communications	3
CIS	470	Software Design and Development	3
CIS	475	Advanced Computer Graphics	3
CIS	480	Artificial Intelligence	3
CIS	495	Special Studies	1-4
CIS	496	Senior Seminar	4

Minor in Computer Theory and Applications

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 be properly planned.

Minor Core Requirements

CIS	150	Computer Programming I	4
CIS	151	Computer Programming II	3
CIS	158C	Introduction to COBOL (2)	
or			
CIS	158F	Introduction to FORTRAN (2)	
or			
CIS	158L	Introduction to LISP (3)	
or			
CIS	158Z	Introduction to C (2)	2-3
CIS	250	Assembly Language Programming	3
Total units in the minor core			**12**

Minor Electives

Choose an additional eight units from CIS 158C, 158F, 158L, 158Z, 175, 251, 255, any upper division CIS electives (see list above), or MATH 352. At least 6 units in the minor electives must be upper division.

Total units in minor electives 8

Total units in the minor 20

Computer Science Courses (CIS)

101. Introduction to Computers and Computing (3)
Lecture, 2 hours; laboratory, 2 hours. Topics covered include computer types, history of computing, computer organizations, survey of computer languages, program development, computer applications (word processing, data base, graphics, spreadsheets), and computers in society. Students will have weekly hands-on experience with a variety of computer systems, especially microcomputers (IBM, Macintosh and Apple). Not applicable to the CIS Major. Recommended for all students.

150. Introduction to Programming (4)
Lecture, 3 hours; laboratory, 3 hours. An overview of computer organization; arithmetic and logical expressions, conditional and repetitive statements, simple I/O, and sub programs; 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 242 recommended.

151. Introduction to Data Structures (3)
Abstract data types and data structures: stacks; queues; lists; trees; hash tables; graphs; static, dynamic, iterative, and recursive implementations of data structures. Prerequisites: CIS 150 and MATH 242 or consent of instructor.

158B. Introduction to BASIC (2)
A first course in the BASIC language. BASIC is a simple, widely used interactive programming language. Especially recommended for teachers at the junior and senior high levels. Not-applicable to the CIS Major. Cross-listed as MATH 158B. Prerequisites: MATH 50, 121, or 131, or consent of instructor.

158C. Introduction to COBOL (2)
A first course in programming in the business-oriented computer language COBOL, with applications to typical business problems. Prerequisite: CIS 150 or consent of instructor.

158F. Introduction to FORTRAN (2)
A first course in programming in the science-oriented computer language FORTRAN. Special emphasis will be placed on structured programming techniques. Students cannot obtain credit for both CIS 158F and PHYS 381 or CHEM 381. Prerequisite: MATH 107 or consent of instructor.

158G. Introduction to LOGO (2)
A first course in programming in LOGO. LOGO is used widely in elementary schools and also has applications at the secondary level. Recommended for teachers and credential students in the School of Education. Not applicable to the CIS Major.

158L. Introduction to LISP (3)
Programming in the language LISP, a language commonly used in artificial intelligence applications. Especially recommended for Majors planning graduate studies in computer science.

158Z. Introduction to C (2)
Programming in the language C, a language of choice for systems programmers. Prerequisite: CIS 150 or consent of instructor.

175. Introduction to Computer Graphics (3)
A first course in computer graphics which introduces students to computer graphics hardware and software. Topics examined include graphics hardware, microcomputer graphics, presentation and business graphics, graphics for artists, computer mapping, CAD/CAM (drafting and environmental applications), animation, three dimensional graphics, and desk top publishing. Students will have hands-on experience using a variety of graphic programs on microcomputers. Not applicable to the CIS Major. Prerequisite: A previous computer course or consent of instructor.

250. Assembly Language Programming (3)
Lecture, 2 hours; laboratory, 3 hours. Introduction to assembly language programming, computer system organization from the machine language point of view, assembly language implementation of structured programming constructs, and elementary data structures. Prerequisites: CIS 150, 158F, 158L, 158Z, CHEM 381, or PHYS 381, or consent of instructor.

251. Computer Hardware Organization (3)
Basic computer hardware structures, addressing, digital circuit implementations, timing, arithmetic implementations, IEEE floating point arithmetic, main memory, I/O systems and components, control unit design, virtual memory design, caches, microprogramming concepts and implementation, parallel processing. Prerequisites: CIS 250 and MATH 242, or consent of instructor.

255. Programming Languages (3)
Syntax, semantics, and implementation of high-level programming languages. Parsing, data and control structures, parameter passing mechanisms, blocks, and scope. Compilation and interpretation. Prerequisite: CIS 151 or consent of instructor.

310. Systems Programming (3)
The use and design of systems software, including assemblers, macro processors, linkers and loaders I/O programming, runtime access of operating system facilities, memory management, and debugging tools. Prerequisites: CIS 250 and CIS 251 or PHYS 312, or consent of instructor.

340. Computer Security (3)
Current methods for increasing security, protecting privacy and guaranteeing degrees of confidentiality of computer records; insuring computer installation safety; protecting software products; preventing and dealing with crime; value systems, ethics, and human factors affecting use and misuse of computers. Discussion of recent technical, legal, and socio-political issues influencing computer security problems. Prerequisites: CIS 151 and 250, or consent of instructor.

345. The Implications of Computers for Society (3)
Professional, ethical, and social issues affecting computer and information scientists. Topics may include: concepts of social value, social consequences of computer applications, legal issues, computers in the decision-making process, public perceptions of computers and computer professionals. Prerequisite: CIS 151 or consent of instructor.

350. Introduction to File Processing (3)
Concepts and techniques for structuring data on bulk storage devices. Topics covered include: I/O device characteristics, sequential access, random access, file data structures, file I/O Prerequisites: CIS 151 or consent of instructor.

354. Algorithm Analysis (3)
Design and analysis of algorithms with an emphasis on execution and storage efficiency. Topics will include algorithms for searching and sorting, memory management, storage allocation, garbage collection and compaction. Prerequisites: CIS 151 and 250, or consent of instructor.

355. Database Management Systems Design (3)
Design and implementation of database management systems. Topics covered will include: database architecture, data models, data normalization, data sub-languages, query facilities, storage structure of databases, security, data integrity, and database administration. Prerequisite: CIS 350 or consent of instructor.

375. Computer Graphics (3)
An introduction to the principles of computer graphics hardware, coordinate transformations, 2- and 3-dimensional primitives, raster display algorithms, polygon manipulation, interactive techniques, device independent software, and curve fitting. Prerequisites: CIS 151, MATH 161 and 222, or consent of instructor.

380. Functional and Logic Programming (3)
Introduction to two alternatives to conventional imperative programming; foundations, motivations, languages, methods, implementations; symbolic data structures; conventional and artificial intelligence applications. Prerequisites: CIS 151 and 255, or consent of instructor.

385. Selected Topics in Computer Science (1-4)
This course may be repeated with different subject matter for credit in the CIS Major. Prerequisites: Upper division standing with consent of an advisor and consent of instructor.

390. Computer Science Colloquium (1-3)
Series of lectures on current developments in computer science. May be repeated for credit; see the Department for specific information.

395. Community Involvement Program (1-4)
CIP involves students in basic community problems. The most common task for a CIS student will be tutoring at a local school. Not applicable to the CIS Major. Prerequisites: CIS 150, 158C, 158F or MATH 158B, and consent of CIS advisor.

410. Computer Architecture (3)
Instruction set design; memory-processor structures; memory hierarchies: cache, virtual memory, and secondary storage; multiprocessors; networks; non-von Neumann architectures; comparative examples of existing architectures. Prerequisites: CIS 310 and 354, or consent of instructor.

430. Systems Analysis (3)
Techniques of structured systems analysis. Topics include the system life cycle, problem definition and analysis, cost-benefit analysis, data flow diagrams, project management, software and hardware specifications, and survey of system components. Data communication and security components are also discussed. Prerequisite: CIS 350 or consent of instructor.

450. Operating Systems (3)
Multiprogramming and timesharing systems; scheduling policies; storage management; security; virtual machine implementation; memory management techniques; I/O subsystems and drivers; analysis of a sample operating system. Students may be required to program and test modules for the sample system. Prerequisites: CIS 251 and 354, 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 a simple compiler. Prerequisites: CIS 255 and 354. CIS 454 is recommended.

454. Automata, Computability, and Formal Languages (3)
Context sensitive, context free, and regular grammars. Deterministic and nondeterministic finite automata, pushdown automata. Turing machines and computability, linear bounded automata. Cross-listed as MATH 454. Prerequisite: MATH 220 and 242, or consent of instructor.

455. Advanced Database Design (3)
Database models; insertion, deletion, modification, navigation; database query languages; relational algebra and calculus and their respective languages; database design criteria; functional and multivalued dependencies; query optimization; universal relation, cyclic and acyclic structures; database integrity protection; transaction modeling; survey of recent developments in database theory and practice. Prerequisite: CIS 355 or consent of instructor.

465. Data Communications (3)
The ISO reference model, theoretical basis for data communications, data transmission theory and practice, telephone systems, protocols, networks, internetworks with examples. Prerequisites: CIS 354 and knowledge of statistics, or consent of instructor.

470. Software Design and Development (3)
Techniques of software design and development. Formal models of structured programming, module coupling and cohesion, exception processing, program correctness and testing, program complexity analysis. Organization and management of software development teams. Prerequisite: CIS 430 or consent of instructor.

475. Advanced Computer Graphics (3)
Surface fitting, color and shading, hidden line and hidden surface algorithms, ray tracing. Prerequisite: CIS 375 or consent of instructor.

480. Artificial Intelligence (3)
A study of programs, computer algorithms, and computer techniques that simulate human intelligence. Topics may include: computer application to chess, pattern recognition, general problem solving, decision making, and robotics. Prerequisites: CIS 158L, 380, or consent of instructor.

495. Special Studies (1-4)
This course is primarily intended for students who are doing advanced work in an area of computer science (e.g. a senior project). Prerequisite: An upper division CIS course in the area of interest or consent of instructor.

496. Senior Seminar (4)
Discussion of a topic of current importance in computer science. Independent student projects or oral presentations may be required. Prerequisite: Senior standing in CIS curriculum.

497. Internship (4)
Student projects conceived and designed in conjunction with an off-campus organization or group. The internship is intended to provide on-the-job experience in an area of computer science in which the student has no prior on-the-job experience. Computer hardware or computer time required for the internship, as well as regular supervision of the intern, must be provided by the off-campus organization. Prerequisite: Junior standing in CIS curriculum.

Counseling

Programs Offered
Master of Arts in Counseling
Option I Marriage, Family, Child Counseling
Option II Pupil Personnel Services

Department Office
Nichols Hall, Room 220, Phone 707/664-2544

Department Chair
V. Skip Holmgren

Faculty
Mark Doolittle, V. Skip Holmgren, Fred Moore, John Palmer (Emeritus), Carolyn Saarni, Sara Sharratt

The 60-unit graduate program in Counseling offers several professional training options: Option I prepares students for Marriage, Family, and Child Counseling licensure, and Option II prepares students for the Pupil Personnel Services Credential (School Counseling); in addition to these options, the MA in Counseling can also be structured to accommodate other interest areas of relevance to students seeking a focus on counseling outside the MFCC and PPS options. For instance, the Department offers a multiple- course sequence (through Extended Education) leading to certification in Chemical Dependency; this interest area as well as many others (counseling the aging, career and vocational counseling, and preparation for doctoral work in counseling) may be integrated into an individually tailored MA program.

The program relies heavily on interpersonal skill training and field experience, beginning during the first semester and culminating with an intensive supervised internship in some aspect of counseling, permitting the integration of theoretical constructs and research appraisal with practical application during the second year. The Department is prepared to assist students in obtaining field placements relevant to their projected professional goals. These placements include, but are not limited to: marriage and family counseling agencies, mental health clinics, counseling centers, public schools, community colleges, and college-level student personnel 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; and
4. Commitment to self-exploration and personal growth through participation in peer counseling, individual counseling, and group experiences. This aspect of the Program is seen as crucial to the development of adequate counseling skills and is given special consideration by the faculty as part of its evaluation of student readiness to undertake internship responsibilities.

In sum, 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 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 the counselors of the future should take an active role in helping to shape the social/environmental milieu in which they will work. While the faculty recognizes how difficult this task may be in specific instances and areas, it sees the counselor as one who actively participates in the life of an organization, not as submissive keeper of the status quo or as unseeing iconoclast but as a sensitive and perceptive voice representing individual freedom and human values.

The Master's Program may be completed within two academic years; however, some students with job and/or family responsibilities may wish to move more slowly. Resources permitting, efforts will be made to accommodate individual patterns. For most students, 8 units per semester will be considered a minimal number. It should be stressed that individual patterns should be planned very carefully, since most 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 the consent of the instructor: COUN 501, 502, 503, 512, 513, 520A, 520B, 521, 525, 530, 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 optimally, one with sound preparation in psychology. A recent course (or demonstrated competency) in basic statistical analysis is a prerequisite for admission to COUN 513.
   In addition, course work in classical personality theory and abnormal behavior are PREREQUISITES for admission into the program. Specifically, it is expected that students will have a background in Freud, Jung, traditional behaviorism, and client-centered therapy.
2. A 3.00 (B) grade point average in the last two years of undergraduate work. Applicants who satisfy all other requirements may petition the University for waiver of this requirement. It should be emphasized that such waiver is not automatically granted.
3. Completion of Counseling Department application forms, in addition to those required by the University.
4. A personal interview is a required part of the admission procedure.
5. Departmental admissions committees (which include students) have found the following criteria meaningful, or even indespensible for applicants:
   a. The ability to handle academic work of graduate-level rigor; generally, as evidenced by previous academic performance;
   b. Relevant work experience (preferably paid) and/or life experience;
   c. Thorough grounding in the behavioral sciences (on a baccalaureate level); and
   d. Global personal assessment—suitability for a career in a helping profession.

Refer to the section on Post-Baccalaureate Degrees for more information (see page 16).

Application Procedures

Interested persons can obtain the standard state-wide 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 applications on November 1 and continue for approximately six weeks for admission the following fall. All applicants to the Program must apply for admission to the University. For specific instructions and procedures contact the Counseling Department.

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	501	Seminar: Counseling Theory and Practice	4
COUN	502	Seminar: Adult Development: Individual, Family, and Career	4
COUN	510A	Seminar: Supervised Counseling Practicum	4
COUN	510B	Seminar: Supervised Counseling Practicum	4
COUN	512	Seminar: Group Process	4
COUN	513	Seminar: Research and Evaluation in Counseling	4
COUN	514A	Supervised Internship	4
COUN	514B	Supervised Internship	4
COUN	525	Seminar: Psychological Assessment	4
COUN	535	Sem: Development and Clinical Issues with Children and Adolescents	4
COUN	570	Seminar: Cross-Cultural Awareness in Counseling	4
		Total units in the MA core	**44**

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	503	Seminar: Dynamics of Individual Behavior	4
COUN	540	Seminar: Marriage and Family Problems and Adjustments	4
COUN	545	Seminar: Family Law and Professional Ethics	4
COUN	580	Seminar: Sex Counseling	4
		Total units in the option	**16**

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 insure it matches the availability of courses.

COUN	511	Seminar: Counseling for Career Development	4
COUN	520A	The Role of the Elementary School Counselor	3
COUN	520B	The Role of the Secondary School Counselor	3
COUN	521	Seminar: Pupil Personnel Services: Concepts and Organization	4
Additional elective units			2
		Total units in the option	**16**

Total units in MA option I or option II 16
Total units for the MA 60

All Master's candidates are required to complete a project representing a comprehensive and integrative understanding of the field of Counseling. Projects will include a case analysis and a proposal for developing a mental health program.

Community College Counseling Credential

Completion of the MA degree satisfies all current requirements to apply for the Community College Counseling Credential.

Chemical Dependency Counseling Certification

The Counseling Department sponsors a specialty training option in Chemical Dependency through the Extended Education Program which satisfies the academic requirements for professional certification by the California Association of Alcoholism and Drug Abuse Counselors, the state professional organization. Dr. Fred Moore, Program Coordinator, may be contacted at 707/664-2544.

Counseling Courses (COUN)

501. Seminar: Counseling Theory and Practice (4)
Department Faculty
An overview of the theories and techniques of major traditional and contemporary counseling models, including: Psychodynamic; Cognitive/Behavioral; Adlerian, Reality Therapy; Trait-Factor; Existential; Gestalt; Crisis Intervention and Brief Therapy; Feminist Therapy; and Behavioral Medicine.

502. Seminar: Adult Development: Individual, Family, and Career (4)
Department Faculty
Students will be introduced to the concepts of adult development: individual, family and career through the major theorists in the field and through illustrative biographies. The implications for psychotherapy will be thoroughly reviewed.

503. Dynamics of Individual Behavior (4)
Department Faculty
A course designed to cover psychopathology and socio-political related issues of diagnosis and treatment. Attention will be given to: (1) understanding of the wide variety of psychopathology in clinical practice; (2) the application of evaluation methods and diagnostic classification systems DMS-III-R; (3) development of appropriate treatment plans; and (4) the relationship of class, gender, and ethnic background to diagnosis and treatment.

510A. Seminar: Counseling Practicum (4)
Department Faculty
A course that provides students an opportunity to develop necessary and basic counseling skills to prepare them for an internship in a wide variety of agencies. Training is done through the use of video tape feedback and actual in-class practice demonstrations. CR/NC only. Prerequisite: Previous or concurrent enrollment in COUN 501 .

510B. Counseling Practicum (4)
Department Faculty
A course that provides students an opportunity to continue the development of advanced counseling skills to prepare them for an internship. Training is done through the use of video tape feedback and actual in-class practice demonstrations. In addition, students actually see clients under the supervision of their instructor. CR/NC only. Prerequisite: COUN 510A.

511. Seminar: Career Counseling (4)
Department Faculty
A course designed to relate the traditional therapeutic counseling models to career counseling. The course will familiarize students with career counseling strategies, sources of occupational information, and career counseling testing. Students will be required to work with an actual client in exploring personal values, interest patterns, and needs as they relate to work satisfaction and career development. Students will be required to purchase testing materials. Prerequisites: COUN 501 and 510A or consent of the instructor.

512. Seminar: Group Process (4)
Moore
A didactic and experiential study of theories and processes in group counseling. The dynamics and procedures involved in working with groups will be studied with members as participants and as leaders.

513. Seminar: Research and Evaluation in Counseling (3-4)
Saarni
A survey of the principles of research design as applied to clinical issues and settings, with emphasis on evaluation of human service programs. Students will also write an applied mental health grant proposal under faculty supervision. Prerequisite: Demonstrated competence in basic statistical analysis (i.e., an approved course within the last two years or passing an objective examination given by the Counseling Department.)

514AB. Supervised Internship (4, 4)
Department Faculty
Advanced clinical experience at least two full days per week, under faculty supervision in a setting related to the professional goals of the student. In addition, weekly meetings will be held to discuss related internship problems and to evaluate the field experience. Two semesters are required. CR/NC only. Prerequisites: COUN 501, 503 and 510AB.

520A. Seminar: Role of the Elementary School Counselor (3)
Holmgren
Students will examine the role of the elementary school counselor using the ASCA role statement as a basis for identification of counselor functions. A developmental counseling program using classroom guidance activities, consultation with teachers and parents, and helping the child meet normal developmental problems and tasks of childhood will be stressed.

520B. Seminar: Role of the Secondary School Counselor (3)
Holmgren
Students will examine the role of the secondary school counselor by studying comprehensive school programs that are designed to help every student achieve maximum success in school by prioritizing the program elements. In addition, the professional relationships and responsibilities of the secondary school counselor will be discussed.

521. Seminar: Pupil Personnel Services—Concepts and Organization (4)
Holmgren
A seminar in organizing, supervising, and administering Pupil Personnel Programs in elementary and secondary schools; legal and financial aspects, as well as laws affecting children and child welfare.

525. Seminar: Psychological Assessment (4)
Saarni, Holmgren
Investigation of the nature and rationale of psychological measurement, both individual and group, with emphasis on its utility in clinical or school settings. Attention will be given to both limitations and justification in the measurement of human characteristics. Students will be required to purchase testing materials.

530. Counseling the Aging and Their Families (4)
Department Faculty
The course will focus on identifying psychological and developmental problems of the aging with an overview of counseling strategies and skills effective in working with elderly clients and their families.

535. Seminar: Developmental and Clinical Issues with Children and Adolescents (4)
Saarni
This course emphasizes a developmental psychology perspective in considering 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, i.e. impact of divorce on children, child abuse; and (3) consideration of developmental contexts in working with children and adolescents. Prerequisite:COUN 501 and consent of instructor.

540. Seminar: Marriage and Family Problems and Adjustments (4)
Sharratt and Faculty
A study of the theoretical frameworks of relationship counseling including family therapy, couple therapy, and co-therapy. In addition, there will be in-class role playing and counseling demonstrations. Prerequisite: COUN 510 or consent of instructor.

545. Seminar: Family Law and Professional Ethics for the Counselor (4)
Doolittle
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 (4)
Sharratt, Moore
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. Prerequisite: COUN 510 or consent of instructor.

580. Seminar: Sex Counseling (4)
Doolittle
The course goal is: (1) to examine issues related to human sexuality, and (2) to provide knowledge in sex counseling: interviewing, assessment, and intervention strategies based upon an integrated survey of behavioral and psychodynamic approaches. Prerequisite: Previous or concurrent enrollment in COUN 510 or consent of instructor.

581. Introduction to Chemical Dependency (3)
Department Faculty
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.

595. Special Studies (1-4)
Department Faculty

Creative Writing

English Department Office
Nichols Hall, Room 362, Phone 707/664-2140

Programs Offered
Bachelor of Arts in English, *Creative Writing Advisory Plan*
Alternative Major in English, *Individualized study in Creative Writing*
Master of Arts in English, *Creative Thesis Option*

Creative Writing is offered in the English Department. Students who wish to work in Creative Writing may select the Creative Writing Plan or the Alternative Major in English. An MA in English with a creative thesis option is also offered.

The BA degree is a 42-unit program and the MA degree is a 30-unit program. Sequences of courses are available in fiction writing, poetry writing, and script writing. Creative Writing faculty include fiction writer and playwright William Babula, author of *St. John's Baptism* and *According to St. John*, poet David Bromige, author of *Desire: Selected Poems*, fiction writer Gerald Haslam, author of *That Constant Coyote: California Stories*, and novelist Gerald Rosen, author of *The Carmen Miranda Memorial Flagpole.*

Recent 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 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 recently conducted seminars and workshops for students in the program.

The well-regarded literary magazine *Sonoma Mandala* is published through the English Publications Workshop, an activity of the Small Press Editing course. All submissions should be sent c/o English Department.

The SSU Creative Writing Program is a member of the Associated Writing Programs.

For program details refer to the section on the English Department (see page 102).

Criminal Justice Administration

Program Offered
Bachelor of Arts in Criminal Justice Administration
Minor in Criminal Justice Administration

Department Office
Stevenson Hall, Room 2084D, Phone 707/664-2934

Department Chair
J. Homero E. Yearwood

Faculty
Patrick G. Jackson, Kenneth K. Marcus, J. Homero E. Yearwood

The Criminal Justice Administration Major offers a liberal arts curriculum concerned with the changing nature and content of law, the shifting public expectations of criminal justice agencies, and the reactions of those agencies to social perceptions and political pressures. The student is offered an interdisciplinary academic approach to the understanding of the mechanisms of social control, resolutions of criminal justice problems, and a knowledge of accepted procedures and alternatives.

This general but all important background serves as a base for the areas of emphasis which 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, correctional and parole services are studied in detail from several perspectives. The major also serves as an excellent preparation for graduate studies and law school.

Bachelor of Arts in Criminal Justice Administration

Degree Requirements	units
General Education	51
Major Core Requirements	36
Supporting Subjects	28
General Electives 9	
Total units needed for graduation	**124**

Please note that transferable units from other institutions may be applied to elective and supporting requirements. The course work taken at this University to complete these requirements must be selected in consultation with the major advisor. Courses in Spanish and Computer and Information Sciences are highly recommended as supporting courses.

Students must consult with a faculty advisor before beginning core courses.

Major Core Requirements

CJA	301	Criminal Justice and Public Policy	3
CJA	330	Government and the Rule of Law (4)	
or			
CJA	404	Introduction to Constitutional Law (4)	4
CJA	405	Rights of the Accused (4)	
or			
CJA	489	Civil Liberties and the Constitution (4)	4
CJA	365	Management in Public Agencies	4
CJA	425	Criminology	4
CJA	450	Punishments and Corrections	4
CJA	490	Senior Seminar-Criminal Justice Administration	4
CJA	499	Internship*	4
Additional CJA courses			5
Total units in major core			**36**

* The internship requirement may be waived for students currently employed or previously employed in Criminal Justice Administration or a related area.

Supporting Courses
To complete the BA degree students must choose supporting courses in consultation with a faculty advisor to total 28 units. Classes in Spanish and Computer Science are highly recommended.

Total units in supporting courses 28
Total units in the major 64

Minor in Criminal Justice Administration

The minor consists of any 20-unit pattern of Criminal Justice Administration courses chosen in consultation with a departmental advisor. A maximum of 4 units of Special Studies or Internship credit may be applied to the minor.

Criminal Justice Administration Courses (CJA)

301. Criminal Justice and Public Policy (3)
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).

330. Government and the Rule of Law (4)
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.

365. Management in Public Agencies (4)
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.

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)
A weekly meeting offering presentations and discussions by guest lecturers on issues of current interest and importance. May be repeated for a total of three units.

404. Introduction to Constitutional Law (4)
An introduction to the decision-making process by the Supreme Court through the study of case law. Areas to be studied include separation of powers, war powers, freedom of speech and religion, equal protection and due process. Fundamental principles of Constitutional law which govern and constrain the powers of government will be covered. Cross-listed as POLS 423.

405. Rights of the Accused (4)
Leading Constitutional cases in criminal justice including: search and seizure, death penalty, electronic surveillance, privilege against self-incrimination, jury trial, right to counsel, and double jeopardy will be studied in detail. California Supreme Court decisions will be introduced where appropriate.

406. Violence and Terrorism (4)
An examination of the sanctioned use of violence in domestic and international dispute settlements and its implications regarding terrorist activities. How are violence and terrorism legitimized, authorized and rationalized? The significance of race, national pride and relative deprivation will also be covered.

407. Police, Courts, and Community Relations (4)
The history of the police, police discretion, police minority relations, as well as the sentencing patterns of the courts will be examined. The significance of the role of the court as the last resort in dispute settlements and community relations will also be covered.

425. Criminology (4)
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.

450. Punishments and Corrections (4)
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 will be addressed.

489. Civil Liberties and the Constitution (4)
An examination of the fundamental principles of constitutional law which 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)
The purpose of this comprehensive seminar is to synthesize and examine the theoretical concepts and empirical findings of other courses in the major curriculum. Areas of special interest to the instructor and the students will be closely studied. Prerequisites: Senior standing and/or consent of instructor.

495. Special Studies (1-4)
The supervised study of a particular problem or area of interest selected by the student in consultation with a sponsoring faculty member. Regular meetings will be arranged for discussions and progress evaluations and a term paper will be submitted. May be repeated for credit.

497. Administration of Juvenile Justice (4)
This course first explores 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)
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 eight units.

Economics

Programs Offered
Bachelor of Arts in Economics
Minor in Economics
Single Subject Teaching Credential Preparation

Department Office
Stevenson Hall, Room 2042, Phone 707/664-2366

Department Chair
Richard Van Gieson

Faculty
Barry Ben-Zion, Gerald Egerer (Emeritus), Victor Garlin, Sue Hayes, Stephen Lewis, Richard Van Gieson

Economics is a social science which focuses on people and the ways in which they are organized in economic systems for the production and distribution of wealth and income and for the exercise of opportunity and freedom.

The BA degree program offered by the Economics Department is committed to excellence and trains students to meet the challenges of the future in a wide variety of careers.

The program has three basic objectives: (1) to provide a sound grasp of the tools of economic analysis and measurement; (2) to provide an understanding of institutional development and the interrelation of economic and social factors; and (3) to develop in students the ability to apply systematic analysis and understanding to decision making in the private and the public sector.

The basic techniques of analysis and measurement are treated in courses in micro- and macroeconomics, economic statistics, computer analysis, and introductory mathematics. 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 of concentration or study plan in such areas as business economics, finance, city and regional planning, computer applications, marketing, or public administration (see list below).

The faculty members of the Department work closely with students in small classes and seminars. All of the faculty have served as practicing economists with various public agencies or private firms, and thus bring to their teaching a rich background of theory along with practical experience in policy issues and problems.

The curriculum and teaching program of the Department are designed for those 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 teachers, management trainees, budget analysts, marketing specialists, program planners, and a wide variety of entry-level jobs where employers expect a person to be able to apply systematic thinking and analysis.

The Economics Department participates in the Sonoma State University CLEP credit by examination program. For further information on CLEP course equivalents in Economics, see pages 275-276.

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 121, 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	4
Two 400-level economics seminars not used in a field of concentration or advisory plan			8
Total units in the major core			**28**
Area of concentration (see below)			**16**
Total units in the major			**44**

BA Concentrations
An Economics major may select one of the following concentrations. A concentration is designated on a student's transcript and diploma. See an advisor for details of each of the following concentrations.

Business Economics
Computer Applications in Economics
International Economics

BA Advisory Plans

Advisory plans, instead of an area of concentration, allow the student to focus course work beyond the required core courses into areas of interest. They are not designated on the diploma, but their completion can be certified by a letter from the Department Chair. The following advisory plans are available:

Accounting
City and Regional Planning
Computer Information Sciences
Economic History
Environmental Studies
Finance
Marketing
Mathematics
Public Administration

Minor in Economics

Students may qualify for a minor in Economics by completing the 20 unit program listed below. The Minor will be recorded upon request in the student's official records.

ECON	201A	Introduction to Macroeconomics	4
ECON	210B	Introduction to Microeconomics	4
ECON	304	Intermediate Macroeconomic Theory	4
ECON	305	Intermediate Microeconomic Theory	4
Electives in Economics			4
		Total units in the minor	**20**

Double Majors

Students with majors in disciplines such as Computer Science, Environmental Studies, Management, 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.

Evening Program in Economics

The Department has an evening degree program to accommodate those majors who can attend the University only during the evening.

Teaching Credential Preparation

For the secondary teaching credential, majors must pass the National Teacher's Examination in Social Science, or complete the Single Subject Waiver Program in History or Social Science. Economics is a required course for all California high school students. Economics majors wishing to qualify for such teaching positions should consult with the Department Chair and review the University's special bulletin on Programs in Teacher Education. For information on the professional education requirements see page 84.

Economics Courses (ECON)

201A. Introduction to Macroeconomics (4)
(Fall and Spring)
An examination of the basic characteristics of the American economy and the principles that determine its performance. Emphasis is given to those factors which determine the total level of production, employment, prices, interest rates, inflation, and recession. Satisfies GE, category D5 (Contemporary International Perspectives).

201B. Introduction to Microeconomics (4)
(Fall and Spring)
An examination of the basic principles that determine the behavior of individual consumers and firms in the United States economy as they respond to changing economic conditions. Topics include demand, supply, pricing, production, cost, competition, and industrial structure. This course may be taken before ECON 201A.

303. International Economics (4)
(Spring)
A study of economic development and international trade in selected countries and regions, of alternative development and growth strategies, and of available techniques for achieving equilibrium among trading partners. Course emphasis will vary among instructors. Prerequisites: ECON 201A and 201B, or consent of instructor.

304. Intermediate Macroeconomic Theory (4)
(Fall and Spring)
A study of theories that explain the causes of fluctuations in production, employment, income, money, and prices in the economy. Topics covered include: national income accounting, models of short-run equilibrium and long-run growth, consumption, money market, monetary policy, fiscal policy, and the macro-institutional framework of the US economy. Prerequisites: ECON 201A and MATH 131.

305. Intermediate Microeconomic Theory (4)
(Fall and Spring)
A study of theories that explain consumer behavior and decision-making in organizations and firms in the economy. Deals with theories of demand, pricing, production, cost analysis, and competition. Prerequisites: ECON 201B and MATH 131.

308. Mathematical Applications in Economics (4)
(Fall and Spring)
An introduction to the technique of applying selected elementary mathematical methods to the construction of simple micro- and macroeconomic models, with a view to exploring the models' predictions in areas such as taxation, pricing, employment, output and inflation. Designed to support quantitatively oriented courses in economics and management. Prerequisites: ECON 201A and 201B, and ECON 304 or 305, and MATH 161.

317. Applied Statistics in Economics and Business (4)
(Fall and Spring)
Statistical methods and techniques most frequently used in economic and managerial analysis and planning in industry and government. Topics include: measures of central tendency and dispersion, the normal distribution, correlation and regression analysis, index numbers, compounded growth rates, present value analysis, and time-series analysis and forecasting methods. Prerequisites: Completion of the Economics math requirement.

318. Managerial Economics (4)
(Fall and Spring)
Economic analysis applied to the management decisions of public or private firms. The course is oriented to case studies that illuminate the content and applicability of such basic economic concepts as marginality, opportunity costs, and market structure. Topics include: demand analysis, resource allocation, production economics, and cost analysis; profitability analysis; price and non-price competition; capital budgeting; and long-range strategy formulation. Prerequisite: ECON 201B.

319. Introduction to Computer Applications and Forecasting (2)
(Fall)
An introduction to the use of computers as a quantitative tool for economic and financial analysis using high level computer languages and applications packages. Topics include: modeling, simulation, forecasting, regression, and optimization. Prerequisites: ECON 201A and 201B, or consent of instructor.

319L. Computer Applications and Forecasting Lab (2)
(Fall)
Lab to accompany ECON 319. Prerequisite: Previous or concurrent enrollment in ECON 319.

322. Urban Economics (4)
(Fall)
The issues and problems facing communities and regions in their attempts to manage and control growth and enhance the quality of life. Introduction to economic theory and techniques useful for dealing with issues such as economic growth, land use, environmental preservation, transportation, and housing. Prerequisite: ECON 201A or 201B.

326. Comparative Economic Analysis and Systems (4)
The development of economic theory, analysis, and policy in its relation to the actual historical development of economic systems in capitalist, socialist, and third-world nations.

375. Money and Banking (4)
(Fall and Spring)
An examination of United States financial institutions, including the Federal Reserve System, US Treasury, and the rapidly changing domestic and international banking system. Topics will include alternative theories of monetary and fiscal policy, the determination of interest rates and the price level, and the influence of financial institutions on inflation, recession, and growth. Prerequisite: ECON 201A or consent of instructor.

381. Natural Resource Management (4)
(Spring)
A study of natural resources and their role in the California economy. Management strategies for public and private utilization of resources. Special attention will be given to the economics of agricultural enterprises, timber, and geothermal energy. Other areas of interest such as water development, marine resources, and rural land use will be covered if time permits. Prerequisite: ECON 201A and 201B, or consent of instructor.

388. Economics and Law of Regulation (4)
(Fall and 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: regulation of monopoly and competition, consumer protection, labor law, and environmental law. Prerequisite: ECON 201A or 201B.

All 400 level seminars emphasize training in both written and oral expression. Students present papers and make oral presentations in such seminars.

403. Seminar in Economic Development (4)
Examination of the economic theories of development that are applied to analyze and solve the problems of increasing the standard of living in less developed countries. Prerequisites: ECON 304 and 305, or consent of instructor.

411. Seminar in Public Finance (4)
(Fall)
A seminar devoted to the use of economic theory for public project analysis by students seeking careers in the public sector. Topics include: resource allocation, modeling and simulation, queuing theory, dynamic systems, linear programming, decision theory, measurement of preferences, benefit-cost analysis, government investment, and project evaluation. Prerequisites: ECON 304, 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. Prerequisites: ECON 305 or 318.

419. Seminar in Computer Applications and Forecasting (4)
(Spring)
A seminar on computer-based systems which provide quantitative support for end-user computing emphasizing economic and financial decision making. Areas of study include: economic and financial modeling, econometrics, strategic planning, database management, application generators, the "Information Center" concept, hardware components, and Decision Support System formation. Prerequisites: ECON 304 or 305, and ECON 317 or MGT 311, 319, or consent of instructor.

426. Seminar in the History of Economic Thought (4) *(Spring)*
The interaction of economic thought, economic policy and political ideology from Merchantilism 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 and 201B or consent of instructor.

432. Seminar in United States Economic History (4)
Economic development of the United States since the Revolution. Topics to be covered include: capital formation and the growth of business concentration; the distribution of national income; problems of agriculture; growth of the labor movement; patterns of inflation and depression; impact of international relationships on US economic development. Some emphasis will be given to the study of social conflict generated by economic conditions at each stage of United States growth. Cross listed as HIST 432. Prerequisites: ECON 304, 305, or consent of instructor.

488. Economics and Law of Business Regulation (4)
Advanced topics in economic and legal aspects of business regulation. Prerequisites: ECON 201A and 201B.

494. Special Topics in Economics (1-4)
Course of lectures on a single topic or set of related topics not ordinarily covered in the Economics curriculum. May be repeated for credit with a different topic. Prerequisite: Consent of the instructor.

495. Special Studies (1-4)
Open to Economics majors only. Prerequisite: Consent of the instructor.

496. Tutoring Economics (2)
Intended for advanced students working as tutors in economics courses. CR/NC only. Prerequisite for first semester of tutorial work: Concurrent enrollment in ECON 497.

497. Seminar in Teaching Economics (2)
A faculty directed seminar in teaching methods and concepts for students tutoring in economics. CR/NC only.

499. Internship (1-4)

501. Business Economics (4)
An intensive one-semester course covering both macroeconomics and microeconomics. Emphasis on economic models and analysis. Enrollment restricted to post-baccalaureate students who have not taken ECON 201AB.

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 MGT 311.

520. Seminar in Managerial Economics (4)
A seminar for managers in the private or public sector that is focused on the development of management strategies that help organizations identify and cope with the changing economic problems they confront. Case studies of individual firms and industries will be utilized to explore resource allocation problems facing management in the following areas: product markets, production costs, productivity, competitive position, capital budgeting, and analysis of profitability. Prerequisite: ECON 501 or consent of instructor.

Education

Department Office
Stevenson Hall, Room 3004, Phone 707/664-2131.

Department Chair
Thomas P. Cooke

Faculty
Luiza Amodeo, Libby Byers, Thomas P. Cooke, Jayne DeLawter, George Elliott, Robert Fuchigami, Bernice Goldmark, Betty Halpern, Sally Hurtado, Lila Jacobs, Duncan MacInnes, Richard Marks, Douglas Martin, Patricia Monighan-Nourot, Andrea Neves, Suzanne Peregoy, Deborah Priddy, Charles Rhinehart, Martha Rapp-Haggard Ruddell, Richard Rizzo, Brian Shears, Thalia Silverman, David Thatcher

Programs Offered

Basic Teaching Credentials:
Multiple Subject (Elementary Emphasis)
Multiple Subject (Early Childhood Emphasis)
Multiple Subject (Bilingual Emphasis-Spanish)
Single Subject (generally for Secondary level, see Single Subject Waiver Programs below)

Multiple Subject Waiver Programs:
Environmental Studies
Liberal Studies
Mexican American Studies/BALS

Single Subject Waiver Programs:
Art
English
Foreign Languages
- *French*
- *German*
- *Spanish*

History
Life Science-Biology
Mathematics
Music
Physical Education
Physical Science
- *Chemistry*
- *Geology*
- *Physics*

Social Sciences
- *Mexican-American Studies*
- *Social Sciences*

Specialist Credentials:
Early Childhood Education
Reading
Special Education
- *Learning Handicapped*
- *Severely Handicapped*

Service Credentials:
Administrative Services—Preliminary and Professional
Pupil Personnel Services (via Counseling Department)

Certificate Programs:
Adapted Physical Education (via Physical Education Department)
Children's Center Permit
Resource Specialist Certificate of Competence

Master's Degree (MA) Programs:
Educational Administration
Curriculum, Teaching, and Learning
Early Childhood
Reading and Language
Special Education

Other Programs Affiliated With the School of Education:
Fifth Year (to obtain a Professional Clear California Basic Teaching Credential)
Mini Corps

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

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

Individuals interested in teaching at the elementary school level should choose one of the following courses of study: Multiple Subject Credential (Elementary Emphasis), Multiple Subject Credential (Early Childhood Education Emphasis), or Multiple Subject Credential (Bilingual Emphasis). All three of these credentials authorize the holder to teach all subjects required in the public school curriculum in a self-contained classroom, pre-school through grade 12.

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

Individuals possessing a basic teaching credential may enter programs leading to the specialist or service credentials. These advanced credentials authorize the holders to perform specialized roles in public schools.

MA in Education programs are designed with both the 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.

For more detailed information on credentials and other Education programs, see the University's special bulletins and the School of Education's current program brochures and policy statements.

Special Resources

A Credentials Analyst is available to evaluate course work for specific credential requirements. Records of teachers from out of state are evaluated for purposes of advising and recommendation for California credentials. A fee is charged for non-matriculated applicants. For individual advising and evaluations, consult the Credentials Office in Stevenson Hall, room 3057, phone 707/664-2581

Career Outlook

Credential candidates who are willing to be geographically flexible generally find teaching positions readily available. Increasing numbers of positions for those seeking elementary school teaching positions are available in California and across the nation. By 2000 there should also be more positions available for those wishing to teach at the high school level. Currently there exists a shortage 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 Credential Programs

The basic authorization to teach in the California public schools requires the following:

1. Possession of a bachelor's degree;
2. Verification of appropriate subject matter competency, either an earned waiver program or passage of the appropriate National Teachers Examination (NTE);
3. Passage of the California Basic Education Skills Test for teachers (CBEST);
4. Completion of a college level course or college level examination that covers the United States Constitution. POLS 200 or 202 at SSU will meet the requirement;
5. Completion of a state approved program of professional teacher education;
6. Filing of the application for a Certificate of Clearance, which includes fingerprinting; and
7. A valid certificate of immunization against measles to the SSU Office of Admissions and Records.

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) which includes requirements in health education/drug abuse, mainstreaming, and computer education.

NOTE: Legislation is pending that may change California credentialing laws. Contact the Credentials Office for the latest information regarding these changes. Students should consult with the Credentials Office and appropriate department during their first semester on campus if they plan to earn a credential.

Requirements for Admission to Basic Teaching Credential Preparation Programs

All credential candidates must complete the following before admission to the professional preparation programs:

1. Admission to the University;
2. Junior standing (60 units) or above (For Single Subject Credential see Single Subject Credential Program);
3. Cumulative grade point average commensurate with California State University Regulations, Executive Order #547;
4. Passing scores on all sections of California Basic Educational Skills Test (CBEST);
5. A minimum of 40 hours of documented, supervised field experience (NOTE: New Field Experience Guidelines will be in place and must be met beginning Fall, 1990. Contact Program Coordinators for new requirements.);
6. Successful completion of an admissions interview with a member of the School of Education (For Single Subject, an interview and/or professional assessment in the academic department is required in addition to the School of Education interview.); and
7. Demonstration of aptitude, personality, and character traits which 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. Exceptional admissions may be granted which are conditioned on satisfactory completion of specific requirements.

Additional admission requirements which are program specific are listed with each program description.

Procedures for Admission to Basic Teaching Credential Preparation Programs

1. Apply for admission directly to the School of Education. Application packets and additional information may be obtained from the Credentials Office, Stevenson 3057.
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 verification of completion of United States Constitution Requirement.
6. Submit three letters of recommendation.

Continuation in Basic Teaching Credential Preparation Programs

1. Students in the basic credential programs must maintain a 3.00 grade point average in professional education course work to be eligible for student teaching.
2. Students must continue to satisfy the admissions requirements listed above. Should the School of Education determine that a student no longer satisfies these requirements or that a student admitted as an exception has failed to satisfy a condition of admission, the School may, after notifying and counseling with the student, discontinue the student's participation in the teacher education program.

Graduate School Admission

All graduating seniors must apply for readmission to the University as graduate students. Other students who hold the bachelor's degree must file an application for admission to the University.

Multiple Subject Teaching Credential Program

This credential authorizes the holder to teach in a self-contained classroom pre-school through grade 12. It is most frequently used for teaching in elementary and early childhood education.

Students pursuing the Multiple Subject Credential may select from among the approved waiver programs within the following departments:

Environmental Studies
see page 109
Carson Hall, Room 18, Phone 707/664-2306

Hutchins School of Liberal Studies
see page 150
Carson Hall, Room 44, Phone 707/664-2491

Mexican American Studies/BALS
see page 184
Nichols Hall, Room 214, Phone 707/664-2369

Students may also satisfy academic requirements by passing the General Knowledge section of the Core Battery National Teachers Examination (NTE). This examination process provides the option for students to major in a program of their choice.

In addition to the requirements listed on page 84, candidates will be approved on the basis of grade point average, previous experience, letters of recommendation, and interview ratings.

All candidates must take the Written English Proficiency Test (WEPT) and apply for the Certificate of Clearance prior to or during their first semester. Graduate students may satisfy the WEPT requirement by a passing score (41 or better) on the writing section of CBEST.

Three programs are available which lead to a Multiple Subject Credential. Each program may extend over three semesters. A two-semester pattern may be available for a limited number of qualified graduate applicants. For more information regarding the programs listed below, obtain a program bulletin from the Credentials Office.

The Multiple Subject Credential Program anticipates major program changes in the near future. Publications outlining the changes will be available through the School of Education. Students are advised to contact the School of Education office to obtain updated materials.

Elementary Emphasis

The standard Multiple Subject Credential Program prepares candidates to teach in self-contained classrooms. Because self-contained classes are located primarily in elementary schools, professional course work and field experience focus on elementary classroom concerns; student teaching experiences are divided between primary (grades 1-3) and intermediate (grades 4-6) levels.

Early Childhood Emphasis

The Early Childhood Program emphasizes a developmental approach to children's learning, not only in the classroom but in before- and after-school care, day centers and other learning programs. This credential prepares candidates to teach in self-contained classrooms and includes professional courses plus supervised field work in four settings: pre-school, kindergarten, primary, and intermediate.

Bilingual Emphasis

This professional program prepares bilingual teacher candidates to teach in Spanish-English bilingual self-contained classrooms. Candidates are also authorized to teach in non-bilingual classroom settings. The majority of the methods courses are taught in Spanish.

In addition to the requirements listed on page 84, the following criteria must be met prior to admission to the Bilingual Emphasis program:

1. Completion of General Education requirements;
2. Application for admission to the Bilingual Emphasis Multiple Subject Credential Program;
3. Satisfactory interview ratings from at least one faculty member in both the Bilingual Education Program and the Multiple Subject Program;
4. Passage of the Hispanic Cultural examination and the Spanish Language Examination with a Foreign Service Institute (FSI) level of 2.00; and
5. Passage of CBEST.

Students wishing a two-semester Bilingual Emphasis program must also satisfy the following conditions:

6. Possession of a bachelor's degree; and
7. FSI level of 3.00 on the Spanish Language Examination and the Hispanic Culture Examination.

Single Subject Teaching Credential Program

This credential authorizes the holder to teach an approved subject matter area. It is most commonly used in junior and senior high school instruction. The Single Subject program extends over three semesters.

In addition to the requirements listed on page 84, the following criteria must be met prior to admission to the program:

1. Completion of all General Education requirements;
2. Completion of at least 75 units of the degree program;
3. No more than 20 semester units of the waiver major (21 units in foreign language) to be completed after admission to the Credential Program;
4. Passage of CBEST; and
5. Written English Proficiency Requirement (WEPT). Applicants who already have a bachelor's degree may waive the WEPT with successful passage of the CBEST.

A limited number of graduate applicants who have met all of the admissions criteria can be considered for a two semester program if the following additional criteria are met:

1. Completion of all requirements in a single subject waiver program or passage of the NTE in an appropriate specialty area; and
2. Evidence of extensive, documented, prior experience in schools.

During the first semester, all candidates must:

1. Provide evidence from a physician of (a) a clear chest x-ray or negative TB skin test, and (b) immunization against measles (if born after 1/1/57); and
2. Apply for a Certificate of Clearance.

The following programs offer work appropriate for the Single Subject Credential. Further information may be obtained by calling the number listed, or by visiting the particular office in charge of the program, and by reading the University's special bulletin on Programs in Teacher Education.

Single Subject Waiver Programs

Art
see page 34
Art Building, Room 128, Phone 707/664-2151

English
see page 101
Nichols Hall, room 362, Phone 707/664-2140
- Drama
- English
- Journalism
- Speech

Foreign Languages
see page 118
Stevenson Hall, Room 3016, Phone 707/664-2351
- French
- German
- Spanish

History
see page 142
Stevenson Hall, Room 2070, Phone 707/664-2313

Life Science-Biology
see page 46
Darwin Hall, Room 125, Phone 707/664-2189

Mathematics
see page 177
Darwin Hall, Room 128, Phone 707/664-2368

Music
see page 188
Ives Hall, Room 206, Phone 707/664-2324

Physical Education
see page 114
PE Building, Room 14, Phone 707/664-2357

Physical Sciences
- Chemistry
  see page 57
  Darwin Hall, Room 126, Phone 707/664-2334
- Geology
  see page 135
  Darwin Hall, Room 126, Phone 707/664-2334
- Physics
  see page 223
  Darwin Hall, Room 121, Phone 707/664-2119

Social Sciences
- Mexican American Studies
  see page 184
  Nichols Hall, Room 214, Phone 707/664-2369
- Social Science
  see page 251
  Stevenson Hall, Room 2070, Phone 707/664-2112

Requirements for Continuing in the Basic Credential Programs

Advising is required each semester for all Education students.

All courses in the School of Education must be taken for a letter grade (A-F), except for field-based courses and thesis which are graded credit/no credit (CR/NC).

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 2.50 in their major and 3.00 in professional education courses. Incomplete grades, I, and grades of D or F in professional education courses must be removed prior to enrollment in courses for the next phase.

Candidates who must delay progress in the professional education program may file a written request with the program coordinator for an extended program or for a leave of absence. A student returning from a program delay will be subject to the screening requirements in effect at the time of reentry and will be accommodated as space allows. Any student on academic probation is subject to automatic disqualification as a credential candidate.

Fifth Year Programs

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, and computer education.

Candidates must consult with the school coordinator of Graduate Studies 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 post-baccalaureate units are required for a Professional Clear Teaching Credential.
2. Any course must receive prior written approval from the School Coordinator of Graduate Studies.
3. Approved special education, health education, and computer education courses must be completed for a Professional Clear Credential and are included in the 30 post-baccalaureate unit program when completed after award of bachelor's degree.
4. A maximum of 3 units of lower division courses and 6 units of extension courses may be included.
5. A maximum of 9 semester units in courses taken at other institutions of higher education may be included.
6. Except for MA degree programs requiring a 3.00 GPA, a minimum grade point average of 2.50 must be maintained, and no grade below a "C" may be counted.

Acceptable fifth year program objectives may include:

1. The professional preparation for a basic credential;
2. A master's degree program;
3. A specialist or service credential program;
4. Additional courses in the applicant's teaching major;
5. A second approved teaching major;
6. A second basic teaching credential; and
7. Courses leading toward professional growth and improvement in teaching effectiveness.

For further information, consult the School of Education graduate coordinator and/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. Teachers are invited to consult with the Graduate Coordinator in the School of Education regarding the planning of their personalized programs.

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 pre-school 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 2.50 and a GPA of 3.00 for previous work in Education.

Procedures for Applying to an Advanced Credential Program

1. Apply to the University as a graduate student.
2. Apply to the School of Education.
3. Submit the following:
   a. A professional goals statement;
   b. Two sets of official transcripts; and
   c. Two photocopies of a valid California credential.

Additional admission requirements which are program specific are listed with each program description.

Administrative Service Credentials

The Administrative Services Credential programs were designed collaboratively by a group of SSU faculty and local school administrators to prepare graduates for positions of leadership in K-12 educational institutions. Both credentials authorize the holder to serve as a superintendent, 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. The Professional Administrative Services Credential program (PASC II) offers advanced study and field work for practicing administrators in all areas of educational administration.

Preliminary Administrative Services Credential (PASC I)

In addition to the general admission requirements for advanced credential programs, PASC I candidates must:

1. Verify three years of appropriate full-time experience (on district letterhead noting inclusive dates, level, and responsibilities);
2. Secure favorable recommendations from two school administrators indicating possession of administrative and leadership potential;
3. Complete a special education course in mainstreaming (EDUC 430), prerequisite to EDUC 584; and
4. Submit evidence of successful passage of CBEST within the first semester of program course work.

The preliminary administrative services credential program (PASC I) consists of 24 units of course work:

EDUC	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
Elective Course work related to school administration			2
Total units in PASC I			**24**

Students may combine their advanced credential studies with an MA degree in Educational Administration.

Professional Administrative Services Credential (PASC II)

In addition to the general admission requirements for advanced credential programs, PASC II candidates must:

1. Verify grade point average of 3.00 in the last 30 semester units;
2. Secure favorable recommendations from two school administrators indicating the applicant's administrative and leadership potential and current administrative activities and accomplishments; and
3. Provide two photocopies of a valid preliminary administrative services credential.

The Professional Administrative Services Credential Program (PASC II) consists of 24 units of course work, which are restricted to those formally admitted to the program. The following criteria for course work must be met:

1. 12 units or more must be completed while serving in a full-time administrative position requiring a preliminary administrative services credential;
2. 12 units or more shall consist of direct instruction in SSU courses;
3. 8 units or more shall consist of planned field experiences; and
4. 4 units may consist of electives directly related to educational administration.

Required PASC II courses include:

EDUC	590A	Advanced Leadership Assessment (at the beginning of PASC II)	2
EDUC	590B	Competency Review Seminar (at the completion of PASC II)	1
EDUC	591	Advanced Seminar/Practice: Supervision and Instruction	3
EDUC	592	Advanced Seminar/Practice: Interpersonal Skills	3
EDUC	594	Advanced Seminar/Practice: Professional and Staff Development	3

Advanced Field Experiences:

EDUC	596A	Advanced Field Experiences: Organization Theory, Planning, and Application	2
EDUC	596B	Advanced Field Experiences: Instructional Leadership	2
EDUC	596C	Advanced Field Experiences: Evaluation	2
EDUC	596D	Advanced Field Experiences: School Law and Political Relationships	2
EDUC	596E	Advanced Field Experiences: Fiscal and Material Resources Management	2
EDUC	596F	Advanced Field Experiences: Cultural and Socio-Economic Diversity	2
Total units in PASC II			**24**

Early Childhood Specialist Credential

All courses listed in the ECE Concentration are required.

EDUC	438	Seminar: Supervision, Management, and Evaluation of Programs for Young Children	3
EDUC	505	Field Experience with Young Children	3
EDUC	520	Seminar: Developmental Issues in Education	3
EDUC	534	Integrated Curriculum in Infant Programs through Third Grade (0-8 years of age)	3
EDUC	535	Administrative Field Work in Early Childhood Education	3
EDUC	537	Seminar: Developmental Approach to Reading	3
EDUC	539	Seminar: Research in Early Childhood Education	3
EDUC	593	Seminar: An Interdisciplinary Approach to the Learning Environment	3
Total units in the Early Childhood Specialist Credential			**24**

Reading Specialist Credential

The Reading Specialist Credential program prepares candidates to serve as reading resource teachers for students of all ages. Course work focuses on the improvement of classroom literacy instruction for all students, as well as specialized teaching and leadership for students with difficulties in reading. In addition to the general admission requirements for advanced credential programs, Reading Specialist candidates must:

1. Provide evidence of completion of a basic course in teaching reading; and
2. Submit two letters of recommendation attesting to academic potential and professional leadership.

Candidates must verify two years of successful classroom experience prior to completion of the reading specialist credential course work. Required Reading Specialist courses include:

EDUC	507	Advanced Seminar: Research and Curriculum in Language and Literacy 3
EDUC	521	Language and Thinking 3
EDUC	522	Diagnostic Teaching Strategies and Materials for Literacy Learning 3
EDUC	523	Materials for Integrating Language Arts Programs 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, Tests, and Measurements 3
ENGL	588	Seminar: Study of Language 3

Total units in the Reading Specialist Credential 27

Special Education Credentials

Advanced credentials programs for preparing teachers for working with Learning Handicapped (LH) and Severely Handicapped (SH) students are available. Completion of a basic teaching credential is a requirement for admission to the credential program in special education.

Learning Handicapped Specialist Credential

EDUC	430	Special Education for Teachers 4
EDUC	545	Field Experiences and Family Concerns in Special Education 3
EDUC	546	Systematic Instruction for Special Education 3
EDUC	547L	Educational Assessment of Exceptional Students-Learning Handicapped 3
EDUC	549A	The Learning Handicapped: Program Teaching Strategies and Issues 3
EDUC	549B	The Learning Handicapped: Program Teaching Strategies and Issues 2
EDUC	551	Curriculum and Materials Modification in Special Education-Learning Handicapped 3
EDUC	553L	Student Teaching with Students with Special Needs 8
EDUC	554	Seminar in Student Teaching - Special Education 1

Total units in the Learning Handicapped Specialist Credential 30

Severely Handicapped Specialist Credential

EDUC	430	Special Education for Teachers 4
EDUC	545	Field Experiences and Family Concerns in Special Education 3
EDUC	546	Systematic Instruction for Special Education 3
EDUC	547S	Educational Assessment of Exceptional Students-Severely Handicapped 3
EDUC	548A	The Severely Handicapped: Program Teaching Strategies and Issues 3
EDUC	548B	The Severely Handicapped: Program Teaching Strategies and Issues 2
EDUC	550	Curriculum Materials and Special Programming for the Severely Handicapped 3
EDUC	553S	Student Teaching with Students with Special Needs 8
EDUC	554	Seminar in Student Teaching - Special Education 1

Total units in the Severely Handicapped Specialist Credential 30

In addition, teachers with a specialist credential in special education and appropriate experience may complete a resource specialist (RSP) certificate program

Resource Specialist Certificate Program

EDUC	562	Resource Specialists in Special Education 3
EDUC	563	Consultation and Collaboration in Special Education 3

Specific requirements for all of the above programs may be obtained from the School of Education or from the coordinator of special education.

Master of Arts in Education

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 thirty units, provides for areas of concentration in Educational Administration; Curriculum, Teaching, and Learning; Early Childhood; Reading and Language; and Special Education.

Students must maintain a 3.00 grade point average in all course work in the approved Master's degree program as well as all course work taken subsequent to admission to unclassified status.

Refer to section on Post-Baccalaureate Degrees for more information (see page 16).

Prerequisites for the MA Program

1. A bachelor's degree from an accredited institution
2. A cumulative upper division and graduate grade point average of 3.00 and a grade point average of 3.00 for previous work in education

Procedures for Applying to the MA Program

1. Apply to the University as a graduate student.
2. Apply to the School of Education.
3. Submit the following:
   a. A professional goals statement;
   b. One set of official transcripts;
   c. One photocopy of a valid basic teaching credential (except where otherwise noted); and
   d. Two letters of reference attesting to academic potential and professional promise (except where otherwise noted).

Requirements for Advancement to Classified Status

All graduate students must complete the following before admission to classified status, in addition to the requirements listed above:

1. Recommendation by the School of Education;
2. Development of an approved program in consultation with the graduate coordinator and program faculty;
3. Satisfactory completion of over 6 and under 15 units in the approved program;
4. Demonstration of written language competency (WEPT); and
5. Formation of a graduate advisory committee, if required.

Requirements for Advancement to Candidacy

1. All of the above MA requirements
2. File G1/G2, Master's Program Contract

Requirements for the MA Degree in Education

Graduate students must complete all requirements as established by the School of Education, the SSU Graduate Studies Council, and the University, to include:

1. Completion of an approved program consisting of a minimum of 30 units of upper division and 500 level courses, as follows:
   a. at least one-half of the units in 500 level courses;
   b. not more than 9 semester units of transfer and/or extension credit; and
   c. at least 15 units completed after advancement to candidacy.
2. Completion and final approval of a thesis or creative project OR completion and final approval of two scholarly papers (Substitution for written comprehensive examination).

All requirements listed above must be completed within seven years (14 semesters) of the initiation of graduate study.

MA Core Courses

Three core courses are required for all MA in Education programs.

These courses are:

EDUC	572	Advanced Seminar: Philosophical/Historical Perspectives in Education 3
EDUC	573	Advanced Seminar: Sociological and Psychological Foundations for Teaching and Learning 3
EDUC	574	Research in Education 3

Students must take one of the following courses depending on the MA culminating option they select:

EDUC	576	Current Trends and Issues in Education (for students who choose the MA papers option)
or		
EDUC	599A/B	MA Thesis/Project (for students who choose the thesis/project option) 3

Total units in the MA Core 12

MA Concentrations

To complete the 30-unit minimum for the degree, select one of the following concentrations:

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

Each concentration is explained below. Details are available from the School of Education.

Total units in the concentration 18-22
Total units in the MA 30-34

Concentration Content

Educational Administration

The Educational Administration concentration is designed to prepare teachers to provide leadership in administrative positions, such as superintendent, principal, assistant principal, and equivalent positions, in public and private schools.

In addition to the general admission requirements for School of Education graduate programs, candidates must hold a valid basic teaching credential and have completed three years of successful full time teaching. Candidates may concurrently pursue a master's degree and a Preliminary Administrative Service Credential.

In addition to the MA core courses, the concentration courses include 12 units selected from among the following courses:

EDUC	580A	Educational Leadership and School Management (3)
EDUC	580B	Educational Leadership and School Management (3)
EDUC	581	Management of Educational Personnel: Policies and Procedures (3)
EDUC	582	School-Community Relationships and Politics (3)
EDUC	583	School Governance: Judicial, Legislative, and Financial Aspects (3)
EDUC	584	Special Education for Administrators (1)
EDUC	585	Curriculum Development: Theory, Practice, and Evaluation (3)
EDUC	587	Field Experience in Administration (3)

In addition to the above, students must complete 6-7 units of approved supporting course work from 400-500 level courses.

Curriculum, Teaching, and Learning

The Curriculum, Teaching, and Learning concentration provides flexibility in program development for a wide range of professional educators. Candidates need not possess a teaching credential; they may prepare for staff development and leadership positions in a variety of settings.

In addition to the MA core courses, the required concentration courses include:

EDUC	585	Curriculum Development: Theory, Practice, and Evaluation 3
EDUC	586	Teaching and Learning: Research and Application in the Classroom 3

The remaining units (12-16) are taken in an approved Area of Emphasis. Students may select or design a plan of course work from the School of Education or in other departments. A field component may comprise part of the Area of Emphasis. A written rationale must accompany the Area of Emphasis proposal.

For a list of approved Areas of Emphasis, consult with the Graduate Coordinator in the School of Education.

Early Childhood Education

The Early Childhood Education concentration prepares people to work with children from birth to eight years of age in community sponsored programs, federal programs, or agency sponsored programs. 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 School of Education.

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 which emphasize the relationship of reading to other language and concept learning.

In addition to the MA core courses, the required concentration courses include:

EDUC	507	Advanced Seminar: Research and Curriculum in Language and Literacy 3
EDUC	521	Language and Thinking 3
EDUC	522	Diagnostic Teaching Strategies and Materials for Literacy Learning 3

The remaining 9-10 units may be taken from a wide range of upper division and 500 level courses.

Candidates who possess a valid basic California teaching credential may concurrently pursue a master's degree and a Reading Specialist Credential.

Special Education

The Special Education concentration provides advanced academic experience for persons who are working or 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 a specialist credential program in special education. Specific requirements for the concentration in special education may be obtained from the School of Education or the School of Education graduate coordinator.

NOTE: Many of the courses in the Education Department have prerequisites. Please consult course descriptions for details.

Children's Center Permit Programs

Individuals interested in pursuing a career in the field of infant and child home/school care must fulfill California State Department of Education requirements. This permit is required for both public and private child care centers.

Regular Instructional Permit

This program qualifies students to teach in centers at several levels: infancy, pre-school, and elementary. The instructional permit is required for employment in local, state, and federally supported programs.

Requirements for the Instructional Permit

1. Completion of 16 units of General Education
2. Completion of 24 semester units of early childhood education course work
3. Completion of one year of supervised field work or two years of experience in a child development center

Supervision Permit

This program prepares individuals to direct or administer early childhood programs.

Requirements for the Supervisor Permit

1. Possession of the Children's Center Regular Instructional Permit
2. Possession of a bachelor's degree
3. Completion of 12 semester units of advanced course work in early childhood education
4. Completion of 6 semester units in administration of pre-school programs
5. Completion of two years of teaching
6. Passage of CBEST

Professional Development in Early Childhood Education

Professional development opportunities are available for individuals working in auxiliary roles (aides or assistants) and complementary roles (social work, nutrition, health) in child development centers. Students may enroll in individual courses without participating in a full permit program.

For further information, consult the coordinator of Early Childhood Education.

Education Courses (EDUC)

200. Introduction to Education (4)
An introduction to current educational issues in America, with particular emphases on public schooling. Students will explore the relationship between learning and teaching, and the changing roles of the school. A one-unit field experience is provided to allow opportunity for first-hand observation of and contact with practicing teachers in a variety of classroom settings. Grade only.

238. Introduction to Children's School (1)
(Fall) Solkov
Child care practices and group management in Children's School, campus child care center. One hour lecture and two hours of co-oping in the center each week for 7 weeks in order to assist parents in their role as co-oping teacher aids. CR/NC only. Prerequisite: Must have a child enrolled in the child care center.

239. Parent Education Class (2)
(Spring) Sanchez
The Parent Education Class facilitates value clarification and the objective study of parent-child behavior. Topics include child development, parent expectations, problem solving, sexism, racism, and inappropriate behavior vs. appropriate behavior. Prerequisite: Must have a child enrolled in the child care center.

291. Seminar for Tutors (2-3)
(Fall and Spring) Winnard
Open to students who are tutoring on campus or in the community, or who are interested in tutoring. Focus on problems of inter-personal relationships, social contexts of tutors, learning styles, techniques of teaching, and individual problems encountered in tutoring. CR/NC only.

295. Community Involvement Program (1-4)
(Fall and Spring)
CIP involves students in the community, performing such tasks as tutoring, coaching, and reading for the blind. Students receive 1 to 4 units depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. CR/NC only.

328. Teaching to an Instructional Objective (2)
Guidance in lesson preparation with emphasis on direct delivery, self-evaluation and analysis of presentations. Grade only. Prerequisites: Functional Spanish language skills and participation in the Mini-Corps Program or consent of instructor.

329. The Migrant Experience (2)
(Fall)
An examination of the migrant plight in our society and educational system through study of the literature and by a direct active contact with the migrant community. Grade only. Prerequisites: Functional Spanish language skills and participation in the Mini-Corps Program or consent of instructor.

331. Practicum in Child Study (3)
(Fall)
An intensive study of the growth and learning of children through observation and participation in selected situations. May be taken twice for credit. May be applied toward Children's Center Permit. Grade only.

395. Community Involvement Program (1-4)
(Fall and Spring)
CIP involves students in the community, performing such tasks as tutoring, coaching, and reading for the blind. Students receive 1 to 4 units depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. CR/NC only.

400. Curriculum of the Elementary School (Social Sciences) (1)
(Fall and Spring) Goldmark and Department Faculty
Alternative theories, methods, and materials of teaching Social Sciences in the elementary school. Grade only. Prerequisites: EDUC 416, 428, and 429.

401. Curriculum of the Elementary School (Environmental Education) (1)
(Fall and Spring) Rhinehart and Department Faculty
Principles, methods, and materials of instruction in Environmental Education in the elementary school. Grade only. Prerequisites: EDUC 416, 428, and 429, or consent of Multiple Subject Coordinator.

402. Curriculum of the Elementary School (Mathematics) (1)
(Fall and Spring) Marks, Rhinehart
Principles, methods, and materials of instruction in mathematics in the elementary school. Grade only. Prerequisite: MATH 300, EDUC 416, 428 and 429.

403. Curriculum of the Elementary School (Science) (1)
(Fall and Spring) Martin
Introduction to science concepts, processes, and teaching techniques leading to effective elementary science instruction. Particular emphasis is placed on enthusiasm and confidence in using locally available and inexpensive teaching and laboratory materials in process oriented instruction. Grade only. Prerequisites: EDUC 416, 428, and 429.

404A. Microcomputers in the Classroom (Elementary) (1)
(Fall and Spring) Marks and Department Faculty
An introduction to using the microcomputer in the elementary classroom. Evaluation of educational software and practice using the microcomputer as a tool in the elementary curriculum is included. Grade only. Available to SSU Computer and Information Science majors when space allows. Prerequisites: CIS 101 and approval of the School of Education.

404B. Microcomputers in the Classroom (Secondary) (1)
(Fall and Spring) Marks and Department Faculty
An introduction to using the microcomputer in the secondary classroom. Evaluation of educational software and practice using the microcomputer as a tool in the secondary curriculum is included. Grade only. Available to SSU Computer and Information Science majors when space allows. Prerequisites: CIS 101 and approval of the School of Education.

405AB. Student Teaching Multiple Subject Credential and Seminar (7-7)
(Fall and Spring)
Full-time student teaching experience in an elementary school under the guidance of a resident teacher and University supervisor. CR/NC only. Prerequisites: Completion of all program course work and concurrent enrollment in EDUC 414.

405CD. Student Teaching Multiple Subject Credential--Early Childhood Education (7-7)
(Fall and Spring)
Student teaching in the primary and intermediate grades under the guidance of a resident teacher. CR/NC only. Take with EDUC 414. Prerequisite: Concurrent enrollment in EDUC 414, admission to Early Childhood Education Credential Program and status in last phase of program.

405EF. Student Teaching (Elementary School-Bilingual) (7-7)
(Fall and Spring)
Full-time student teaching experience in an elementary bilingual classroom under the guidance of a resident teacher and University supervisor. CR/NC only. Prerequisites: Completion of all program course work, consent of Bilingual Education Coordinator, and concurrent enrollment in EDUC 414.

406A. The Teaching of Reading in the Secondary School (3)
(Fall and Spring)
Methods, techniques, and materials for teaching reading at the secondary level. Emphasis will be on developing effective readers in the content areas and in meeting the reading needs of all students. Grade only. Prerequisite: Concurrent enrollment in EDUC 406B and approval of School of Education or admission to the Single Subject Credential Program.

406B. Field Practicum in Secondary Reading (1)
(Fall and Spring)
An observation/participation field experience designed to provide the teacher candidate with preliminary acquaintance with and concept of pedagogical skills, knowledge, and insights through classroom activities in a reading instruction setting. CR/NC only. Prerequisite: Concurrent enrollment in 406A. Credential holders may be exempt.

407. Curriculum of the Elementary School (Reading) (3)
(Fall and Spring)
The history of American literacy instruction, reading theory, current issues in reading/language pedagogy, methodology for effective literacy instruction, and methods for evaluating student progress. Emphasis is placed on the interrelationships between language systems and the cognitive, affective, and social aspects of literacy acquisition and development; issues related to cultural/language diversity are integral to the course. Grade only. Prerequisites: EDUC 416, 428, and 429 and concurrent enrollment in EDUC 412.

408. Curriculum of the Elementary School (Language Arts) (1)
(Fall and Spring)
Principles, methods, and materials of instruction for elementary school language arts including writing, reading, written language conventions (spelling, punctuation), speaking, listening, and language study. This course also will cover issues regarding dialect variation and bilingualism. Grade only. Prerequisites: EDUC 416, 428, and 429.

409. Integrated Curriculum for the Multiple Subject Credential (3)
(Fall and Spring) Neves, Hurtado, and Department Faculty
The theory and practice of integrated curriculum in the content areas of mathematics, science, social science, and language arts. Classroom organization and instruction of students from diverse backgrounds will be highlighted. Grade only. Prerequisites: EDUC 416, 428, and 429.

410. Second Language Pedagogy (2)
(Spring) Peregoy
Reviews traditional and innovative methods for teaching a second language to elementary age school children. Relationships between first and second language acquisition are discussed, stressing implications for teaching. Other topics include language learning through content area instruction, language assessment and testing practices; adaptation of instructional materials and literacy. Grade only. Prerequisite: LING 441 or consent of instructor.

411. Classroom Spanish for Bilingual Educators (3)
(Consult Schedule of Classes)
Reviews and applies grammatical structures and pedagogical vocabulary needed to teach basic elementary school curriculum. Communication strategies are emphasized including the development of questions that elicit critical thinking and creative responses from Spanish-speaking students. Grade only. Prerequisite: Consent of instructor.

412. Student Teaching in Reading (1)
(Fall and Spring)
This course provides opportunity for teacher candidates to assist in classroom reading/language instruction and to apply information gained in EDUC 407 to a classroom setting. Teacher candidates are required to spend a minimum of 30 clock hours in a classroom *during reading/language instruction*; no more than 4-5 hours should be completed in one week. CR/NC only. Prerequisites: EDUC 416, 428, and 429 and concurrent enrollment in EDUC 407.

413. Integrated Curriculum -- Bilingual Education (1)
(Fall) Hurtado
Presents a multi-disciplinary approach to the development of integrated, thematic curriculum units. Students learn how to apply integrated curriculum model to the language and learning needs of bilingual and limited English proficient students. Grade only. Prerequisite: Consent of instructor.

414. Seminar in Student-Teaching (1)
(Fall and Spring)
Progress and problems in student-teaching. Discussion and workshops designed to enhance career and professional development. CR/NC only. Prerequisites: Completion of program course work and concurrent enrollment in EDUC 405A/B or 405C/D or 405E/F.

415. Social and Psychological Foundations for Cultural Diversity (3)
(Fall) Jacobs
Classroom techniques and materials that provide for diversity in pupil abilities and that also consider ethnic and socio-economic factors. Field experience (30 hours) in a culturally diverse educational setting. Fulfills requirements for the Children's Center Supervision Certificate, the Specialist Credential, and MA program. Multiple Subject Credential in Early Childhood Education. Grade only. Prerequisite: Admission to certificate and/or graduate program.

416. Student Teaching in Multi-Cultural Settings -- Field Experience (1)
(Fall and Spring) Jacobs
Requires the completion of 30 hours of field observation/ participation in a multi-cultural classroom. Class discussions will include observation techniques and teaching strategies. CR/NC only. Prerequisites: Admission to basic credential program and, for Multiple Subject students, concurrent enrollment in EDUC 428.

419. Movement and Drama in the Classroom (3)
(Spring) Halpern
An activity workshop in which the participants can relate creative movement and drama experience to the classroom curriculum. Includes movement, music and movement, pantomime, improvisations, reenactment of children's stories, and role playing. The work of Sherborne, Heathcote, Spolin, and others will be used. Grade only.

420. Human Development I (3)
(Fall) Byers
The child at home, at school, and in the community; social attitudes toward children. The birth process, and pre and post natal care and nutrition. Learning and personality theories. Issues related to language development, sex roles, and cultural differences. Some field experience required. Grade only. May be applied toward Children's Center Permit. Prerequisite: Admission to credential program.

421. Images of Childhood (3)
(Fall) Byers
Current practices in education and child rearing in societal and historical perspective. The class will examine paintings, photographs, diaries, autobiographies, legends, folk and fairy tales, and empirical data such as changes in survival rates of infants and possible effects upon adult attitudes. Grade only.

422A. Secondary School Curriculum and Instruction (2)
(Fall and Spring)
Scope, sequence, and methods of instruction in secondary schools. Part A is generic and focuses on those aspects of curriculum and instruction common to all disciplines. Grade only. Prerequisite: Admission to the Single Subject Credential Program.

422B. Secondary School Curriculum and Instruction (1)
(Fall and Spring)
Scope, sequence, and methods of instruction in secondary schools. Part B is related specifically to candidates' particular subject matter. Grade only. Prerequisite: Admission to the Single Subject Credential Program.

424. Introduction to Secondary Student Teaching (2)
(Fall and Spring)
An initial observation/participation field experience designed to provide the teacher candidate with preliminary practice and application of pedagogical skills, knowledge, and insights through classroom school-wide activities. Candidates must spend a minimum of nine weeks observing in an assigned school, including one week of supervised student teaching. CR/ NC only. Prerequisite: Admission to the Single Subject Credential Program.

425A. Secondary Student Teaching -- Middle/Junior High School Setting (6)
(Fall and Spring)
Supervised teaching experience in a middle/junior high school setting (grades 6-9) under the guidance of a resident teacher and a University supervisor. CR/NC only. Prerequisites: Concurrent enrollment in EDUC 426 and admission to the Single Subject Credential Program.

425B. Secondary Student Teaching -- Senior High School Setting. (6)
(Fall and Spring)
Supervised teaching experience in a senior high school setting (grades 9-12) under the guidance of a resident teacher and a University supervisor. CR/NC only. Prerequisite: Concurrent enrollment in EDUC 426 and admission to the Single Subject Credential Program.

426A. Seminar Accompanying Student Teaching (Secondary) (1)
(Fall and Spring)
An examination of the problems faced by student teachers. Emphasis on the planning and evaluation of instruction, and the evaluation of learning as well as classroom management and control, and record keeping. Grade only. Prerequisite: Completion of courses and concurrent enrollment in first field experience, Phase II.

426B. Seminar Accompanying Student Teaching (Secondary) (1)
(Fall and Spring)
An examination of the problems faced by student teachers. Emphasis on the planning and evaluation of instruction, and the evaluation of learning as well as classroom management and control, and record keeping. CR/NC only. Prerequisites: Completion of courses and concurrent enrollment in student teaching Phase III.

428. Issues in Multi-Cultural Education (1)
(Fall and Spring) Jacobs
Issues in multi-cultural education and fundamental causes of current problems. Includes an introduction to educational ethnography and a basis for understanding the relationship of educational research and classroom teaching. Grade only. Prerequisites: Admission to basic credential program and concurrent enrollment in EDUC 416 is required for the Multiple Subject Credential Program only.

429. Foundations of Education (4)
(Fall and Spring)
An introduction to the philosophical, historical, sociological, psychological, and cultural foundations of education. The course covers current and historical issues which affect teachers and learners. The school is studied as an institution within the larger community of diverse values and expectations. Grade only.

430. Special Education for Teachers (4)
(Fall and Spring) Priddy, Shears, Fuchigami
30 hours of field experience included. An introductory course which presents a survey of theory, program concepts, and teaching practices related to students with special needs. Litigation, legislation, trends, and advocacy related to the mainstreaming of students with special needs into the least restrictive environment will also be reviewed. Grade only. This course meets the special education requirements for teachers holding a basic credential. Required beginning course for students in a specialist credential program in special education.

431. Practicum and Child Study (Pre-School/ Kindergarten) (4)
(Fall)
Classroom observation and experience in a pre-school/ kindergarten setting, 12 hours per week for seven weeks in each setting. CR/NC only. Prerequisite: Admission into the Multiple Subject/Early Childhood Emphasis credential program.

433. Student Teaching in Pre-School Programs (3)
(Fall and Spring)
Observation, student teaching, and scheduled seminars. Emphasis on planning activities for 2-5 year old children and evaluation of growth and learning in the young child. CR/NC only. Applicable toward Children's Center Permit.

437. Seminar: Integrated Curriculum in Pre-School Through Elementary (3)
(Spring) Nourot
A multi-disciplinary approach to the task of "learning to learn." Focus is on trends in curriculum and innovative school patterns for the education of the young child, infancy, pre-school through elementary programs. Grade only. Prerequisite: Admission to Multiple Subject Early Childhood Emphasis Program or consent of instructor.

438. Seminar: Supervision, Management, and Evaluation of Programs for Young Children (3)
(Fall)
Some field experience required. An overview of schools for young children, infancy-8, public, private, compensatory, licensing and certification requirements; school administrative management; personnel and program development. Applicable toward the Children's Center Supervisory Permit. Grade only. Prerequisite: Consent of instructor.

450. The Gifted Student (3)
Fuchigami
Provides an intensive study of the education of gifted and talented students. Grade only.

490. Selected Topics in Education (1-4)
(Consult Schedule of Classes for Semester Offered) University Faculty
A course which may be designed according to the interest of a particular faculty member, providing opportunities for diversification in content and reading. Grade only.

492. Selected Topics in In-Service Education (1-4)
Department Faculty
Staff development experiences for teachers and administrators. Student projects may grow from local school needs. Grade only.

495. Special Studies (1-4)
(Fall and Spring)
Independent study designed in consultation with an instructor. Grade only. Prerequisites: Successful completion of at least two courses in the School of Education and submission of a completed SSU Special Studies form with required approvals during the first week of classes.

505. Field Experience with Young Children (3)
(Fall and Spring)
Field experience in early childhood education, fulfilling the field requirement for the Early Childhood Specialist Credential and MA. CR/NC only. Prerequisite: Admission to credential or MA program.

507. Advanced Seminar: Curriculum and Research in Language and Literacy (3)
(Spring)
Critical analysis and evaluation of qualitative and quantitative research in reading and language; implications for curriculum. Grade only. Applicable to the reading/language program. Prerequisite: EDUC 407 and approval of the School of Education.

511. Seminar: Comparative Education (3)
Elliott and Department Faculty
A study of school systems of other countries, including consideration of educational objectives, organization, administration, and curriculum. Grade only. Prerequisite: Approval of the School of Education.

520. Seminar: Developmental Issues in Education (3)
(Fall) Byers, Nourot
An examination of divergent theories of human development and their effects upon program design, teaching strategies, and school policy. The dynamics of adults and children interacting during their respective stages of development. Current research in the context of trends and issues in child rearing and education. Grade only.

521. Language and Thinking (3)
(Fall) Department Faculty
Research and theory in oral and written language acquisition, the relationship between language development and cognition, and teaching and learning written language. Application of theory to practice. Grade only. Applicable to the reading/language program. Prerequisite: Approval of the School of Education.

522. Diagnostic Teaching Strategies and Materials for Literacy Learning (3)
(Fall) DeLawter, Haggard
Principles and procedures for classroom evaluation of reading and writing effectiveness. Principles and procedures for design and selection of materials, methods, and contexts for literacy instruction at all ages. Grade only. Applicable to the reading/language program. Prerequisite: Approval of the School of Education.

523. Materials for Integrating Language Arts Programs (3)
(Spring) DeLawter
Analytic study of materials for teaching language arts, with an emphasis on reading and writing. Principles of text analysis, 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) DeLawter, Halpern
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)
(Fall)
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)
(Spring)
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.

529. Evaluation, Tests, and Measurement (3)
(Spring)
Analysis of the role of evaluation in the educational process; individual and group assessment; standardized and informal tests; measurement theory and interpretation of data. Grade only. Applicable to the reading/language program. Prerequisite: Approval of the School of Education.

534. Integrated Curriculum in Infant Programs through Third Grade (Infancy-8 years of age) (3)
(Spring)
A multi-disciplinary approach to the task of "learning to learn." Focus is on trends in curriculum and innovative school patterns for the education of the young child, infancy-8 years, through elementary programs. Grade only. Prerequisite: Admission to Multiple Subject/Early Childhood Emphasis, Early Childhood Specialist Credential, MA Program, or consent of instructor.

535. Administrative Field Work in Early Childhood Education (3)
Field experience in an early childhood administrative role, fulfilling the field requirement for Specialist and MA in early childhood education. Applicable to the Children's Center Supervisory Permit. CR/NC only. Prerequisite: EDUC 438 or consent of instructor.

537. Seminar: Developmental Approach to Reading (3)
(Spring) Halpern and Department Faculty
A study of various systems of teaching reading to young children, infancy-8 years. Analysis of the systems; evaluation of reading and language materials; use of phonics; identification of reading disorders. Grade only. Prerequisite: Admission to Early Childhood Education Specialist Credential Program and/or MA Program.

539. Seminar: Research in Early Childhood Education (3)
(Spring) Nourot and Department Faculty
Selected, current research in Early Childhood Education including quantitative and qualitative models. Course may be taken concurrently with EDUC 574. Grade only. Prerequisite: Consent of the instructor.

545. Field Experiences and Family Concerns in Special Education (3)
(Fall and Spring) Shears and Department Faculty
Field work enabling teacher candidates to observe a variety and range of schools and programs for students with special needs. The program of observations will be designed according to each candidate's interests and prior experience. An emphasis in class meetings will be on the concerns/dynamics of parents and families of students with special needs. 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 and measures 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)
The course involves a description and evaluation of major theoretical approaches to teaching students identified as "severely handicapped." The course also involves a review of persons labelled "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. (2)
(Spring)
The course involves a description and evaluation of major theoretical approaches to teaching students identified as "severely handicapped." The course also involves a review of persons labelled "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 (2)
(Spring)
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.

550. Curriculum Materials and Special Programming for the Severely Handicapped (3)
(Spring) Fuchigami
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.

545. Field Experiences and Family Concerns in Special Education (3)
(Fall and Spring) Shears and Department Faculty
Field work enabling teacher candidates to observe a variety and range of schools and programs for students with special needs. The program of observations will be designed according to each candidate's interests and prior experience. An emphasis in class meetings will be on the concerns/dynamics of parents and families of students with special needs. 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 and measures 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)
The course involves a description and evaluation of major theoretical approaches to teaching students identified as "severely handicapped." The course also involves a review of persons labelled "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. (2)
(Spring)
The course involves a description and evaluation of major theoretical approaches to teaching students identified as "severely handicapped." The course also involves a review of persons labelled "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 (2)
(Spring)
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.

550. Curriculum Materials and Special Programming for the Severely Handicapped (3)
(Spring) Fuchigami
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)
(Fall and 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 and admission to Special Education Program.

553S. Student Teaching with Students with Special Needs (8)
(Fall and 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 and admission to Special Education Program.

554. Seminar in Student Teaching -- Special Education (1)
(Fall and Spring) Department Faculty
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.

562. Resource Specialists in Special Education (3)
(Fall) Department Faculty
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) Department Faculty
Focuses on teaching basic communication skills, collaborative consultation techniques, inservice 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: Approval of the instructor.

564. Research in Special Education (3)
Department Faculty
Researchable problems in special education will be identified and discussed. Students will be expected to submit an acceptable project proposal. Grade only. Prerequisite: Admission to the MA program in Education (Special Education) or consent of the instructor.

566. Current Issues in Special Education (3)
(Spring)
Study of recent trends, issues, and problems in special education, with particular attention to topics covered in the professional literature. Grade only. Prerequisite: Admission to the MA Program in Education (Special Education) or consent of the instructor.

572. Advanced Seminar: Philosophical and Historical Perspectives in Education (3)
(Fall and Spring) Byers, Goldmark, and Department Faculty
The examination and evaluation of alternative philosophies of Education and their impact on institutions of Education in an historical perspective. The construction of philosophies of education and the frameworks for implementing them. Aspects of institutions of education to be examined are: organization systems; teaching/learning theories; methods of group management; teaching styles; materials; multi-cultural groups; and evaluation. Grade only. Required course for all MA degrees in Education. Prerequisite: Consent of instructor.

573. Advanced Seminar: Sociological and Psychological Foundations for Teaching and Learning (3)
(Fall and Spring) Rizzo and Department Faculty
A study of the value assumptions, concepts, and methods of a variety of psychological and sociological theories, and their consequences for Education. Theories of human growth and development, learning, and self-concept. Analysis of the effects of socio-cultural variables and linguistic and cultural diversity in school practices. Grade only.
Required course for all MA degrees in Education. Prerequisite: Consent of instructor.

574. Research in Education (3)
(Fall and Spring) Neves and Department Faculty
Qualitative and quantitative research methods in education including evaluation research. Principles of research design and analysis with emphasis on becoming an effective consumer of research. Grade only. Required course for all MA degrees in Education. Prerequisite: Consent of instructor and approval of School of Education.

576. Current Trends and Issues in Education (3)
(Fall and Spring) Byers, Priddy, Rizzo, and Department Faculty
Problems and issues in education identified as controversial, currently in a state of change, and interdisciplinary within the broad scope of education. Required for students who choose the MA papers option. Grade only. Prerequisite: Admission to MA in Education Program and completion of all other program course work.

580A. Educational Leadership and School Management (3)
(Fall)
Organizational theory and development as applied to district and school roles and policies; alternative leadership modes, program and staff evaluation and communication and decision-making; adult learning and development, self-accountability, stress management and facilitating organizational change. Grade only. This course is part of the Preliminary Administrative Services Credential Program. Prerequisite: Consent of instructor.

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; using the computer and technology for data collection, analysis and management; 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: EDUC 580A and consent of instructor.

581. Management of Educational Personnel: Policies and Procedures (3)
(Fall)
Human relationships and their implications for the organization; skills in supervising and evaluating staff; personnel management applied to affirmative action, collective bargaining and employment contracts; working effectively with formal and informal employee groups, professional organizations and unions; planning, providing and participating in 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 or consent of instructor.

583. School Governance: Judicial, Legislative and Financial Aspects (3)
(Spring)
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 or consent of instructor.

584. Special Education for Administrators (1)
(Spring) Priddy and Department Faculty
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 socio-political, 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 part of 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) Neves and Department Faculty
An analysis of teaching and learning strategies and instructional variables as they relate to diverse groups of learners. Research will be analyzed in terms of the major paradigms of the field of education. Also included is a review of recent developments in the evaluation of classroom performance and achievement. Grade only. This course is required for the Curriculum, Teaching, and Learning Program. Prerequisite: Consent of instructor and approval of the School of Education.

587. Field Experience in Administration (3)
(Spring)
An intensive culminating 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 which 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% 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, all Preliminary Administrative Services Credential courses, and consent of instructor.

590A. Advanced Leadership Assessment (2)
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 which prescribes course work, problem-solving episodes 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)
Candidate shall be asked to submit documentation of skills, be interviewed, and 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)
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)
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: 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential Program.

593. Seminar: An Interdisciplinary Approach to the Learning Environment (3)
(Fall) Halpern
An interdisciplinary analysis of the American School system. Topics will include: curriculum design, developing an educational philosophy, issues of cultural diversity, parent power and expectations, and roles of teachers in meeting multi-cultural classrooms. Emphasis will be on various models for schooling and their impact on children, teachers, and community. Grade only.

594. Advanced Seminar/Practice: Professional and Staff Development (3)
Collaborative planning with other administrators and participants to develop instructional strategies for adult learners, the application of knowledge about the functioning of organizations to adult learning and performance; the integration of organizational goals with specific programs of adult learning, identifying sources of funding to carry out staff development activities (includes field experience). Grade only. This course is part of the Professional Administrative Services Credential Program. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential Program.

595. Special Studies(1-4)
(Fall and Spring)
Independent study designed in consultation with an instructor. Grade only. Prerequisite: Students must complete the standard SSU form and secure the required approvals during the first week of classes.

596A. Advanced Field Experience: Organization, Theory, Planning, and Application (2)
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, EDUC 592, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential Program.

596B. Advanced Field Experience: Instructional Leadership (2)
Same as 596A. CR/NC only. Prerequisites: EDUC 590A and 592, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential Program.

596C. Advanced Field Experience: Evaluation (2)
Same as 596A. CR/NC only. Prerequisites: EDUC 590A and 592, 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)
Same as 596A. CR/NC only. Prerequisites: EDUC 590A and 592, 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)
Same as 596A. CR/NC only. Prerequisites: EDUC 590A, EDUC 592, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential Program.

596F. Advanced Field Experience: Cultural and Socio-Economic Diversity (2)
Same as 596A. CR/NC only. Prerequisites: EDUC 590A, EDUC 592, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential Program.

599A. Master of Arts Thesis/Project (1)
(Fall and Spring)
Thesis or project proposal development, research and writing. CR/NC only. Prerequisites: Admission to MA in Education Program and consent of instructor.

599B. Master of Arts Thesis/Project (2)
(Fall and Spring)
Thesis project research and writing. CR/NC only. Prerequisites: EDUC 575A and admission to MA in Education Program and completion of the "Thesis Prospectus Approval Form" is required before enrolling in 599B.

English

Programs Offered
Bachelor of Arts in English
Literature Concentration
Creative Writing Concentration
Alternative Major
Master of Arts in English
Minor in English
Teacher Certificate Program
(non credential/non-degree)
Multiple and Single Subject Teaching Credential Preparation

Department Office
Nichols Hall, Room 362, Phone 707/664-2140

Department Chair
Martin S. Blaze

Faculty
William Babula, Martin S. Blaze, David Bromige, Robert Coleman, Nirmal-Singh Dhesi, Helen Dunn, Gerald Haslam, Richard Hendrickson, James Kormier, Hector Lee (Emeritus), William Lee, Don Patterson, Mary Rich (Emeritus), Gerald Rosen, Alan Sandy, Eugene Soules, Janice "J.J." Wilson, Caroline Zainer (Emeritus)

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 third 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, varying from 12 to 21 units depending upon the plan, students will follow programs leading to a degree in English and American Literature, Creative Writing, or the Alternative Major, an individualized self-developed program of study of up to 18 units.

Students who have majored in English are found in business, public relations and advertising, broadcasting, journalism, law, government service, as well as in elementary, secondary, and college teaching. All of these fields require—beyond their specialized training—an understanding of human motivation, of the conflicts and dilemmas that perennially confront people. They also require a clear recognition of the ways in which language defines and affects our behavior, and the ability to express oneself clearly, logically, and with passion.

The English Department participates in the Sonoma State University CLEP (College Level Examination Program) credit by examination program. For further information on CLEP course equivalents in English, refer to pages 275-276.

The English Department also participates in the Applied Arts Minor, which may be of special interest to students seeking the Multiple Subjects credential.

Bachelor of Arts in English
Literature Concentration

Degree Requirements	**units**
General Education	51
Major Requirements	42
General Electives	31
Total needed for graduation	**124**

Major Core

Introductory Courses

Complete both of the following courses:

ENGL	301	Introduction to Literary Analysis: Seminar	3
ENGL	379	Study of Language	3

Survey Courses

Complete two of the following four courses: 6

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)	

Shakespeare Course

Complete one of the following two courses: 3

ENGL	339	Introduction to Shakespeare (3)	
ENGL	439	Studies in Shakespeare (3)	

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	College Composition (3)
ENGL	407	Advanced Creative Writing (3)
ENGL	418	Poetry Writing (3)

Total units in the major core 18

Area of Specialization

Students must also complete 18 units in an area of specialization. These units must include two period courses and others to be selected from period, author, and genre courses. (See Department advisor for detailed course sequences.)

Total units in area of specialization 18

Major Electives

In consultation with an advisor, choose 6 units in elective course work.

Total units in major electives 6

Total units in the major 42

Bachelor of Arts in English *Creative Writing Concentration*

Degree Requirements	**units**
General Education	51
Major Requirements	42
General Electives3	1
Total needed for graduation	**124**

Major Core

Introductory Courses

Complete both of the following courses:

ENGL	207	Introduction to Creative Writing 3
ENGL	301	Introduction to Literary Analysis: Seminar 3

Survey Course

Complete one of the following four 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)

Introductory Genre Courses

Complete one of the following four courses: 3

ENGL	367	Introduction to Short Story (3)
ENGL	369	Introduction to Poetry (3)
ENGL	371	Introduction to the Novel (3)
ENGL	373	Introduction to Drama (3)

Shakespeare

Complete one of the following two courses: 3

ENGL	339	Introduction to Shakespeare (3)
ENGL	439	Studies in Shakespeare (3)

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	College Composition (3)
ENGL	407	Advanced Creative Writing (3)
ENGL	418	Poetry Writing (3)
ENGL	429	Advanced Script Writing (3)
ENGL	475	Master Class in Non-Fiction (3)

Advanced Creative Writing

Complete one of the following five courses: 3

ENGL	407	Advanced Creative Writing (3)
ENGL	409	Master Class in Fiction Writing (3)
ENGL	418	Poetry Writing (3)
ENGL	429	Advanced Script Writing (3)
ENGL	430	Creative Writing: Selected Genres (3)

Author/Genre/Period Courses

Complete two of the following courses: 6

ENGL	448	Periods in English Literature (3)
ENGL	450	Periods in American Literature (3)
ENGL	470	Studies in Poetry (3)
ENGL	472	Studies in the Novel (3)
ENGL	474	Studies in Drama (3)
ENGL	483	Individual Authors: American (3)
ENGL	484	Individual Authors: English (3)

Total units in the major core 27

Major Electives

To complete the Major choose 15 elective units from additional upper division writing courses, which may be repeated for credit, or additional literature courses, or up to 6 units in the Alternative Major.

Total units in major electives 15

Total units in the major 42

Bachelor of Arts in English *Alternative Major*

Degree Requirements	**units**
General Education	51
Major Requirements	42
General Electives	31
Total units needed for graduation	**124**

The Alternative Major in English requires a minimum of 12 to a maximum of 18 units in an individualized self-developed program approved by an advisor in this program. The units should be distributed as follows:

Major Core Requirement

Complete the following in consultation with an advisor:

Individualized Self-Developed Program 12-18

Complete both of the following two courses:

ENGL	301	Literary Analysis Seminar 3
ENGL	379	Study of Language 3

Upper Division Writing Course

Complete one of the following two courses: 3

ENGL 307 Introduction to Fiction Writing (3)

ENGL 318 Introduction to Poetry Writing (3)

Shakespeare Course

Complete one of the following two courses: 3

ENGL 339 Introduction to Shakespeare (3)

ENGL 439 Studies in Shakespeare (3)

Period Courses

Complete both of the following courses:

ENGL 448 Periods in English Literature 3

ENGL 450 Periods in American Literature 3

Electives in literature or writing courses 6-12

Total units in the alternative major 42

Minor in English

Students majoring in other fields may develop, in consultation with an English Department advisor, a 20-unit English minor.

Minor in English Literature

Six units of any two survey courses (to be selected from ENGL 237, 238, 239, 240), and College Composition (ENGL 375), followed by 11 units of electives chosen from the courses listed under English: Literature. Nine units must be in residence at SSU.

See an English Department advisor for additional coursework in pre-law, technical writing, and creative writing.

Teaching Credential Preparation

A major in English is acceptable preparation for a California elementary or secondary teaching credential. For the Elementary Teaching Credential, majors must pass the General Knowledge portion of the National Teacher's Examination. For the Secondary Teaching Credential, majors must complete a single subject waiver program in English, English/Journalism, English/Speech or English/Drama. English majors seeking a teaching credential are encouraged to consult with a department advisor, and review the University's special bulletin on *Programs in Teacher Education.* For further information on credentials and professional Education requirements see page 84.

Master of Arts in English

The graduate degree program at Sonoma State University consists of 30 units of work which may be distributed according to a student's particular interests. Linguistics, creative writing, and world literature, as well as English and American literature, are possible choices for major emphasis. The program offers both thesis and non-thesis options.

Entrance to the Program

Students with a substantial number of undergraduate credits in English, as well as those having an undergraduate English major, are invited to submit their transcripts for evaluation by the English Department graduate coordinator. This evaluation will determine whether the student may enter the program with conditional or classified post-baccalaureate status.

Refer to section on Post-Baccalaureate Degrees for more information (see page 16).

Admission to Candidacy

For a change from conditional to classified status (also called "admission to candidacy"), a student will need to satisfy two English Department requirements:

1. a demonstration of competence in reading a foreign language, or a college transcript showing completion of the fourth semester or the sixth quarter of a foreign language; and
2. a score on the GRE Advanced Literature Examination at the 65th percentile or above, or a grade of B- or better on the English Department's Comprehensive Examination.

The English Department's Comprehensive Examination is routinely given at the end of the fall and spring semesters. Students who wish to prepare for this examination or for the GRE may take the review seminar, ENGL 494.

Degree Options

To fulfill the requirements for the degree, a student may choose one of two options:

A. Thesis/Creative Project Option
   1. 24 units of formal course work, plus 6 units for planning and writing a thesis; or
   2. 24 units of formal course work, plus 6 units for planning and writing a creative project (such as a novel, a book of poems, or a screenplay), prefaced by a critical introduction; or

B. Examination Option
   30 units of formal course work, plus completion of a written examination in the student's major emphasis.

NOTE: Both A1 and A2 require an oral examination.

Required Courses for All Options

At least half of the total 30 units in the graduate program should be taken after the student has been admitted to classified status. All students are expected to take ENGL 500 and 501. 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
		Total units in required courses	**6**

MA Advising Tracks

The English Department offers advising tracks in: (1) Literature, (2) Creative Writing, and (3) The Teaching of Writing. Courses to be taken for course option and electives and possible variations of the above must be carefully planned with the Graduate Advisor.

The requirements are as follows:

ENGL	599	Thesis/Course Option	6
Major Electives			18
		Total units in advising tracks	**24**
		Total units in the major	**30**

Teacher Certificate Program (Non-Degree/Non-Credential)

The English Department has established a new non-degree Teacher Certificate program, focusing on the teaching of English. This program is designed to serve elementary teachers who wish to pursue post-baccalaureate courses leading to their clear credential, graduates without a BA degree in English who may wish to prepare themselves for teaching in that field, or graduates with a BA in English who seek courses with a teaching emphasis. Anyone with a grade point average of 2.50 may apply for candidacy to this program. Applicants should seek individual advisement in the English Department.

Requirements for the Certificate

The Teacher Certificate Program encompasses the following course of study:

Required Core

Complete both of the following two courses:

ENGL	379	Study of Language	3
ENGL	491A	Seminar Writing Techniques	3

Survey Courses

Complete one of the following four 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)

Youth Literature

Complete one of the following two courses: 3

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

Genre Courses

Complete one of the following three courses: 3

ENGL	367	Introduction to Short Story (3)
ENGL	369	Introduction to Poetry (3)
ENGL	373	Introduction to Drama (3)
		Total units in the certificate core **15**

Certificate Electives

Students who have not already successfully completed an upper division writing course must do so as part of their electives. The course may be selected from College Composition (ENGL 375) or any creative writing course. The remaining elective units should be chosen in consultation with an advisor.

Total units in certificate electives **6**
Total units in the certificate **21**

English Courses (ENGL)

English Placement Test: The University offers 30-, 35-, and 99-level courses in English for students who do pass the written English Placement Test (EPT) at an appropriate level. Please see pages 272-273 for additional information.

30. Writing Skills (3)

The course will focus on developmental and learning skills in writing, including language mechanics, sentence patterns, paragraph patterns, spelling, vocabulary, 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). Not applicable toward graduation. Prerequisite: Concurrent enrollment in ENGL 35.

35. Reading Skills (3)

The course will focus on developmental and learning skills in reading, including increasing reading rate, comprehension, skimming and scanning, vocabulary, and paragraph comprehension in preparation for ENGL 99. Placement in this course is based on the score on the English Placement Test (EPT). Not applicable toward graduation. Prerequisite: Concurrent enrollment in ENGL 30.

99. Basic Composition and Workshop (3)

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)

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)
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).

207. Creative Writing (3)
An introduction to a variety of forms of creative writing: poetry, and prose poems, the personal essay, vignettes, short stories, and experimental fiction. Students will explore each form with in-class exercises and discussion, as well as keep a writer's notebook and accumulate a portfolio. Writers from the University faculty and the larger community will appear throughout the semester for guest lectures.

214. Literature of the World (3)
An introduction to the study of literature. Master works drawn from a world-wide 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). Strongly recommended prerequisite: ENGL 101.

237. Survey: Early American Literature (3)
Survey of American Literature to 1855. Covers major writers from the 17th through first half of 19th centuries. Smith and Bradstreet through Hawthorne and Melville; Puritanism, Deism, Transcendentalism, the Romance.

238. Survey: Later American Literature (3)
Begins with Whitman and covers most major writers of the late 19th century and of the 20th century to date. Twain, Dreiser, Hemingway, Faulkner, Wright; Local Color, Realism, Naturalism.

239. Survey: Early English Literature (3)
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)
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 Surrealists are some of the central topics.

275. Composition Workshop (3)
A course designed to help students who have failed the Written English Proficiency Test (WEPT). Intensive review of grammar and other mechanics, sentence structure, paragraphing, development, organization, and self-editing of the expository essay are covered. Passing a WEPT at the end of the course is a necessary condition for passing the course and for fulfilling the graduation writing requirement. Prerequisite: Students must have taken the WEPT at least once.

291. Library Research Resources (1)
A very basic introduction to library research skills. All areas of reference sources, print and electronic, are covered.

292. Introduction to Library Research (2)
Designed to provide an introduction to the use of the Library and its resources. Includes an examination of the Library's reference collection, microform collection, government documents, periodicals, media, and special collections. Students will learn to construct search strategies using indexes, abstracts, statistical sources, computer databases, and information in a variety of other formats.

295. Community Involvement Program (CIP) (1-4)
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. Introduction to Literary Analysis: Seminar (3)
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 (3)
Expository writing with a specific emphasis which varies from semester to semester; reports, grants, proposals, and general business writing. See Schedule of Classes for current title.

307. Introduction to Fiction Writing (3)
May be repeated for credit. Prerequisite: ENGL 375 or consent of instructor.

313. Classical Studies (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)
Studies of literature in translation as well as works written originally in English including a minimum of fifty percent from non-Western literature. Satisfies GE, category C2 (World Literature).

318. Introduction to Poetry Writing (3)
May be repeated for credit. Prerequisite: Consent of instructor.

329. Screen/Script Writing (Film-TV-Stage) (3)
May be repeated for credit. Prerequisite: ENGL 375 or consent of instructor.

339. Introduction to Shakespeare (3)
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.

340. Development of the Old Testament (3)
The historical backgrounds and literary influence of major Old Testament books.

341. Explorations in Language (3)
A course in language or linguistics that will include subjects not offered in regular curriculum. See Schedule of Classes for current titles. May be repeated for credit.

342. Children's Literature (3)
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)
A study of books, both traditional and modern, that are of interest to adolescent and young adult readers.

345. Women Writers (3)
A survey which, 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. See Schedule of Classes for current titles. May be repeated for credit.

352. Personal Essay (3)
Intended for the general student who wishes to practice expository writing. Provides students with opportunity to explore personal experience through writing and 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)

368. Media Lab: Small Press Editing (1-4)
A course offering experience in editing a small literary journal. Activities include editing, layout, and graphics. The *Sonoma Mandala* and other such 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)

371. Introduction to Novel (3)

373. Introduction to Drama (3)

375. College Composition (3)
An advanced writing course, emphasizing organization of essays, style, grammar, 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)
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. The Study of Language (3)
Introduction to the nature of language, examining philosophical approaches as well as the insights of modern linguistic science.

387. Public Speaking (3)
Introduction to speaking in front of groups. May be repeated once for credit.

388. Public Speaking Workshop (1-2)
This workshop offers instruction and practice in public speaking through class work and intercollegiate competition. Speech events include debate, readers theatre, persuasive and informative speaking, oral interpretation, and sales speaking.

389. Interpersonal Communication Workshop (3)
A group-process approach to both verbal and nonverbal communication in personal and small-group interaction; video recording/playback is used extensively. May be repeated once for credit.

395. Community Involvement Program (CIP) (1-4)
CIP involves students in basic community problems; performing such tasks as tutoring, reading for the blind, etc. Students receive 1 to 4 units depending on the specific tasks performed. May be repeated for a total of 6 units toward a degree.

400. English Lecture Series (1-3)
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.

407-430. Advanced Creative Writing (3)
Seminars involving criticism and discussion of students' works. May be repeated once for credit. Enrollment is limited to 15. Prerequisite: Consent of instructor.

407. Advanced Fiction Writing (3)
Prerequisite: ENGL 307 and consent of instructor.

409. Master Class in Fiction Writing (3)
Fiction writing workshop with a published writer. Enrollment limited to 15. Prerequisite: Previous enrollment or consent of instructor.

418. Poetry Writing (3)
Prerequisite: ENGL 318.

429. Advanced Screen Writing (3)
Prerequisite: ENGL 329.

430. Creative Writing: Selected Genres (3)
A workshop in the writing of a selected genre such as the novel, the novella, the one-act play, or the full-length play. May be repeated for credit. Prerequisite: ENGL 307, 329, or consent of instructor.

435. Alternative Major (1-4)
Individualized, project-oriented course of study with variable credit. May be repeated. Admission by special application. See English Department office for additional information. Prerequisite: Consent of instructor.

439. Studies in Shakespeare (3)
An advanced-level course in Shakespeare that focuses on the plays in the sub-genres through the context of their 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 which relate to topic, such as Decadence and Symbolism and Modern European Literature. See Schedule of Classes for current offering. May be repeated for credit.

448. Periods in English Literature (3)
Middle English, Renaissance, Seventeenth Century, Restoration and Eighteenth Century, Romantic, Victorian, Twentieth Century. See Schedule of Classes for current offering. May be repeated for credit.

450. Periods in American Literature (3)
Eighteenth Century, Nineteenth Century, Twentieth Century, Naturalism, Realism. See Schedule of Classes for current offering. May be repeated for credit.

451. Feminist Perspectives in Literature (3)
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.

454. Studies in Folklore (3)
Types and forms in folklore. Students will be encouraged to follow special interests, such as the ballad, tale, folk speech, customs, or local history. Teachers may relate folklore to teaching units. See Schedule of Classes for current offering. May be repeated for credit.

470. Studies in Poetry (3)
Themes, modes, and techniques of poetry: modern British, twentieth-century American, etc. 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, twentieth-century American, political (offered jointly with the Department of Politics), war novel, etc. See Schedule of Classes for current offering. May be repeated for credit.

474. Studies in Drama (3)
Study of representative plays of a particular period: Medieval, Renaissance, Neoclassic, Nineteenth Century, Modern. See Schedule of Classes for current offering. May be repeated for credit.

475. Master Class in Non-Fiction
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)
Close study of topics unique to English literature. See Schedule of Classes for current offering. May be repeated for credit.

482. Studies in American Literature (3)
Close study of topics unique to American literature, (e.g., Transcendentalism, Western American Literature, etc.). See Schedule of Classes for current offering. May be repeated for credit.

483. Individual Authors: American (3)
Each semester one or more authors will be selected for study in depth. See Schedule of Classes for the author to be studied. May be repeated for credit.

484. Individual Authors: English (3)
Each semester one or more authors will be selected for study in depth. See Schedule of Classes for the author to be studied. May be repeated for credit.

489. Topics in English Linguistics (3)
Individual and small group study of such specialized topics in English linguistics as the history of English, the structure of English, sociolinguistics, language acquisition, and literary stylistics. May be repeated for credit. Prerequisite: ENGL 379 or consent of instructor.

491. Seminar in Writing Techniques (3)
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.

494. Senior Seminar (3)
A review of English and American literature. Recommended for those planning to take the English Department comprehensive examination.

495. Special Studies (1-4)
To register for 495 the student must not only 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)
For upper division majors who wish to work off campus in job-learning situations which relate to their major emphasis. Excludes student teaching. Written contract and faculty sponsorship required.

500. Research and Critical Writing (3)
Required for MA candidates in English. The use of reference materials and library resources. Techniques of critical and scholarly writing. Exercises are adaptable to the student's area of emphasis for thesis, creative project, or non-thesis option. The course should be taken during the first semester of classified status.

501. Literary Criticism (3)
Required for MA candidates in English. Study of the major texts in critical theory from Plato and Aristotle to the theoretical pluralism of the present. Examination of the philosophical bases of the critical act as well as the writing of criticism of selected literary texts.

536. Seminar: World Literature (3)
Studies related to different aspects of world literature, tracing the influence of interrelationship of ideas, themes, and forms in different literatures. Course content varies from semester to semester. Course may be taken more than once for credit. Prerequisite: Consent of instructor.

539. Seminar: Shakespeare (3)
Critical reading and analysis in depth of representative modes such as tragedy or comedy, etc., in Shakespeare. Prerequisite: An upper division course in Shakespeare and consent of instructor.

581. Seminar: English Literature (3)
A single topic of English literature will be selected for study in depth. See Schedule of Classes for current offering. May be repeated for credit. Prerequisite: Consent of instructor.

582. Seminar: American Literature (3)
A single topic of American Literature will be selected for study in depth. See Schedule of Classes for current offering. Course may be repeated for credit. Prerequisite: Consent of instructor.

583. Seminar: Individual Authors: American (3)
In-depth study of an individual author and related criticism. May be repeated for credit. See Schedule of Classes for current offering. Prerequisite: Consent of instructor.

584. Seminar: Individual Authors: English (3)
In-depth study of an individual author and related criticism. May be repeated for credit. See Schedule of Classes for current offering. Prerequisite: Consent of instructor.

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)
To register for 595 the student must not only 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)
Prerequisite: ENGL 500, classified status, and an authorized "Thesis Prospectus Approval Form".

Environmental Studies and Planning

Department Office
Rachel Carson Hall, Room 18, Phone 707/664-2306

Department Chair
Steven C. Orlick

Faculty
Jean Merriman (Hazardous Materials/Parks), Stephen A. Norwick (Water Quality), Steven C. Orlick (Planning), Walter J. "Rocky" Rohwedder (Energy/Environmental Education), James C. Stewart (Environmental Education/General Education Advising), Kenneth M. Stocking (Emeritus)

Programs Offered
Bachelor of Arts in Environmental Studies
General Major
Planning Concentration
Minor in Environmental Studies and Planning
Minor in Environmental Studies and Planning for Prospective Teachers
Multiple Subject Waiver Program in Environmental Studies
Master of Arts in Education (Curriculum) with emphasis in Environmental Education *(see page 89)*

The Department of Environmental Studies and Planning offers a distinctive program of interdisciplinary study at Sonoma State University. This program addresses the many dimensions of the current environmental concerns which 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. The goal of the program is to prepare students for careers in the environmental professions and for positive action in their own lives in order to help maintain and enhance the quality of the human and natural environments.

All students receive a common core of upper division 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 seven ENSP study plans. Career-oriented study plans are offered in environmental education; natural resources and parks; energy management and design; water quality; hazardous materials management, and in the Planning Emphasis (city and regional planning). Students with other specialized interests have the option of developing an individually-designed study plan in consultation with an advisor. Many students have pursued double majors or a major and a minor in conjunction with traditional disciplines to prepare for specific environmentally-oriented careers.

As part of their course of study, all students complete a senior project or internship. Internships with public and private agencies are especially helpful for students who intend to work in planning, natural resource management, parks, water quality, hazardous materials management, environmental education, and energy management.

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**

Admission Requirements
After applying to Sonoma State University, a student may declare a major in Environmental Studies and Planning. A student considering this major should make an appointment to see a faculty member for academic advising. (Students seeking financial aid to assist them in their studies should inquire about the Kenneth M. Stocking Scholarship for majors in Environmental Studies.)

Advisory Plans for the Freshman and Sophomore Years
In fulfilling their General Education Requirements, students who intend to major in Environmental Studies and Planning should carefully select courses which will meet the prerequisites for the core seminars and their intended study plans. A broadly-based program of lower division work in the liberal arts and sciences is generally sufficient to meet the requirements for the core seminars. This program should include at least one course in biology, one in physical science, one in philosophy, and two or more in the social sciences, including a course in introductory economics. (ECON 201A, Macroeconomics, is recommended.)

Additional course work is required for certain study plans. Energy Management Design: General physics and either pre-calculus mathematics, algebra and trigonometry, or analytic geometry and trigonometry. Water Quality Studies and Hazardous Materials Management: General chemistry and relevant courses in biology such as General Bacteriology and Microbiology. Environmental Education: A detailed statement of requirements is available by writing to the Department office.

Major Core Requirements

Courses required for the major must be taken for a traditional letter grade, except for ENSP 100AB, Current Issues, which is offered CR/NC only.

Complete the following five courses:

ENSP	100A/B	Current Issues (1/1)	2
ENSP	301	The Human Environment	4
ENSP	321	The Biological Environment	4
ENSP	331	The Physical Environment	4
ENSP	490	Senior Project	
and/or			
ENSP	499	Internship	4

Complete one of the following three courses according to chosen advisory plan 3-4

ENSP	310	Introduction to Planning (3-4)	
ENSP	334	Energy Technology and Society (4)	
ENSP	309	Environmental Education (3)	

Total units in the major core 21-22

Required Study Plans

In consultation with an advisor students must complete an additional 15 to 32 units in one of the study plans below. Details of each plan, including specific courses numbers and titles, are available from the Environmental Studies and Planning Department office. Plans I - VI lead to a degree in Environmental Studies with a concentration in Environmental Studies. Plan VII leads to a degree in Environmental Studies with a concentration in Planning.

Total units in study plans 15-32

Total units in the major 36-53

Plan I. Individually Designed Plan

For careers in environmental activism, analysis, management, media, or other appropriate subject area. A minimum 20 units of specialized course work planned with the aid of an advisor is required.

Plan II. Environmental Education

This major, in combination with other academic courses and the professional education program, meets the requirements for the multiple subject credential. Outdoor environmental education and environmental media students follow somewhat parallel plans.

Plan III. Natural Resources and Parks

This plan prepares environmentally oriented students for careers in fields related to natural resources management, conservation, and park work.

Plan IV. Water Quality Studies

Water Quality Studies may lead to employment in public agencies dealing with water supply, water purification, water policy and water law, or with municipal and utility-operated watersheds. In conjunction with other disciplines, it 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 V. Energy Management and Design

This study plan is 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 ENSP and a Certificate of Completion in Energy Management and Design.

Certificate in Energy Management and Design—Students who have completed or are pursuing a Bachelor's Degree in any 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 towards skills and occupations.

Plan VI. 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 Aquatic Ecology, Computer and Mathematical Applications, Laboratory Technology, or Public Administration.

Plan VII. Planning Concentration (City and Regional Planning)

Students in the CSU approved Planning concentration follow a general pre-professional curriculum in Planning, and may choose to develop a specialization to suit their interests through a program of recommended electives or a minor. Focus is on community land use, transportation, and regional resource planning. Graduates may work for a wide variety of governmental agencies or private firms, or may pursue graduate studies in Planning or related fields.

Minor in Environmental Studies and Planning

The purpose of the minor in Environmental Studies and Planning is to help students from traditional disciplines to apply their expertise to environmental and planning problems. A minimum of 20 units is required. Students should design a course of study to maximize environmental awareness in disciplines related to their major interests. The following course of study is recommended to most students. Courses required for the minor must be taken for a traditional letter grade, except for ENSP 100AB, Current Issues, which is offered CR/NC only.

Minor Core Requirements

ENSP	100AB	Current Issues in Environmental Studies	2
ENSP	301	The Human Environment	4
ENSP	321	The Biological Environment	4
ENSP	331	The Physical Environment	4

Total units in the minor core 14

Minor Electives

Choose an additional six units of course work from the offerings in the Department of Environmental Studies and Planning.

Total units in minor electives 6

Total units in the minor 20

Elementary Teaching Credential Preparation

The Department of Environmental Studies offers an Environmental Education Plan which fulfills academic requirements for the Multiple Subject Teaching Credential. This program is offered in conjunction with the SSU Education Department. See page 85.

Environmental Studies and Planning Courses (ENSP)

100AB. Current Issues in Environmental Studies (1)
(Fall and Spring) Department Faculty
Regular weekly departmental seminar. Outside professional speakers and student reports on a variety of environmental topics and opportunities for environmental action. Audio and video presentations. Required: Two semesters. CR/NC only.

200. Global Environmental Issues (3)
(Fall and Spring) Department Faculty
Lecture-Discussion 3 hours. An introduction to Environmental Studies and Planning, including: humans in relation to the global ecosystem; an overview of problems of energy use, pollution, resource depletion, population growth, food supply, urbanization, etc.; contributing factors and future prospects. Satisfies GE, category D5 (Contemporary International Perspectives).

301. The Human Environment (3-4)
(Fall and Spring) Stewart
Human cultural adaptations in evolutionary/historical perspective. Effects of human technology and social institutions upon the natural environment. Beliefs, values, attitudes in relation to human and non-human environment. Emphasis upon critical thinking and ethical implications of human ideas and behavior. Prerequisite: At least one course in Philosophy and one course in Social Science.

302. The Human Environment Independent Study (1-4)
(Fall and Spring) Stewart
Contracts for group and individual interdisciplinary study for those qualified to work independently. Internships may be a part of the study. Prerequisite: ENSP 301.

303. Graphic Techniques in Environmental Design (3-4)
(Fall and Spring) Department Faculty
An introduction to a variety of graphic communication techniques, including mediums, lettering, model building, paste-up layout, map making, basic sketching, and slide presentations. Studio/Workshop format with individual and class projects designed to enhance the graphic communication skills of those pursuing planning, energy management and design, and other environmental careers.

304. World Food/Population Crisis (3)
(Spring) Stewart
Examination of current and future prospects of feeding world's expanding human population. Analysis of agricultural techniques and consumption patterns in 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.

305. Wilderness and Endangered Species (3)
Department Faculty
An examination of the causes and consequences of species extinction, both nationally and globally. Emphasis on wilderness policy in the United States as it relates to extinction and other conflicting cultural values, such as preservation vs. outdoor recreation.

306. Environmental Ethics (3)
(Fall and Spring) Stewart/Department Faculty
An examination of philosophical issues; concepts of extending rights to non-human entities of nature and the question of humans' place in nature; logical and conceptual foundations for an environmental ethic.

307. Nature Photography (2)
(Spring) Merriman
An introduction to basic photography applicable for environmental professionals in land use planning, public presentations, education and environmental activism. Lectures will cover particular areas of nature photography (close-up, landscapes, available light). Hands on activities in photo projects, exhibition and photo essays. CR/NC only.

309. Environmental Education (3)
(Fall and Spring) Rohwedder
Course is designed to introduce the scope and purpose of environmental education, critique existing materials, and investigate program options for schools and education centers. Educational and interpretive techniques are interrelated throughout the course. Field study and one overnight field trip.

310. Introduction to Planning (3-4)
(Fall and Spring) Orlick/Department Faculty
Comprehensive survey of planning as a systematic and powerful process of problem-solving and goals achievement. Community and regional planning focusing on urban growth, redevelopment, and environmental resource management. Applications of planning in business and industry. General Plans, zoning, energy conservation, open space preservation, growth, management, and Environmental Impact Reports. Evolving implementation techniques.

313. 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).

315. Environmental Impact Reporting (3)
(Fall) Orlick
The practice and theory of environmental impact assessment and analysis. The process of preparing, managing, and reviewing Environmental Impact Reports (EIRs) and Statements (EISs) as mandated by state and federal legislation and guidelines. Effective reviewing of, and commenting on, environmental documents. Relationship between EIRs and comprehensive planning activities. Litigation of EIRs and environmental issues.

316. Planning Theory and Methodology (4)
(Spring) Orlick
Exploration of evolving planning thought and principles as a basis for understanding planning practice. The comprehensive planning and design process. The values and ethics of the professional planner. Mediating environmental disputes. Basic analytical, methodological, and communication skills utilized in urban, environmental, and business planning.

318. Land Resources Planning (3)
(Spring) Orlick
Environmentally-sensitive land use and site planning. Land suitability for development, carrying capacity, critical and sensitive lands, hazard and risk assessment, other recent concepts. Performance standards and emerging regulatory approaches. Site design principles. Impact assessment and environmental planning.

321. The Biological Environment (3-4)
(Fall and Spring) Merriman
Field trip included. 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. Prerequisite: Completion of lower division GE, categories B1 and B2.

322. Biological Environment Independent Study (1-4)
(Fall and Spring) Department Faculty
Contracts for group and individual interdisciplinary study for those qualified to work independently. Internships may be a part of the study. Prerequisite: ENSP 321.

324. Ecological Food Production (2-3)
(Fall and Spring) Department Faculty
Introduction to sustainable agriculture based upon application of ecological principles of natural systems to farming practices. Topics include organic farming techniques, diversified cropping, integrated pest management, soil conservation and replenishment, energy and water-conserving irrigation systems, international developments in agroecology. Three-hour weekly practicum in Classroom Garden required. Background in botany preferred. Class fee required at time of registration.

325. Natural Resources and Parks Interpretation (3)
(Spring) Merriman
Introduction to supervision and management of parks, watersheds, designated wilderness areas, living and non-living natural resources. Education of the public concerning value of preserving natural resources. Techniques of nature walks, slide presentations, children's programs. Seminar with guest speakers, student projects, field trips. Concurrent enrollment in ENSP 499 Internship recommended.

330. Environmental Health: Selected Topics (3)
A course allowing detailed study of particular problems or concerns in the area of environmental health. Subject matter will vary from semester to semester. May be repeated for credit with permission of instructor. Prerequisite: Consent of instructor.

331. The Physical Environment (3-4)
(Fall and Spring) Norwick
Develops an understanding of the problems and challenges in environmental control of air, water, soil, natural hazards and non-renewable resources by focusing on the principles of feedback in systems. Computer models of dynamic systems are employed to integrate issues and principles. Prerequisite: A basic course in physical science, or permission of instructor.

332. Physical Environment Independent Study (1-4)
(Fall and Spring) Norwick
Contracts for group and individual interdisciplinary study for those qualified to work independently. Internships may be a part of the study. Prerequisite: ENSP 331.

333. Soil Science (4)
(Spring) Norwick
An introduction to soil science emphasizing applications to agronomy, archeology, botany, ecology, engineering, geography, geology, and natural resource planning. Technical exercises emphasize low cost scientific analytical equipment. Prerequisite: Completion of GE, category B (Natural Science and Mathematics).

334 Energy Technology and Society. (4)
(Fall) Rohwedder
Lectures, student presentations, and field trips. Designed to assist students in understanding energy as a fundamental measure of organization, structure, and transformation in both natural systems and human society. Principal topics include: energy history, thermodynamics, efficiency laws, energy demand and end use, net energy analysis, energy economics, energy institutions, and the politics of energy. Analysis of current energy trends and future possibilities.

337. Principles of Energy Management (3)
(Fall) Rohwedder/Departmental Faculty
An introduction to energy management and solar applications for residential and commercial buildings. Fundamentals of active and passive solar design, including: data analysis; heat flow/transfer; building load calculations; DHW and photovoltaic system design and sizing; and energy economics. Computer applications and student design projects. Strong algebra background and PHYS 210A recommended.

338. Environmental Regulation (3)
(Fall) Norwick
A review of the policies, laws, and public procedures which protect air, water, soil and mineral resources. Emphasis on the history of water use and abuse in California and the relationships of local, state and federal policy and procedures, especially permit processes. Prerequisite: Completion of GE, categories D4 and D5 (American Institutions).

353. Transportation Planning (3)
(Fall) Orlick
Theory, methods, and tools related to the systematic analysis of city, regional, and rural transportation problems. Land use and transportation interrelationships. Transportation as an integrated system composed of automobiles, public transit, bicycles, and pedestrian travel modes. Energy conservation and environmental impact considerations.

356. Environmental Politics and Economics (2-3)
Department Faculty
Relevant tools and perspectives for creating a sustainable society in an age of scarcity. Holistic decision-making methodologies for determining environmentally-sound social policy, political, economic and technological implications of transition to a dynamic steady state; role of ecologically-based ethical beliefs, perceptual models, and other non-economic criteria in the development of social policy for a sustainable society.

360. Assistance Projects (1-4)
Department Faculty
Work experience to students functioning as facilitators or assistants under faculty supervision.

363L. Computer-Aided Communications in Environmental Studies (1-2)
(Spring) Rohwedder
Designed to introduce ENSP students to theory and techniques of computer-aided environmental communication. The fundamentals of environmental communication will be addressed, demonstrated, and applied through utilization of currently available computer software and hardware.

365. Appropriate Technology (3)
(Fall) Stewart
Lecture/discussion. Exploration of the concept of appropriate technology and the use of small-scale ecologically sound methods and techniques to support community life. Emphasis upon simple, sustainable technologies which conserve materials and use renewable energy sources. Present and potential applications in the US and Third World countries.

366. Computer Modeling (3)
(Spring) Norwick
A practical course in simulating complex systems using digital computers and dynamic programming. The simulation language STELLA is taught. The principles examined in the course can be applied to any simulation language. Applications in land use planning, environmental impact reporting, administration, and public policy are emphasized. Prerequisite: Junior standing.

380. Hazardous Materials Management (3)
Merriman
Lecture/discussion/guest experts to discuss scope of newly emerging field of Hazardous Materials Management. 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. Wind, Biomass, and Hydro (3)
(Spring) Department Faculty
Course will focus on functional design of small scale wind, biomass and hydroelectric energy sources. Siting, evaluating potential power available, design of fully operable installation, and by-products and waste streams will be discussed. Energy storage mechanisms, interconnections to existing energy networks, and energy cost comparisons will be examined.

395. Community Involvement Program (1-4)
(Fall and Spring) Department Faculty
Involvement in human, social, biological or physical problems of the off-campus community. A total of six units may be applied to the degree.

399. Student Instructed Course (1-4)
Topic will differ each semester.

400. Selected Topics in Environmental Studies and Planning (1-4)
Department Faculty
A course dealing with intensive study of selected topics related to Environmental Studies and Planning. Topic varies from semester to semester. May be repeated for credit with consent of instructor.

405. Commercial Energy Management (3)
(Spring) Department Faculty
Objectives of the course are to acquaint the student with the full range of energy management techniques and technologies in a commercial or light industrial application; demonstrate the advantages of combining these techniques and technologies into an integrated plan of action; thoroughly exploring how to conduct an economic pay-back analysis of an energy management plan, and investigating various aspects of providing energy management services. Prerequisite: ENSP 337.

407. Environmental Education Techniques (3)
(Spring) Rohwedder/Department Faculty
An advanced course in environmental education to build upon the fundamental theory and techniques presented in ENSP 309. This course is designed for preservice credential-bound students as well as students pursuing their Masters in Education with an emphasis in Environmental Education. The course will include an analysis of: recent developments in environmental education including national and international programs and perspectives; advancements in theory and research; professional journals organizations, and curriculum; advancements in delivery technology including videodisk, telecommunications, and various methods of computer-related instruction. Prerequisite: ENSP 309 or consent of instructor.

408. Classroom Garden (1)
(Spring and Fall) Stewart
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.

410. Environmental Education Independent Study (1-4)
(Fall and Spring) Rohwedder
Contracts for group and individual interdisciplinary study for those qualified to work independently. Internships may be a part of the study. Prerequisite: ENSP 309.

411A. Planning Workshop (4)
(Fall) Orlick
The first semester of an intensive, year-long project which 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, or consent of instructor.

411B. Planning Workshop (4)
(Spring) Orlick
Continuation of ENSP 411A. Spring semester focuses on preparation of the plan, plan implementation programs, and an Environmental Impact Report following state guidelines. Public presentations of class project. Class fee required at time of registration. Prerequisite: ENSP 411A.

417. Urban Design (3)
(Spring) Orlick/Department Faculty
An exploration of the creative process of deliberate design of the physical and visual form of urban communities. The appearance and aesthetic qualities of public open spaces, streets, buildings, neighborhoods, city gateways, signs, and other elements of the urban scene. The effects of public policy and regulations on urban form. The scale, pattern, and image of urban form elements. Historic preservation, planned unit developments, urban plazas and downtown renewal. Subdivision design and review. Prerequisite: None, although ENSP 303 or GEOG 385 helpful.

437. Passive Solar Design (3)
(Spring) Rohwedder
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.

437L. Computer Applications in Energy Management Lab (1)
(Spring) Department Faculty
Applications laboratory addressing state-of-the-art computer programs in this field. Focus on simulation and design programs utilized in residential and commercial building compliance. Student projects and presentations. Class fee required at time of registration. Prerequisites: ENSP 337 and concurrent enrollment in ENSP 437, or consent of instructor.

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: CHEM 115A and ENSP 321 and 331.

444. Energy Forum (1-2)
(Spring and Fall) Department Faculty
Speakers, including community professionals and university faculty, covering a wide variety of energy issues with formal presentations followed by discussion period. May be repeated for credit.

445. Energy Management and Design Independent Study (1-4)
(Fall and Spring) Department Faculty
(see ENSP 302 description.) Prerequisite: ENSP 220 or 337

457. Land Development Law (3-4)
(Spring) Department Faculty
Management of urban and rural land use and development under federal and state law. Regulations, administrative practices, and case law on zoning, subdivision control, growth management, affordable housing, open space preservation, and environmental protection. Evolving methods of public intervention in the land development process. Prerequisite: ENSP 310 or consent of instructor.

460. Teaching Assistant (1-4)
Department Faculty
Open only to advanced students. Intended to give students experience in assisting the instructor in an Environmental Studies course by doing research and tutoring students in the class. Prerequisite: Consent of instructor.

470. Planning Independent Study (1-4)
(Fall and Spring) Orlick
Contracts for group and individual interdisciplinary study for those qualified to work independently. Internships may be a part of the study. Prerequisite: Senior standing in the Planning Program or consent of the instructor.

490. Senior Project (1-4)
(Fall and Spring) Department Faculty
Group and some individual studies. This major senior activity may be coordinated with independent studies and/or special problems to total twelve units. May be repeated for credit.

499. Internships (1-4)
(Fall and Spring) Department Faculty
For senior students (in most cases) working off-campus in work-learning programs in parks, planning, environmental education, hazardous materials management, water quality, or other positions; with written contract and faculty guidance. May be repeated for credit. Prerequisites: Senior standing and/or consent of instructor.

Film Studies

Program Office
Stevenson Hall, Room 3016, Phone 707/664-2351

Program Offered
Minor in Film Studies

Program Coordinator
William H. Guynn, Department of Foreign Languages

Faculty
Marsha Adams (Art), Harold G. Alderman (Philosophy), David O. Arnold (Sociology), James E. Gray (American Multi-Cultural Studies), William H. Guynn (French), 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), Roshni Rustomji (India Studies and Hutchins School of Liberal Studies), Robert Tellander (Sociology)

The Film Studies Minor is an interdisciplinary and interdepartmental program which 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 nonwestern 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 Minor offers students a flexible curriculum which complements several existing major degree programs in the humanities and constitutes excellent supplementary preparation for a number of careers. In consultation with the Program Coordinator, students are able to design a Film Studies minor with an emphasis relevant to their academic and career objectives.

Minor in Film Studies

The Film Studies Minor consists of a minimum of 18 semester units distributed among a core (9 units) and a choice of electives (9 or more units).

Minor Core Requirements

ART	212	Introduction to World Film History	3
FILM	300A	The Classic Narrative Film	3
FILM	300B	Other Cinemas	3
Total units in the minor core			**9**

Minor Electives

Students may complete the Film Studies Minor by choosing three courses within any one of the following four options or by devising a set of complementary courses selected from two or more options in consultation with the Film Studies Coordinator.

Film and Literature Option

These courses study different aspects of the complex relationship between film and literature: the role of screenwriting in the process of film production; the problems of adaptation; the comparative study of literary and filmic texts; and the special contribution that literary analysis has made to the study of film.

ENGL	329	Screen/Script Writing (Film-TV-Stage)	(3)
ENGL	429	Advanced Script Writing	(3)
ENGL	377	Film and Literature	(3)
INDS	301A	Sacred Traditions (Film and Literature)	(4)
INDS	301B	Secular Traditions (Film and Literature)	(4)
FREN	440	French Film	(4)
FREN	465	Semiology of Film and Literature	(4)
Total units in the option			**9-12**

Critical Perspectives Option

Each of the following courses brings a specific disciplinary approach to bear on the study of film, drawing on perspectives from the humanities and social sciences: aesthetics, ethics, structuralism, semiology, politics, and sociological analysis.

COMS	202	Methods of Media Criticism	(3)
COMS	402	Advanced Media Criticism	(3)
FREN	465	Semiology of Film and Literature	(4)
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 twentieth century (such as Expressionism, Futurism and Surrealism); film and the media arts; film and the theatrical arts of production design, acting and directing.

ART	208	Basic Black and White Photography (1-4)
ART	418B	History of Modern Art: 20th century (3-4)
ART	418C	History of Modern Art: American (3-4)
COMS	201	Media Arts I (3)
COMS	355	Media Arts II (3)
or		
COMS	455	Media Arts III (3)
THAR	120	Beginning Acting (2)
THAR	130	Beginning Design and Practice: Scenery (3)
or		
THAR	132	Beginning Design and Practice: Lighting (3)
THAR	350	Directing Workshop (2)

Total units in the option 9-12

International and Crosscultural Perspectives Option

These courses are designed to develop an understanding of aesthetics and filmmaking practices which 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	440	French Film (4)
INDS	301A	Sacred Traditions (Film and Literature)
INDS	301B	Secular Traditions (Film and Literature)
INDS	305	Indian Film (4)

Total units in the option 9-12

Total units in the minor 18-21

NOTE: No more than six 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 (FILM)

300A. The Classic Narrative Film (3)

Theory and analysis of the classic narrative film. Emphasizes the evolution of the classic narrative system, particularly in Hollywood, the construction of visual and auditory space, the art of editing, the history of American genre filmmaking, and the spectator in the classic fiction film.

300B. Other Cinemas (3)

Film theory and practice in cinemas other than classic narrative: experimental film including Expressionism, Soviet montage, abstractionist tendencies; the aesthetics of nonwestern filmmakers, from the Japanese and Indian cinemas in particular; and currents of opposition in western filmmaking, such as Italian neorealism, French New Wave.

Foreign Languages and Literatures

Programs Offered
Bachelor of Arts in French
Bachelor of Arts in German
Bachelor of Arts in India Studies
Bachelor of Arts in Spanish
Minor in French
Minor in German
Minor in India Studies
Minor in Spanish
Courses in Italian, Latin, Foreign Literature in English, and English as a Second Language
Multiple and Single Subject Teaching Credential Preparation
International Programs

Department Office
Stevenson Hall, Room 3016, Phone 707/664-2351

Department Chair
William H. Guynn

Faculty
Mary Arnold, Emeritus (Russian), Philip Beard (German), Sterling Bennett (German and Classics), Aaron Berman (Spanish and ESL), William O. Cord, Emeritus (Spanish), Yvette M. Fallandy (French), Francisco Gaona (Spanish), William Guynn (French), Raymond Lemieux, Emeritus (French), Howard Limoli (French), Pablo Ronquillo (Spanish)

Language Laboratory Director
Helio Tavares

The programs and courses of the Department of Foreign Languages make accessible to students the languages, literatures, and cultures of France, Germany, India, Italy, Spain and Spanish America, and of ancient Rome. 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, Spanish, and India Studies, and courses in English as a Second Language, Italian, and Latin. Courses in the modern foreign languages are taught in the target language; functional control of all language skills (reading, writing, listening comprehension, and speaking) is a primary goal.

Through careful academic planning, study of foreign languages can open a wide range of career options in such fields as international business, government service, domestic and international human services, travel, librarianship, translating and interpreting, and teaching. Foreign Language major programs successfully prepare students for graduate study. The importance of early consultation with departmental advisors cannot be overstressed. It is the key to meaningful access to academic and career opportunities. It is highly advisable that students combine a major or minor in Foreign Languages with a major or minor in another discipline.

Coursework, minors, and majors in Foreign Languages complement specialized knowledge and expertise in other academic areas. The structure of foreign language major programs facilitates planning of double majors and minors.

In addition to majors and minors offered by other departments, there are interdisciplinary and career minor programs of special interest to Foreign Languages students, including the International Studies Minor, the Information and Research Career Minor, and the Minor in Linguistics: Teaching English as a Second Language.

Elementary and Secondary Teaching Credential Preparation

A foreign language is acceptable preparation for a California elementary or secondary teaching credential. To satisfy the academic requirements for the elementary teaching credential, majors must pass the General Knowledge portion of the National Teacher's Examination. For the secondary teaching credential, majors must complete a single subject waiver program in French, German, or Spanish. Foreign Language majors seeking a teaching credential are encouraged to consult with a departmental advisor, and review the University's special bulletin on Programs in Teacher Education. For further information on credentials and professional education requirements see page 84.

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 or Quebec are available (see page 163).

The Foreign Languages Laboratory

Sonoma State University students have daily access to newly updated, 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 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 which 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 advisers concerning advanced placement in these programs.

Course Challenges

Students may challenge courses, as provided in the University procedures (see page 275). It is essential that students interested in this possibility consult instructors of the courses they wish to challenge at the start of the semester.

Native speakers may receive credit by examination for upper division course work only, with the exception of Spanish 203, Spanish for Spanish Speakers. Non-native speakers of English may challenge English as a Second Language, ESL 100A, and/or 100B for baccalaureate credit.

Foreign Literature in English Courses (FLIE)

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 class schedule under FLIE.

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 by guest lecturers and the instructors. Basic techniques of reading, analysis, and composition will be emphasized. Satisfies GE, category C2 (World Literature). Prerequisite: ENGL 101.

English as a Second Language Courses (ESL)

Courses in English as a Second 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. For further information about the University's English competency requirements, see page 272.

Courses in ESL prepare students for entrance into ENGL 101. Students will also be required to take the Written English Proficiency Test (WEPT) or ENGL 375.

100A. English as a Second Language (3)
English for foreign and other non-native speakers of English at university entry level who need to master the basic skills of college-level writing, including the sentence, the outline, the paragraph, patterns of organization, and short essay writing. Study of English syntax, vocabulary building. Frequent compositions in and out of class are required with a focus on developing clarity and style, using subject matter from a variety of academic disciplines. Limited enrollment. Admission by ESL Placement Test only. Students taking this course may not register for more than 14 units of academic work.

100B. English as a Second Language (3)
English for foreign and other non-native speakers of English at an advanced level. Provides practice in communicating sophisticated ideas and comprehending subtleties of English through reading and writing assignments. Stress on mastering a variety of writing styles and levels of usage in standard written English and on increasing control of vocabulary. Practice in extended writing in and out of class. Limited enrollment. Admission by ESL Placement Test only.

Bachelor of Arts in French

The French program reflects the faculty's belief that language and literature must be studied in the French and francophone cultural context of which they are a part.

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

Requirements for the Major

The core/special emphasis structure of the French Major enables students to develop expertise in both a foreign language and another discipline, an expertise both academically sound and professionally desirable. Since course work in French constitutes a minimum of 24 units within the 30 upper division units required for the French Major, the remaining units may be chosen in related fields of interest and counted toward a major or minor in another field. Careful academic advising is essential for planning of double majors and minors.

The Major in French for the BA degree includes a minimum of 30 semester units of upper division courses (300-400 courses). Students must complete a core of 20 units and a concentration of 10 units chosen from one of the following: Literature, Language and Linguistics, or French Area Studies.

NOTE: Students should carefully study the prerequisites for upper division courses.

Major Core Requirements

Complete the following 20 units:

FREN	301	Advanced Grammar	4
FREN	302	Advanced Composition	4
FREN	310	Junior Seminar I	4
FREN	311	Junior Seminar II	4
FREN	325	Modern French Linguistics	4
Total units in the major core			**20**

Major Concentrations

To earn the BA, students must also complete a concentration in Literature, Language and Linguistics, or French Area Studies. These concentrations are detailed below. Each one consists of 10 or more units.

Total units in the concentration 10

Total units in the major 30

Literature Concentration: Emphasis in French or Comparative Literature

Complete the following course:

FREN	430	French Literature	4

Complete 6 units from the following: 6

Upper division literature courses from the departments of English or Foreign Languages, or from the Hutchins School.

Total units in the concentration 10

Language and Linguistics Concentration

Complete one of the following two courses:

FREN	404	Translation Workshop	
or			
FREN	405	Writing Workshop	4

Complete at least 7 units from the following eight courses: 7

ANTH	380	Language in Cultural Context (4)
ANTH	382	Language Change (4)
ANTH	389	Language and Communication (4)
LING	310	Phonological Analysis (4)
LING	311	Grammatical Analysis (4)
LING	320	Meaning, Context, and Reference (4)
LING	430	Psycholinguistics (4)
LING	441	Linguistics & Second Language Teaching (3)

Total units in the concentration 11

French Area Studies Concentration: Humanities, Social Sciences, or Interdisciplinary Emphasis.

Complete the following course:

FREN	440	Culture and Society	4

Complete at least 6 units from the following twelve courses: 6

FREN		choice of upper division electives (1-6)
AMCS	345	Folklore and Ethnicity (4)
ANTH	203	Introduction to Cultural Anthropology (4)
ANTH	342	Organization of Societies (4)
ART	410	Early Christian, Byzantine, and Early Medieval Art (3-4)
ART	411	Romanesque and Gothic Art (3-4)
ART	413	Northern Renaissance Art (3-4)
ART	414	Northern Baroque Art (3-4)
ART	418A	History of Modern Art (3-4)
ART	418B	History of Modern Art (3-4)
MUS		appropriate upper division courses in the study or the performance of the French repertoire
PHIL	320	Seminar: Philosophy in Literature (3)

Total units in the concentration 10

Minor in French

The French Minor consists of the following 20 units:

Minor Core Requirements

FREN	301	Advanced Grammar	4
FREN	302	Advanced Composition	4
FREN	325	Modern French Linguistics	4
Total units in the minor core			**12**

Minor Electives

To complete the Minor, choose an additional 8 units in consultation with an advisor.

Total units in minor electives 8

Total units in the minor 20

Single Subject Waiver Program in French

The Foreign Languages Department offers a single-subject waiver program in French. This program meets the state requirement of a minimum of 30 upper division units. It also requires, as a prerequisite for entry, the completion of 18 units of lower division basic skills courses.

Waiver Core Requirements

Complete all of the following courses:

FREN	301	Advanced Grammar	4
FREN	302	Advanced Composition	4
FREN	310	Junior Seminar I	4
FREN	311	Junior Seminar II	4
FREN	325	Modern French Linguistics	4
Total units in the waiver core			**20**

Waiver Electives

Complete at least 10 units from the following seven courses:

FREN	350	Advanced Conversational French (2-4)	
FREN	404	Translation Workshop (4)	
FREN	405	Writing Workshop (4)	
FREN	430	French Literature (4)	
FREN	440	Culture and Society (4)	
FREN	465	Aesthetic and Intellectual Movements in France (4)	
FREN	495	Special Studies (maximum of 4 units) (1-4)	
Total units in waiver electives			**10**
Total units in waiver program			**30**

French Courses (FREN)

NOTE: Unless stated otherwise, all courses are conducted in French.

101. Elementary French (4)
Systematic study of spoken French with practice in understanding, speaking, reading, and writing. Prerequisite: Concurrent enrollment in FREN 101L.

102. Elementary French (4)
Systematic study of spoken French with practice in understanding, speaking, reading, and writing. Prerequisite: FREN 101, 101L, and concurrent enrollment in FREN 102L.

101L. 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 101.

102L. Language Laboratory, French (1)
A minimum of two academic hours (100 minutes) weekly of practice sessions in the Language Laboratory. CR/NC only. Prerequisites: Concurrent enrollment in FREN 102.

195. Elementary Special Studies (1-4)
Directed individual study. Prerequisite: Consent of instructor.

201. Intermediate French-First Semester (3)
Review of fundamentals and study of more advanced aspects of grammar with practice in understanding, speaking, reading, and writing. Prerequisites: FREN 102, 102L, and concurrent enrollment in FREN 201L.

202. Intermediate French-Second Semester (3)
Review of fundamentals and study of more advanced aspects of grammar with practice in understanding, speaking, reading, and writing. Prerequisites: FREN 201, 201L and concurrent enrollment in 202L.

201L. 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 201.

202L. Language Laboratory, French (1-1)
A minimum of two academic hours (100 minutes) weekly of practice sessions in the Language Laboratory. CR/NC only. Prerequisite: Concurrent enrollment in FREN 202.

220. Introduction to the Reading of French Literature (3)
Reading in 19th and 20th century French literature; rapid reading techniques; literary analysis; vocabulary drill. May be used in conjunction with other lower division language courses to satisfy foreign language requirements of other departments of the University. Prerequisite: FREN 102.

250. Intermediate Conversational French (3)
Systematic improvement of fluency, pronunciation and modern idiomatic usage in a framework of both free and directed conversation. Discussion of current newspapers and periodicals. Includes individual and class assignments in the language laboratory. May be repeated for credit. Prerequisite: FREN 102. FREN 202 recommended.

295. 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 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 French Major of Minor.

301. Advanced Grammar and Composition (3-4)
(Fall)
Written composition; style and idiom; oral analysis of literary texts. Prerequisite: FREN 202.

302. Advanced Grammar and Composition (4)
(Spring)
Written composition; style and idiom; oral analysis of literary texts. Prerequisite: FREN 202.

310. Junior Seminar I (3-4)
Literary analysis; cultural, aesthetic and intellectual history. Research and composition skills. Intensive work in oral and written French. Prerequisite: FREN 202 and concurrent enrollment in FREN 301.

311. Junior Seminar II (4)
Literary analysis; cultural, aesthetic and intellectual history. Research and composition skills. Intensive work in oral and written French. Prerequisite: FREN 202 and concurrent enrollment in FREN 302.

325. Modern French Linguistics (4)
Perfection of pronunciation and intonation through intensive study of phonetics, including individual work, laboratory practice, and oral interpretation of French literature. Study of regional and national variations in spoken French. Prerequisite: FREN 202.

350. Advanced Conversational French (2-4)
Systematic improvement of fluency, pronunciation, and idiomatic usage in a framework of both free and directed conversation. May be repeated for credit. Prerequisite: Upper division standing.

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 task performed. A total of 6 units of CIP credit may be applied toward a degree. Not applicable to the French Major or Minor.

404. Translation Workshop (4)
Literary and non-literary texts translated from French to English. A practical approach to the art of translating. Open to both majors and non-majors. Prerequisite: FREN 302 or consent of instructor.

405. Writing Workshop (4)
Analysis and practice of different writing styles, with attention to context and purpose. Flexible emphases geared to interests and needs of students. Prerequisite: FREN 302.

430. French Literature (4)
Approaches to the study of French literature of major periods and genres will be limited in a given semester to one of the following: modern times and ideas as reflected in the work of an author, movement, or period; the relation between aesthetic and intellectual movements in France; women as authors and subjects of French literature. Prerequisite: FREN 310, 311 or consent of instructor.

440. Culture and Society (3-4)
Interdisciplinary approach to the study of culture and society in France and la francophonie. The focus in a given semester will be one of the following: popular art and the popular mentality; French regional culture; film theory, semiotics; language, culture, and sexuality. Consult the Class Schedule for the current topic. Prerequisite: FREN 310 and 311 or consent of the instructor.

465. Aesthetic and Intellectual Movements in France (4)
Introduction to the major ideological and artistic movements in modern France and their impact on cultural and social life. Structuralism and semiotics; post-modernism; impressionism; dadaism and surrealism. May be offered in English. Consult the Class Schedule for current topic. Prerequisite: Upper division standing and consent of instructor.

495. Special Studies (1-4)
Directed individual study. Prerequisite: Consent of instructor.

499. Internships (1-4)
Students in the intern program will have an opportunity to apply skills and methods mastered in their course work in French to a variety of situations in public and private agencies. Credit will be given for completion of 3 hours of work (weekly average) per unit, participation in a seminar or conferences, and a final report. Placement must be arranged in advance with Department coordinator.

Bachelor of Arts in German *Interdisciplinary*

Degree Requirements	units
General Education	51
Major Requirements	54
General Electives	19
Total units needed for graduation	**124**

The German program at Sonoma State University provides its students fluency in speaking, writing, reading, and understanding the German language, and a correspondingly sophisticated knowledge of German cultural patterns, east and west. All students must complete a core group of courses designed to provide communicative competence and cultural awareness. Also, before beginning upper division course work they must attain the internationally recognized "Deutsch als Fremdsprache" certificate, offered by the SSU German faculty in cooperation with the Goethe Institute. (Equivalents may be accepted for both these requirements.)

Continuing from this language-proficiency base, students may choose one of two upper division study concentrations: German Language and Literature, or International Business and Foreign Affairs. Each provides a foundation for graduate study and for work in a broad range of careers, including the teaching profession, translating/interpreting, international diplomacy, and a host of business and management opportunities. (Concentrations in History and Culture, German Philosophy, the Fine Arts, and Linguistics are also available by special arrangement.)

Learning extends beyond the classroom as well. Our traditional Stammtisch evenings (regular informal gatherings of faculty, students, alumni/ae, and other community members, where German is *de rigueur*), German-only excursions, and availability of paid summer jobs abroad all offer students opportunities to hone their language skills, increase their cultural awareness, and cultivate valuable relationships with other German speakers.

Major Core Requirements

Complete the following 34 units (22 lower division, 12 upper division).

GER	101	Elementary German	4
GER	102	Elementary German	4
GER	101L	Language Laboratory, Elementary	1
GER	102L	Language Laboratory, Elementary	1
GER	201	Intermediate German	4
GER	202	Intermediate German	4
GER	201L	Language Laboratory, Intermediate	1
GER	202L	Language Lab, Intermediate	1
GER	250	Phonetics and Conversation	
or			
GER	251	Conversation	2
GER	301	Advanced Composition and Conversation	4
GER	302	Advanced Composition and Conversation	4
GER	405	The Art of Translation	4
		Total units in the major core	**34**

Major Concentrations

The Major Concentrations consist of 20 upper division units in one of two concentrations, to be chosen by the student. (Concentrations in German History and Culture, German Philosophy, the Fine Arts, and German Linguistics are also available in consultation with an advisor.)

German Language and Literature Concentration

Complete the following 20 units:

GER	401	Survey: German Literature and Culture through the Eighteenth Century	4
GER	402	Survey: Nineteenth-Century Literature and Culture	4
GER	403	Survey: Twentieth-Century Literature and Culture	4
Upper Division Electives (including German Literature in English)			8
		Total units in the concentration	**20**

International Business and Foreign Affairs Concentration

Complete the following 20 units:

GER	310	Germany Today	4

And 16 units from among the following courses, selected from at least two of the three disciplines listed and with a 4-unit minimum for each discipline chosen: 16

Economics

ECON	303	International Economics (4)
ECON	375	Money and Banking (4)
ECON	403	Seminar in Economic Development (4)
ECON	495	Special Studies (1-4)

(other topic to be determined in consultation with German and Economics advisors)

Management

MGT	368	International Marketing (4)
MGT	393	Introduction to International Business (4)
MGT	495	Special Studies (1-4)

(topic to be determined in consultation with German and Management advisors)

Political Science

POLS	315	Democracy, Capitalism, and Socialism (4)
POLS	342	International Politics and Foreign Policy (4)
POLS	345	Model United Nations (2)
POLS	350	European Parliamentary Democracies (4)
POLS	351	Totalitarianism and Authoritarianism (4)
POLS	444	United States Foreign Policy (4)
POLS	485	Arms Race, Control, and Disarmament (4)
POLS	495	Special Studies (1-4)

(other topic to be determined in consultation with German and Political Science advisors)

Total units in the concentration 20

Total units in the major 54

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.

Single Subject Waiver Program in German

The Foreign Languages Department offers a single-subject waiver program in German. The program meets the state requirement of a minimum of 30 upper division units. Additionally, it requires as a prerequisite for entry, the completion of 16 units of lower division basic skills courses.

Waiver Core Requirements

GER	301	Advanced Composition and Conversation	4
GER	302	Advanced Composition and Conversation	4
GER	401	Survey: German Literature and Culture through the Eighteenth Century	4
GER	402	Survey: Nineteenth-Century Literature and Culture	4
GER	403	Survey: Twentieth-Century Literature and Culture	4
GER	405	The Art of Translating	4
GER	425	Applied Linguistics	4
		Total units in the waiver core	**28**

Waiver Electives

Choose 4 units from the following

GER	310	Germany Today (4)	
GER	356	German Through Song (3)	
GER	495	Special Studies (maximum of 4 units) (1-4)	
		Total units in the waiver electives	**4**
		Total units in the waiver program	**32**

German Courses (GER)

NOTE: All courses taught in German unless noted otherwise.

101. Elementary German (4)
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 and 150.

101L Language Laboratory, Elementary German (1)
A minimum of two academic hours (100 minutes) weekly of practice sessions in the Language Laboratory. CR/NC only. Prerequisite: Concurrent enrollment in GER 101.

102. Elementary German (4)
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 and 151.

102L Language Laboratory, Elementary German (1)
A minimum of two academic hours (100 minutes) weekly of practice sessions in the Language Laboratory. CR/NC only. Prerequisite: Concurrent enrollment in GER 102.

150. Beginning Conversation (2)
Practice in free conversation, games, and songs. For first-year students.

151. Beginning Conversation (2)
Practice in free conversation, games, and songs. For first-year students.

195. Elementary Special Studies (1-4)
Directed and individual study.

201. Intermediate German (4)
Review and elaboration of 101-102, supplemented by selected readings in such areas as philosophy, literature, art, music, history, science, and popular culture. Prerequisites: Concurrent enrollment in GER 201L and 250.

202. Intermediate German (4)
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." Prerequisites: Concurrent enrollment in GER 202L.

201L. Language Laboratory, Intermediate German (1)
A minimum of two academic hours (100 minutes) weekly of practice sessions in the Language Laboratory. CR/NC only. Prerequisite: Concurrent enrollment in GER 201.

202L. Language Laboratory, Intermediate German (1)
A minimum of two academic hours (100 minutes) weekly of practice sessions in the Language Laboratory. CR/NC only. Prerequisite: Concurrent enrollment in GER 202.

250. Phonetics and Conversation (2)
A systematic study of the German sound system; drills for perfecting pronunciation; practice in conversation. May be repeated for credit. Prerequisite: GER 102.

251. Conversation (2)
Systematic improvement of fluency, pronunciation, and modern idiomatic usage in both free and directed conversation. May be repeated for credit. Prerequisite: GER 102.

256. German through Song (3)
A musical approach to refining students' German language usage and increasing vocabulary. Prerequisite: GER 101.

295. Community Involvement Program (1-4)
CIP involves students in basic community problems, performing such tasks as tutoring, coaching, and reading for the blind. Students receive 1 to 4 units depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. Not applicable to the German Major.

301. Advanced Composition and Conversation (4)
(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 (4)
(Spring)
Extensive practice and discussion in German of grammatical principles, idioms, vocabulary, and style. Normally, one written composition will be assigned per week. Prerequisite: GER 202.

310. Germany Today (3-4)
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. Three hours' lecture per week in English, one in German. Students wishing German Major credit must enroll for the full four units.

340. German Literature in English (4)
Not a survey course. Emphasis as to period, genre, author, or authors will vary from semester to semester. May be repeated for credit.

356. German through Song (3)
Same format as GER 256, but requires completion of a medium-length written project in addition to normal assignments and class work. Prerequisite: GER 201.

380. Holocaust Studies (1-4)
Interdisciplinary study of the Jewish holocaust experience in Nazi Germany (1933-45) and the wide range of resulting social, political, and emotional issues which have developed in the intervening years. Coordinated with faculty from the Hutchins School and the Sociology, English, Anthropology, and Psychology Departments, and supported by the Alliance for the Study of the Holocaust at Sonoma State University.

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.

401. Survey: German Literature and Culture through the Eighteenth Century (4)
From Parzival to Faust: Studies in German literature and cultural history from the Middle Ages to the end of the eighteenth century. Discussion of the development of German thought and cultural expression, spanning the Medieval, Renaissance, Baroque, Enlightenment, and "Sturm und Drang" periods. Conducted in German; designed for students wishing to acquire advanced reading, speaking, and writing skills. Prerequisite: GER 202. GER 302 recommended.

402. Survey: Nineteenth-Century Literature and Culture (4)
Studies in German literature and cultural history, spanning the period from Goethe's maturity to the death of Nietzsche. Discussion will focus on German Romanticism and on the concurrent rise of national consciousness. Conducted in German; designed for students wishing to acquire advanced reading, speaking, and writing skills. Prerequisite: GER 202. GER 302 recommended.

403. Survey: Twentieth-Century Literature and Culture (4)
Studies in German literature and cultural history (including film) from Freud and Mann to Grass, Herzog, and Wolf. Treatment of the most significant cultural themes of Twentieth-Century Germany: war, fascism, guilt, and regeneration. Conducted in German; designed for students wishing to acquire advanced reading, speaking, and writing skills. Prerequisite: GER 202. GER 302 recommended.

405. The Art of Translating (4)
Intensive practice in translation from German to English, and vice versa, of prose (both literary and media-style), drama, and poetry. Thorough attention will be paid to the pitfalls of translation as well as to developing the special artistry which good translation demands. Prerequisite: GER 301.

425. Applied Linguistics (3)
Contrastive analysis of the German and English sound systems and grammatical structures, with emphasis on those problems which will be of greatest concern to future teachers of German. Prerequisite: GER 202. GER 302 recommended.

495. Special Studies (1-4)
Directed individual study; discussions and reports on selected topics. Prerequisite: GER 202 and consent of instructor.

Bachelor of Arts in India Studies

NOTE: As the India Studies program is under revision, the University has declared a temporary moratorium on the acceptance of new INDS majors and minors. Many of the courses described below may not be offered in the interim. INDS 301 A and B continue to be offered regularly, and may be taken for General Education credit. INDS independent study and field experience units remain available for continuing INDS major students.)

Degree Requirements	units
General Education	51
Major Requirements	26
General Electives	47
Total units needed for graduation	**124**

Faculty
Roshni Rustomji-Kerns, Laxmi G. Tewari

In addition to faculty in India Studies, the following members of other academic departments of the University offer courses on different aspects of Asian Studies, most of which may be included in a student's India Studies major with the approval of the India Studies coordinator.

Eleanor Criswell (Psychology), Nirmal Singh Dhesi (English), Susan Garfin (Sociology), Leland Gralapp (Art), Han Sheng Lin (History), Stanley McDaniel (Philosophy), William Poe (History), Thomas Rosin (Anthropology), E. Gardner Rust (Music), Robert Tellander (Sociology).

The Bachelor of Arts in India Studies is an interdisciplinary program that allows students to choose their own direction to an extent unique among Asian Studies programs in California. Breadth can be achieved through the study of different aspects of the cultures which relate to India and the region. Greater depth can be achieved through focused study within a specific discipline or within a cultural sub-area. The Major complements many minors and provides students with the option of providing a unique, personal direction to their BA curriculum.

The program focuses on the symbolic and experiential content of South Asian civilizations, as well as their economic, social, political, and historical dynamics. This focus on symbolic content necessitates a careful understanding of arts, ideas, and traditions in terms of their own Asian cultural context and care in translating them into a contemporary western context.

Requirements for the Major
The India Studies Major consists of 26 units, 20 chosen from INDS course offerings, 6 from other departments' India/Asia courses chosen with the consent of the India Studies advisor. (See listing of suggested courses under "Other Courses on Asia" below.)

All India Studies majors are required to take INDS 301A and B (3 units each), and 8 units of either Hindi or Sanskrit. The 4 remaining units required to be taken in INDS may be selected from any of the courses offered by INDS.

Major Core Requirements

INDS	301A	The Sacred Traditions of South Asia	3
INDS	301B	The History and Secular Traditions of South Asia	3
INDS	302A/B	Sanskrit-Language and Literature (4-4)	
or			
INDS	310A/B	Hindi-Language and Literature (4-4)	8
		Total units in the major core	**14**

Major Electives

To earn the BA, students must complete elective courses within the India Studies Program to total 6 units (see "India Studies Courses" below) and 6 units in India/Asia courses outside the India Studies Program (see "Other Courses on Asia" below).

Total units in the major electives	**12**
Total units in the major	**26**

It is recommended that students include a field trip to India (or another part of Asia) as part of the work towards the India Studies Major. To receive unit credit for this, students must have the prior approval of the India Studies coordinator and the program's field study advisor.

NOTE: The INDS Major unit total required is intended to allow majors to pursue a double major in order to facilitate graduate work and prepare for careers. It is important that students planning on graduate studies in this area seriously consider augmenting their major with additional units in India Studies. They should consult with an India Studies advisor on this matter.

Minor in India Studies

Complete the following 18 units:

INDS	301A	The Sacred Traditions of South Asia	3
INDS	301B	The History and Secular Traditions of South Asia	3
Other courses offered through INDS			4
India/Asia courses offered through other departments or programs which are chosen in consultation with an India Studies advisor			8
		Total units in the minor	**18**

India Studies Courses (INDS)

301A. The Sacred Traditions of South Asia (3)
An exploration of the sacred traditions and philosophies of South Asia from the earliest times to the present, with a focus on India. A study of Hinduism, Buddhism, Sikhism, and Islam in South Asia is emphasized. Original texts (in translation), films, and lectures by visiting scholars are included in the class format. May be repeated for credit with the consent of the instructor and the India Studies coordinator. Satisfies GE, category C4 (Comparative Perspectives).

301B. The History and Secular Traditions of South Asia (3)
An exploration of the cultures and traditions of South Asia from the earliest times to the present with a focus on India. Literature (in translation), the arts, and music form the basis of this class. Historical and socio-political background for the secular traditions of India will be introduced through readings and lectures. Films (documentary and feature-length) and lectures by visiting scholars, writers, musicians, and artists will be included in the class format. May be repeated for credit with the consent of the instructor and the India Studies coordinator. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). **NOTE: 301A is not a prerequisite to 301B.**

302A. Sanskrit-Language and Literature (3-4)
This course includes an introduction to Sanskrit grammar, the reading of selected Sanskrit texts in the Devanagari script as well as an introduction to the Sanskrit literary canon (in translation). Satisfies GE, category C4 (Comparative Perspectives).

302B. Sanskrit-Language and Literature (3-4)
This course is a continuation of the study of Sanskrit grammar and consists of reading from various Sanskrit texts. Sanskrit literature (in translation) and different theories of poetics will also be covered in this class. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Prerequisite: INDS 302A or consent of instructor.

305. Variable Topics (2-4)
Classes will be offered each semester on various topics in the humanities and social sciences, as well as in different historical periods of South Asia and the Middle East. Topics may include:

- Twentieth Century Literature from India in Translation
- Rituals and Traditions of India
- Readings from the Classical Books of Asia in Translation
- The Music of India
- Exploring the Images of Asia in Western Literature and/or Western Films
- Women Writers of South Asia
- The Bhakti Movement: From Worship to Devotion
- The Mythology of India
- Musical Traditions of South Asia
- Music and Society in India
- Women's Rituals in Rural India

May be repeated for credit as often as different topics are offered.

310A. Hindi Language and Literature (3-4)
Conversation and simple texts are used to introduce the student to Hindi. Work in the Language Laboratory supplements practice in spoken Hindi. The study of Hindi literature (in translation) is also included. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages).

310B. Hindi Language and Literature (3-4)
This course is a continuation of the study of Hindi. Satisfies GE, category C4 (Comparative Perspectives and Foreign Languages). Prerequisite: 310A or consent of instructor.

401. Seminar (2-4 units)
An examination of customs, periods of history, and other aspects of South Asian culture. Different topics will be selected for study each semester. Consult class schedule for specific topic. May be repeated for credit as often as different topics are offered.

493. Field Experience in India (4-12)
Prerequisite: Approval of the field studies advisor and India Studies Coordinator.

495. Special Studies (1-4)
Prerequisite: Approval of the instructor and India Studies Coordinator.

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 305 Islam (4)
HIST 320 Ancient Thought and Culture (4)
HIST 336 Introduction to the Far East (4)
HIST 435 History of China (4)
HIST 436 Chinese Thought and Culture (4)
HIST 438 History of Japan (4)
HIST 498 Senior Seminar: Asian History (4)
PHIL 360 Eastern Philosophy (3)
PSY 329 Asian Psychology (1-4)
PSY 335 Seminar in Zen (4)
PSY 490 Psychology seminars that deal with Asian psychology (4)
PSY 496 Tutorials that deal with Asian psychology (1-16)
SOCI 431 Sociology of Religion (4)
SOCI 497 Interdisciplinary Seminar: Comparative Sociology (4)

Other courses may be taken in addition to the above courses to fulfill the India Studies requirements, with the approval of the advisor.

Italian Courses (ITAL)

101. Elementary Italian (4)
Systematic study of spoken Italian with practice in understanding, speaking, reading, and writing. Prerequisite: Concurrent enrollment in ITAL 101L.

101L. Language Laboratory, Elementary Italian (1)
A minimum of two academic hours (100 minutes) weekly of practice sessions in the Language Laboratory. CR/NC only. Prerequisite: Concurrent enrollment in ITAL 101.

102. Elementary Italian (4)
Systematic study of spoken Italian with practice in understanding, speaking, reading, and writing. Prerequisites: ITAL 101, 101L, and concurrent enrollment in ITAL 102L

102L. Language Laboratory, Elementary Italian (1-1)
A minimum of two academic hours (100 minutes) weekly of practice session in the Language Laboratory. CR/NC only. Prerequisites: ITAL 101, 101L, and concurrent enrollment in ITAL 102L

Latin Courses (LAT)

101. Elementary Latin (3)
First semester of a college level course in Elementary Latin designed to give students at the end of one year a good reading knowledge of standard Latin of the classical period. The course will be taught with strong emphasis on the Latin element in English.

102. Elementary Latin (3-3)
A college level course in Elementary Latin designed to give students at the end of one year a good reading knowledge of standard Latin of the classical period. The course will be taught with strong emphasis on the Latin element in English. Prerequisite: LAT 102.

195. Special Studies (1-4)
For individualized study at the lower division level. May be used to supplement work in the first and second-year Latin courses. Prerequisite: Consent of instructor.

Bachelor of Arts in Spanish

The culture and literary traditions of Spain, the growing interest in the politics, culture, and commerce of Latin America, the proximity of Mexico, and the presence of a large Spanish-speaking population in California and the University's service area, all shape the curriculum of the Spanish program, and provide excellent reasons for the study of Spanish. The need for Spanish-speaking personnel in government and human services may be seen in the five percent salary increment offered them. The Spanish faculty offer Spanish for specific purposes (Health Professions, Business Spanish, for Speakers of Spanish) as well as a full range of courses in language, literature, and culture. Courses taken abroad in the CSU International Program may be counted toward the Major or Minor.

Degree Requirements	units
General Education	51
Major Requirements	53-57
General Electives	16-20
Total units needed for graduation	**124**

Requirements for the Major
The course requirements for a major in Spanish are divided into two groups: the major core and the major concentrations. To earn a BA, students must complete both the core and one of the concentrations.

Major Core Requirements

Consult the Spanish Department faculty for information on course substitutions. SPAN 203 may be substituted for SPAN 201, 201L, 202, and 202L. The following 35 units must be completed by all students.

SPAN	101	Elementary Spanish	5
SPAN	102	Elementary Spanish	5
SPAN	101L	Language Laboratory	1
SPAN	102L	Language Laboratory	1
SPAN	201	Intermediate Spanish*	3
SPAN	202	Intermediate Spanish*	3
SPAN	201L	Language Laboratory*	1
SPAN	202L	Language Laboratory*	1
SPAN	301	Advanced Composition	3
SPAN	303	Introduction to Spanish Phonetics	3
SPAN	304	Introduction to Civilization of Spain	3
SPAN	309	Introduction to Civilization of Spanish-America	3
SPAN	425	Spanish Linguistics	3
		Total units in the major core	**35**

* Spanish 203 will be accepted in lieu of Spanish 201, 201L, 202, and 202L.

Major Concentrations

To complete the major, select one of the three concentrations below, each of which contains specific courses directed to a field of major academic interest in Hispanic Studies.

Linguistics Concentration

Linguistics provides excellent preparation in contrastive linguistics for secondary and bilingual teaching programs, and for graduate work in general linguistics.

ANTH	380	Language in Cultural Context	
or			
ANTH	389	Language and Communication	4
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	**19**

Hispanic Literature and Culture Concentration

Hispanic Literature and Culture prepare students for secondary school teaching, and graduate work in Spanish and Spanish-American Literature and Culture.

SPAN	401	Studies in Literature, Culture, and Folklore of Spain	3
SPAN	403	Studies in Literature, Culture, and Folklore of Spanish America	3
SPAN	496	Seminar in Spanish	
or			
SPAN	497	Spanish American Literature, Culture, and Folklore	3
Upper division units of supporting courses in the Social Sciences or Humanities related to Spain or Spanish America. Courses must be chosen in consultation with the student's advisor			9
		Total units in the Hispanic literature and culture concentration	**18**

International Affairs Concentration

International Affairs is an interdepartmental program which prepares students for work in Latin America or Spain, and for entrance into graduate programs in foreign trade.

SPAN	300	Business Correspondence in Spanish	3
MATH	131	Introduction to Discrete Mathematics (Units also applied to GE, category B4)	3
ECON	201	Introduction to Economics	4
MGT	393	Introduction to International Business	4
MGT	368	International Marketing	4
An elective to be chosen by the student in consultation with an advisor in Management Studies			3-4
		Total units in the international affairs concentration	**21-22**
		Total units in the major	**53-57**

Minor in Spanish

Completion of the major core requirements shall constitute a minor in Spanish. Unless stated otherwise, all courses are conducted in Spanish.

Single Subject Waiver Program in Spanish

The Foreign Languages Department offers a single subject waiver program in Spanish. The program meets the state requirement of a minimum of 30 upper division units. Additionally, it requires, as a prerequisite for entry, the completion of 16 units of lower division basic skills courses.

Waiver Requirements

SPAN	301	Advanced Composition	3
SPAN	303	Introduction to Spanish Phonetics	3
SPAN	304	Introduction to the Civilization of Spain	
or			
SPAN	305	Survey of Spanish Peninsular Literature	3
SPAN	309	Introduction to the Civilization of Spanish-America	
or			
SPAN	310	Survey of Spanish-American Literature	3
SPAN	425	Spanish Linguistics	3
Upper division electives (selected from SPAN 401-497 including at least one literature course)			15
		Total units in the waiver program	**30**

Electives

SPAN	401	Studies in the Literature, Culture, and Folklore of Spain (3)
SPAN	403	Studies in the Literature, Culture, and Folklore of Spanish-America (3)
SPAN	495	Special Studies (maximum of 4 units) (1-4)
SPAN	496	Seminar in Spanish-American Literature, Culture, and Folklore (3)
SPAN	497	Seminar in Spanish Literature, Culture, and Folklore (3)

Spanish Courses (SPAN)

101. Elementary Spanish (5)
Systematic study of the fundamentals of Spanish grammar with practice in pronunciation, understanding, speaking, reading, and writing. Prerequisite: Concurrent enrollment in SPAN 101L.

101L. Language Laboratory, Elementary Spanish (1)
A minimum of two academic hours (100 minutes) weekly of practice session in the Language Laboratory. CR/NC only. Prerequisite: Concurrent enrollment in SPAN 101.

102. Elementary Spanish (5)
Systematic study of the fundamentals of Spanish grammar with practice in pronunciation, understanding, speaking, reading, and writing. Prerequisites: SPAN 101, 101L, and concurrent enrollment in SPAN 102L.

102L. Language Laboratory, Elementary Spanish (1)
A minimum of two academic hours (100 minutes) weekly of practice session in the Language Laboratory. CR/NC only. Prerequisites: SPAN 101, 101L, and concurrent enrollment in SPAN 102.

104. Spanish for the Health Professions (3)
Study of basic Spanish grammar with practice in pronunciation, understanding, speaking, and writing. Vocabulary and linguistic patterns will focus on the needs of nurses, physicians, and other medical personnel in order to facilitate communication with Spanish speaking patients. Three 1/2-hour practice sessions per week in the laboratory or at home will be required.

150. Elementary Conversation (2)
Directed conversation in Spanish for elementary level students. Includes individual and class assignments in language laboratory. Prerequisite: Previous or concurrent enrollment in SPAN 101.

151. Elementary Conversation (2-3)
Directed conversation in Spanish for elementary level students. Includes individual and class assignments in language laboratory. Prerequisite: Previous or concurrent enrollment in SPAN 101.

195. Elementary Special Studies (1-4)
Directed and individual study, discussions, and reports on selected topics. Prerequisite: SPAN 102.

201. Intermediate Spanish (3)
Review of fundamentals and study of more advanced aspects of grammar with practice, on an intermediate level, in understanding, speaking, reading, and writing. Prerequisite: SPAN 102 and concurrent enrollment in SPAN 201L.

202. Intermediate Spanish (3)
Review of fundamentals and study of more advanced aspects of grammar with practice, on an intermediate level, in understanding, speaking, reading, and writing. Prerequisite: SPAN 201 and concurrent enrollment in SPAN 202L

201L. Language Laboratory, Intermediate Spanish (1)
A minimum of two hours (100 minutes) weekly of practice session in the Language Laboratory. CR/NC only. Prerequisite: Concurrent enrollment in SPAN 201.

202L. Language Laboratory, Intermediate Spanish (1)
A minimum of two hours (100 minutes) weekly of practice session in the Language Laboratory. CR/NC only. Prerequisite: Concurrent enrollment in SPAN 202.

203. Spanish for Speakers of Spanish (5)
This course is designed for Spanish-English speaking students who have received the greater part of their language education in English, and who need to develop and expand their language skills in standard Spanish by speaking, writing, reading, and listening comprehension. Successful completion of this course will substitute for SPAN 202. Prerequisite: Consent of instructor.

205. Intensive Intermediate Spanish (5)
This course is designed for those students who want to continue the study of Spanish in the same pattern as SPAN 101 and 102. This second-year one-semester course shall include an intensive review of fundamentals and a study of more advanced aspects of grammar with practice in understanding, speaking, reading, and writing. Prerequisite: SPAN 102 and concurrent enrollment in SPAN 205L

205L. Language Laboratory, Intensive Intermediate Spanish (1)
Laboratory to accompany SPAN 205. Required minimum time spent weekly in the laboratory is two academic hours (100 minutes). CR/NC only. Prerequisite: Concurrent enrollment in SPAN 205.

250. Conversational Spanish (2-3)
Free and directed conversation in Spanish to improve pronunciation, fluency, and modern idiomatic usage. Includes individual and class assignments in the Language Laboratory. May be repeated for credit.
Prerequisite: SPAN 102.

251. Conversational Spanish (2-3)
Free and directed conversation in Spanish to improve pronunciation, fluency, and modern idiomatic usage. Includes individual and class assignments in the language laboratory. May be repeated for credit. Prerequisite: SPAN 250.

295. Community Involvement Program (CIP) (1-4)
CIP involves students in basic community problems, performing such tasks as tutoring, coaching, reading for the blind, etc. 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 Spanish Major or Minor.

300. Business Correspondence in Spanish (3)
Business correspondence in Spanish, including letter forms and commercial terminology. Prerequisite: SPAN 202.

301. Advanced Composition (3)
Compositions, including preparations of critical essays and studies, to improve skills in writing. Prerequisite: SPAN 202 or 203.

303. Introduction to Spanish Phonetics (3)
The sound system of Spanish. Theory and practice. No prerequisite.

304. Introduction to the Civilization of Spain (3)
Readings and discussions of the culture of Spain including its history, literature and arts. Prerequisite: SPAN 202 or 203.

305. Survey of Spanish Peninsular Literature (3)
Readings and discussion of representative literary works from the middle ages to the present. Prerequisite: SPAN 202 or 203.

309. Introduction to the Civilization of Spanish-America (3)
Readings and discussions of the culture of Spanish-America including its history, literature and arts. Prerequisite: SPAN 202 or 203.

310. Survey of Spanish American Literature (3)
Readings and discussion of representative literary works from the colonial period to the present. Prerequisite: SPAN 202 or 203.

350. Advanced Conversation (2-3)
Free and directed conversation in Spanish. May be repeated for credit. Prerequisite: SPAN 251 or consent of instructor.

351. Advanced Conversation (2-3)
Free and directed conversation in Spanish. May be repeated for credit. Prerequisite: SPAN 251 or consent of instructor.

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 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 Spanish Major or Minor. Prerequisite: SPAN 202 or 203.

401. Studies in the Literature, Culture, and Folklore of Spain (3)
Study of a particular period, theme, or art form of Spanish literature, culture, and folklore. Course content will vary from semester to semester. May be repeated for credit provided there is no duplication of subject. Prerequisite: SPAN 202 or 203.

403. Studies in the Literature, Culture, and Folklore of Spanish-America (3)
An advanced study in one or more aspects of Spanish-American literature, culture and folklore. May be repeated for credit provided there is no duplication of subject. Prerequisite: SPAN 202 or 203.

425. Spanish Linguistics (3)
Phonology and morphology of the Spanish language in historical perspective, from spoken Latin to modern regional dialects. Prerequisite: SPAN 202 or 203.

426. Seminar in Modern Varieties of Spanish (3)
Phonetic and morphological character of contemporary spoken Spanish: national languages and regional variants (e.g., Galician, Judeo-Spanish, Afro-Cuban, Gauchesque). Prerequisite: SPAN 425.

495. Special Studies (1-4)
Directed and individual study, discussions, and reports on selected topics. Prerequisite: SPAN 202 or 203.

496. Seminar in Spanish-American Literature, Culture, and Folklore (3)
Directed and individual study, discussion, and reports on selected topics, directly related to aspects of Spanish-American literature, culture and folklore. Prerequisite: SPAN 202 or 203.

497. Seminar in Spanish Literature, Culture, and Folklore (3)
Directed and individual study, discussions, and reports on selected topics, directly related to aspects of Spanish and Hispanic literature, culture and folklore. Prerequisite: SPAN 202 or 203.

499. Internships (1-4)
Students in the intern program will have an opportunity to apply skills and methods mastered in their course work in Spanish in a variety of situations in public and private agencies. Credit will be given 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. Prerequisite: SPAN 202 or 203.

Geography

Department Office
Stevenson Hall, Room 2054, Phone 707/664-2194

Department Chair
Timothy A. Bell

Programs Offered
Bachelor of Arts in Geography
Minor in Geography
Multiple and Single Subject Teaching Credential Preparation

Faculty
Timothy A. Bell, William K. Crowley, William J. Frazer, Claude R. Minard, Jr.

A major in Geography provides a study of both the natural and cultural environment. 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. Concentrations available within the major include: Academic, Earth Science, and Cultural Studies. 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.

The Geography Department has a fully equipped cartographic laboratory, extensive collections of maps, aerial photographs and remote sensing imagery, and houses one of the most complete historical weather libraries in California. A facsimile weather map recorder provides students with current weather data to complement historic resources.

Geography majors who will have upper division standing may apply for the $1000 Geography Scholarship, or the endowed $500 Geography Alumni 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 Subjects	8
General Electives	23
Total units needed for graduation	**124**

NOTE: Geography Majors may double count no more than two courses for both General Education and Geography requirements.

Major Core Requirements

GEOG	203	Cultural Geography	3
GEOG	204	Physical Geography	3-4
Upper division Physical Geography Course			4
Upper division Cultural Geography Course			4
Regional Geography Course			4
Techniques Course			4
GEOG	490	Senior Seminar in Geography	4
Total units in the major core			**26-27**

Major Electives

To complete the 42-unit requirement for the major choose an additional 15-16 units in consultation with an advisor.

Total units in major electives 15-16

Required Supporting Courses

Choose 8 units of supporting course work in consultation with a faculty advisor. A course in Statistics or Computer Science is strongly recommended. Up to 5 units of the Geography Internship Program may be utilized as supporting courses.

Total units in supporting courses 8
Total units in the major 50

Concentrations

In place of selected Geography electives, students may opt for one of the following concentrations:

Earth Sciences Concentration

Choose 12 upper division units from the following courses:

GEOG	305	Oceanography (3-4)
GEOG	306	Environmental Geology (GEOL 306) (3)*
GEOG	310	Meteorology (3-4)
GEOG	360	Geomorphology (4)
GEOG	370	Climatology (3-4)

*Environmental Geology is taught by the Geology Department and is accepted for credit in the major as GEOG 306 or GEOL 306.

Supporting Subjects

To enhance and broaden the Earth Science Concentration, choose 8 additional units from courses in Biology, Geology, other natural sciences, and Environmental Studies. Statistics, computer science, and the Geography Internship (GEOG 499) may be selected with the approval of the advisor.

Total units in the concentration 20

Cultural Studies Concentration

Choose 12 upper division units from the following courses:

GEOG	320	Political Geography (3-4)
GEOG	330	Historical Geography (3-4)
GEOG	335	Rural Geography (3-4)
GEOG	338	Social Geography (3)
GEOG	343	Economic Geography (3-4)
GEOG	350	Urban Geography (3-4)

Supporting Subjects

To enhance and broaden the Cultural Studies concentration choose 8 additional units from courses in Anthropology, History, and other disciplines dealing with human culture. Statistics, Computer Science, and the Geography Internship Program (GEOG 499) may be selected with approval of the advisor.

Total units in the concentration 20

NOTE: Students interested in completing a concentration should consult with a faculty advisor as early as possible.

Minor in Geography

GEOG	203	Cultural Geography	3
GEOG	204	Physical Geography	3-4
Upper division courses chosen in consultation with an advisor			13-14

Total units in the minor 20

Teaching Credential Preparation

A major in Geography is acceptable preparation for a California elementary or secondary teaching credential. To meet the subject matter requirements for the elementary teaching credential, majors must pass the General Knowledge portion of the National Teacher's Examination. For the secondary teaching credential, students must pass the National Teacher's Examination in Social Sciences, or complete the Single Subject Social Science Waiver Program (see page 84). Geography majors seeking a teaching credential are encouraged to consult with the waiver program advisor.

Geography Courses (GEOG)

GENERAL

101. Elementary Map Reading (1-2)
Department Faculty
Introduction to maps and map reading. Emphasis on basic map appreciation, development of map reading skills and map/compass use. Local field trips and practical map use applications. Not applicable to the Geography Major.

302. World Regional Geography (3-4)
Department Faculty
Selected regions of the world form the basis of study. Economic development, political problems, man-land relationships, and global issues are covered. The course uses geographical methodologies and concepts and is interdisciplinary in its observations of world regions. Not applicable to the Geography Major. Satisfies GE, category D5 (Contemporary International Perspectives).

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. Not applicable to the Geography Major.

312. Field Geography of Sonoma County Wine (1)
Crowley
An examination of viticultural practices and winemaking operations in Sonoma County. This course may be taken independently of GEOG 311. Includes preliminary lectures and a weekend field trip. Not applicable to the Geography Major.

314AB. Field Experience, Northern California (1-2)
Department Faculty
Field experience is provided in a variety of areas not usually offered in the regular geography courses. The course titles and contents may vary from semester to semester and may be repeated for credit. See the current class schedule for particular interest areas offered. Not applicable to the Geography Major.

377. Current Topics in Geography (1)
Department Faculty
A series of lectures designed to acquaint the student with the interests of professional geographers in the 1990s. May be repeated for up to four units of credit. Not applicable to the Geography Major.

410. Geography for Teachers (3)
Department Faculty
A course for in-service teachers and teacher trainees who are, or will be, teaching geographic concepts at the elementary, junior high , or high school level; a survey of the concepts, tools and methods of modern geography and related phenomena. Includes aspects of physical and cultural geography, including both topical and regional discussions. Considerable emphasis on materials and projects for teacher use. Not applicable to the Geography Major.

PHYSICAL

204. Physical Geography (3-4)
Minard
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). Prerequisite: A lower division Physical Science course.

305. Oceanography (3-4)
Minard
An introductory course which considers the age, origin, and topography of the ocean basins, the composition of seawater, the ocean's energy budget, climate, tides, currents, and waves. The resource potential, ecological problems, shoreline processes, and the relationship of humanity to the sea, past, present, and future is explored.

306. Environmental Geology (3)
Geology Department Faculty
Study of geological principles and processes as they relate to our natural environment emphasizing the impact of man on the geological environment. Major topics will include earthquakes and their associated hazards; landslides, slope stability, and building construction; groundwater and pollution; shoreline processes and coastal development; engineering geology and construction of highways and dams; development of natural resources, conservation, and ecology. Specific content will vary from year to year depending on individual instructor. Prerequisite: GEOL 102, GEOG 204, or consent of instructor.

310. Meteorology (3-4)
Minard
A systematic study of the earth's atmosphere stressing those elements (temperature, humidity, solar radiation, pressure and wind) which influence the weather and climate on a local and world-wide scale.

360. Geomorphology (4)
Minard
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)
Minard
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.

CULTURAL

203. Cultural Geography (3)
Bell, Crowley
A study of the inter-relationships 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).

320. Political Geography (3-4)
Frazer
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 geo-political 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, Frazer
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)
Frazer
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 and 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 intra-city phenomena. Topics to be discussed include urbanization, comparative urban forms, urban functional organization, land use, distribution of cities and their territories, and urban problems—pollution, housing, and open space.

REGIONAL

390. Geography of California (2)
Minard
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 influence. The location and nature of economic activities are studied, emphasizing the relationship between economic activity, population distribution, and water availability.

391. The Regional Geography of North America (3-4)
Department Faculty
Offerings will vary and will focus upon special topics of interest, such as problems of population growth and distribution, resources and economic development, and regionalism in the continent.

392. Latin America: Culture and Environment (3-4)
Crowley
A consideration of topics of special importance to Latin America, including population growth, urbanization and economic development. Specific countries will also be examined in detail with an emphasis on settlement patterns and environmental characteristics.

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.

430. Regional Geography of Asia (3-4)
Frazer
Offerings will vary and will focus upon special topics of interest, such as population, problems of land use, and problems of economic and political development.

460. Seminar in Area Studies (3-4)
Department Faculty
This course will provide offerings in special problem areas such as China and Southeast Asia, arid lands, Oceania and underdeveloped lands.

TECHNIQUES

318. Field Experience, Baja California, Mexico (3)
Crowley
This course provides the student an opportunity to do field work in an alternate cultural setting. The field experience consists of two stages: (1) observation of physical and cultural features in the northern and central sections of the peninsula: and (2) team studies of towns and villages involving interviewing, data collection and mapping. The course includes a weekly lecture conducted on campus. Prerequisite: Consent of instructor.

380. Map, Air Photo, and Satellite Interpretation (4)
Minard
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 Graphic Design Techniques (4)
Department Faculty
Lecture, 2 hours; laboratory, 6 hours. An introduction to maps and mapping, their history, design, theory, and construction in various media. Topics include map projections, scale, generalization, data classification, color, and computer mapping. Emphasis is placed on effective communication through design. A series of increasingly complex map construction exercises guide the student through graphic display requirements and design challenges.

387. Introduction to Geographic Information Systems (4)
Department Faculty
This course examines the fundamental principles of Geographic Information Systems (GIS), and explores their use as a tool for integrating the technologies used in gathering, analyzing, and assessing spatial data. Topics covered include essential elements of a GIS, data structures and their management, and basic functions of a system. Hands-on exposure to computers and different software packages is provided during the laboratory.

SENIOR SEMINAR AND SPECIAL PROGRAMS

490. Seminar in the Development of Geographic Thought from Ancient to Modern Times (Senior Seminar) (4)
(Fall)
The seminar traces the varying concepts of geographic thought in the western world from ancient Greece to modern times. Special emphasis will be placed upon the development of geographic thought in the United States during the 20th century.

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.

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 two hours per unit work per week as arranged with the intern coordinator.

GRADUATE STUDY

The Geography Department does not offer an MA; however, students in graduate programs such as Interdisciplinary Studies, Cultural Resources Management, or History may arrange to do graduate level research with members of the geography faculty. Students should consult with the chair of the Geography Department and their graduate advisor before arranging for graduate level studies in geography.

595. Special Studies (1-6)
Advanced research and writing. Students work under close supervision of faculty members. Subject matter variable. May be repeated for credit. Prerequisite: Consent of instructor and completed Special Studies form.

Geology

Department Office
Darwin Hall, Room 126, Phone 707/664-2334

Department Chair
Walt Vennum

Programs Offered
Bachelor of Science in Geology
Bachelor of Arts in Geology
Minor in Geology
Multiple and Single Subject Teaching Credential Preparation

Faculty
Thomas B. Anderson, Rolfe C. Erickson, 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 which concentrates on the analysis of rocks and minerals, geologic map interpretation and report writing. Techniques of field study are part of the fundamental curriculum. Six field mapping classes are required. Required courses in physics, chemistry, and mathematics support understanding of geologic principles.

Within the general field of geology, students may choose from major programs that lead to either the BA or BS pre-professional degrees. Because of the selectivity involved in choosing a program that meets their own particular interests and goals, students must consult with a departmental advisor about their plan of study and their course load each semester.

Bachelor of Science in Geology

This plan is intended to give the student basic professional competence in geology. It provides an excellent foundation for graduate school or a professional career for those students who have or desire a strong background in mathematics.

Degree Requirements	units
General Education	51
Major Requirements	46
Supporting Courses	20
General Electives	7
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	311	Sedimentary Petrology	4
GEOL	312	Sedimentary Petrology Field Course	1
GEOL	317	Structural Geology	4
GEOL	318	Structural Geology Field	1
GEOL	320	Field Geology	4
GEOL	413	Paleontology	4
GEOL	427	Advanced Field Geology	4
Total units in the major core			**37**

Major Electives
Choose 9 units of upper division Geology electives in consultation with an advisor.
Total units in major electives 9

Required Supporting Courses

CHEM	115AB	General Chemistry (6 in GE)	4
PHYS	114	Introduction to Physics I	4
PHYS	116	Introductory Laboratory	1
PHYS	214	Introduction to Physics II	4
PHYS	216	Introductory Laboratory	1
MATH	161	Calculus I with Analytic Geometry	4
MATH	211S	Calculus II with Analytic Geometry (MATH 211 is the 4 unit version of 211S and is highly recommended)	2
Total units in supporting courses			**20**
Total units in the major			**66**

Bachelor of Arts in Geology

This plan is intended to give the student basic professional competence in geology, suitable as a foundation for either graduate school or a professional career. The geology course content is the same as in the BS degree, but the calculus and physics requirements are less rigorous.

Degree Requirements	units
General Education	51
Major Requirements	46
Supporting Courses	16
General Electives	11
Total units needed for graduation	**124**

Major Core Requirements

GEOL	205	Mineralogy	2
GEOL	303	Advanced Principles of Geology	4
GEOL	304	Geologic Mapping and Report Writing	1
GEOL	305	Optical Mineralogy	3
GEOL	307	Igneous and Metamorphic Petrology	4
GEOL	308	Igneous and Metamorphic Field	1
GEOL	311	Sedimentary Petrology	4
GEOL	312	Sedimentary Petrology Field Course	1
GEOL	317	Structural Geology	4
GEOL	318	Structural Geology Field	1
GEOL	320	Field Geology	4
GEOL	413	Paleontology	4
GEOL	427	Advanced Field Geology	4
Total units in the major core			**37**

Major Electives

Choose 9 units of upper division Geology electives in consultation with an advisor.

Total units in major electives 9

Required Supporting Courses

CHEM	115AB	General Chemistry (6 in GE)	4
PHYS	209AB, 210AB	General Physics with Laboratory	8
MATH	161	Calculus I with Analytical Geometry	4
Total units in supporting courses			**16**
Total units in the major			**62**

Elementary and Secondary Teaching Credential Preparation

A major in Geology is acceptable preparation for a California elementary or secondary teaching credential. To meet the academic requirements for the elementary teaching credential, geology majors must pass the General Knowledge portion of the National Teacher's Examination. For the secondary teaching credential, majors must complete the physical science credential program. Geology majors seeking a teaching credential are encouraged to consult with a department advisor, and review the University's special bulletin on Programs in Teacher Education. For further information on credentials and professional education requirements contact the Geology Department.

Minor in Geology

Completion of a minimum of 20 units from Geology Department courses will constitute a minor in geology. Six of the 20 units must be upper division. Students should consult with an advisor in the Geology Department regarding required courses.

Geology Courses (GEOL)

102. Our Dynamic Earth: An Introduction to Geology (3)
(Fall and Spring) Department Faculty
Lecture, 2 hours; laboratory, 3 hours. A study of the minerals, rocks and landforms that make up our earth in the context of the dynamic forces that form them. Emphasis on local geology including earthquakes and other environmental aspects. Laboratory study of minerals, rocks and maps. Required one-day field trip on a weekend. Satisfies GE, category B1 (Physical Sciences) and GE laboratory requirements.

105. Rocks, Time and Evolution (3)
(Fall and Spring) Erickson, Department Faculty
Lecture, 3 hours. The evolution of plants and animals from beginning compound synthesis to the present, as shown in the fossil record and as interpreted by the theories of Darwin, Wallace, Mendel, and others. Not applicable to the Geology Major. Satisfies GE, category B1 (Physical Sciences).

110. Earthquakes, Volcanos and Mountains (3)
(Fall and Spring) Wright
Lecture, 3 hours.Mountains are the subject of exploration, literature, song and intensive study by geologists as the prime example of dynamic changes in the earth. These changes, known as plate tectonics, are the cause of earthquakes, volcanos, and mountains by relative movement of 60-mile thick "plates" of continents and oceans. Earthquakes and volcanos are also studied as geologic hazards in our environment. Satisfies GE, category B3 (Physical Sciences, Specific Emphasis).

120. Regional Field Geology (3)
(Spring) Departmental Faculty
Lecture, 1 hour; 10-day required field trip. Field study of rocks, minerals, and landforms and the processes which form them. A 10-day field trip to the Death Valley area will be taken during spring vacation. Not intended for geology majors. Satisfies GE, category B3 (Physical Sciences, Specific Emphasis and Laboratory Requirement) Prerequisites: Previous or concurrent enrollment in 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: Previous or concurrent enrollment in GEOL 303; and previous or concurrent enrollment in CHEM 115A.

302. Geological Oceanography (3)
(Fall) Anderson
Lecture, 3 hours. Origin and morphology of the ocean basins; marine environments; factors controlling the distribution and deposition of marine sediments. Prerequisite: GEOL 102, or consent of instructor.

303. Advanced Principles of Geology (4)
(Fall) Departmental Faculty
Lecture, 3 hours; laboratory, 3 hours. Advanced treatment of the principles, methods, and tools of geology emphasizing the materials which constitute the earth and the processes which 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) Departmental Faculty
Field studies and report preparation done in conjunction with GEOL 303. Required weekend field trips. Prerequisite: Major status and 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 previous or concurrent enrollment in GEOL 205 and 303.

306. Environmental Geology (3)
(Fall and Spring) Wright, Anderson
Lecture, 3 hours. Study of geological principles and processes as they relate to our natural environment emphasizing interaction between human activities and the geological environment. Major topics will include the nature and behavior of rocks and soils; earthquakes and their associated hazards; landslides, slope stability, and building construction; groundwater and pollution; stream processes and flooding; shoreline processes and coastal development; engineering geology and construction of highways and dams; development of natural resources, conservation, and ecology. Specific content will vary from year to year depending on individual instructor. Prerequisite: GEOL 102 or consent of instructor.

307. Igneous and Metamorphic Petrology (4)
(Spring) Erickson, Vennum
Lecture, 2 hours; laboratory, 6 hours. A study of the origin, properties, classification and occurrence of igneous and metamorphic rocks. Laboratory exercises in the classification and description of minerals, textures, and structures of the more common rock types. Laboratory work will emphasize both hand specimen and microscopic petrography. Prerequisites: GEOL 305 and previous 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. Prerequisite: GEOL 304 and concurrent enrollment in GEOL 307. Students must be in good physical condition.

311. 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 non-clastic 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.

312. Sedimentary Petrology Field Course (1)
(Fall) Anderson
Field studies done in conjunction with GEOL 311. Required weekend field trips. Prerequisite: GEOL 308 and concurrent enrollment in GEOL 311. Students must be in good physical condition.

317. 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 and plate tectonics. Laboratory study of structural problems. Prerequisites: GEOL 303, 304, and MATH 107.

318. Structural Geology Field Course (1)
(Fall) Wright
Field studies done in conjunction with GEOL 317. Required weekend field trips. Prerequisite: Previous or concurrent enrollment in GEOL 317. Students must be in good physical condition.

320. Field Geology (4)
(Spring) Department Faculty
Lecture, 1 hour; 12 days of field work. Principles of geologic mapping, interpretation of geologic maps, use of surveying instruments, preparation of field reports. Prerequisites: GEOL 311, 312, 317, and 318. Students must be in good physical condition.

322. Oceanology (3)
(Fall and Spring) Staff
Lecture, 3 hours. A course designed to give a broad general background in the science of oceanology, with emphasis on the relationships between oceanology and other fields. One or more field trips will be scheduled. Not applicable to the Major. Cross-listed as BIOL 312. Prerequisite: BIOL 115.

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)
(Alternate Spring) 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. Prerequisites: GEOL 303 or consent of instructor.

360. Geomorphology (4)
Minard
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. Prerequisite: GEOG 204 and GEOL 102, or consent of instructor.

395. Community Involvement Program (1-4)
(Fall and Spring) Department Faculty
CIP involves students in community problems such as tutoring, aiding in school science classes and advisement of county agencies. A total of six units of CIP credit may be applied toward a degree. May be taken by petition only. Not applicable to the Geology Major.

396. Internship in Geology (1-4)
(Fall and Spring) Department Faculty
Professional geologic work for a geologic firm or agency. 45 hours of work per unit. Not applicable to the Geology Major. Prerequisite: GEOL 303 and consent of instructor.

400. History of Physical Science (3)
(Alternate Spring) Staff
Lecture, 3 hours. A survey of the historical development of the physical sciences. Cross-listed as PHYS 400 and GEOL 400. Prerequisites: Upper division standing and consent of the instructor.

406. X-Ray Mineralogy (2)
(Fall) Vennum
Lecture, 1 hour; laboratory 3 hours. Introduction to the use of x-ray diffraction and powder techniques. Prerequisite: CHEM 115A and GEOL 305, and consent of instructor.

410. Geophysics (3)
(Alternate Spring) 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 electro-magnetics. 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.

413. Paleontology (4)
(Spring) Staff
Lecture, 3 hours; laboratory and/or field, 3 hours. An introduction to the morphology, taxonomy and evolution of invertebrate and vertebrate faunas and fossil plants. Prerequisite: GEOL 303 or consent of instructor.

422. Geochemistry (3)
(Alternate Fall) 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 (3)
(Alternate Spring) Vennum
Lecture, 2 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. Introduction to the reflecting light microscope. Prerequisites: Previous or concurrent enrollment in GEOL 307 and CHEM 115B.

427. Advanced Field Geology (4)*
(Summer) Department Faculty
A minimum of five weeks of detailed mapping in igneous, metamorphic and sedimentary rocks, and the preparation of field reports and geological maps. Students may also complete this course at another university, but should do so only in consultation with the Geology Department. Students must demonstrate equivalence in terms of field hours and course content to GEOL 427 as offered at Sonoma State. Prerequisite: Senior standing in Geology. GEOL 320 strongly recommended.

* Students may also complete this course at another college or 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 University.

495. Special Studies (1-4)
(Fall and Spring) Department Faculty
Individual study under guidance of an advisor of an advanced field, laboratory, or literature problem. Students must qualify and adhere to the Department policy on Independent Study.* Prerequisite: Approval of advisor.

*Department Policy on Independent Study
1. The student must have a 3.00 grade point average
2. The student must have demonstrated ability to work independently and do quality work in field classes.
3. The student must have submitted a detailed proposal of work to do, schedule, and results expected.
4. The student must have a faculty sponsor who is willing to advise the project and will set up a schedule of meetings for this purpose. This will be reported on the standard University Special Studies form and signed by the student, faculty advisor and Department Chair.
5. A copy of all documents and two copies of the final paper or report will be filed with the department office before a grade will be assigned.

496. Selected Topics in Geology (1-3)
Department Faculty
An intensive study of an advanced topic in geology. May be repeated for additional credit with new subject matter. Prerequisite: Adequate preparation for topic under consideration.

Gerontology

Program Coordinator
Susan Hillier Parks (Acting)

Department Office
Stevenson Hall, Room 3056/3092, Phone 707/664-2586/2411.

Program Offered
Minor in Gerontology
Certificate in Gerontology

The study of gerontology provides students with a broad multi-disciplinary perspective to examine the aging process and to understand the significance of age in biological, social, cultural, economic, and political processes. Participation in the Gerontology Program encourages students to view aging as a normal part of the life cycle, to become aware of the aging process so that they may view it in others with understanding, and eventually in themselves with equanimity, and to consider work in the field of aging, either as a volunteer, or as a professional. The Program primarily focuses 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 medicine, dentistry, nursing, and 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 an individually designed interdisciplinary major 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	452	Health Care and Illness (4)	
PEHS	450	Leading Physical Fitness Programs (2)	
PSY	422	Living and Dying (4)	
PSY	487	The Mature Years(1-4)	
Total units in minor electives			**4**
Total units in the minor			**22**

Certificate in Gerontology

The Certificate Program is open to those students who are completing a BA degree or who have previously received a bachelor's degree. The program consists of 28 units as follows.

Certificate Core Courses

BIOL	318	Biology of Aging	3
GERN	300	Basic Gerontology	3
GERN	319	Aging and Society	3-4
GERN	499	Internship in Gerontology	8
GERN	421	Psychology of Aging	4
Total units in the certificate core			**22**

Certificate Electives

Choose courses to total a minimum of 6 units from the minor electives list above.

Total units in the certificate electives	**6**
Total units in the certificate	**28**

Gerontology Courses (GERN)

300. Basic Gerontology: A Survey of Concepts, Issues, and Services for the Elderly (3)
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)
Lecture, presentations, and panels on thematic issues in the field of aging. Invited speakers will be drawn from local community programs, Bay Area research organizations and academic disciplines. May be repeated for credit.

319. Aging and Society (3-4)
Examination of aging throughout adulthood. Analysis of theories of aging, their foundations in social science theory, and their policy implications. Exploration of the meanings and consequences of increasing longevity for society and the individual with emphasis on the social psychological implications for women, minorities, and those who are poor. Satisfies GE, category D1 (Individual and Society). Cross-listed as SOCI 319.

332. Death and American Culture (4)
The relation of cultural values to practices, attitudes and views about death. Application of sociological and psychological theories to topics on death and dying such as death conceptions, terminal care, suicide, war, and grief. Emphasis on the social psychology of dying, caregiving, grieving, and being suicidal.

399. Student Instructed Course (1-4)
A course designed by an advanced student, approved by the Gerontology Program, and taught by the student under the supervision of his/her faculty sponsor. Consult the Schedule of Classes for topic to be studied. May be repeated for credit.

400. Women and Aging (4)
A sociological analysis of the ways in which the aging process affects women. The structure of opportunities, aspirations, actual situations, lifestyles and beliefs are explored in relation to aging women from different social class and ethnic backgrounds. The implications of aging for women's self-images and interactions are analyzed.

421. Psychology of Aging (4)
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. Cross-listed as PSY 421.

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. Cross-listed as SOCI 452.

495. Special Studies (1-4)
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)
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)
Analysis of experiencing the aging process and the social implications of it. Exploration of relationships between psychological status in later life and social supports. Examination of effects of social values and social policies on interactions between older people, their families and service providers. Advanced discussion of current theories, research and issues in aging. Cross-listed as PSY 525. Prerequisite: Graduate standing or permission of instructor.

History

Department Office
Stevenson Hall, Room 2070, Phone 707/664-2313

Programs Offered
Bachelor of Arts in History
Master of Arts in History
Minor in History
Multiple and Single Subject Teaching Credential Preparation

Department Chair
LeVell Holmes

Faculty
Robert F. Brown (European History), Theodore Grivas (California History), Dennis E. Harris (US Foreign Relations and Modern US), LeVell Holmes (African History, Black History and Women's History), Donald O. Johnson (US Political and Business History), Robert A. Karlsrud (US Labor and Social History; Secondary Education), Han-sheng Lin (Modern East Asian History), Daniel W. Markwyn (Early American History; California and Local History), Peter J. D. Mellini (Modern Britain and Europe; Journalism and the Media; the Middle East; and Historic Preservation), William H. Poe (Ancient Mediterranean Studies; Archaeology), Glenn W. Price, Emeritus (International History and 19th Century United States), Stephen D. Watrous (Russian and Modern European History; Graduate Studies), Alice R. Wexler (Social History of the Americas; Women's History, History of Radicalism), D. Anthony White (Latin American History)

History is an integrative discipline which 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 an historical perspective on the present but also provides a means of assessing the potential for change. The study of other cultures and their histories also fosters the development of a broader world view as well as other perspectives on one's own culture. In addition, the study of history provides insight into the sources of one's thoughts, aspirations, and behavior as well as the appreciation of a shared cultural tradition.

The History Major is designed both to provide the basis for an excellent liberal arts education and to meet the needs of individual students. Within the specific requirements of the Major, students receive basic instruction in the history of their own country as well as that of other cultures. They are also introduced to methods of historical inquiry, to different philosophies of history, and to historical writing. Beyond these requirements, students may arrange course work which meets their needs and interests. Course offerings provide opportunities to study selected areas and periods as well as individually designed research projects.

In addition to preparation for teaching and graduate work within the discipline of history, the History Major provides an excellent background for many post-baccalaureate programs, including law, library science, archival research, and government careers. Students who plan to pursue graduate work or a teaching career are advised to diversify their studies rather than concentrate on any single geographic area or nation-state. Those who plan extensive graduate study are encouraged to include foreign language courses in their programs. Credential candidates should consider securing classroom experience in a community involvement program.

The History Department participates in the Sonoma State University CLEP, credit by examination program. For further information on CLEP course equivalents in History, see pages 276-277.

Bachelor of Arts in History

The BA in History is a 40-unit program which students plan in consultation with a departmental advisor. Courses graded CR/NC are not applicable to the History Major.

Degree Requirements	**units**
General Education	51
Major Requirements	34
General Electives	39
Total units needed for graduation	**124**

Major Core Requirements

HIST	201	Foundations of World Civilization (3) (3 units applied to GE, category D)	
HIST	202	Development of the Modern World	3
HIST	251	The United States to 1877 (3) (3 units applied to American Institutions)	
HIST	252	The United States since 1865	3
HIST	391	The Study of History	4
HIST	498	Senior Seminar	
or			
HIST	499	Senior Thesis	4
Total units in the major core			**14**

Major Electives

To finish the Major, students must complete an additional 20 units in History. These units must include one upper division course in European History and one course in an area of the world other than the United States or Western Europe, and 17 units must be upper division.

Total units in major electives	**20**
Total units in the major	**34**

Minor in History

For a minor in History students must complete 20 units:

Minor Core Requirements

HIST	201	Foundations of World Civilization (3) (3 units applied to GE, category D)
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 America and Non-Western).

Total units in minor electives 10

Total units in minor 20

Teaching Credential Preparation

The History Major is acceptable preparation for a California elementary or secondary teaching credential. To meet the academic requirements for the elementary teaching credential, History majors must pass the General Knowledge portion of the National Teacher's Examination. For the secondary teaching credential, majors must pass the National Teacher's Examination in Social Science, or complete the single subject waiver program in History or Social Science. History Majors seeking a teaching credential are encouraged to consult with the credentials advisor. For further information on credentials and the professional education requirements, see page 84.

Master of Arts in History

Requirements for Admission to Candidacy

1. BA degree from an accredited institution. Students with undergraduate majors in fields other than History are expected to complete at least one prerequisite course.
2. Grade point average of 3.00 or better in the undergraduate major (and in previous graduate courses attempted) as evidenced by the transcripts furnished.
3. Completion of the Graduate Record Examination (Aptitude Tests: Verbal and Quantitative and the Advanced Test in History) with scores acceptable to the departmental graduate studies committee. By special arrangement, alternative options to the GRE may be taken.
4. Three letters of recommendation testifying to the student's ability, character, and potential for graduate study in history.
5. Completion and acceptance of separate application for admission to the University Graduate School (Office of Admissions and Records) and to the History Department.
6. Favorable recommendation for admission to candidacy by the departmental graduate studies committee after review of the complete file.

Refer to the section on Post-Baccalaureate Degrees for more information (see page 16).

Requirements for the MA

1. Formal admission to candidacy for the MA in History.
2. A grade point average of 3.00 or better for all work attempted in graduate status and in all work approved as a part of the specific pattern of study. With the approval of the student's committee chair and the Graduate Adviser, a maximum of 9 units of postgraduate transfer or extension credit (or any combination of the two) may be included as part of the student's specific pattern of study. At least 15 units of the study pattern must be taken after admission to candidacy. All courses are to be taken for letter grade.
3. All requirements for the MA Degree in History, including any conditional requirements stipulated at the time ofadmission 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 Adviser, 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 graduate seminar)	9
Master's Degree Thesis Research (HIST 599)	6
Total units required for the MA	**30**

Field Examination Option

(chosen in consultation with committee chair):

Courses at the "300" or "400" level	15
Graduate courses at the "500" level (including graduate seminar)	12
Field Examination Reading and Research (HIST 598)	3
Total units required for the MA	**30**

History Courses (HIST)

Credit by Examination

150. US History: Credit by Examination (3)
(Fall and Spring) Staff

CLEP Examination—See pages 276-277. The State Code requirement in US 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. (Confer with department chair for examination dates.)

201. Foundations of World Civilization (3)
(Fall and Spring) Department Faculty

An introduction to the early, classical, and medieval civilizations that have most influenced the modern world. Developments (from pre-history to 1500 A.D.) 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.

202. Development of the Modern World (3)
(Fall and Spring) Department Faculty
An introduction to modern and contemporary history from AD 1500 to the present. Developments include the impact of Western expansion on the Americas, Africa, and Asia, the industrial and political revolutions of the 18th and 19th centuries, World Wars I and II, decolonization and the emergence of the super powers. Required of all history majors. Satisfies part of the Social Sciences Single Subject Waiver Program. Satisfies GE, category D2 (World History and Civilization). Prerequisite: ENGL 101

241. History of the Americas to Independence (3)
White
A survey of the English, Spanish and Portuguese colonies in America from the conquest to independence using the comparative approach. Includes Native American cultures, European backgrounds, colonial societies, economic development, slavery, religion, the frontier, independence movements, art and literature, and national character. Satisfies GE, category D3 (US History) and the state code requirement in History. Prerequisite: ENGL 101.

242. History of the Americas Since Independence (3)
White
A survey of the United States since independence, using the comparative approach. Topics include: colonial legacies, religion, men and women, race relations, economic development, political organization, expansion and conflict, education, foreign relations, and art and literature. Satisfies GE, category D3 (US History) and the state code requirement in History. Prerequisite: ENGL 101.

251. History of the United States to 1877 (3)
(Fall and Spring) Department Faculty
A general survey of the major developments in United States History from the discovery and colonization of the New World through the Civil War. Required of all history majors. Satisfies GE, category D3 (US History) and the state code requirement in History. Satisfies part of the Social Science Single Subject Waiver Program. Prerequisite: ENGL 101.

252. History of the United States Since 1865 (3)
(Fall and Spring) Department Faculty
A general survey of the major developments in United States History from the end of the Civil War to the present day. Satisfies GE, category D3 (US History) and the state code requirement in History. Satisfies part of the Social Science Single Subject Waiver Program. Prerequisite: ENGL 101.

Colloquium Sections to Accompany Lower Division History Courses
Optional 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 1865 (1)
Prerequisite: Concurrent enrollment in HIST 251.

252C. Colloquium: History of the United States since 1865 (1)
Prerequisite: Concurrent enrollment in HIST 252.

290. Microcomputer Applications in History (3)
Harris
Includes laboratory. Introduction to word processing, spread sheets, data base management systems, graphics, mapping, and statistical analysis as they are used in historical research and writing.

301. Global Issues—Global Perspectives (2-4)
A seminar-type class in which students will study current global issues using foreign newspapers, magazines, and radio broadcasts. After looking at their historical development, the class will discuss these issues and how they are presented or interpreted by the different news organs, national and foreign.

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 (eighth millennium BC) to Alexander and the rise of the Hellenistic Kingdoms in the fourth century BC.

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 fourth century BC 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 twentieth-century social and economic changes will be stressed.

330. Introduction to African History (4)
Holmes
Survey of African civilizations from the 18th century until 1950, including cyclical developments; indigenous organizational patterns; Arab and European conquests and colonization; and the development of political independence since 1945. Special attention to indigenous institutions which enabled most African politics to survive foreign domination.

336. Introduction to the Far East (4)
Lin
An analysis of the lifestyle, culture, and history of the Far East, including religion and ancestor-worship, trade, and cuisine through their historical evolution to present practices. An examination will be made of both similarities and differences among Chinese, Japanese, Korean, and Vietnamese culture and developments, as well as the practical value and relevancy to Western audiences of the subject matter.

338. Contemporary Japan (2)
Lin
A study of historical events from the Meiji Restoration in 1869 onward with the focus on Japan's current successes on trade and economic developments.

339. Introduction to Latin America (4)
White
A study of the major political, social, economic, and cultural developments in Latin America since the Spanish conquest with a major focus on the 20th Century. Includes major political movements and leaders, economic development, religion, male and female, cultural values, art and literature, and relations with the United States and other countries.

340. 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.

341. Central American (3-4)
White
A study of the history and culture of Central America from the Pre-Columbian cultures to the present, with particular emphasis on United States intervention, economic development, and recent political unrest in the region.

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 the Mexican, Cuban, and Nicaraguan revolutions, peronismo in Argentina, A'lende and socialism in Chile, and major literary and artistic movements and United States' relations with Latin America.

343. 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, US interventions in Central America, the Good Neighbor Policy, the OAS, the Alliance for Progress, and reactions to revolutionary change in Latin America.

345. Revolution in the Modern World (4)
White
A study of the major revolutionary movements since the 18th Century with particular focus on Mexico, Russia, China, Cuba, and other Third World countries. Looks at origins, phases, ideological factors, revolutionary personalities, and consequences.

349. Historical Themes (2-4)
Department Faculty
Studies of particular themes, issues, and topics of special interest to general students as well as to majors.

358. History of Journalism and the Media (3)
Mellini
The evolution of journalism and the media since the print revolution to the present. The development of newspapers, magazines, books, and the broadcast media is outlined and analyzed. There is emphasis on the First Amendment, and how journalism is shaped by technical, legal, and political constraints and tradition.

362. Society and Architecture (4)
Mellini, Markwyn
An analysis of the interrelationship between the built environment and history, focused largely on the United States, but with California structures utilized as a "laboratory". Traces this relationship from the European heritage and Colonial era to the present, with extensive use of visual materials.

370. History Forum (1-4)
Department Faculty
A semester lecture series on a specific theme or topic presented by members of the Department, other SSU faculty and guest speakers. May be audited. OPEN TO THE PUBLIC.

371. Special Topics in European History (2-4)
Department Faculty
Includes such courses as "European Social History," "Emergence of European Labor," "The Gothic Cathedral in History," and "The Renaissance Personality." Consult the class schedule for the specific course each term and the Department of History for course descriptions.

372. California History (4)
Markwyn
A survey of California history from earliest European contacts to the present. Special attention will be given to major economic, political, and social issues, and to the continuing role of the natural environment and its resources. Satisfies part of the Social Science Single Subject Waiver Program.

375. Special Topics in American History (2-4)
Department Faculty
Includes such courses as "American Labor History," "American Thought and Culture," "Religion in American History," "Labor History," and "Nature and American History." Consult the class schedule for the specific course each term.

380. 20th Century World (3)
Department Faculty
An exploration of the origins and development of 20th century ideas, institutions, and systems in global perspective. Forces which have united and divided the contemporary world community are examined: imperialism, science, democracy, communism, nationalism, militarism, racism, cultural traditionalism, and technological disparities. Focus is on Europe, Russia, Asia, Africa, Latin American and the Middle East. Satisfies part of the Social Science Single Subject Waiver Program. Satisfies upper division GE, category D2 (World History and Civilization).

391. The Study of History (4)
(Fall and Spring) Department Faculty
An examination of the various philosophies and methodologies which have shaped European and American 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.

396. Secondary Social Science Field Experience (1)
Harris/Karlsrud
Observation, tutoring, grading, and micro-teaching in the secondary social sciences classroom.

401. History of Rome (4)
Department Faculty
A history of the Roman people from the Age of the Gracchi to the Age of Constantine. The course will emphasize the social, political, economic, and cultural changes that occurred during that period with a view to understanding the impact that Rome made on the world.

402. The Middle Ages: The Age of Chivalry (4)
Department Faculty
"Mediterranean" history from the fall of Rome through the decline of the Holy Roman Empire, covers the cultural, religious, social, political, intellectual, and economic life of the Middle Ages; the Crusades; and the relationship of Western Europe to the Byzantine and Moslem world.

403. Europe, 1450-1650: Renaissance and Reformation (4)
Watrous
A study of Western European History covering the flowering 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.

404. The Enlightenment to World War I (1650-1914) (4)
Brown, 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.

407. War and Peace in Twentieth Century (4)
Brown
Through history, literature, and film this course will examine the meaning of war and peace as a theme of 20th Century civilization. Topics to include: national and class war, the League of Nations, the death camps, militarism, and pacifism.

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 Crimean War. Topics include the nature of Russian society, culture, and government, and Russia's relations with the West.

418. Revolutionary Russia (3-4)
Watrous
A survey of social and political Russia and the revolutionary ideas, personalities, and movements which 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 1980s, from the death of Lenin to the accession of Gorbachev. Emphasis includes Russia's economic, social, and military transformation and its attainment of relative stability domestically and internationally.

420. Tudor and Stuart Britain, 1485-1714 (4)
Brown
A study of English history from the end of the Wars of the Roses through the reign of the Stuarts. Includes late renaissance England, the development of the Tudor national state, the Elizabethan Age, the English Civil War, and the Glorious Revolution.

421. Aristocratic Britain, 1707 to 1832 (4)
Mellini
British history from the reign of Queen Anne through the first Reform Act. Topics include: the Augustan Age; the evolution of Parliamentary government; the evolution of the British Empire, including the American Revolution; the industrial revolution; the wars with Napoleon, and the early 19th century political and administrative reforms.

422. Modern Britain since 1832 (4)
Mellini
The evolution of British Society from the First Reform Bill to contemporary Britain. Major political, economic, social, and cultural developments since the reign of Queen Victoria are covered. Topics include the Reform Acts, 1832 and 1867, the industrial revolution, the British Empire, the development of the Welfare State, the impact of the "Great War" and World War II, the decline of the Empire, and Thatcherism.

430. Western and Southern Africa in the 20th Century (4)
Holmes
An analysis of major political and economic issues influencing African people 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.

432. Seminar in United States Economic History (4)
Harris
Economic development of the United States since the Revolution. Topics include capital formation and the growth of business concentration, distribution of national income, problems of agriculture, growth of the labor movement, patterns of inflation and depression, international relations, and US economic development.

435. History of China (4)
Lin
A general survey of the history of China from earliest times to the present. Particular emphasis will be given to the rise of the People's Republic of China and its impact on pre-revolutionary political, social, economic, and cultural patterns.

436. Chinese Thought and Culture (4)
Lin
A study of Chinese thought and culture from the stone age to the present, concentrating on the development of Confucianism, Taoism, and Buddhism; Chinese science, technology, and medicine; literature, the concepts of peace and war, sinicization of Western ideas, and the thought of Mao Tse-tung.

438. History of Japan (4)
Lin
A study of the development of Japan from earliest times to the present day. Particular emphasis will be given to Japan's modern transformation, especially in the 20th Century.

440. Quantitative Methods in Archaeology and History (4)
Poe
A study of the application of mathematics and quantitative methods to archaeology and history. Topics will include the interpretation of physical and chemical analyses of artifacts to determine such issues as date, source, and method of manufacture; methods for locating and mapping sites; study of and practice in the use of computers to aid in the interpretation of archaeological and historical dates. Prerequisite: Completion of GE, categories B1 and B2 (Math and Physical Science).

445. Readings in History: Honors Course (4)
Department Faculty
Readings of the classics in historical writing. Students will read fifteen or more great works in history and meet for discussion with the instructor. Selections vary from one semester to another and represent the most important histories from the time of the Greeks to the present.

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 which directly impacted "The Female World" and those societal problems which accelerated "gender consciousness" among women of the nineteenth and twentieth centuries.

450. Colonial America to 1763 (4)
Markwyn
A study of the social, political, and economic foundations of American society from the beginnings of European expansion into the Americas until 1763. Topics include the European backgrounds, relations with native peoples, and political and social change.

451. Revolutionary and Republican America, 1750-1815 (4)
Markwyn
A study of the people and institutions of the United States from their revolutionary origins through the "second war of independence." Topics include the effects in America of the Great Awakening and of European thought, the independence movement, the Constitution of 1787, ideological and social differences, and territorial expansion.

453. American Expansion and Reform, 1815-1850 (4)
Department Faculty
Expansion and sectional change, economic sectionalism and national politics, the rise of Jacksonian democracy, and social and political reform in the United States from the Peace of Ghent to the Compromise of 1850.

454. Civil War and Reconstruction, 1850-1877 (4)
Department Faculty
A detailed examination of the background and causes of the Civil War, the problems of the war years, and the struggles of the Reconstruction Era.

455. Emergence of Modern America, 1877-1900 (4)
Harris
A study of the major political, social, economic, diplomatic, and intellectual developments in late nineteenth 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)
Johnson, Harris
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 New Deal, 1929-1945 (4)
Johnson, Grivas
A close analysis of the Great Depression years with the emphasis on Roosevelt and the New Deal. The background and results of the market crash of 1929; Hoover's response to the depression; the various "phases" of the New Deal; the Supreme Court crisis of 1937; and America's involvement in the Second World War.

458. Contemporary America, 1945 to the Present (4)
Johnson, Grivas
A study of the United States and its emergence as a super power since the Second World War. Problems and policies of America's political leaders from Truman to Reagan, with an emphasis on foreign affairs, the achievements of a liberal Supreme Court, the economics of automation, and the revolution in civil rights and civil liberties.

464. Business Enterprise in America (4)
Johnson
Examination of the outstanding figures (and scoundrels) who made fortunes in merchandizing, international trade, banking, railroading, manufacturing, advertising and speculation—their motivations, institutions, and their impact upon the eras in which they lived. Includes an analysis of the historical and present-day significance of the stock markets and commodity exchanges. Cross-listed as MGT 494.

466. United States Foreign Relations (4)
Harris
An examination of American diplomatic history and practice from the Revolutionary era to the present time. Covers consideration of humanitarian, economic, and strategic imperialism; isolationism and collective security; and the concept and implications of total war, undeclared war, and "cold" war. Features in-depth studies of the development of new principles and policies in major diplomatic actions.

468. Blacks in American History (4)
Holmes
A study of African culture, social philosophy and political influences in the United States from the pre-colonial period until the Reagan Administration. Major themes will be placed on Black political philosophies and strategies during the periods of Reconstruction, WW I and WWII, the Civil Revolts of the 1960s, and the contemporary period of political activism.

469. Urban America (4)
Harris
Selected topics in United States urban history including changing patterns of urbanization, the emergence of commercial and industrial cities and the rise of the suburbs, municipal politics and reform, urban migrants and immigrants, attitudes toward the city, and the role of cities in American life.

471. The American West (4)
Grivas
A regional history of the Trans-Mississippi West. Covers an analysis and evaluation of the major political, social, and economic events relating to the western United States.

472. California: Spanish and Mexican Periods (4)
Grivas
Colonization and expansion of New Spain. The development of political, social, and economic institutions of Mexican California. The American conquest and the early decades of California as a state in the Union.

477. American Social History (4)
Karlsrud, Markwyn
Studies American society from the 17th century until the present. Topics include European influences, social mobility, class structure, race and ethnicity, generalizational difference, social movements, the changing roles of women, and the place of such terms as "the American dream," "Melting Pot," and "Rugged Individualism" in the evolution of a distinctly American character.

481. Religious Ideas: Stone Age to Judaism (4)
Poe
Beginning with a study of the symbolism of Upper Paleolithic humans, this course will explore the epic and mythological traditions of Egypt, Mesopotamia, India, Iran, Ancient Israel, and Canaan through Classical Greece. This course will focus on development, transmission, and transmutation of religious expression among the cultures studied.

482. Religious Ideas: Judaism to the Establishment of Christianity as a State Religion (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. Religious Ideas: Birth of Islam to the Reformation (4)
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 upon the interaction and exchange among them.

495. Special Studies (1-4)
(Fall and Spring) Department Faculty
Individualized studies in historical topics, themes, periods, and/or areas beyond the scope of the established curriculum. Open from one to four units as determined by the departmental faculty sponsor. Not to be used as a substitute for HIST 498—Senior Seminar, or HIST 499—Senior Thesis. For additional information consult the comments on Special Studies in "Regulations and Procedures" (see page 292).

497. Internship in History (1-6)
(Fall and Spring) Department Faculty
Field experience in city, county, state, and federal agencies and with private business and community organizations. May be repeated three times for credit. Prerequisite: Prior arrangement with instructor.

498. Senior Seminar (4)
(Fall and Spring) Department Faculty
Directed studies in a seminar setting on a particular topic or theme (see class schedule for the specific topic selected by the instructor). Combines secondary reading and original research leading to the completion of a research project.

499. Senior Thesis (4)
(Fall and Spring) Department Faculty
Offered as a specialized alternative to the senior seminar. Designed for advanced students who want to pursue a major research topic not available through the regular seminar. Prerequisite: Consent of instructor.

Graduate Courses (500 level)

500. Seminar in History and Historical Methods (2-4)
Harris, Markwyn, Poe
Study and application of historical methods. Particular attention will be paid to the historian's vocabulary, to the theoretical foundations of the methodologies studied, and to history's relationships with other disciplines. Prerequisite: HIST 363 or HIST 391.

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 372, HIST 391, or HIST 500.

590. Graduate Pro-seminar (1-4)
Department Faculty
Directed readings and projects on topics within a common frame of reference, as arranged by instructor and participating students. A flexible unit-load (1-4) determines the extent of work done on the final project.

595. Special Studies (1-4)
(Fall and Spring) Department Faculty
Individualized studies in historical topics, themes, periods, and/or areas beyond the scope of the established curriculum. Prerequisites: Graduate status and prior arrangement with faculty sponsor and graduate advisor.

596. Research and Teaching Assistance (1-2)
(Fall and Spring) Watrous
Directed participation and experience in developing teaching methods, course organization, and research techniques. Prerequisite: Advanced graduate status and consent of instructor and graduate coordinator.

597. Graduate Seminar: Historical Themes and Issues (4)
(Fall and Spring) Department Faculty
Advanced studies and/or research projects in historical themes and issues extending beyond the scope of conventional political, geographic, and/or chronological subdivisions.

598. Field Examination Reading and Research (3)
(Fall and Spring) Department Faculty
Directed reading and research activities. Open only to graduate students with classified standing in History who have selected the Field Examination Option for the MA Degree. Preferably taken for credit during the semester in which the Field Examinations are scheduled. Prerequisite: Classified graduate standing in the History Field Examination Option for the MA.

599. Master's Degree Thesis Research (6)
(Fall and Spring) Department Faculty
Extensive individual research and writing project under the direction of the student's Thesis Committee Chair. Preferably taken for credit during the semester in which the MA Thesis is scheduled for submission in final form. Prerequisite: Classified graduate standing in the History Thesis Option for the MA and an authorized "Thesis Prospectus Approval Form."

Hutchins School of Liberal Studies

Department Office
Carson Hall, Room 44, Phone 707/664-2491

Programs Offered
Bachelor of Arts in Liberal Studies
Minor in Integrative Studies
Multiple Subject Teaching Credential Preparation

Provost
Les K. Adler

Faculty
Les K. Adler, Susan Barnes, Maurice Blaug, Ardath Lee, Lu Mattson, Lou Miller, Anthony Mountain, Warren Olson, Fred Rider, Roshni Rustomji-Kerns, Jeannine Schuler-Will, Richard Zimmer

The Hutchins School of Liberal Studies is an interdisciplinary school offering lower division students an alternative General Education Program, and upper division students a major in Liberal Studies leading to a BA degree. A minor in Integrative Studies is also offered.

A nationally recognized leader in the movement for reform in higher education, the Hutchins School has maintained its commitment to high quality Liberal Arts and Sciences education since its inception in 1969. All features of the program are designed to encourage students to take themselves seriously as readers, writers, and thinkers, capable of continuing their own educational process throughout their lives.

The Hutchins School has several distinctive features:

- An emphasis on active participation in one's own education, on self-motivation, and on "learning to learn."
- Small, seminar-type classes.
- Close cooperation and a feeling of community among students and professors.
- A unified General Education program, in which courses integrate material from the humanities, the social sciences, and the natural sciences.
- A diverse faculty, each member trained in more than one field of study, to help students learn how to approach a problem from several points of view.
- Courses organized around themes or questions, rather than according to the traditional division of subject matter into disciplines (see course descriptions below).
- Frequent opportunities for students to engage in independent study projects.

Whatever their particular interests, all Hutchins students are strongly encouraged 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, religion, sociology, and theatre arts.

Individual Hutchins School courses are open to students majoring in all fields of study, and a minor in Integrative Studies is available to supplement disciplinary majors. Liberal Studies majors likewise are encouraged to take courses in other departments, or even to pursue a minor in an area in which they have a special interest or hope to be employed.

Students seeking a teaching credential in Elementary or Early Childhood Education can enroll in the Multiple Subject option of the Liberal Studies Major. Others seeking a Children's Center Permit can partially fulfill the requirement by combining the Hutchins Minor with courses emphasizing child related issues. For more information on the requirements see page 153.

Students may transfer to another program at the end of any semester without loss of credit successfully completed in the Hutchins program.

Bachelor of Arts in Liberal Studies

Admission

The Hutchins School accepts students at any undergraduate level (freshman, sophomore, junior, senior) either for the fall or spring semester. Students seeking admission to the Hutchins School should list "Hutchins School" as their major (code: #49015) when applying to Sonoma State University. Students must also submit an application directly to the Hutchins School. This application form may be obtained at the Hutchins School office, Rachel Carson Hall, Room 44, or by writing to the Provost of the Hutchins School, Sonoma State University.

Requirements for the Major

Students must fulfill the degree requirements specified for all graduates of Sonoma State University. To graduate with a Liberal Studies major in the Hutchins School, each student must complete Lower Division General Education, Upper Division General Education, the Major in Liberal Studies, and electives, as follows:

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 at another institution approved by SSU (see pages 14-16)
	Disciplinary Upper Division General Education Program at SSU (9 units) (see pages 14-16) *	
MAJOR	Hutchins Major in Liberal Studies (40 units) (see Upper Division, below)	
ELECTIVES	Electives, taken in Hutchins or elsewhere at SSU (a sufficient number of units to total 124)	
DEGREE	Bachelor of Arts in Liberal Studies	

* Hutchins upper division students who select the Multiple Subject option to secure the teaching credential are exempt from this 9 unit requirement.

Lower Division:
Interdisciplinary General Education Program

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 202A and L, described below).

Each of these seminars consists of 10 to 15 students and a single instructor. Learning proceeds by a process of reading, writing, and discussion, in which each student is urged to take an active part. A weekly lecture or film supplements the discussions. Frequent papers and research projects develop skills that will be useful in future study. Regular tutorials help students to improve their writing. A variety of experiential exercises, independent projects (both scholarly and creative), occasional field trips and extracurricular social gatherings enrich the seminar. The emphasis throughout is on the critical examination of contemporary problems in their historical context. Each student is expected to arrive at conclusions which are both personal and well-informed.

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. This is placed in the student's Hutchins file but not entered on the official University record or used to compute a grade point average. This evaluation assesses the student's cognitive skills, seminar participation, understanding of the course content, writing skills, independent project, and special course assignments. A written commentary indicates the way in which the student should improve in order to become an effective, life-long learner. Thus, the evaluation conveys a great deal more information than does a single letter-grade. Unofficial grades can, at the student's request, be made available to other schools, agencies, or prospective employers who need a quantitative measure of his or her abilities.

A student who does not work well within the Hutchins program may receive "Credit" with a probationary or terminal qualification. If the student's enrollment is terminated, or remains probationary for two semesters, he or she must transfer out of the Hutchins program. Application for re-admission may be made after the student has spent at least one semester in the Disciplinary General Education program.

Lower Division Courses

101. The Human Enigma (12)
(Fall)
Drawing on materials about small-scale societies, ancient Greek culture, and contemporary civilizations, this course concentrates on Western values, the concept of human nature, the growth of self-awareness and the development of scientific and abstract thought. Consideration is also given to the contribution of Classical Greece to the modern world of computer high technology.

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 US History, US 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 varied cultures, and the functions of myth and religious language. The term concludes with a section focusing on the nature of human creativity.

202A. Challenge and Response in the Modern World (11)
(Spring)
An examination of modern accomplishments and problems that have derived from the mechanical model established in the 17th and 18th centuries. Attempts made to alter this paradigm are also considered. Focus is placed on the Scientific Revolution, Industrial Revolution, 19th Century social and psychological theories, and the hopes and fears generated by the political revolutions and the scientific-technological innovations of the last one hundred years.

202L. Laboratory (1)
Explores the biological aspects of the human body and its relationship to the physical environment. Open only to students concurrently enrolled in LIBS 202A or by permission of the instructor. CR/NC only.

Upper Division

The Hutchins School Major consists of 40 units and leads to a BA in Liberal Studies. One option in the Major, the Multiple Subject Option, fulfills the academic requirements for the Multiple Subject Elementary or Multiple Subject Early Childhood Emphasis Credential Programs (see page 84).

The Major has several components, arranged in the following chart as a four-semester sequence, in the order they will generally be taken by a typical student.

The "Study Away Program" is another essential component of the Hutchins Major. Included in this program are experiences as diverse as a period of travel or formal study in a foreign country; an independent project in a nearby city; an internship in a local school, business, or social service agency; or substantial involvement in some other department or program on this or some other campus. Normally, credit is granted not for work done in a placement, but for an analytical, theoretical, or creative paper or project related to that work. 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.

Requirements for the Major

1st semester	2nd semester	3rd semester	4th semester	
LIBS 302 Introduction to Liberal Studies (3 units)	Tutorial (Optional)		LIBS 402 Senior Project (2 units)	5-6 units
LIBS 304A Key Course: We Hold These Truths (3)	LIBS 304B Key Course: We Hold These Truths (3)			6 units
1 course from each core area: I. Self and Society (3 units)	II. The Individual and the Material World (3 units)	III. Human Experience and the Arts (3 units)	IV. Consciousness and Reality (3 units)	12 units minimum
Forum (at least one semester, scheduled at student's option				1 unit
Study Away/Internship (3 units)				3 units or more
LIBS Electives: To be selected from Hutchins elective seminars, workshops and independent study with concurrence of academic advisor.				12-13 units
TOTAL				**40 units**

During their first semester, all upper division students are required to take LIBS 302. Throughout this course and the optional tutorial which follows it in the second semester, students will begin to formulate a long-range plan for their own education, aimed at completion of a Senior Project during their final semester at Hutchins (see LIBS 402).

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 world-wide context.

Building on the foundations laid in the Key Courses, the student will choose at least one additional course from each of four Core Areas, as follows:

Area I. Society and Self
Area II. The Individual and the Material World
Area III. Human Experience and the Arts
Area IV. Consciousness and Reality

Hutchins Upper Division Seminars are classified in one of these Areas; a current list of courses offered in each Area is available in the office of the Hutchins School.

In at least one of their semesters at Hutchins, students are required to enroll in the Forum (see LIBS 305).

The remainder of the forty units required in the Major may be earned through elective seminars, workshops, and independent study in the Hutchins School. The student may select these courses on the basis of interest in the topic, or may use them to develop a specific area of emphasis within the Major.

NOTE: A student entering the Hutchins upper division program with a grade point average of 2.00 or below will be placed on probation for one semester. Any student whose work proves unsatisfactory in quality or inappropriate to the program will not be allowed to continue in the program.

Minor in Integrative Studies

The Hutchins Minor is designed to help the student in a traditional discipline understand the relation that his 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:

Introductory Requirement

LIBS 302 Introduction to Liberal Studies 3

Total units in the minor core 3

Core Area Seminars

In consultation with a minor advisor, students will select 12 units of interdisciplinary core area seminar courses. 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.

Total units in the core area seminars 12

Minor Electives

Choose 2 elective units from Liberal Studies elective courses or workshops.

Total units in the minor electives 2

Senior Independent Study Project

Students will design a (3 unit) final project which specifically relates their major field of study to other disciplines. The minor advisor will help arrange for the student to work with the Hutchins faculty member whose areas of expertise bear most closely on the student's major area of study or of interdisciplinary interest. Whenever possible, arrangements will be made to obtain assistance, at least in evaluation of the project, from a faculty member in the student's major department.

LIBS 410 Independent Study for Seniors 3

Total units in senior project 3

Total units in the minor 20

Teaching Credential Preparation

The Hutchins School offers a BA option designed primarily for students who intend to earn a California Multiple Subject Elementary or Multiple Subject Early Childhood Emphasis Credential. Students completing the Hutchins "waiver program" need not take the National Teachers Examination. Those seeking the Multiple Subject credential should make an appointment with the Multiple Subject Academic Advisor in the Hutchins School at the beginning of their first semester for assistance in planning their Multiple Subject academic program. They should also contact the SSU School of Education for information about the series of professional preparation courses which may be completed concurrently with the Hutchins Multiple Subject Option (see page 85). For information on minors that are especially suitable for Liberal Studies majors pursuing the elementary teaching credential see page 32 and also the University's special bulletin on *Programs in Teacher Education*.

The list of specific statewide requirements for the Multiple Subject major is currently undergoing revision. For up-to-date information on this option, inquire at the Hutchins School office. For further information on credentials and requirements for professional education programs, see page 83 and also the special bulletins of the School of Education.

Individually Designed Major Plan

Strongly self-motivated students may develop a course of study focusing on a problem or area of interest not fully covered in our regular classes. In consultation with an advisor, the student combines Hutchins key, core, and elective courses, extensive independent study, a senior project, and complementary courses offered outside of Hutchins to form a coherent program.

Children's Center Permit

For additional information on the requirements for the Children's Center Instructional Permit and the Children's Center Supervision Permit, see page 91.

Internship/Field Experience Plan

Hutchins provides students interested in combining academic work and a job-related or volunteer placement with an internship emphasis plan. The Hutchins Internship Coordinator will work closely with students in selecting a series of courses designed to provide necessary background for an effective internship/field experience. (For description of "Study Away" see page 152 .)

Hutchins Courses (LIBS)

Upper Division

REQUIRED COURSES: KEY COURSES

302. Introduction to Liberal Studies (3)

An interdisciplinary examination of the meaning of a Liberal Education. Additionally, the course will emphasize seminar skills, oral and written communication, and the development of an independent study project. To be taken in the first semester of study in the upper division major. CR/NC only.

304AB. We Hold These Truths (3, 3)

A two semester sequence designed to examine the most fundamental beliefs, assumptions and self-evident truths of the Western world in the light of challenges provided by non-western frames of reference and values. Topics such as individualism and community, rationality and spirituality, and material and non-material reality will be discussed in the context of fundamental world issues.

CORE AREAS

Students are required to complete one course in each core area: I, II, III, and IV. These core areas include four courses, LIBS 301A-D, as described below, as well as several elective seminars. For a complete list of the courses offered in each core area consult your Hutchins advisor.

301A. Society and Self (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.

301B. The Individual and the Material World (3)
Courses in this area deal with 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 will also be considered.

301C. Human Experience and the Arts (3)
Communicative and visual arts will be explored to determine how they shape and are a product of the process of human symbolic interaction. The courses in this area will consider the expression of human values reflected in architecture and urban design and will study the roles literature, philosophy, and art have had historically. Consideration will also be given to current expressions in the arts.

301D. Consciousness and Reality (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 various seminars 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.

305. Hutchins Forum (1)
The Hutchins Forum is designed to provide a sense of community among Hutchins students and a place which can be at the same time both relaxing and intellectually stimulating. In order to give structure, each semester a topic will be offered for discussion. Students are encouraged not only to participate in but to lead discussions, make presentations, and otherwise contribute to The Forum. May be repeated once for credit.

ELECTIVES

310. Independent Study for Juniors (1-4)
May be repeated for credit. Prerequisite: LIBS 302 and consent of instructor.

312. Education/Social Service Practicum (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

315. Special Studies (1-4)
CR/NC only. May be repeated for credit. Prerequisite: LIBS 302 and consent of instructor.

320. Elective Seminars (3)
New topics will be offered each semester. Schedule and descriptions available in Hutchins office. Recent offerings have included Music and Religion, Male Sexuality, New Visions in the Arts, The Feminine Psyche, and Seeing Nature Whole. May be repeated for credit.

322. Microcosm and Macrocosm (3)
Blaug
An interdisciplinary science course for students pursuing the Multiple Subject Option. While the overarching theme of the course is to explore the breadth and interrelatedness of the scientific view of nature, special emphasis is placed on preparing each student to teach the knowledge areas outlined in the Science Framework for California Public Schools. Prerequisite: BIOL 115 or consent of instructor.

323. Seeing Nature Whole (3)
Blaug
This course is based on the idea that the arts and sciences each have unique insights into nature and that it is by exploring both paths that we achieve our deepest understanding. Class discussion centers on readings in nature literature, the environmental sciences, environmental psychology and the visual arts. Frequent, in-class field trips focus on helping participants to explore nature by means of scientific studies as well as by a wide variety of artistic media.

326. Censorship and the Arts (3)
Mattson
What "shocks" a society says much about its needs and values. This seminar will examine 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; legal decisions governing media.

327A. The English Language (2)
Mattson
Taken in conjunction with LIBS 327B, this course is an intensive review of the grammar and syntax of the English sentence. Intended primarily for teaching credential students.

327B. The English Language (2)
Mountain
Taken in conjunction with LIBS 327A, this course supplements the study of grammar with the study of fiction, poetry, drama, and the essay, with attention to the history of the English Language.

328. Growing Up In America (3)
Adler
An interdisciplinary seminar concentrating on the changing concept and nature of childhood in European and American history.

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.

330A. Children Should Be Seen and Heard (3)
Barnes, 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.

330B. Children Should Be Seen and Heard (3)
Barnes, Zimmer
Selected topics in child development and socialization not covered in 330A: abnormality, testing, play and therapy, and social-psychological issues.

332. Passages (3)
Barnes and Zimmer
Explores the new field of naturally developing adult life crises. The issues are explored through authors such as Sheehy, Erickson, Lessing, and Fitzgerald. It is designed to complement our offerings in child development, to show that developmentality in all ages must be considered.

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?

335. Perception and Form in the Arts (3)
Schuler-Will
Rudolf Arnheim's Art and Visual Perception, one of the most important attempts to understand the psychology of perception and the visual arts, will form the core material. We will study dynamics of line, color, motion, and space through a variety of art forms. Two museum visits are included. Several articles on the philosophy of visual thinking will be studied as well. Class discussions will involve extensive art slide viewing and interpretation by the group.

345. Literature and Society (3)
Adler and Mattson
This seminar deals with the interrelationship between literature and society during several periods of American cultural development. Selected authors ranging from American transcendentalists through recent American writers are considered along with their relationship to American social, political, and economic development.

352. Science and Values (3)
Relationships between the way the physical world works and the needs and desires of people; how science and knowledge serve human needs. Video tape and films that raise issues such as the Pill, IQ, and genetic research provide discussion regarding decisions we confront.

354. Masterpieces of the Humanities (3)
This seminar examines in detail a number of works from the humanities which 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 an historical sequence from classical to modern times. May be repeated for credit.

355. Economics and Democracy (3)
Miller
An investigation of major economic questions and the political structures under which they are resolved. Topics include employment, monetary policy, government regulation, and environmental issues.

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.

360. Seminar (2)
Topics will vary from semester to semester. May be repeated for credit.

361. Interdisciplinary Tutorial (1-4)
Department Faculty
Topics and material for this course will be developed individually by instructors and will vary from semester to semester. May be repeated for credit.

370A. Seminar: Creative Processes (2)
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. May be repeated for credit.

370B. Seminar: Self-Awareness (2)
Methods of exploring and expanding self-awareness will vary from semester to semester, and may include such techniques as autobiography, intensive journal-keeping, Gestalt exercises, dream analysis, and meditation. May be repeated for credit.

395. Community Involvement Program (1-4)
Students volunteer for unpaid placements within the community approved by the coordinator of the Hutchins Internship/Field Experience Program. These placements include work in social service, education, and the media. Students participate in four meetings per semester focusing on work related issues; they also prepare a short paper about their placement and keep a time log. Students may take up to 6 units in CIP, a maximum of four in any one semester. One unit is equivalent to 30 hours of volunteer work per semester. Not applicable to the Hutchins Major. For the University's CIP regulations, see page 299. CR/NC only.

396. Field Study (1-3)
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.

397. Study Away (1-4)
Designed in collaboration with faculty advisor, the study away will help 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. Appropriate Major credit will be given.

398. Internship (3)
Contractual internship based on student career interests. Evaluation based on student project, portfolio in nature. Prerequisites: Independent Study or Field Study.

399. Student Instructed Course (2)
CR/NC only. May be repeated for credit.

402. Senior Project (1-2)
Designed as a capstone experience for Hutchins majors, the nature of the Senior Project will be determined by each student in consultation with a faculty advisor. Options may include a research or creative project central to the student's experience in Hutchins, the organization of and participation in a student-run course, an individual or group legacy to Hutchins, or an essay synthesizing the student's learning in the Hutchins program. May also be used for educational assessment.

410. Independent Study for Seniors (1-4)
May be repeated for credit. Prerequisite: LIBS 302 and consent of instructor.

415. Special Studies (1-4)
CR/NC only. May be repeated for credit.

420. Elective Seminars (3)
Department Faculty
These courses will be offered under different titles each semester, as new topics arise. Past offerings have included Consciousness and History, Sleeping, and Dreaming. May be repeated for credit.

422. Contemporary Political Analysis (3)
Miller and Zimmer
An interdisciplinary view of current political issues. Sociological, psychological, economic, and ideological perspectives will be employed in our analysis of contemporary political developments.

424. Expressionism in the Arts (3)
Schuler-Will
Expressionism in 20th Century arts as a concept comprising a mystical and revolutionary world view embracing painters, sculptors, architects, composers, writers. New directions and interrelations in the arts at the turn of the century that laid the foundation for modern art forms. Readings from Eliot, Jarry, Joyce, Kafka, Kandinsky, and Nietzsche.

425. The Feminine Experience (3)
Barnes
This course will examine fiction and non-fiction 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.

426. Fiction and Natural Philosophy (3)
An interdisciplinary seminar in which we will read and discuss a wide variety of novels to discover how different authors use scientific, philosophical, and theological themes in writing fiction. We also read and respond to the student's own fiction and/or essays.

428. The Law: An Interdisciplinary Approach (3)
Zimmer
A workshop-seminar on many facets of the law with a focus on law as a necessary consequence of social organization. Material will be drawn from anthropology, sociology, and political science. Students will engage in community research on selected topics. Readings: Malinowski, Hoebel, Fuller, Kaplan.

432. The Past Dimension: Studies in the Historical Imagination (3)
Adler, Mountain, Zimmer
An interdisciplinary seminar considering the distinction and interwoven relationship between history and literature. What is the relation between documented fact and imaginative re-creation? Where do fiction and historical fact combine and where do they separate? Readings from Henry Adams, Becker, Styron, Mailer, and others.

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.

436. Themes in the Literary Humanities (3)
Mountain
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.

460. Independent Study Tutorial (2)
Department Faculty
The topics and materials for this course will be developed individually by instructors and will vary from semester to semester. May be repeated for credit.

465. Experiencing History (4)
Adler and Miller
An innovative course employing simulation techniques to re-create in the classroom the experiential reality of current and historical events.

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; science's "Western" context; the concept of scientific knowledge as the tested consensus of scientists; and selected studies of contemporary issues.

Additional Elective Seminars
Other Elective Seminars taught in the past and which will be repeated include: Creativity (Blaug, Mattson, Barnes); Art, Architecture and the Christian World View (Rider); Work, Leisure and Society (Olson); The Next Ten Years (Zimmer); The Future of Relationships (Zimmer); Discovery of the Primitive (Schuler-Will); Aesthetics and Social Space (Schuler-Will, Zimmer); Arthur Koestler and the 20th Century (Adler); Sexuality in Historical Perspective (Rider); Seeing Nature Whole (Blaug); Exploring America (Miller); Energy Politics and Policies (Miller); Observing and Recording Human Behavior (Miller); The Quest (Lee);The Moral Imagination (Mountain).

The Intensive Learning Experience Program

Program Office
Salazar Library, Room 2014, Phone 707/664-2215

Program Director
Bess Mixon

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; ENGL 35—Reading 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, 121 or 131). In addition to course work, the program provides a variety of diagnostic and support services to promote students' skills development and academic success.

Institute of Interdisciplinary Studies

Department Office
Ives Hall, Room 22, Phone 707/664-2762 (message)
664-2468 (voice)

Programs offered
Bachelor of Arts in the Special Major
Bachelor of Science in the Special Major
Master of Arts in Interdisciplinary Studies
Master of Sciences in Interdisciplinary Studies

Coordinator
Gardner Rust

The Institute of Interdisciplinary Studies (ITDS) offers a Bachelor's degree in the Special Major and a Master's degree in Interdisciplinary Studies. The undergraduate Special Major and the graduate Major in Interdisciplinary Studies are designed for students whose particular interests, backgrounds, or professional objectives are not served by a traditional degree program. The purpose of these majors is to provide a carefully controlled opportunity for exceptional students to design, with faculty approval, a flexible interdisciplinary course of study that leads to a Bachelor's or Master's degree. Admission is limited to students whose individualized programs can be organized around a special topic or a cross-disciplinary inquiry that is original and involves work in more than one department. Interested students should contact the Coordinator of the Institute of Interdisciplinary Studies (ITDS), who initiates the application and screening process.

The Special Major and the Major in Interdisciplinary Studies are not intended to bypass normal graduation requirements and may not be used to duplicate formally structured programs at SSU or other service-area institutions. The reason for this restriction is that these programs should be reserved for students whose special interests cross disciplinary lines and find appropriate faculty expertise at Sonoma State University.

Application requirements for all programs

1. All students must apply for admission to the Special Major or the Major in Interdisciplinary Studies. Before developing an application, the student must consult with the Coordinator of Interdisciplinary Studies, who will initiate the application and screening process and will help identify faculty advisors to serve as the academic advisory committee.

2. There must be at least two faculty members for the Special Major and three faculty members for the Major in Interdisciplinary Studies who agree to constitute the advisory committee and act as advisors for a student's program of study. It is the student's responsibility to contact these advisors to plan with them a coherent, original, and feasible course of study. One of the members of the committee must agree to be the committee's chair and to be the student's principal advisor on matters related to the major course of study and all other graduation requirements.

3. In consultation with the ITDS Coordinator and the academic advisory committee, each student must complete an application and submit it in duplicate to the ITDS Coordinator by an application deadline. There are two application deadlines each semester. For dates, see the Schedule of Classes for the semester in which the application is to be submitted.

4. Filing an application with the ITDS Coordinator does not assure acceptance in the Special Major or Interdisciplinary Studies program. Each proposal must be reviewed by the ITDS Committee and, in the case of the graduate Major in Interdisciplinary Studies, the Graduate Studies Committee. The Committee(s) may recommend approval or conditional approval of the application, may request that the application be reworked and resubmitted, or may reject the application. Approved programs must then be approved by the Dean of Academic Programs or Dean of Graduate Studies. If the application is approved at all levels of review, the student may register as a Special Major or as a Major in Interdisciplinary Studies.

The Bachelor of Arts or Sciences in the Special Major

Degree Requirements	units
General Education	51
Major Requirements (Core and Supporting)	48-50
General Electives	23-25
Total units needed for graduation	**124**

Requirements for the Special Major

Prerequisite to application: a 3.00 grade point average

The Special Major is a unique major that suits individual goals and is personally valuable, but may pose professional obstacles. Career goals and prerequisites for higher degrees should be reviewed before proceeding with this major.

The Special Major consists of 48-50 units of course work in two or more disciplines. Approximately half of the units (24-26 units) are in core courses, with the remaining units in supporting courses.

In order to be considered for the Special Major, the student must have more than one full year (31 units or more) of course work in the Major still to be completed after approval by the ITDS Committee and the filing of the Change of Major form. Work in progress during the semester of the proposal's approval will count toward the 31 units.

The application requires the following information:

I. The student's name and the title of the major.

II. A list of the Core courses (24-26 units) and Supporting courses (24-26 units) that constitute the major.

A. The courses must total 48 (minimum) to 50 (maximum) units.

Restrictions:

1. The student's list of core and supporting courses for the Special Major must not include courses that the student applies to fulfill General Education requirements.
2. No professional courses in the Education Department, with exceptions specified by the Department, may be included in the program of study.

B. Core courses (24-26 units) must consist of upper division courses (300/400 level) only.

All core courses must be taken for a letter grade (A-F). No student-instructed courses may be included in the core courses. ITDS 499, the Senior Paper or Senior Project (3 units), must be included in the core courses.

C. Supporting courses (24-26 units)

1. May include lower division courses when appropriate.
2. May include courses taken CR/NC.

III. A rationale for the individual student's major.

The rationale for the major is the most important part of the proposal; it is here that the student demonstrates that the program developed is both interdisciplinary and of a content comparable to that of traditional academic programs of study. The rationale must be of no more than three double-spaced, typewritten pages in length and must include the following information:

A. The title of the student's major.

B. A description of the interdisciplinary nature of the major.

1. A description of the relationship between the courses selected for the program of study. The ITDS Committee attaches great importance to the student's ability to demonstrate this relationship and to show how each course supports the purpose of the program.
2. A list and explanation of possible supplementary courses that are not included in the list of courses.

C. The proposed title of the student's senior paper or project [ITDS 499 (3 units)].

ITDS 499 is a senior paper or project to be prepared under the supervision of the faculty committee. It must be included among the 24-26 units of core courses. The senior paper or project should present the synthesis of the student's interdisciplinary program of study. The paper or project will be graded by the faculty committee and will be presented orally to the ITDS Committee at the completion of the student's senior year.

D. The justification for a Special Major at SSU.

1. The specific reasons why the proposed major cannot be pursued through a traditional department or program at Sonoma State University.
2. The reasons for the choice of Sonoma State University, if the proposed program of study can be pursued through a traditional department at another California university in the service area. It is the student's responsibility to consult the catalogs of SSU and other service-area universities to determine if there are such existing programs.

IV. Appropriate forms for all Special Studies and Internships included in the Core/Supporting List of Courses.

The description of each such course must include the name and signature of the faculty sponsor and a statement concerning the purpose, mode of study, and method of evaluation of the special study or internship. (Special Studies are limited to a maximum of 4 units per course; *a student may have in all areas for graduation no more than 12 units of Special Studies*; a student may not pursue in Special Studies a course that is listed in the catalog and that is normally offered within a two-year period.)

V. Copies of transcripts of all college work completed.

It is the student's responsibility to make available the transcripts, including those concerning SSU course work.

The Master of Arts or Sciences in Interdisciplinary Studies

Degree Requirements	units
Major Requirements	30-32
Total units needed for graduation	**30-32**

Requirements for the MA or MS in Interdisciplinary Studies

I. Prerequisites to Application:

A. Unclassified graduate status.

B. Passage of the Written English Proficiency Test (WEPT). [The Graduate Record Examination (GRE) Aptitude Test scores are not required, but may be submitted in support of the application.]

C. A grade point average of at least 3.00 for the last 60 units of college work attempted.

The candidate for this degree must comply with the normal regulations governing graduate study at Sonoma State University as described in this catalog.

II. Course Requirements

A. General course and unit requirements

1. The Major in Interdisciplinary Studies consists of a minimum of 30 units to a maximum of 32 units in two or more disciplines.
2. The application must include a list of the courses that constitute the major, the unit value of each course, and the semester in which each is to be taken. It is the student's responsibility to check with individual departments and programs regarding the availability and scheduling of all courses on the list, as well as their prerequisites.
3. At least 20 units must be graded (A-F); the remainder (up to 1/3 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.)
4. The student must have at least 15 units of the major still to be completed after approval of the proposal by the Dean of Graduate Studies and the filing of the Master's Program Contract-G1/G2. Units completed during the semester of the proposal's approval count toward these 15 units.
5. At least 21 semester units shall be completed in residence.
6. At least 15 of the 21 in-residence units shall be in graduate (500-level) courses. The remaining units *may* be in 300 or 400 level courses.

B. Specific course requirements

To assure the University that the student has had adequate and appropriate interaction with other graduate students and that the institution granting the degree has offered an appropriate proportion of the graduate courses taken, the student must take approximately one-half (7-8) of the 15 graduate level units required for the degree in Sonoma State University graduate courses that have a format other than individualized study, that is, in courses other than Special Studies, Internship, and the Thesis/Creative Project. Items 1 and 2 below satisfy these requirements.

1. A graduate course in research methods must be included in the student's list of courses.
2. At least one graduate seminar (other than the graduate course in research methods) must be included in the list of courses.
3. The student's proposal must also include ITDS 599A (3 units) and ITDS 599B (3 units), the preparatory courses for the thesis or creative project. The courses must be taken sequentially. No more than 6 semester units shall be allowed for a thesis or creative project.

C. Course restrictions

1. Only 6 of the 21 in-residence units may be numbered Special Studies 495 and/or Special Studies 595. A Special Studies form for each project must be submitted with the application.
2. No more than 9 units of extension and/or transfer credit may be included in the 30-32 required units.
3. Student-instructed courses may not be included in the 30-32 units.
4. Student-teaching courses may not be included in the 30-32 units.
5. The student may apply to graduate studies upper division and graduate level courses taken prior to receipt of the BA or BS under the following conditions only:
   a. They were taken during the final undergraduate semester;
   b. The courses were not required for graduation; and
   c. The student filed a petition to apply the courses in question to graduate studies *at the same time* the student filed the application for award of the degree.

III. Written Essay

The application must be accompanied by a written statement, not to exceed five double-spaced, typewritten pages. The essay must discuss the following issues:

A. The focus of the program

1. The title of the program
2. A description and explanation of the subject to be studied. The student must show how the courses chosen are appropriate to the program, explain the relationship between the courses, and show how the courses are appropriate to the thesis or creative project. The student must also list and explain any supplementary courses that are not included in the 30-32 units of required courses.
3. A description of the interests, experience, and training that provide the student with a background for the proposed program.
4. A description of specific career and other goals to which the program would contribute.

B. The justification for the Major in Interdisciplinary Studies at SSU.

1. The reasons for the student's choice of the Interdisciplinary Studies Major to pursue the proposed program of study.
2. The specific academic reasons why the proposed program of study cannot be pursued through an existing Master's program at SSU or other service area university. It is the student's responsibility to consult the catalogs of SSU and other service area universities to determine if there are such programs.
3. A list of the names and departments of appropriate faculty members, in addition to the advisory committee, available for consultation. (The student and the chair of the student's committee are urged to consult with such faculty members during the planning of the program of study.)

C. The Thesis or Creative Project

1. Proposed title of thesis or creative project
2. A description of the proposed thesis or project, including the specific hypothesis to be tested or goal of a creative project, must be included. The theoretical framework, methodologies, and type of data to be used should be described when appropriate. The significance of the thesis program area chosen should also be considered.
3. A list of resources and facilities to be used and individuals to be consulted in preparation of thesis or project must also be provided. These could include libraries, research or museum facilities, collections, data banks, consultants on and off campus, and agencies. List the departments, institutions or other affiliations for persons to be consulted.
4. A bibliography to be used in preparation for the thesis or, when appropriate, the creative project must be provided. The bibliography should include basic background sources in relevant areas and must include current research. The bibliography shall be extensive and thorough.

Interdisciplinary Studies Courses (ITDS)

200. Introduction to Library Research (2)
Pat Wollter (Library)
Designed to provide an introduction to the use of the Library and its resources. Includes an examination of the Library's reference collection, microform collection, government documents, periodicals, media, and special collections. Students will learn to construct search strategies using indexes, abstracts, statistical sources, computer databases, and information in a variety of other formats. Cross-listed as ENGL 292.

300A. Advanced Library Research Tools (1)
Provides in-depth study of reference works in different disciplines. Library assignments will be the preparation of three pathfinders or guides to materials to major subject divisions. Prerequisite: ITDS 200

300B. Bibliography (1)
Preparation of an annotated bibliography on a limited topic and writing of a search strategy describing the research methods employed. Prerequisite: ITDS 200

310. Portfolio Workshop (3)
(Fall Semester) J. J. Wilson (Dept. of English)
Designed for students who have been advised by the Faculty Evaluated Prior Learning Coordinator to prepare a portfolio for credit for prior learning. Students will be guided through all the stages of portfolio presentation from amplified resume/supporting narrative/learning essays with documentation to summary. The resulting portfolio is used only as a source of information in the FEPLP process and not as final evidence that evaluation has been completed. The course is open to others interested in the portfolio process itself, on consent of instructor. CR/NC only.

495. Special Studies (1-4)
Prerequisite: Approved status as a classified major in Interdisciplinary Studies.

497. Selected Topics (1-4)
Exploration of basic human problems. Resource persons from various disciplines will participate. See the Schedule of Classes for areas to be emphasized. May be repeated for credit.

499. Senior Paper or Project (3)
A senior paper or project to be prepared under the supervision of the student's faculty committee. The senior paper or project should present the synthesis of the student's interdisciplinary program of study. The paper or project will be graded by the student's faculty committee and will be presented orally to the ITDS Committee at the completion of the student's senior year.

595. Special Studies (1-4)
Prerequisite: Approved status as a classified major in Interdisciplinary Studies.

599A. Thesis and Interdisciplinary Research (2-4)

599B. Thesis and Interdisciplinary Research (2-4)
599A/B must be taken sequentially and for a total of 6 units. Prerequisite: Classified status as a major in Interdisciplinary Studies.

International Programs

Office of International Student Programs
Village, Room 102, Phone 707/664-2582

Now in its 26th year of continuous operation, The California State University (CSU) International Programs offers students the opportunity to continue their studies overseas for a full academic year while they remain enrolled at their home CSU campus. The International Programs' primary purposes are to enable selected students to gain a firsthand understanding of other areas of the world and to advance their knowledge and skills within specific academic disciplines in pursuit of established degree objectives. Since its inception, the International Programs has enrolled nearly 9,500 CSU students.

A wide variety of academic majors may be accommodated by the 34 foreign universities cooperating with the International Programs in 16 countries around the globe. The affiliated institutions are: the University of Queensland (Australia), the University of Sao Paulo (Brazil); the universities of the Province of Quebec (Canada); the University of Copenhagen (through DIS Study Program); the University of Provence (France); the Universities of Heidelberg and Tübingen (Germany); the Hebrew University of Jerusalem (Israel); the University of Florence (Italy); Waseda University (Japan); the Iberoamericana University (Mexico); Massey University and Lincoln University College (New Zealand); the Catholic University of Lima (Peru); National Chengchi University (Republic of China/Taiwan); the Universities of Granada and Madrid (Spain); the University of Uppsala (Sweden); Bradford, Bristol, Sheffield, and Swansea Universities and Kingston Polytechnic (the United Kingdom). Information on academic course offerings available at these locations is in the International Programs Bulletin which may be obtained from the International Programs representative on campus.

To be selected to participate, students must have upper division or graduate standing at a CSU campus by the time of departure, possess a cumulative grade point average of 2.75 or 3.00, depending on the program, for all college level work completed at the time of application, and have completed required language or other preparatory study where applicable. Selection is competitive and is based on home campus recommendations and the applicant's academic record. Final selection is made by the Office of International Programs in consultation with a statewide selection committee.

The International Programs pays all tuition and administrative costs overseas for each of its participants to the same extent that such funds would be expended to support similar costs in California. Students assume responsibility for all personal costs, such as transportation, room and board, and living expenses, as well as for home campus fees. Because they remain enrolled at their home CSU campus while studying overseas, International Programs students earn full resident credit for all academic work completed while abroad and remain eligible to receive any form of financial aid (other than work-study) for which they can individually qualify.

Information and application materials may be obtained from International Student Programs, Village 102 or by writing to The California State University International Programs, 400 Golden Shore, Long Beach, California 90802-4275. Applications for the 1991-92 academic year overseas must be submitted by February 1, 1991.

International Studies

Coordinator's Office
Stevenson Hall, Room 2070, Phone 707/664-2313

Program Coordinator
Anthony White (History Department)

International Studies Advisors
Students interested in obtaining a Minor in International Studies should contact Professors Tony White in the History Department, Bill Guynn in Foreign Languages, Roshni Rustomji-Kerns in the Hutchins School of Liberal Studies, Robert Girling in Management, or Brian Shears in International Student Programs.

Programs Offered
Minor in International Studies
Minor in Teaching English as a Second Language
Special Major (BA) in International Studies

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 which 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, Russian, Japanese, Latin, Greek, and American Sign Language. The major programs (French, German, and Spanish) all offer various interdisciplinary study options, allowing students maximum flexibility in choosing a program that fits their specific needs. Please refer to Foreign Languages (see page 118) for a detailed description of each program.

Additionally, career advising programs are offered in each of the major languages, designed specifically 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 students who go on to apply their language skills to work or study abroad testifies to our program's success in this endeavor.

International Studies Programs

Students who wish to pursue a course of study with a strong international emphasis can choose among campus-based major programs in foreign area studies, minors in International Studies and Teaching English as a Second Language (TESL), and foreign languages courses designed to meet specific academic and career objectives. Study Abroad opportunities can be integrated into all of these curricular options.

Special Major (BA) in International Studies

In addition to the area studies options in the various Foreign Language programs mentioned above, the University offers the opportunity to develop an individually designed Special Major (BA) in a particular area of International Studies by drawing on relevant courses offered in several different departments. The International Studies Minor could form a core for an academic plan of this kind.

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 the relation 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 towards 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 (4)
ANTH	345	Human Ecology (4)
ANTH	389	Language and Communication (4)
ENSP	301	The Human Environment (4)
GEOG	202	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 (2-4)
ECON	426	Seminar in History of Economic Thought (4)
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	345	Revolution in the Modern World (4)
POLS	315	Democracy, Capitalism and Socialism (4)
POLS	350	European Parliamentary Democracies (4)
POLS	351	Totalitarianism & Authoritarianism (4)
POLS	452	Third World Political Systems (4)

III. International Relations

ECON	303	International Economics (4)
HIST	343	The United States and Latin America (3)
HIST	466	United States Foreign Relations (4)
POLS	342	International Politics and Foreign Policy (4)
POLS	345	Model United Nations (2-4)
POLS	444	United States Foreign Policy (4)
MGT	393	Intro to International Business (4)

Group B:

Select courses from at least two of the following three groups:

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

Linguistics

Program Office
Stevenson 2054, phone 707/664-2419

Programs Offered
Minor in Linguistics
Certificate in Teaching English as a Second Language

Linguistics Program Coordinator
Eli Katz

TESL Certificate Program Coordinator
Shirley Silver (Anthropology)

Faculty
Eli Katz, Shirley Silver

The fundamental concern of linguistics is with description and explanation of the inter-relatedness of thinking and speaking. This concern takes many forms: among others, inquiry into the nature of language as speech, as knowledge, and as communication; inquiry into the history of languages and how languages change; inquiry into how language is acquired, and into the nature of language learning and teaching.

The Linguistics minor offers grounding in general linguistic principles, together with the widest possible selection of elective courses. Through this study plan, students are able to develop interests in particular areas of linguistics as strong complements to majors in related disciplines.

In addition to a 20-unit Linguistics minor, the Linguistics Program offers a 24-unit certificate program (a.k.a. career minor) in Teaching English as a Second Language (TESL). The TESL Program is a minor in Applied Linguistics with a specific focus: the application of (psycho/socio) linguistic principles and methods to the teaching of American English as a second/foreign language. For details concerning this course of study, see page 56, or the fact sheet available from the offices of the Linguistics Program and Admissions and Records. For details concerning admission to the program and application for certification, consult the TESL Program Coordinator.

The TESL course of study meets 24 of the 30 units required for alternatives in the Fifth Year Program in Education (see page 87). Interested persons should contact the TESL Program Coordinator, and the Coordinator of Fifth Year Programs in Education.

It is possible to develop a special interdisciplinary major with a strong emphasis in linguistics (see page 159). Interested persons should contact both the Special Major Program Coordinator, and the Linguistics Program Coordinator.

Also, through the special emphasis in the Anthropology major (see page 25), a student may create a course of study in anthropological linguistics which incorporates a number of the Linguistics Program courses.

Minor in Linguistics

For a minor in Linguistics, students must complete 20 units as follows:

Minor Core Requirements

LING	200	Introduction to Linguistic Studies	3
LING	310	Phonological Analysis	3
LING	311	Grammatical Analysis	4
Total units in the minor core			**10**

Minor Electives

Choose 10 units from other Linguistics courses and/or linguistically-oriented courses offered in other programs or departments. For an approved list of such courses see the Coordinator of the Linguistics Program.

Total units in minor electives	**10**
Total units in the minor	**20**

Linguistics Courses (LING)

200. Introduction to Linguistic Studies (3)
(Fall)
The nature and structure of natural language; language and the mind, child language acquisition; role and function of language in the context of personal and group interactions and identities; language and other communication systems in culture and society; how language changes; using the skills and insights afforded by the scientific study of language. Satisfies GE, category D5 (Contemporary International Perspectives).

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 (4)
(Spring)
Methods and practice in the analysis of word and sentence structure, with emphasis on non-Western European languages. Prerequisite: LING 310 or consent of instructor.

320. Meaning, Context, and Reference (4)
(Spring, alternate years)
Introduction to the linguistic approach to the study of meaning, including the ways in which meaning is determined by language use. Prerequisite: LING 200 or consent of instructor.

405. Phonology and Pronunciation (1)
(Fall)
Applying knowledge of the phonological system of English to the practical problems of teaching American English pronunciation to students of English as a second language. Prerequisite: Previous or concurrent enrollment in LING 310.

410. English Grammar and ESL (3)
(Fall)
Exploration of, and suggestions for classroom teaching of, aspects of English structure that ESL/EFL students find particularly difficult. Emphasis is on such features of English as tense-aspect; modals; articles; measure words, collective nouns and quantifiers; phrasal verbs; non-referential IT/THERE; focus constructions; complementation; logical connectors. Prerequisite: LING 200 or consent of instructor.

430. Psycholinguistics (4)
(Spring, alternate years)
In-depth study of: (1) the basic processes involved in acquiring, producing, and understanding language, and (2) the relations between language and thought. Prerequisite: LING 200 or consent of instructor.

432. Dialects, Sociolects, and Speech Communities (3)
(Spring)
Focus on the systematic study of language varieties spoken in particular geographical regions (i.e., dialects) and/or by members of particular social classes/groups (i.e., sociolects), with attention given to the application of the study of dialectal/sociolectal variation to teaching American English to speakers of other languages. Consideration also given to such topics as language attitudes, political power and linguistic equality, language and sociopolitical institutions. Prerequisite: LING 200 or consent of instructor.

441. Linguistics and Second Language Teaching (3)
(Fall)
Examination of the theoretical and pedagogical issues underlying recent developments in second language teaching. Consideration of the psychological, social, and linguistic aspects of second language acquisition/learning. Emphasis on principles of communicative language teaching. Discussion of structural, functional and interactional approaches to syllabus design; error analysis and inter-language; language test theory. Attention also given to sociopolitical factors relating to language in education issues. Prerequisite: LING 200 or consent of instructor.

442. Teaching English as a Second Language (3)
(Spring)
Application of (psycho-/socio-) linguistic principles/methodology to teaching standard American English as a second language. Introduction to ESL teaching approaches/methods/techniques. Practice in preparation/evaluation of teaching materials. Observation of ESL classes at SSU and in the University's service area. Prerequisite: Consent of instructor.

490. Seminar in Applied Linguistics (1)
(Fall and Spring)
Focus is on application of the insights and skills offered by the scientific study of language to practical problems in which language plays a central role. Designed for students in first-time TESL internship placements, or for students pursuing individual investigative projects. May be repeated for credit. CR/NC only. Prerequisite: Junior standing and consent of instructor.

495. Special Studies (1-4)
(Fall and Spring)
Students interested in Special Studies in Linguistics must fill out a Special Studies application by the end of the first week of the semester. Prerequisite: LING 200, or an appropriate upper division course in Linguistics or another discipline; consent of supervising faculty member and approval of Program Coordinator.

498. Topical Seminar (1-4)
(Fall and Spring)
In-depth consideration of specific linguistic, applied linguistic, or language-related topics. Topics vary from semester to semester. May be repeated for credit. Prerequisite: LING 200, junior standing, and consent of instructor.

499. Internship in Applied Linguistics (1-4)
(Fall and Spring)
Students have an opportunity to apply linguistic principles and methods in a variety of situations in public/private sectors in the University's service area. Especially appropriate for practical experience in teaching English as a second language, or in the development of ESL teaching materials. CR/NC only. May be repeated for credit. Prerequisite: Appropriate previous or concurrent course work in Linguistics.

Management

Department Office
Stevenson Hall, Room 2042, Phone 707/664-2377

Programs Offered
Bachelor of Arts in Management
Master of Business Administration
Minor in Management

Department Chair
William L. Reynolds

Faculty
Chester Allen, Sherri Anderson, Michael Baldigo, Noel Byrne, T.K. Clarke, Jeffrey T. Doutt, Saul Eisen, Robert Girling, Wyman Hicks (Emeritus), George Johnson, Paul Juhl (Emeritus), Wingham Liddell, Wallace Lowry, Philip McGough, M. Joyce McLaughlin, Michael Noble, Charles Patti, William L. Reynolds, Sandra Schickele, Samuel Seward, Keith Taylor, Delmar Valleau (Emeritus), Judith Wright

The Management curriculum provides a broad education which prepares the student for imaginative and responsible citizenship and leadership in business and society—domestic and worldwide.

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

The Bachelor of Arts in Management includes a group of core course requirements and a broad range of fields of concentration. The fields of concentration include: Accounting, Business Economics, Finance, Human Resources and Organizational Behavior, International Management, Management Science, Marketing, and a special general Management option developed by agreement between student and advisor.

The primary objective of the Master of Business Administration degree program is to prepare graduates for positions of leadership in organizational settings in the private sector, in government, or in the community.

The basic objectives are:

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

Students may expect to find innovation and experimental class work of various types including: interaction research with portable videotape equipment, research design and implementation, field work and field trips, student presentations, computer decision games, interesting speakers, and exciting source materials in new fields. Management courses are offered throughout the regular daytime schedule and in the evenings to accommodate working students.

Bachelor of Arts in Management

Degree Requirements	**units**
General Education	51
Major Requirements	52
Supporting Courses	3
General Electives	18
Total units needed for graduation	**124**

Prerequisites
All Management majors must complete ECON 201A and 201B and the Management math requirement (MATH 121, 131, or 161) as prerequisites for all upper division courses.

Major Core Requirements

MGT	230A	Principles of Accounting	4
MGT	230B	Principles of Accounting	4
MGT	311	Managerial Statistics	
or			
ECON	317	Applied Statistics in Business and Economics	4
MGT	325	Legal Environment of Management	4
MGT	340	Management of Human Resources	4
MGT	350	Organizational Theory	4
MGT	360	Introduction to Marketing	4
MGT	370	Introduction to Managerial Finance	4
MGT	416	Production/Operations Management	4
MGT	491	Seminar in Management Strategy and Policy	4
		Total units in major core	**40**

Supporting Courses
Three units in supporting courses should be chosen in consultation with an advisor.

Total units in supporting courses 3

Major Electives

To complete the major, choose 12 elective units from one of the following concentrations or options:

Accounting Concentration (12)
Business Economics Concentration (12)
Finance Concentration (12)
Human Resources and Organizational Behavior Concentration (12)
International Management Concentration (12)
Management Science Concentration (12)
Marketing Concentration (12)
General Management Option (12)

Specific concentration content is detailed below.

Total units in major electives 12
Total units in the major 55

Accounting Concentration

The Accounting concentration prepares students for management level accounting positions in business, government, or public accounting. Specialized courses are offered in financial accounting, cost accounting, auditing, and taxation.

Choose courses to total 12 units from the following:

MGT	231	Introduction to Computer Accounting Software (1)
MGT	330A	Intermediate Accounting (4)
MGT	330B	Intermediate Accounting (4)
MGT	334	Accounting Information Systems (4)
MGT	426	Business Law (4)
MGT	430	Advanced Accounting (4)
MGT	433A	Individual Taxation (4)
MGT	433B	Corporation and Estate Taxation (4)
MGT	434	Auditing (4)
MGT	435	Cost Accounting (4)

Business Economics Concentration

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

Choose courses to total 12 units from the following:

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

Finance Concentration

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

Choose courses to total 12 units from the following:

MGT	377	Financial Institutions (4)
MGT	470	Managerial Finance (4)
MGT	472	Investments (4)
MGT	474	Computer Applications in Finance (4)
ECON	375	Money and Banking (4)

Human Resources and Organizational Behavior Concentration

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

Choose courses to total 12 units from the following:

MGT	342	Training and Development (4)
MGT	346	Government Regulation and Human Resources (4)
MGT	347	Labor Management Relations (4)
MGT	440	Seminar in Organizational Behavior (4)
MGT	444	Seminar in Group Behavior (4)
MGT	445	Managing Conflict and Stress (4)
MGT	450	Seminar in Organizational Effectiveness (4)
MGT	458	Seminar in Systems Management (4)

International Management Concentration

Choose courses to total 12 units from the following:

MGT	368	International Marketing (4)
MGT	393	Introduction to International Business (4)
ECON	303	International Economics (4)
ECON	403	Seminar in Economic Development (4)

Management Science Concentration

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

Choose courses to total 12 units from the following:

MGT	219	Introduction to Management Information Systems (4)
MGT	319	Analysis and Design of Management Information Systems (4)
MGT	415	Quantitative Analysis in Management Science (4)

Marketing Concentration

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

Choose courses to total 12 units from the following:

MGT	366	Retail Management (4)
MGT	367	Consumer Behavior (4)
MGT	368	International Management (4)
MGT	461	Promotion Management (4)
MGT	462	Marketing Research (4)
MGT	463	Sales Management and Personal Selling (4)
MGT	465	Wine Marketing (4)
MGT	466	Organizational Communication (4)
MGT	468	Marketing Decision Making (4)
MGT	469	Marketing Management (4)

Special General Management Concentration

For those students who do not wish to select one of the concentrations listed above, a minimum of 12 units selected from management courses is required for the Major. This will provide a broad general management education. The Bachelor of Arts degree will be awarded with no concentration noted.

Minor in Management

A Minor in Management shall consist of 20 units in Management courses chosen in consultation with a department faculty advisor. At least 12 units must be upper division.

Wine Marketing

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

CSU London Business Semester Program

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

Master of Business Administration (MBA)

Admission Requirements

Admission to the MBA Program requires meeting the minimums for admission to the University and a recommendation for admission to the MBA degree program by the Management Department.

The requirements for admission to postbaccalaureate study (work beyond the bachelor's degree) at Sonoma State University are in accordance with Title 5, California Administrative Code. The minimum requirements are: (a) to hold an acceptable baccalaureate from an institution accredited by a regional accrediting association or to have completed academic preparation as determined by an appropriate campus authority; (b) to have attained a grade point average of at least 2.50 (A=4) in the last 60 semester (90 quarter) units attempted. Students from other countries must have a grade point average of 3.00 (A=4); and (c) to have been in good standing at the last college attended.

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

Refer to the section on Post-baccalaureate Degrees for more information (see page 16).

The departmental recommendation for admission to the MBA program in Management is based upon evidence that the student shows high promise of success in the program, completion of the prerequisite courses, and passing of the Sonoma State University Written English Proficiency Test (WEPT). The specific indicators of high promise which are considered are: (a) the candidate's performance on the Graduate Management Admission Test (GMAT); (b) the upper division grade point average prior to admission; and (c) a record of appropriate employment at increasing levels of responsibility. Candidates showing high promise are defined as those obtaining a total of at least 1,000 points based on the formula: 200 times the GPA in upper division courses attempted plus the GMAT total score. Supplementary evidence that a satisfactory level of scholastic competence will be maintained will be considered.

Conditionally Classified Standing

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

Classified Graduate Standing

Students meeting all of the prerequisites may be admitted initially in classified graduate status. Those students and students later advanced to classified status should complete the Master's Program Contract (formerly G-1/G-2) in consultation with their graduate committee chair and the Department graduate coordinator. The form should be filed with the Dean of Graduate Studies. This form is the official record of advancement to candidacy.

Unclassified Postbaccalaureate Standing

Students meeting the requirements for admission to the University but not recommended for admission to the MBA program may be admitted to the University in unclassified postbaccalaureate status. Students admitted in unclassified status may take undergraduate courses for professional development and/or for additional preparation for possible admission to the graduate program. Upon completion of additional preparation students may submit a petition to the MBA Program Director for consideration of admission to the graduate program.

Master's Degree Directed Research

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

A "thesis" is the systematic study of a significant problem. The problem, its major assumptions, its significance, the methods and sources for gathering data, and the conclusions and recommendations are clearly stated.

A "project" may be defined as "the systematic development of a plan for, or the critical evaluation of a significant undertaking." Criteria employed in developing the plan, or in making the evaluation of the task, the details of the plan of evaluation, the methods used, and the supporting data must be clearly stated.

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.

Quality of work accomplished is a major consideration in judging the acceptability of any thesis or project or comprehensive examination. The finished project must evidence originality, appropriate organization, clarity of purpose, critical analysis, and accuracy and completeness of documentation where needed.

Critical thinking and independent thinking should characterize every thesis, project, and comprehensive examination. Mere description, cataloging, compilation, or other superficial procedures are not adequate.

Prerequisites for the MBA (36 total units)

ECON	501	Principles of Economics (Intensive Course) (students may substitute ECON 201A and 201B)	4
MGT	501	Principles of Accounting (Intensive Course) (students may substitute MGT 230A and 230B)	4
MGT	311	Managerial Statistics	
or			
ECON	317	Applied Statistics in Business and Economics	4
MGT	325	Legal Environment of Management	4
MGT	340	Management of Human Resources	4
MGT	350	Organizational Theory	4
MGT	360	Introduction to Marketing	4
MGT	370	Introduction to Managerial Finance	4
MGT	416	Production/Operations Management	4
		Total prerequisite units for the MBA	**36**

MBA Core Requirements

MGT	550	Seminar in Management Theory and Organizational Behavior	4
MGT	560	Seminar in Strategic Marketing Management	4
MGT	570	Seminar in Managerial Finance	4
MGT	591	Policy Analysis	4
MGT	599	Master's Degree Directed Research	2
		Total units in the MBA core	**18**

MBA Electives

To complete the MBA, choose 12 additional 500-level units from Management courses.

Total units in the MBA electives **12**

Total units for the MBA **30**

Management Courses (MGT)

200. Introduction to Business (4)
A survey of the major fields of management, designed to introduce students to the range of perspectives available in the discipline. Topics will include: Accounting; Finance; General Management; Health Care Management; Human Resources Management; Industrial Relations; Marketing; Multinational Management; Organizational Behavior; and Systems Analysis.

219. Introduction to Management Information Systems (4)
An introduction to management information systems, decision support systems, expert systems, and enduser software.

230A. Principles of Accounting (4)
A foundation course designed to provide a basic understanding of the theory and practice of accounting with emphasis upon basic principles, concepts, and controls in relation to external reporting.

230B. Principles of Accounting (4)
A foundation course designed to provide a basic understanding of the theory and practice of accounting with emphasis upon basic principles, concepts, and controls in relation to internal reporting. Prerequisite: MGT 230A.

231. Introduction to Computer Accounting Software (1)
An introduction to computer accounting applications including forecasting, data base management and financial statement preparation using a spreadsheet program. Prerequisites: MGT 230A and 230B.

292. Management and Business Library Research Sources (1)
Search strategy development and practice in management and business library research sources. Course uses both traditional sources and new technologies.

UPPER DIVISION COURSES

Prerequisites to all upper division courses: Upper division standing, completion of ECON 201A, 201B, and the Management math requirement (MATH 121, 131, or 161).

311. Managerial Statistics (4)
Statistical methods and analyses in managerial planning and decision-making. Application of statistical techniques including statistical decision theory, the analysis of variance, regression, non-parametric methods, forecasting, and quality control. Prerequisites: Completion of the Management Math requirement.

319. Analysis and Design of Management Information Systems (4)
Study of characteristics of computer-based information systems in organizations. Includes theory and techniques of analysis, design, and implementation of management information systems. Emphasis on applications in profit and non-profit organizations. Prerequisite: MGT 219.

325. The Legal Environment of Management (4)
A study of the legal framework within which management decisions are made. The course emphasizes the sources, functions, and processes of law and covers a range of topics including torts, contracts, property, administration, and constitutional law.

330A. Intermediate Accounting (4)
Current theory of accounting. Topics include the accounting process, design of financial statements, valuation of cash, receivables, inventories, plant and equipment, intangible assets and current liabilities. Concepts such as present value, LIFO, and like kind exchanges are covered. Prerequisites: MGT 230A and 230B.

330B. Intermediate Accounting (4)
Current theory of accounting. Topics include the design of the statement of changes in financial position, valuation of capital stock and retained earnings. Other special topics will include earnings per share computation, current cost and constant dollar accounting, liability, leases, pension plans and price level accounting. Prerequisites: MGT 230A and 230B. MGT 330A recommended.

334. Accounting Information Systems (4)
This course will present a thorough introduction to basic information systems theory, provide a working knowledge of system analysis and design techniques and introduce several fundamental accounting information flow patterns. In addition, it will cover the need for adequate systems controls, risks inherent in the controls, and refined systems output to support management decision making processes. Prerequisites: MGT 230A and 230B.

340. Management of Human Resources (4)
Study of the management of people in organizations, at both the levels of group and individual behavior. Topics include the appropriate use of job design, personnel selection, behavioral studies, and applications in management.

342. Training and Development (4)
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: MGT 340.

346. Government Regulation and Human Resources (4)
An examination of current legislation and executive orders affecting the human resource function. Laws, orders, guidelines, and regulations will be examined within the framework of the regulatory model, which presents an integrated framework for understanding the relation of societal problems, laws, agencies, guidelines, the courts, and management responses. Prerequisites: MGT 340 and 350.

347. Labor Management Relations (4)
A study of modern labor management relations. Topics include the factors favoring the growth of labor organizations, the historical development of labor movements, labor economics and the labor movement, collective bargaining and the modern legal framework of organized labor, conflict resolution via grievance/arbitration, and other relevant labor topics.

350. Organizational Theory (4)
An intensive study of the management of organizations. Survey of the evolution and applications of management theories: analysis and design of organizational structures; social responsibility of business and the changing nature of the international environment. Prerequisite: MGT 340.

360. Introduction to Marketing (4)
Introduction to terminology and basic concepts, including product development, pricing, promotion, and distribution of goods, services, and ideas. Emphasis is on a consumer orientation and managing the marketing function within an uncertain environment. Marketing information systems, and other marketing foundations are applied to consumer. Prerequisites: MGT 230A and 230B.

366. Retail Management (4)
Studies business activities that involve the sales of goods and services in the marketplace including retail institutions, merchandising, site selection, market information, and retail strategy and planning. Prerequisite: MGT 360.

367. Consumer Behavior (4)
Analysis of the cultural, social, and psychological factors that influence the consumer's decision-making processes, including learning, perception, information search and information processing, personality, lifestyle, motivation, and attitudes. Prerequisite: MGT 360.

368. International Marketing (4)
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: MGT 360.

370. Introduction to Managerial Finance (4)
An introduction to the conceptual and analytical framework guiding financial decision-making within the business firm. Emphasis is placed on financial analysis, the evaluation of investment opportunities available to the firm, working capital management, and the analysis of alternative means of financing the firm. Prerequisites: MGT 230A and 230B.

377. Financial Institutions and Markets (4)
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.

381. Management Research Methods and Reports (2-4)
Techniques of research planning and preparation for management purposes. Sources of data; survey methodology; questionnaire design; report writing and presentation. May be repeated once for credit.

385. Special Topics in Management (1-4)
This course provides for the teaching of special topics in Management.

393. Introduction to International Business (4)
A survey of the theoretical and institutional aspects of international trade and investment. The course will address topics of international trade theory, the international money market, balance of payment, the phenomena of multi-national, international finance, and management of international enterprises.

415. Quantitative Analysis in Management Science (4)
Deterministic and stochastic models for optimization of management decisions. Includes linear, mathematical and dynamic programming, decision theory, utility, network models, Markov processes, inventories, queues, games, forecasting, and simulation techniques. Prerequisites: MGT 311 or ECON 317.

416. Production/Operations Management (4)
Production/Operations Management of manufacturing and service operations. Topics include: analysis and decision techniques in the location, design, and lay-out of facilities and processes; work design and work measurement; line balancing; forecasting and scheduling; Material Requirements Planning and quality assurance. Inventory; linear programming; PERT and queuing models and simulations; and computer applications. Prerequisite: MGT 311 or ECON 317.

426. Business Law (4)
A study of areas of law of particular importance to business, including contracts, sales, negotiable instruments, secured transactions, agency, partnerships, and corporations.

430. Advanced Accounting (4)
Advanced accounting, problems, and theory. Topics include consolidations, business combinations, fund accounting, partnerships, foreign exchange, and other current issues. Prerequisites: MGT 330A and 330B, or consent of instructor.

433A. Individual Taxation (4)
Analysis of the Internal Revenue Code pertaining to individual and corporate income taxes. Topics include determination of taxable income, deductions and exemptions, accounting records, returns, computation of taxes, and tax planning. Subject matter to reflect the most recent tax law changes. Prerequisite: MGT 230A and 230B.

433B. Corporation and Estate Taxation (4)
Concepts and principles of federal taxation as they apply to business enterprise and fiduciaries, such as estates and trusts. Prerequisite: MGT 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: MGT 330A and 330B.

435. Cost Accounting (4)
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: MGT 330A and 330B.

440. Seminar in Organizational Behavior (4)
Significant current topics in organizational behavior and human resource management. Topics may include corporate culture, leadership, organizational change and development, ethnic and multicultural relations, the effects of downsizing, mergers, and acquisitions. Prerequisite: MGT 340.

444. Seminar in Group Behavior (4)
Use of the small group as a basis for understanding and developing skill in effective communication and leadership in the organization. Prerequisites: Senior or graduate standing and consent of instructor.

445. Managing Conflict and Stress (4)
Concepts and methods for understanding and dealing with conflict and stress in organizational settings. Includes the systemic context of stress and disputes, interpersonal and intergroup dynamics, third party intervention methods, communication and problem solving skills, role clarification and negotiation, and the use of planning and organization development for managing conflict and stress. Prerequisites: MGT 440 or graduate standing.

450. Seminar in Organizational Effectiveness (4)
Significant current topics in management, organization, and systems theory. Topics may include comparative management, international and multinational perspectives, the effects of rapidly changing technology, matrix and other emerging forms of organization, and others. Prerequisite: MGT 350.

451. Small Business Management (4)
Intended for prospective entrepreneurs wishing to start a new business and/or participate in the management of a small ongoing company during its early months. Also appropriate for students interested in consulting, banking, or investing in small companies. Emphasis on the preparation of realistic, action-oriented business plans necessary for presentations in organizing and financing. Prerequisites: MGT 230A, 230B, and 360.

453. Small Business Consulting (4)
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: MGT 230A, 230B, and 360.

458. Seminar in Systems Management (4)
Scholarly and practical study of the structure and management or 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 sub-systems. Prerequisite: MGT 350 or graduate standing.

461. Promotion Management (4)
Examines the planning, execution, and measurement of the organization's external communications with its environment. Analyzes the four promotion tools: advertising, personal selling, sales promotion, and public relations. Prerequisite: MGT 360.

462. Marketing Research (4)
The theory and application of marketing research as a tool for management decision-making. Emphasis is on problem identification and definition, research design, sampling procedure, primary and secondary data collection, statistical analysis, interpretation of data and reporting of research findings. Prerequisites: MGT 311 and 360 or ECON 317.

463. Sales Management and Personal Selling (4)
Examines theory and practice in the principles and art of selling. Studies planning, organizing, leading, evaluating, and controlling of sales force activities. Prerequisite: MGT 360.

465. Wine Marketing (4)
An in-depth study of marketing from the perspective of the California wine industry. The course emphasizes wine marketing planning including an analysis of wine consumer segments. The wine industry's economic, legal, social and competitive environment, industry trends, major problems and opportunities and strategic alternatives as related to wine varieties and brands, pricing, promotion and distribution. Prerequisite: MGT 360.

466. Organizational Communication (4)
Communication theory as applied to management; impact of the organizational environment; strategies for development of effective messages. Oral and written exercises required.

468. Marketing Decision Making (4)
Data analysis and "what if" marketing decision making, using computer models and computer simulation. Emphasizes developing computer and analytical marketing skills. Prerequisites: MGT 360, 367, and an introductory computer course.

469. Marketing Management (4)
Advanced study of marketing management, strategy, and decision-making through the use of marketing cases. Requires the integration of marketing concepts and theories from previous marketing course work. Prerequisites: MGT 360 and 367.

470. Managerial Finance (4)
Theory of managerial decision making in its financial and economic context. Topics include the decision making environment; financial planning, budgeting, and control; long term investment decisions and capital budgeting techniques; working capital management; the cost of capital, valuation, and rates of return; choosing among alternative sources of funds. Prerequisite: MGT 370.

472. Investments (4)
A study of the characteristics of securities: valuation, sources, selection strategies, and theory of portfolio management. Stocks, bonds, options, and futures markets will be included. Prerequisite: MGT 370.

474. Computer Applications in Finance (4)
Students will learn to use the financial databases and computer applications programs available on The CSU Cyber and other systems to do analysis in techniques of managerial finance, securities returns, portfolio management, and other financial areas. Emphasis will be placed on reviewing a broad variety of databases and analytical programs. Prerequisite: MGT 370.

491. Seminar in Management Strategy and Policy (4)
Group discussion of current issues in managerial and corporate policy, relating to marketing, investment, personnel, profit, and social responsibility. Prerequisites: Core Requirements.

495. Special Studies (1-4)
Student-designed and instructor-guided projects, to be arranged individually. May be repeated once for credit. (See limits under "Graduation Requirements.") Independent study credit will be granted only to students who have: (1) attained senior status, (2) minimum GPA in Management of 3.00, and (3) substantial background in the field involved in the petitioned study. Four units maximum are applicable to the Management Major or Minor.

499. Internship in Management (1-4)
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. Four units maximum are applicable to the Management Major or Minor. CR/NC only. Prerequisite: Prior arrangement with Internship Coordinator.

501. Principles of Accounting (Intensive) (4)
An intensive study of the theory and practice of accounting in relation to both internal and external reporting. Prerequisite: Graduate standing.

GRADUATE COURSES

Prerequisite for all 500 level courses:
Classified Graduate Status.

515. Seminar in Quantitative/Decision Analysis (4)
Applications of Operations Research/Management Science methods to common business problems. Topics include: linear and dynamic programming, network analysis, applied decision theory; inventory theory; queuing theory; and simulation. This course involves advanced, in-depth study with written reports and oral explanations of findings.

516. Advanced Production/Operations Management (4)
An integration of procedures and techniques in Production/Operations Management for the solution of problems in manufacturing and service industries. Applications of principles from current literature. Use of relevant computer software. Students will pursue in-depth study of several issues of their choice. Written and oral analyses and reports of findings will be required.

518. Seminar in Systems Approach in Management (4)
A scholarly evaluation of systems theory, embracing general systems theory, as a contribution to the social sciences.

519. Seminar in Decision Support Systems (4)
Advanced study of the use of information and decision support systems. Evaluation of the impact of computerization on planning, decision-making, and control processes.

540. Seminar in Human Resource Development (4)
Current practice and research in training and developing the organization's human resources. Topics may include planning models, executive development programs, and the role of training in organization-wide change projects.

544. Seminar in Organization Development (4)
Contributions of system theory and organization development practice for inducing constructive change and self-renewal in groups, organizations, and communities. Emerging theory and advanced practice of process-oriented consultation and management. Prerequisite: MGT 444.

550. Seminar in Organization and Management Theory (4)
An examination of the organization with reference to design, change, and organizational behavior.

551. Project Management Practicum (4)
Organizational and group processes for effective management of the project development group. Practice and theory of goal-setting, problem-solving, decision-making, planning, evaluation, and control.

553. Comparative Management (4)
Overview of comparative management focused on comparison between authoritarian and democratic management systems. Managerial systems analyzed both at level of firm and nation, with focus on: planning and economic systems; case studies of management in other countries; problems of management and economic transition; and alternative systems of motivation.

555. Seminar in Current Issues in Planning and Control (4)
Discussion of current issues such as: participative planning in organizations; M.B.O.; variable budgeting; program budgeting; zero-based budgeting; collective bargaining by objectives; sales forecasting; cash forecasting; quantitative models for planning and control; and other contemporary problems in planning and control.

557. Seminar in Intuitive Processes in Management (4)
Study of the use of non-analytical problem solving and intuition by managers. Survey of research and field projects focusing on intuition, judgment, and wisdom in management.

560. Seminar in Strategic Marketing Management (4)
Study of market situations, development of marketing plans, and evaluation of marketing programs. Careful consideration of the conceptual background of marketing, including current trends and emerging developments.

561. Seminar in Consumer Behavior (4)
Examines both internal psychological factors and external cultural and socioeconomic factors that affect consumer behavior. Prerequisite: MGT 560.

567. Seminar in Advanced Marketing Topics (4)
Graduate study of advanced marketing topics of special interest. Course work and content by arrangement with the instructor. Prerequisite: MGT 560 and consent of instructor.

570. Seminar in Managerial Finance (4)
Graduate study in the theory of finance and applied financial analysis.

572. Seminar in Investments (4)
Advanced study of security characteristics and the theory of portfolio construction and management.

573. Seminar in International Finance (4)
Study of the international financial system, including the international credit and foreign exchange markets and international economic institutions. Managerial techniques applicable to exchange rate forecasting, exchange risk management, and investment and financing decisions will be covered.

581. Research Methods for Managers (4)
Qualitative and quantitative approaches to the design, execution, and interpretation of applied research activities. Development of analytical skills and practical competence with research techniques, including an understanding of the assumptions, limitations, and appropriate uses of various research designs and strategies.

591. Policy Analysis (4)
The use of strategic planning in developing, testing, and evaluating policy alternatives. Consideration of social responsibility as well as organizational effectiveness in assessing the consequences of management strategies, and their impact on the organization, its markets and resources, and the community as a whole.

593. Seminar in International Business (4)
Comprehensive view of international economic environment as it relates to international business. Topics include the multinational corporation, subcontracting, countertrade, international institutions, such as World Bank and GATT.

595. Special Studies in Management (1-4)
Supervised independent study. A maximum of 4 units may be applied toward the requirements for the Master of Business Administration degree. Prerequisite: Consent of faculty member under whom the individual work is to be conducted, consent of the Management Department Chair, and an approved "Application for Special Study 495/595".

596. Graduate Internship (1-4)
Field experience for qualified graduate students in Management. Maximum of 4 units may be applied toward the MBA degree. Students must establish with internship coordinator and the student's Committee Chair that the work involved is clearly integral to the student's graduate studies. CR/NC only.

599. Master's Degree Directed Research (2)
Research directed by the student's committee for thesis, project, or comprehensive examination.

Mathematics

Department Office
Darwin Hall, Room 128, Phone 707/664-2368

Department Chair
Robert Johnson

Faculty
William Barnier, Jean B. Chan, Donald Duncan, Clement Falbo, Tsai-Hung Fan, Norman Feldman, Robert Johnson, Rick Luttmann, Rick Marks, Thomas Nelson, Charles Phillips, Thomas Volk

Programs Offered
Bachelor of Arts in Mathematics
Bachelor of Science in Mathematics
Minor in Mathematics
Multiple and Single Subject Teaching Credential Preparation

Mathematics is a rapidly growing discipline whose concepts and applications play an ever-increasing part in modern life. Mathematics has always been an essential tool in the physical sciences, and has more recently been applied extensively in such diverse areas as medical and biological research, environmental studies, management science, behavioral and social sciences, and, of course, computer science.

Our curriculum is designed to prepare students for employment as professional mathematicians in business, industry, government, and teaching. The curriculum also provides a sound background for continuation of study toward advanced degrees in mathematics, computer science, and related fields.

The Bachelor of Arts provides preparation for graduate study in mathematics and for the teaching of mathematics.

The Bachelor of Science offers concentrations in applied mathematics, computer science, and statistics. These programs prepare students for graduate study in mathematics and in a variety of fields, including computer science, statistical work in government and industry, biostatistics, actuarial work, and consultative problem solving in modern industry.

A Career Minor in Technical Writing or Information and Research may be useful to some Mathematics majors. For more information on the University's Career Minor programs see page 56 of this Catalog.

Bachelor of Arts in Mathematics

Degree Requirements	units
General Education	51
Major Core Requirements	45
General Electives	28
Total units needed for graduation	**124**

Major Core Requirements

MATH	161	Calculus I (3 units in GE, 1 unit in major)	1
MATH	211	Calculus II	4
MATH	220	Logic and Proof	3
MATH	231	Introduction to Differential Equations	3
MATH	261	Calculus III with Analytic Geometry	4
MATH	320	Modern Algebra	4
MATH	322	Linear Algebra	4
MATH	328	Foundations of Mathematics	3
MATH	340	Real Analysis	4
MATH	490	Senior Seminar	3
		Total units in the major core	**33**

Major Electives
For the Major, students must complete 12 additional units in Mathematics. All electives must be upper division and may not include MATH 300. All electives must also be approved by a mathematics advisor. At least 9 units must be selected from the following courses:

MATH	306	Number Theory (3)
MATH	308	College Geometry (3)
MATH	345	Probability Theory (3)
MATH	406	Combinatorics (3)
MATH	418	General Topology (3)
MATH	428	Topics in Foundations of Mathematics (3)
MATH	438	Differential Geometry (3)
MATH	460	Introduction to Complex Variables (3)

The remaining 3 elective units may be selected from the list above or from other upper division Mathematics courses (not MATH 300). Students interested in pursuing graduate study in mathematics are strongly advised to take MATH 418 and MATH 460.

Total major electives **12**
Total units in the major **45**

Bachelor of Arts in Mathematics
Waiver Program for the Secondary Teaching Credential

Completion of the following curriculum meets the requirement for a waiver of the National Teacher's Examination in Mathematics. All units listed below are required for the waiver.

MATH	158B	Introduction to BASIC*	2
MATH	161	Calculus I (3 units in GE, 1 unit in major)	1
MATH	211	Calculus II	4
MATH	261	Calculus III	4
MATH	220	Logic and Proof	3
MATH	231	Differential Equations	3
MATH	306	Number Theory	3
MATH	308	College Geometry	3
MATH	320	Modern Algebra	4
MATH	322	Linear Algebra	4
MATH	340	Real Analysis	4
MATH	345	Probability Theory	3
MATH	365	Statistical Inference	3
MATH	410	History of Mathematics	3
MATH	490	Senior Seminar	3
		Total units for the waiver	**47**

*CIS 150 (Computer Programming I) may be substituted.

Bachelor of Science in Mathematics

All Bachelor of Science candidates are required to complete the core courses for the degree. In addition to the 22-unit core, students may choose from concentrations in Applied Mathematics, Computer Science, and Statistics to complete an additional 24 units in the Major.

Degree Requirements	**units**
General Education	51
Major Requirements	46
General Electives	27
Total units needed for graduation	**124**

Major Core Requirements

CIS	150	Computer Programming I	4
MATH	161	Calculus I (3 units in GE, 1 unit in major)	1
MATH	211	Calculus II	4
MATH	222	Elementary Applied Linear Algebra	3
MATH	261	Calculus III	4
MATH	345	Probability Theory	3
MATH	490	Senior Seminar	3
		Total core requirements	**22**

Major Concentrations

Choose one of the required concentrations below and complete all courses listed beneath it.

Applied Mathematics Concentration

MATH	220	Logic and Proof	
or			
MATH	242	Discrete Structures	3
MATH	231	Introduction to Differential Equations	3
MATH	331	Applied Differential Equations	3
MATH	352	Numeral Analysis	3
MATH	441	Operations Research	3
Upper Division Electives			9
Total units in the concentration			**24**

All upper division electives must be approved by a mathematics advisor and may not include MATH 300.

Computer Science Concentration

CIS	151	Computer Programming II	3
MATH	231	Introduction to Differential Equations	3
MATH	242	Discrete Structures	3
CIS	250	Assembly Language Programming	4
MATH	352	Numerical Analysis	3
CIS	354	Data Structures and Algorithmic Analysis	3
MATH	406	Combinatorics	3
Upper Division Electives			2
Total units in the concentration			**24**

All upper division electives must be approved by a mathematics advisor and may not include MATH 300.

Statistics Concentration

MATH	220	Logic and Proof	
or			
MATH	242	Discrete Structures	3
MATH	365	Statistical Inference I	3
MATH	465	Statistical Inference II	3
MATH	466	Applied Statistical Methods I	3
MATH	467	Applied Statistical Methods II	3
Upper Division Electives			9
Total units in the concentration			**24**
Total units in the major			**46**

All upper division electives must be approved by a mathematics advisor and may not include MATH 300.

Minor in Mathematics

Approval of the Mathematics Department should be obtained by the junior year in order to plan the minor properly. Twenty units of mathematics are required. These must include MATH 161 (or its equivalent) and a mathematics course in statistics. Six of the twenty units must be upper division courses and may not include MATH 300.

Teaching Credential Preparation

A major in Mathematics is acceptable preparation for an elementary or secondary teaching credential. To meet the academic requirements for the elementary teaching credential, majors must pass the General Knowledge portion of the National Teacher's Examination. For the secondary teaching credential, majors must complete the BA in Mathematics, Waiver Program for the Secondary Teaching Credential. Mathematics Majors seeking a teaching credential are encouraged to consult with a department advisor, and review the University's special bulletin on Programs in Teacher Education. For further information on credentials and professional education requirements, see page 84.

Entry-Level Mathematics (ELM) Examination

The passing of the Entry-Level Mathematics Examination, if applicable, and MATH 50, Intermediate Algebra are prerequisites for MATH 107, 121, 131, 141, 165, and 300. See page 180 for an additional prerequisite for MATH 300. Please consult the Schedule of Classes or phone the Office of Testing Services for times and place of examination. The examination will be given in conjunction with the English Placement Test. For additional information, please see page 273.

Mathematics Courses (MATH)

Grading Policy in the Mathematics Department

Non-majors:

All mathematics courses except MATH 40, 50, 107, 121, 131, 141, and 165 are available in the CR/NC grading mode to non-mathematics majors.

Mathematics Majors:

Mathematics Majors must take all mathematics courses in the traditional grading mode (A-F) with the following exceptions: MATH 175, 295, 330, 395, 499, and any course taken as "credit by challenge examination" (see page 276 for Regulations and Procedures). A maximum of 6 units total credit in MATH 330, 375, 395, and 499 may be applied toward any mathematics degree.

30. Mathematics Skills (3)

Developmental and learning strategies in mathematics, providing activities that will develop students' arithmetic abilities and introduce them to beginning concepts of algebra and geometry. This course prepares students for MATH 40. Placement in this course is based on the score on the Entry-Level Mathematics (ELM) test. Not applicable toward graduation.

40. Pre-College Mathematics (3)

Study and review of arithmetic, elementary algebra, and computational geometry skills essential to passing the ELM. Not applicable toward graduation.

50. Intermediate Algebra (3)

Topics include an introduction to mathematical symbolism, basic rules of algebra, applications of algebra, graphs and their equations, linear analysis, exponents, logarithms, the quadratic formula, and the calculator. Not applicable toward graduation. Prerequisite: MATH 40.

107. Algebra and Trigonometry (4)

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 GE, category B4 (Mathematical Concepts and Quantitative Reasoning). Prerequisites: Passage of the Entry Level Mathematics (ELM) Examination, if applicable, and Intermediate Algebra or MATH 50.

107T. Trigonometry (2)

Trigonometric functions, equations and identities. DeMoivre's and Euler's Theorems, complex numbers. This course covers the material of the second half of MATH 107. Prerequisites: Passage of the Entry Level Mathematics (ELM) Examination, if applicable, and Intermediate Algebra or MATH 50.

121. Introduction to Mathematical Analysis (3)

Designed to give students an understanding of the significance of mathematics in the history of thought and to develop analytical skills. Issues such as geometry vs. arithmetic and the discrete vs. the continuous will be discussed. Topics include analysis of problems using functions and graphs; Greek mathematics, including the Pythagorean Theorem, Eudoxus' Method, and Zeno's Paradox; Fermat's Method for the derivative, solution of optimization problems, graphing, velocity and rates of change, antiderivatives and distance, integrals and area. Recommended for students with interests in the liberal arts and sciences. Satisfies GE, category B4 (Mathematical Concepts and Quantitative Reasoning). Prerequisites: Passage of ELM Examination, if applicable, and Intermediate Algebra or MATH 50.

131. Introduction to Finite Mathematics (3)

A General Education 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, category B4 (Mathematical Concepts and Quantitative Reasoning). Prerequisite: Passage of ELM Examination, if applicable, and Intermediate Algebra or MATH 50.

141. Studies in Modern Mathematics (3)

Designed for liberal arts majors. An introduction to problems of modern mathematics. While topics and approaches may vary, all sections of this course will include the development of quantitative reasoning. Satisfies GE, category B4 (Mathematical Concepts and Quantitative Reasoning). Prerequisite: Passage of ELM examination, if applicable, and Intermediate Algebra or MATH 50.

158B. Introduction to BASIC (2)

Elementary aspects of the BASIC programming language will be covered with special emphasis placed on programming style. As time permits, more advanced aspects will be covered. BASIC is the most widely used interactive programming language. Cross-listed as CIS 158B. Prerequisite: Intermediate Algebra or MATH 50 or consent of instructor.

161. Calculus I (4)

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, substitution, applications. Satisfies GE, category B4 (Mathematical Concepts and Quantitative Reasoning). Prerequisite: MATH 107 or consent of instructor.

165. Elementary Statistics (4)
Lecture and laboratory. 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. Recommended for Nursing students and students with interests in the social sciences. Satisfies GE, category B4 (Mathematical Concepts and Quantitative Reasoning). Prerequisites: Passage of ELM Examination, if applicable, and Intermediate Algebra or MATH 50.

175. M*A*T*H Colloquium (1)
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 three times for credit. CR/NC only. Prerequisite: Consent of instructor.

185. Selected Topics in Mathematics (1-5)
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)
Calculus II includes the calculus of exponential and logarithmic functions, trigonometric and inverse trigonometric functions, techniques of integration, separable differential equations, Taylor polynomials, L'Hospital's rules, improper integrals, series. Prerequisite: MATH 161 or consent of instructor.

211-S. Calculus II-S (2)
Exponential and logarithmic functions, trigonometric and inverse trigonometric functions, techniques of integration, separable differential equations. Prerequisites: MATH 161 or consent of instructor and major status in the Geology BS program or the Chemistry BA program.

220. Logic and Proof (3)
Topics will include tautologies, quantifiers, applications of logic to algebra and calculus, counter examples, methods of proofs, basic set theory, functions, relations, mathematical induction. Boolean algebras, applications, including switching circuits, logic networks, graph theory, and finite automata. Transfer students should take MATH 220 during their first semester here. Prerequisite: MATH 211 or consent of instructor.

222. Elementary Applied Linear Algebra (3)
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.

231. Introduction to Differential Equations (3)
Separable, exact and first order linear equations. Linear differential equations and applications. Methods of undetermined coefficients and variation of parameters. Series solutions of linear differential equations. Prerequisite: MATH 211 or consent of instructor.

242. Discrete Structures (3)
A study of discrete structures which have applications in computer science. Topics will include logic, set theory, graphs, Boolean algebras, graminars, and languages. Throughout the course, applications to computer science will be discussed. Prerequisites: MATH 107 or consent of instructor and concurrent enrollment in CIS 150.

261. Calculus III (4)
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 consent of instructor.

295. Community Involvement Program (1-4)
CIP involves students in basic community problems, performing such tasks as tutoring, coaching, or 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 to any mathematics degree. May be repeated for credit up to 6 units total. CR/NC only.

300. Theory of Arithmetic (3)
Mathematics essential for mathematics instruction in elementary schools. Theory of the structure of arithmetic and algebra of the real number system. Essentially: Changing number bases, study of sets, laws of arithmetic and computational algorithms. Systems of numeration, geometry, measurement, sets, and logic. Prerequisites: Passage of ELM examination; if applicable, and a three-unit college-level mathematics course above intermediate algebra (MATH 50).

306. Number Theory (3)
Mathematical induction, Euclidean algorithm, congruences, fundamental theorem of arithmetic, perfect numbers, number theoretic functions, and prime number theorem. Prerequisite: MATH 161 or consent of instructor.

308. College Geometry (3)
The Hilbert postulates. Isometries in the Euclidean Plane. Non-Euclidean geometries; construction of geometries from fields. Prerequisites: MATH 107 and MATH 220, or consent of instructor.

320. Modern Algebra (3)
Group theory: permutation groups, cyclic groups, homomorphisms, quotient groups. Elementary theory of rings, integral domains, and fields. Prerequisite: MATH 220 or consent of instructor.

322. Linear Algebra (4)
Topics will include vector spaces, linear transformations, matrices, linear equations, determinants, and Cayley-Hamilton Theorem. Prerequisite: MATH 220 or consent of instructor. MATH 222 recommended.

328. Foundations of Mathematics (3)
Sets, infinite unions and intersections, index sets, functions, partially ordered and totally ordered sets, axiom of choice, and number systems from the natural numbers to the complex numbers. Prerequisite: MATH 220 or consent of instructor.

330. Techniques of Problem Solving (2)
Cultivates by experience and example the mental disciplines for generating creative solutions to challenging problems. The problems to be considered will be taken largely from recent examinations in the William Lowell Putnam Mathematical Competition, sponsored by the Mathematical Association of America. No more than 4 units of credit in this course may be applied toward any mathematics degree. May be taken four times for credit. CR/NC only. Prerequisite: MATH 161 or consent of instructor.

331. Applied Differential Equations (3)
Laplace transform method, power series method equations of hypergeometric type, orthogonal sets, Fourier series, and simple boundary value problems. Prerequisite: MATH 231 or consent of instructor.

340. Real Analysis (4)
Topics will include real numbers, topology of real numbers, continuity and derivative, Reimann integral, sequences and series, and sequences and series of functions. Prerequisites: MATH 220 and MATH 261, or consent of instructor.

345. Probability Theory (3)
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 211; MATH 220 or 242; or consent of instructor.

352. Numerical Analysis (3)
Selected numerical and iterative processes for solving equations. Topics include computer methods, finite differences, and Lagrange interpolations. Introduction to the finite element method and the theory of spline functions. Prerequisites: CIS 158F or 150, and MATH 231 or consent of instructor.

365. Theory of Statistical Inference I (3)
Mathematical statistics, concerned with developing the concepts of statistics by use of the calculus. Topics include: Theory of sampling, problem of estimation, tests of significance, confidence limits, the t, F, and chi-square distributions. Prerequisite: MATH 345 or consent of instructor.

375. M*A*T*H Colloquium (1)
Students will be required to attend all presentations, keep a journal, and write a significant paper on one of the presentations. May be taken three times for credit. No more than 3 units may be applied to the upper division major requirement. May not be taken concurrently with MATH 175. Prerequisites: Consent of the instructor and upper division standing.

395. Community Involvement Program (1-4)
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)
Topics selected from permutations and combinations, generating functions, principle of inclusion and exclusion, Polya's Theory of counting, block designs, path problems, coloring problems, transport networks and matching theory. Prerequisite: MATH 161 or consent of instructor.

410. History of Mathematics (3)
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.

418. General Topology (3)
Definition of topology, closed sets, relativizations, base and subbases of topology. Compact topological spaces, separation axioms, normal spaces, regular spaces, metric spaces, continuous mappings, product spaces, and function spaces. Prerequisites: MATH 340 or consent of instructor.

428. Topics in Foundations of Mathematics (3)
Topics will be selected from axiomatic set theory and mathematical logic, possibly including: a construction of the reals; axiom of choice; completeness theorems; Peano's postulates; and consistency. Prerequisite: MATH 328 or consent of instructor.

431. Partial Differential Equations and Integral Transforms (4)
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, and higher order equations. Prerequisite: MATH 231 or consent of instructor.

438. Differential Geometry (3)
Study of geometry in Euclidean space by means of calculus. Curves and surfaces in 3-space, Frenet formula, Gaussian curvature, Euclidean motions, intrinsic Geometry of curves and surfaces, isometries, geodesics, and Gauss-Bonnet Theorem. Prerequisite: MATH 261 or consent of instructor.

441. Operations Research (3)
Operations Research and industrial problem solving. Topics include optimization, simplex algorithm for linear programming, queuing theory, game theory, PERT least time path analysis, and mathematical modeling of industrial problems. Prerequisite: MATH 222 and 345, or consent of instructor.

454. Automata, Computability, and Formal Languages (3)
Context sensitive, context free and regular grammars. Deterministic and nondeterministic finite automata, pushdown automata. Turing machines and computability, linear bounded automata. Cross-listed as CIS 454. Prerequisite: MATH 220 or 242, or consent of instructor.

460. Introduction to Complex Variables (3)
The complex field, functions, limits, continuity, complex differentiation and the Cauchy-Riemann equations, complex integration, residues, conformal mappings. Prerequisites: MATH 231 and 261 or consent of the instructor.

465. Theory of Statistical Inference II (3)
General linear hypothesis, multivariate analysis, stochastic processes. Prerequisite: MATH 345 or consent of instructor. MATH 365 recommended.

466. Applied Statistical Methods I (3)
Principles of design of experiments, comparison of design, basic sampling models and methods. Prerequisite: MATH 165.

467. Applied Statistical Methods II (3)
Non-parametric methods in two sample location and scale problems, particularly linear rank methods, tests of equality of k independent samples, measures of association, asymptotic relative efficiency, use of nonparametric tests in design of experiments. Prerequisite: MATH 165.

470. Mathematical Models (3)
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: One semester of calculus.

485. Selected Topics (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 six units. The course title will appear on the student's transcript. Prerequisite: Consent of instructor.

490. Senior Seminar (3)
Designed for mathematics majors. This course is designed to use the mathematical maturity of our senior-level majors. The exact content will be adapted to meet the interests of the students and the instructor. Prerequisite: Completion of 36 units of mathematics courses toward a major in mathematics or consent of instructor.

495. Special Studies (1-4)
Prerequisite: A lower division mathematics course and consent of instructor.

496. Pro-Seminar 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 and consent of the instructor.

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

585. Seminar in . . . (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.

595. Special Studies in Mathematics (1-4)

Mentor Program

Program Office
Carson Hall, Room 66, Phone 707/664-3188

Coordinator
Elizabeth Herron

Faculty
Elizabeth Herron
Hobart Thomas
William McCreary

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

Two courses are offered:

UNIV 100. Orientation Seminar (1-3)
Helps students develop an academic plan to fit their personal goals and to explore the resources and services of the University to discover how it can work best for them.

UNIV 300. Integrative Seminar (3)
Students will assess their educational commitment and personal values while preparing semester projects relevant to individual academic and career choices. Projects may include research papers as well as personal documentation and creative works.

Mexican American Studies

Department Office
Nichols Hall, Room 214, Phone 707/664-2369

Programs Offered
Bachelor of Arts in Mexican American Studies
Multiple Subject Waiver Program in Mexican American Studies/Liberal Studies
Single Subject Waiver Program in Mexican American Studies/Social Science
Minor in Mexican American Studies

Department Chair
Manuel Hidalgo

Faculty
Manuel Hidalgo, Daniel Lopez, Carlos Ortega, Roberto Ramirez, Francisco Vazquez

The Mexican American Studies (MAMS) Major uses an interdisciplinary approach to examine the historical, political, social, educational, economic, and cultural developments which affect the Chicano and other Hispanic communities in the United States. Further, the Major allows students to analyze the mainstream US society from the perspective of a linguistic, ethnic, and cultural minority. The program encourages students to go beyond their own culture and explore the different ways other cultures have developed and contributed to the national and worldwide arena.

The Mexican American Studies core provides a comprehensive basis for a liberal arts education. The areas of concentration allow students to complete the Major by selecting courses in specific areas of study. Demographic trends and an increasing Hispanic population will require trained professionals who are qualified linguistically and culturally to serve the needs of the Spanish-speaking communities both in the United States and abroad. The BA in Mexican American Studies provides an excellent background for students preparing for careers in bilingual education, social work, law, business, counseling, and community and government service. Mexican American Studies offers waiver programs in Liberal Studies and in Social Science leading to the multiple subject and single subject teaching credential, respectively.

Students are encouraged to investigate a double major or a minor in complimentary traditional disciplines such as: Spanish, English, Sociology, Psychology, and Management in order to maximize career opportunities.

Bachelor of Arts in Mexican American Studies

Degree Requirements	**units**
General Education	51
Major Core Requirements	20
Area of Concentration	20
General Electives or Supporting Courses	33
Total units needed for graduation	**124**

Major Core Requirements

MAMS	225	Spanish for Chicanos and Latinos (3-4)	
or			
MAMS	426	Chicano Sociolinguistics (4)	3-4
MAMS	445	Chicano History	4
MAMS	451	Chicano Humanities	4
Choose 8-9 units from the following courses:			
MAMS	219	Mexican American Identity and Heritage (3)	
MAMS	220	Mexican American Arts and Literature (3)	
MAMS	339	Ethnic Groups and American Social Policy (3)	
MAMS	352	Chicano/Latino Philosophy (3)	
MAMS	354	Politics and the Chicano (4)	
MAMS	365	Chicano Theatre (1-2)	
MAMS	366	Mexican American Music and Dance (1-2)	
MAMS	368	Chicano/Latino Music History in the United States (3)	
MAMS	374	Chicano Literature (4)	
MAMS	393	Chicano/Latino Cinema (4)	
MAMS	400	Special Topics in Chicano Studies 1-4)	
MAMS	405	The Mexican American Family (3-4)	
MAMS	410	Seminar: Hispanic Counseling Strategies (2-4)	
MAMS	432	Hispanic Community Development (4)	
MAMS	456	Bilingual/Cross-Cultural Education (4)	
MAMS	458	Hispanics and Computers: Issues and Applications (2)	
MAMS	479	Chicano Art History (3-4)	
MAMS	480	Chicano/Latino Studies Seminar (4)	
MAMS	490	Hispanic Children's Literature (3-4)	8-9
Total units in the major core			**20**

Required Major Concentrations
In order to provide students an opportunity to study in areas of their interest, the following concentrations are offered: Social Science, Humanities, Community Studies, and Education (Liberal Studies). One course must be a comparative ethnic studies class.

Total units in a concentration 20
Total units in the major 40

Spanish Language Requirement

The Program is committed to the principle that students need to develop their Spanish language competencies and requires that all majors take the necessary courses and/or field experiences to develop their Spanish language skills. These competencies are a crucial tool for students who plan to become teachers, work in community services, go to graduate school, or do Chicano Studies related research. Majors need to consult with the Department Chair on the various options which satisfy the language competency requirement.

Minor in Mexican American Studies

The Minor provides students with necessary general studies about the Chicano/Latino experience. The Minor is especially suited for those persons seeking teaching or public service careers in the Spanish-speaking communities. The 20-unit major core constitutes the minimum requirement for the Minor.

Teaching Credential Preparation

See page 84 for information on professional education programs. For further information review the University's special bulletin on Programs in Teacher Education.

A. Single Subject Waiver Program in Mexican American Studies/ Social Science

This waiver program meets the Single Subject waiver requirement leading to the Single Subject (Secondary) Teaching Credential.

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 waiver option.

1. Mexican American Studies/Social Science (Bilingual option)
2. Mexican American Studies/Social Science (Non-Bilingual option)

B. Multiple Subject Waiver Program in Mexican American Studies/Liberal Studies

This waiver program meets the Multiple Subject waiver requirements leading to the Multiple Subject (Elementary) teaching credential. It is specifically designed to provide the academic background for those students interested in entering the Multiple Subject/Bilingual Emphasis Credential Program.

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 program.

Waiver Core Requirements

MAMS	225	Spanish for Chicano and Latinos (3-4)	
or			
MAMS	426	Chicano Sociolinguistics (4)	3-4
MAMS	445	Chicano History	4
MAMS	451	Chicano Humanities	4
MAMS	456	Bilingual/Cross-Cultural Education	4
MAMS	458	Hispanics and Computers: Issues and Applications	2
MAMS	459	Bilingual General Science	1-2
MAMS	460	Bilingual Fundamentals of Mathematics	1-2
MAMS	374	Chicano Literature (4)	
or			
MAMS	490	Hispanic Children's Literature (4)	4
Total units in the waiver core			**24-26**

Supporting Courses

Choose an additional 14-16 units from courses in MAMS, Latin American Studies, Spanish, AMCS, or NAMS, based on consultation with advisor, transcript evaluation, and review of the Language and Culture Assessment.

Total units in supporting courses 14-16

Liberal Studies Core

Students must also complete 12-16 units in Liberal Studies. In consultation with an advisor, students must select one Liberal Studies Core class in each of the following areas: English, Humanities, Social Science, and Math and Science.

Total units in liberal studies 12-16

Total units for the waiver 50-56

C. Language and Culture Assessment

All students who wish to obtain a bilingual credential must successfully complete a Language and Culture Assessment. This should be done at the time the student applies for admission to the credential program. For further information, contact the Bilingual Program Coordinator in the Department of Education.

D. Minors for Prospective Teachers

For information on minors that are especially suitable for MAMS majors pursuing an elementary teaching credential see page 32 for a description of the Applied Arts Minor and the University's special bulletin on Programs in Teacher Education.

Mexican American Studies Courses (MAMS)

102. College Success (2)

Designed to orient freshman students to the University and to provide an opportunity for students to learn and to adopt methods to promote their success in school. Prerequisite: Concurrent enrollment in a complementary Mexican American Studies subject matter course or one of the University's General Education courses.

219. Mexican American Identity and Heritage (3)
A survey of the Mexican American experience in the United States. A thorough examination of this community's social development and relationship to social institutions. The course will serve as an introduction to Mexican American Studies through the purview of social science. In particular, theoretical formulations in the social sciences will be analyzed in order to illustrate how these perspectives attempt to explain the individual's status and place within the group and society. These in turn will be compared with the growing social science literature being produced by Mexican Americans themselves. This will include how Mexican Americans have adapted to the various cultural, social, economic, and political milieu of US society as compared to other groups. Satisfies Ethnic Studies requirement in GE, category D1 (Individual and Society).

220. Mexican American Arts and Literature (3)
A survey of the humanities (arts and letters) found in Mexican American Culture. Focus on the traditional and contemporary literature, drama, art, music, and dance forms found in the Spanish speaking communities of the Southwestern United States and in Mexico. Satisfies ethnic studies in GE, category C4 (Comparative Perspectives).

225. Spanish for Chicanos and Latinos (3-4)
A systematic survey 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 proficiency to enable them to enter upper division classes in Spanish. Prerequisite: Functional Spanish Language Skills. (Students enrolling in the class for 4 units will be required to do 1 unit of work in the Language Lab or field work in a community setting as advised by the instructor.) Satisfies foreign language in GE, category C4 (Comparative Perspectives and Foreign Languages). This course does not satisfy ethnic studies requirements in GE.

301. Experimental and Special Topics Courses (1-5)
Experimental and Special Topics.

339. Ethnic Groups and American Social Policy (3)
The impact of American social policies on ethnic minorities over the last 200 years. Policy areas will include: children and families, mental health and minorities and education. Major court decisions affecting public policy on bilingual and multi-cultural education, equal employment opportunity, immigration and voting rights will be reviewed and analyzed. Primary sources will be examined in light of historical and social outcomes. Taught from an Afro-American, Asian American, Mexican American, or Native American perspective. Cross-listed as AMCS/NAMS 339. Satisfies upper division ethnic studies in GE, category D1 (Individual and Society).

352. Chicano/Latino Philosophy (3)
A study of the evolution of a Chicano/Latino philosophy from a critical theory perspective. The intellectual heritage of Chicanos and Latinos includes a rich variety of ideas, thoughts, belief systems, world visions and philosophies beginning in pre-Columbian times, and later reflecting and syncretizing specific European philosophies in accordance with a particular American (in a continental sense) dialectic. In a comparative framework the course established a Chicano/Latino and Ethnic Philosophy in the context of world philosophical systems.

354. Politics and the Chicano (4)
An examination of the political history and current political thought of the Chicano/Latino community. Includes a survey of social, cultural, and political organizations in the Southwest and in the local community. Field trips.

365. Chicano Theatre (1-2)
The review of the development of drama in the Chicano culture from a variety of sources; anthropological, sociological, and historical as well as the contemporary developments. Course includes a workshop leading to the performance of a term play, along the lines of the Teatro Campesino. May be repeated for credit.

366. Mexican American Music and Dance (1-2)
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 dances will be taught, such as Jarabes de Jalisco, Jarochos de Veracruz, and one or more indigenous dances. May be repeated for credit.

368. Chicano/Latino Music History in the United States (3)
An examination of the role and function of music within the cultural context of Chicano/Latino communities in the United States. This includes an overview of European, African, and Pre-Hispanic musical influences in Mexico and Latin America. Case studies of a range of musical genres, the corrido and norteno styles, specifically, as well as the impact of Mexican-based music on popular music both in the Southwest and the greater United States.

374. Chicano Literature (3-4)
A course designed to identify, analyze, and appreciate current literary themes 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 (4)
A survey of how Hollywood films have depicted Chicanos and other Hispanic groups from 1900 to the present. Attention is also given to how Mexican films depict "Americanized Mexicans" as well as Anglos. The focal point of the course is the emergence of contemporary Chicano film. Other Hispanic films (Cuban, Mexican, Spanish, and Latin American) will be touched upon as they relate to the concerns of the class.

395. Community Involvement Program (1-4)
Provides students with practical experience in various ethnic community organizations, and health and social service agencies, including recreation programs, day care centers, and senior citizen centers.

398. MECHA (2)
The course will involve 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, depending on student interest and faculty availability. Courses may include such topics as:

Mexican American Folk Arts and Crafts
Mexican American Art Workshop
Chicano Perspectives on Mexican History
La Frontera: Border Studies
Economics and the Chicano
Small Business Development: Hispanic Community
La Chicana and others to be announced

405. The Mexican American Family (3-4)
A study of the historical, cultural and social forces affecting the Mexican American family. To include an analysis of both traditional and changing relationships in such areas as: courtship, marriage, child-rearing practices, changing sex roles, health, and education. The course will also examine how the major institutions in American society affect the Mexican American family. Students enrolled for 4 units must participate in a field-work assignment.

410. Seminar: Hispanic Counseling Strategies (2-4)
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 four units must enroll in a pre-counseling practicum. Cross-listed as PSY 437. Prerequisite: Upper division standing or consent of instructor.

426. Chicano Sociolinguistics (4)
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 Southwest. Reviews theories and research on ESL and first and second language acquisition.

432. Hispanic Community Development (4)
An examination of those political, economic, and institutional forces which affect the development of the Hispanic community. To include an overview of Chicano community organizations and their underlying organizational constructs within the context of current theories on underdevelopment. Field work project required.

445. Chicano History (4)
An analysis of Chicano 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 and the Chicano in the 20th Century.

451. Chicano Humanities (4)
An analysis of the literature, philosophy, religion, music, art, and the performing arts as they have developed in the Mexican American society. Satisfies upper division ethnic studies in GE, category C4 (Comparative Perspectives).

456. Bilingual/Crosscultural Education (4)
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 programs and their impact on Chicano and other Spanish speaking students.

458. Hispanics and Computers: Issues and Applications
Focus on computer and related technology issues affecting the Chicano/Latino community in the areas of bilingual education, business, community service agencies, and Chicano 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 General Education course. CIS 101 recommended.

459. Bilingual General Science (1-2)
A general science course taught bilingually (Spanish/English) and designed to give cultural depth in the basic science areas required for a liberal education. To include areas of study in the biological and physical sciences. Prerequisite: Functional target language skills and completion of General Education science requirements.

460. Bilingual Fundamentals of Mathematics (1-2)
A general math course taught bilingually (Spanish/English) and designed to give cultural depth in the mathematics required for a liberal education. Prerequisite: Functional target language skills and completion of General Education mathematics requirements.

479. Chicano Art History (3-4)
An analysis of art as expressed in the historical culture of the Chicano, from ancient times to the present. A cultural art history approach. Field trips. Satisfies ethnic studies in GE, category C1 (Ethnic Studies in the Fine Arts).

480. Chicano/Latino Studies Seminar (4)
An in-depth analysis of selected topics from the area of Chicano/Latino Studies. Using current analytical models and research techniques, the students will examine a specific topic for research and presentation.

490. Hispanic Children's Literature (3-4)
An analysis of children's literature written about and for Hispanic children. Students will review and analyze the literature for style and content. Students will study non traditional literature collections from the Spanish speaking community.

495. Special Studies (1-4)
Independent study on a special topic for upper division students. Prerequisite: Completion and approval of a Special Studies form.

595. Special Studies (1-4)
Directed study for graduate students. Prerequisite: Completion and approval of a Special Studies form.

Music

Department Office
Ives Hall, Room 206, Phone 707/664-2324

Programs Offered
Bachelor of Arts in Music
Minor in Music
Single Subject Waiver Program in Music

Department Chair
Arthur Hills

Faculty
Ellen Amsterdam, Margaret Donovan-Jeffry, Joann Feldman, Mel Graves, Arthur Hills, William Johnson, E. Gardner Rust, David Sloss, Larry Snyder, Robert Worth

Studio Instructors
David Balakrishnan, Judy Hubbell, J. Karla Lemon, Mark Levine, George Marsh, Kathleen Reynolds, Larry Rhodes, James Russell, Marilyn Thompson, Randy Vincent, Harvey Wainapel

A commitment to active involvement stands at the heart of the Music curriculum. Students are involved in many ways—as listeners, performers, composers, critics, or historians—but intelligent and lively participation informs every facet of the Department's various degree programs.

The core curriculum for Music majors provides a thorough foundation in such essential skills as keyboard facility, theoretical understanding, aural perception, and analysis of a wide range of music literature. All majors gain experience with both the intuitive and the intellectual processes of the art. A spirit of shared commitment to a common art form brings classical and jazz students into valuable interaction with each other.

Music faculty members take particular note of each student's interests, and the goals of each individual are carefully considered. 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 in Music provides a broad basis from which a student may pursue graduate studies or a variety of careers. The Jazz Studies, Music Education, and Performance concentrations are slanted toward specific career goals.

The Jazz Studies Concentration trains the student in the techniques and practices of contemporary jazz styles. Graduates of this program frequently establish themselves as performing musicians or set up studios for jazz instruction. The Music Education Concentration is designed to prepare students to enter the teaching credential program in the School of Education. Those who complete the credential program are certified to teach music in California's public and private school systems. 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. For example, *Vocal studies* includes private and class instruction in a variety of styles including jazz and classical ensembles as well as opera and musical theatre.
Contemporary sound technology includes hands-on experience with analog and digital sound synthesis equipment, professional training in analog recording, including a career minor in Recording Technology.

The Music faculty strive for a curriculum that is balanced, one 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.

Students majoring in Music are encouraged to complete a minor to increase opportunities for graduate work or employment. 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 Technology (see page 55), Communications Studies, or Management. These and other possibilities should be worked out in detail with a faculty advisor.

The Music Department houses large collections of both standard and Asian instruments as well as a small collection of medieval and Renaissance instruments. Facilities include a large library with modern listening stations, electronic music and recording studios, concert and recital halls, and a 500-seat theatre.

The Music Department is a fully accredited member of the National Association of Schools of Music.

Proficiency Expectations for Entering and Transfer Students
Basic keyboard skills and the ability to read standard musical notation are prerequisite to the Music Major curriculum. All entering and transfer students will be given placement examinations in piano, music theory, and aural skills (sight singing and dictation) during their first week of instruction. Students with inadequate preparation in keyboard will be expected to take MUS 100, Intensive Keyboard Lab. Students without background in any of these areas will be expected to take MUS 105 and 106, Fundamentals, in place of MUS 100.

All Music majors, whether continuing or transfer students, must complete or successfully challenge MUS 305, Aural Skills Workshop. MUS 306, Keyboard Skills Workshop, is required in all concentrations except Jazz Studies. Jazz Studies students must pass or successfully challenge MUS 392, Jazz Piano II. Accomplished performers on a chordal fretted instrument may petition the faculty, in writing, to substitute MUS 304, Fretboard Skills Workshop, for MUS 306.

Basic keyboard proficiency is a prerequisite to enrollment in MUS 110, Foundations of Theory. MUS 305 and 306 (or 304 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, but is not limited to, 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 the traditional studies of theory, musicianship, keyboard and aural skills, music history, and analysis. Students who wish to specialize in jazz, music education, or performance will be required to take classes that develop skills specific to these areas.

Standard Music majors and students in the Jazz Studies Concentration will be required to complete a senior project. The Senior Project, MUS 490, may take the form of directed research leading to a lecture-demonstration, a recital, an extended composition, the preparation of a performing edition, or another project of substantial effort. Students enrolled in the Performance Concentration must present a Senior Recital, MUS 491.

The Performance Requirement

Music Department ensembles include Chamber Music, Chorus, Concert Chorale, Concert Jazz Ensemble, Contemporary Jazz Ensemble, Early Music Ensemble, Experimental Music Group, Javanese Gamelan, Opera Theatre, Orchestra, Piano Ensemble, 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 non-Western music ensemble 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 non-refundable fee of $20 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 ten 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.

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**

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 and needs.

Requirements for the Major

The courses listed below constitute the standard major in Music. A student satisfactorily completing these courses, along with other University requirements, will earn a BA with a major in Music. Students with highly developed special interests are encouraged to consult an advisor about the possibility of arranging individually tailored programs of study.

Complete all of the following:

MUS	110	Foundations of Theory	3
MUS	120	Ear Training I	2
MUS	150	Survey of US Music	3
MUS	111	Counterpoint	3
MUS	121	Ear Training II	2
MUS	250	Masterworks: European Music	3
MUS	210	Texture and Style	3
MUS	220	Ear Training III	2
MUS	305	Aural Skills Workshop	1
MUS	306	Keyboard Skills Workshop	1
MUS	311	Form and Analysis	3
MUS	320	Ear Training IV	2
MUS	350	Musics of the World	3
MUS	490	Senior Project	2
and two of the following four courses:			10
MUS	355	Seminar: Early Western Music (5)	
MUS	356	Seminar: Common Practice Period (5)	
MUS	357	Seminar: Debussy to Present (5)	
MUS	358	Seminar: Jazz History (5)	
Total units in the major			**43**

Bachelor of Arts in Music
Jazz Studies Concentration

Degree Requirements	units
General Education	51
Major Requirements	46
General Electives	27
Total units needed for graduation	**124**

Requirements for the Major

The Jazz Studies Concentration is designed to furnish the training and background needed for students seeking to work as jazz performers, arrangers, composers, or teachers.

Students planning to pursue careers as performers should take private instruction in their major instrument or in voice as a part of their program. These students normally enroll each semester in at least one Music Department ensemble appropriate to their area of interest. They should also seek opportunities for performance off-campus in a wide variety of performing environments.

Complete all of the following:

MUS	110	Foundations of Theory	3
MUS	120	Ear Training I	2
MUS	112	Jazz Theory	3
MUS	111	Counterpoint	3
MUS	121	Ear Training II	2
MUS	292	Jazz Piano I	1
MUS	392	Jazz Piano II	1
MUS	305	Aural Skills Workshop	1
MUS	316	Stage Band Composition and Orchestration	3
MUS	317	Vocal/Small Band Arranging	3
MUS	358	Seminar: Jazz History	5
MUS	389	Jazz Improvisation II	3
MUS	489	Jazz Improvisation III	3
MUS	490	Senior Project	2
and two of the following three courses:			6
MUS	150	Survey of US Music (3)	
MUS	250	Masterworks: European Music (3)	
MUS	350	Musics of the World (3)	
and one of the following three courses:			5
MUS	355	Seminar: Early Western Music (5)	
MUS	356	Seminar: Common Practice Period (5)	
MUS	357	Seminar: Debussy to Present (5)	
		Total units in the major	**46**

Bachelor of Arts in Music
Performance Concentration

Degree Requirements	**units**
General Education	51
Major Requirements	51
General Electives	22
Total units needed for graduation	**124**

Requirements for the Major

The Performance Concentration is intended for vocal or instrumental students who show special aptitude for careers as performers. It is expected that a student graduating in performance will have reached a level of at least semi-professional competence.

Admission to the Performance Concentration is by audition. Once admitted, students will be required to pass annual jury exams, to enroll in an appropriate ensemble each semester, and to fulfill the repertory standards specified in each performing medium. Advanced standing may be approved for those entering students who demonstrate sufficiently mature performing ability. Students who fail to meet the yearly performance requirements will be allowed one semester in which to make up deficiencies. Students who are not able to make up their deficiencies during that semester will be transferred to another concentration within the Major.

Complete all of the following:

MUS	110	Foundations of Theory	3
MUS	120	Ear Training I	2
MUS	111	Counterpoint	3
MUS	121	Ear Training II	2
MUS	210	Texture and Style	3
MUS	220	Ear Training III	2
MUS	305	Aural Skills Workshop	1
MUS	311	Form and Analysis	3
MUS	320	Ear Training IV	2
MUS	306	Keyboard Skills Workshop	1
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 (2, 2) and MUS 491, Senior Recital (3)			7
Upper Division Electives in Music			2
and two of the following three courses:			6
MUS	150	Survey of US Music (3)	
MUS	250	Masterworks: European Music (3)	
MUS	350	Musics of the World (3)	
and one of the following four courses:			5
MUS	355	Seminar: Early Western Music (5)	
MUS	356	Seminar: Common Practice Period (5)	
MUS	357	Seminar: Debussy to Present (5)	
MUS	358	Seminar: Jazz History (5)	
		Total units in the major	**51**

Bachelor of Arts in Music
Music Education Concentration

Degree Requirements	**units**
General Education	51
Major Requirements	52
General Electives	21
Total units needed for graduation	**124**

Requirements for the Major

The Music Education Concentration is a BA program that provides the skills necessary for teaching music in public or private school systems in California. It is recommended for anyone planning a teaching career in music.

Students are admitted to the Music Education Concentration by special application to the Music Department. Those intending to complete the Major in this concentration should consult with a Music faculty advisor as soon as possible after admission to the University.

The program consists of a core of basic Music Major requirements, plus specialized courses for prospective teachers of vocal, instrumental, and general music in elementary, junior high, and senior high schools.

Complete all of the following:

MUS	110	Foundations of Theory	3
MUS	120	Ear Training I	2
MUS	150	Survey of US Music	3
MUS	111	Counterpoint	3
MUS	121	Ear Training II	2
MUS	250	Masterworks: European Music	3
MUS	210	Texture and Style	3
MUS	220	Ear Training III	2
MUS	305	Aural Skills Workshop	1
MUS	306	Keyboard Skills Workshop	1
MUS	311	Form and Analysis	3
MUS	320	Ear Training IV	2
MUS	350	Musics of the World	3
MUS	359	Seminar: Comprehensive Music History	5
MUS	400	Theory of 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	432	Arranging for School Ensembles	3
MUS	430 or 446	Choral Conducting	2
MUS	431 or 446	Instrumental Conducting	2
MUS	440	Instrumental Proficiency Jury	1
		Total units in the major	**52**

Single Subject Waiver Program in Music

The Single Subject Waiver Program in Music satisfies the music portion of the California requirement for the Single Subject Credential in Music. It is not in itself a BA degree program.

Admission requirements for the Single Subject Waiver Program in Music are the same as those for the Music Education concentration (see above).

The Single Subject Waiver Program in Music requires either completion of the courses listed below, or successful completion of the National Teacher Examination in Music and an SSU Music Department skills competency test.

Complete all of the following courses:

MUS	111	Counterpoint	3
MUS	150	Survey of US Music	3
MUS	250	Masterworks: European Music	3
MUS	210	Texture and Style (3)	
or			
MUS	316	Stage Band Composition and Orchestration (3)	3
MUS	224	Workshop in Non-Western Music I (1)	
or			
MUS	334	Workshop in Non-Western Music II (1)	1
MUS	305	Aural Skills Workshop	1
MUS	306	Keyboard Skills	1
MUS	350	Musics of the World	3
MUS	359	Seminar: Comprehensive Music History	5
MUS	400	Theory of 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	432	Arranging for School Ensembles	3
MUS	430 or 446	Choral Conducting	2
MUS	431 or 446	Instrumental Conducting	2
MUS	440	Instrumental Proficiency Jury	1
and one of the following two courses:			1
MUS	324	SSU Concert Chorale (1)	
MUS	325	SSU Chorus (1)	
and one of the following three courses:			1
MUS	328	Chamber Orchestra (1)	
MUS	379	Contemporary Jazz Ensemble (1)	
MUS	391	Concert Jazz Ensemble (1)	
and complete seven units, in consultation with the advisor, from the courses listed below:			7
AMCS	255	Ethnicity/Humanities (3)	
ART	200	Crafts (for Schools) (2)	
ART	210	Intro Art History (3-4)	
ART	211	Intro Art History (3-4)	
ART/MUS/THAR	312	Arts Management (3)	
CIS	101	Intro to Computers and Computing (3)	
CIS	150	Computer Programming (4)	
CIS	158G	Intro to LOGO (2)	
ENGL	454	Studies in Folklore (3)	
GEOG	338	Social Geography (3-4)	
MAMS	220	Mexican/American Arts and Literature (3)	
MUS	259, 260, 261, 363, 364	Electronic music courses (2-4)	
MUS	262, 362, 462	Studio recording courses (2-4)	
NAMS	205	Native American Arts (4)	
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	135	Stagecrafts (2)	
THAR	300	Theater in Action (3)	
		Total units in the waiver program	**48**

Minors in Music

The Music Department offers two minors—the Liberal Arts Music Minor and the Jazz Studies Music Minor. Students contemplating a minor in Music should consult the Music Department for advising early in their academic careers. At least six units of the Minor must be completed at Sonoma State University.

Students with an interest in Recording Technology should also see page 55 for a description of this Career Minor.

Liberal Arts Concentration

Complete all of the following:

MUS	105	Fundamentals IA	3
MUS	106	Fundamentals IB	3
MUS	110	Foundations of Theory	3
MUS	120	Ear Training I	2
Six units of upper division electives (including at least two ensemble courses)			6
and one of the following two courses:			3
MUS	250	Masterworks: European Music (3)	
MUS	150	Survey of US Music (3)	
		Total units in the minor	**20**

Jazz Studies Concentration

Complete all of the following:

MUS	110	Foundations of Theory	3
MUS	120	Ear Training I	2
MUS	112	Jazz Theory	3
MUS	289	Jazz Improvisation I	2
MUS	292	Jazz Piano I	1
MUS	358	Seminar: Jazz History	5
Performing Ensemble			1
and one of the following two courses:			
MUS	316	Stage Band Composition and Orchestration (3)	
MUS	317	Vocal/Small Band Arranging (3)	3
		Total units in the minor	**20**

Music Courses (MUS)

100. Intensive Keyboard Lab (2)
A course designed for prospective Music majors who fail to meet the keyboard competencies required for entry into the program. Those students who also lack knowledge of theory fundamentals should take MUS 105 and 106 instead of this course. Prerequisite: Prospective major status and recommendation of a Music advisor.

105. Fundamentals IA (3)
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. These materials are comprehended conceptually, aurally, and at the piano. Satisfies GE, category C1 (Applied Arts Combining Studio and Theory).

106. Fundamentals IB (3)
A continuation of MUS 105. The course covers all scale modes, seventh chords in diatonic locations and their connections to other harmonic materials, and rhythmic drill through quintuple subdivision of the pulse. These materials are comprehended conceptually, aurally, and at the piano. Satisfies GE, category C1 (Applied Arts Combining Studio and Theory). Prerequisite: MUS 105.

107. Intermediate Piano I (1)
A continuation of the keyboard portion of MUS 106. The course includes intermediate keyboard literature, further work with scales, and drill in such skills as transposition, realizing figured basses, and harmonizing folksongs at sight. Prerequisite: MUS 106 or consent of instructor.

108. Intermediate Piano II (1)
A continuation of skills developed in MUS 107. Prerequisite: MUS 107 or consent of instructor.

110. Foundations of Theory (3)
The course covers modes, melodic design, rhythmic analysis, and the construction and use of triads and their extensions in classical and jazz idioms. Prerequisites: MUS 106, placement test, and, for Music Majors, concurrent enrollment in MUS 120.

111. Counterpoint (3)
Counterpoint in traditional and contemporary styles. Prerequisites: MUS 110 and 120, placement test and, for Music Majors, concurrent enrollment in MUS 121.

112. Jazz Theory (3)
A study of linear and harmonic materials appropriate to jazz composition, arranging and performance. Prerequisite: MUS 110 and 120.

115. Beginning Voice Class (1)
Group work in the fundamental techniques of singing. Problems of tone production, breath control, diction, repertory, and interpretation. May be repeated for credit with consent of instructor. Also offered for upper division credit as MUS 415. Prerequisite: Consent of instructor.

120. Ear Training I (2)
Development of sight-singing, keyboard harmony, and dictation skills using diatonic melodic and harmonic materials drawn from traditional and contemporary sources. Classroom drills may be supplemented by specially designed tapes and computer software. Prerequisite: MUS 106 and placement test.

121. Ear Training II (2)
Continuation of Ear Training I. Prerequisites: MUS 120 and placement test.

122. Class Instruction in Strings (1)
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)
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)
Basic performing techniques on standard brass instruments. Also offered for upper division credit as MUS 424. May be repeated for credit with consent of instructor. Prerequisite: Consent of instructor.

128. Intermediate Voice Class (1)
Continuation of MUS 115. Also offered for upper division credit as MUS 428. May be repeated for credit with consent of instructor. Prerequisite: MUS 115 or consent of instructor.

129. Class Instruction in Percussion (1)
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)
Private instruction on one instrument. May be repeated for credit. Prerequisite: Audition.

134. Private Instruction—Woodwinds (1)
Private instruction on one instrument. May be repeated for credit. Prerequisite: Audition.

137. Private Instruction—Brass (1)
Private instruction on one instrument. May be repeated for credit. Prerequisite: Audition.

138. Private Instruction—Percussion (1)
Private instruction on percussion instruments. May be repeated for credit. Prerequisite: Audition.

139. Private Instruction—Keyboard (1)
Private instruction on one keyboard instrument. May be repeated for credit. Prerequisite: Audition.

141. Private Instruction—Voice (1)
Private voice instruction. May be repeated for credit. Prerequisite: Audition.

143. Private Instruction—Guitar (1)
Private guitar instruction. May be repeated for credit. Prerequisite: Audition.

150. Survey of US Music (3)
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)
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.

197. Freshman Jury (1)
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.

210. Texture and Style (3)
A continuation of the theoretical studies begun in MUS 110 and 111 with special attention to the treatment of texture in advanced musical styles. Prerequisites: MUS 111, 121, placement test and, for Music Majors, concurrent enrollment in MUS 220.

220. Ear Training III (2)
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 107, 121, and placement test.

234. Workshop in Non-Western Music I (1)
Theory and performance of the music of a single non-Western culture. May be repeated for credit.

250. Masterworks: European Music (3)
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 (3)
Introduction to SSU's electronic studio. Includes fundamentals of sound and principles of analog and digital sound generation, manipulation, and control. Emphasis on developing basic software and studio skills. This course is a prerequisite to upper division electronic music courses.

260. Introduction to Electronic Arts (2)
A history and literature course with emphasis on listening, viewing and analysis. Includes an introduction to the use of computers and synthesizers in creating music, video, film, and laser graphics.

261. Introduction to Electronic Music (2)
Survey of approaches to electronic music from 1945 to the present. Examination of characteristic examples of *musique concrète*, *elektronische Musik*, synthesizer- and computer-generated and controlled sound worlds. Discussion of technical and aesthetic foundations of electronic music. Introduction to analog and digital synthesis and control of sound.

262. Recording I (2)
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. Cross-listed as COMS 262. Prerequisite: Consent of instructor.

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)
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)
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 107, 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)
Performance with critiques by members of the Music faculty. Prerequisite: Sophomore standing as a major in the Performance Concentration.

299. Music in Performance (1)
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.

304. Fretboard Skills Workshop (1)
The study of harmonization, transposition, and sight-reading on fretted instruments such as guitar and lute. Accomplished performers on a chordal fretted instrument may petition the faculty, in writing, for permission to substitute this course for MUS 306. CR/NC only.

305. Aural Skills Workshop (1)
Advanced sight-singing and dictation using diatonic, chromatic, and atonal melodic and harmonic materials. Prerequisite: MUS 220 or consent of instructor. CR/NC only.

306. Keyboard Skills Workshop (1)
The study of harmonization, transposition, and sight-reading, and the interpretation of keyboard literature. Prerequisite: Fluency in performing all scales and arpeggii, and in performing literature at the level of the easier Chopin Préludes. CR/NC only.

311. Form and Analysis (3)
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, 150, or 250, and concurrent enrollment in MUS 220.

312. Principles of Arts Management (3)
A survey of the social, historical, legal, and economic aspects of the arts in the US, 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, fundraising and grantsmanship, and marketing. Cross-listed as ART/THAR 312.

314. Orchestration and Choral Arranging (3)
Techniques of orchestration and choral arranging. Prerequisite: MUS 115 or 415, 210 or 316, performance experience on strings, woodwind, brass, and percussion instruments, and consent of instructor.

316. Stage Band Composition and Orchestration (3)
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 or consent of instructor.

317. Vocal/Small Band Arranging (3)
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)
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. Vocal Arts Ensemble (2)
Rehearsal and performance of music for small vocal ensemble, including madrigals, motets, partsongs and other works from various periods. Emphasis is placed on the development of advanced musicianship and vocal skills, as well as interpretation and ensemble sensitivity. May be repeated for credit. Prerequisite: Audition.

324. SSU Concert Chorale (1-2)
Study and performance of standard and unusual works for chorus, including both *a cappella* and symphonic literature. The course is designed for singers with previous choral experience. Frequent public performances. Admission to the course is by audition. May be repeated for credit.

325. SSU Chorus (1-2)
Rehearsal and performance of accompanied and *a cappella* choral literature. Emphasis is placed on the development of vocal technique and sightsinging skills, as well as on the preparation of repertory. No previous choral experience required. May be repeated for credit.

327. Symphonic Wind Ensemble (1)
The study and presentation of wind ensemble music from all periods of musical literature. May be repeated for credit. Prerequisite: Consent of instructor.

328. Chamber Orchestra (1-2)
The study and presentation of chamber orchestra music from all periods of musical literature. Admission to the Chamber Orchestra is by audition. May be repeated for credit.

329. Chamber Music Workshop (1-2)
The study and presentation of a wide variety of chamber music literature. May be repeated for credit. Prerequisite: Consent of instructor.

330. Opera Workshop (2-3)
A course primarily devoted to the study and performance of operatic literature. Designed for singers, coaches, and others interested in lyric theatre. The course emphasizes all aspects of musical theatre. May be repeated for credit. Prerequisite: Consent of instructor.

331. Songwriting (2)
This class provides information concerning all aspects of songwriting both as a commercial craft and as a musical art form. Music theory, form, lyrics, demo production, and the music business will be discussed in detail. Participants will have numerous opportunities to have material evaluated and critiqued.

333. Early Music Workshop (1-2)
Study and performance of Western music written before 1650. May be repeated for credit. Prerequisite: Consent of instructor.

334. Workshop in Non-Western Music II (1)
A continuation of work begun in MUS 234. May be repeated for credit. Prerequisite: MUS 234 or consent of instructor.

340. Acting and Directing for the Lyric Theatre (1-3)
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 Non-Western 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. Musics of the World (3)
A survey of the folk, court, and religious music from cultures around the world. Satisfies GE, category C4 (Comparative Perspectives).

355. Seminar: Early Western Music (5)
The history, theory, and practice of Western music from the Middle Ages through the Renaissance (900-1600). Prerequisites: MUS 250 and 220 or consent of instructor.

356. Seminar: Common Practice Period (5)
The history, theory, and practice of Western music from the early Baroque to the late Romantic period (1600-1900). Prerequisites: MUS 250, 210, and 220 or consent of instructor.

357. Seminar: Debussy to Present (5)
The history, theory, and practice of the major composers and trends in 20th century music. Prerequisites: MUS 250, 210, 220, and MUS 108 or 292, or consent of instructor.

358. Seminar: Jazz History (5)
The history of jazz from its origins in the traditions of Africa and Europe to the present, and a corresponding study of jazz theory. Prerequisite: MUS 112.

359. Seminar: Comprehensive Music History (5)
An 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, 316, or consent of instructor.

360. Studio Musicianship and Production (1-2)
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 multi-track production.

362. Recording II (2)
A continuation of Music 262. Prerequisite: MUS 262 or consent of instructor.

363. Music Synthesizers: Studio (3)
A study of principles and techniques of electronic sound generation, modification, control, and recording with digital and analog instruments. Emphasis on hands-on work with a computer-controlled studio. Requires projects demonstrating musical studio applications. Prerequisites: MUS 259 or 260, or 261, or consent of instructor.

364. Music Synthesizers: Composition (3)
Continuation of MUS 363 with an emphasis on applications in performance and composition. Prerequisites: MUS 363 or consent of instructor.

370. Sacred Musics of the World (3)
Examines the roles of music in religious practice, and the major repertories of the world's religious music-religious chant, song, dance, theatre, and instrumental music. Satisfies GE, category C4 (Comparative Perspectives). Prerequisite: Experience in writing research papers and giving class presentations.

371. Music and Technology (3)
An exploration of the interconnections between the performance, preservation, and dissemination of music and the technologies which support those activities. An historical overview, with emphasis on connections between past and present technologies. Prerequisite: Upper division standing. Recommended: WEPT test.

379. Contemporary Jazz Ensemble (1-2)
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)
A continuation of MUS 289. May be repeated for credit. Prerequisite: MUS 289 or consent of instructor.

391. Concert Jazz Ensemble (1-2)
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)
A continuation of MUS 292. Prerequisite: MUS 292 or consent of instructor.

393. Big Band Jazz Ensemble (1-2)
Rehearsal and performance of historically significant jazz literature. Focuses on specific styles or composers. The performance of student material will be featured. May be repeated for credit.

394. Vocal Jazz Workshop (2)
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)
See MUS 295. CR/NC only.

396. Vocal Jazz Ensemble (2)
Rehearsal and performance of vocal jazz literature. Intended for experienced jazz singers. Frequent public performances and an annual tour. May be repeated for credit. Prerequisite: Audition.

397. Junior Jury (1)
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. Theory of the Elementary School (Music) (3)
Philosophy, concepts, and materials for music topics in the elementary schools. The structure, nature, and function of music in young children's lives.

402. Choral Literature and Methodology (1)
A study of choral literature with special reference to repertory suitable for the secondary school. Problems of performance, editorial techniques, aims, methods, and organization of vocal music programs for children's voices, adolescent voices, men's and women's glee, and mixed chorus. Students will conduct the works studied. Prerequisite: Upper division Music major or graduate Music status.

403. Topics in Music Education (1)
Projects, discussions, demonstrations, and lectures in specific areas of music education such as the Kodály and Orff methods, ensemble building, public relations, and pre-service and in-service professional development. Primarily for members of the Music Educators' National Conference. May be repeated for credit.

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.

422. Class Instruction in Strings (1)
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)
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)
Basic performing techniques on standard brass instruments. May be repeated for credit with consent of instructor. Prerequisite: Consent of instructor.

425. Composition (1-3)
Individual projects in creative work. May be repeated for credit. Prerequisite: Consent of instructor.

426. Composition for the Theater (2-3)
Individual projects in composition for designated drama and dance productions. 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)
Basic performing techniques on standard percussion instruments. May be repeated for credit with consent of instructor. Prerequisite: Consent of instructor.

430. Choral Conducting (2-3)
Basic conducting techniques, and techniques of choral rehearsal and performance. Prerequisites: MUS 305, 306, and either MUS 356, 357, or consent of instructor.

431. Instrumental Conducting (2-3)
Advanced conducting techniques through the study of selected instrumental works. The course will include score reading at the piano. Prerequisite: MUS 430 or consent of instructor.

432. Arranging for School Ensembles (3)
A practical course for students in the Music Education Concentration in the techniques of arranging for diverse instrumental and vocal ensembles. Special attention is given to problems of arranging for unusual combinations. Prerequisites: MUS 115 or 415, MUS 210 or 316, performing experience on strings, woodwind, brass, and percussion instruments, and consent of instructor.

433. Private Instruction—Strings (1)
Private instruction for advanced students. May be repeated for credit. Prerequisite: MUS 133 and audition.

434. Private Instruction—Woodwinds (1)
Private instruction for advanced students. May be repeated for credit. Prerequisite: MUS 134 and audition.

437. Private Instruction—Brass (1)
Private instruction for advanced students. May be repeated for credit. Prerequisite: MUS 137 and audition.

438. Private Instruction—Percussion (1)
Private instruction for advanced students. May be repeated for credit. Prerequisite: MUS 138 and audition.

439. Private Instruction—Keyboard (1)
Private instruction for advanced students. May be repeated for credit. Prerequisite: MUS 139 and audition.

440. Instrumental Proficiency Jury (1)
Consolidation of instrumental performance skills, culminating in a performance illustrating a 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. Prerequisites: MUS 422 or 433, 423 or 434, 424 or 437, and 429 or 438.

441. Private Instruction—Voice (1)
Private instruction for advanced students. May be repeated for credit. Prerequisite: MUS 141 and audition.

443. Private Instruction—Guitar (1)
Private instruction for advanced students. May be repeated for credit. Prerequisite: MUS 143 and audition.

445. Private Instruction—Composition (1-2)
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)
Private instruction in conducting for advanced students. May be repeated for credit. Prerequisite: Audition.

451. Repertory Class—Private Instruction (1)
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. 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. Exploration of different microphone and instrument configurations required to obtain specific types of recorded sound. Extensive individual work in the studio on specific projects designed to develop student capacity to plan and engineer a demonstration tape. Prerequisite: MUS 362 or consent of instructor.

463. Music Business (3)
The study of the various aspects of music in the marketplace including songwriting, publishing, copyright; music licensing, unions and guilds; artist management and concert promotion; the record industry, and musical aspects in broadcasting and film. Attention is also given to career options and career planning.

475. Music and Video (4)
Intensive audio/visual laboratory, exploring the relationships of image, music, and text. Ranges from practical methods of scoring for documentary and theatrical film to creating video for original songs. Development of skills relating images to music and music to images. Culminates in the production of a music/video or music/slide piece. Cross-listed as COMS 475. Prerequisites: COMS 455, MUS 262/362, or dance/theatre experience. Exceptions by audition.

480. Special Topics (1-4)
Topic will vary from semester to semester. Consult class schedule for current offering.

481. Special Topics Workshop (1-3)
Activity will vary from semester to semester. Consult class schedule for current offering.

489. Jazz Improvisation III (3)
A continuation of MUS 389. May be repeated for credit. Prerequisite: MUS 389 or consent of instructor.

490. Senior Project (2)
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)
The preparation and presentation of a senior recital is the culminating activity for music majors in the Performance Concentration. Prerequisites: Completion of all Performance Concentration requirements or consent of instructor.

495. Special Studies (1-4)
Individualized studies in topics beyond the scope of the regular curriculum. Contract with an instructor, specifying work to be completed. A regular schedule of contact hours is necessary. Prerequisite: Consent of instructor.

499. Internship (1-4)
Work experience in organizations and projects related to music. Prerequisites: Appropriate preparation for successful completion of internships, and consent of instructor.

500. Introduction to Graduate Study (3)
A course in the methods and materials for research in music. Proficiency in an imaginative use of the resources for accessing musical data will be developed through projects in bibliography. Required of first-semester graduate students.

595. Special Studies (1-4)
Individualized studies in topics beyond the scope of the regular curriculum. Contract with an instructor, specifying work to be completed. A regular schedule of contact hours is necessary. Prerequisite: Consent of instructor.

Native American Studies

Program Offered
Minor in Native American Studies

Coordinator
Edward Castillo

Department Office
Nichols Hall, Room 214, Phone 707/664-2458

Faculty
Edward Castillo, David W. Peri

The Native American Studies Program is designed to provide a minor featuring a multi-disciplinary approach to Indian ethnography, history, sociology, and humanities. By approaching the multiplicity of Indian cultures from a variety of academic perspectives, a deeper understanding of Native societies past and present will emerge. The program is designed to present a variety of American Indian experiences and issues within the wider context of human history and evolution. The program is especially interested in providing teachers, community service personnel, tribal administrators, and other interested persons with useful skills in dealing with this unique community. Special emphasis will be placed on assisting educators with practical and theoretical approaches to Indian education. Future plans include a growing emphasis on American Indian art courses. Students in Native American Studies are encouraged to apply selected courses from History, Anthropology, the Arts, MAMS, AMCS, and Education towards the NAMS Minor.

Students may develop a Special Major in Native American Studies. Interested students should review the guidelines for Special Majors and consult the Program Coordinator.

Minor in Native American Studies

The program presently offers a minor in Native American Studies. The suggested pattern for completing the Minor is as follows:

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 ten units from the following courses.

NAMS	354	Native American Literature (3)	
NAMS	400	Special Topics in Native American Studies (1-4)	
NAMS	410	Seminar in an Individual Native American Culture (4)	
NAMS	412	Native California History and Culture (4)	
NAMS	414	Native American Cultures of the Southwest (4)	
NAMS	418	Regional Historical Studies (4)	
NAMS	420	Fundamentals of Native American Education (4)	
NAMS	430	Advanced Native American Workshop (4)	
NAMS	442	Contemporary Affairs of Native Americans of California (4)	
NAMS	495	Special Studies (1-4)	
Total units in minor electives			**10**
Total units in the minor			**20**

Native American Studies Courses (NAMS)

200. Introduction to Native Americans (3)
A survey of the various geographical environments of tribes living in North America. The emphasis will be upon pre-contact cultures, but will include cultural and historical changes to tribes during the settling of this country by Europeans. Satisfies GE, category D1 (Individual and Society).

205. Introduction to Native American Arts (3)
A general introduction of the traditional American Indian arts in the United States and Canada. The course will include information of the culture that produced the art forms. Craft projects by the student will be a part of the class requirements. Satisfies GE, category C1 (Ethnic Studies in the Fine Arts).

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)
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.

339. Ethnic Groups and American Social Policy (3)
The impact of American social policies on ethnic minorities over the last 200 years. Policy areas will include: children and families, mental health and minorities and education. Major court decisions affecting public policy on bilingual and multi-cultural education, equal employment opportunity, immigration and voting rights will be reviewed and analyzed. Primary sources will be taught from an Afro-American, Asian American, Mexican American, or Native American perspective. Cross-listed as AMCS/MAMS 339. Satisfies upper division ethnic studies in GE, category D1 (Individual and Society).

346. Philosophic Systems and Sacred Movements in Native North America (3)
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 pre-historic, and contemporary American Indian religious movements and philosophic systems. The spread of Meso-American cults into the American Southwest and Southeast, the League of the Iroquois, the Code of Handsome Lake, and the Ghost Dance will be considered in detail.

354. Native American Literatures (3)
A discussion of traditional myths and songs as well as contemporary, literary works of Native Americans. Satisfies GE, category A2 (Ethnic Studies in World Literature).

400. Special Topics (1-4)
Special Topics courses in Native American Studies will be offered occasionally, depending on student interests, and faculty availability. Typically such courses might be: Native American Law, Health Issues in the Native American Community, and Native American Tribal Government.

410. Seminar in an Individual Native American Culture (4)
An in-depth focus on the cultural experience of an individual Native American peoples.

412. Native California History and Culture (4)
A survey of the cultures and histories of Native California Indians.

414. Native American Cultures of the American Southwest (4)
An examination of the pre-history, ecology, settlement patterns, social organization, cosmological and ritual systems, material culture, mythology, language, and current status of Southwestern Native Americans.

418. Regional Historical Studies (4)
Seminar. Provides students with an opportunity to pursue various regional studies of Indian groups from pre-contact times to the present. Prerequisite: NAMS 200 or consent of instructor.

420. Fundamentals of Native American Education (4)
This course is appropriate for those who will be teaching Native American students K-12 or those who wish to develop curriculum materials about American Indians. A survey of North American Indian Educational History will be followed by practical projects stressing appropriate teaching strategies.

430. Advanced Native American Art Workshop (3)
Emphasizes the practical application of traditional and contemporary Native American art forms, designs and techniques. This course attempts to advance the students utilization of and appreciation for the various methods and skills of Native American arts while promoting individual creativity.

440. The Contemporary Native American (4)
A survey of the status of Native Americans in modern American society, including economic, political, and legal aspects; the role of the Federal government; and the emergence of Pan-Indianism and political activism.

442. Contemporary Affairs of Native Americans of California (4)
An intensive study of the contemporary problems, issues, and developments involving American Indians in California.

495. Special Studies (1-4)
Prerequisites: An upper division core course; approval of supervising faculty member and approval of Department Chair.

Nursing

Department Office
Nichols Hall, Room 262, Phone 707/664-2465/2466

Programs Offered
Bachelor of Science in Nursing
Master of Science in Nursing

Department Chair
Sandra DeBella

Faculty
Dorothy Blake, Sandra DeBella, Laurel Freed, Janice Hitchcock, Vivian Malmstrom (Emeritus), Leonide Martin, Marylou McAthie, Rose Murray, Thomas Nolan, Kathleen Puntillo, Mary Searight (Emeritus), Sue Thomas

The Department of Nursing offers a Bachelor of Science and a Master of Science in Nursing. The Bachelor of Science program is designed specifically for registered nurses. The purpose of the BSN program is to provide upper division education for registered nurses, leading to the baccalaureate. The program enables nurses to expand their practice and function with greater independence in a variety of settings.

The Master of Science program provides advanced professional education for registered nurses with a bachelor's degree. The program 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, with emphasis on advanced clinical practice, including the diagnosis and treatment of common illnesses, counseling, and preventive services for the family. A second concentration in Nursing Administration prepares nurses for executive leadership functions and responsibilities in current and emerging health care systems. The goal of the graduate program is to provide advanced professional education with a sound foundation in the liberal arts and sciences.

Philosophy

The faculty of the Department of Nursing define health as a dynamic and personal experience which reflects harmony of body, mind, and spirit. They believe that people develop functional definitions of health for themselves within a personal, cultural, and environmental context. Health encompasses both wellness and illness. While many qualities may characterize health, central to health are human integrity and the search for one's highest self-expression.

Illness is viewed as an experience of physical, emotional, or spiritual disharmony which affects a person's ability to function or to fully express the self. The dynamics of change, growth, and the holistic experience of health and illness are uniquely interpreted across the life span. While peoples concepts of health and illness are very personal, the faculty believe that access to care is a human right and a societal responsibility.

Nursing, as a learned, scientific, and humanistic profession, is a caring process. The practice of professional nursing is based upon an organizing theoretical framework which guides the application of the nursing process in clinical settings. The faculty recognize a wide range of therapeutic nursing approaches. Nurses develop partnerships with clients and other health professionals to create healing environments by enhancing behaviors, attitudes, and resources that promote optimum functioning and growth through health, illness, and the process of dying.

In accord with the mission of Sonoma State University to prepare students to be learned men and women, the faculty believe that nursing education belongs within the framework of collegiate General Education. Professional preparation grounded in the liberal arts and sciences, extends the knowledge base and scope of nursing practice.

Professional nursing education is founded upon a knowledge base from the natural, social, behavioral, and nursing sciences. The baccalaureate program prepares students to meet society's needs for professional nurses who think critically and exercise leadership in planning, implementing, and evaluating nursing care. Undergraduate education focuses on the utilization of the nursing process in the delivery of health care to individuals, families, and communities, within an environment which affirms the values of the client from varying cultural, social, and ethnic backgrounds. Graduates of the baccalaureate program serve as providers, teachers, and planners/coordinators of client care. The undergraduate experience enables nurses to participate in improvement of the quality of nursing and health care services.

Graduate education builds on baccalaureate education and leads to expansion of the nursing role, while providing the student an opportunity to acquire advanced knowledge and skill in an area of concentration. The graduate program in Nursing is designed to respond to society's needs for professional nurses who influence the structure of emerging patterns of health care practice and delivery. Concentration in an area of nursing practice or function enables graduates of the program 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.

Bachelor of Science in Nursing

The Bachelor of Science in Nursing program offers the registered nurse an opportunity to continue nursing and General Education studies. Fully accredited by the National League for Nursing, Sonoma State's baccalaureate program is a two year upper division major designed to articulate with two year community college nursing programs.

The goal of the Nursing Major is to prepare a liberally educated professional, qualified for certification as a public health nurse. The Major also offers a sound foundation for pursuing graduate education in nursing. Graduates will be prepared to plan and implement patient care, to teach patients, families, and staff, and to provide leadership in the provision of health care.

Degree Requirements	units
General Education (40 units may be transferred from a Community College)	51
Major Requirements	
Lower Division at Community College	30
Upper Division at SSU	39
General Electives	4
Total units needed for graduation	**124**

Prerequisites

1. Current California licensure as a registered nurse.
2. Applicants who have not received California RN licensure but who otherwise meet program prerequisites will be accepted on a conditional basis pending State Board results. Failure to pass State Boards would disqualify the student from the Major (but not from the University) until such time as a passing score is obtained.
3. 60 semester units of college transferable credit.
   30 units should meet California State University General Education requirements.
   30 units must be credit for lower division nursing.
4. Minimum of 3 semester units of college transferable credit in general chemistry with a grade of C or better.
5. Minimum of 3 semester units of college transferable credit in human anatomy and physiology with a grade of C or better.
6. Proficiency in English composition, demonstrated by one of the following:
   a. College transferable course in English composition with a grade of C or better; **or**
   b. Score of 3, 4, or 5 on CEEB Advanced Placement Examination in English; **or**
   c. Score of 550 on CEEB English Composition Achievement Examination (62nd percentile); **or**
   d. Passing CSU English Equivalency Examination.

Advisory Plans

RNs with an associate degree in most cases will have completed all prerequisites for the Sonoma State University baccalaureate program.

RNs who have attended a hospital (diploma) program should contact a local community college to obtain equivalent credit for their diploma program (30 ungraded lower division nursing units) and to complete General Education requirements of the community college for an AA degree.

Eligible applicants who are currently enrolled in the University, or who plan to enroll prior to entering the Nursing Major, should contact the Nursing Department.

Application

Students are admitted to the Nursing Major in both fall and spring semesters. The standard California State University application is used, and is available at state and community colleges and high schools throughout the state, as well as from the Office of Admissions and Records, Sonoma State University, 1801 East Cotati Avenue, Rohnert Park, CA 94928. In addition, applicants must complete a Department of Nursing application form. Eligible applicants who are enrolled at the University as undeclared majors may apply to the Nursing Major using a "Change of Major" petition.

Requirements for the Major

NOTE: The courses listed below represent the Nursing program as of the Spring 1990 semester. The Department of Nursing has initiated some curriculum revisions and therefore courses and Nursing Major requirements may differ after Spring 1990.

Lower Division Requirements

To be completed at a community college.

Total units in lower division 30

Upper Division Requirements

NURS	300	Introduction to Baccalaureate Nursing	3
NURS	310A	Concepts of Nursing in the Community	3
NURS	310B	Concepts of Nursing in the Community	2
NURS	311	Nursing Practicum in the Community	4
NURS	315	Science Principles Applied to Human Phenomena	4
NURS	316	Health Assessment	2
NURS	369	Interaction and Communication	3
NURS	407	The Research Process	2
NURS	422	Conceptual and Theoretical Bases for Nursing Practice	2
NURS	423	Senior Clinical Study I (2)	
plus			
NURS	424	Senior Clinical Study II (3) (5 total)	
or			
NURS	425	Senior Clinical Study (I and II)	5
NURS	433	Current Professional Issues	3
NURS	467	Leadership and Change	3
Upper division non-Nursing course supportive of the Senior Clinical Study			3
Total units in upper division			**39**
Total units in the major			**69**

Master of Science in Nursing

The Master of Science in Nursing prepares registered nurses with a bachelor's degree for advanced nursing practice in areas of concentration. The goal of the graduate nursing program is to provide advanced professional education with a sound foundation in the liberal arts and sciences. Graduate education in nursing builds upon the undergraduate knowledge base in the natural, social, behavioral and nursing sciences. It expands the science of nursing by study in depth of the person, the environment, health, and nursing practice. Graduates are prepared for increasing responsibilities in clinical practice, leadership, and research.

The Master of Science program offers two concentrations: Family Nurse Practitioner and Nursing Administration.

Pathways Program

Students who wish to earn a master's degree in nursing and who have a bachelor's degree in a field other than nursing may do so via the Pathways Program. Masters students may choose one of the two options: preparation as a Family Nurse Practitioner (FNP) or Nursing Administration (NA).

In addition to the admissions requirements to the masters program, Pathways applicants need to meet specific foundation skills and knowledge for the FNP or NA option.

Admissions Procedure: Application materials for the Pathways Program include 1) application form with goals essay, 2) transcripts, 3) recommendation forms, 4) resume for work and educational experiences, 5) interview. For forms and specifics, contact the Nursing Department.

Admissions Status: Initial admission status will be as an unclassified postbaccalaureate for 1-2 semesters, during which time the student will be fulfilling requirements for foundation skills and knowledge or other graduate admissions criteria. When all criteria have been met, the student can be accepted into the appropriate graduate option and file a "Change of Graduate Status" form to conditionally classified or classified graduate status.

Family Nurse Practitioner Program

The purpose of the Family Nurse Practitioner program is to prepare registered nurses with a BS degree for advanced clinical practice with an emphasis on promoting family wellness. The FNP concentration focuses upon the theoretical and scientific bases for the diagnosis and treatment of common illness, as well as health teaching, counseling and preventive services. Emphasis is placed upon advanced clinical skills, including history-taking and physical examination, health screening, management of common illness, and techniques of prevention and risk reduction.

An understanding of the economic factors affecting health care delivery, and the ethical bases of health services, provides nurses with unique capabilities to respond to society's complex needs. A central theme in the curriculum is the family as a conceptual framework for primary care practice. The ability to evaluate, selectively apply, and conduct clinical research is included as an important dimension of advanced professional practice.

Curriculum

The graduate Nursing program includes Nursing core courses which focus upon theoretical and conceptual foundations of nursing practice, research, and professional issues and leadership. These courses include content basic to all nursing concentrations.

The first year of the graduate Family Nurse Practitioner Program focuses upon the theory and practice of family nursing in primary (and some secondary) care settings. Students have a three-semester clinical preceptorship with a primary care physician or nurse practitioner. The student is responsible for finding an acceptable preceptor. Content includes health needs and risks of all family members, family theories, and legal and professional issues pertinent to nurse practitioners.

The second year concludes the preceptorship experiences. Students develop and conduct research projects, and take courses in health economics and ethics of health care. Students may elect to complete a thesis or take a comprehensive examination which serves as an integrating experience for the diverse content areas in the curriculum.

The SSU Family Nurse Practitioner Program meets criteria specified in Section 1484, Title XVI of the California Administrative Code; and is approved by the California Board of Registered Nursing.

Admissions Requirements for FNP Program

1. BS degree
2. GPA of 3.00 in the last 2 years (60 units) of undergraduate study;
3. Current California licensure as a registered nurse
4. Acceptable scores on the Graduate Record Examination
5. Completion of courses in physical assessment, statistics, and physiology within the last 7 years
6. Completion of course in community health

Accelerated MS Degree Option for FNP Program

BS degree nurses who have prior nurse practitioner training are able to progress more rapidly through the program using a series of challenge examinations. A maximum of 12 semester units may be counted toward the MS degree by prior course work and challenge examination. 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 most of the clinical experiences required for FNP preparation. Students with prior training as FNPs may be able to complete the MS degree in one academic year.

Application

The standard California State University application form is used (available from the Office of Admissions and Records, Sonoma State University, 1801 East Cotati Avenue, Rohnert Park, CA 94928). In addition, applicants must:

1. Complete a separate Department of Nursing application form;
2. Submit three letters of recommendation (on departmental forms); and
3. Be scheduled for an interview.

Application packets are available from the Nursing Department. Eligible applicants who are enrolled at the University as unclassified postbaccalaureate students may apply to the Nursing Major using a "Change in Graduate Status" petition. Students completing the SSU undergraduate Nursing program need to reapply to the University for graduate standing. Applications are accepted for both the spring and fall semesters.

Refer also to the Post-Baccalaureate Degrees section on page 16 of this catalog.

Requirements for the Master of Science Degree
Family Nurse Practitioner Program

MS Requirements

NURS	493	Health Care Delivery and Financing	3
NURS	501	Assessment and Maintenance of the Well Family	3
NURS	502	Theoretical Foundations of Nursing	3
NURS	503A	Research Methods	3
NURS	503B	Research Project	
or			
NURS	599	Master's Thesis	3
NURS	510	Professional Issues and Leadership	2
NURS	540AB	FNP Diagnosis and Treatment in Primary Care	6
NURS	550ABC	Family Nurse Practitioner Preceptorship	10
PHIL	380	Ethics of Health Care	3
		Total units in the MS degree	**36**

Recommended Electives for MS students

NURS	522A	Curriculum Development	2
NURS	522B	Teaching Methods and Strategy	2
NURS	560A	Applied Statistics for Research Analysis	2
NURS	560B	Applied Statistics for Research Analysis	2

Thesis or Comprehensive Examination: Degree requirements include completion of a thesis, or passing a comprehensive examination which is taken during the last semester of study. There is no unit credit for the comprehensive examination.

Nursing Administration Program

The purpose of the Nursing Administration Program is to prepare nurses for executive leadership functions and responsibilities in current and emerging health care systems. The curriculum prepares registered nurses for advanced practice roles focused on directing and evaluating nursing practice and health care programs. Graduates will be able to facilitate high quality, cost-effective client care, and to meet individual clinical needs by coordinating care in conjunction with agencies within the community and in home settings.

The program emphasizes: (1) application of theories and concepts of organization and leadership in administration and management; (2) initiating, coordinating, and evaluating activities of health team members in community and institutional settings in both rural and urban areas; and (3) conducting beginning research. The program provides for the development and application of knowledge relevant to the structure and financing of the health care system, and the analysis of the interrelationships and interdependence of its various elements. Students learn to apply specialized knowledge and skills in selected areas of administration or management in health care services in a variety of settings.

Curriculum

The graduate Nursing program includes core courses which focus upon theoretical and conceptual foundations of nursing practice, research, leadership, and issues in professional nursing. These courses include content basic to all nursing specialities.

The first year of the Nursing Administration Program focuses upon the acquisition of a theoretical base in nursing theories and in organizational behavior and management principles, and in nursing research. Students prepare a research proposal and conduct a research study.

The second year incorporates further knowledge acquisition in professional nursing issues and in management principles. Analysis and evaluation of organizational and management theories in relation to health care and nursing care delivery systems are undertaken. A two semester nursing administration residency program provides for applications of theoretical knowledge under a mentor in a health care agency selected by the student. Students tailor their program of study and select the focus for their residency program based on their professional background and career goals. The program is flexible and courses are scheduled to enable part-time or full-time study.

Requirements for the Master of Science Degree
Nursing Administration Program

MS Requirements

NURS	502	Theoretical Foundations of Nursing	3
NURS	503A	Research Methods	3
NURS	503B	Research Project	
or			
NURS	599	Master's Thesis	3
NURS	510	Professional Issues and Leadership	2
NURS	530A	Nursing Administration I	4
NURS	535A	Nursing Administration: Residency	3
NURS	530B	Nursing Administration II	3
NURS	535B	Nursing Administration: Residency	3
MGT	350	Management Theory and Organizational Behavior	4
MGT	501	Principles of Accounting	4
Elective courses from Economics or Management			4
		Total units in the MS degree	**36**

Recommended Electives for MS students

NURS	560A	Applied Statistics for Research Analysis	2
NURS	560B	Applied Statistics for Research Analysis	2

Admissions Requirements
Nursing Administration Program

1. BS degree
2. GPA of 3.00 in the last two years (60 units) of undergraduate study
3. Current California licensure as a registered nurse
4. Acceptable scores on the Graduate Record Examination
5. Completion of courses in introductory computer applications (or equivalent competency) and statistics within the last seven years

Applications are accepted for both fall and spring semesters. The standard California State University application form is used (available from the Office of Admissions and Records, Sonoma State University, 1801 East Cotati Avenue, Rohnert Park, CA 94928). In addition, applicants must complete a separate Department of Nursing application form, submit three letters of recommendation, and schedule an interview with the Department. Transcripts should be sent to SSU Office of Admissions and Records. Application packets are available from the Nursing Department. Eligible applicants who are enrolled at the University in other majors may apply to the Nursing Major using a "Change of Graduate Status" petition. 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 of a comprehensive examination which is taken during the last semester of study. There is no unit credit for the comprehensive examination.

Nursing Courses (NURS)

199. Special Studies (1-4)
Individual or group study, under guidance of an instructor, enabling non-Nursing majors to study areas of specific interest related to health and nursing. Prerequisites: Consent of instructor and department chair. Specific guidelines available from the Nursing Department.

280. Alternative Approaches to Healing (2)
Seminar, 2 hours. Introduces concepts and principles of selected non-traditional approaches to healing with emphasis on mind/body relationships in healing and illness processes. Seminar will include discussion of philosophical perspectives and available research. Course will also provide opportunities for experience and practice of healing techniques demonstrated by local practitioners. Prerequisites: none

300. Introduction to Baccalaureate Nursing (3)
Lecture/discussion, 3 hours. Introduction to principles and concepts of baccalaureate nursing practice, and to the Sonoma State University Nursing curriculum. Individual student learning needs, both nursing and academic, are assessed and goals developed for professional nursing study. Modalities of self care are explored. First semester enrollment recommended; required prior to NURS 310B. Prerequisite: Consent of instructor.

310A. Concepts of Nursing in the Community (3)
Seminar, 2 hours; laboratory, 3 hours. Introduces the student to community nursing. The content will include concepts, principles, and theories of community health. The nursing process, family theory, and concepts related to the family and community will be explored. Prerequisites: Admission to the Nursing Major; NURS 369 or concurrent enrollment in NURS 369; consent of instructor; and malpractice insurance.

310B. Concepts of Nursing in the Community (2)
Seminar, 2 hours. Focuses on the role of the nurse in community health, principles of family case management, selected problems in community and family health promotion, and prevention and control measures. Current trends and issues in health care delivery are explored. Prerequisites: NURS 300, 310A, concurrent enrollment in 311 and consent of instructor.

311. Nursing Practicum in the Community (4)
Laboratory, 12 hours. Provides the student with an opportunity to work with families while applying the nursing process, collaborating with other health professionals, and utilizing a variety of community resources. Activities are directed toward promotion of health and well being and control of illness within the context of the cultural milieu. Prerequisites: Malpractice insurance; current drivers license; NURS 300, 310A; NURS 310B or concurrent enrollment in NURS 310B; 315, 316, and 369; and consent of instructor.

315. Science Principles as Applied to Human Phenomena (4)
Lecture/discussion, 4 hours. Promotes the integration and application of physiological and pathophysiological concepts to nursing. Focus is upon scientific consideration and physiological interpretation of signs and symptoms. Prerequisites: Admission to the Nursing Major; college chemistry with grade of C or better; college human anatomy and physiology taken within the last five years with a grade of C or better; consent of instructor.

Students who do not meet the five year recency requirement for NURS 315 may:

1. Complete an updated physiology course of 3 or more units with a grade of C or better prior to enrolling in NURS 315; **or**
2. Petition to waive the five year recency prerequisite based on:
   a. an acceptable NLN Anatomy and Physiology test score, **or**
   b. recent CE course in pathophysiology.

Petitions will be evaluated by course instructor.

316. Health Assessment (2)
Seminar, 1 hour; laboratory, 3 hours. This course is a combined seminar/learning lab which introduces basic concepts and skills of human health assessment. Instructional modules cover history taking, psychological assessment, and general examination techniques of selected body systems. Prerequisite: Consent of instructor.

369. Interaction and Communication (3)
Seminar, 2 units; laboratory 1 unit. Focus is on developing interviewing, counseling, teaching and assertive communication skills. Constructive personal and professional interactions are promoted through caring, empathy, self-awareness, and values clarification. Strategies for client education to promote health include communication processes and teaching microelements designed to increase client responsibility. Laboratory experiences foster awareness of the influence of feelings and attitudes on communication, and provide practice in assessing client education needs formulating teaching/communication plans, and applying these through miniteaching sessions. Prerequisites: None.

380. Therapeutic Touch (2)
Discussion, 2 hours. Therapeutic Touch is presented as one of the holistic healing therapies used and taught by nurses to promote health and facilitate natural healing processes. Philosophical, theoretical, and scientific foundations of this technique developed by Dr. Dolores Krieger are presented. Experiential processes are used to facilitate skills and self-awareness related to caring, use of intuition, focused attention, and intention. The class is directed to both health professionals and to lay persons. Prerequisite: Completion of General Education requirements in Natural Sciences or consent of instructor.

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, 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.

407. The Research Process (2)
Seminar, 2 hours. Introduces basic research concepts and processes, the nature of research, terminology, and research questions. Steps of the research process are explored within conceptual frameworks. Focus is on analysis and critique of research studies and formulation of research problems. Prerequisites: Completion of Critical Thinking General Education requirement and Written English Proficiency Test (WEPT) or English 375; consent of instructor.

422. Conceptual and Theoretical Bases for Nursing Practice (2)
Seminar, 2 hours. Selected nursing models are analyzed and compared with theories and models from other disciplines that are used in nursing. Examines definitions and elements of a theory and explores the usefulness of a theoretical basis for clinical practice. Must be taken prior to NURS 424. Prerequisites: PHIL 101 or 200; WEPT or ENGL 275; concurrent enrollment in NURS 423; and consent of instructor.

423. Senior Clinical Study I (2)
Laboratory, 6 hours. Introduces selected experiences in various nursing settings. Students develop a learning contract which defines the conceptual framework for a selected area of nursing practice, including client population and nursing knowledge/skills. The clinical facilitator collaborates with a faculty supervisor who is responsible for evaluation. Prerequisites: Completion of Nursing 300 level courses; malpractice insurance; and NURS 422 or concurrent enrollment in NURS 422.

424. Senior Clinical Study II (3)
Laboratory, 9 hours. Continues clinical experience in selected nursing settings. Students implement a learning contract which develops clinical competency and independent decision-making/autonomy as a professional nurse. The conceptual framework is refined and applied in the setting. The clinical facilitator collaborates with a faculty supervisor who is responsible for evaluation. Prerequisites: NURS 423; NURS 407 and 467 or concurrent enrollment in NURS 407 and 467; and malpractice insurance.

425. Senior Clinical Study, I and II (5)
Laboratory, 15 hours. This course is offered as on option to NURS 423/424 and allows students to complete the sequence in one semester rather than two. Provides an opportunity for students to select clinical experiences in various nursing settings. Students develop a learning contract which defines the selected area of practice and fosters the development of clinical competency and independent decision-making. A clinical facilitator collaborates with a faculty supervisor who is responsible for evaluation.

433. Current Professional Issues (3)
Seminar, 3 hours. Focuses on contemporary issues central to the nursing profession. Develops the concepts of professionalism and the numerous factors which inhibit or strengthen the evolution of the profession. Selected issues incorporating historical, social and political perspectives are examined. Analysis, proposals for future direction, and personal advocacy are emphasized. Prerequisites: Senior standing in the Nursing Major and consent of instructor.

467. Group Leadership and Change (3)
Seminar, 3 hours. Develops knowledge of group interaction and introduces concepts and selected theories of group leadership, change, and dynamics. Includes six-week experience co-leading a health related group to develop beginning facilitator skills. Seminar activities include group simulations and peer supervision. Nursing management situations will be explored in terms of the above concepts and skills. Prerequisites: Senior standing in the Nursing Major and consent of instructor.

473. Health Education and Drug Abuse (1)
Lecture, 1 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 and drug use and abuse. Course fulfills health education and drug abuse requirements of the Ryan Act Credential; enrollment priority is given to students in the Ryan credential program. Prerequisites: Upper division standing and consent of instructor.

493. Health Care Delivery and Financing
Lecture, 3 hours. Course reviews the principal ways health care is organized and financed, and identifies current issues in health care organization and financing. Analytic perspectives on health and health care economics are emphasized. Students learn cost-benefit analysis, decision analysis, and other analytic techniques to approach current organizational and care process questions. Calculation of the costs of care, and selected aspects of budgeting are also presented. Prerequisite: Nursing Major status or consent of instructor.

495. Special Studies (1-4)
Individual or group study, under guidance of an advisor, of special problems in nursing. Prerequisites: Admission to the Nursing Major and/or consent of instructor and department chair. Specific guidelines available from the Nursing Department.

501. Assessment and Maintenance of the Well Family (3)
Lecture/discussion, 3 hours. Physical and psychosocial assessment of the family. Content focuses upon health promotion, illness prevention, and health maintenance. Family theories, behavioral change theories, concepts of health maintenance, and the practice of health habits of self, other students, and clients will be examined. Principles of family assessment, client health assessment, and health promotion groups are discussed. Prerequisite: Consent of instructor.

502. Theoretical Foundations of Nursing (3)
Lecture/discussion, 3 hours. This course builds upon an undergraduate foundation in nursing theories. The linkages between theory, research and practice are further developed. Concepts from selected nursing models/frameworks are critically analyzed and compared with theoretical foundations from other disciplines, including systems theory, developmental theory, interpersonal and transactional theories, and ethical theories. Students develop an explicit theoretical base for application to nursing practice or research. Prerequisite: Consent of instructor.

503A. Research Methods (3)
Lecture/discussion, 3 hours. Focus is on understanding and applying the research process and incorporating research methods into nursing practice. Emphasis is on critique and analysis of research designs to study health problems, educational, or management issues in nursing. Students develop a preliminary design for a research proposal. Prerequisite: Statistics

503B. Research Project (3)
Seminar, 2 hours; laboratory, 3 hours. Focus is on further development of research proposals from NURS 503A. Emphasis is on further refinement of the research problem, selection of methodology and research design, use of measurement tools, data collection and selection of analytic methods. Students complete data collection, analysis, and preparation of a research report with conclusions and recommendations. (May be waived if student elects thesis option.) Prerequisite: NURS 503A.

510. Professional Issues and Leadership (2)
Seminar, 2 hours. Builds upon undergraduate foundation in professional issues. Focus is on power and influence in professional situations, including analysis of the impact of cultural variables. Current nursing professional issues are examined from a leadership perspective. Prerequisite: Consent of instructor.

522A. Curriculum Development in Nursing (2)
Lecture/discussion, 2 hours. Overview of components that comprise curriculum formation, revision and evaluation. Curriculum design for nursing programs is examined critically. Attention is given to the dynamic process underlying the development and evolution of a curriculum. Individual and group student projects involve development of curricular models for selected nursing programs. Prerequisite: Consent of instructor.

522B. Teaching Methods (2)
Lecture/discussion, 2 hours. Overview of theoretical and practical aspects of the instructional role in the learning process. The major theories of learning are critically examined for the applicability to a variety of instructional experiences in culturally diverse educational settings. Teaching strategies are analyzed in relation to learning objectives. Students engage in a brief teaching practicum. Prerequisite: Consent of instructor.

530A. Nursing Administration I (4)
Seminar, 4 hours. A course in which theories of organizations and management are analyzed in relation to health care and nursing care delivery systems. Emphasis will be placed on analyzing and evaluating the relationship between clinical nursing practice and organizational management. Organizations will be analyzed according to structure, functions, and organizational behaviors. Prerequisites: Concurrent enrollment in NURS 535A, previous or concurrent with MGT 350, and conditional or classified graduate status.

530B. Nursing Administration II (3)
Seminar, 3 hours. Focus is on continuation and further development of a knowledge base relating to health care delivery systems and nursing service administration. Emphasis will be placed on complex aspects of the administrative process including use of human and financial resources and health policy development. Prerequisites: NURS 530A, NURS 535A, and concurrent enrollment in NURS 535B, prior to or concurrent with MGT 501 and conditional or classified graduate status.

535A. Nursing Administration: Residency (3)
Laboratory, 3 hours. Focuses on the application of theoretical knowledge in a nursing administrative setting. The student gains an understanding of the relationship of administrative theory to administrative practice through the initiation of the project proposal designed in NURS 530A. Prerequisites: Concurrent enrollment in NURS 530A and conditional or classified graduate status.

535B. Nursing Administration: Residency (3)
Laboratory, 3 hours. Continued application of theoretical knowledge and further development of nursing administrative practice. Activities include completion of the project initiated in NURS 535A. Prerequisites: NURS 530A, NURS 535A, and concurrent enrollment with NURS 530B. Must be of conditional or classified graduate status.

540A. FNP Diagnosis and Treatment in Primary Care (3)
Lecture/discussion, 3 hours. The course provides the foundation in clinical sciences for the diagnosis and management of common acute and chronic illnesses and other health conditions in primary care. Students utilize research and theory from various disciplines 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 the interdisciplinary aspect of primary health care through collaboration, consultation and referral. Prerequisite: Acceptance into the master's degree program, FNP concentration.

540B. FNP Diagnosis and Treatment in Primary Care (3)
Lecture/discussion, 3 hours. The course continues the foundation in clinical sciences for the diagnosis and management of common acute and chronic illness and other health conditions in primary care. Students utilize research and theory from various disciplines 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 collaboration, consultation and referral. Prerequisite: NURS 540A.

550A. FNP Preceptorship I (3)
Clinical preceptorship, 9-12 hours. Designed to establish a foundation for role development and beginning clinical practice in primary care settings. Students utilize specialized knowledge and skills to assess physical, emotional, intellectual and spiritual needs of patients. Concepts from various disciplines are integrated as a framework to develop strategies for health promotion. Prerequisite: Acceptance into the master's degree program, FNP concentration.

550B. FNP Preceptorship II (3)
Clinical preceptorship, 9-12 hours. Designed to further develop and expand clinical judgment and practice skills in primary care. Students apply research and theory-based knowledge in formulating diagnoses and management plans. Students examine the personal and professional parameters of the nurse practitioner role. Prerequisite: NURS 550A

550C. FNP Preceptorship III (4)
Clinical preceptorship, 6-12 hours. Designed to facilitate integration of nursing theory and research to improve the health of individuals and groups in the primary and extended care settings. Students apply their conceptual perspectives as a foundation for complex decision-making in advanced practice. Students expand their professional identity to integrate the multiple aspects of the nurse practitioner role. Prerequisites: Completion of NURS 540AB and NURS 550AB.

551AB. FNP Preceptorship: Clinical Challenge (3)
Clinical preceptorship challenge. Faculty evaluation of clinical practice skills in areas of practice included in NURS 550AB, FNP Preceptorships I and II. Includes faculty site visits in prearranged settings which provide appropriate types of cases for adequate evaluation. The basis for evaluation includes observation of practice, case discussion, and chart review. Prerequisites: Acceptance into master's degree program, FNP concentration; prior nurse practitioner training; consent of instructor.

560A. Applied Statistics for Research Analysis (2)
Seminar, 2 hours. Part A of a two-semester course. Review course in applied statistics. An introduction to conducting computerized statistical analyses. Conceptual and practical skills needed to design and conduct quantitative aspects of independent research projects will be taught as well as to understand the presentation of quantitative results of research conducted by others. Prerequisite: Prior statistics course or consent of instructor.

560B. Applied Statistics for Research Analysis (2)
Seminar, 2 hours. Second semester of NURS 560A. Primary emphasis given to applying statistical techniques and computer methods covered in the first semester course to the analyses of the data collected by students. Statistical concepts will be covered as required by student projects or class interests. On campus computer systems will be used. Prerequisite: NURS 560A, prior statistics course or consent of instructor.

595. Special Studies in Nursing (2-4)
Individually arranged course for one or more students who wish to pursue academic interests beyond the scope of the regular curriculum. Prerequisites: Graduate standing and consent of instructor and department chair. Specific guidelines available from the Nursing Department.

596. Selected Topics in Nursing (1-4)
A single topic or set of related topics not ordinarily covered in the graduate curriculum (e.g., nursing administration and supervision, curriculum development, and teaching methods). The course may be repeated for credit with a different topic, to a maximum of 12 units. Prerequisite: Consent of instructor.

599. Master's Thesis (2-6)
Research on thesis developed by student in consultation with Nursing Department faculty, and approved by the Department and the student's Thesis Committee. Prerequisite: Submission of a completed and signed Thesis Prospectus Approval Form at the time of registration.

Philosophy

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Department Chair
Stanley V. McDaniel

Faculty
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Programs Offered
Bachelor of Arts in Philosophy
Minor in Philosophy
Single Subject Waiver Program in Philosophy

Your Life and Your Career

Philosophy is uniquely capable of providing direction, coherence, and stability in life. Our ability to think philosophically enables us to distinguish knowledge from mere opinion, assess values, acquire an integrated perspective on conflict and change, and reflectively and freely choose the course our lives will take. By studying philosophy, we can become conscious of the framework of assumptions that guides and structures our thoughts and actions. Thus we put ourselves in the position of becoming more rational in both our actions and thoughts.

Through the study of philosophy we can see our vocational choices as an essential part of the life-shaping process; and so we can choose a vocation that enhances the coherence and value of our total life. We link together our efforts to become rational, humane, active, and successful, using standards that are reflectively considered and chosen by us. Philosophical thinking thus is our best tool for surviving as rational individuals in a world made more humane by our own critical efforts.

The Philosophy curriculum includes courses that develop necessary skills and provide knowledge for careers in such fields as law, business, and government, as well as philosophy. Among the careers that may be pursued by SSU Philosophy Majors are: Academic Administration, Alternative Teaching, Business, Counseling, Environmental Safety Standards, Family Planning, Grant Proposal Analysis, Hospital Administration, Juvenile Justice, Law, Medical Research, Public Policy Conflict Resolution, Public Relations, Third World Development, and Wildlife Conservation.

The generalizable intellectual skills and discipline obtained through the study of philosophy—skills in analysis, description, evaluation, synthesis, and problem-solving—are an excellent means to vocational success, both inside and outside of the academic world. Philosophy students score exceptionally well on general verbal and quantitative aptitude tests, and when they choose to enter vocations like medicine or law, their acceptance rate is high. In fact, a recent study shows a significantly higher percentage of applicants to medical schools being accepted from philosophy than from biology. The Report of the Education Commission of the States predicts that the next generation of workers will need basic critical skills in evaluation, analysis, and synthesis.

Our Faculty and Curriculum

At the heart of our Philosophy Program is our faculty: highly individual philosophers who represent the major approaches to philosophy, and who are actively engaged in ongoing research and exploration. The curriculum is expressly designed not only to provide the major with needed methods and historical perspectives, but also to bring the major into contact with a broad spectrum of approaches to philosophy.

Advising

Advising is mandatory and begins with an initial advising interview with the Department Chair, after which the student will choose a regular faculty advisor.

Transfer Students

The Department welcomes transfer students from other institutions, and is eager to work out equivalences for classes completed elsewhere. Transfer students should consult with the Department Chair regarding their individual qualifications for the Philosophy Program.

Bachelor of Arts in Philosophy

Philosophy majors are encouraged to take at least half of their elective units in fields other than philosophy, so as to maximize the interdisciplinary and applied value of their major. Students planning to do graduate work in philosophy are also encouraged to take at least two semesters of a foreign language.

Degree Requirements	units
General Education	51
Major Requirements	42
General Electives	31
Total units needed for graduation	**124**

A strong point of the Philosophy Major at Sonoma State is the thorough grounding provided in basic analytical tools. The core program, described below, includes training in both formal and informal methods of analysis. A two semester Great Thinkers course provides the broad historical framework within which philosophical problems and methods develop and a basic Ethics Course introduces fundamental issues of value and rational choice.

Major Core Requirements

PHIL	101	Critical Thinking (3 units applied to GE)	
PHIL	200	Introduction to Logic	3
PHIL	302	Ethics and Value Theory	3
PHIL	304	Great Thinkers of the West: Thales to Aquinas	3
PHIL	306	Great Thinkers of the West: Hobbes to Kant	3
Total units in the major core			**12**

Upper Division Program

The requirements for the upper division program introduce the student to a variety of faculty approaches. The course selections contain options to suit individual career goals and fulfill the Department aim of comprehensive and effective training applicable to both traditional and contemporary philosophical work.

Many of the upper division courses in Philosophy are designated "seminar." Teaching format for seminars will vary from instructor to instructor. Seminars take advantage of small group size to encourage discussions. Seminars at the 400 level presuppose more background in philosophy than 300-level ones. At both levels, seminars present a special opportunity for students to actively develop critical and sympathetic response to classic texts of the philosophical tradition and to contemporary philosophical themes, problems, and subject areas.

Select six courses, two from each area, to total 18 units. At least one of the six must be a 400-level seminar.

Ethics and Value

PHIL	320	Philosophy in Literature(3)
PHIL	322	Religious Dimension (3)
PHIL	334	Philosophy of Law (3)
PHIL	358	Philosophy and Film (3)
PHIL	372	Aesthetics (3)
PHIL	380	Advanced Ethics (3)
PHIL	380	Medical Ethics (3)

Topics and/or Seminar Courses (1-6)

Metaphysics and Epistemology

PHIL	308	Seminar: Theories of Knowledge (3)
PHIL	310	Seminar: Metaphysics (3)
PHIL	350	Seminar: Advanced Logic (3)
PHIL	354	Seminar: Philosophy of Science (3)
PHIL	400	Seminar: Personhood (3)
PHIL	454	Seminar: Philosophy of Language (3)
PHIL	456	Seminar: Philosophy of Mind (3)
PHIL	464	Seminar: Theory of Critical Thinking (3)

Historical Periods, Figures, and Conceptual Movements

PHIL	338	Seminar: Pragmatism (3)
PHIL	344	Seminar: Phenomenology (3)
PHIL	346	Seminar: 19th Century Philosophy (3)
PHIL	400	Seminar: Nietzche (3)
PHIL	400	Seminar: Kant (3)
PHIL	400	Seminar: Plato (3)
PHIL	400	Seminar: Marx (3)
PHIL	448	Seminar: 20th Century (3)

Topics and/or Seminar Courses (1-6)

Total units in the upper division program 18

Major Electives

Students must also select 12 elective units from other Philosophy Department offerings.

Total units in major electives 12

Total units in the major 42

Minor in Philosophy

The Minor in Philosophy consists of 18 units chosen by the student in consultation with a department advisor. At least 12 of these units must be non-GE courses. The Minor track in Philosophy may be designed to emphasize pre-law, pre-med, pre-business, critical thinking, and other applied areas and/or pre-professional programs. Consult the Department Chair for further information.

Single Subject Waiver Program in Philosophy

Supplementary Authorization in the Teaching of Critical Thinking

The State of California now provides candidates for the single subject credential with the option of pursuing supplementary authorization for the teaching of critical thinking. The following courses will together fulfill the state requirements.

Phil	101	Critical Thinking	3
Phil	386	Advanced Critical Thinking	3
Phil	400	Theory of Critical Thinking	3
Phil	495	Special Study in Critical Thinking	3
Total units in the waiver program			**12**

Center for Critical Thinking and Moral Critique

The Philosophy Department works in association with the Center in housing the Center's program for supplementary authorization in the teaching of Critical Thinking (under the Single Subject Waiver Credential Program of the State of California) and in helping its graduates to qualify as research interns for the Center. For more information on the Center for Critical Thinking and Moral Critique see page 313.

Philosophy Courses (PHIL)

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 six units of lower division course work in Philosophy before taking upper division courses. Courses at the 300 level are sometimes offered concurrently as 400-level courses; consult the Schedule of Classes for further information.

101. Critical Thinking (3)
Department Faculty
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). Prerequisite: ENGL 101.

120. Introduction to Philosophy (3)
Department Faculty
This course provides an introduction to some of the enduring questions of philosophy: What is the nature of knowledge, of morality and politics, of the self and interpersonal relations, of religion and the search for wisdom, of the structure of reality as a whole? 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.

200. Introduction to Logic (3)
McDaniel, Temko, Alderman
An introduction to the nature of contemporary systems of logic and their application. Students will learn how to abbreviate arguments in ordinary language, how to deduce conclusions, and 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). Prerequisite: ENGL 101.

302. Ethics and Value Theory (3)
Mooney, Alderman, Temko
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 certain moral principles universal, or relative to a given society?, How, if at all, can moral judgments be justified or moral disagreements resolved?, and, What is the relationship between values and personal attitudes? Satisfies GE, category C3 (Philosophy and Values).

304. Great Thinkers of the West: Thales to Aquinas (3)
Mooney, Proctor
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.

306. Great Thinkers of the West: Hobbes to Kant (3)
Mooney, Proctor
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.

308. Seminar: Theories of Knowledge (3)
McDaniel, Proctor, Paul
This course approaches the study of philosophy by surveying various "theories of knowledge" and their relationship to one's belief about and actions in the contemporary world. This includes a study of such topics as: "common sense," the role of "reason" and "the senses," "scientific knowledge," "the mystical experience," "religious beliefs," the relationships between knowledge, language, biology, and society, "self-knowledge," certainty, and "wisdom." Theories and ideas from a variety of cultures, historical periods, and philosophical traditions will be considered.

310. Seminar: Metaphysics (3)
Temko, McDaniel, Proctor
A survey of metaphysical thought, through an examination of both classical and contemporary sources, intended to introduce the student to such basic philosophical topics as: What is the nature of being, existence, and reality?, What sorts of things are "real"?, How do alternative world-views compare?, and What is the relationship between reality and knowledge?

320. Seminar: Philosophy in Literature (3)
Temko, Mooney
Reading and discussion of selected novels, plays, and poetry: What is the portrait of good and evil, reality and illusion, self and community, freedom, and fate that emerges within the vision of each writer? Some of the writers typically covered are Dostoevsky, Tolstoy, Camus, Beckett, Albee, Mann, and Hesse.

322. Seminar: 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 anti-religious thinkers (e.g., Freud, Marx, Russell). The contrast between Western and non-Western religious perspectives will be considered.

332. Social and Political Philosophy (3)
Department Faculty
A critical survey of theories concerning the ideal society and theories critical of existing social and political systems. This includes consideration of such topics as: the relationship between the individual and authority, the tension between individual freedom and social order, the functions of social and political organizations and their relationship to the fundamental goals or purposes of society, and an examination of the fundamental assumptions about human nature underlying different social and political philosophies.

334. Seminar: Philosophy of Law (3)
Temko, Mooney
This course covers two basic "meta-legal" 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 which raise philosophical issues (e.g., insanity and legal responsibility, criminal punishment, nature of legal reasoning, law and civil disobedience).

338. Seminar: Pragmatism (3)
McDaniel
Pragmatism, an early development of American philosophers which figured prominently in philosophy in the early 1900s, has in recent times been acknowledged as a distinctive and important trend which complements other major contemporary approaches to philosophy. This course introduces the basic tenets of the pragmatist methodology and the pragmatic theory of truth and value, through readings in Peirce, Dewey, and others.

344. Seminar: Phenomenology (3)
Alderman
A discussion of the origin of phenomenology in the work of Brentano and Husserl and an examination of key concepts such as intentionality, epoche, and world. The course will distinguish between eidetic and existential phenomenology, and consider the use of phenomenology in the social sciences.

346. Seminar: Studies in Nineteenth-Century Philosophy (3)
Alderman, Mooney
A study of major themes and figures in European philosophy after Kant: Hegel, Kierkegaard, Marx, Mill, Schopenhauer, Nietzsche; the foundations of existentialism; Utilitarianism, and Marxism. Emphasis will vary semester to semester.

350. Seminar: Advanced Logic (3)
McDaniel
An examination of selected contemporary deductive techniques applied to the sentential calculus, first-order predicate calculus with identity; exploring such issues as axiomatic systems and their properties, logical truth, and extensionalism. Prerequisite: PHIL 200 or consent of the instructor.

354. Seminar: Philosophy of Science (3)
Proctor
An examination of the central concepts of modern science (causality, explanation theory, prediction, evidence, experiment, and probability.) and of the open philosophical problems and conflicting views to which these concepts give rise. Consideration of the nature of science, with particular attention to the relation between the social and physical sciences, and the problem of the scientific status of the former. Selected readings in recent literature on the subject.

358. Philosophy and Film (3)
Alderman
The philosophical text and the film text challenge, inform, provoke, and clarify each other. This course explores this complex relationship through selected readings and screenings. Among its focal themes are the epistemology and the aesthetics of film, film as ethical, political, or metaphysical text, and the concepts of the tragic and comedic genres in film art. May be repeated once for credit.

360. Seminar: Eastern Philosophy (3)
McDaniel
This core course in Eastern philosophy stresses knowledge of concepts rather than memorization of systems, and accordingly emphasizes the learning of key Eastern concepts (especially those which differ considerably from Western ones) by exploring their use in selected Eastern texts.

362. Seminar: Advanced Critical Thinking (3)
Paul
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.

372. Aesthetics (3)
Alderman, Temko
An analysis of the nature of the arts (poetry, painting, architecture, literature, music, dance). It includes consideration of such problems as: the cognitive role of the arts, the arts and perception, artists and their world, purposes of the arts, and artistic imagination and creativity.

TOPICS COURSES
Courses 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. The course titles and contents may vary from semester to semester and may be repeated for credit. Courses taught under this rubric include philosophy of feminism, philosophy of comedy, and transtantric philosophy, among others. See the Schedule of Classes for particular topics courses offered each semester.

380. Topics in Value Theory (1-6)

382. Topics in the History of Philosophy (1-6)

384. Topics in Social and Political Philosophy (1-6)

386. Topics in Logic and Language (1-6)

388. Topics in Metaphysics (1-6)

390. Topics in Theories of Knowledge (1-6)

394. Topics in Phenomenology (1-6)

396. Topics in Marxism (1-6)

ADVANCED COURSES

400. Seminar (1-6)

448. Seminar: 20th Century Philosophy (3)
Alderman, Mooney, Temko
A study of major themes and figures in 20th Century philosophy: the analytic tradition from Russell and Moore to Wittgenstein, Austin, and Strawson; the continental tradition from Husserl and Heidegger to Sartre and Camus; the convergence of these two traditions in the work of current philosophers. Emphasis will vary semester to semester.

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

454. Seminar: Philosophy of Language (3)
Temko
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.

456. Seminar: Philosophy of Mind (3)
Paul, Temko, Alderman
A study of some philosophical theories of "mind", its relation to the body, and its relationship to the physical and biological world. Particular attention will be paid to metaphysical, epistemological and empirical assumptions and consequences of these theories. The course will include discussion of such topics as "mental structures," the role of mind in perception, "consciousness," "mental states," and how one talks about one's "mental life."

460. 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.

462. Research Assistant in Philosophy (1-6)
Intended to give selected students experience in participating in the construction of a professor's research project. Prerequisite: Advanced standing and a faculty invitation.

464. Seminar: Theory of Critical Thinking (3)
Paul
The teaching of "critical skills" is figuring more importantly in curricula not only at the university level, but increasingly at the secondary and elementary levels as well. There is a growing literature on the subject, focused on skills, dispositions, and traits of mind. Students begin to develop a coherent synthesis of these dimensions of mind.

470. Philosophy Tutorial (1-6)
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.

495. Special Studies (1-4)
Specific requirements must be arranged with an instructor prior to registration. Prerequisite: Consent of instructor.

GRADUATE STUDY

The Philosophy Department does not offer a Master's Program. However, a number of students have received graduate credit for work in Philosophy under the auspices of the Interdisciplinary MA. Interested students should consult the Chair of the Philosophy Department and the Special Major advisor.

595. Special Studies in Philosophy (1-6)
Department Faculty
Advanced research and writing. Students work under close supervision of faculty members. Subject matter variable. May be repeated for credit.

Physical Education and Health Sciences

Department Office
PE, Room 14, Phone 707/664-2357

Programs Offered
Bachelor of Arts in Physical Education
Minor in Physical Education
Master of Arts in Physical Education

Department Chair
Robert Sorani

Faculty
C. Douglas Earl, Kenneth Flynn, Vivian Fritz, James Gale, Marcia Hart, Kathryn Klein, Robert Lynde, G. Edward Rudloff (Emeritus), Robert Sorani, Ella Trussell, Steven Winter, Martha Yates

The discipline of physical education encompasses the study of human movement as expression of an individual's aesthetic values, health, and physical being, and/or competitive nature. As such, it is integral and fundamental to a liberal education. The Physical Education and Health Sciences Department offers programs leading to BA and MA degrees which are designed to meet a variety of students' needs and interests. A core of courses which 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 Physical Education Major consists of several concentrations which allow students to select courses that focus on their special interests. These focused areas of study include: teaching/coaching, adapted physical education, exercise science, athletic training, and interdisciplinary studies in physical education. The teaching/coaching 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. Athletic training offers the curriculum, and some of the clinical hours, required to take the examination and become certified by the NATA to work as as an athletic trainer. 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, working as coaching assistants, teacher's aides, exercise/recreation leaders, and instructors for disabled students.

The Physical Education Major concentrations and their related experiences provide training for a variety of careers: teaching and coaching at all educational levels, entry into physical therapy degree programs, directing adult fitness programs, assisting in cardiac rehabilitation programs, athletic training, teaching in special education. In addition, graduates are prepared to continue their education in pursuit of master's or doctoral degrees.

Facilities for laboratory, activity, and athletic programs are excellent. There are very well equipped laboratories in exercise physiology and biomechanical kinesiology. The main gymnasium provides three full basketball and volleyball courts and seating for 3000. A 25 yard by 25 meter swimming pool is available for classes and recreational purposes. Extensive outdoor facilities include twelve tennis courts, six one-wall racquetball courts, a nine-lane all-weather track, fields for soccer, baseball and softball, a football stadium and practice fields, and numerous running trails.

Bachelor of Arts in Physical Education

Degree Requirements	**units**
General Education	51
Major Requirements	45-50
General Electives	23-28
Total units needed for graduation	**124**

Major Core Requirements (All concentrations)

PEHS	301	Philosophy/History of Physical Education	4
PEHS	305	Motor Learning	4
PEHS	315	Sociology of Sport	3
PEHS	330A	Measurement and Evaluation	1
PEHS	351	Biomechanics	3
PEHS	352	Anatomical Kinesiology	2
PEHS	360	Physiology of Exercise	4
Total units in the major core			**21**

Major Concentrations
Choose one of the required concentrations below to complete the Major.

I. Adapted Physical Education Concentration (24)
II. Teacher Preparation Concentration (27)
III. Interdisciplinary Concentration (24)
IV. Exercise Science Concentration (24-29)

Specific content of concentrations is detailed below.

Total units in a concentration	**24-29**
Total units in the major	**45-50**

Specific Content of Concentrations
Several options are available to a student in advancement 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 Teacher Preparation 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
PSY	438	Psychology of Disability	4
PEHS	410	Lifespan Motor Development	3
PEHS	325	Adapted PE-I: Basic Concepts and Special Populations	3
PEHS	426	Adapted PE-II: Assessment and Programming	3
PEHS	430C	Field Experience in Adapted PE	(min.) 2
PEHS	495C	Special Studies in Adapted PE	(min.) 2
Additional approved elective			3
Total units in the concentration			**24**

II. Teacher Preparation Concentration

Students who are interested in teaching physical education and coaching in the schools may select this option. This concentration will satisfy the requirements for entry into the credential program.

PEHS	300	Analysis of Motor Performance:	
		Aquatics	2
		Track and Field	2
		Folk and Square Dance	1
		Tumbling	1
		One racquet sport (Badminton or Tennis)	1
		Two team sports (Basketball, Field Sports, Softball, or Volleyball)	2
		One elective in PEHS courses	1
PEHS	320	Practicum	2
PEHS	325	Adapted Physical Education I: Basic Concepts and Special Populations	3
PEHS	330B	Measurement and Evaluation	1
PEHS	331	Observation and Participation in Physical Education Programs	1
PEHS	341	Athletic Injuries: Basic Studies	3
PEHS	390	Techniques of Conditioning	2
PEHS	400	Elementary School Physical Education	3
PEHS	404	Theory of Coaching One course selected from: Basketball, Baseball/Softball, Football, Soccer, Tennis, Volleyball, two units each. An additional Theory of Coaching course or two units of approved Field Experience, PEHS 430A, is highly recommended)	2
Total units in the concentration			**27**

For information on credentials and professional education requirements see page 84 which describes programs in Education, and also the University's special bulletin on *Programs in Teacher Education.*

Credential candidates must complete a one-unit course on drug abuse and health education.

III. Interdisciplinary Concentration

In consultation with their advisors, students design a concentrated course of study or special interest track in preparation for a career goal. Areas of study may include 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 physical education 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 (PEHS 430) and/or Special Studies (PEHS 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

IV. Exercise Science Concentration

Students who have an interest in athletic training, adult fitness, biomechanics, exercise physiology, and pre-physical therapy may select this concentration. It contains a core of courses beyond the core required of all majors, and a set of courses specific to the subspeciality within this concentration.

Concentration Core Requirements

PEHS	341	Athletic Injuries: Basic Studies	3
(in special cases Advanced First Aid may be substituted)			
PEHS	390	Techniques of Conditioning	2
PEHS	410	Lifespan Motor Development	3
BIOL	380	Principles and Problems in Human Nutrition	4
Total units in concentration core			**12**

Areas of Interest in Exercise Science

Choose one of the following areas of interest to complete the Exercise Science Concentration:

- Adult Fitness Management (12)
- Athletic Training (see below)
- Biomechanics (16)
- Exercise Physiology (12)
- Pre-physical Therapy (12-13)

Specific content of areas of interest is detailed below.

Total units in an area of interest 12-16

Total units in the concentration 24-28

Specific Content of Areas of Interest in Exercise Science

Adult Fitness Management

PEHS	430D	Field Experience in Health Sciences	
or			
PEHS	495D	Special Studies in Health Sciences	3
PEHS	450	Adult Fitness Programs	2
one of the following:			
MGT	219	Introduction to Computer Applications in Management (4)	
MGT	230	Financial Accounting Fundamentals (4)	
MGT	351	Small Business Management (4)	4
additional approved elective from:			
PEHS	420	Instrumentation and Evaluation Techniques in Exercise Science (3)	
Gerontology			
Biology			
Other approved area			3
Total units in the area of interest			**12**

Athletic Training

NOTE: Athletic Training requirements have been revised and proposed as a separate concentration. The courses listed below satisfy the area of interest and have been proposed for the Concentration. Approval of an Athletic Training Concentration is anticipated, however had not been finalized at the time of catalog printing. Students interested in Athletic Training should consult with a department advisor and complete the requirements below.

NURS	473	Health Education and Drug Abuse	1
PEHS	340	Advanced First Aid	3
PEHS	341	Athletic Injuries: Basic Studies	3
PEHS	390	Techniques of Conditioning	2
PEHS	430E	Field Experience in Athletic Training	9
		Minimum 350 hours (NOTE: 1500 hours required for NATA certification.)	
PEHS	441	Athletic Injuries: Advanced Studies	3
PEHS	442A 442B 442C		
	442D	Psychomotor Skills in Athletic Training	4
BIOL	380	Principles and Problems of Human Nutrition	4
Total units in the area of interest			**29**

Biomechanics

PEHS	325	Adapted PE-I: Basic Concepts and Special Populations	3
CIS	101	Introduction to Computing	3
MATH	161	Calculus	4
PHYS	210A	General Physics	3
PEHS	495	Special Studies	3
Total units in the area of interest			**16**

Exercise Physiology

CIS	101	Introduction to Computing	3
CHEM	340	Survey of Biochemistry	3
PEHS	430D	Field Experience in Health Sciences	
or			
PEHS	495D	Special Studies in Health Sciences	3
Additional approved elective			3
Total units in the area of interest			**12**

Pre-physical Therapy

CIS	101	Introduction to Computing	3
PSYC	425	Abnormal Behavior	4
PEHS	325	Adapted Physical Education I (3)	
or			
PEHS	450	Adult Fitness Programs (2)	2-3
PEHS	430D	Field Experience in Health Sciences	3
Total units in the area of interest			**12-13**

Students interested in entering a physical therapy program must also take courses in biology, chemistry, physics, mathematics, statistics, and psychology to satisfy admission requirements to Master's programs. Check with the schools to which you plan to apply for specific requirements.

Minor in Physical Education

Students majoring in other disciplines may complete a minor in Physical Education to further their career goals. The Minor requires a minimum of 22 units and includes a core of 11 to 14 units (required by all students) and a minimum of 8 to 11 units of electives. The Minor in Physical Education may be desirable for credential candidates pursuing a second teaching area or a career in coaching, for management students entering sport/fitness businesses, for environmentalists involved in outdoor recreation programs, for students in performing arts desiring a physical education/dance background. Students pursuing a Physical Education Minor must consult with a departmental advisor for program requirements.

Minor Core Requirements

PEHS	330A	Measurement and Evaluation	1
PEHS	301	History and Philosophy of Physical Education (4)	
or			
PEHS	315	Sociology of Sport (3)	3-4
Two courses from the following:			
PEHS	305	Motor Learning (4)	
PEHS	351	Biomechanical Kinesiology (3)	
PEHS	360	Physiology of Exercise (4)	7-8
Total units in the minor core			**11-13**

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 **7-11**

Total units in the minor **22**

Master of Arts in Physical Education

The goal of the Master of Arts degree program in Physical Education is to provide increased understanding of the body of knowledge in physical education which is based on the biological, sociological, kinesiological, and psychological influences on man as he performs in games, sports, and dance.

The Program has been designed to emphasize exercise physiology and adult fitness, yet also allows other study plans depending upon the student's area of interest.

MA Core Requirements

PEHS	500	Introduction to Research	3
PEHS	501	Graduate Seminar	3
PEHS	505	Advanced Motor Learning	3
PEHS	525	Thesis/Project	3
PEHS	550	Advanced Kinesiology	3
PEHS	560	Advanced Exercise Physiology	3
Total units in the MA core			**18**

MA Electives

In consultation with an advisor, select an additional 12 unit study plan. As an example of a study plan, a student who wishes to pursue the adult fitness program will select electives from the following list:

BIOL	380	Nutrition (4)
SOCI	319	Gerontology (4)
MGT	342	Human Relations in Management (4)
MGT	352	Starting a Small Business (4)
PEHS	410	Human Motor Development (3)
PEHS	450	Leading Adult Fitness Programs (3)
PEHS	561	Cardiovascular Programs (3)
PEHS	595	Special Studies (3)

Other plans may be established in consultation with the Department graduate coordinator.

Total units in MA electives 12

The Department of Physical Education and Health Sciences offers the MA in Physical Education via the thesis or project option, requiring an original investigative thesis or an equivalent project.

Admission Procedures

Apply for admission to the University at the Office of Admissions. Students may be admitted as unclassified, conditionally classified or classified graduate students. The procedures for each are as follows:

1. Unclassified Postbaccalaureate
   Applicants who desire only postbaccalaureate course work and who do not intend to pursue an MA degree only need acceptance by Sonoma State University. The Department does not review these applications.
2. Conditionally Classified Graduate
   Application for students interested in pursuing a Master's Degree in Physical Education will be forwarded to the Department for consideration. The student must submit, along with the application to the Office of Admissions, transcripts of all college work. These should show a BA degree or its equivalent and a grade point average of at least 2.8 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, kinesiology, motor learning, physiology of exercise. Only one (up to 4 units) of these courses may be counted toward the MA degree.

   Application to the Department must include two letters of recommendation from individuals familiar with the applicant's academic work and a detailed personal statement indicating the applicant's academic and professional interests and goals.

   For additional information, see page 16 for Post-Baccalaureate 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.
3. Classified Graduate Status

   Classified graduate students are those who have completed all admission requirements and undergraduate course work and have been admitted to the University and the Master's Degree program in the Department of Physical Education and Health Sciences.

Advancement to Candidacy for the MA Degree

Although students are admitted to the University, they are not recognized as being advanced to candidacy for the MA degree until they have successfully completed at least nine 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, and by taking a preliminary examination in the area selected for thesis study. The committee may approve the course of study, suggest changes and/or recommend additional supporting course work (based upon previous work and the examination paper) before approval and subsequent advancement to candidacy.

The study agreement will list the 30 units which must be completed before the awarding of the MA Degree in Physical Education. These forms must be approved by the departmental graduate committee before they are forwarded to the Dean of Graduate Studies. These forms must be completed and approved and the WEPT score submitted before the student may begin any of the final 15 units (of the 30 units included on the study agreement).

Requirements for Completion of the MA Degree

A description of the course requirements and other regulations pertaining to the MA Degree are available in the Department office.

Physical Education and Health Sciences Courses (PEHS)

101. Physical Education Activities (1)
(Fall and Spring) Department Faculty
Activities Classes: Classes are conducted in the following activities: Aquatics (Swimming, Physical Conditioning Swimming, Life Saving and SCUBA). Individual Sports (Adapted Activities, Badminton, Bicycling, Frisbee, Golf, Martial Arts, Racquetball, and Tennis). Fitness (Aerobics, Conditioning, Jogging/Running, and Weight Training) Dance (Folk and Square). Outdoor Activities (Backpacking, Rock Climbing, and Sailing). Team Sports (Basketball, Soccer, Softball, Volleyball, and Ultimate Frisbee). (A fee may be charged for sailing; check with the instructor to determine the current fee.) 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 (even numbered years), Softball (odd numbered years), and Gymnastics/Tumbling.
Spring: Aquatics, Folk and Square Dance, Track and Field, and Volleyball.)
Department Faculty
Lecture, activity laboratory. A series of one and two 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 are required for aquatics, badminton, basketball, tennis and volleyball

301. History and Philosophy of Physical Education (4)
(Fall and Spring) Lynde, Department Faculty
An introduction to significant historical and philosophical considerations in the development of physical education. Contemporary philosophical issues as well as active physical participation with an experiential emphasis will be studied. Prerequisite: Junior/senior standing. Consent of instructor for non physical education majors.

305. Motor Learning (4)
(Fall and Spring) Klein
Lecture, laboratory. Perception, learning, motivations and emotion in relation to motor performance. The psychology of competition, personal adjustment, and social behavior as observed in sport and movement.

306. Wilderness Travel (3)
(Fall) Trussell
The course 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.

311. Selected Topics (1-4)
(Fall and Spring) Department Faculty
Selected upper division courses that are taught on a one-time basis.

312. Wilderness Safety (2)
(Spring) Trussell
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.

315. Sociology of Sport (3)
(Fall and Spring) Earl
Examines and utilizes basic sociological concepts and demonstrates their manifestations in the teaching of Physical Education and sports. Prerequisite: ENGL 101.

320. Practicum/Methods (2)
(Fall and Spring) Fritz
Explores the different styles of teaching and managing the classroom; includes a supervised observation and teaching experience in a physical education activity class.

325. Adapted Physical Education I: Basic Concepts and Special Populations (3)
(Fall) Hart
An introduction to adapted physical education—common definitions, scope and basic concepts which provide a framework for innovation; a study of selected, common disabilities, with a primary focus on identification, etiology, and implications for physical education. Prerequisites: Consent of instructor

330A. Measurement and Evaluation (1)
(Fall and Spring) Yates
A survey of descriptive statistics. Includes measures of central tendency, variability, scale scores, correlation, and graphing with applications in health science and physical education. Meets first half of the semester. Required for all physical education majors. Prerequisite: Pass ELM or permission of instructor.

330B. Measurement and Evaluation (1)
(Fall and Spring) Yates
The application of measurement techniques in the selection of tests and the development of evaluation instruments in psychomotor, cognitive, and affective domains in physical education. Meets second half of the semester. Required of majors in teacher preparation concentration.

331. Organization and Management of Physical Education (1)
(Fall and Spring) Flynn
Observation and assisting with assigned tasks in the junior and senior high school physical education programs, with special emphasis on class organization and management techniques, teaching progressions, methods of evaluation, and disciplinary measures utilized during total unit of instruction. Required of majors in teacher preparation concentration.

336. Community Recreation (3)
(Fall, even numbered years) Flynn
An orientation to the breadth, scope and nature of the professional program in recreation. Study of community recreation programs, analyzing desirable objectives, functions, programs, and leadership. Stresses community planning and organization for parks, playgrounds, and recreation programs.

340. Advanced First Aid (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
(Fall and Spring) Winter
Lecture, laboratory. A study of the types of injuries which occur in athletic participation. Prevention, care and rehabilitation of injuries through selection and use of equipment, and properly applied techniques of training and conditioning. $10 fee required for this course. Prerequisite: BIOL 220.

351. Biomechanics (3)
(Fall and Spring) Trussell
The qualitative and quantitative analysis of human movement in relation to mechanical effects such as application of force in relation to center of mass, displacement, velocity, acceleration of bodies, and buoyancy. Emphasis is on understanding and application of principles to any movement pattern. Prerequisite: BIOL 220 and passage of the ELM examination.

352. Anatomic Kinesiology (2)
(Fall and Spring) Sorani
The anatomy of motion. Presents the anatomical background essential for understanding human movement. Subject matter is presented in a functional manner, with emphasis on the relation of anatomic structure to function. Laboratory experiences are included to help accomplish this goal. Prerequisite: BIOL 220.

360. Physiology of Exercise (4)
(Fall and Spring) Gale, Yates
Lecture, laboratory. Study of the acute and chronic effects of activity on the human organism. Laboratory and field experiences in selected areas including exercise metabolism, cardiopulminary function, skeletal muscle physiology, and the measurement of a variety of exercise related variables. as they relate to teaching, coaching, and areas related to fitness. Prerequisite: Passage of the ELM test; BIOL 115 and BIOL 224/224L.

368. Extramural Sports (2)
(Fall and Spring) Department Faculty
Organized club sports, providing instruction, training, and competition. Activities may include sailing, fencing, and golf. Sports may be added or omitted according to student interest and available resources. May be repeated for credit.

371-377. Varsity Intercollegiate Sports for Men (2)
(Fall and Spring) Department Faculty
Activities include: cross-country, soccer, football, basketball, baseball, tennis, track and field. May be repeated for credit.

381-387. Varsity Intercollegiate Sports for Women (2)
(Fall and Spring) Department Faculty
Activities include: soccer, volleyball, tennis, track and field, cross-country, basketball, and softball. May be repeated for credit.

390. Techniques of Conditioning (2)
(Fall and Spring) Sorani, Winter
An introduction to scientific principles and other factors which provide the basis for sound conditioning techniques and training programs. Students will study and experience a variety of techniques in order to better understand their applications and possible outcomes in areas of physical fitness, sports and recreation, and injury prevention and/or rehabilitation. Prerequisite: PEHS 360.

395. Community Involvement Program (1-3)
(Fall and Spring) Department Faculty
Physical education and recreation oriented community service projects developed by the students after consultation with a member of the physical education faculty and approved by the Department. May be taken for 1-3 units as determined by the departmental faculty sponsor. Not applicable to the PEHS Major.

400. Elementary School Physical Education (3)
(Spring) Fritz, Lynde
Theory and practice in elementary school physical education. Prerequisite: Junior/senior standing; teacher credential candidate or consent of instructor.

404. Theory of Coaching (2)
(Fall and Spring) Department Faculty
This course will be offered as separate classes of coaching theory for sports commonly played in the public schools. These sports will include football, basketball, volleyball, baseball and softball, and soccer; other sports may also be taught. Topics such as team organization, skill development techniques, drills, game strategy, and specialized conditioning programs will be discussed. Prerequisite: Applicable PEHS 300 level courses.

410. Lifespan Motor Development (3)
(Fall) Trussell
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
Designed to acquaint the student with methods of evaluation in and laboratory instrumentation used in physiology of exercise, psychomotor learning, anatomical and biomechanical kinesiology. The student will gain expertise in laboratory instrumentation, test administration, and evaluation of the components of human physical performance.

426. Adapted Physical Education II: Assessment and Programming (3)
(Spring) Hart
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: PEHS 325, 330AB and 410.

430A. Field Experience in Physical Education (1-3)
(Fall and Spring) Department Faculty
This course provides upper division physical education majors experiences of coaching or teaching in public or private organizations. The students who enroll in this course must already have backgrounds which will allow them to contribute to the program they enter.

430B. Field Experience in Wilderness Leadership (1-3)
(Fall and Spring) Department Faculty
This course provides upper division physical education majors specializing in wilderness recreation an opportunity to be involved in teaching and assisting in wilderness recreation programs. Prerequisite: The students who enroll in this course must already have backgrounds which will allow them to contribute to the program they enter.

430C. Field Experience in Adapted Physical Education (1-3)
(Fall and Spring) Department Faculty
This course provides upper division physical education majors specializing in adapted physical education an opportunity to work with the disabled in school or private settings. Prerequisite: The students who enroll in this course must already have backgrounds which will allow them to contribute to the program they enter.

430D. Field Experience in Health Science (1-3)
Department Faculty
This course is designed to provide qualified upper division students an opportunity to gain experience in either applied exercise physiology, kinesiology or physical therapy. Prerequisite: PEHS 351, 352 or 360 (as appropriate).

430E. Field Experience in Athletic Training (1-4)
Department Faculty
This course is designed to provide qualified upper division students an opportunity to gain experience with athletic programs in the practice of athletic training skills. Prerequisite: PEHS 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: PEHS 340 and 341.

442ABCD. Psychomotor Skills in Athletic Training (1 each, 4 total)
(A and C, Fall; B and D, Spring) Winter
A series of four 1-unit courses designed to expose students to the cognitive and motor skills utilized in the paramedical profession of athletic training; emphasizes daily duties, taping and modalities; evaluation and rehabilitation; organization and administration; and certification examination review. Concurrent field work in the training room. Prerequisites: A: PEHS 340 and 341; B: PEHS 441 and 442A; C: PEHS 390 and 442B; D: BIOL 380 and PEHS 442C. Concurrent enrollment in PEHS 430E required for all sections.

450. Adult Fitness Programs (2)
(Spring) Gale
Emphasis on programs for health related fitness in institutional and commercial settings. Certain areas will be discussed more thoroughly, e.g. exercise programs for older populations, weight loss, exercise during pregnancy, and special medical conditions. A review of tests commonly used in fitness programs will be included. Field trips and guest lectures will be used to introduce practical, work setting information. Prerequisite: A laboratory course in exercise physiology equivalent to PEHS 360.

495. Special Studies in Physical Education (1-4)
(Fall and Spring) Department Faculty
Includes completion of a project designed to meet a specialized advanced study need. The student should have prerequisite skills. The project should be planned and described in written form in consultation with, and with the consent of the faculty advisor. There are five areas of study: 495A, Special Studies in Physical Education; 495B, Special Studies in Wilderness Leadership; 495C, Special Studies in Adapted PE; 495D, Special Studies in Health Science; and 495E, Special Studies in Athletic Training.

496. Physical Education Forum (1)
Department Faculty
Presentation and discussions of selected current topics in physical education. May be repeated for credit.

497. Selected Topics in Physical Education (1-4)
(Fall and Spring) Department Faculty
A single topic or set of related topics not ordinarily covered by the Physical Education Major curriculum. May be repeated for credit with a different topic.

500. Introduction to Research (3)
(Fall) Yates
Study of research design and its application to health and physical education. An introduction to statistical analysis of data as a tool for understanding of pertinent literature and development of personal research. Prerequisites: PEHS 330A or a course in descriptive statistics; an introductory course in computer science; and graduate standing.

501. Graduate Seminar (3)
(Spring) Department Faculty
Individual research topics in physical education will be explored. The first part of the semester will be devoted to developing scientific writing techniques and refining the purpose and scope of proposed research. Development of the thesis proposal, section by section, will follow. Emphasis will be placed on peer review and attainment of a high degree of writing proficiency. Students are expected to complete their thesis research proposals during this semester. Prerequisites: PEHS 500 and graduate standing.

502. Women and Sport (2)
Yates
An overview of the impact of women on sport and of sport on women. The historical, physiological, sociological and legal implications of woman's involvement in sport and athletics are examined.

505. Advanced Motor Learning (3)
(Spring, odd numbered years) Klein
Increased depth in the specifics of motor learning as applied to current MA program focus. Included are factors of neuroanatomy/ neurophysiology, theories of learning and motivation (both physiological and psychological), and behavioral modification. Independent projects will require the use of laboratory facilities. Prerequisite: Undergraduate course in motor learning.

550. Advanced Kinesiology (3)
(Spring, even numbered years) Trussell
Consideration of anatomical and mechanical principles of human movement, and analysis of movement by goniometric, photographic, cinematographic, electromyographic and associated techniques, with special emphasis on film analysis and current research in these areas. Prerequisite: Undergraduate course(s) in Kinesiology.

560. Advanced Exercise Physiology (3)
(Fall, odd numbered years) Gale
A course which includes study of various topics, e.g. exercise metabolism, muscle tissue responses to exercise and training, fatigue, and endocrine responses to exercise. Emphasis will be placed on the reading and interpretation of related contemporary literature and the writing of a review of literature pertaining to a selected topic. Prerequisite: Undergraduate course in exercise physiology, equivalent to PEHS 360.

561. Cardiovascular Exercise Physiology
(Fall, even numbered years) Gale
This course is designed for graduate students specializing in exercise physiology or adult fitness, or those planning to enter a field of clinical application of exercise physiology. The topics will include cardiovascular physiology, cardiovascular responses to acute exercise and training with both large and small muscle groups, pathology related to coronary artery disease, exercise stress testing, and a limited discussion of cardiac drugs. Prerequisites: A laboratory course in exercise physiology equivalent to PEHS 360 and graduate standing or consent of instructor.

595. Special Studies (1-4)
(Fall and Spring) Department Faculty
Includes completion of a project to meet a highly specialized advanced study need. Project to be selected in conference with the faculty advisor and approved by the departmental graduate studies committee. Prerequisites: Consent of instructor and approval of departmental graduate studies committee before the study is initiated.

599. Thesis Project (3)
(Fall and Spring) Department Faculty
The master's thesis is based upon laboratory and library research with focus on a project central to the student's area of concentration. Prerequisite: An authorized "Thesis Prospectus Approval Form."

Physical Sciences for Elementary School Teachers

Program Offered
Minor in Physical Sciences

Program Advisors and Offices
Dr. Douglas Rustad, Chemistry Department
Darwin Hall, Room 126, Phone 707/664-2334

Dr. Rolfe Erickson, Geology Department
Darwin Hall, Room 126, Phone 707/664-2334

Dr. Joseph Tenn, Physics and Astronomy Department
Darwin Hall, Room 144, Phone 707/664-2594

The Minor in Physical Sciences for Elementary Teachers provides an introduction to the physical sciences at a nontechnical (nonmathematical) level. The Minor is intended for Liberal Studies Majors who also plan to complete the Multiple Subject Credential Program. The Minor will provide the background and skills to teach some physical sciences in the elementary schools. This Minor is not appropriate for students planning to teach science in the secondary schools; they should study physical science at a more technical level, and may choose a minor in Astronomy, Chemistry, Geology, or Physics.

Minor in Physical Sciences

The Minor consists of the following 22-23 units. Six of these will also be counted in General Education. Students interested in the Minor should consult with an advisor.

Minor Core Requirements

Complete the following 16-17 units. Of these, 6 may be applied in General Education.

ASTR	100	Descriptive Astronomy	3
CHEM	102	Food, Nutrition, and Toxicology	3
GEOL	102	Our Dynamic Earth	3
CIS	101	Introduction to Computers and Computing	3
PHYS	100	Descriptive Physics	3
ASTR	231	Introductory Observational Astronomy (2)	
or			
PHYS	102	Descriptive Physics Laboratory (1)	1-2
Total units in minor core			**16-17**

Minor Electives

Complete 6 units from the following:

ASTR	305	Frontiers in Astronomy (3)	
GEOG	310	Meteorology (3-4)	
GEOL	306	Environmental Geology (3)	
GEOL	323	Hydrology (3)	
PHYS	300	Physics of Music (3)	
PHYS	342	Popular Optics (3)	
GEOL/PHYS/CHEM	400	History of Physical Science (3)	
Total units in the minor electives			**6**
Total units in the minor including 6 in General Education			**22-23**

Physics

Department Office
Darwin Hall, Room 121, Phone 707/664-2119

Department Chair
Duncan E. Poland

Programs Offered
Bachelor of Science in Physics
Bachelor of Arts in Physics
Minor in Physics
Elementary and Secondary Teaching Credential Preparation

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

Those engaged in the discipline of physics have as their goal the discovery, elucidation, and application of the laws that govern the interactions of matter throughout the physical universe. In its most abstract form, physics is a search for the forces of nature and the source of the presently known fundamental forces of gravitation, electricity and magnetism, and the weak and strong nuclear interactions, and for the elementary particles from which all matter is formed.

Physics provides a description of complicated phenomena in terms of a few simple principles and laws.

Physicists also use their knowledge of fundamental principles to solve more concrete problems. Problems in the properties of semiconductors, metals, and ceramics; in the theory, design, and applications of lasers; and the theory and design of modern electronic instrumentation, among many others, are amenable to solution using the techniques of physics. Such topics, usually described as "applied physics," often overlap with engineering. Indeed, many of the Department's graduates are currently employed in engineering positions.

The curriculum is divided into two degree patterns: a traditional, mathematically rigorous program leading to a BS degree and a more flexible BA program. Both programs stress fundamental concepts and techniques, and both offer an unusually rich laboratory experience and heavy use of computers. A concentration in Applied Physics is offered as an option under the BS degree. With the selection of appropriate courses, students can use such instruments as a tunable dye laser, a five watt argon-ion laser, a neutron activation analysis system, x-ray diffraction and x-ray fluorescence systems, and a charge coupled device (CCD) detector and computer based image analysis system used with the observatory telescopes.

In addition, many of the junior and senior level theoretical courses are notable for the advanced treatment they give to major topics.

A substantial program in undergraduate astronomy includes many courses, listed in this catalog under Astronomy, which may be included in the two degree programs.

Bachelor of Science in Physics

The BS Program is a thorough introduction to the principles of physics, providing a strong foundation for graduate study or industrial research. It is also intended for those students who wish to prepare for interdisciplinary studies on the graduate level in fields such as astronomy, atmospheric science, biophysics, environmental science, geophysics, or 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 in GE)	4
PHYS	116	Introductory Laboratory Experience (may be applied in 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 eight units from the list below. At least two of the courses chosen must be laboratory classes. ASTR 440 and PHYS 445 cannot be used together to fulfill the laboratory requirement. Both of these courses can be used as electives as long as an additional laboratory course is completed to fulfill the remainder of the laboratory requirement.

ASTR	380	Astrophysics: Stars (3)
ASTR	440	Image Processing in Astronomy (3)
ASTR	482	Advanced Observational Astronomy (2)
PHYS	312	Elements of Digital Electronics (3)
PHYS	312L	Elements of Digital Electronics Laboratory (1)
PHYS	333	Precision Machining for Experimental Physics (1)
PHYS	400	History of Physical Science (3)
PHYS	412	Microprocessor Applications (2)
PHYS	412L	Microprocessor Laboratory (1)
PHYS	425	Introduction to Mathematical Physics (3)
PHYS	445	Theory of Signal Processing (3)
PHYS	447	Lasers and Holography (2)
PHYS	470	Solid State Physics (3)
PHYS	475	Physics of Semiconductors (2)
PHYS	481	Applied Nuclear Chemistry and Physics (2)
PHYS	482	Applied Nuclear Chemistry and Physics Laboratory (2)

Certain selected topics courses, ASTR or PHYS 396, may be approved by the advisor.

Total units in the advanced electives 8

Required Supporting Courses

MATH	161	Calculus I (3 units may be applied in GE) .. 4
MATH	211	Calculus II 4
MATH	261	Calculus III 4
MATH	231	Introduction to Differential Equations 3
CHEM	115AB	General Chemistry
or		
CHEM	125AB	Honors General Chemistry (1 unit may be applied in GE) 10

Total units in supporting courses 25

Total units in the major 75

Bachelor of Science in Physics
Applied Physics Concentration

Students may choose to earn a BS in Physics with concentration in applied physics.

Degree Requirements	**units**
Major Requirements (may include 5 in GE)	50
Supporting Courses (may include 4 in GE)	25
Remainder of General Education	42
General Electives	7
Total units needed for graduation	**124**

Requirements for the Major

Major Core Requirements

PHYS	114	Introduction to Physics I (GE) 4
PHYS	116	Introductory Laboratory Experience (GE) .. 1
PHYS	214	Introduction to Physics II 4
PHYS	216	Introductory Laboratory 1
PHYS	311	Elements of Electronics 3
PHYS	311L	Elements of Electronics Laboratory 1
PHYS	314	Introduction to Physics III 4
PHYS	316	Introductory Quantum Laboratory 1
PHYS	320	Analytical Mechanics 3
PHYS	330AB	Electricity and Magnetism 6
PHYS	340	Theory of Light 3
PHYS	381	Computer Applications for Scientists 2
PHYS	450	Statistical Physics 3
PHYS	460A	Quantum Physics 3
PHYS	493	Senior Design Project 2

Total units in the major core 41

Major Electives (Advanced)

Choose 9 units including at least one of the four starred (*) courses.

ASTR	440	Image Processing in Astronomy (3)
ASTR	482*	Advanced Observational Astronomy (2)
PHYS	312	Elements of Digital Electronics (3)
PHYS	312L	Elements of Digital Electronics Laboratory (1)
PHYS	412	Microprocessor Applications (2)
PHYS	412L	Microprocessor Laboratory (1)
PHYS	425	Introduction to Mathematical Physics (3)
PHYS	445	Theory of Signal Processing (3)
PHYS	447*	Lasers and Holography (2)
PHYS	470	Solid State Physics (3)
PHYS	475*	Physics of Semiconductors (2)
PHYS	481	Applied Nuclear Chemistry and Physics (2)
PHYS	482*	Applied Nuclear Chemistry and Physics Laboratory (2)

Total units in the major electives 9

Required Supporting Courses

MATH	161	Calculus I (3 units may be applied in GE) .. 4
MATH	211	Calculus II 4
MATH	261	Calculus III 4
MATH	231	Introduction to Differential Equations 3
CHEM	115AB	General Chemistry
or		
CHEM	125AB	Honors General Chemistry (1 may be applied in GE) 10

Total units in supporting courses 25

Total units in the major 75

Bachelor of Arts in Physics

The BA Program allows considerable flexibility for the student who wishes to study physics as part of a liberal arts education. Two advisory plans are offered:

Advisory Plan T

This plan uses algebra and trigonometry. Students may select from a wide range of upper division courses, appropriate to careers as science or technical writers, scientific sales personnel, technicians, programmers, or other technical specialists. There is opportunity to take courses which 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)	
		Choose one of the following four courses in computer programming:	2-4
PHYS	381	Computer Programming for Scientists (2)	
CIS	150	Computer Programming I (4)	
CIS	158F	Introduction to FORTRAN (2)	
CIS	158B	Introduction to BASIC (2)	

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	Algebra and Trigonometry (3 may be applied in GE)	4

Total units in supporting course 4

Total units in the major 48-52

Advisory Plan C

This plan uses calculus. Students who choose this, the more popular plan, have the prerequisites to take nearly all of the courses in the Department. They find employment in scientific and engineering fields. Some go on to graduate school in interdisciplinary sciences. This degree program is appropriate for those who wish to earn a Single Subject (secondary) Teaching Credential in Physical Sciences.

Degree Requirements	units
Major Requirements (may include 5-6 in GE)	34-38
Required Concentration	12
Supporting Courses (may include 3 in GE)	12
Remainder of General Education	42
General Electives	20-24
Total units needed for graduation	**124**

Major Core Requirements

PHYS	114	Introduction to Physics I (GE)	4
PHYS	116	Introductory Laboratory Experience (GE)	1
PHYS	214	Introduction to Physics II	4
PHYS	216	Introductory Laboratory	1
PHYS	314	Introduction to Physics III	4
PHYS	340	Theory of Light	3
		Choose one of the following four courses in computer programming:	2-4
PHYS	381	Computer Applications for Scientists (2)	
CIS	150	Computer Programming I (4)	
CIS	158F	Introduction to FORTRAN (2)	
CIS	158B	Introduction to BASIC (2)	

The Major must include a minimum of 24 upper division units in Physics and Astronomy. In consultation with an advisor, choose 15-17 units in additional upper division Physics and Astronomy courses to meet this requirement 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

Minor in Physics

Completion of a minimum of 20 units in Physics courses, including not more than one first course nor 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

A major in Physics is acceptable preparation for an elementary or secondary teaching credential. To meet the academic requirements for the elementary teaching credential, Physics majors may pass the General Knowledge portion of the National Teacher's Examination. For the secondary teaching credential, majors must complete the Single Subject Waiver Program in Physical Science. Physics majors seeking a teaching credential are encouraged to consult with a department advisor, and review the University's special bulletin on Programs in Teacher Education. For further information on credentials and professional education requirements see page 84.

Physics Courses (PHYS)

Grading Policy: All courses submitted toward Major requirements in the Physics and Astronomy Department must be taken for a letter grade (A-F). This policy does not apply to courses challeng , or offered only on a CR/NC basis.

100. Descriptive Physics (3)
(Fall and Spring)
A descriptive survey of the important principles of physics. Not recommended for BS students. Satisfies GE, category B1 or B3 (Physical Sciences). Prerequisite for Chemistry, Physics, or Mathematics Majors: Approval of the Physics and Astronomy Department.

102. Descriptive Physics Laboratory (1)
(Fall and Spring)
Laboratory, 3 hours. Experimental demonstrations, exercises and field trips illustrating the methods by which physicists have learned what they claim to know about the world. Instruction is at the PHYS 100 level. Satisfies GE, category B1 or B3 (Physical Sciences) and GE laboratory requirements. Prerequisite: Previous or concurrent enrollment in PHYS 100 or ASTR 100 or consent of instructor.

114. Introduction to Physics I (4)
(Fall and Spring)
The first of three basic sequential courses in Physics for science and mathematics majors. Introduction to vectors; classical mechanics, including particle dynamics and fluid mechanics; simple harmonic motion; thermodynamics and kinetics. Satisfies GE, category B1 or B3 (Physical Sciences). Prerequisite: MATH 161.

116. Introductory Laboratory Experience (1)
(Fall and Spring)
Laboratory, 3 hours. Demonstrations and participatory experiments are used to increase the student's familiarity with gravitational, electromagnetic, and nuclear forces in nature. Applications include biological, geophysical, medical, and environmental phenomena. Satisfies GE, category B1 or B3 (Physical Sciences) and GE laboratory requirements. Prerequisite: Previous or concurrent enrollment in PHYS 114.

209AB. General Physics Laboratory (1, 1)
(A, Fall; and B, Spring)
Laboratory, 3 hours. Laboratory experiments to accompany PHYS 210AB and develop the students' ability to perform measurements of physical phenomena and to increase their appreciation of the sense of the physical universe gained through experimentation. 209A satisfies GE, category B1 or B3 (Physical Sciences)and GE laboratory requirements. Prerequisites: High school algebra, trigonometry and a high school physical science. For 209A: previous or concurrent enrollment in PHYS 210A. For 209B: 209A and previous or concurrent enrollment in 210B.

210AB. General Physics (3, 3)
(A, Fall; and B, Spring)
Lecture, 3 hours. A basic course in physics for students majoring in biology, geology or preprofessional programs. Fundamentals of Newtonian mechanics, thermophysics, optics; electricity and magnetism, special relativity, and quantum physics. Registration by Mathematics majors requires Physics and Astronomy Department approval. 210A satisfies GE, category B1 or B3 (Physical Sciences) and GE laboratory requirements. Prerequisites: High school algebra, and trigonometry.

214. Introduction to Physics II (4)
(Fall and Spring)
The continuation of PHYS 114. Electrostatics, quasistatic fields and currents, magnetostatics; electromagnetic induction; waves; physical and geometric optics. Prerequisites: PHYS 114; previous or concurrent enrollment in MATH 211.

216. Introductory Laboratory (1)
(Fall and Spring)
Laboratory, 3 hours. Selected experiments to increase the student's working physical knowledge of the natural world. Prerequisites: PHYS 114 and 116. Concurrent enrollment in PHYS 214 strongly recommended.

300. Physics of Music (3)
(Fall)
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. Cross-listed 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. Cross-listed 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 an 311L; or consent of instructor.

312L. Elements of Digital Electronics Laboratory (1)
(Fall)
Laboratory, 3 hours. Laboratory to accompany PHYS 312. Concurrent enrollment in PHYS 312 is mandatory.

314. Introduction to Physics III (4)
(Fall and Spring)
The continuation of PHYS 214. Special relativity; elementary quantum mechanics; the Bohr atom and deBroglie waves; the Schrödinger wave equation with applications to simple one-dimensional problems and to atomic structure; elementary nuclear physics; introduction to equilibrium statistical mechanics; the partition function, Boltzmann statistics. Prerequisites: PHYS 214; previous or concurrent enrollment in MATH 261.

316. Introductory Quantum Laboratory (1)
(Fall and Spring)
Laboratory, 3 hours. Advanced experiments to increase the student's understanding of the experimental foundations of quantum physics. Prerequisites: PHYS 214 and 216. Concurrent enrollment in PHYS 314 strongly recommended.

320. Analytical Mechanics (3)
(Fall)
Principles of Newtonian mechanics. Relativistic dynamics. Introduction to Hamiltonian mechanics. Applications to central force problems and small vibrations. Prerequisites: PHYS 114, and previous or concurrent enrollment in MATH 231.

330AB. Electricity and Magnetism (3, 3)
(A, Fall; and B, Spring)
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)
The quantum theory of light; coherence, interference, diffraction and polarization, masers, lasers, geometrical optics, spectroscopy. Prerequisite: PHYS 314.

342. Popular Optics (3)
(Spring)
A descriptive, non-mathematical, but analytical treatment of the physical properties of light, the camera, telescope, microscope, and laser, holography, mirages, rainbows, and the blue sky, colors in flowers, gems, and pigments, human and animal vision and visual perception. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: Any physical science course or consent of instructor.

375. Physics for the Nuclear Age (3)
(Spring)
Introduction to physics of nuclear weapons, including fission and fusion technology, and effects of nuclear explosions. Nuclear power plants and waste disposal. Relationship between weapon design and military defense strategy, including missile delivery, basing systems, weapons testing, verification of arms control treaties. Military software and communications, new weapons technologies. Prerequisites: A one year course in basic physics, or one semester of basic physics and the War and Peace seminar series.

381. Computer Applications for Scientists (2)
(Spring)
Lecture, 1 hour; laboratory, 3 hours. Applications in Physics using a high-level programming language like FORTRAN or C. Prerequisites: PHYS 114 and MATH 211.

395. Community Involvement Program (1-2)
CIP involves students in basic community problems related to physics and astronomy—performing such tasks as tutoring, reading to the blind, service to local, county, and state agencies, and service as teacher aides to elementary schools. Students receive 1-2 units depending on the specific task performed. Not more than 4 CIP units will be applicable to the Physics Major requirements. May be taken by petition only.

396. Selected Topics in Physics (1-3)
A course of lectures on a single topic or set of related topics not ordinarily covered in the physics curriculum. The course may be repeated for credit with a different topic. Prerequisite: Consent of instructor.

400. History of Physical Science (3)
(Spring)
A survey of the historical development of the physical sciences. Cross-listed 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)
Topics selected from: coordinate systems; tensor calculus; differential equations; Sturm-Liouville theory; self-adjoint equations, orthogonal functions, expansions; Fourier series and Fourier integrals; special functions; complex analysis; calculus of variations; numerical methods. Prerequisites: PHYS 314 or 320, MATH 231, or consent of instructor.

445. Theory of Signal Processing (3)
(Spring)
Lecture, 2 hours, laboratory, 3 hours. Course will cover information theory, Fourier theory and stochastic noise processes. Topics discussed may include: sampling, fast Fourier transform, spatial and time filtering, difference equations, curve fitting, and image processing. Prerequisites: MATH 231; PHYS 214; and 381 or equivalent programming experience with consent of instructor.

447. Lasers and Holography (2)
(Spring)
Lecture, 1 hour; laboratory, 3 hours. Theory of lasers; laser light detector characteristics; alignment of an external mirror laser; use of the scanning Fabry-Perot interferometer; longitudinal and transverse mode structure and coherence; modulation of laser light techniques of holography including the making of holograms. Experiments may make use of the Argon ion laser, dye laser, Helium-Cadmium laser, and Helium-Neon lasers. Prerequisites: PHYS 314 and 216.

450. Statistical Physics (3)
(Spring)
The laws of thermodynamics; the partition function; Boltzmann, Bose, and Fermi statistics; elementary transport theory; applications to solid state physics, atmospheric physics, plasma physics, and low temperature physics. Prerequisite: PHYS 314.

460AB. Quantum Physics (3, 3)
(A: Fall and B: Spring)
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. Prerequisites: PHYS 320 and 330A; MATH 231.

470. Solid State Physics (3)
A survey of basic concepts of solid state physics including lattice periodicity, wave propagation in crystal lattices, electron energy states, conduction and optical properties of metals and semiconductors, magnetism, superconductivity. Prerequisites: PHYS 314. PHYS 450 is recommended.

475. Physics of Semiconductors (2)
(Fall)
Lecture, 1 hour; laboratory, 3 hours. Energy-band structure, statistics of electrons and holes, and some basic thermal, electrical and optical properties of semiconductors. Basic principles of p-n junctions, Schottky barriers, and photovoltaic cells will be discussed. Students will prepare their semiconductor samples in laboratory, and perform resistivity and Hall-effect measurements and characterize diodes by I-V and C-V measurements. Prerequisite: PHYS 316.

481. Applied Nuclear Chemistry and Physics (2)
(Fall)
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. Cross-listed 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. Cross-listed as CHEM 482. Prerequisites: PHYS 216 and previous or concurrent enrollment in PHYS 481.

493. Senior Design Project (2)
(Fall and Spring)
A directed project to develop either a working prototype or a detailed conceptual design for an operational laboratory device. A report on the design characteristics considered and selected for the device will be required. Prerequisites: PHYS 311L and 330A.

494. Physics Seminar (1)
(Fall and Spring)
A series of lectures on topics of interest in physics, astronomy, and related fields. May be repeated for credit up to three units maximum. Prerequisite: Consent of instructor.

495. Special Studies (1-4)
(Fall and Spring)
The Physics and Astronomy Department encourages independent study and considers it to be an educational undertaking. Students wishing to enroll for Special Studies are required to submit proposals to their supervising faculty members which outline their projects and exhibit concrete plans for their successful completion.

497. Undergraduate Research in Physics (3)
Supervised research in an area of physics that is currently under investigation by one or more members of the Physics and Astronomy Department's faculty. This course may be repeated for up to 6 units of credit. Prerequisites: Junior standing and consent of instructor.

Political Science

Department Office
Stevenson Hall, Room 2070, Phone 707/664-2179

Programs Offered
Bachelor of Arts in Political Science
Master's in Public Administration
Minor in Political Science
Multiple and Single Subject Teaching Credential Preparation
Certificate Program in the Administration of
Non-Profit Agencies

Department Chair
John Kramer

Faculty
Donald Dixon (Public Policy; Analytical Methods; Electoral Behavior), John Kramer (Social Science Research Methods; Politics and the Media; Public Opinion; Elections and Voting Behavior), Cheryl Petersen (Political Theory; Comparative Politics), Robert Smith (Political Development; Revolution; International Relations; Political Philosophy), Miguel Tirado (Comparative Politics, Third World; Health Policy and Long-term Care Administration; Public Administration), David Ziblatt (Public Policy Analysis; Political Psychology; Social Theory)

The Political Science program at Sonoma State University offers excellent opportunities for the study of government and politics.

Over 40 courses cover all the major aspects of the discipline. Students develop an understanding of human behavior as this relates to politics. They learn to discuss and analyze critically the many current public policy issues facing the United States and the world. They are taught how to analyze and understand world affairs and comparative politics. They are trained in appropriate research techniques for the study of political processes.

The Political Science Major is a relatively open major, allowing students to choose from a wide range of courses and subjects within a general framework. A common core of courses studies the relationship between values, ideology and politics (POLS 201), fundamental issues in American Politics (POLS 202), and the logic of research in political science (POLS 302). 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 24 units required for the Major, each student must complete at least one upper division course in each of the four major fields of political science, i.e., Political Theory, International Relations, Comparative Government, and American Government and Politics. Since politics and economics are so closely tied together, the Department recommends each student complete a basic course in economics. In addition, the Department encourages international study for Political Science students and will arrange for appropriate credits for courses of study at international universities.

A 20-unit minor in political science also is available. Although the Minor most often is used in conjunction with such majors as communications, human services, 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 travelled extensively, both in this country and abroad.

Political Science majors run an active student club which sponsors talks by leading political figures, candidate debates, and social events throughout the year. In addition, those students enrolling in Model United Nations (POLS 345/399) travel each spring to another university in the United States or Canada for a simulation of the United Nations General Assembly.

Internships

The Department offers several programs through which students may gain practical experience while gaining academic credit. A Political Science internship involves working in the office of a public official or, when possible, in an election campaign. Prior interns have served in responsible positions with state assemblymen, state senators, 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 US 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

A major in Political Science is acceptable preparation for a California elementary or secondary teaching credential. To meet the subject matter requirements for the elementary teaching credential, majors must pass the General Knowledge portion of the National Teacher's Examination. For the secondary teaching credential, students must pass the National Teacher's Examination in Social Sciences or complete the Single Subject Social Science Waiver Program (see page 251).

Majors interested in seeking a teaching credential are encouraged to consult with the waiver program advisor.

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 or 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 US 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	498	Senior Seminar	4

Political Theory

Choose one of the following five courses 4

POLS	310	Origins of Political Thought to 1500 (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 four 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)	

Comparative Politics

Choose one of the following three courses 4

POLS	350	European Parliamentary Democracies (4)	
POLS	351	Totalitarianism and Authoritarianism (4)	
POLS	452	Third World Political Systems (4)	

American Government and Politics

Choose one of the following twelve courses..... 2-5

POLS	320	State, City, and County Government (4)
POLS	423	American Constitutional System (4)
POLS	424	The Bill of Rights, Civil Liberties and the Constitution (4)
POLS	425	The American Party System (4)
POLS	426	The Legislative Process (4)
POLS	427	The American Presidency (4)
POLS	428	Seminar in California Politics and Government (4)
POLS	429	Interest Groups, Parties, and the Media (4)
POLS	430	Introduction to Public Administration (4)
POLS	439	Political Science Internship (2-5)
POLS	461	Politics and the Media (4)
POLS	466	Political Psychology (4)

Total units in the major core 28-33

Major Electives

To complete the total Major requirement of 40 units, choose additional units from other upper division Political Science courses.

Total units in major electives 7-12

Total units in the major 40

Recommended Course

ECON 201A or 201B is strongly recommended as an elective to Political Science majors.

Minor in Political Science

POLS	200	American Political System (3)
or		
POLS	202	Basic Issues in Twentieth-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 Twentieth-Century American Politics) fulfills State Code requirements in US Constitution and California State and Local Government. Upper division courses may also be used to satisfy certain of these code requirements upon approval by the Department chair.

Master's in Public Administration (MPA)

NOTE: The MPA program is currently under revision. For accurate and updated information students should consult the Department's graduate advisor.

The Graduate Program in Public Administration is designed to provide those interested in administration with practical and conceptual tools for managing public and non-profit community agencies. Increasingly those involved with the management process are required to develop and implement new standards for effectiveness and accountability, to respond to legal challenge and judicial intervention, and to provide better and more effective services without adequate resources.

Offered primarily in the evening and on Saturdays, this master's degree program provides a rigorous 36-unit curriculum which emphasizes the training required to effectively analyze, formulate and implement public policy at local and state levels of government. The program recognizes the need for a flexible combination of theoretical and practical learning. Students may choose from a wide variety of electives in public administration, political science, economics, and management.

While the Public Administration program emphasizes 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; and
   - influences on domestic policy-making.

   Candidates without such experience or course preparation can still be admitted to the program but must make up deficiencies during the first year. If prerequisite courses are required, they will not count toward the 36-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. Maintain a grade point average of at least 3.00.

B. Satisfactory completion of the agreed upon 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 36 unit MPA requirement. Students earning a B- (or lower) in a course will be required to repeat the course with a grade of B or better.

Students 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 32 units of course work (exclusive of internships and independent study). Students may apply 4 units of thesis credit to the degree. Students must be enrolled for a minimum of 4 units of thesis credit each semester during which their thesis is being reviewed or submitted for approval.

Students opting for the comprehensive examination shall complete a minimum of 36 units of course work, exclusive of prerequisites. Upon approval of the Program Director, they will take two 5-hour written comprehensive examinations: one focusing on general public administration theory; the other on specialized topics appropriate to their course of study. Those taking the examinations shall enroll for POLS 596 (graduate tutorial) during each semester when their comprehensive examinations are attempted.

No more than a total of 4 units credit for Thesis, Independent Study and/or Internship may be applied to the 36-unit requirement. Upon admission to the program, students are expected to apply for student membership in the American Society of Public Administration (ASPA). During their enrollment, they are expected to remain members and participate in the Society's professional activities.

MPA Core Requirements

POLS	501	Advanced Public Administration Theory	4
POLS	502	Organizational Theory	4
POLS	503	Budgeting and Fiscal Analysis	4
POLS	504	Personnel Administration	4
POLS	505	Research for Public Managers	4
POLS	506	Public Policy Analysis	4
POLS	539	Program Implementation and Evaluation	4
POLS	550	Program Analysis and Evaluation	
or			
ECON	411	Public Finance	4
Total units in the MPA core			**32**

MPA Elective Courses

Choose an additional 4 units from courses in Political Science. (POLS 507, Ethics and Administration, is highly recommended.)

Total units in the MPA electives 4

Master's Thesis Option

Required Courses (see above)	32
Master's Thesis	4
Total units in the Option	**36**

Master's Examination Option

Required Courses	32
Elective Courses (400/500 level)	4
Total units in the Option	**36**

Certificate Program in the Administration of Non-profit Agencies

In addition to regular public administration courses, the Political Science Department also offers a graduate certificate program in the administration of non-profit agencies. Oriented to the needs of staff, program administrators, executive directors, and those interested in employment in non-profit agencies, this integrated series of courses provides an overview of contemporary trends in non-profit 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 non-profit 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 non-profit courses and 8 units of electives. Non-profit administration courses will be chosen from those listed in the Non-Profit Agency Administrative Section. Electives will be chosen from the MPA core curriculum in consultation with the Graduate Advisor.

Political Science Courses (POLS)

150. Credit by Examination: US Constitution (3)
Department Faculty
The State Code requirement in US Constitution may be satisfied by passing the Political Science departmental examination or the CLEP subject examination in American Government. Approval of the examination and passing levels are determined by departmental policy.

151. Credit by Examination: California Government (1)
Department Faculty
The State Code requirement in California State and Local Government may be satisfied by passing an examination in the Political Science Department.

199. Media: Contemporary Issues (2)
Student Instructed

200. The American Political System (3)
Department Faculty
An examination of American politics and governmental institutions. Satisfies the code requirements in American Constitution, and California State and Local Government. Satisfies GE, category D4 (US Constitution and State and Local Government).

201. Ideas and Institutions (3-4)
Smith, Petersen
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 Twentieth-Century American Politics (3-4)
Petersen
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 (US Constitution and State and Local Government).

292. Social Science Library Research (1)
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.

POLITICAL THEORY

310. Origins of Political Thought to 1500 (4)
Petersen
A survey of classical conceptions of political community, the basis of feudal institutions, the political and social philosophy of medieval Christianity, and the foundations of the modern state in the late Middle Ages.

311. Development of Modern Political Thought Since 1500 (4)
Smith, Petersen
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)
Petersen
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
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 which attempt to put these ideas into practice. Satisfies GE, category D5 (Contemporary International Perspectives).

415. Explorations in Political Theory (3-4)
Department Faculty
A seminar dealing with selected topics in political theory including contemporary theories of the political system, the political novel, revolutionary theorists, and socialist theory. A different area of emphasis will be offered each year. Consult class schedule for current offering. May be repeated for credit.

AMERICAN GOVERNMENT AND POLITICS

320. State, City, and County Government (4)
Dixon
An introductory study of the political structure and process at the state, county, and municipal levels with emphasis on urban and regional problems. The changing relationships between the State and Federal governments will be explored. Political decision-making at all three levels will be discussed in depth. Satisfies the State Code requirement in California State and Local Government by petition.

423. American Constitutional System (4)
Department Faculty
Judicial interpretation of the Constitution with particular emphasis upon separation of powers, presidential powers, relationship between state and national government, control of interstate commerce, and jurisdiction of the courts.

424. The Bill of Rights, Civil Liberties, and the Constitution (4)
Department Faculty
Judicial interpretation of the Constitution in the areas of civil liberties, freedom of speech, freedom of religion, rights of persons accused of crimes, citizenship, and the government's responsibility to protect persons from discrimination.

425. The American Party System (4)
Tirado
An examination of the role of political parties in the American political system. The two party pattern, minor parties, campaigns, elections, the nature of the electorate. Proposed reform of the party system.

426. The Legislative Process (4)
Kramer
An examination of the organization and operation of the American Congress. For comparative purposes, legislatures in selected American states and Western European democracies will be briefly considered. Satisfies the State Code requirement in US Constitution and California State and Local Government by petition.

427. The American Presidency (4)
Kramer
An examination of the place of the Presidency in the American governmental system. Emphasis will be placed upon the interplay between the President and other elements of the system, particularly the Congress, the Bureaucracy, and the Media. Satisfies the State Code requirements in US Constitution and California State and Local Government by petition.

428. Seminar in California Politics and Government (4)
Tirado, Dixon
An analysis of the California political system. Some attention will be given to governmental institutions, but primary emphasis will be upon parties, interest groups, public opinion, ideologies, and leadership. Satisfies the State Code requirement in California State and Local Government by petition.

429. Interest Groups, Parties and the Media (4)
Ziblatt
The influence of the mass media, public opinion, special interests and pressure groups in the shaping of American domestic policy. Quantitative and case study material will be used. Emphasis on American national policy making with some state political system comparisons. The course is designed to provide an understanding of the political context of the policy making process.

430. Introduction to Public Administration (4)
Department Faculty
An introduction to the field of public administration with emphasis upon bureaucratic life, leadership, and decision-making.

439. Political Science Internship (2-5)
Department Faculty
Field experience in city, county, state, and federal agencies. May be repeated three times for credit. Prerequisite: Prior arrangement with a faculty member.

461. Politics and the Media (4)
Kramer
The role of the mass media in American political life. Emphasis on television, news magazines, major newspapers, and political columnists, and their interrelationship with American political institutions.

466. Political Psychology (4)
Ziblatt
An examination of the psychological sources of political leadership and decision-making. A study of the roots of political belief, extremism as well as the acquisition of civic outlook in childhood and adolescence.

PUBLIC POLICY ISSUES

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.

482. Domestic Communication and Information Policy (4)
Kramer
This course will examine the politics of government regulation and deregulation of electronic media, e.g., commercial and public broadcasting, satellite, cable and translator distribution systems. Issues include the controversies over deregulation at the federal, state and local levels, the treatment of rural areas in national telecommunications policy, and efforts to increase ownership by and access of women and minorities.

484. Campaign Management and Electoral Behavior (4)
Dixon
Course examines the impact of the new styles and techniques of political campaigning on both the public decision-making process and control over public policy. Modern techniques of analysis and voter manipulation are discussed, along with the characteristics and behavior of the electorate and their historical patterns of political participation.

INTERNATIONAL RELATIONS

342. International Politics and Foreign Policy (4)
Smith
An introductory analysis of the dynamics of the international political system, stressing the roles of supra-national 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 which 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 towards the major. During the spring semester, students receive two extra units of credit for participation in the Far West Conference.

444. United States Foreign Policy (4)
Smith
An analysis of the forces, governmental and non-governmental, which influence the formulation of US 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.

454. Seminar in Revolutionary Processes (4)
Department Faculty
An analysis of various approaches used in determining the causes of violent revolution as a means of promoting political change. The course will consist of both theoretical analysis and the study of actual cases.

485. Arms Race, Control and Disarmament (4)
Department Faculty
A seminar of readings, lectures, films, and slides on the arms race emphasizing strategic nuclear arms and their control including SALT I, the Carter Administration's unratified SALT II agreement, the START talks and Gorbachev's unilateral reductions.

COMPARATIVE POLITICS

350. European Parliamentary Democracies (4)
Smith, Petersen
An analysis of the development of parliamentary democracies in Western Europe with emphasis upon how they originated and what is necessary for their survival. In addition to Britain, France, and Germany, several smaller democracies will be studied as well as the political implications of the Common Market.

351. Politics of the Soviet Union (4)
Smith, Petersen
A survey of the government and politics of the USSR including the heritage of the present regime and the goals and strategies of change.

452. Third World Political Systems (4)
Smith
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.

RESEARCH AND SPECIAL STUDIES

302. Social Science Research Methods (4)
Kramer
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.

495. Special Studies in Politics (1-4)
Department Faculty
A student may be invited by a faculty member to participate in a continuing research project under the faculty member's direction. The research may extend for more than a single semester. Seniors who participate in this course may have their work considered for graduation with honors. This course may be repeated for credit.

498. Senior Seminar (4)
Department Faculty
An opportunity for senior majors and graduate students to integrate their basic understanding of political science by exploring the interrelationship between the substantive subfields, basic concepts, and the major modes of analysis current in political science today.

GRADUATE COURSES

Upper division students may enroll in graduate courses with the permission of the instructor.

500A. Federalism and Intergovernmental Relations (4)
This course examines how the different levels of government interact in the creation and implementation of public policies at the federal, state, and local levels. The class provides students with an understanding of the theory and reality of federalism in the American political system. Case studies and guest speakers are employed to prepare students for the challenges of this fiscal and administrative interdependence at the state and local government level.

500B. Structure of State and Local Government Agencies (4)
This course introduces students to the political processes at the state, county and municipal levels. It examines how public policies are developed and administered by governmental institutions and the impact of parties, interest groups and public opinion on this process. The course satisfies the state code requirement in California State and Local Government by petition.

501. Advanced Public Administration (4)
This core course examines a variety of public administration literature including aspects of organizational structure, group behavior, policy studies, and social-psychology. Special attention will focus upon specific topics within the field: organizational behavior, power, leadership, personnel, control, and administrative responsibility. Prerequisite: POLS 430 or consent of instructor.

502. Organizational Theory (4)
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)
An examination of the budgeting process in government with emphasis on the conflict between traditional pluralist theory and planning, programing, budgeting (PPB) reforms. Public policy formation and evaluation of results as revealed in the budget will be explored.

504. Public Personnel Administration (4)
The evolving character of public personnel administration in the United States will be considered. Topics such as work life in organizations, motivation, employee participation, and the relationship of public personnel administration to democracy will be explored.

505. Research for Public Managers (4)
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)
A critical approach toward public policy analysis emphasizing its role in the making of American public policy as well as its strengths and limitations. Prerequisite: POLS 505 or consent of instructor.

507. Ethics in Administration (4)
A seminar designed to help public administrators cultivate an awareness of ethical dilemmas, develop ways of conceptualizing them, and practice ways of thinking about their resolution.

508. Comparative Public Policy (4)
A comparison of selected social policies in North America and Western Europe with an emphasis on explaining the national differences in policy content in such areas as education, environment and aging policy. Prerequisite: POLS 506 or consent of instructor.

511. Collective Bargaining in the Public Sector (4)
A seminar in historical and current developments of public labor relations, changing concepts and their implications for existing institutions, processes and values in public personnel systems, and current issues and forces in public labor relations.

512. Organizational Development (4)
An exploration of values, methodologies, strategies, and theories of organization development.

513. Leadership and Supervision (4)
Examines the role of leader and of leadership in administrative agencies, together with an examination of techniques of supervision and administrative control.

520. Administration of Non-Profit Community Agencies (4)
Course examines structure, operation, and organization of the non-profit community agencies. Given the increased role of these quasi-public, quasi-private agencies in supplying social services, this course will include a review of historical development, contemporary organizational and financial mechanisms, intergovernmental relations, and strategies of administration and management.

521A. Community Environment of Non-Profit Agencies (2)
An examination of the community environment of non-profit agencies. Topics to be covered will include demographic and political trends and non-profits, local community influence systems, and the impact of community organization and social networks. The role of leadership and political skill in mobilizing community resources and support will also be discussed.

521B. Legal and Governmental Issues in Non-Profits (2)
Recent legislative and judicial actions have greatly changed non-profits standings in terms of legal liability, enforcement of contracts, personnel and labor management relations, responsibilities of boards and staff, and the requirements of incorporation. Course includes discussion of bylaw requirements, tax exemption and reporting requirements and limitations on political advocacy.

522. Fund Raising for Non-Profit Organizations (2)
The principles and practices of fund raising and revenue development for non-profit organizations. Included are discussions of effective methods of finding and obtaining financial support from foundations, corporations, and individuals; techniques of proposal writing and development; use of membership drives; and special events planning. Entrepreneurial activities, strategies, and restrictions for non-profit agencies are also discussed.

524. Grant Writing for Non-Profit Organizations (2)
This course is devoted entirely to project development, funding source search, and techniques of proposal writing and submission. Consideration of funding strategy and methods of refining grant proposals is combined with hands-on experience in locating possible granting agencies and in development of a preliminary funding request.

525. Human Resource Management in Non-Profit Agencies (2)
An examination of current issues in the management of employees and volunteers in non-profit organizations. Recruitment, staff development, performance evaluations, labor management issues, and affirmative action are reviewed.

526. Accounting for Government and Non-Profit Agencies (2-4)
An examination of basic principles of managerial finance and control in non-profit agencies. Budgeting, fund accounting, cash flow analysis, expenditure control, long-range financial planning, audits, grants, and contracts in non-profit agencies are studied.

527. Analysis and Program Planning in Non-Profit Agencies (2)
A study of the techniques of strategic and operational planning as required by non-profit organizations. Topics include needs and services assessments, marketing analysis, program evaluation, and long-term planning.

528. Applications in Non-Profit Agency Management (2-4)
An investigation of current issues and developments in the operation of non-profit agencies. In a seminar-style atmosphere students will prepare an analysis of the operation of a specific non-profit agency.

529. Contract and Grant Administration for Non-Profit Agencies (2)
An investigation of the principles and practices of grant and project administration within the non-profit 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 Non-Profit Agencies (2)
An examination of the role of marketing and public relations for non-profit 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 non-profits.

537. Bargaining, Politics and Administration (4)
An examination of the politics of administration, into 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 legal process with the framework of administrative agencies and procedures. The function of administrative law, including the role of legal agencies, delegation of powers, administrative procedures and statutes, and development of the current body of case law.

539. Program Implementation and Evaluation (4)
Focuses upon the critical movement from statute or authorization to an actual functioning program. The course will concentrate primarily on a series of case studies involving human services, environmental, economic development, and criminal justice programs at the federal, state, and local levels.

550. Special Topics: Program Analysis and Evaluation (4)
Techniques of administrative analysis and program evaluation. Included are examinations of techniques for assessment of policy impact and effectiveness, analysis of program objectives, evaluation methodologies, and the administration of evaluation systems.

551. Organizational Computer Usage (4)
An investigation of contemporary developments in the area of information systems, this course views computer usage from the organizational rather than data processing perspective. Central areas of concern are organizational planning and change, and the development of information systems which meet the planning challenge.

560. Special Issues in Public Policy (4)
An examination of selected issues in public policy/public affairs. Specific topics will be offered on the bases of student interest and current issue development.

561. Politics of Health and Aging (4)
An examination of United States state and local health care and aging policy and administration.

564. Long Term Care Administration (4)
For individuals interested in careers in the administration of health care; residential and social services for the elderly. An introduction to the field of long term care administration through the use of lectures, and structured case studies. Specifically addresses management decision making in the operation of skilled nursing facilities, congregate care facilities, day care, home health care, and retirement communities. Open to undergraduates. No prerequisites.

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 required Master's work.

597. Graduate Internship (3-5)
Intensive field experience in a public or private agency. The student must define a current political problem, 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; 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 Multi-Cultural Studies
Anthropology
Criminal Justice Administration
Economics
English
Environmental Studies
Foreign Languages
History
Hutchins School
Philosophy
Politics

Students wishing to pursue a pre-law program should consult the pre-law advisor in the appropriate department. Departmental advisors and Advising Center staff can help students plan a program with the balance and rigor which 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 majors as diverse as their present fields of specialization: Anthropology, Criminal Justice Administration, English, French, History, Hutchins School, Management Studies, 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, pre-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 outline of courses below 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.

The following courses are required for admission to health professions schools:

Courses Required for Admission to Health Professions Schools

	units
Biology	
General Biology or Zoology (including vertebrate zoology)	8-10
Embryology (recommended)	3-4
Chemistry	
Inorganic or General Chemistry	10
Organic Chemistry	8-10
Some schools also recommend physical chemistry or quantitative analytical chemistry	
English	
Composition	6
Physics	
A one year course	8
Mathematics	
Some schools require a calculus course	4
Foreign Language	
A few schools recommend a modern foreign language course	0-8
Psychology	
An Introductory Psychology course is recommended by some schools	4

The following courses at Sonoma State University will meet the basic requirements 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	
or			
BIOL	322	Human Genetics	4
BIOL	370	Comparative Anatomy	4
BIOL	372	Vertebrate Embryology	4
CHEM	115AB	General Chemistry and Laboratory	
or			
CHEM	125AB	Honors General Chemistry and Laboratory	10
CHEM	335AB	Organic Chemistry	
and			
CHEM	336	Organic Chemistry Laboratory	10
ENGL	101	Expository Writing and Analytical Reading	
and			
ENGL	214	Literature of the World	6
PHYS	210AB	General Physics	
and			
PHYS	209AB	General Physics Laboratory	8
MATH	161	Calculus	4

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 New Medical College Admissions Test, Dental Admissions Test or the Biology Graduate Record Examination at, or prior to, the time of application.

The School of Natural Sciences Health Professions Advisory Committee has been established to offer assistance to students interested in careers in the health professions. The main functions of the committee are to:

1. Advise students on how to best prepare for admission to health professions schools. Since the Sonoma State University campus is small, the Health Professions Advisory Committee has the opportunity to communicate with students on a personal basis. Individual departments may also have pre-health professions advisors.
2. Maintain career information related to health professions, including catalogs from various schools and registration materials for examinations and centralized application services required for admission to certain programs such as medicine, podiatry, and dentistry.
3. Evaluate candidates and write letters supporting their admission to health professions schools.
4. Provide a practice admissions interview for candidates applying to health professions schools.

Students interested in a health professions career are strongly encouraged to meet with a health professions advisor upon enrolling at Sonoma State University. Appointments can be made through the School of Natural Sciences Office in Darwin Hall, Room 123, Phone 707/664-2171.

Psychology

Department Office

Stevenson Hall, Room 3092, Phone 707/664-2411

Programs Offered

Bachelor of Arts in Psychology
Master of Arts in Psychology
External Master of Arts in Psychology
Multiple and Single Subject Teaching Credential Preparation

Department Chair

Arthur Warmoth

Faculty

Eleanor Criswell, Victor Daniels, Stashu Geurtsen, Barry Godolphin, Robert Greenway, Laurence Horowitz, George Jackson, Bernd Jager, Norma Lyman (Emeritus), George McCabe (Emeritus), Nina Menrath (Emeritus), Charles Merrill, Gerald Redwine, Frank Siroky, Robert Slagle, David Van Nuys, Arthur Warmoth, Donald Wilkinson

The Psychology Department at Sonoma State University provides a variety of approaches to the learning process and to the discipline of psychology itself. Some faculty members are traditional in their approach to psychology and/or the art of teaching while others represent newer methods and perspectives.

In early years, the Department was small and could be characterized as holding a single humanistic perspective. In the years that followed, more faculty were gradually added to the Department, and a diversity in viewpoints was deliberately sought. The Department now has a strong offering of general, theoretical, and experimental courses. In addition, members of the faculty represent a wide spectrum of orientations, including archetypal, behavioristic, cross-cultural, existential, Freudian, humanistic, transpersonal, Gestalt, metaphoric, and phenomenological. By means of this diversity, the Department seeks to encourage students to work out a psychology of their own and to discourage any doctrinaire approach.

Many courses in the Department are concerned with the discovery of values as well as facts, with deep experiencing as well as with rigorous analyzing. Some courses focus on self-knowledge, others on imparting the traditional subject matter of psychology, and still others on providing skills and understanding useful to those who intend to work in psychological settings. Thus, the program provides opportunities for both cognitive and affective learning, and encourages the student to develop a program of study that involves both theory and practice.

The Department has devised three advisory plans to meet the educational goals and interests of the majority of students. Students are asked to select personal academic advisors during their first semester as an upper division student at the University. At this time, the student is required to select one of the following advisory plans: Humanistic/Transpersonal Psychology; General/ Research Psychology; or Human Services.

Psychology majors should consider completing one of the University's Career Minor Programs, although this is optional. The Health Systems Organization Career Minor may be of particular interest. For more information on this program see page 54.

A degree in Psychology provides a useful background for a wide variety of occupational fields. Psychologists are employed by government and private agencies, educational institutions, and businesses. Others are in private practice.

Sonoma State University Psychology graduates are found in positions such as: psychologist, family counselor, youth development specialist, biofeedback trainer, school outreach counselor, youth and family worker, probation officer, teacher, vocational education counselor, personnel analyst, personnel administrator, research associate, legislative counsel, and court administrator.

Psychology graduates also enter doctoral programs in psychology, as well as graduate programs in fields such as clinical psychology, counseling, social work, public administration, law, business administration and management, speech pathology, human development, therapeutic recreation, public health, kinesiology, education, and educational technology.

The Psychology Department participates in the Sonoma State University CLEP credit by examination program. For further information see pages 276-277 of this catalog.

Bachelor of Arts in Psychology

By specific intent, the Major is flexible. It enables students, in consultation with an advisor, to tailor a program to their own educational goals. To be able to choose intelligently from among the many courses and opportunities within the Major, the student must have a broad and comprehensive knowledge of psychology. In order to insure that each student has this background, the Department requires PSY 250 "Introduction to Psychology" or an equivalent course completed within the last six years. The student may also elect to pass a comprehensive examination, designed and administered by the Department, which covers the various substantive areas in the field of psychology. PSY 250 is a prerequisite for PSY 306 and 307.

The requirements for the Major are designed to insure basic competencies in the field. Majors must complete at least 32 units in upper division Psychology courses and 12 units in supporting courses, with a minimum grade of "C" or "CR" in each course. University regulations allow the CR/NC grading mode for courses in the Major only if those courses are not offered for a traditional grade (A-F).

Degree Requirements	units
General Education	51
Major Core Requirements	12
Psychology Advisory Plans	20
Supporting Courses	12
General Electives	29
Total units needed for graduation	**124**

Major Core Requirements

To introduce the many theoretical orientations, applications, and professional issues that make psychology a diverse, lively, and controversial field, the Department offers a "Core Curriculum" for all students. These core courses provide a conceptual perspective on the field of psychology, practical tools useful in both psychological work and daily life, and a chance to follow the student's interests and directions in some depth. PSY 306 and 307 should be taken as early as possible in the Major, since they are also prerequisites to a number of other courses. PSY 400 is an advanced course which should be taken in the senior year. If there are not enough sections of this class to meet the demand, another advanced seminar which will meet this requirement can be chosen.

PSY	250	Introduction to Psychology 3 units applied to GE, category D
PSY	306	Theories, Methods, and Issues in Psychology 4
PSY	307	Advanced Theories, Methods, and Issues in Psychology 4
PSY	400	Seminar: Critical Issues in Contemporary Psychology 4

Advanced transfer students who have already taken substantial work in Psychology may submit course substitution forms to make the following substitutions: (1) For PSY 306: PSY 464, Historical and Theoretical Foundations, plus one course in the personal growth area; and (2) For PSY 307: One course in the personality/psychopathology area plus one course in the experimental/research area (see specific lists in the Department office). These substitutions do not change the number of units required for the Major.

Total units in the major core 12

Psychology Advisory Plans

To complete the 32-unit Major, students must select the 20 elective units from upper division Psychology courses. The Psychology Department has developed three advisory plans which we believe meet the educational goals and interests of the majority of our students. These plans build upon the basic requirement of the Major (see above) by suggesting lists of specific courses which we believe will prepare our students for work or graduate study after graduation.

Faculty advisors can assist in selecting the plan most appropriate to personal and academic goals. Upon graduation, students may request a letter from the Chair of the Psychology Department specifying the details of the advisory plan which they have followed.

The Humanistic/Transpersonal Psychology Advisory Plan is a contract-based plan designed for students who wish to concentrate on the rich selection of courses which the Department offers. The humanistic and transpersonal approach to education places great value upon students assuming responsibility for their own education. For this reason, study under this advisory plan is largely self-directed. Consequently, it will appeal to students who wish to chart their own plan of study. This plan may be used for students without specific career plans in professional psychology and for students planning graduate programs. It is especially suitable for students who wish to complete a double major.

The General/Research Advisory Plan is designed for students planning entry into traditional doctoral programs in psychology at a major university or professional school after graduating from Sonoma State University. It consists of courses that most university doctoral programs in the United States and Canada recommend as preparation for their programs plus courses, unique to Sonoma State, that are particularly useful for this purpose.

The Human Services Advisory Plan is designed for students who plan to go directly into work in applied settings, as well as for those who are already performing psychological work who need additional information, concepts, and skills. It is especially recommended for students preparing for masters-level work in graduate programs, such as the Sonoma State University graduate programs in Counseling and Humanistic Psychology.

Total units in the advisory plan 20

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 a minimum of 12 units of supporting work with a minimum grade of C or CR. Normally, these units will be taken in departments other than Psychology. However, it is possible, with the support of the student's faculty advisor, to include psychology courses in the 12 supporting units. A second major or minor will be presumed to meet this requirement. Students should obtain written approval from their advisor on the department's Advisory Plan Forms before enrolling in courses they wish to use as supporting work. A record of this approval should be placed in the student's advising file in the Psychology Department office.

Total units in supporting courses 12

Total units in the major 44

Academic Advising

Students choose their own advisors from among the members of the faculty. An undergraduate advisor may be changed at any time at the request of the student.

Students are required to meet with their faculty advisor once a semester, prior to registration. We encourage more frequent meetings to review academic plans and progress. During the first upper division semester as a student at Sonoma State, a student is required to sign up for one of the three Advisory Plans (see the previous section).

Minor in Psychology

Students seeking a minor in Psychology are encouraged to consult with a Psychology faculty advisor to assist them in planning a series of courses tailored to their own personal and career goals. The requirements of the Minor are:

1. Completion of PSY 250, Introduction to Psychology (or an equivalent course) with a grade of C or better; and
2. Completion of at least 20 units of upper division Psychology courses with a minimum grade of C or CR in each course.

Field Work and Special Studies

Special Study: The Department encourages self-initiated, independent study and research by its students on a wide range of student-selected topics and issues. We feel that this is an important preparation and practice for the life-long learning in which our students will engage after they leave Sonoma State University. Students are encouraged to contact an individual faculty member of their choice after they have formulated a preliminary outline of the project on which they wish to work.

The Community Involvement Program (C.I.P.): The Department actively participates in the University's Community Involvement Program wherein academic credit can be obtained for volunteer work in the community. (CR/NC only)

Field Placements and Internships: Each semester a number of advanced undergraduate and graduate students participate in field placements and internship work experiences in organizations and agencies throughout the University's six-county service area. These internships involve on-the-job training by the agency and academic work under the direction of a faculty member. This forms an important base for academic credit and helps the student obtain a range of learning experiences not otherwise found in the Department.

Master of Arts in Psychology
Residential (Internal) Program

The Master of Arts program offers learning within a definition of psychology which 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.

Students who succeed in the program typically are focused in their interests and able to work on a self-directed basis, with the supervision of an advisor and two other faculty MA committee members. Each semester we offer several graduate seminars, and graduate students may enroll in any undergraduate classes in the Department. They may also make use of the resources of other departments throughout the University.

Currently, faculty are interested in working with graduate students in areas such as these: biofeedback; life-span development; sports psychology; Jungian; archetypal, transpersonal, and person-centered psychology; psychopathology; Gestalt therapy; family psychology; conflict processes; and community political psychology. We offer an emphasis on relationships with nature in general and wilderness in particular.

We have recently initiated, in cooperation with faculty from the Management Department, an integrated sequence of courses designed to prepare the student for the role of consultant in the organization development area. The Department specifically focuses on interventions designed to improve the quality of working life or humanize the work place. In addition, a few faculty are willing to serve as advisors for students whose interests differ from any of those listed, so long as the student has a well-articulated sense of direction. The program does not prepare students for the MFCC (Marriage, Family, and Child Counseling) license, and students wishing this license are advised to explore the Master of Arts in the Counseling Department. The Master of Arts in Psychology can serve as a terminal degree preparing one for work in psychology, human services, government, business, or it may serve as preparation for a Ph.D. program.

Applicants are admitted to the 30-unit degree program to begin their formal work in September of each year. Although it is possible to complete the program in one year, and some people have done it, most students require a year and a half to two years. Rate of progress depends primarily on the student's energy and commitment. On occasion, students who lack adequate undergraduate preparation are admitted conditionally, with a provision that they make up specified background courses. Students not admitted to the graduate degree program who meet the University's basic qualifications for admission to graduate study may take both graduate and undergraduate classes by enrolling as unclassified graduate students.

The number of students who can be accepted into the MA program is limited to about 20 each year. Selection among applicants is based both on the candidate's apparent academic and professional promise, and on compatibility with faculty advisors' interests. With the concurrence of a student's graduate committee, up to 15 units of postgraduate work taken prior to advancement to candidacy may be applied toward the MA degree. This can include work taken in unclassified graduate status.

Admission Requirements

Admission to the MA program requires:

1. Bachelor's degree from an accredited college or university with a major in psychology or at least 32 upper division units in psychology or an acceptable equivalent;
2. A grade point average of 3.00 for the last 60 units of academic work;
3. Knowledge of the general field of psychology and familiarity with the history and theoretical foundations of psychology. This may be met by appropriate courses in the applicant's background or by passing an examination administered by the Psychology Department;
4. The Graduate Record Examination aptitude test or the Miller Analogies test are required, although no automatic cut-off scores are used; and

5. Acceptance for admission by the Psychology Department Graduate Admissions Committee. The Committee will base its decisions in part on the above information and in part on other information provided by the applicant, including written statements of relevant life and work experience, letters of recommendation, and a preliminary program proposal. More information about these is available from the Department.

To apply to the MA program, write to:

Graduate Admissions Committee
Psychology Department
Sonoma State University
Rohnert Park, CA 94928

Admission in unclassified graduate status requires a bachelor's degree from an accredited college or university, and a grade point average of 2.5 for the last 60 units of academic work. Applications for such status are accepted on a continuing basis. To apply for admission as an unclassified graduate, write directly to the University Admissions Office.

Refer to the Section on Post-Baccalaureate Degrees for more information (see page 16).

Requirements for the Master's Degree (also see general University requirements)
To complete the program, the candidate must:

1. Maintain a graduate grade point average of at least 3.00;
2. Complete 30 units of approved graduate study;
3. Complete a thesis acceptable to the candidate's committee; and
4. Pass a formal oral defense of thesis to be administered by the candidate's thesis advisory committee.

Students who fail to register for two or more consecutive semesters will be held to the University regulation requiring application for readmission. If a student files a formal request for a leave of absence with the Department at the time of leaving, and that request is reviewed and approved by the student's advisor, readmission will normally be automatic. A student who fails to file a request for a leave of absence will be required to justify readmission and to present a plan for completion of the MA requirements. Readmission will be subject to the availability of a faculty advisor.

Students who complete six units of PSY 599 without having produced an acceptable thesis or project are required to register in PSY 515 for at least one semester.

Course pattern

PSY	599	Master's Thesis and Directed Reading	6
Supporting courses			24
Total units in the major			**30**

Teaching Credential Preparation

A major in psychology is acceptable preparation for a California elementary or secondary teaching credential. To meet the subject matter requirements for the elementary teaching credential, majors must pass the general knowledge portion of the National Teacher's Examination. For the Secondary Teaching Credential, students must pass the National Teacher's Examination in Social Sciences or complete the Single Subject Social Science Waiver Program (see page 251). Majors interested in seeking a teaching credential are encouraged to consult with the waiver program advisor or Department chair.

Master of Arts in Psychology *External Program*

Goals of the Program

This program offers one year of deep and intense exploration. Students who have applied in the past have been those particularly concerned with personal meaning and growth, mature in their sense of self-direction and capable of devising and communicating their goals. The program goal is learning which has relevance to basic human existence.

General Description

The program is designed for self-directed individuals who may already be in the professional work place but are unable to attend a residential MA program. The Program provides an alternative approach to professional preparation in psychology. It provides the opportunity to develop a 30 semester-unit curriculum, primarily tutorial in nature, working closely with an advisor from the Sonoma State University Psychology faculty.

Particular areas of faculty expertise include:

- Art Therapy
- Biofeedback
- Humanistic Psychology
- Phenomenology
- Transpersonal Psychology

The program requires a high level of individual initiative and knowledge of resources in the field. It is therefore most appropriate for those with background and work experience in psychology and knowledge of their professional and personal needs.

The external MA is equivalent to one earned in a conventional university setting with comparable academic standards. Students must be willing to commute to the SSU campus to attend regular weekly or bi-weekly meetings with their faculty advisors.

Prerequisites

The following must be met BEFORE a student can officially begin the MA program, although it is possible to apply while working to fulfill these prerequisites:

1. BA degree from an accredited college or university;
2. A 3.00 GPA for the last 60 units of academic work;
3. An undergraduate major in psychology or an approved equivalent;
4. One year of graduate-level experience (academic or practical) in humanistic psychology;

5. PSY 464, "History and Theoretical Foundations of Psychology", at Sonoma State University. This prerequisite may also be met by a challenge examination administered by the Psychology Department;
6. A minimum of four units of graduate level course work (resident or extension) in addition to PSY 464 at Sonoma State University approved by the student's advisor. In certain instances additional background course work in psychology may also be required; and
7. The aptitude section of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) for all graduate applicants. The Psychology Department will use this for information but not as a primary criterion for selection.

Fees

Fees are paid on a per-unit basis. Students must enroll in a minimum of 8 units per semester while in the 30-unit program. These fees cover advising, administration, and up to 8 units of SSU course work. It is understood that the student will be responsible for fees for any additional workshops or course work, whether on or off campus. Fees are set by the Office of Extended Education.

Evaluation

Within the first 15 units of course work each student selects an MA committee in consultation with the advisor. The committee typically includes the advisor, a representative from the SSU Psychology Department faculty and a qualified professional from the community (ordinarily field supervisor). The committee is responsible for evaluating the student's MA work. There are two phases to the evaluation. The first occurs after 15 units of course work and involves advancement to candidacy; the second is at the end of the student's program and includes the presentation of a portfolio of completed work, a thesis project, and its defense.

Application Procedures

Students may enter the program during the fall or spring semester. Completed applications must be received, evaluated, and the student admitted and registered by semester Census Date, in September or February, respectively.

Step 1 Discuss the appropriateness of the external model for your academic and professional goals with the program coordinator, and establish contact with a potential department advisor.

Step 2 Obtain an application package for the external degree program from the Department of Psychology.

Step 3 Submit the completed application packet, including two letters of recommendation, transcripts, autobiographical statement, and statement of professional goals, to the Office of Extended Education, Sonoma State University.

Step 4 Students will be chosen by advisors from the pool of those persons considered eligible. For students selected by advisors, final application materials will include a final proposal of work to be done during the MA year, including a statement of personal goals, and designation of a field placement supervisor. This final proposal will be developed in consultation with your advisor.

Step 5 Students will be notified by the External Degree Office of their formal acceptance into the program and will receive registration information from the Psychology Department.

For Further Information

Write to Admissions Coordinator, External Degree Program, MA in Psychology, Psychology Department, Sonoma State University, Rohnert Park, California 94928.

Psychology Courses (PSY)

In courses listed with variable units (1-4), course unit value may vary from semester to semester. Consult Class Schedule for current unit offering.

Basic Courses

200. Psychology of Personal Growth (2-4)
Designed to help the student deepen his/her awareness as a thinking, feeling individual. It will examine the psychological aspects of interpersonal relationships, attitudes toward social groups and institutions, and the structure of values and beliefs.

205. Social Skills Training (2)
Development of such skills as effective listening and assertiveness. Aimed at increasing social effectiveness with peers, members of the opposite sex, authority figures, family members, and co-workers. Addresses such problem areas as shyness, aggressiveness, and insensitivity.

210. Peer Advising for Resident Assistants (3)
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.

237. Career Life Planning through Self Exploration (2-4)
Offers students an opportunity to explore and discover their values, skills, interests, life style preferences, and the undertaking of the personal strategies necessary to formulate career paths and alternatives.

242. Computer Applications in Psychology (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.

250. Introduction to Psychology (3-4)
Psychological perspectives on human behavior and experience. Basic concepts and methods of the field. Introduction to such major topic areas as thinking, learning, perception, personality, and motivation. The individual's relationship to other people, social settings, and institutions is examined within this context. Satisfies GE, category D1 (Individual and Society).

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. CR/NC only.

302. Development of the Person (3-4)
A multi-disciplinary examination of the social, cultural, personal, and psycho-physiological development of the human being. Examines how humans differ socially and psychologically from other species, and how the person develops. Shows how research and theories relate to and assist individuals in their own self-development. Satisfies upper division GE, category E (The Integrated Person).

303. The Person in Society (3)
How humans behave, think, and feel in interpersonal relationships, families, workplaces, communities, and natural environments. How each of these social contexts affects the way people behave in the others. Interrelationships with larger political and economic variables are explored, drawing from other disciplines that offer relevant insights and knowledge. Satisfies GE, category D1 (Individual and Society).

Core Courses

The following courses are required for the Psychology Major:

250. Introduction to Psychology (3-4)
(described above)

306. Theories, Methods, and Issues in Psychology (4)
Part I of a year-long course which presents perspectives and techniques useful in professional settings and personal life. Includes past and present understandings of human experience, integrating issues and controversies. Historical and contemporary theories and methods considered include traditional scientific methodology, behavioral, psychoanalytic, existential/humanistic and transpersonal approaches. Prerequisites: PSY 250, ENG 101, and admission to the Psychology Major or consent of instructor.

307. Advanced Theories, Methods and Issues in Psychology (4)
A continuation of PSY 306. Prerequisite: PHIL 101 and PSY 306 or consent of instructor.

400. Seminar: Critical Issues in Contemporary Psychology (4)
The focus is on key issues in human nature, science, and strategies of intervention and change. An issue of central interest is selected and explored in depth within a context of cognitive and affective learning. Emphasis is on analysis, synthesis and clear writing. Course sections may have different thematic emphases. Prerequisites: PSY 306 and 307.

The following courses are no longer taught but students who took them may still use them in fulfillment of requirements.

300. Current Trends in Psychology (4)
A survey of current developments in the field. Presentations by faculty and invited guest speakers.

305. Foundations of Modern Psychology (4)
Critical assessment of past and present understandings of human experience focusing on principal controversies and viewpoints of psychology.

Growth Processes

312. Psychology Colloquium (1-2)
Lectures, presentations, panels, and audience participation on issues and questions of interest and importance to students enrolled in the SSU Psychology Program. SSU faculty, graduate and undergraduate students, and staff will serve as presenters.

315. Integrative Seminar I (1-2)
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. Prerequisite: Junior standing and concurrent enrollment in at least one other upper division Psychology course.

316. Integrative Seminar II (1-2)
A continuation of Integrative Seminar I. Prerequisite: PSY 315 and concurrent enrollment in at least one other upper division Psychology course.

317. Integrative Seminar III (1-2)
A continuation of Integrative Seminar II. Prerequisite: PSY 316 and senior standing and concurrent enrollment in at least two other upper division courses.

318. Integrative Seminar IV (1-2)
A continuation of Integrative Seminar III. Prerequisite: PSY 317, senior standing, and concurrent enrollment in at least two other upper division Psychology courses.

NOTE: With consent of the Department Chair, PSY 315-318 may be substituted for PSY 400. These are new classes and their availability is contingent on the Department's ability to staff them.

Growth Processes

320. Awareness Process (3)
Students assess their educational commitment and personal values, while preparing semester projects relevant to academic, career and life-style choices. Projects may include research papers as well as personal documentation and creative works. Prerequisite: Upper division standing or consent of instructor.

322. Seminar in Myth, Dream, and Symbol (4)
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.

325. Seminar in Creativity (4)
The study of creative people, processes, and environments. Current and historical theory and research on creativity in personal and professional situations, humanities, science, business, education, and everyday life. Includes individual and group projects.

329. Group Process (1-4)
The use of the small group as a basis for understanding the individual, the individual's relationship to others, and the individual in group behavior. This class is normally conducted as an encounter group with supplementary readings and written work. Prerequisite: consent of the instructor.

342. The Psychology of Meditation (4)
An exploration of simple (secular) meditative practice as a means of developing awareness, self growth, and psychological insight. Basic instruction in various meditation techniques, actual meditation practice, readings, and discussions of the psychodynamics of meditation. CR/NC only.

350. Psychology of Health and Nutrition (4)
A holistic approach to health must consider both mental and physical aspects of well being. This course will focus on basic nutrition, the psychology of eating and the psychological effects of ingestants. Prerequisite: entrance by examination on the first day of class or consent of instructor.

352. Psychology of Yoga (2-4)
Unification of mind and body through the practice of Yoga. An introduction to the literature and practice of Yoga. The course normally includes separate lecture and practice sessions. May be repeated once for credit.

354. Personal Awareness Through Sports (4)
This course focuses on the integration of the mind-spirit-body. Students are encouraged to read, experience, and reflect and in so doing to come to know the various aspects of their body-spirit-mind through individual and team sports, and movement. May be repeated once for credit.

358. Seminar in the Psychology of the Body (4)
A consideration of the works of Reich, Lowen, Feldenkrais, Selver, and others concerned with mind-body integration. In a given semester, the course may be an integrative one or may deal with particular topics. In the latter case, the class schedule will list the particular topic in parentheses.

Developmental and Social Psychology

401. Seminar: Psychological Foundations of Education (4)
The learning process studied from both the teacher's and learner's point of view. Draws on theory and research in learning, thinking, applied behavioral analysis, cognitive and emotional development, and humanistic and existential perspectives which help in understanding the psychological world of the learner and conducting an effective learning process.

404. Seminar: Psychology of Women (4)
Life situations and cultural environments of contemporary women. Recent theory and literature of feminine psychology provides perspectives on how women relate to power, intimacy, conflict, dependence, work and other concerns. Examines the experience of women as psychotherapy clients and women as psychotherapists. Prerequisite: Consent of the instructor.

406. Social Psychology (4)
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. Cross-listed as SOCI 316.

409. Developmental Psychology (4)
An evolutionary view of human development from conception to adolescence which focuses on cognition, play, attachment, and social roles. Comparative data on the development of other primates will be presented. Cross-listed as ANTH 318.

410. Child Development (4)
The growth and development of the child from birth to adolescence.

411. Seminar: Behavioral and Emotional Problems of Children (4)
Study and observation of children with problems, and examination of the environments in which those problems occur.

412. Adolescent Psychology (4)
An attempt to understand the world of adolescence through theory, research, and personal interaction with adolescents.

414. Human Sexuality (4)
Examines physical, intrapsychic, and interpersonal aspects of sexuality; also anatomical, physiological, and emotional aspects, sexual dysfunction, treatment, and legal questions. Presentations will be frank and explicit. Prerequisite: One or more courses in the biological sciences recommended.

416. Seminar in Marriage and Relationships (4)
The psychological nature of significant interpersonal relationships will be studied both theoretically and experientially.

418. The Psychology of Family (4)
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)
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.

422. Seminar in Living and Dying (4)
A personal exploration of the importance of facing our own death as well as the death and separation from our loved ones. Other themes studied include: loneliness, anxiety, denial, anger, avoidance. Prerequisite: Consent of instructor.

423. Community Psychology (4)
Community structure and processes in relation to human needs. Organizing community action and the role of the individual in social change. Theories and strategies of organizing, building alliances, and affecting legislation and policy. May involve comparison of different communities.

Psychopathology and Change

425. Abnormal Behavior (4)
Troubled patterns of behavior and methods of coping with the world, and examination of variables that produce them. Review of major DSM IIIR categories.

428. Seminar Introduction to Counseling (4)
An examination of the counseling process. Various approaches are considered and methods for the development of component skills presented. Prerequisite: Consent of instructor. Prerequisite: PSY 306 recommended.

429. Seminar in the Gestalt Process (4)
An experiential-didactic approach to the Gestalt process as developed by Fritz Perls and his associates. Limited to 15. May be repeated once for credit. Prerequisite: Group Process, Introduction to Counseling, or the equivalent, and consent of instructor.

431. Introduction to Art Therapy (4)
An overview of the field of art therapy, its varied schools of thought, and different possibilities of application—from public school settings to mental hospitals. Information on graduate and professional training in the field.

432. Psychopathology (4)
Abnormal behavior from the perspectives of depth psychology. Psychodynamic theory and the "experience of madness" are explored through theoretical literature and case studies.

434. Cross-Cultural Counseling Methods (2-4)
A study of specific values and traits relevant to Black, Chicano, and Native American cultures as these apply to the counseling setting. Basic skills that can be utilized in a cross-cultural counseling situation, i.e. one in which counselor and client are from different cultures or subcultures.

435. Seminar in Counseling Issues and Methods (2-4)
Introduces the student to a variety of counseling issues and practices used in helping individuals with common concerns such as managing anxiety and conflict, understanding depression and alienation. Prerequisite: PSY 428.

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 (4)
A basic course in psychological testing. Basic underlying statistical concepts. Individual tests, tests for special populations, measuring multiple aptitudes, educational testing, occupational testing, clinical testing, self-report inventories, measures of interests, values and personal orientations, projective techniques, ethical principles of psychologists. Testing as a social enterprise. Relevant state and federal legislation and court decisions.

Experimental and Research Psychology

At least once a year, one section of the following course is taught by the Mathematics Department specifically for Psychology Majors. Consult the schedule of classes in the Psychology section for time and place.

MATH 165. Elementary Statistics I (4)
Discrete probability theory, sampling, conditional probability, random variables, special distributions, law of large numbers, central limit theorem, estimation, and tests of hypotheses.

440. Quantitative Methods in Psychology (4)
The application of mathematical and statistical methods to experimental and non-experimental research in psychology. Prerequisite: MATH 165 and concurrent enrollment in PSY 445.

441. Field and Evaluation Research (4)
Selection and formulation of a research problem. Evaluative and research and development approaches to social problems. Exploratory and descriptive studies, observational methods, questionnaires and interviews, projective and indirect methods will be used.

442. Seminar: Advanced Computer Applications in Psychology (4-6)
The use of computers in psychological research, testing, teaching, theory-building and clinical practice. The course will be project oriented. Students will learn to program several computers and calculators and will learn to use packaged programs on The CSU batch system. Prerequisites: PSY 250, 242, and successful completion of the ELM.

443. Qualitative Research (2-4)
A practicum-oriented course in phenomenological research approaches designed to systematically explore human experiences. Provides basic tools in data collection and analysis to comprehend the psychological worlds of other persons.

445. Advanced Research Design and Analysis (4)
The principles of research design and analysis are taught by lecture, library exercises, computer simulation and direct experience. Working in small groups, students design and carry out an original research project, analyze the results and report them in APA format. A field trip to a research conference will be included if possible. Prerequisites: MATH 165 and PSY 441, or consent of instructor; and concurrent enrollment in PSY 440.

446. Behavior Change Processes (1-4)
Reinforcement theory, operant and classical conditioning, social learning, and applied behavioral analysis. Applications of these processes to changing behavior.

447. Psychology of Learning (4)
A study of the learning process, including a survey of major theories of learning and their application to an understanding of problem-solving behavior and developmental processes.

449. Perception and Cognition (4)
The phenomena and ways of knowing and experiencing the world through distinctively human processes. Modes of consciousness, visualization and imagination, and sensory awareness will be studied as appropriate. Physiological theory and research will be emphasized.

450. Physiological Psychology (4)
A study of the relationship between physiological processes and behavior. Particular emphasis on the anatomy and physiology of the nervous system, the effects of metabolic processes, brain lesions, and various drugs on behavior.

450L. Physiological Psychology Laboratory (2)
Demonstrations and exercises which exemplify the methods and subject matter of physiological psychology. Prerequisite: PSY 450 or concurrent enrollment in PSY 450.

454. Biofeedback and Consciousness Research (2-4)
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. Experimental studies will be undertaken by students.

Theoretical Psychology

461. Personality (4)
Varied viewpoints are brought to bear in an attempt to conceptualize and understand the process and functioning of human personality.

462. Seminar in Humanistic and Existential Psychology (4)
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.

464. Seminar: History and Theoretical Foundations of Psychology (4)
Historical development of psychology and its theoretical foundations including: Structuralism, Functionalism, Behaviorism, Neobehaviorist theories, Gestalt, Psychoanalysis and its offshoots, and Phenomenology. Examines major topics influential in the development of psychology, as they have cast light upon human nature and on differing views on the nature of science and theory. Prerequisite: Passing the Psychology Department's Comprehensive Examination in Psychology or PSY 250.

465. Seminar in Freud and Psychoanalysis (4)
The theories and methods of Sigmund Freud and later psychoanalytical thinkers.

466. Jungian and Analytical Psychology (4)
Analytical psychology as developed by Jung and his historical and contemporary followers. Includes friendly critiques rooted in the Jungian tradition. Students apply these ideas in the pursuit of their own questions and in considering the problems of contemporary civilization.

Special Topics

390. Seminar: Special Topics in Psychology (1-4)
Each semester a special topic in psychology will be selected to introduce the student to recent theory, research and practice in the discipline. Consult class schedule for topic to be studied and current unit offering. May be repeated for credit.

471. Psychology of Religion (4)
The human search for meaning, spiritual significance, and an integration of experience will be the focus in this course. Different modes of consciousness, varieties of experience, changing belief systems, and the diversity of ultimate values will be considered. Comparative aspects of traditions in both the East and the West will be examined. "Soul making" ("psyche" formation and transformation) as one dimension of psychology will be explored. Works of such authors as Buber, Hillman, Martin, and Tillich will be among those used. Critics of religion such as Marx and Freud will also be discussed.

472. Transpersonal Psychology (4)
Surveys and participates 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.

479. Phenomenology of Boundary (4)
Looks into the connective and differentiating processes disclosed in the betweenesses, transitions, and changes of experience. Considers the multifaceted nature of boundary as threshold, posture, place, kairos, meeting, healing, bridging, interface, limit, and possibility.

483. Psychology of Metaphor (4)
Explores the ways in which figurative imagery carries and transfers awareness and recognition between modes of meaning, expression, and apperception. Uses humor, poetry, story, and indigenous colloquial expression to study changing perspectives and relationships.

484. Human Ethology (4)
Ethological and sociobiological perspectives on human rituals, aggression, bonding, and bodily and behavioral displays of age, sex, status, and emotion. Cross-listed as ANTH 302.

485. Psychoecology (4)
Explores from a depth- and trans-personal psychology perspective the relationship between humans and environments, historical and evolutionary perspectives, the increasing alienation from natural processes, gender-and-nature issues, and the interface between the wilderness psychology and deep ecology movements with trans-personal psychology. Prerequisite: Consent of instructor and concurrent enrollment in PSY 472. PSY 486 recommended.

486. The Experience of Wilderness (2-8)
Since the dawn of civilization, humans have "returned to, retreated to, or avoided" the most natural wild places left on earth. This course will explore—theoretically and experientially—the psychological meaning of recreation inherent in the human wilderness encounter. Includes an off-campus wilderness trip. May be repeated for credit.

487. Interdisciplinary Seminar (1-4)
Exploration of basic human problems as reflected in the Arts, Humanities, Social Sciences or Natural Sciences. Resource persons from other disciplines will participate. See the Schedule of Classes for areas to be emphasized. May be repeated for credit.

490. Psychology Seminar (1-4)
Each semester one psychological topic will be selected for study in depth. Consult class schedule for topic to be studied and current unit offering. May be repeated for credit.

Other

199, 399. Student Instructed Course (1-4)
Each Student Instructed Course is designed by an advanced student under the guidance of a faculty sponsor. Each course proposal is carefully reviewed by the Department Executive Committee before approval is granted. Consult the class schedule for the topic studied. Only two SICs may be credited toward the Psychology Major.

495. Special Study (1-4)
The Psychology Department encourages independent study as preparation and practice for life-long self directed learning. Students should formulate plans for a project and present them to a faculty member for sponsorship. Special forms for this purpose are available in the Department office. These should be completed and filed at registration. Twelve units of Special Study may be credited towards graduation. Prerequisite: Upper division Psychology Major or consent of instructor.

496. Psychology Tutorial (3-4)
Similar to 495 but available on a CR/NC basis only.

Field Work

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 which 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 towards graduation. CR/NC Only.

493. Field Experience (1-8)
Three hours per unit, per week. Designed to provide supervised field experiences to accompany other courses. Actual experience will coincide with another course such as Abnormal Psychology, Introduction to Clinical Methods or Adolescent Psychology or other appropriate courses. May be repeated for credit. Prerequisite: concurrent enrollment in the basic course with the same instructor.

499. Internship (1-8)
Supervised training and experience for advanced students in community agencies throughout the University service area. Special contracts are required and are obtainable either in the Department office or the Center for Field Experience. Internship assignments may be paid. Prerequisite: PSY 395 and consent of instructor.

Graduate Courses

510. Proseminar in Psychology (2-4)
Consideration of important theoretical and methodological questions in the history and present evolution of psychology. Limited to MA candidates. May be repeated for credit.

512. Seminar: Current Trends in Humanistic Psychology (2-4)
Contemporary directions in methods and theories relevant to the individual, interpersonal, community, and transpersonal modes of growth. May be repeated for credit. Limited to MA candidates.

515. Psychological Writing Seminar: Advanced (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 590 or concurrent enrollment in PSY 590.

520. Seminar: Tools for Self-Discovery (2-4)
An intensive seminar integrating theory with tools of awareness, fantasy, and interpersonal facilitation that are useful to the individual in his or her growth process, with training in how to use these in the classroom and related situations. Limited to MA candidates.

522. Seminar on Transpersonal Psychology (4)
An advanced seminar based upon the work of Jung, Govinda, Trungpa, Tarthang Tulku, Wilber, and others concerned with mapping the "transcendent unconscious."

525. Social and Psychological Issues in Aging (4)
Analysis of experiencing the aging process and the social implications. Exploration of relationships between social supports and psychological status in later life. Examination of effects of social values and social policies on interactions of current theories, research, and issues in aging.

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.

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 class schedule for topic to be offered 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: 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 class schedule 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. Seminar: Quality of Working Life (4)
A seminar in the design or re-design of work organizations and jobs to enhance the quality of working life or to humanize work. Classic and modern cases in industrial democracy and QWL will be studied. Value and practical issues in the design of work to enhance human aspects will be emphasized. Prerequisites: PSY 554 and consent of instructor.

558. Human Systems and Social Change (4)
The "human systems" perspective in the context of an information and communications society, as developed by general systems theory, organization development, and humanistic-transpersonal psychology. Organizational and societal leadership are explored from perspectives of values, organizational dynamics, and cultural/economic/ecological systems.

559. Advanced Seminar in Organization Development (2)
Seminar in advanced theory, emerging concepts, and current practice in organization development. May be repeated for credit. Prerequisite: Prior enrollment in Organization Development sequence of courses.

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 time schedule for topic. May be repeated for credit.

561. Advanced Professional Workshop (2-4)
Continuation of study begun in PSY 560 or other graduate seminar. Consult time schedule for 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 MGT 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 non-profit settings.

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.

595. Special Studies for Graduate Students (1-4)

596. Graduate Tutorial (1-4)
Similar to PSY 595, but available on a CR/NC basis only.

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.

Social Science Single Subject Waiver Program

Principal Advisor
Dennis Harris
History Department, Phone 707/664-2313

Program Coordinator
Robert Karlsrud
Dean, School of Social Sciences, Phone 707/664-2112

The Social Science Single Subject Waiver Program is a series of courses designed for prospective credential candidates to take while earning their bachelor's degrees in one of the traditional social sciences. Completion of the Waiver will exempt students from taking the National Teachers Exam in the Social Sciences.

Waiver Core Requirements

The core requirements in the Waiver program consist of the following 34-36 units.

History (20 units)

Complete all of the following courses:

HIST	251	United States History to 1877	3
HIST	252	United States History since 1865	3
HIST	201	Foundations of World Civilization	3
HIST	202	Development of the Modern World	3
HIST	372	California History	4
HIST	380	20th Century World	4

Geography (6-8 units)

Complete both of the following courses:

GEOG	302	World Regional Geography	3-4
GEOG	330	Historical Geography	3-4

Government (8 units)

Complete one of the following two courses: 4

POLS	423	American Constitutional System(4)	
POLS	424	Bill of Rights, Civil Liberty, and Constitution (4)	

And one of the following three courses: 4

POLS	425	American Party System (4)	
POLS	426	The Legislative Process (4)	
POLS	427	The American Presidency (4)	

Total units in the waiver core 34-36

Breadth and Perspectives

In addition to the Program Core Requirements, students must also complete the following 19-20 units in Breadth and Perspectives.

Cultural Perspectives (4 units)

Complete one of the following two courses: 4

ANTH	340	Living in a Pluralistic World (4)	
SOCI	363	Race and Ethnicity (4)	

Social Science Concepts and Methodologies (15-16 units)

Complete the following three courses:

ANTH	300	Nature and Culture: Growth of Anthropology	4
SOCI	300	Sociological Analysis	4
ECON	201A	An Introduction to Macroeconomics	4

and one of the following five courses: 3-4

ANTH	203	Cultural Systems (3)	
ECON	201B	Introduction to Microeconomics (4)	
HIST	391	The Study of History (4)	
GEOG	338	Social Geography (3-4)	
POLS	201	Ideas and Institutions (4)	

Total units in the breadth and perspectives 19-20

Total units in the waiver 53-56

Course substitutions may be accepted; consult the Waiver advisor.

Sociology

Department Office
Stevenson Hall, Room 2084, Phone 707/664-2561

Department Chair
Susan Garfin

Programs Offered
Bachelor of Arts in Sociology
Minor in Sociology
Multiple and Single Subject Teaching Credential Preparation

Faculty
David Arnold, Kathleen Charmaz, Susan Garfin, Daniel Haytin, Clarice Stasz, John Steiner, Helen Stewart, Robert Tellander

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	4
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			24
Total units in the major			**40**

Minor in Sociology

SOCI	201	Introduction to Sociology	4
Upper division courses in Sociology chosen in consultation with an advisor			16
Total units in the minor			**20**

Teaching Credential Preparation

A major in Sociology is acceptable preparation for an elementary or secondary teaching credential. To meet the academic requirements for the elementary teaching credential, majors must pass the General Knowledge portion of the National Teacher's Examination. For the secondary teaching credential, majors must pass the National Teacher's Examination in Social Science, or complete the Single Subject Social Science Waiver Program (see page 251). Sociology majors seeking a teaching credential are encouraged to consult with the Department Chair. For further information on credentials and professional education requirements see page 84.

Sociology Courses (SOCI)

201. Introduction to Sociology (4)
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).

300. Sociological Analysis (4)
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 (USA) Society (4)
Study of the major values, institutions, and social organizations in the United States. The social sources of change and stability in US society.

305. Lecture Series (2)
Lectures, panel discussions, and films on a theme of current sociological interest. Content will vary semester to semester.

306. The Sociology of Career Planning (4)
How to identify and locate liberal arts jobs in government, business, private institutions, or self-employment. Choosing a career, job-hunting skills and techniques, and keeping a job. Study of such work-related issues as dual-career families, equal opportunity, and professionalism.

308. Microcomputers—Social Science Applications (4)
Applications of microcomputers for work in human service agencies, organizational consulting, survey or market research, and other social science careers.

309. Population and Society (4)
Variables such as gender, race, ethnicity, age, social development, politics and environment are explored in relation to population change. The uses of population studies for consumer marketing, political campaigns, jury selection and social planning are addressed with an emphasis on California and Sonoma County concerns.

315. Socialization (4)
Analysis of the social processes through which human beings are inducted into social groups, both in childhood and adulthood. Particular attention is given to the socializing effects of schools, work, family, and friends.

316. Social Psychology (4)
An introduction to the study of social forces upon personality development, individual differences, and attitude formation. Topics include methods of persuasion, modeling and brainwashing, the origins of prejudice, the relationship between personality types and social characteristics such as nationality, class, and gender. Cross-listed as PSY 406.

318. Sociology of Mental Illness (4)
Identifies the social sources of behavior defined as mental illness. Compares and contrasts psychological, biochemical, and sociological theories of insanity. Analyzes psychiatry and other forms of therapy, mental hospitals, the role of the mental patient, and mental health policy.

319. Aging and Society (4)
Analysis of the implications of increasing longevity for society. Discussion of age-grading, age norms, and the social meanings of aging. Examination of the relationships between the aged and social institutions, with emphasis upon those aged who are poor, isolated, chronically ill, or minority group members. Cross-listed as GERN 319.

330. Sociology of Leisure (4)
An examination of leisure in the United States. Topics include the uses of uncommitted time by various groups, an examination of leisure subcultures, the relation of leisure patterns to other societal values and institutions, and social issues related to the increased leisure of our society.

331. Mass Media and Society (4)
A critical analysis of the nature and functions of mass communications in contemporary society. Overview of the history, structure, function, and influence of the mass media. Development of critical and analytic skills necessary to determine when and how "truth" is manipulated to serve special parochial or cultural interests. Cross-listed as COMS 301.

332. Death and American Culture (4)
How cultural values are related to attitudes and beliefs about death in the United States. Relationships among widely held conceptions of death and the care of the dying, management of the dying process, new ways of dealing with dying, the meaning of death to the dying person, family, and friends.

345. Family Systems (4)
Explores family forms in other cultures, as well as variations in American (USA) society by race, class, and ethnicity. Analyzes the three primary familial systems: marital, parental, and kin. Critiques popular solutions to the problems families face.

347. American Class Structure (4)
An overview of stratification in the United States. Analysis of the effects of this system on those who participate in it, through the study of theoretical, ethnographic, and community studies. Analysis of how class affects power, prestige, opportunity, culture, and consciousness, as well as the interaction of ethnicity, gender, and class.

348. Bureaucracies and Institutions (4)
Political, economic, social, and psychological analyses of administrative structures. The role of formal and informal organization, ideology in bureaucracy, decision-making, morale, and conflict.

349. Sociology of Work (4)
A theoretical and empirical analysis of work in American society, examining the types of jobs open to women and men today, the rewards and dissatisfactions of these jobs, and how work has changed historically or may evolve in the future.

363. Race and Ethnicity (4)
The history and prevalence of racial and ethnic groups in the United States. Structure of multiracial and multiethnic societies. Race relations and race contacts. The sociology and social psychology of racial prejudice and discrimination as it relates to social change.

364. Sociology of Gender (4)
Critique of biological and psychological explanations for sex differences. Examination of gender stratification in all social institutions: the family, work, politics, and religion. The consequences of gender labeling on such activities as crime, illness, and leisure.

375. Survey of Sociological Theory (4)
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 socio-psychological, political, economic, ethnic, and legal factors relating to drug usage and abuse. Theories of causation and methods of rehabilitation will be critiqued.

431. Sociology of Religion (4)
Study of world religions (Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism), tribal beliefs, American sects and denominations. Theories of religious development, change, and effects on society. Satisfies GE, category C3 (Philosophy and Values).

434. Cinema and Society (4)
Each semester the instructor will select films related to a theme to explore the role of cinema as propaganda, socialization, and social research. Examples of past themes include Documentary Film, A Vision of America, Ethnographic Film, and Images of Women and Men.

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 which should be, but are not, fully covered by the mass media. Prerequisite: SOCI 331 or consent of instructor.

451. 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. Cross-listed as GERN 452.

460. Human Services Administration (4)
Preparation for sociological practice in human service agencies, both public and private non-profit. 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 non-profit or private social services. Overview of major social service issues such as mental health, senior services, and aid to families. Recommended for anyone considering social work, counseling, or human service administration.

495. Special Studies (1-4)
A supervised study of a particular problem or area of interest selected by the student in consultation with a sponsoring faculty member. Regular meetings will be arranged for discussions and progress evaluations and a term paper will be submitted.

497. Interdisciplinary Seminar (1-4)
Exploration of basic social problems. Resource persons from other disciplines may participate. Themes and topics will vary. May be repeated for credit.

498. Senior Seminar (4)
Each semester different topics are offered to allow advanced sociological analysis. Past examples include women and aging, The Holocaust, and the male role. Check department for current offerings. Required for all majors. May be repeated for credit. Prerequisite: Open only to Sociology majors who have completed at least 20 upper division units in Sociology, including SOCI 300 and SOCI 375.

499. Internships (1-4)
Prerequisite: consent of instructor.

Theatre Arts (Dance/Drama)

Department Office
Ives Hall, Room 206, Phone 707/664-2474

Programs Offered
Bachelor of Arts in Theatre Arts
Minor in Theatre Arts

Department Chair
Peter Maslan

Faculty
Elizabeth Craven (Drama), Nancy Lyons (Dance), Peter Maslan (Drama), Judy Navas (Drama), William Sherman (Drama), Ann Woodhead (Dance)

Theatre, like the other arts, grows out of the deep human need to transform personal thoughts, feelings, and experiences into forms which communicate these thoughts, feelings, and experiences to other people. But in theatre, unlike most of the other arts, the primary instrument of expression is the human body, the body of the actor or dancer. This fundamental aspect of theatre—direct communication from performer to spectator—is clarified, enhanced, intensified, and deepened in theatrical production where the director/choreographer and the technology of theatre—lighting, costuming, sets, sound design—contribute to the art.

Theatre is important, and the making of theatre is valuable work. At Sonoma State University we believe that the making of theatre is an essential collaborative activity which contributes to the intellectual, aesthetic, political, and spiritual vitality of both the participants and the society of which they are a part. We see the creation of theatre in terms of the interaction and response of performers, directors, designers, and technicians, and our students learn primarily through involvement in the techniques and processes of production. The students also study theory and history, essential aspects of theatre creation because they provide context and illuminate meaning.

At SSU our interests in both traditional and alternative forms of theatre are reflected in the curriculum and the faculty. The curriculum in Theatre Arts offers the possibility of concentrating on dance performance and choreography, acting and directing, or technical design and production, or of designing an individualized program integrating t
hese areas. Theatre Arts majors work closely with faculty who are themselves professionals in theatre—choreographers, directors, designers, performers.

Course offerings for the major are divided into two phases and are designed to guide students through the basic elements and techniques of drama, dance, theatre production, and design. The first phase consists of 15 units for the Drama Concentration or 16 units for the Dance Concentration of work considered basic to the discipline and prerequisite to more advanced technique and theory courses. The second phase consists of 30 units in Drama or 29 units in Dance of advanced technique courses, ensemble production courses, and theory and history courses leading toward independent work in ensemble theatre. As students progress through the two phases of the Theatre Arts Program, they work toward deepening involvement in the process of theatre as well as increased proficiency in their particular areas of interest. Occasionally students enter the program with one principal interest only to find, through the variety of experience offered in the program, that they are most interested and skilled in some other aspect of theatre. In such cases the flexibility of the curriculum permits the students to shift their concentration.

Theatre Arts productions include plays, dance concerts, experimental theatre pieces, and other performance events. The Department is committed to providing students with many performance opportunities, and productions may be initiated and directed by students as well as faculty. The culmination of the Sonoma State Theatre Arts experience is the Senior Project, which offers the student an opportunity for significant independent work with the assistance of department resources and faculty.

The Theatre Arts Program is intended to provide students with a rich and satisfying educational experience, and to prepare them for work in ensemble theatre or for further study at the graduate or professional level.

NOTE: **The Theatre Arts Department also participates in the Applied Arts Minor, which may be of particular interest to students seeking the Multiple Subjects Credential, and in the Career Minor in Arts Management. See page 54 for more information.**

Bachelor of Arts in Theatre Arts
Drama Concentration

Degree Requirements	units
General Education	51
Theatre Arts Requirements	45
General Electives	28
Total units needed for graduation	**124**

Requirements for the Major
Students are advised to complete Phase I before Phase II

Phase I Required
Complete all of the following courses:

THAR	100	Introduction to the History of Theatre: Drama and Dance	3
THAR	120	Beginning Acting	2
THAR	129	Stagecrafts	2
THAR	130	Beginning Design and Practice: Scenery	3
and			
THAR	131	Beginning Design and Practice: Costume	
or			
THAR	132	Beginning Design and Practice: Lighting	3
THAR	145	Voice for the Actor	2
Total units in phase I required			**15**

Phase II Required
Complete all of the following courses:

THAR	300	Theatre in Action: Performance Analysis and Criticism	3
THAR	302	Drama Ensemble Workshop (2 semesters)	6
THAR	320	Intermediate Acting	2
THAR	350	Directing Workshop	2
THAR	370	History of Theatre	3
THAR	400	Senior Project Ensemble Workshop	3
Total units in phase II required			**19**

Phase II Electives
Choose 11 units from the following courses:
At least four units of electives need to be in dance classes from Theatre Arts offerings. Courses from Phase II Required, including repeats, may be considered for Phase II Electives.

THAR	101	Onstage: The Art of Theatre (3)
THAR	133	Beginning Design and Practice: Makeup (2)
THAR	155	Movement for Actors (1)
THAR	170	Mime (1)
THAR	325	Auditioning for the Theatre (1)
THAR	380	Research (3)
THAR	385	Promoting Theatre/Theatre Artist (2)
THAR	420	Advanced Acting (2)
THAR	460	Drama for Children (2)
ENGL	339	Introduction to Shakespeare (3)

or any other three unit course in dramatic literature.

Total units in phase II electives	**11**
Total units in the concentration	**45**

Bachelor of Arts in Theatre Arts
Dance Concentration

Degree Requirements	units
General Education	51
Theatre Arts Requirements	45
General Electives	28
Total units needed for graduation	**124**

Requirements for the Major
Students are advised to complete Phase I before Phase II

Phase I Required
Complete all of the following courses:

THAR	100	Introduction to the History of Theatre: Drama and Dance	3
THAR	110	Beginning Dance	1
THAR	129	Stagecrafts	2
THAR	131	Beginning Design and Practice: Costume	3
THAR	132	Beginning Design and Practice: Lighting	3
THAR	140	Introduction to Music for Dancers	2
THAR	210	Dance Technique Level I	2
Total units in phase I required			**16**

Phase II Required
Complete all of the following courses:

THAR	300	Theatre in Action: Performance Analysis and Criticism	3
THAR	301	Dance Ensemble Workshop (2 semesters)	6
THAR	310	Dance Technique Level II	2
THAR	340	Choreography I	2
THAR	371	History of Dance	3
THAR	400	Senior Project Ensemble Workshop	3
THAR	440	Choreography II	2
Total units in phase II required			**21**

Phase II Electives
Choose eight units from the following courses:
(At least four 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.)

THAR	101	Onstage: The Art of Theatre (3)
THAR	115	Dance Styles (1)
THAR	133	Beginning Design and Practice: Makeup (2)
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	260	Intermediate Ballet (2)
THAR	380	Research (3)
THAR	385	Promoting Theatre/Theatre Artist (2)
THAR	410	Dance Technique Level III (2)
THAR	450	Teaching/Directing for Dancers (2)
THAR	470	Dance for Children (2)
PEHS	310	Kinesiology (4)

Total units in phase II electives	**8**
Total units in the concentration	**45**

Minor in Theatre Arts

The Minor in Theatre Arts consists of 24 units of Theatre Arts courses. Students may choose a concentration in either Dance or Drama. Six of the elective units must be upper division. Students contemplating a minor in Theatre Arts should consult the Theatre Arts Department at the earliest possible date for approval and advising.

Minor Core Requirements

THAR	100	Introduction to the History of Theatre: Drama and Dance	3
THAR	300	Theatre in Action: Performance and Criticism	3
THAR	301	Dance Ensemble Workshop	
or			
THAR	302	Drama Ensemble Workshop	3
Total units in the minor core			**9**

Minor Electives

Electives must include at least 6 upper division units and should be chosen in consultation with an advisor (Choreography I is required for a Dance emphasis).

Total units in the minor electives 15
Total units in the minor 24

Theatre Arts Courses (THAR)

100. Introduction to the History of Theatre: Drama and Dance (3)
Navas, Sherman
Primitive dance and drama rituals introduce this view of predecessors to today's theatre. Tragedy and comedy are traced from classical through Baroque eras. The reflection of the social, political and cultural energies on sacred and profane theatre production from BC to 1776 AD are explored. Satisfies GE, category C1 (History of the Fine Arts).

101. Onstage: The Art of Theatre (3)
Department Faculty
The art, language, and historical overview of theatre will be examined by means of lecture, demonstration, and guided hands-on experience. This course is designed to give 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., 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 the instructor is required.

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.

129. Stagecrafts (2)
Maslan, Sherman
The functions of technical theatre will be examined by means of lectures, demonstrations, and practical application. Areas of concentration will be set construction, rigging and operation of stage lighting, costume construction, and drafting for the theatre. Participation in one Theatre Arts production crew is required. May be repeated once for credit.

130. Beginning Design and Practice: Scenery (3)
(Every fourth semester) Maslan, Sherman
Fundamentals of designing scenery and properties for the stage are examined. Included are drafting and rendering techniques used to execute designs for various genres of theatre. Participation in one Theatre Arts production crew is required. May be repeated for once credit. Prerequisite: THAR 129.

131. Beginning Design and Practice: Costume (3)
(Every fourth semester) Maslan, Sherman
An introductory course in the fundamentals of costume design and construction. Course will include beginning costume figure drawing, rendering techniques, and the fundamentals of design. Participation in one Theatre Arts production crew is required. May be repeated once for credit. Prerequisite: THAR 129.

132. Beginning Design and Practice: Lighting (3)
(Every fourth semester) Maslan, Sherman
Basic lighting design, including the drawing of lighting plots, rigging, and operating lighting systems. Work in the class will afford direct experience in designing lighting of departmental productions. Participation in one Theatre Arts production crew is required. May be repeated once for credit. Prerequisite: THAR 129.

133. Beginning Design and Practice: Makeup (2)
(Spring) Maslan
A beginning course in the fundamentals of design and application of makeup for the stage. Makeups and designs for exploration in class will be closely linked to the Theatre Arts Department's productions in dance and drama. Students will be required to work makeup crew for at least one production. 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.

145. Voice for the Actor (2)
Drama Faculty
Work on awareness, freeing, and full use of the natural voice. Exercises in breath, relaxation and movement, resonance, power and sensitivity lead to reconditioning habitual vocal communication and discovering a direct, spontaneous expression of inner impulses. Plays, poems, prose, songs, jokes, character voices, and dialects are studied and performed. May be repeated once for credit.

155. Movement for Actors (1)
Lyons
Study of the body as an expressive instrument. Includes exercises for mobilizing and organizing the body, improvisations leading toward the realization of the expressive potential of human movement, work in physicality of characterization and movement interaction between characters. May be repeated twice for credit.

160A. Beginning Ballet A (1)
Dance Faculty
Fundamentals of classical ballet technique. Basic barre with emphasis on placement and alignment, allegro and adagio combinations. Emphasis is on developing ballet skills as supportive to modern dance curriculum. May be repeated twice for credit.

160B. Beginning Ballet B (1)
Dance Faculty
Development of fundamental ballet skills, placement, alignment, increased strength, flexibility as supportive to modern dance curriculum. May be repeated twice for credit. Prerequisite: THAR 160A or consent of instructor.

170. Mime (1)
Drama Faculty
Experiences in both traditional and non-traditional forms of pantomime and mime. Emphasis will be on non-verbal communication with exercises including isolation of face and body parts, use of masks, makeup, props, music and possibly poetry, and the spoken word. May be repeated twice for credit.

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.

260. Intermediate Ballet (2)
Dance Faculty
Further experience in the technique and discipline of classical ballet including barre exercises, allegro, adagio, turns, and combinations. May be repeated twice for credit. Prerequisite: THAR 160B or consent of instructor.

295. Community Involvement Program (1-4)
Department Faculty

300. Theatre in Action: Performance Analysis and Criticism (3)
Department Faculty
An investigation of techniques, form, and content in drama and dance performances. Oral discussion and written critiques of ten departmental, local and/or Bay Area productions will develop articulate understanding of contemporary performance and its relation to theatre history, the arts, society, and culture. Required of all Theatre Arts majors. Satisfies upper division GE, category C1 (History of the Fine Arts) for juniors and seniors only. May be repeated once for credit.

301. Dance Ensemble Workshop (3, 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 (3, 3)
Drama Faculty
A production class in which students participate in plays directed by faculty members. Styles, periods and production approaches will vary from semester to semester. Students will receive credit for major participation in the areas of acting, designing, and technical work. May be repeated six times for credit. Prerequisite: THAR 300 or 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 neuro-muscular 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 ideo-kinesis, and constructive rest. Emphasis will be on how the neuro-muscular skeletal and organ systems carry out the human organism's intent to move. Intended for dance majors only. Prerequisite: THAR 110 and 210.

312. Principles of Arts Management (3)
(Spring) Department Faculty
A survey of the social, historical, legal and economic aspects of the arts in the United States, including evolution of US and California cultural policy, rights and responsibilities of administrators and artists, non-profit law and taxation, agreements and contracts, current legal issues, and fundraising and grantsmanship and marketing. Cross-listed as ART 312 and MUS 312.

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 120.

325. Auditioning for the Theatre (1)
Navas, Craven
This course is designed to cover the practical aspects of auditioning for the theatre, including: (1) selecting appropriate material i.e., 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.

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. Class meets for two hours with an additional two hour lab session. May be repeated once for credit. Prerequisite: THAR 210 or consent of instructor.

350. Directing Workshop (2)
Navas
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 120, THAR 300 or consent of instructor and a Beginning Design and Practice class (Lighting recommended).

370. History of Theatre (3)
(Spring) 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.

371. History of Dance (3)
(Spring) Lyons and Dance Faculty
A selected survey of the history of Western theatrical dance from 1800 to the present. May emphasize a specific period or topic. Prerequisite: THAR 100 or consent of instructor.

380. Research (3)
Department Faculty
Development of research skills, with practical application to programs for theatre arts productions. Students are encouraged to investigate topics of personal interest. The final research project may consist of an exploration of a particular era or phenomenon, or may be groundwork for a major creative project. Prerequisites: THAR 100, 300, and 370. May be repeated twice for credit.

385. Promoting Theatre/Theatre Artist (2)
Department Faculty
Lecture, discussion, and practical application of the techniques of promotion, public relations, and grant writing for theatre performance. Press releases, graphics, advertising, and marketing of productions offered by the Department will lead to hands on experience for the student. Students are advised to take THAR 385 prior to THAR 400, Senior Project.

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

400. Senior Project Ensemble Workshop (3)
Department Faculty
The senior student, under faculty supervision, is engaged in a production process in which all the production members while participating in the area of their main interest also support the entire production. The group is a self contained unit producing both dance and drama senior projects. Prerequisites: for Drama, THAR 300 and 350; for Dance, THAR 300 and 440.

410. Dance Technique Level III (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.

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. Class meets for two hours with an additional two hour lab session. 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)
(Fall) 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 and 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)
(Fall) Lyons
Developing resources and skills for working with children in creative movement. Class includes participation in rhythmic activities and movement exploration, with observation and student teaching of children's dance classes. May be repeated twice for credit.

480. Coordinated Projects (1-3)
Department Faculty
Involvement in on-campus and off-campus dance or drama projects with student directors, actors, designers, technicians, and under faculty supervision. May be repeated six times for CR/NC only. Prerequisite: Consent of faculty supervisor.

490. Theatre Practicum (1-3)
Department Faculty
The use and development of a theatre skill; acting, dancing, designing, lighting, constructing, sewing, in a commercial environment where the evaluation of the work is under professional rather than faculty supervision. May be repeated three times for CR/NC only. Prerequisite: Consent of faculty advisor.

499. Internship: Theatre Management (1-4)
(Maslan, Sherman)
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, etc. 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.

100. Orientation Seminar (1-3)
Helps students develop an academic plan to fit their personal goals and to explore the resources and services of the University to discover how it can work best for them.

102. College Success Skills (2)
A study-skills development approach with emphasis on the mechanics of study: reading, note taking, term papers, vocabulary and test taking. Course offered for CR/NC. Should be taken in conjunction with one of the University's General Education courses or a complementary course in Mexican American studies. Cross-listed as MAMS 102.

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. Cross-listed as ENGL 103.

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: ENGL 101 and PHIL 101 or 200. Students entering SSU under a catalog year prior to 1990-92 see HUMS 300, this page.

237. Career Life Planning through Self-Exploration (2)
Offers students an opportunity to explore and discover their values, skills, interests, life style preferences, and the undertaking of the personal strategies necessary to formulate career paths and alternatives. Cross-listed as PSY 237.

292. Introduction to Library Research (2)
Designed to provide an introduction to the use of the Library and its resources. Includes an examination of the Library's reference collection, microform collection, government documents, periodicals, media, and special collections. Students will learn to construct search strategies using indexes, abstracts, statistical sources, computer databases, and information in a variety of other formats. Cross-listed as ENGL 292.

300. Integrative Seminar (3)
Students will assess their educational commitment and personal values while preparing semester projects relevant to individual academic and career choices. Projects may include research papers as well as personal documentation and creative projects.

HUMS 300. Written and Oral Analysis (3)
Open only to students with catalog years prior to 1990-92. For those students HUMS 300 satisfies **upper division** GE, category A1 (Written and Oral Analysis). Students who enter the University during catalog years 1990-92 or later must complete UNIV 200 to satisfy the Written and Oral Analysis portion of the GE requirements. Prerequisites: ENGL 101; PHIL 101 or 200; and passage of the WEPT or ENGL 275.

Women's Studies

Department Office
Carson Hall, Room 62, Phone 707/664-2840, 664-2561

Program Offered
Minor in Women's Studies

Program Coordinator
E. Kay Trimberger

The Women's Studies Program at SSU began in the early 1970s as part of a women's movement that led to the establishment of such programs at more than 300 universities. The Women's Studies Program has the following goals:

- To balance the "male-oriented" liberal arts and sciences curricula by offering courses which document women's lives and critically examine gender ideologies;
- To encourage other academic units to incorporate significant content on women into their courses;
- To provide understanding about, and help bridge, differences between women based on race, ethnicity, social class, age, sexual preference, etc.;
- To maintain a supportive, non-hierarchical structure which ensures that both students and faculty participate in policy decisions and teaching;
- To provide a model for interdisciplinary teaching and pedagogical experimentation;
- To generate and disseminate new research on women; and
- To work with other university and community women's organizations to effect social change that will mean greater equality, freedom, and fuller lives for both women and men.

Considering the permanent increase of women of all ages in all areas of the work force, it can be argued that Women's Studies is essential preparation for the real world of work.

Women's Studies helps women and men examine alternative institutional arrangements that will help them plan for more varied roles and activities such as shared parenting and shared work. Women's Studies graduates hold tools—knowledge, self-awareness, and breadth of perspective—which public service organizations, the media, private industry, government, and graduate schools want and need.

Students may choose elective courses in Women's Studies, a minor in Women's Studies, a Career Minor in Women's Health (see page 55) or an interdisciplinary major in some aspect of Women's Studies (see further information on the Special Major on page 159). Men as well as women enroll in Women's Studies classes and Women's Studies sometimes offers classes focused on men's lives.

Each semester the Women's Studies Program publishes a brochure listing all program offerings and courses on women in other departments. Copies of the brochure may be obtained in the Women's Studies office.

Campus and Community Services
The Women's Studies Program cooperates with the Women's Resource Center (Rachel Carson Hall, Room 31-32, Phone 707/664-2845) to provide:

- Information on all the courses on campus which focus on women;
- Semester lecture series on a special topic (e.g. Women and Spirituality, Women in International Perspective). These lectures are open to the public;
- A library of contemporary books, pamphlets, magazines, and tapes on women's issues;
- Phone referrals to women's organizations and services on campus and in the community;
- A bi-weekly bulletin with announcements on campus, community, and national events;
- Referrals for internships in women's organizations;
- Non-credit workshops and support groups on topics of interest to women;
- Women's films, speakers, concerts, and theater on campus; and
- Special classes, speakers and events for Women's History Month in March.

Minor in Women's Studies

The Minor in Women's Studies is an interdisciplinary curriculum which applies feminist perspectives to the study of women. It draws both upon courses offered through the Women's Studies Program (e.g., WOMS 350) and courses on women offered through various departments on a regular and occasional "Special Topics" basis. The Women's Studies brochure published each semester details all current offerings acceptable toward the Minor in Women's Studies.

The Coordinator of the Women's Studies Program serves as the Minor advisor. In addition, students have the option of requesting joint advising with their major advisor to allow individual planning and tailoring of the student's supporting courses in the Minor to enhance specific educational, professional and career goals.

The Minor in Women's Studies is composed of 12 units of core courses and at least 9 units of supporting courses, for a minimum total of 21 units. At least 17 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	4
WOMS	446	Women in American History (Cross-listed as HIST 446)	4
WOMS	375	Race, Sex, and Class (Cross-listed as AMCS 420)	
or			
WOMS	475	Contemporary Feminist Thought	4
		Total units in the minor core	**12**

Minor Supporting Courses

Minors in Women's Studies must complete at least three courses for a total of 9 to 12 units from the following categories:

Women in American Society;
Women in the Humanities;
Biological and Psychological Perspectives on Women;
Women in International and Cross-Cultural Perspective, and
Special Topics on Women.

Minors must take at least one course with a multi-cultural focus. Minors may count no more than one course from any of the categories.

Total units in supporting courses 9-12
Total units in the minor 21-24

Women's Studies Courses (WOMS)

199/399. Student Instructed Course (1-4)
An introductory or advanced course designed by a senior or graduate student and taught under the supervision of faculty sponsor(s). Consult the Women's Studies Brochure for the current semester for descriptions of course offerings.

301. Feminist Lecture Series (1-4)
A weekly lecture series (or occasional workshops) offering presentations and discussions of current women's issues through feminist perspectives. There is usually a semester-long focus on a particular topic. The lectures are open to the community.

311. Special Problems of Women (2-4)
A variable topics seminar focusing upon intensive study of specific problems of women in society. May be repeated for credit.

320. Women's Bodies: Health, Sexuality, and Image (3)
This course is designed to increase awareness concerning women's health issues throughout the life cycle including creating a positive body image and understanding women's sexuality.

350. Gender, Sexuality, and Family (2-4)
An exploration of changing ideals and practices of gender, sexuality and family life in the United States drawing especially on recent feminist scholarship. Topics for reading and discussion will focus on both women and men. Fulfills upper division GE, category E (The Integrated Person). Prerequisites: ENGL 101 or PHIL 101 and one course in Sociology, Psychology, American History, or Women's Studies, or consent of the instructor.

375. Race, Sex, and Class (3-4)
An overview of the interaction of race, sex, and class oppression and resistance in the historical and contemporary experience of Native-American, Asian-American, Afro-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. Cross-listed as AMCS 420. Satisfies GE, category D1 (Individual and Society).

395. Community Involvement Program (1-4)
The purpose of CIP is to encourage student involvement in the community. Projects sponsored by Women's Studies focus upon women's needs and organizations.

446. Women in US History (4)
Study of women's oppression, resistance and change from colonial times to the present. Focuses on the impact of slavery on black and white women, industrial capitalism and women's work, and the rise and demise of "domesticity." Analysis of the lives and ideas of significant feminists as well as those of "unknown" women in different social, racial and class situations. Cross-listed as HIST 446.

475. Contemporary Feminist Thought (4)
An overview of the development of feminist thought since World War II in relationship to the historical and social conditions of women and to the development of the women's movement. How do we conceptualize gender difference and analyze differences between women? The aim of the intellectual work in this course is not only to increase our knowledge, but to enhance our ability to reason theoretically and to link theory with our practice to end gender inequality.

485. Advanced Women's Studies Seminar (2-4)
Seminar which addresses emerging issues in the study of women and usually involves intensive student research projects. Prerequisite: WOMS 350 or consent of instructor.

491. Teaching Adults: Pedagogies for Social Change (3-4)
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. Cross-listed as EDUC 490.

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. Student teaching is another form of internship. At present we offer credit (and not a grade) for student teaching and off-campus projects. Special contracts are required and are obtainable either in the Department office or the Center for Field Experience. Internships may be paid. Prerequisite: WOMS 395 or consent of the instructor.

500. Seminar in Feminist Theory and Method in the Social Sciences (2-4)
A survey of feminist critiques of social science theory and methodology in various disciplines—anthropology, history, political science, psychology, and sociology—(depending on student interest). 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

Admission Information

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

CATEGORIES OF ADMISSION

Undergraduate Students
First-Time Freshman Applicants

You will qualify for regular admission as a first-time freshman if you:

1. are a high school graduate,
2. have a qualifying eligibility index (see section on "Eligibility Index," below), and
3. have completed (with grades of C or better) the courses in the comprehensive pattern of college preparatory subject requirements (see "Subject Requirements" and "Phase-in of the Subject Requirements," below). Courses must be completed prior to the first enrollment in The California State University.

Test and GPA Requirements

Applicants must submit scores for either the Scholastic Aptitude Test of the College Board (SAT) or the American College Test Program (ACT). Registration forms and test dates for either test may be obtained from school or college counselors or from a campus Testing Office. Or, you may write to the following addresses:

The College Board (SAT)
Registration Unit, Box 592
Princeton, New Jersey 08541

American College Testing Program (ACT)
Registration Unit, P.O. Box 168
Iowa City, Iowa 52240

Eligibility Index. The eligibility index is the combination of your high school grade point average and your score on either the American College Test (ACT) or the Scholastic Aptitude Test (SAT). Your grade point average is based on grades earned during your final three years of high school (excluding physical education and military science) and bonus points for approved honors courses .

You can calculate the index by multiplying your grade point average by 800 and adding your total score on the SAT. Or, if you took the ACT, multiply your grade point average by 200 and add ten times the composite score from the ACT. The Eligibility Index Table shows the combinations of test scores and averages required.

RESIDENTS -- If you are graduated from a California high school or are a legal resident of California for tuition purposes, you need a minimum eligibility index of 2800 using the SAT, or 694 using the ACT. The following table shows the grade point averages and test scores needed.

NONRESIDENTS -- If you are neither a graduate of a California high school nor a legal resident for tuition purposes, you need a minimum eligibility index of 3402 (SAT) or 842 (ACT).

Excerpts from Admissions Eligibility Table for California High School Graduates

GPA	2.00	2.20	2.40	2.60	2.80	3.00
ACT Score	30	26	22	18	14	Any
SAT Score	1200	1040	880	720	560	Score

The complete eligibility table appears on page 278.

Honors Courses. Grades in up to eight semester courses, taken in the last two years of high school, that are designated honors in approved subjects receive additional points in grade point average calculations. Each unit of A in approved courses will receive a total of 5 points; B, 4 points; C, 3 points; D, 1 point; and none for F grades.

CSU may offer you early, provisional admission based on your work completed through the junior year of high school and planned for your senior year. You will qualify for regular admission when the University verifies that you have a qualifying eligibility index and will have completed the comprehensive pattern of college preparatory subjects and, if applying to an impacted program, meet supplementary criteria. You will still qualify for regular admission, on condition, if you are otherwise eligible but are missing a limited number of the required subjects (see "Phase-in " section). "Conditional admission" is an alternative means to establish eligibility for regular admission. Please consult a counselor if you have questions.

Subject Requirements

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

- **English, 4 years**
- **Mathematics, 3 years** algebra, geometry, and intermediate algebra.
- **US History or US history and government, 1 year.**
- **Science, 1 year** with laboratory: biology, chemistry, physics, or other acceptable laboratory science.
- **Foreign language, 2 years** in the same language (subject to waiver for applicants demonstrating equivalent competence).
- **Visual and performing arts, 1 year**: art, dance, drama/theater, or music.
- **Electives, 3 years**: selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts, and agriculture.

Subject Requirement Substitution for Students with Disabilities. Disabled student applicants are strongly encouraged to complete college preparatory course requirements if at all possible. If an applicant is judged unable to fulfill a specific course requirement because of a disability, alternative college preparatory courses may be substituted for specific subject requirements. Students who are deaf and hearing impaired, have learning disabilities, or are blind and visually impaired, may in certain circumstances qualify for substitutions for the foreign language, mathematics, and laboratory science subject requirements. Substitutions may be authorized on an individual basis after review and recommendation by the applicant's academic adviser or guidance counselor in consultation with the director of a CSU disabled student services program. Although the 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.

Phase-in of the Subject Requirements. The CSU system will phase in the subject requirements and during the phase-in period will admit, on condition, applicants who meet all other admission requirements but are missing a limited number of the required subjects. Applicants will be admitted on condition that they must make up missing subjects after enrolling in the CSU.

The phase-in schedule is:

Fall 1990 - Summer 1991: at least 12 of the required 15 units, including at least 3 of the units required in English and 2 of the units required in mathematics.

Fall 1991 - Summer 1992: at least 13 of the required 15 units, including at least 3 of the units required in English and 2 of the units required in mathematics.

Fall 1992 and later: full implementation of the 15-unit requirement expected.

Waiver of Foreign Language Subject Requirement. The foreign language subject requirement may be waived for 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 admissions or relations with schools office for further information.

Undergraduate Transfer Applicants (Resident and Nonresident)

Transfer Requirements

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

1. were eligible as a freshman (see "Freshman Requirements") at the time of application for admission or at the time of graduation from high school, provided you have been in continuous attendance at a college since graduation, or

2. were eligible as a freshman except for the college preparatory subject requirements and have completed appropriate college courses in the missing subjects, or

3. have completed at least 56 transferable semester (84 quarter) units and have completed appropriate college courses to make up any missing college preparatory subjects (see "Subject Requirements "). (Nonresidents must have a 2.4 grade point average or better.) For this requirement, transferable courses are those designated for that purpose by the college or university offering the courses.

Making Up Missing College Preparatory Subject Requirements. Undergraduate transfer applicants who did not complete the subject requirements while in secondary school may make up missing subjects in any of the following ways:

1. complete appropriate courses with a C or better in adult school or high school summer sessions;
2. complete appropriate courses in college with a C or better (one course of three semester (four quarter) units will be considered equivalent to one year of high school study); or
3. earn acceptable scores on specified examinations.

Transfer applicants with 56 or more semester units can satisfy the preparatory subject requirements by completing, with a C or better, one of the following alternatives:

(a) **1987 or earlier high school graduates**: the CSU general education requirement in communication in the English language (at least 9 semester units) and mathematics (usually 3 semester units);
(b) **1988 and later high school graduates**: 30 semester (45 quarter) units applicable to be chosen from courses in English, arts and humanities, social science, science, and mathematics of at least equivalent level to courses that meet general education or transfer curriculum requirements. Each student must complete all CSU general education requirements in communication in the English language (at least 9 semester units) and mathematics (usually 3 semester units) as part of the 30 unit requirement

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

Test Requirements. Applicants with fewer than 56 semester units of transferable college work must submit scores for either the Scholastic Aptitude Test of the College Board (SAT) or the American College Test Program (ACT). Registration forms and test dates for either test may be obtained from school or college counselors or from a campus Testing Office. Or, you may write to the following addresses:

The College Board (SAT)
Registration Unit, Box 592
Princeton, New Jersey 08541

American College Testing Program (ACT)
Registration Unit, P.O. Box 168
Iowa City, Iowa 52240

Adult Students

As an alternative to regular admission criteria, an applicant who is twenty-five years of age or older may be considered for admission as an adult student if he or she meets 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.

Over-Sixty Program

Individuals sixty years or older may apply for admission under the provisions of the Over-Sixty Program. Students who enroll under this program must be admissible to the University as a California resident. Over-Sixty participants pay reduced fees but register only after all other students have had an opportunity to register.

To apply as an Over-Sixty applicant, file the appropriate application and support documents along with the Over-Sixty Application. Continuing SSU students can apply for the Over-Sixty program by filing the campus Over-Sixty Application *prior* to enrolling for a subsequent semester.

Other Applicants

Applicants not admissible under one of the above provisions should enroll in a community college or other appropriate institution. Only under the most unusual circumstances will such applicants be permitted to enroll in the University. Permission is granted only by special action.

Graduate and Post-baccalaureate Students Admission Requirements

Graduate and post-baccalaureate applicants may apply for a degree objective, a credential or certificate objective, or may have no program objective.

Depending on the objective, the CSU will consider an application for admission in one of four categories:

- Post-baccalaureate Unclassified—You will qualify for admission as an unclassified postbaccalaureate student if you: (1) hold an acceptable bachelor's degree from a regionally accredited institution or have equivalent preparation as determined by the campus; (2) have a grade point average of at least 2.50 in your last 60 semester (90 quarter) units; and (3) are in good standing at the last college you attended. In unusual circumstances, a campus may make exceptions to these criteria.

If eligible in post-baccalaureate unclassified standing, you may qualify for:

- Post-baccalaureate Classified standing to enroll in a credential or certificate program provided you satisfy the additional professional, personal, scholastic, and other standards, including qualifying examinations, as the campus may prescribe; or

- Graduate Conditionally Classified standing to enroll in a graduate degree curriculum if in the opinion of appropriate campus authority you can remedy any deficiencies by additional preparation; or

- Graduate Classified standing to enroll in a graduate degree curriculum if you satisfactorily meet the professional, personal, scholastic, and other standards, including qualifying examinations, as the campus may prescribe.

Foreign Student Admission Requirements

The University has established its International Student program under both the Foreign Student program (F-visa) as authorized by the US Immigration and Naturalization Service and the Exchange-Visitor (J-visa) program as designated by the US International Communication Agency. Permanent resident applicants possessing an Alien Registration Card must use the regular California State University application form booklet and comply with all test requirements and deadlines. The University will consider applications for admission from those applying from another country or from those having completed a program of study in the US and desire to transfer to SSU. Such a program of study might be an English as a Second Language program at a US institution, including SSU, or a two year program at a community college or four year college or university.

All official documents submitted become the property of the University. The acceptability of any foreign work will be determined by the University. The US Immigration Services requires F-1 foreign visa undergraduates to carry a minimum study load of 12 semester units; graduate students may carry a minimum study load of 8 semester units of 500 level courses and must have a 3.00 GPA for admission to graduate school. International students must comply with all University and US immigration regulations.

Application Deadlines

The University has established deadlines to insure 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 US.and the campus prior to the start of each semester. These deadline dates are: Fall Semester, June 1; Spring Semester, November 1. SSU requires that all documents needed to complete the admission file be on hand in the Office of Admissions and Records no later than 45 days after the above deadlines.

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 US.

The following is an estimate of the current annual expenses that international students must meet:

Tuition* ($189.00 per unit)	$5,670.00
Registration Fees*	846.00
Health Insurance	240.00
Books and Supplies (variable)	450.00
Room and Board (variable)	3,858.00
Personal Expenses (variable)	1,285.00
Total	$12,349.00

* Fees are subject to change. Consult current Schedule of Classes.

Required Documents

Undergraduate and graduate applicants must furnish official documents covering their secondary education including matriculation examination results, General Certification of Education examination results and results of similar examinations as applicable. Applicants who have attended institutions of higher education overseas must furnish transcripts, and other appropriate records of all college work undertaken.

If these documents are not in English, certified translations must accompany them. Evaluation of these documents is made in the Office of Admissions and Records to determine that 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. All undergraduate applicants, regardless of citizenship, who have not attended for at least three years schools at the secondary level or beyond where English is the principal language of instruction are required to earn a minimum score of 500 on the Test of English as a Foreign Language (TOEFL); graduate students must earn a minimum score of 550. Those transferring from two year programs in United States institutions are required to furnish scores for the TOEFL prior to admission. For a description of the English as Second Language courses offered at SSU, refer to the Foreign Languages section of the Catalog.

Readmission

Returning Students. A student previously enrolled at Sonoma State University who has not registered for two or more semesters must file an application for readmission with the Office of Admissions and Records. A student who has missed only one semester need not reapply for admission *unless* other college or university work was attempted during the semester missed. If course work was attempted, application for readmission along with two official transcripts reflecting this work must be filed with the Office of Admissions and Records. Previously enrolled students who are reapplying are subject to the same application dates and fees as new applicants.

Former Students who were on Probation or Disqualified. Students who were on probation or disqualified at the end of their last enrollment may be readmitted on probation subject to such conditions as the appropriate University officials may prescribe, provided any intervening work is satisfactory.

ADMISSION POLICIES AND PROCEDURES

Requirements for Admission to Sonoma State University are in accordance with Title 5, of the California Administrative Code. If you are not sure of these requirements you should consult a high school or community college counselor or the Office of Admissions and Records. Applications may be obtained from the admissions office at any of the campuses of The California State University or at any California high school or community college.

Importance of Filing Complete, Accurate, and Authentic Application for Admission Documents. The CSU advises prospective students that they must supply complete and accurate information on the application for admission, residence questionnaire, and financial aid forms. Further, applicants must submit authentic and official transcripts of all previous academic work attempted. Failure to file complete, accurate, and authentic application documents may result in denial of admission, cancellation of academic credit, suspension, or expulsion (Section 41301, Article 1.1, Title 5, California Administrative Code).

Applicants seeking admission to SSU should follow the procedures outlined below:

1. Application

Submit a completed application for admission accompanied by the required application fee, to:

Office of Admissions and Records
Sonoma State University
Rohnert Park, California 94928

Undergraduate Applicants. Prospective students, applying for part-time or full-time programs of study, in day or evening classes, must file a complete application as described in the application booklet. The $55 nonrefundable application fee should be in the form of a check or money order payable to The California State University and may not be transferred or used to apply to another term. Applicants need file only at their first choice campus. An alternative choice campus and major may be indicated on the application, but applicants should list as alternative campus only that campus of The California State University that they can attend. Generally, an alternative degree major will be considered at the first choice campus before an application is redirected to an alternative choice campus. Applicants will be considered automatically at the alternative choice campus if the first choice campus cannot accommodate them.

Graduate and Post-Baccalaureate Applicants. All graduate and postbaccalaureate applicants (e.g., master 's degree applicants, those seeking credentials, and those interested in taking courses for personal or professional growth) must file a complete application as described in the admissions 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 alternative 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 for any applicant 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 applicants.

2. Transcripts

It is the applicant's responsibility to see that two (2) copies of all official and complete transcripts, including in-progress transcripts, are filed with the Office of Admissions and Records in time to be considered for admission. For freshman and sophomores transcripts of high school work, ACT or SAT scores, as well as any college work completed are required. For juniors, seniors and post-baccalaureate students only duplicate copies of college work are needed. The University reserves the right to determine whether a transcript can be accepted as official. All transcripts and records submitted for admission to Sonoma State University become the property of the University and cannot be returned to the applicant.

3. Tests

All *undergraduate* applicants who will not have completed 56 semester or 84 quarter units of transferable college work by the semester for which admission is sought are required to submit scores from either the SAT or ACT before eligibility for admission to the University can be determined. This requirement does not affect undergraduate students who have previously attended SSU and who submitted ACT or SAT scores at the time of their first admission.

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

You may expect to receive an acknowledgment of your application within two weeks of filing the application. A notice that space has been reserved for you will also include a request that you submit the records necessary for the campus to evaluate your qualifications. You may be assured of admission if the evaluation of your qualifications indicates that you meet admission requirements. Such a notice is not transferable to another term or to another campus.

Use of Social Security Number

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

Determination of Residence for Nonresident Tuition Fee

New and returning students of the CSU are classified for the purpose of determining the residence of each student for nonresident tuition purposes. The "Residence Questionnaire ", if necessary, and other evidence furnished by students are used in making these determinations. Further details regarding residency are contained on page 283 of this catalog.

Application Filing Periods Terms in 1990-92

Each campus accepts applications until capacities are reached. Many campuses limit undergraduate enrollment admissions in any enrollment category because of overall enrollments. If applying after the priority filing period, consult the campus admissions office for current information. Application acknowledgement periods begin when applications are received.

The priority application periods are as follows:

For admission to:	Apply during:
Fall Semester 1990	November 1989
Spring Semester 1991	August 1990
Fall Semester 1991	November 1990
Spring Semester 1992	August 1991

Determination and Notification of Admission

After applications for admission have been received in the Office of Admissions and Records, they are processed and matched with required transcripts and test scores. Evaluation of the records is made to determine whether applicants meet the admission requirements. Applicants who have submitted all of the required admission materials will receive notification of their acceptance or denial from the Office of Admissions and Records for the fall semester beginning on or about December 1 and for the spring semester on or about September 1.

Change in Choice of Campus

Applicants who wish to change the choice of CSU campus after the application has been filed should obtain a Request for Transfer of Admission application to Alternative Choice Campus form from the Office of Admissions and Records and follow the instructions contained therein. A change in choice of campus can only be made for the same term or semester for which the applicant originally applied. There is no fee for this service.

Re-application for Subsequent Semesters

Students who have been admitted to the University for a given semester but do not register will have their admission automatically cancelled. Should they later wish to undertake work at the University, they must file a new application, pay a new application fee and meet all of the current requirements for admission. Materials supporting an application for admission, such as transcripts and entrance examination scores, will be held for one year only and may be used during this time to meet the requirements for admission.

High School Students

Students still enrolled in high school will be considered for enrollment in certain special programs if recommended by the principal and the appropriate campus department chair and if preparation is equivalent to that required of eligible California high school graduates. Such admission is for only a given program and does not constitute the right to continued enrollment. For more information, contact Office of Admissions and Records at 707/664-2778.

Early Admission Decisions

Sonoma State University will recognize outstanding academic achievement (3.40 GPA or higher) of high school students by issuing an early admissions commitment to such applicants contingent upon the earning of the high school diploma or its equivalent.

Sonoma State University may also provisionally admit first-time freshmen applicants based on their academic performance through the junior year of high school and planned for the senior year. The campus will monitor the senior year of study of those provisionally admitted to ensure that those so admitted complete their senior year of studies satisfactorily, including the required college preparatory subjects, and graduate from high school.

Details about the Early Admission program may be obtained from Office of Admissions and Records.

Impacted Programs

The CSU designates programs to be impacted when more applications are received in the first month of the filing period than the spaces available. Some programs are impacted at every campus where they are offered; others are impacted at some campuses but not all. You must meet supplementary admissions criteria if applying to an impacted program.

The CSU will announce before the opening of the fall filing period which programs are impacted and the supplementary criteria campuses will use. That announcement will be published in the *CSU School and College Review*, distributed to high school and college counselors. We will also give information about the supplementary criteria to program applicants.

You must file your application for admission to an impacted program during the first month of the filing period. Further, if you wish to be considered in impacted programs at two or more campuses, you must file an application to each. Nonresident applicants are rarely admitted to impacted programs.

Supplementary Admission Criteria

Each campus with impacted programs uses supplementary admission criteria in screening applicants. Supplementary criteria may include ranking on the freshman eligibility index, the overall transfer grade point average, and a combination of campus-developed criteria. If you are required to submit scores on either the SAT or the ACT, you should take the test no later than December if applying for fall admission.

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

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

Hardship Petitions

There are established procedures for consideration of qualified applicants who would be faced with extreme hardship if not admitted. Prospective hardship petitioners should 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 rather a way to determine whether a student is prepared for college work, and if not, to counsel you how to strengthen your preparation. A student might be exempted from one or both of the tests if he or she has 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 Section 41300.1 of Title 5, *California Education Code*, 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 satisfactory score on the CSU English Equivalency Examination;
- a score of 470 or above on the Verbal section of the College Board Scholastic Aptitude Test (SAT-Verbal);
- a score of 22 or above on the ACT English Usage Test;
- a score of 25 or above on the ACTE (enhanced) English Usage Test;
- a score of 600 or above on the College Board Achievement Test in English Composition with essay;
- for transfer students; completion of an acceptable college course in English composition of four quarter or three semester units with a grade of C or better; or
- 56 or more transferable semester units and a catalog year earlier than 1986-87.

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.

Students required to take this examination should do so before registration since the score results are required for placement in English 30, 35, 99 and 101 courses. Failure to comply by the end of the first semester of enrollment will result in administrative-academic probation.

Entry Level Mathematics (ELM) Test. All new undergraduate students must take the test and pass it before enrolling in a course that satisfies the college level mathematics requirement of the General Education-Breadth program. Exemptions from the test are given only to those students who can present proof of one of the following:

- a score of 3 or above on the College Board Advanced Placement Mathematics examination (AB or BC);
- a score of 530 or above on the Mathematics section of the Scholastic Aptitude Test (SAT-Math);
- a score of 23 or above on the ACT Mathematics Test;
- a score of 23 or above on the ACTE (enhanced) Mathematics Test ;
- a score of 520 or above on the College Board Math Achievement Test, Level 1;
- a score of 540 or above on the College Board Math Achievement Test, Level 2; or
- for transfer students, completion and transfer to the CSU of a college course that satisfies the General Education-Breadth Requirement in Quantitative Reasoning, providing such a course was completed with a grade of C or better.

Students required to take this examination should do so before registration. Taking the ELM is a prerequisite to Math 30, 40 and 50. Passing the ELM is a prerequisite to Math 107, 121, 165, and 300. Failure to comply with the requirement to take the examination by the end of the first semester of enrollment will result in administrative-academic probation.

Non-Baccalaureate Courses in English and Math. (Courses with numbers less 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 which apply to students ' unit load for a given semester, but which do not apply toward graduation.

Students who fail the Entry-Level Math or English Placement Test, or both, shall be placed on administrative-academic probation. Enrollment in Non-Baccalaureate 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.

Credit for Prior Learning
Faculty-Evaluated Prior Learning (FEPL)

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

FEPL Office

Nichols Hall, Room 332, Phone 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, page 114.)

In the spirit of these principles, Sonoma State University offers its Faculty-Evaluated Prior Learning Program (FEPL) in order to serve highly motivated students with substantial prior learning experience. For the student who decides to apply for FEPL, the preliminary advising, the portfolio workshop, and the subsequent stages of the actual assessment will be in themselves educational. The portfolio product will, in addition, be useful in future educational and career planning.

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

Policies and Procedures

In order to apply for FEPL, the student must:

1. be matriculated at Sonoma State University;
2. be in the undergraduate program (credit for prior learning is not presently awarded on the graduate level at Sonoma State University);
3. be applying for college-level credit in areas where Sonoma State University has degree-based programs and faculty expertise;
4. be applying for credit relevant to an approved academic course of study; and
5. be willing to follow the procedures outlined below.

Outline of Procedures

Preliminary Advising

This step may be accomplished before formal enrollment at Sonoma State University. A FEPL advisor will help the student assess the appropriateness of the prior-learning experience. On the basis of this assessment, the student will be advised as to whether such experience could better be evaluated through one of the other methods available, such as CLEP, CSU equivalency examinations, or challenge exams. At this point also the questions of duplication of units already transcripted or planned will be taken into consideration. The next step is to discuss enrollment in the Portfolio Workshop with the FEPL Coordinator.

Portfolio Workshop

This course, if all requirements are completed satisfactorily, will result in a portfolio which is used as a source of information in the evaluation process and not as final evidence that evaluation has been completed. (See current Schedule of Classes for workshop description.)

Payment of User Fee

If the student, the workshop instructor, and the FEPL Coordinator agree that the portfolio warrants formal application for award of credit, the next step is payment of a one-time non-refundable fee, based partly upon the complexity of the portfolio. (See FEPL brochure for details.) The fee is charged whether or not units of credit are granted.

Faculty Evaluation

The FEPL Coordinator will forward the completed portfolio to appropriate faculty evaluators who consider whether the learning demonstrated in the portfolio meets the criteria for college-level learning in their disciplines, whether it is upper- or lower-division level, and whether it is appropriate for credit in general education, electives, or the major. (Award of credit for general education would also have to be petitioned according to standard university procedures.) The evaluators also recommend the exact titling of the credit to be awarded and the number of units to be awarded in each category. The evaluator 's recommendations and the portfolio are then returned to the FEPL Coordinator within the time prescribed.

Limitation on units possible through FEPL

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

FEPL Review Panel

The Review Panel consists of full-time faculty from each of the University Schools, the General Education Committee, and the FEPL Coordinator. The Panel monitors the recommended awards for consistency of standards, possible duplication or overlap of units, and overall quality, before giving final approval to the documentation of prior learning and to the recommendations for award of credit.

Appeals Procedures

Any appeal would be initiated by the student through the FEPL Coordinator. The appeal would be considered first by the FEPL Review Panel, and then, if further action is necessary, would follow standard University procedures.

Registrar's Office

The final recommendations are forwarded by the FEPL Coordinator, along with the summary page of the portfolio and the faculty evaluations, to the Registrar 's Office for transcription. (Costs for duplication of documentary material are borne by the individual student.) The units will appear on the transcript on a CR/NC basis only, under a special FEPL designation, with the descriptive titles as awarded.

These units will not be officially transcripted until the student has completed 30 units of work in residence at Sonoma State University, and has established evidence of a satisfactory learning pattern. Should the student transfer to another institution before that time, the units will not be included on the transcript, nor will FEPL fees be refunded. Transfer of FEPL units, even after official transcription, is up to the recipient institution and cannot be guaranteed by Sonoma State University. However, the FEPL Coordinator will, at the request of any institution or agency, furnish full documentation showing how such learning was evaluated and the basis upon which units were awarded.

Time Line

The procedures which follow the successful completion of the Portfolio Workshop and the payment of fees are designed to be completed within one semester, unless delays occur because of an appeal.

Evaluation of Transfer Credit

Community College Credit. A maximum of 70 semester units of community college credit can be credited toward the 124 units required for a Baccalaureate Degree. 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 towards 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 Non-Collegiate Settings. Sonoma State University grants undergraduate degree credit for successful completion of formal instruction appropriate to the baccalaureate in non-college settings, either military or civilian, 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 CLEP. Students may also challenge courses and receive credit by passing examinations developed at the campus.

Advanced Placement. Sonoma State University grants credit toward its undergraduate degrees for successful completion of examinations of the Advanced Placement Program of the College Board. Students who present scores of three or better will be granted six 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 students admission.
3. Advanced Placement credit is to apply to major requirements at the discretion of the major department.

English Equivalency Examination. In addition to units gained through the College Level Examination Program, students may earn credit toward the baccalaureate degree by passing The California State University English Equivalency Examination (EEE). Students passing the EEE earn up to 6 units of course credit toward basic composition and ENGL 214.

Inquire at the University Testing Office for registration fees and deadlines. During the Spring semester, registration materials are available in California high schools.

Challenge Examinations. A student may earn unit credit for a SSU course which he successfully challenges 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 which 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 chairman. Completed examinations are filed in the department offices.
4. Application for Unit Credit by Challenge Examination must be approved by the appropriate department chairman.
5. For summer sessions only, challenge examinations must be taken within the first two weeks of the Six Week Summer Session.
6. When a student passes the examination for credit, a "CR " will be recorded on his permanent record but will not be posted to the student 's record until 30 units have been earned in residence. No resident credit is earned, and units graded "CR " do not affect the grade point average.
7. Forms for "Application for Unit Credit by Challenge Examination " are available in department offices.

College Level Examination Program (CLEP). The University allows students to earn credit toward the baccalaureate degree through the College Level Examination Program. Students may earn up to six units per examination passed and up to a maximum of thirty 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 which duplicate course work previously noted on their transcript nor will they receive credit for CLEP examinations repeated within a 12-month period. CLEP credit may be applied toward major requirements at the discretion of the department. CLEP tests are administered on a regularly scheduled basis. Interested students are advised to consult with the Office of Testing Services. See the next page for course equivalencies.

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 which offers the examination.

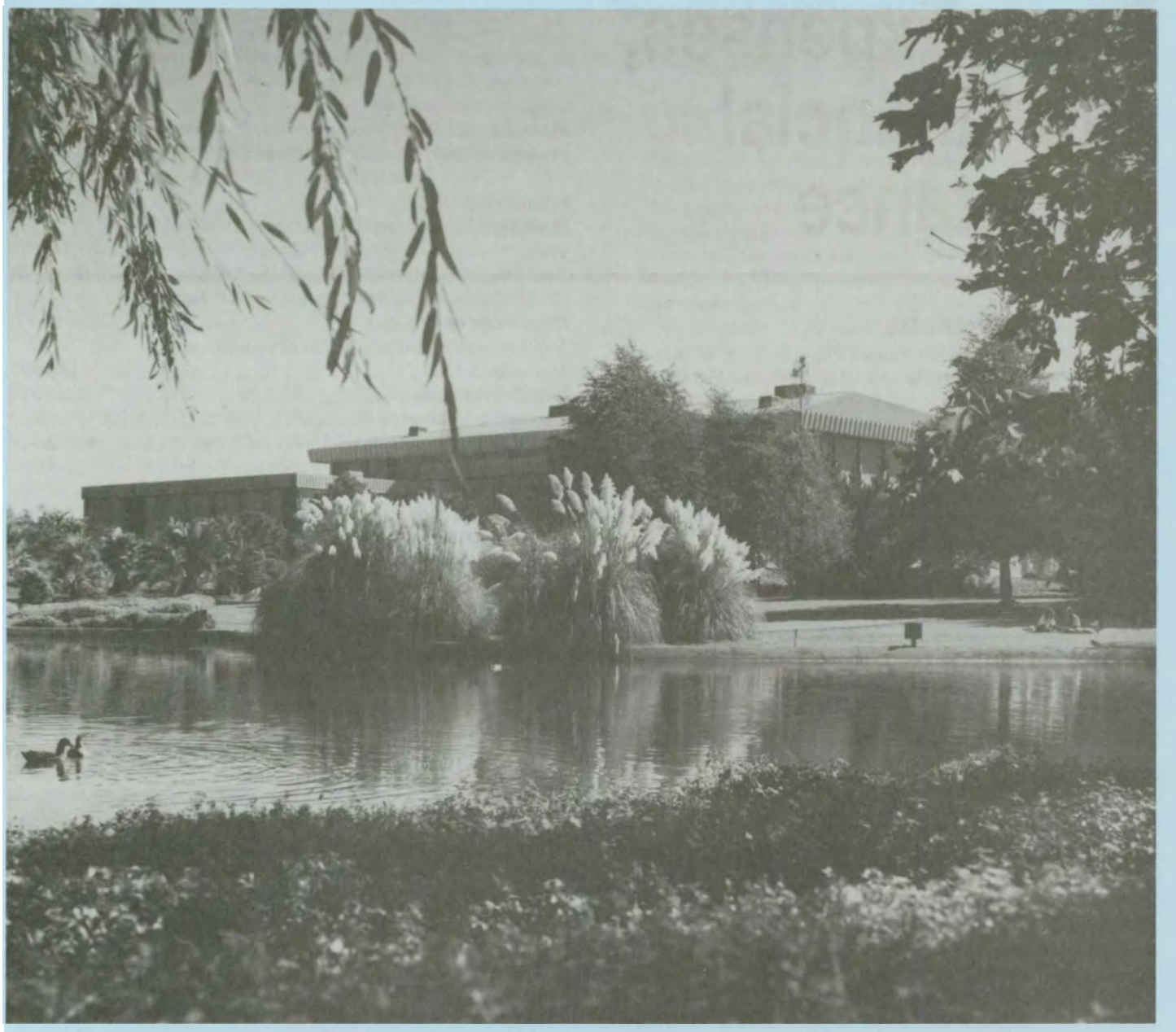
Examination	Amount of Credit Approved	Course Equivalent-*CLEP*
Natural Sciences General Examination	3 units of General Education requirements in *Biological Sciences* and 3 units of General Education in *Physical Sciences*. Students passing the CLEP Examination will still be required to take a laboratory course in Natural Sciences.	Biology 115 Physical Science 100
Social Sciences General Examination	4 units of General Education requirements in Social Structure	Social Science 100
Algebra and Trigonometry Subject Examination	4 units toward *Algebra and Trigonometry*.	Mathematics 107
American Government Subject Examination	3 units in American Political Systems. Satisfies State Code requirements in US Constitution. This requirement may also be satisfied by passing the examination in American Government offered by the Department of Political Science. Students must take department examination to fulfill requirements in State and Local Government. (1 unit)	Political Science 200
American History Part I (with essay) Colonization to 1865	3 units in United States History. Satisfies State Code requirement in US History	History 251
American History Part II (with essay) 1865 to present	3 units in United States History Satisfies State Code requirement in US History	History 252
American Literature Subject Examination	6 units toward *Survey of American Literature*	English 237, 238
Analysis and Interpretation of Literature Subject Examination and Departmental Essay	6 units toward *Basic Composition* (Freshman English)	English 101 and 214
English Literature Subject Examination	6 units of course credit in *Survey of English Literature*	English 239, 240
Biology Subject Examination and Essay	6 units toward Basic Biology course requirement and *waives* up to 12 units of major requirement	Biology 115, 116, 117
Calculus with Elementary Functions ubject Exam	4 units of General Education in Calculus	Mathematics 161
General Chemistry ubject Examination	Up to 3 units of course credit in General Chemistry	Chemistry 115A and/or B
General Psychology ubject Examination	4 units of course credit in *General Psychology*	Psychology 250
Human Growth and Development ubject Examination	3 units in *Human Growth and Development*, similar to Child Psychology or Child Development	Psychology 302
Introductory Accounting Subject Examination	4 units in *Principles of Accounting*	Management 230A
Introductory Macroeconomics Subject Examination	4 units in *Introduction to Macroeconomics*	Economics 201A
Introductory Microeconomics Subject Examination	4 units in *Introduction to Microeconomics*	Economics 201B
Introductory Marketing Subject Examination	4 units in *Principles of Marketing*	Management 360
Introductory Sociology Subject Examination	4 units of in *Introductory Sociology*	Sociology 201

Students may earn up to six units per examination passed and up to a maximum of thirty units total.

Eligibility Index Table for California High School Graduates or Residents of California -- Effective Fall 1990

GPA	ACT Score	SAT Score
3.00 and above qualifies with any score		
2.99	10	410
2.98	10	420
2.97	10	430
2.96	11	440
2.95	11	440
2.94	11	450
2.93	11	460
2.92	11	470
2.91	12	480
2.90	12	480
2.89	12	490
2.88	12	500
2.87	12	510
2.86	13	520
2.85	13	520
2.84	13	530
2.83	13	540
2.82	13	550
2.81	14	560
2.80	14	560
2.79	14	570
2.78	14	580
2.77	14	590
2.76	15	600
2.75	15	600
2.74	15	610
2.73	15	620
2.72	15	630
2.71	16	640
2.70	16	640
2.69	16	650
2.68	16	660
2.67	16	670
2.66	17	680
2.65	17	680
2.64	17	690
2.63	17	700
2.62	17	710
2.61	18	720
2.60	18	720
2.59	18	730
2.58	18	740
2.57	18	750
2.56	19	760
2.55	19	760
2.54	19	770
2.53	19	780
2.52	19	790
2.51	20	800
2.50	20	800
2.49	20	810
2.48	20	820
2.47	20	830
2.46	21	840
2.45	21	840
2.44	21	850
2.43	21	860
2.42	21	870
2.41	22	880
2.40	22	880
2.39	22	890
2.38	22	900
2.37	22	910
2.36	23	920
2.35	23	920
2.34	23	930
2.33	23	940
2.32	23	950
2.31	24	960
2.30	24	960
2.29	24	970
2.28	24	980
2.27	24	990
2.26	25	1000
2.25	25	1000
2.24	25	1010
2.23	25	1020
2.22	25	1030
2.21	26	1040
2.20	26	1040
2.19	26	1050
2.18	26	1060
2.17	26	1070
2.16	27	1080
2.15	27	1080
2.14	27	1090
2.13	27	1100
2.12	27	1110
2.11	28	1120
2.10	28	1120
2.09	28	1130
2.08	28	1140
2.07	28	1150
2.06	29	1160
2.05	29	1160
2.04	29	1170
2.03	29	1180
2.02	29	1190
2.01	30	1200
2.00	30	1200
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.



Fees, Expenses, and Financial Assistance

Fees, Expenses, and Financial Assistance

Financial Aid Office
Stevenson Hall, Room 1078, Phone 707/664-2389

Scholarship Office
Stevenson Hall, Room 1027, Phone 707/664-2261

Fees and Expenses

The following information concerning the cost of attending Sonoma State University is available from the Financial Aid Office.

- Fees and tuition (where applicable)
- Estimated costs of books and supplies
- Estimates of typical student room and board costs or typical community costs
- Any additional costs that may typically be incurred while attending Sonoma State University

Schedule of Fees

The fees listed below are subject to change. Please consult the current Schedule of Classes for accurate information

	0-6 units	*7 or more*
State University Fee	$213.00	$372.00
Student Union Fee	35.00	35.00
Facilities Fee	3.00	3.00
Associated Students Fee	21.00	21.00
Instructionally Related Activities Fee	10.00	10.00
Total fees per semester	**$282.00**	**$441.00**

All students are required to have a plastic **Student Identification Card**. The charge is a required one-time fee of **$3.00**. Replacement for a lost card is **$5.00**. This card also serves as a Library ID card. No refunds allowed on ID card.

Fees for auditing are the same as for credit. If a student's registered number of units is increased during the term to a higher fee or tuition category, the student must pay an additional amount.

Nonresidents (US and Foreign)

Nonresident tuition per unit $189.00
(A 15% service charge is levied for installment payment of foreign non-resident tuition)

Summer Session

Fee per unit $85.00

Extension Program

Fee per unit $80.00

Other Fees or Charges

Application Fee (for admission or re-admission, non-refundable)	$55.00
Late Registration	25.00
Transcript of Record—1st copy	4.00
Additional copies purchased with 1st copy	each 2.00
Failure to meet time limit (late fee)	5.00
Graduation Fee	13.00
Replacement of items lost or broken	Cost
Check returned for any cause*	10.00

*Any student issuing a dishonored check for registration fees will be subject to disenrollment

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

Credit Cards

VISA and Master Charge bank credit cards may be used for payment of student registration fees.

Parking Fees

Parking fees are payable by all students using campus parking facilities. No provision is made for part-time reserve parking.

Automobiles, reserved, per semester	$150.00
Automobiles, non-reserved, per semester	54.00
Motorcycles, motorbikes, mopeds, motorized bicycle	13.50
Daily Park UR Self non-reserved space—per admission	1.50
Replacement of Decal	2.00

Library Fees

General Circulation Overdue Fees

Semester Loan—Per Day Overdue	.25
4 Week Loan—Per Day Overdue	.25
2 Day Periodical Loan—Per Day Overdue	.50

Reserve Book Room Overdue Fees

1 Week Loan—Per Day Overdue	.25
2 Day Loan—Per Day Overdue	1.00
Overnight—Per Hour Overdue	.25
2 Hour Loan—Per Hour Overdue	.25

Miscellaneous Fees

Deposits for locker keys and breakage are required in some laboratory courses, as follows: keys—$2.50; breakage—$5.00. These deposits are refundable in whole or in part. If deposits are not required, charges may still be made for undue breakage or failure to clear lockers and/or return keys. In addition, fees are required for miscellaneous expenses in some courses, as indicated in catalog course descriptions, and for field trips.

A fee of $10.00 per semester is charged for use of Music Department instruments and equipment. In addition, a deposit of $15.00 is required for each instrument checked out for each semester. The deposit will be refunded with the return of the instrument.

Refund of Fees

Details concerning fees which 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 41803 (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 Registrar's Office or by consulting the current Schedule of Classes.

Establishment or Abolishment of a Student Body Fee

The law governing The California State University provides that a student body fee may be established by student referendum with the approval of two-thirds of those students voting. The Student Body Fee was established at Sonoma State University by student referendum on May 2, 1980. The same fee can be abolished by a similar two-thirds approval of students voting on a referendum called for by a petition signed by 10 percent of the regularly enrolled students (Education Code, Section 89300). The level of the fee is set by the Chancellor. An increase in the student body fee may be approved by the Chancellor only following a referendum on the fee increase approved by a majority of students voting. Student body fees support a variety of cultural and recreational programs, child care centers, and special student support programs.

Debts Owed to the Institution

Should a student or former student fail to pay a debt owed to the institution, the institution may "withhold permission to register, to use facilities for which a fee is authorized to be charged, to receive services, materials, food or merchandise or any combination of the above from any person owing a debt" until the debt is paid (see Title 5, California Code of Regulations, Sections 42380 and 42381). For example, the institution may withhold permission to receive official transcripts of grades from any person owing a debt. If a student believes that he or she does not owe all or part of an unpaid obligation, the student should contact the campus business office. The business office, or another office on campus to which the student may be referred by the business office, will review the pertinent information, including information the student may wish to present, and will advise the student of its conclusions with respect to the debt.

Financial Assistance

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 method 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 which the student must maintain in order to be considered to be making satisfactory progress for the purpose of establishing and maintaining eligibility for financial assistance

Student financial aid is in the form of grants, loans, employment and scholarships. The following is a list of the various kinds of financial assistance available:

Grants

1. *Pell Grant.* Grants may range from approximately $200 to $2,300 per academic year. This Federal program was established as a "foundation" for financial aid packages for undergraduates with demonstrated need who have not completed their first baccalaureate degree.

2. *Supplemental Educational Opportunity Grant (SEOG).* These Federal grants may range from $100 to $4,000 per academic year. These funds are available to undergraduates with exceptional financial need who have not completed their first baccalaureate degree.

3. *Educational Opportunity Program Grant (EOPG).* These are State funded grants. Grants may range from $400 to $1,000 per academic year. The student must be admitted to the University through the EOP program and have demonstrated financial need.

4. *State University Grant Program (SUGP).* This grant is for a maximum of $495 per academic year and is available to both graduate and undergraduate students. Applicants must be California residents in addition to having demonstrated financial need.

5. *SSU Graduate Equity Fellowship Program.* This grant is for a maximum of $2,500 per academic year. 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 applied directly to the payment of registration fees. Eligibility for this program is based on GPA in addition to demonstrated financial need. Applicants must be California residents and first time applicants must not have completed more than six semesters (or nine quarters) of college work. Cal Grant B awards range between $300 to $1,410 (plus assistance with registration fees for renewal winners). 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 are applied directly to the payment of registration fees. Eligibility is based on GRE scores, GPA and financial need. Applicants must be California residents and first time applicants may not have completed more than one year of graduate study beyond the baccalaureate degree.

8. *Bureau of Indian Affairs Grant (BIA).* These Federal grant funds are available to qualified Native Americans.

Loans

9. *Perkins Loan.* These are long-term loans, interest free loans while the borrower is in school. Maximums are $4,500 total during the first two academic years, $9,000 total during undergraduate years, and $18,000 total maximum including graduate studies. Repayment and interest (5%) begin six months after a student ceases to be enrolled in at least a half-time course of study. Minimum repayment is $30 per month, with a maximum of 10 years to repay. (Repayment may be extended an additional 10 years for special categories of low income borrowers.) Limited loan cancellation and loan deferments are available for special circumstances as determined by the United States Department of Education. These loans are based on exceptional financial need.

10. Stafford Student Loan (SSL). These are long-term loans made by participating lending institutions such as banks and credit unions. The annual loan limits are: $2,625 for freshmen and sophomores, up to $4,000 for juniors, seniors, and credential students. Maximum available for undergraduate study and credential students is $17,250; and $7,500 for classified graduate students. Maximum available (including undergraduate loans) is $54,750. Repayment period and interest (8%) begins six months after a student ceases to be enrolled in at least a half-time course of study. There are no loan cancellation provisions and limited loan deferments are available. The decision to loan is made by the lender.

11. *Supplemental Loans to Students (SLS) and Parents Loan for Students (PLUS).* Available to independent undergraduate students, classified graduate students, and parents of dependent students. The annual loan maximum is up to $4,000 per year with an aggregate maximum of $20,000. Repayment usually begins within 60 days of receiving the check. Interest rates are variable, but may not exceed 12%.

12. *Nursing Student Loan (NSL).* These are long term interest free loans while in school. Awards may range up to $4,000 per academic year with a total maximum of $10,000 including graduate studies. Repayment and interest (5%) begin 9 months after a student ceases to be enrolled in at least a half-time course of study. Minimum repayment is $15 per month, with a maximum of ten years to repay. 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 are made, up to $150, interest free for periods of thirty days to those registered for six or more units.

Employment

14. *College Work-Study (CW-S).* This is a program of part-time employment for both undergraduate and graduate students with average earnings of $900 to $1,500 per academic year. Employment may be either on campus or in approved off campus organizations. The Financial Aid Office assists students in finding Work-Study jobs. Work-Study awards are based on demonstrated need.

15. *Work Opportunities.* Student employment is generally available in Sonoma County and the surrounding University service area to students with ability and initiative. The Student Employment Office on campus is helpful in referring interested students to part-time job opportunities.

Application Procedure

All new and continuing financial aid applicants are required to complete and submit the Student Aid Application for California (SAAC). By submitting this single application, applicants will be considered for most of the federal and state financial aid programs that are available listed above (excluding the SSL/SLS/PLUS, BIA, scholarships, non-CWS employment and STL programs). The Student Aid Application for California asks for confidential information about family income, assets, expenses, etc., and is used by the Financial Aid Office in order to establish financial need and determine what aid, if any, the student is eligible to receive. The SAAC and applications for other aid programs, if required, are available at the Financial Aid Office beginning in early December. In order to have the processed SAAC forwarded to Sonoma State University, Code Number 4723 must be entered on the form in order to assure receipt and review by the Financial Aid Office. March 2 is the priority processing date at Sonoma State University.

The Financial Aid Office expects the student and the student's family to make maximum efforts when 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 on the "Student Aid Application for California." This information, in addition to the student's own resources, will be taken into consideration when determining a student's eligibility for the various aid programs administered by the University. When the file is complete, the student's financial need is determined by subtracting those resources available for education from the standard student budget.

It is toward meeting this need—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 their SAAC 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 a Financial Aid Counselor.

Scholarships

SSU Scholarship Program

Most awards are based on academic achievement without special consideration of financial need. See below for a detailed description of this program.

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 Office of Admissions, which determines eligibility.

External Scholarships

Community, social, and service groups, employers, churches, and other organizations often provide scholarships. You should check with your high school counselor or with the Scholarship Coordinator at Sonoma State University to determine if there is such an award for which you qualify.

Scholarships are always packaged into a student's financial aid award when possible. However, the loan or work-study component of the aid package may be reduced by the amount of any scholarship received.

University Scholarship Program

The University Scholarship Program serves to give tangible encouragement and public recognition to students with superior academic qualifications. The program is made possible through the generous support of individuals, businesses, and organizations who recognize the outstanding contributions made by the University and its graduates.

Most University Scholarships are awarded on the basis of an applicant's academic record and overall achievements without special consideration of financial need. To meet the minimum requirements for scholarships, a candidate must have a GPA of at least 3.0 in the last 30 semester (45 quarter) units of academic work. Applications of candidates who have met the minimum requirements are reviewed by the University Scholarship Committee which makes the final determination.

The University Scholarship Committee asks each applicant to submit a personal narrative and three letters of recommendation, in addition to the basic application form. In the narrative, which is judged for both content and style, applicants are invited to discuss the basis of their scholarly excellence and to address such matters as academic record and achievements, educational goals and career objectives, as well as academically related work-experience or community service. The letters of recommendation should come from individuals qualified to attest to the applicant's academic ability, achievements, and potential.

Inquiries about the University Scholarship Program may be submitted at any time. The scholarship application and award process occurs each spring semester in anticipation of the upcoming academic year. Applications and required materials must be postmarked by March 10th. This deadline is strictly enforced. Students interested in applying for one of the awards offered through the University Scholarship program may obtain an application form by contacting the Scholarship Coordinator in Stevenson Hall, Room 1027, or at phone 707/664-2261.

Determination of Residence for Nonresident Tuition Purposes

The campus Admissions Office determines the residence status of all new and returning students for nonresident tuition purposes. Responses to the Application for Admission and, if necessary, other evidence furnished by the student are used in making this determination. A student who fails to submit adequate information to establish a right to classification as a California resident will be classified as a nonresident.

The following statement of the rules regarding residency determination for nonresident tuition purposes is not a complete discussion of the law, but a summary of the principal rules and their exceptions. The law governing residence determination for tuition purposes by the California State University is found in Education Code Sections 68000 N68090, 68121, 68123, 68124, 89705 N89707.5, and 90408 and in Title 5 of the California Code of Regulations, Sections 41900 N41912. 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 prior to the residence determination date to show an intent to make California the permanent home with concurrent relinquishment of the prior legal residence. The steps necessary to show California residency intent will vary from case to case. Included among the steps may be registering to vote and voting in elections in California; filing resident California state income tax forms on total income; ownership of residential property or continuous occupancy or renting of an apartment on a lease basis where one's permanent belongings are kept; maintaining active resident memberships in California professional or social organizations; maintaining California vehicle plates and operator's license; maintaining active savings and checking accounts in California banks; maintaining permanent military address and home of record in California if one is in the military service.

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

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

A married person may establish his or her residence independent of his or her spouse.

An alien may establish his or her residence, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States. An unmarried minor alien derives his or her residence from the parent with whom the minor maintains or last maintained his or her place of abode.

Nonresident students seeking reclassification are required by law to complete a supplemental questionnaire concerning financial independence.

The general rule is that a student must have been a California resident for at least one year immediately preceding the residence determination date in order to qualify as a "resident student" for tuition purposes. A residence determination date is set for each academic term and is the date from which residence is determined for that term. The residence determination dates are:

Quarter Term Campuses

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

Semester Term Campuses

Fall	September 20
Winter (Stanislaus only)	January 5
Spring	January 25

Questions regarding residence determination dates should be directed to the Office of Admissions 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, not a parent, for the two years immediately preceding the residence determination date. Such adult must have been a California resident for the most recent year.
4. Dependent children and spouses of persons in active military service stationed in California on the residence determination date. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for a year. The exception, once attained, is not affected by 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 applies only for the minimum time required for the student to obtain California residence and maintain that residence for a year.
6. Certain credentialed, full-time employees of California school districts.
7. 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.
8. Certain exchange students.
9. 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, California 90802-4275

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

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

Average Annual Cost of Education and Sources of Funds per Full-time Equivalent Student

The 20 campuses and the Chancellor's Office of The California State University are financed primarily through funding provided by the taxpayers of California. The total state appropriation to the CSU for 1988/89, including capital outlay and employee compensation increases, is $1,831,731,000. The total cost of education for CSU, however, is $2,023,455,068 which provides support for a projected 267,380 full-time equivalent (FTE) a students.

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. 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 which relate to capital outlay (i.e., building amortization), the average cost of education per FTE student is $7,568. Of this amount, the average student fee support per FTE is $1,106. The calculation for this latter amount includes the amount paid by nonresident students.

Source of Funds and Average Costs for 1987 88 CSU Budget (Projected Enrollment: 267,380 FTE)

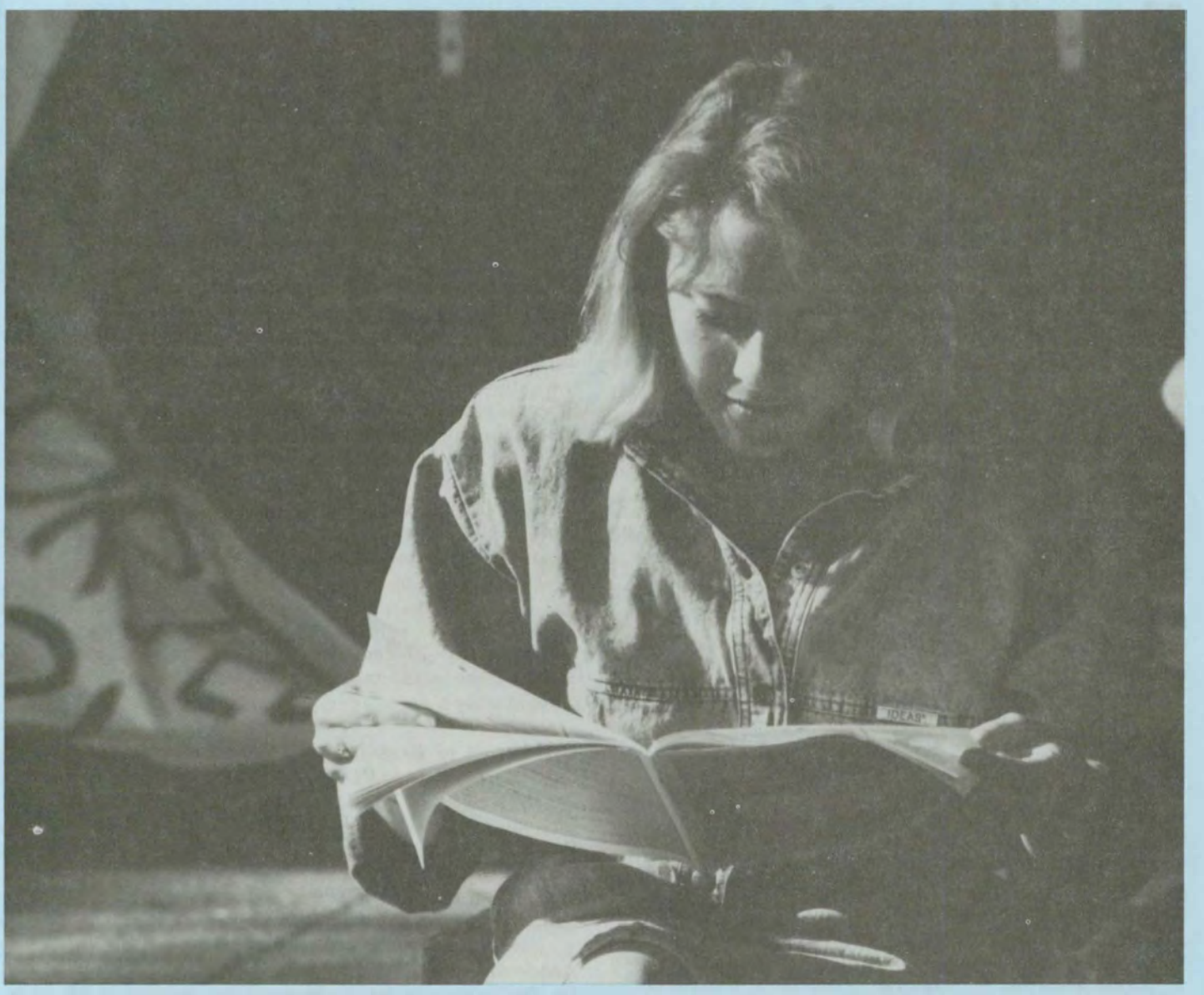
	Amount	Average Cost Per Student (FTE)	%
Total Cost of Education	$2,023,455,068	$7,568	100.0
-State Appropriation	1,644,823,000	6,152	81.0
- Student Fee Support	295,759,156	1,106	15.0
- Support from Other Sources	82,872,912	310	4.0

a. For budgetary purposes, full-time equivalent (FTE) translates total head count into total academic student load equivalent to 15 units per term. Some students enroll for more than 15 units; some students enroll for fewer than 15 units.

b. The total cost of education does not include the amount related to lottery and the capital investment of the CSU. The estimated replacement cost of all the system's permanent facilities and equipment on the 19 campuses is currently valued at $6.5 billion, excluding the cost of land.

c. This figure does not include the capital outlay appropriation of $186,908,000.

d. The average costs paid by a student include the State University Fee, Application Fee, and Nonresident Tuition. Individual students may pay less than $1,106 depending on whether they are part-time, full-time, resident or nonresident students.



Enrollment Regulations and Policies

Enrollment Regulations and Policies

Enrollment

Registration. The University offers two opportunities for registration. Regular registration is held prior to the start of classes. Late registration, which requires payment of an additional fee, is available during the first four weeks of instruction. Students are encouraged to participate in regular registration if at all possible.

All eligible continuing students and all admitted applicants will be mailed registration information approximately two weeks prior to regular registration. This material will include information about mandatory advising, registration appointment times, and procedures for registering. Applicants admitted too late to participate in regular registration will also receive registration information by mail, but must register late.

The best source for registration information is the Schedule of Classes which is published each semester and can be purchased in the Campus Bookstore approximately one month before regular registration. It provides a detailed description of registration procedures, course offerings, fees, and other basic information.

Registration fees are immediately due upon your enrollment in classes. The filing of registration materials and payment of fees by a student, and their acceptance by the University, is evidence of the student's and the University's commitment to fulfill the educational objectives of each course in the student's schedule. Students will not receive credit in any course unless they are registered. "Unofficial " attendance is not allowed.

Measles and Rubella Immunizations Health Screening Provisions. The campus shall notify certain students, born after January 1, 1957, of the CSU requirement to present proof of measles and rubella immunizations by the beginning of the next term of enrollment. At the beginning of the next term of enrollment, those so notified who have not presented acceptable proof of the immunizations shall be notified further of the need to comply before receiving registration materials to enroll for the succeeding term.

Persons subject to these health screening provisions include:

New students enrolling fall 1986 and later;

Readmitted students reenrolling fall 1986 and later;

Students who reside in campus residence halls; (Campuses that do not operate residence halls may delete this reference)

Students who obtained their primary and secondary schooling outside the United States;

Students enrolled in dietetics, medical technology, nursing, physical therapy, and any practicum, student teaching, or field work involving preschool-age children, school-age children, or taking place in a hospital or health care setting.

The Student Health Center shall provide immunizations without cost to those students unable to obtain acceptable proof of immunizations.

Categories of Enrollment. Undergraduate students are classified according to the number of units completed as follows:

Status	Units Completed
Freshman	0-29
Sophomore	30-59
Junior	60-89
Senior	90+

Academic Load. The maximum academic load recommended by the University for undergraduate students is 16 units. However, 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.

New students having a 3.00 grade point average for all transfer work or continuing students with a 3.0 grade point average for work at the University may enroll for up to 24 units by securing their advisor's signature approval on the Change of Program form. Any student wanting to enroll for over 24 units, or a student with less than a 3.00 grade point average wanting over 19 units, must submit a petition to the Office of Admissions and Records and receive approval before they may enroll for more than the authorized unit load limits.

The maximum academic load recommended for graduate students is 12 units, but a student may register for up to 15 units. A unit load above 15 units requires the advisor's signature; above 19 units requires approval of the Dean of Graduate Studies.

Students who need to be registered full-time should note that 12 units is the minimum load to qualify for undergraduate students. Some additional allowance is made for graduate students officially accepted into master's degree programs who are taking classes which are part of their approved Plan of Study.

Continuing Student Status. Once students enroll and pay fees at Sonoma State University, they will be in "continuing student status " for the current and subsequent semester. Reapplication to attend 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 Degree from this or any other institution. Academically disqualified students are eligible to petition for reinstatement to register provided that they have not been absent for more than one semester following disqualification. Disqualified students absent for two or more semesters must reapply for admission and petition for reinstatement.

Auditors. Enrollment as an auditor is limited to regularly matriculated students and is subject to the permission of the instructor. Enrollment in any course as an auditor shall be permitted only after students otherwise eligible to enroll in the course on a credit basis have had an opportunity to do so. Auditors are subject to the same fee structure as credit students and regular class attendance is expected. Once enrolled as an auditor, a student may not change to credit status unless such a change is requested prior to the end of the fourth week of classes. Students may not enroll for audit during regular registration. Students who wish to enroll on an audit basis, or who wish to change a class to an audit basis, must secure the instructor's approval on a Change of Program form during the first four weeks of instruction, and file all appropriate fees and materials with the Office of Admissions and Records, Stevenson Hall 1088, no later than the end of the fourth week of instruction.

Concurrent Enrollment with Other Institutions. Sonoma State University students may register concurrently at SSU and other campuses of the California State University with no further application fee. Applications are available from the Office of Admissions and Records, Stevenson Hall 1088. Such concurrent enrollment is valid for one term only.

Concurrent enrollment at SSU and a non-CSU institution is permitted with the approval of the student's advisor. Students enrolling concurrently should be aware of the policies governing acceptance of transfer credits as described elsewhere in the catalog.

Concurrent Enrollment with SSU Extension. Extension students admitted in resident classes shall follow the same registration procedures and shall receive the same credit as they would receive in an extension class.

Concurrent enrollment of extension students in regular classes does not constitute admission to the University; neither does it entitle them to student services available to regular students with the exception of library privileges. (Additional information is available at the Office of Extended Education.)

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 or College for one term may be arranged with the SSU Office of Admissions and Records within the application deadlines outlined by the campus at which the student wishes to enroll. Both registration at the other CSU campus and return to SSU will be arranged by the Office of Admissions and Records without further application by the student. Contact the Office of Admissions and Records, Stevenson Hall 1088, for details concerning regulations and procedures.

Declaring/Changing a Major. Enrolled SSU undergraduate students in good standing may, with prior departmental approval, change their major without fee. A request for a change of major cannot be officially recognized without departmental approval and submission of the Request for Change of Undergraduate Major form to the Office of Admissions and Records.

The Request for Change of Undergraduate Major form and information concerning procedures to be followed to effect a change in major is available at the Office of Admissions and Records, Stevenson Hall 1088.

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 by filing a Change of Program form. The approvals and time periods for the Fall and Spring semesters are indicated below. Students should also consult the Fee Section of the Catalog or Schedule of Classes for applicable fees. Additional information on Change of Program is available in the current Schedule of Classes.

Adding Classes. The last day to add a class is the end of the fourth week of instruction. Approval of the course instructor on the Change of Program form is required.

Auditing Classes. Changing the basis of grade to Audit or conversely, from Audit to a letter grade may be accomplished **only** during the first four weeks of instruction with the instructor's approval on the Change of Program form.

Dropping Classes. Students are responsible for attending all courses in which they have registered. During the first four weeks of instruction the student may withdraw without penalty by obtaining the Change of Program form and following instructions for dropping a class according to the current Schedule of Classes. Each class dropped must be listed on the Change of Program form. **Non-attendance does not constitute withdrawal.** Students who must withdraw after the fourth week of instruction and prior to the last three weeks of instruction for reasons clearly beyond their control, and who can justify extenuating circumstances, may withdraw without academic penalty by securing the approval of the instructor and the chair of the department in which the course is taught, and permission of the University Standards Committee. Regulations for withdrawal are described in the Schedule of Classes. (See also Refund of Fees in the Fees section.)

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, the course 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 must secure the appropriate approvals. (See "dropping " in this section, above, or in the Schedule of Classes for additional details.)

Students completely withdrawing must file a Change of Program form and submit their ID Card at the Office of Admissions and Records. Clearances from the Financial Aid Accounting Office, and the Library are mandatory. Under some circumstances additional clearances may be required from the PE Equipment Room, the Veterans' Office and other appropriate campus offices. Students who are eligible for a refund must file a separate application for refund with the Accounting Office. Students completely withdrawing will be considered continuing students for the next semester.

Under no circumstances does non-attendance constitute a withdrawal from the University.

Grading

Identification of Grades. The University uses a combination of traditional and non-traditional grading options as follows:

Traditional Grades (A, B, C, D, F). Letters A, B, C and D indicate passing grades; F indicates failure. Additional + (plus), - (minus) supplements add or subtract .3 grade points per unit. These apply to the A, B, C and D grades except there is no A+.

Non-Traditional 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 non-traditional grading modes, the mode must be declared, using the Change of Program form, by the end of the fourth week of classes.

Students at Sonoma State University may count no more than 24 units of non-traditional grades toward the baccalaureate.

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 non-traditionally 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 will be accepted.

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 apply other CR/NC units earned at Sonoma State University toward graduation requirements, 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 1/3 of the total units applied to their master's degree in a non-traditional grading mode. Each department will designate those courses which may be graded only in the CR/NC mode.

Definitions of Grading Symbols. The chart below indicates grade symbols and their numerical equivalents for evaluating course work. In addition, more complete definitions of administrative grades are provided.

Incomplete (I). The symbol "I" indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements which must be satisfied to remove the incomplete. 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). The symbol "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). The symbol "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 which 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 Dean of Graduate Studies.

Withdrawal (W). The symbol "W" indicates that the student was permitted to drop the course after the fourth week of instruction with the approval of the instructor and appropriate campus officials. It carries no connotation of quality of student performance and is not used in calculating grade point average. (See Change of Program under Changes of Official Enrollment section for further information.)

Audit (AU). AU is the recorded grade if a student enrolls in a class but is not receiving credit. (See Auditors under the Categories of Enrollment section for further information.)

Credit (CR). CR grades are not included in the calculation of grade point average.

No Credit (NC). NC grades are not included in the calculation of grade point average.

GRADES

Grade Symbol	Explanation	Grade Points
A	Outstanding	4 per unit value of course
B	Very Good	3 per unit value of course
C	Average	2 per unit value of course
D	Barely Passing	1 per unit value of course
F	Failure	0 per unit value of course
CR	Credit	Not applicable
NC	No Credit	Not applicable
I	Incomplete	Not applicable
U	Unauthorized Withdrawal	0 per unit value of course
SP	Satisfactory Progress	Not applicable
W	Withdrawal	Not applicable
AU	Audit	Not applicable
RD	Report Delayed	Not applicable

Transcripts of SSU Courses. Students may obtain transcripts of their Sonoma State University records from the Office of Admissions and Records only upon written request and with the payment of a four dollar fee for the first transcript requested, two dollar fee for the second through tenth transcript, and one dollar thereafter for each transcript ordered at the same time as the first transcript.

The University reserves the right to withhold issuing the transcript of any student not in good financial standing with the University.

Grade Reporting. Approximately two weeks following the end of finals students will be mailed an Advising Record indicating the official grades that will be recorded on their Permanent Record. While this Advising Record is unofficial, any discrepancies should be reported at 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.

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 error in recording has occurred or by approval of proper University authority. One year is allowed for errors to be identified by a student and corrected by the Office of Admissions and Records or for petition to be submitted.

Individuals may have access to their official records by appointment with the Office of Admissions and Records.

Scholastic Status

Grade Point Average (GPA), used as a measurement of satisfactory scholarship, is calculated by dividing the number of grade points by the number of units attempted for the grades of A, B, C, D, F. (CR and NC are not used in this calculation.)

Good Standing. Any student who is eligible to enroll in the University is considered to be in good standing. This means that undergraduate students who have maintained satisfactory scholarship with at least a 2.00 cumulative grade point average, as well as those who are on probation are in good standing. Students who are disqualified are not routinely eligible to enroll and are therefore not considered in good standing.

Academic Probation. If a student's cumulative grade point average in all university work attempted, or cumulative grade point average at Sonoma State University, falls below the minimum GPA shown below, the student will be subject to academic probation.

Undergraduate	2.00
Post-baccalaureate	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 which is routine for all students or for a defined group of students.

Academic Disqualification. Students on academic probation are subject to academic disqualification should they fall below a 2.0 (C) average by the number of grade points indicated either for all units attempted or for all units attempted at Sonoma State University.

Freshman, Sophomore (0-59 units completed)
15 or more below a 2.00
Juniors (60 - 89 units completed)
9 or more below a 2.00
Seniors (90 or more units completed)
6 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 in the disqualification of students not on probation when: (1) a student has, at the end of any term, fewer cumulative grade points than cumulative units attempted; and (2) the cumulative grade point deficiency is so great that, in view of the student's overall educational program, it seems unlikely that the deficiency will be corrected within a reasonable period of time. A student disqualified from the University may be reinstated only by special action.

Reinstatement after Disqualification. Disqualified students may be considered for reinstatement by petitioning to the Office of Admissions and Records. Petitions must be accompanied by evidence (such as satisfactory academic work elsewhere) that would justify reinstatement. Disqualified students who are reinstated will be on a probationary basis for one semester and until all grade point deficiencies have been removed or until they are again disqualified.

Additional Regulations and Policies

Special Studies Courses. Sonoma State University makes arrangements through Special Studies 495 and 595 for students who want to pursue academic interests beyond the scope of the regular curriculum. Such courses are subject to the following conditions:

1. A maximum of 4 units per course.
2. No more than 12 units of Special Studies may count toward the baccalaureate.
3. The course may be included in the major or it may be an elective.
4. Special Studies may not duplicate a course which is listed in the Catalog and which is normally offered within a two-year period.
5. Meetings between instructor and student should be scheduled at intervals appropriate to the topic and the number of units assigned; each unit of credit requires a minimum of 45 hours of work.
6. Approval for registration must be obtained from the advisor, instructor, and department chairman.
7. Special Studies courses are intended for upper division students who have a cumulative GPA of 3.00 or better (exceptions granted by consent of instructor and advisor), and who have an appropriate background for undertaking the proposed topic.

Repeat of Courses. (Non-Calculation 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 Degree. The units attempted and any grade points earned, however, will be averaged with the student's other grades.

Academic Renewal. The Trustees of The California State University and Colleges have established a program of Academic Renewal whereby students who are having difficulty meeting graduation requirements due to a grade point deficiency may petition to have up to two semesters or three quarters of previous college work discounted from all considerations associated with meeting requirements for the baccalaureate degree. Academic Renewal is intended only to facilitate graduation from SSU and is not applicable for individuals who already possess a baccalaureate degree or who meet graduation requirements without the approval of a petition for Academic Renewal.

Conditions: In order to qualify for Academic Renewal all of the following conditions established by the Trustees must be met:

1. The student must present evidence in the petition that the course work to be disregarded was sub-standard 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) have been met. Normally, students will be notified of the decision within 30 days after the completed petition is submitted.

Catalog Year -- Catalog Requirements under which an Undergraduate Student Graduates (Continuous Attendance). Undergraduate students remaining in continuous attendance and continuing in the same major at SSU, at any other California state university, or in any California community college, or any combination of California community and state universities may elect to meet the SSU graduation requirements in effect at the time of their entering the major or at the time of their graduation from SSU, except that substitutions for discontinued courses may be authorized or required by the proper campus authorities. The continuous attendance policy allows interruptions in enrollment so long as the student is enrolled at least one semester or two quarters each calendar year.

Student Responsibility for Catalog Information. The Catalog represents the intention of the University at the time of its publication to present certain academic programs and requirements to its students. With the passing of time, modifications may be made—the addition of some offerings and the deletion of others—in which case some opportunities for students may be eliminated or other opportunities may be presented. The University reserves the right to make such additions, deletions and modifications as circumstances may dictate.

Some sections of the current catalog such as REGISTRATION and STUDENT CONDUCT CODE 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 insofar as this is possible. 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 in that class 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.

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, etc.; 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.

Classroom Smoking Policy. Sonoma State University has a responsibility to its employees and students to provide a safe and healthful environment. Research findings clearly show that smoking is harmful to the health of both smokers and nonsmokers. Moreover smoking has been shown to be a serious annoyance to many and a cause of lower productivity and increased unnecessary costs.

It is, therefore, the policy of Sonoma State University to prohibit smoking in all campus buildings, including classrooms, lecture halls, laboratories, offices, work areas, meeting rooms, lobbies, hallways, stairwells, elevators, eating areas, and restrooms. Exceptions are:

1. Designated "Smoking Permitted " areas in some buildings where space, traffic, and ventilation permit.

    a. Stevenson Hall main floor central lobby (Redwood Lounge)

b. Ruben Salazar Library staff lounge, during posted hours (library staff only)
c. Corporation Yard Shops in designated areas
d. Student Union in designated areas in the Pub
e. Commons in the south and west alcoves, and in designated areas in the University Club
f. Residential Community (Campus Housing Complex) in designated public areas in accordance with RSA-approved guidelines, and in designated student suites

2. Individual faculty and staff offices, provided that individuals refrain from smoking if employees, students, or visitors in adjacent work and public areas so request.

Appropriate signs shall be posted in all campus buildings. Effective implementation of this policy depends upon all members of the University community acting with common courtesy and sensitivity to others. Complaints or concerns regarding this policy or disputes regarding its implementation should be referred to the immediate supervisor for resolution. The Personnel Office will provide guidance and assist in the resolution of disputes involving employees, and the Dean of Student Affairs may also provide assistance if the dispute involves students.

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 which indicate persons requesting or receiving information from the record; (4) policies for reviewing and expunging records; (5) the access rights of students; (6) the procedures for challenging the content of student records; (7) the cost which will be charged for reproducing copies of records; and 8) the right of the student to file a complaint with the Department of 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, D.C. 20202.

The campus is authorized under the Act to release "directory information" concerning students. "Directory information" includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. The above designated information is subject to release by the campus at any time unless the campus has received prior written objection from the student specifying information which the student requests not to be released. Written objections should be sent to the Office of Admissions and Records.

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

Student Discipline

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 places reliance not only upon its instructional program, but also upon student activities and student-faculty collaboration in many aspects of University community life. For the vast majority of students, these constructive means of defining and teaching good standards of conduct and integrity are effective. Details on Student Discipline appear below.

Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in Sections 41301 through 41304 of Title 5, California Code of Regulations. These sections are as follows:

Article 1.1, Title 5, California Code of Regulations

41301. Expulsion, Suspension and Probation of Students. Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, placed on probation or given a lesser sanction for one or more of the following causes which must be campus related:

1. Cheating or plagiarism in connection with an academic program at a campus.
2. Forgery, alteration or misuse of campus documents, records, or identification or knowingly furnishing false information to a campus.
3 Misrepresentation of oneself or of an organization to be an agent of a campus.
4. Obstruction or disruption, on or off campus property, of the campus educational process, administrative process, or other campus function.
5 Physical abuse on or off campus property of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse.
6. Theft of, or non-accidental damage to, campus property, or property in the possession of, or owned by, a member of the campus community.
7. Unauthorized entry into, unauthorized use of, or misuse of campus property.
8. On campus property, the sale or knowing possession of dangerous drugs, restricted dangerous drugs, or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis.
9. Knowing possession or use of explosives, dangerous chemicals or deadly weapons on campus property or at a campus function without prior authorization of the campus president.
10. Engaging in lewd, indecent, or obscene behavior on campus property or at a campus function.
11. Abusive behavior directed toward, or hazing of, a member of the campus community.
12. Violation of any order of a campus President, notice of which had been given prior to such violation and during the academic term in which the violation occurs, either by publication in the campus newspaper, or by posting on an official bulletin board designated for this purpose, and which order is not inconsistent with any of the other provisions of this Section.
13. Soliciting or assisting another to do any act which would subject a student to expulsion, suspension or probation pursuant to this Section.
14. For purposes of this Article, the following terms are defined:
    a. The term "member of the campus community" is defined as meaning California State University Trustees, academic, non-academic and administrative personnel, students, and other persons while such other persons are on campus property or at a campus function.
    b. The term "campus property" includes:
        i. real or personal property in the possession of, or under the control of, the Board of Trustees of the California State University, and
        ii all campus feeding, retail, or residence facilities whether operated by a campus or by a campus auxiliary organization.
    c. The term "deadly weapons" includes any instrument or weapon of the kind commonly known as a blackjack, slingshot, billy, sandclub, sandbag, metal knuckles, any dirk, dagger, switchblade knife, pistol, revolver, or any other firearm, any knife having a blade longer than five inches, any razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club.
    d. The term "behavior" includes conduct and expression.
    e. The term "hazing" means any method of initiation into a student organization or any pastime or amusement engaged in with regard to such an organization which causes, or is likely to cause, bodily danger, or physical or emotional harm, to any member of the campus community; but the term "hazing" does not include customary athletic events or other similar contests or competitions.
15. This Section is not adopted pursuant to Education Code Section 89031.
16. Notwithstanding any amendment or repeal pursuant to the resolution by which any provision of this Article is amended, all acts and omissions occurring prior to that effective date shall be subject to the provisions of this Article as in effect immediately prior to such effective date.

41302. Disposition of Fees: Campus Emergency; Interim Suspension.

The President of the campus may place on probation, suspend, or expel a student for one or more of the causes enumerated in Section 41301. No fees or tuition paid by or for such student for the semester, quarter, or summer session in which he or she is suspended or expelled shall be refunded. If the student is readmitted before the close of the semester, quarter, or summer session in which he or she is suspended, no additional tuition or fees shall be required of the student on account of the suspension. During periods of campus emergency, as determined by the President of the individual campus, the President may, after consultation with the Chancellor, place into immediate effect any emergency regulations, procedures, and other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

The President may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to insure the maintenance of order. A student so placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within 10 days of the imposition of interim suspension. During the period of interim suspension, the student shall not, without prior written permission of the President or designated representative, enter any campus of the California State University other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion.

41303. Conduct by Applicants for Admission.

Notwithstanding any provision in this Chapter 1 to the contrary, admission or readmission may be qualified or denied to any person who, while not enrolled as a student, commits acts which, were he enrolled as a student, would be the basis for disciplinary proceedings pursuant to Sections 41301 or 41302. Admission or readmission may be qualified

or denied to any person who, while a student, commits acts which are subject to disciplinary action pursuant to Section 41301 or Section 41302. Qualified admission or denial of admission in such cases shall be determined under procedures adopted pursuant to Section 41304.

41304. Student Disciplinary Procedures for the California State University.
The Chancellor shall prescribe, and may from time to time revise, a code of student disciplinary procedures for the California State University. Subject to other applicable law, this code shall provide for determinations of fact and sanctions to be applied for conduct which is a ground of discipline under Sections 41301 or 41302, and for qualified admission or denial of admission under Section 41303; the authority of the campus President in such matters; conduct related determinations on financial aid eligibility and termination; alternative kinds of proceedings, including proceedings conducted by a Hearing Officer; time limitations; notice; conduct of hearings, including provisions governing evidence, a record, and review; and such other related matters as may be appropriate. The Chancellor shall report to the Board actions taken under this section.

Affirmative Action and Non-Discrimination Policies

Affirmative Action Office
Stevenson Hall, Room 1024, Phone 707/664-2664

Nondiscrimination Policy. Sonoma State University does not discriminate on the basis of sex, disability, race, color, or national origin in admissions, access, and/or employment in its programs and activities. No person shall, on the basis of sex, disability, race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination or be subjected to sexual harassment in any of Sonoma State University's programs or activities.

The Director of Affirmative Action is the campus officer assigned responsibility for ensuring compliance with federal, state, and The California State University systemwide regulations prohibiting discrimination on the basis of sex, disability, race, color, or national origin and for ensuring a working and learning environment which is free from sexual harassment and racial discrimination. For more information, contact the Affirmative Action Office.

Sex/Sexual Harassment. The California State University does not discriminate on the basis of sex in the educational programs or activities which it conducts in accordance with Title IX of the Education Amendments of 1972, as amended. In addition, Sonoma State University is committed to maintaining a working and learning environment which is free from sexual harassment.

Disability. Sonoma State University does not discriminate on the basis of disability in the educational programs or activities which it conducts in accordance with Sections 503 and 504 of the Rehabilitation Act of 1973, as amended.

Race, Color, or National Origin. Sonoma State University does not discriminate on the basis of race, color, or national origin in the educational programs or activites which it conducts in accordance with Title VI of the Civil Rights Act of 1964, as amended. In addition, Sonoma State University is committed to mainitaining a working and learning environment which is free from racial harassment.

Affirmative Action Policy. Sonoma State University is guided by the precept that in no aspect of its programs or employment shall there be a difference in the treatment of persons because of race, sex, creed, color, religion, sexual preference, Vietnam era veteran's status, or disabling condition. In addition, Sonoma State is committed to maintaining a working environment which is free from sexual harassment and racial discrimination. The Director of Affirmative Action is the person authorized to receive all informal and formal complaints related to discrimination and sexual harassment.

Equal employment and educational opportunity are observed in the administration, housing, and education of students; in policies governing programs and extra-curricular activities; and in the employment of faculty, staff, and students. The University is working cooperatively with the community through its affirmative action programs. In addition, Sonoma State is committed to increasing the diversity of its faculty, staff, and students to mirror the increasing diversity of the State of California. For more information, contact the Affirmative Action Office.



Student Affairs

Student Affairs

Division Office
Village, Room 305, Phone 707/664-2838

Dean of Student Affairs
Rand Link

The Dean of Student Affairs provides overall supervision and direction for the wide array of student services at the University. The Student Affairs Division includes the Advising/Counseling Center, Career Development Center, Disability Resource Center, Educational Support Programs, Health Center, Housing Services, International Students Programs, Pre-College Programs, Student Activities Center, Testing Services, Tutorial Program, and Women's Resource Center.

Student Affairs Mission Statement

The mission of the Student Affairs Division at Sonoma State University is to enhance the quality of life for SSU 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 theincreasingly diverse student body and to facilitate the active involvement of students in their own learning. The overall design of the Student Affairs Division is both purposeful and coherent, and the program activities are based on a knowledge of human development and learning characteristics. The programs within the Division provide a continuum of service that begins before matriculation and continues beyond graduation.

Student Affairs staff members are educators, first and foremost. In order for Student Affairs programs to be truly effective, they must be accomplished through meaningful collaboration with the instructional faculty and designed to contribute to the student's intellectual, emotional, social, and physical development of our students. The outcomes sought are increased self-understanding, self-esteem, and self-motivation as well as the development of leadership skills, responsible behavior, and respect for others. Student Affairs assists students in relating meaningfully with others while developing the capacity to engage in a personally satisfying style of living.

A unifying goal for all of the programs in Student Affairs is improved student retention.Through responsive services and pro-active programs students clarify and achieve their educational and career objectives. Each department within the Student Affairs Division contributes to retention by assisting students to overcome specific personal, physical, or educational barriers or skill deficiencies.

The entire Division is involved in achieving the goals of educational equity. The encouragement of student diversity and the improvement of recruiting, retaining, and graduating underrepresented students is a fundamental commitment of the Student Affairs Division.

The Student Affairs Division is continually assessing the needs of a changing student body and then initiating new programs to respond to those needs. The programs and services within the Division are constantly being evaluated to insure that resources are expended wisely. In summary, the Student Affairs Division serves a crucial integrative function between the needs and aspirations of the students and the goals of the University.

Advising/Counseling Center

Services Offered

The Advising/Counseling Center provides a wide variety of services focusing on both enrolled and prospective students. They include:

Academic Advising
Personal Counseling
Reentry
Student Grievances

Academic Advising

Village, Room 515, Phone 707/664-2442

It is the responsibility of each academic department or program to provide effective academic advising for its students. This service includes all aspects of advising: the General Education Program, the major, graduation requirements, career choice, and graduate school. Students who have not, as yet, declared a major are advised by the staff of the Advising/Counseling Center.

The Advising/Counseling Center is also responsible for providing pre-entry advising for prospective students, information and training for faculty advisors, and for helping students with particularly difficult advising problems who are referred by their faculty advisors. Educational Support Programs and the Advising/Counseling Center cooperate in providing midsemester evaluations and academic support for high-risk students.

Personal Counseling

Village, Room 515, Phone 707/664-2153

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, and groups. Confidentiality* is maintained in an interactive and non-judgmental atmosphere that promotes resolution of issues through self-understanding and constructive problem solving.

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, procrastination, and time management. In addition, consultation services are offered to student groups, faculty, and University staff. Referrals are also made to community agencies and private practitioners for students requiring long-term services. For information and appointments call the number above.

*The law permits the use of the subpoena process to gain access to counselors' records and requires notification of appropriate parties in certain instances.

Reentry Program

Village, Room 515, Phone 707/664-2444

More and more people are entering and re-entering college after a break from formal education. Over half of the present student body at Sonoma is of nontraditional college age. Described as "reentry students," these people enrich the fabric of the University. They bring a broad and varied life experience of working, parenting, traveling, thinking, and growing to share with other learners.

The staff of the Reentry Program provides academic advising, support, and referral services for both prospective and enrolled reentry students. Workshops and late afternoon Conversations are held several times each semester. Each Thursday from 11:30 a.m. to 12:30 p.m. during the semester, a "Brown Bag Lunch " workshop is held in the Multipurpose Room of the Student Union. In the "Learning Moments " seminar, from 12:30 to 1:30 p.m., immediately following the "Brown Bag Lunch " workshop, faculty, staff, students, or members of the local community are invited to share a moment of significant, personal learning. These sessions are open to both prospective and enrolled students. Enrolled students may receive academic credit for attending them as part of their work in Psychology 308. For more information about the Reentry Program call or visit the Advising/Counseling Center.

Student Grievances

Village, Room 515, Phone 707/664-2153

The Student Grievance Coordinator's duties include providing informal mediation and impartial information services for Sonoma State University students and the supervision and direction of all student grievances. The Student Grievance Coordinator is located in the Advising/Counseling Center. For information and appointments call the number above.

Career Development Center

Center Office

Village, Room 405, Phone 707/664-2196

The Career Development Center offers programs and services that support the mission of Sonoma State University, its academic programs, and the division of Student Affairs. The Center is organized around five program areas: Career Planning and Resources, Field Experience, Educational Placement, Employment Services, and Human Corps, each of which exists in order to help students and alumni formulate plans for their futures and put those plans into action.

Career Planning and Resources

Helping students develop and implement realistic plans for life after college is the main goal of the Career Development Center. It does this in a variety of ways appropriate to the needs of each student. Career counseling is available both on 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 which 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. The Career Fair, held each Fall, brings representatives from over 100 employers to campus so students can gain first-hand knowledge of career opportunities. 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 central starting point for students' occupational research. The career counselors undertake a vigorous program of professional development to keep their skills current with the latest developments in the field.

Field Experience

Field Experience has two components: Internships/Cooperative Education and Community Involvement Program (CIP). The goal of Field Experience is to promote the concept of experiential education and to facilitate students' taking advantage of Internships and CIP opportunities. The Center acts as a clearinghouse for those opportunities. Academic units are available in over 30 academic departments for work in business, government, educational, and non-profit settings off campus. The University supports the concept that off-campus, real-life work experience has tremendous educational value if it is properly coordinated with a student's course of study and career plans. More than 800 students each year take advantage of the opportunities available through Internships and CIP.

Community Involvement Program (CIP)

Sonoma State University recognizes community service as an activity of importance to the mission of the University.

Students are strongly encouraged to participate in community service to help develop community awareness and social responsibility.

The Community Involvement Program is a student volunteer program designed to facilitate experiential learning and service to the community. Students work an average of 4 to 8 hours each week in a variety of placements including schools, hospitals, recreation programs, day care centers, and various social service agencies. The Career Development Center maintains listings of more than 200 volunteer requests from community agencies.

Elective credit of 1-4 units a semester is granted on a CR/NC basis only after the requirements of the program have been satisfactorily met and the necessary documentation has been submitted to the student's faculty sponsor. A minimum of 30 hours work per unit of credit is required. This is documented on a time log, certified by the on-the-job supervisor, and submitted to the faculty sponsor at the end of the semester. A total of 6 units of CIP credit may be applied toward an undergraduate degree. CIP credit is now offered in 21 different departments, and each of these departments provides a faculty sponsor who coordinates seminars and evaluates each student's work. More information about CIP can be obtained from the Career Development Center, Village, Room 405, Phone 707/664-2196.

Internships

Internships are educational programs that allow students to gain practical work experience and academic credit at the same time. These are supervised programs of work and study which involve students working in governmental, community service, technical, or business settings for an average of 12 to 20 hours each week; approximately 3 hours of work per week are required per unit of credit. Internships usually involve advanced undergraduate or graduate students working as pre-professionals or para-professionals in fields that relate directly to their career or academic interests.

There must be a clear and specified relationship to an academic program (major, minor, or certificate) and therefore placements must be at a professional level of responsibility appropriate for university credit.

Internships are required in some academic departments while they are optional in others. Internship placements can be arranged through the Career Development Center, Village 405, where there are many listings available, while supervision and evaluation are handled by faculty sponsors in the departments where the academic credit is generated. Internships sometimes involve regularly scheduled classroom meetings that expand upon the supervised work experience and they result in a substantial paper which demonstrates the connections between the theoretical and the applied. Departments may make further limitations regarding the relationship between Internships and the major requirements.

Internships may be either paid or non-paid, and they may extend a semester, a year, or a summer. Many students begin as volunteers through the Community Involvement Program and then develop a more highly structured placement as an intern. This continuum of experience often provides the skills and background necessary to gain meaningful employment upon graduation.

Students must check with their individual departments for academic requirements and limitations pertaining to internships.

Employment Services

The Center works with both students and employers to maximize students' success in locating employment related to their fields of interest and to satisfy employer demand for employees with up-to-date skills. Helping students conduct an effective job search is supported by such regular workshops as Job Search, Resume Writing, and Interview Techniques. Services are available which 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. 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 each Spring, draws over 100 hiring employers to campus and provides students and alumni with the chance to explore job opportunities in a wide range of fields.

Educational Placement

Educational Placement is another important area of interaction between the University and the community. The Center serves the growing number of teacher candidates by providing thorough workshop preparation in job search techniques, resume writing, and interviewing. School district representatives are brought on campus to interview candidates, and Teacher Placement Day, which attracts 50 Northern California school districts to campus, caps the Spring Semester's activities.

Community Service

Sonoma State University recognizes community service as an activity of importance to the mission of the University. Students are strongly encouraged to participate in community service in order for them to develop community awareness and social responsibility.

The University's efforts to respond to the need for greater citizen and student involvement in our local communities is coordinated through the Human Corps component of the Center. Students become involved in a variety of community service projects that benefit the youth, senior citizens, disabled, homeless, hungry, and victims of natural disaster of Sonoma County and the whole North Bay region. Other issues in which students become involved include the environment, adult literacy, and health.

The Human Corps experience assists students in their career planning by providing direct experience within the community. Both individual and group involvement through clubs, the residence halls, and sororities and fraternities is encouraged and supported.

Career Placement Information

The campus 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 the campuses in The California State University system.

Child Care

The Children's School

Children's Center Building, Phone 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. As many as 50 children, ages two years to five years, may be cared for at any one time.

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 single-parent and low-income families. Families who do not meet the income eligibility requirement pay an hourly fee.

The center is staffed by credentialed pre-school teachers, work study students, student volunteers, and parents in a modified parent-cooperative setting. Hours of operation are from 7:30 a.m. to 5:30 p.m. For information regarding enrollment, call the Children's School.

Disability Resource Center

Center Office

Stevenson Hall, Room 1041
Phone 707/664-2677 (voice), 707/664-2958 (TDD)

Philosophy for Success

The Disability Resource Center helps students gain complete access to the University experience of intellectual, social, and personal growth. The experience is available to everyone, regardless of a student's physical or perceptual limitations.

Complete access is different for each student depending on the individual's needs. The Disability Resource Center guides and encourages students to use University resources which will bring success and independence. The pathway to access usually involves the areas of civil rights, independence, and integration into the University community.

The Center recognizes that disability and differentness make powerfull contributions to the entire population at the University. The Center is committed to making the campus community aware of the rights of people with disabilities, as well as the contributions they make.

An Accessible Learning Environment

The campus at SSU is designed with access in mind. The campus itself is flat, making it easy to get from one location to another. The modern buildings were built to comply with current access laws. Curb cuts, elevators, and electric doors make SSU 100% acessible.

One of SSU's greatest strengths is access to personalized teaching. Classes average about 15 students; this allows the faculty to develop educational settings to meet individual student needs.

The Disability Resource Center has a 15-year history on campus. The Center plays an active, highly visible role in shaping the climate of the University. By advocating for the civil rights of people with disabilities in higher education, the Center has helped the University provide access for all students.

Services

The goal of the Center is to foster student development and to promote independence and self advocacy. The Center offers a progressive, non-intrusive 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 physical, perceptual, or learning disability, whether temporary or permanent.

The Center maintains a teamwork approach to providing services and hires people with disabilities to work in the Center. Liaisons are established with key people in other departments including the Library, Admissions and Records, Housing, Educational Support Programs, Re-entry Program, Academic Advising, Counseling, and the Dean of Student Affairs Office.

Learning Skills Services works with the Center and provides testing for learning disabilities; compensatory skills building; discipline-based learning skills instruction; and workshops on study skills, computer use, and stress reduction.

The Center's Advisory Committee reviews the activities of the Center and makes recommendations. The Committee is comprised of faculty 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

Classroom access services:
- readers
- notetakers
- interpreters
- testing arrangements
- disability management advising

Adaptive services:
- cart rides
- close-in parking
- adaptive equipment
- TDD
- campus orientation
- individual accessibility needs

Support services:
- the Learning Disability Support Organization
- liaison with Department of Rehabilitation
- disability management advising.

The Center publishes a newsletter and maintains a bulletin board for disseminating current information.

Alcohol and Drug Education Program

Program Office
Health Center 101, Phone 707/664-2850

The Alcohol and Drug Education Program is administered through the Disability Resource Center. The Program promotes a healthy university environment where the use of alcohol and other drugs does not interfere with learning or performance. The goal of the program is to reduce alcohol and other drug problems for students at SSU.

Services

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

Educational Support Programs

Programs Office
Village, Room 205, Phone 707/664-2427

Educational Support Programs (ESP) forms an administrative unit established to coordinate academic support and instructional services for underrepresented, ethnic minority, disadvantaged, and first-generation students at Sonoma State University. Included in ESP are the Educational Opportunity Program (EOP), Summer Bridge Program, and the Learning Skills Services (LSS). Additionally, working toward the campus educational equity goals, ESP extends these services to self-identified students of underrepresented ethnic backgrounds through educational equity retention activities.

ESP sponsors programs and special projects that compose a comprehensive array of services within a developmental framework to address the educational needs of these specifically targeted students. Retention services play a major role in providing guidance and assistance to these students during their entire academic experience at SSU. Educational Equity students may participate in all ESP services except the EOP grants. These services include academic and personal advising, academic and personal development workshops, extracurricular programs, newsletters, developmental courses, and inter-cultural activities.

Educational Opportunity Programs
Village, Room 205, Phone 707/664-2427

Educational Opportunity Program (EOP) provides access through admissions (regular and special) to the University for students demonstrating the potential and motivation for success in higher education but who for economic or academic reasons require special assistance in such services as admissions, orientation, advising, registration, financial aid, academic and personal skills development. Through these specialized services, the University assists students in their acclimation to the college environment so that they may ultimately achieve their university degree.

Students who wish to enroll in the University under the program should check the EOP response on the State University admission application. Professional advisors meet with students on a regular basis through individual sessions and small groups, providing academic and personal advising with support and encouragement to maximize their ability to succeed at the University. Advisors also teach a College Success Skills course to assist students in their transition to a four-year educational institution.

Summer Bridge Program
Village, Room 205, Phone 707/664-2427

The Summer Bridge Program is a comprehensive five-week residential orientation program designed to ensure that underrepresented and special admit students experience a smooth transition to the University. The program provides an introduction to campus life which 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 GE 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 picnicking, swimming and visiting recreational areas in Sonoma County.

Learning Skills Services
Salazar Library, Room 1011, Phone 707/664-2853

Learning Skills Services is a Student Support Services Project funded by the US Department of Education. The project goal is to assist low-income, first-generation college, and physically/learning disabled students to develop the academic competency required for success in university courses. An interdisciplinary staff of specialists provides a continuum of instructional services in coordination with other campus units. The services provided include educational assessment; individual and small group instruction; workshops; discipline-based learning skills instruction for general education courses; and self-paced learning programs, videos, and computer-assisted instruction. Participants are assisted in assessing themselves as learners and students. Participants are supported in developing skills such as time management, math anxiety management, and test-taking strategies. Learning Skills Services is the academic development component of the Educational Support Programs (ESP) in Student Affairs. Learning Skills Specialists work closely with ESP Advisors to provide students a network of support that encourages high academic achievement and successful University experiences.

Housing Services

Housing Office
Zinfandel Hall, Phone 707/664-2541.

On-Campus Housing
The campus residential community provides comfortable, convenient, personalized living accommodations for 640 single students. The residential life program is also designed to be an important part of the student's overall educational experience in that the program includes a diversity of recreational, social, and educational learning opportunities. Specific room and board costs are furnished at the time accommodations are assigned.

Off-Campus Housing
To assist with the off-campus housing needs of students, the Housing Office maintains listings of off-campus accommodations including houses, condominiums, apartments, trailers, rooms, and shared quarters. The locations of apartment complexes located off campus can be obtained from this office. Maps of the area, a courtesy phone, and community resource information are also available. The office provides services to students on tenant's rights, landlord-tenant problems, and small claims court procedures.

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

International Student Programs

Office
Village, Room 102, Phone 707/664-2582

International Programs
For "International Studies," see page 164.

Foreign Student Advising
Village, Room 102, Phone 707/664-2582

International Student Programs assists foreign students with problems dealing with 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 opportunities for hospitality and an opportunity for international students to share their perspectives and cultural traditions with others in the University and its service area.

Sonoma State American Language Institute
Village, Room 102, Phone 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 classwork 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 SSALI program are available by contacting the Sonoma State American Language Institute.

National Student Exchange

Office
Village, Room 102, Phone 707/664-2582

Under this program Sonoma State University has become part of a 'national' university network which enables our undergraduate students to study for up to one academic year at any of seventy-two 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, non-resident tuition fees, just as SSU will accept students from member universities. All other expenses must be borne by the student. While at exchange campuses, students may continue to receive the same financial aid as they currently receive at Sonoma State University.

To make the most of the opportunity, advanced planning and proper advising is necessary for the student. For more information and referral to the relevant advisor, contact International Student Programs.

Pre-College Programs

Programs Office
Village, Room 207, Phone 707/664-2428

The overall goal of Sonoma State University's Pre-College Programs is to assure an opportunity for all persons, irrespective of their economic background or ethnicity, to participate equally in our American society. The Programs assure that students are academically prepared and possess the confidence to compete successfully in a competitive college environment. The Programs assist students, who are potential first-generation college*, Hispanic, Black, Native American, Asian, and/or low-income, in achieving and maintaining academic excellence. Students wishing to participate in Pre-College Programs should contact the Pre-College Programs Office at Village 207 or call (707) 664-2428.

Student Affirmative Action
The Student Affirmative Action Program at Sonoma State University is an outreach and recruitment service that is designed to facilitate the academic and motivational preparation and the enrollment of Hispanic, Black, 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, Black, Native American, and Asian youth in Sonoma County.

Talent Search/College Bound Program

The Talent Search/College Bound Program is designed for seventh, eighth, ninth, tenth, eleventh, and twelfth grade students currently attending middle, junior, and 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 either low income and/or potential first-generation college*, Hispanic, Native American, Black, or Asian.

Upward Bound Program

The Upward Bound Program is designed for ninth, tenth, eleventh, and twelfth grade students currently attending middle, junior high, or high schools within Sonoma County. All Upward Bound students attend an academic year program and a summer program which 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 is a six-week summer session conducted at Sonoma State University. Classes meet Monday through Thursday and include mathematics, communications, symbolic logic, visual arts, drama, biology, chemistry, physics, social studies, computer science, self-awareness, and preparation for college entrance examinations.

*First generation college is defined as neither parent with whom the student resides has graduated from a four year college/university.

Student Health Center

Location

Health Center Building, Phone 707/664-2021

The University maintains a modern, well-equipped, on-campus Health Center for regularly enrolled students. The Student Health Center is open Monday through Friday from 8:00 a.m. to 4:30 p.m. (exclusive of campus holidays) during the school year. A dedicated professional staff, consisting of doctors, nurses, laboratory and x-ray technologists, and a pharmacist provide quality out-patient care for acute and subacute conditions, and injuries as well as preventative medical services such as immunizations, pap smears, family planning, and health education.

Most services are available at no cost to students. Nominal fees are charged for medications, specialized diagnostic tests, pre-employment physicals, and certain other supplemental services. Referrals to off-campus physicians or community medical facilities are provided when specialty consultation, long-term care, complex diagnostic procedures, surgery, or hospitalization is needed. Since students or their families are financially responsible for medical care obtained outside the Student Health Center, health insurance is advised to help cover the cost of services that are beyond the scope of the Student Health Center or are needed when the Center is closed. A moderately priced supplemental accident and health insurance policy which is designed for this purpose is available through an outside insurance carrier that contracts directly with registered Sonoma State University students. Information about this policy is available through the Associated Students Office.

Opportunities for student involvement with health related issues are available through the Student Health Advisory Committee and various peer health education projects.

Proof of Measles and Rubella immunization is required of all new and returning students born after January 1, 1957. (See page 288 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.

The Student Health Center is located on Redwood Circle, directly east of the residence halls and southwest of Nichols Hall.

Student Life

Student Activities Center

Student Union Building, Room 108, Phone 707/664-2391

The Student Activities Center (SAC), housed in the Student Union, exists to encourage and develop a learning environment for students outside of the classroom. Working closely with the Associated Students and the Student Union, the SAC staff support the planning and implementation of student-initiated and student-related educational, cultural, and social events. The Center administers campus policies and procedures related to student activities including student use of campus facilities and services, food sale permits, vendor permits, distribution of published literature, and the speakers' policy. Major programs coordinated by the Center include:

Orientation-Implementing a variety of orientation programs for incoming students (fall, spring, and summer).

Chartered Student Organizations-Providing ongoing support and advisement to the chartered student clubs and the Student Club Action Network (SCAN).

Leadership Development-Conducting workshops, classes, and retreats in leadership skill development to assist students in maximizing their effectiveness in campus leadership roles.

Student Needs Assessment-Administering a variety of research activities designed to assess the needs and interests of students, including telephone surveys, program evaluations, and chartered club interest inventories.

Special Activities-Offering a variety of special activities including Fall Festival, Health Awareness Week, Club Recruitment Week (fall and spring), Activities and Services Carnivals (fall and spring), and Leadership Recognition Programs.

Orientation
Student Union, Phone 707/664-2391

New students at Sonoma State University are urged to participate in a variety of orientation activities that introduce them to the many facets of campus and community life. Orientation and Advising, offered the first week of each semester, is supplemented by an on-campus three-day residential weekend experience offered each July where incoming students (and interested parents) explore Sonoma State's programs, services and environs, assisted by trained student guides, faculty, and Student Affairs staff. The orientation program offers early registration for fall classes to first-time freshmen. The program also offers a series of specially designed courses, both for first-time freshmen (the freshman year experience) and for transfer students (the transfer year experience) as well as a first semester support system that links up incoming freshmen with volunteer mentors from the staff and faculty.

Associated Students
Student Union Building, Room 201, Phone 707/664-2815

The Sonoma State University Associated Students is a non-profit 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 two hundred students are either appointed or elected to positions on committees and boards, both on the State and campus level, providing students with the opportunity to participate directly in the effective representation of students in University matters.

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, stop by the Associated Students office located upstairs in the Student Union. Participation in the Associated Students provides an excellent opportunity for self-development and education in business and politics outside of the classroom. Insights gained from active involvement with the student corporation help prepare students for positions of leadership later in their professional careers.

Student Union
Student Union, Phone 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 life oriented programs are housed in the Sonoma Student Union including the Pub (which includes day and evening food service), lounge areas, saunas, low-cost duplication service, a student art gallery, and Flying Ducks Graphic Service. In addition, the building houses offices for the Student Union, Student Activities Center, the Sonoma State STAR (student newspaper), the Associated Students, and Associated Students Productions (programming office). The meeting rooms of the Sonoma Student Union accommodate many of the activities that contribute to the exciting co-curricular environment at Sonoma State University. The Union sponsors the Inter-Cultural Center, a center for the ethnic clubs on campus, and the Recreational & Intramural Sports Program which offers a wide variety of men's, women's, coed, team and special one-day events throughout the year, along with an expanding schedule of off-campus trips. The Intramurals Director also works with the popular sports club program.

Testing Services

Office
Village 302, Phone 707/664-2947

The Office of Testing Services provides a variety of services to the campus community. Some are designed to assist students in their admission, placement, and graduation requirements. Assessment instruments are also available to assist students in their exploration of personal, educational, and career objectives and are available in cooperation with the Counseling Center and the Career Development Center.

Tests are offered on a regularly scheduled basis. An annual test calendar is available from the Office of Testing Services which is open from 8:00 a.m.- 4:30 p.m., Monday-Friday (except campus holidays). Students must preregister for all tests. Disabled students who require special arrangements should contact the Disability Resource Center at 707/664-2677 or TDD: 664-2958. All requests for special testing must reach the Office of Testing Services at least two weeks before the test date. Call 707/664-2947 with general questions concerning tests. Brochures describing the various tests offered are also available in the Office of Testing Services.

The locations of tests are posted on bulletin boards outside and inside the Office of Testing Services. The day of the test, students must arrive at the test location well ahead of the scheduled test time. Students must bring their admission tickets, a California Drivers License, #2 pencils, and a pen. All tests require administrative time as well as testing time. For information on the estimated length of tests, call the Testing Office.

The following are regularly offered through the Office of Testing Services:

Undergraduate Candidates for Admission
SAT or ACT
TOEFL (International Students)

Placement Tests
CSU English Placement Test (EPT)
CSU Entry Level Math Test (ELM)

For students who do not take the EPT and ELM when regularly scheduled, a special demand test will be scheduled and an additional fee will be charged.

Upper Division Graduation Requirement
SSU Written English Proficiency Test (WEPT)

Credential Candidates
All Educational Credential Candidates must pass the WEPT or its equivalent as approved by the SSU English Department. This applies to all Multiple Subject Candidates before enrolling in student teaching and to Single Subject Candidates before admission to the program. (Passage of the CBEST waives the WEPT requirement for candidates who hold a Bachelors Degree.)

All applicants to basic credential programs (Multiple and Single Subject) shall be required to pass the California Basic Education Skills Test (CBEST), prior to admission to the program. Credential Candidates with majors unapproved by the Commission on Teacher Credentialing will be required to take an additional State approved examination.

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 & Advanced Biology
Counseling	GRE General
Cultural Resources	GRE General
Education	Depends on Speciality, Check with Department
English	Either WEPT and GRE Advanced Literature or SSU Comprehensive Exam.
History	Either GRE General or Advanced History. Alternative options to the GRE may be explored with the History Department.
Interdisciplinary Studies	GRE General. Other tests may also be required depending upon the specific requirements of participating departments.
Management	Graduate Management Admissions Test (GMAT)
Nursing	GRE General
Politics	GRE General
Psychology	GRE General

Tutorial Program

Program Office
Salazar Library, Room 1012, Phone 707/664-2429

The Tutorial Program provides free group, individual, and drop-in tutoring to registered Sonoma State University students. The primary goal of the program is to encourage and assist students in the development of their potential as independent learners. Academic success is achieved as a result of understanding and developing one's own process as a learner, and each tutor is trained to assist students' growth in this direction.

Research indicates 90% of the information a student receives will be retained if the information is used as it is received. With these findings in mind, program tutors actively involve students in course materials as much as possible. Tutors facilitate group discussion and encourage idea sharing and problem solving through work on the chalkboard. Through the utilization of various probing strategies tutors stimulate active learning and the development of self-confidence. Study skills workshops are also available.

Applications for tutoring positions are accepted at the end of the semester and prior to the start of the following semester. Students must have at least a 3.00 GPA for two semesters prior to applying for position of tutor and must maintain a 3.00 GPA during the time they are working in the Program. All new tutors are also required to enroll in EDUC 201 concurrent with their first semester of tutoring.



University Support Services, Athletics, Centers and Institutes

University Support Services, Athletics, Centers and Institutes

Ruben Salazar Library

Library Hours
Phone 707/664-2595

Reference Information
Salazar Library, Room 1100, Phone 707/664-2161

Library Director
Susan Harris

Librarians
Barbara Biebush, Paula Burks, Jean Day, Timothy Huston, Margaret Jourdain, E. Barbara Taylor, Sandra Walton, Patricia Wollter. Emeritus Librarians: Richard Bellamy, Patricia Chapman, Johanna Fritsche, Alexander F. Karolyi, Marie Luethe, Antoinette O. Maleady, A. Steve Pickett, Lenore Radtke.

A research library, Ruben Salazar Library has a collection of over 415,000 bound volumes, of which 66,000 are bound periodicals. Approximately 10,000 volumes are added to the collection each year. Current periodical subscriptions number 2,618; some 61,000 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 first floor of the Library houses the documents collection, atlases, the reference department, an archives and special collections complex, and a separate reserve book room which contains material heavily used for assigned class readings. The administrative offices, technical services, and collection development departments are also on this floor.

Library services on the second floor include circulation services, 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 MAC word processing lab, and photocopying facilities. The microform collection numbers over 1,080,000 items.

The Library media center contains over 21,000 phonorecords, audio and video tapes, and cassettes, discs, and the equipment to play them. Equipment and materials are also available for students with special needs.

The reference department provides individual and group assistance in using the various library collections. Online bibliographic database searching is available as are some databases on compact disk (CD-ROM). Access to materials not in the Library is facilitated by a computerized interlibrary loan service.

Bibliographic instruction courses can also greatly assist the library user. Each semester, in addition to providing library orientations for regularly scheduled classes, librarians teach a 2-unit course, "Introduction to Library Research" (ENGL 291 or 292) and some one-unit courses on library research.

The Library provides study space for 1220 students.

General Library hours during the semester are:

Monday-Thursday ..... 8:00 am-10:00 pm
Friday ..... 8:00 am-5:30 pm
Saturday ..... 9:00 am-5:00 pm
Sunday ..... 1:00 pm-6:00 pm
The Reserve Book Room is open for an additional hour (until 11:00 pm) Monday-Thursday and opens at 7:45 am Monday-Friday. Call 664-2595 for exceptions and holidays.

Computing, Media, and Telecommunications Services

Director
Mark Resmer

Computing Services
Salazar Library, Room 1501, Phone 707/664-2346

The Department of Computing Services provides the instructional, research, and administrative computing facilities for the University. The following facilities are available for use by students, faculty, and staff:

- DEC VAX 6310 VAX/VMS Local Timesharing System
- DEC MicroVAX Unix Local Timesharing System
- CYBER 180/830 NOS Local Timesharing System.
- CYBER 960 NOS Remote Timesharing System (Located at the CSU Systemwide Computing Center in Long Beach.)
- Network access to other computers in the CSU system (CSUnet)
- Network access to other university computers (Internet)
- Over 100 microcomputers located in labs throughout the campus, as listed below.

University microcomputer/terminal labs:

Computer Center Laboratory
Salazar Library, Room 1506
14—Timesharing Terminals
2—IBM-PC
2—Macintosh
1—Apple IIe
5—Printers

Library Word-processing Laboratory
Salazar Library, Second Floor Lobby
16—Apple Macintosh Plus
1—Laser Printer

PS/2 Laboratory
Stevenson Hall, Room 2055
12—PS/2 Model 80
2—5.25 inch disk drives for file transfer
2—Impact Printers
1—Laser Printer
1—PS/2 file-server
1—WORM optical disk
1—LCD overhead projector

IBM Laboratory
Stevenson Hall, Room 2044
12—IBM PC
4—Printers
1—Plotter
1—LCD overhead projector

Apple Laboratory
Stevenson Hall, Room 1044
14—Apple IIe
4—Apple IIGS
3—Imagewriter Printers

Macintosh SE Laboratory
Carson Hall, Room 1
20—Macintosh SE
1—Apple Laserwriter
3—Apple Imagewriters II
1—LCD overhead projector

Macintosh II Laboratory
Darwin Hall, Room 19
12—Macintosh II
2—Apple Imagewriter II

The laboratory facilities are usually available whenever the Library is open: Monday-Thursday: 8 a.m. to 10 p.m.; Friday: 8 a.m. to 5:30 p.m.; Saturday 9 a.m. to 5 p.m.; and Sunday: 1 p.m. to 6 p.m. All labs except the Library word-processing laboratory may be scheduled for classes — current schedules are posted in the Computer Center lobby and by each laboratory.

Student Consultants: Consultants are available in the Computer Center to assist computer users during the scheduled hours. Student consultants may be reached by telephone at 664-2907. Faculty, administrative and staff users in need of assistance should call the Help-line, 664-2906, during normal office hours.

A faculty resource center equipped with Apple Macintosh and IBM PS/2 microcomputers, together with an extensive software library oriented primarily towards instructional applications, is available to all faculty as a means of exploring the full range of capabilities available through the computing facilities on campus.

The University operates an extensive campus LAN (Local Area Network) which provides access to all timesharing 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, use remote computers systems, and transfer files between computers. Dial-up lines which connect into the X.25 CSUnet are also available 24 hours daily.

The Computing-Media Shop repairs and maintains equipment housed by Computing, Media, and Telecommunications Services.

Media Services
Stevenson Hall, Room 1038, Phone 707/664-2117

Media Services provides consultation, equipment and non-print materials in support of the University's instructional program. Equipment available includes the full spectrum of standard audio-visual 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. For students to check out equipment, a Faculty Authorization Slip is needed.

Faculty may contact the Media Services Film Coordinator to help in locating appropriate non-print media from off-campus sources and preparing requests for preview, rental, or purchase.

Equipment and non-print materials will be delivered and set up for classroom use upon request by a faculty member or a student giving a class presentation. Deliveries cannot be made for student organizations. Chartered student organizations, however, may check out equipment with the Student Union's "Audio-Visual Equipment " form signed by the Club Officer and Student Resource Center Officer.

Requests for deliveries must be made at least one day in advance and can be made by phone or in person. Non-print materials may also be played to individual classrooms via the Electronic Distribution System. Same-day requests for this system will be accepted on a space-available basis.

In addition to the Electronic Distribution System, Media Services has two satellite receivers which 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. Booking for this system should be made well in advance of the scheduled event.

Three "Preview Rooms " are available for students and faculty to view all non-print materials, audition records, and use tape recording equipment. These rooms are available on a first-come, first-serve basis.

Quality audio cassette duplication for instructional purposes is available in either mono or stereo. Persons using this free service may provide their own high-quality brand name tapes. Tape quality must be approved by Media Services. High quality tapes are also available for sale at our cost for those who do not have their own tape and need copies made. Media Services cannot copy audio or video tapes protected by copyright law.

Arrangements can be made for Media Services to provide professional sound reinforcement and audio recording of University sponsored performances, lectures, and other events. Requests for this service must be made at least three weeks in advance and submitted on the standard Sonoma State University Use of Facilities Application.

For faculty check-out, Media Services has two Macintosh computers, equipped with LCD projection devices which can be used for classroom presentations. There is a limited amount of software available including "MacPaint", and "MacWrite ".

Photographic Services include black and white prints, color slides, copy slides and duplicate slides from illustrations and art reproductions. Other photographic reproduction processes are available for classroom use. Such assistance is limited to materials to be used for classroom instruction, public relations programs of the University, and in support of faculty papers published in non-profit professional journals.

The Media Production Laboratory offers assistance to students, faculty and staff in the planning and production of media projects for classroom and other University related events. Those working on media projects are invited to consult with the Laboratory Coordinator regarding the design and production of any media project.

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.

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.

Limited on-location videotaping service is available to faculty and staff for the recording of guest lecturers and other University sponsored events. Arrangements for this service should be made well in advance of the scheduled event to determine the availability of personnel and equipment.

Office hours are Monday-Thursday, 7:30 a.m. to 8:00 p.m., and Friday, 7:30 a.m. to 4:30 p.m., Stevenson Hall, Room 1038. The Media Production Laboratory is located in Stevenson Hall, Room 1063.

Media Production Laboratory hours during the semester are 8:00 a.m. to 4:30 p.m. Monday through Friday.

Telecommunications

Salazar Library, Room 1503, Phone 707/664-2207

The Department of Telecommunications manages the University's modern PBX system, the Ericsson MD110 digital voice/data system. Voice mail service, automated information, and other advanced phone features are available. Dormitory housing phone lines are connected to the Ericsson switch. For long distance student calls a phone credit card is necessary.

Sonoma State University Academic Foundation

Foundation Office

Stevenson Hall, Room 2010, Phone 707/664-2339

The Sonoma State University Academic Foundation, Inc., is a non-profit corporation established in 1974 to assist and promote the educational program of the University. The Foundation is an auxiliary organization of The California State University, as defined in Title V of 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.

Office of Development

Stevenson Hall, Room 1066, Phone 707/664-2712

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 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.

Alumni Association

Office

Stevenson Hall, Room 1062, Phone 707/664-2426

The Sonoma State University Alumni Association maintains a continuing relationship between the University and its alumni, represents the University in the community through its membership, and sponsors educational projects, programs, and activities. Membership in the Association is open to those who have attended the University. Associate memberships are also available for friends of the University.

The Alumni Association utilizes a centralized alumni database to encourage ongoing communication with former students.

Extended Education/Summer Session

Office
Stevenson Hall, Room 1045, Phone 707/664-2394

Extended Education programs offer opportunities 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
Chemical Dependency Counseling Certificate Program
Construction Management Certificate Program
Continuing Education Program for Educators
Educational Technology Certificate Program
Management and Supervisory Development Certificate Program
Master of Arts Degree in Psychology (External Degree)
EXCEL: a special summer program for young people in grades 3 -10
Open University
January Intersession
Summer Session
Contract Course Program
Summer Writer's Conference

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;
- students temporarily denied admission to the University; or
- those interested in exploring college course work before committing themselves to a degree program.

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

January Intersession
A special three-week program offered by Extended Education during the break between fall and spring semesters. January Intersession includes a selection of resident University courses.

Summer Session
A six-week program offering resident credit course work, Summer Session emphasizes General Education and other courses required for graduation and includes a selection of Extension courses and programs, with an emphasis on continuing education for teachers. A special feature is the EXCEL program, designed for young people grades 3-10, offering a variety of academic, technical, and creative subjects to augment traditional offerings during the school year.

Extension Credit
Extension courses offer a number of types of credit to meet the various needs of participants:

- "e" credit—Academic courses with an "e" designation (such as: MGT e490) are offered for "extension academic credit." Up to 24 units of extension credit may be applied toward a bachelor's degree, subject to approval by the academic department concerned. Up to nine units of extension credit may be applied toward a master's degree. Note: "e" designated classes do not offer resident credit.
- "s" credit—Courses with the "s" designation (e.g.: MGT s380) offered during Summer Session and January Intersession may be taken without limit toward a degree.
- "CEU" credit— "Continuing education units" are offered for various professional development courses. CEUs are intended for use when employers, relicensure agencies, school districts, and other authorities require a specified number of hours of study on a regular basis for career advancement purposes, and when non-credit study is acceptable. One CEU is awarded for each 10 hours of contact participation. CEUs are not accepted for academic credit and do not apply toward degree programs or meet teaching credential requirements.
- "non-credit"—Courses with a department number of "eNC" are available for general interest but do not award academic or continuing education units. Students do not receive grade reports or verification of course completion.

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

Intercollegiate Athletics

Office
PE Building, Room 14, Phone 707/664-2521

Director
Ralph Barkey

Sonoma State University sponsors 14 intercollegiate programs, seven 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 Men's Intercollegiate Athletics Program competes in basketball, baseball, cross country, football, soccer, tennis, and track and field.

The Women's Intercollegiate Athletics Program offers competition in basketball, cross country, softball, tennis, volleyball, soccer, and track and field.

Cross Country (Men's and Women's)
Dan Aldridge, Head Coach

Baseball
John Goelz, Head Coach

Men's Basketball
Dick Walker, Head Coach
Jerry Miller, Assistant Coach

Women's Basketball
Susan Zachensky-Walthall, Head Coach
Kim Sutton, Assistant Coach

Football
Tim Walsh, Head Coach
Bob Cole, Assistant Coach: Running Backs
Greg Grimes, Assistant Coach: Defensive Backs
Gary Patterson, Defensive Coordinator
Frank Scalercio III, Offensive Coordinator
Vic Venuta, Offensive Line

Softball
Paul King, Head Coach

Soccer (Men's and Women's)
Peter Reynaud, Head Coach

Tennis (Men's and Women's)
Steve Cunninghame, Head Coach

Track/Field (Men's and Women's)
Matt Vukicevich, Head Coach
Dan Aldridge, Assistant Coach

Volleyball
Vivian Fritz, Head Coach

Centers and Institutes

The University has various centers and institutes, as well as grant-funded projects that serve a similar purpose. Among these are the following:

Anthropological Studies Center

Director
David A. Frederickson

Office
Darwin Hall, Room 18C, Phone 707/664-2381

The Anthropological Studies Center was established to provide practical experience in Cultural Resources Management to complement undergraduate and graduate curricula available through the regular instructional program of the University.

California Institute for Human Services

Director
Tony Apolloni

Office
Stevenson Hall, Room 2092, Phone 707/664-2416

The California Institute for Human Services engages in research and evaluation activities on the delivery of human services and provides technical assistance to government organizations, service providers, and service consumers. The Institute designs and manages workshops, conferences, and other training events and also prepares and disseminates materials concerning human services.

Center for Business and Economic Research

Director
Charles Patti

Office
Stevenson Hall, Room 2042, Phone 707/664-2377

The Center for Business and Economic Research serves as a bridge between the institution and the external community. The Center provides the business community with an opportunity to upgrade existing skills, to gain new knowledge, and to increase productivity. The Center also serves as a repository of a comprehensive economic database useful to decision-makers in the North Bay Region.

Sonoma Economic Forum
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

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 Federal Small Business Administration sponsors the management counseling program conducted by the Institute for Small Business Development. Student teams under faculty supervision provide management counseling to selected small businesses each semester.

Center for Critical Thinking and Moral Critique

Director
Richard Paul

Office
Carson Hall, Room 65, Phone 707/664-2940

The Center for Critical Thinking conducts advanced research, inservice educational programs, professional conferences, and disseminates information on critical thinking and moral critique. It works with colleges and universities, school districts, state departments of education as well as the College Board, the Public Broadcasting Service, the Adult Learning Satellite Service and other research centers, to foster the teaching of critical thinking, both nationally and internationally. It is premised on the democratic ideal as a principle of social organization that is

> . . . that it is possible so to structure the arrangements of society as to rest them ultimately upon the freely given consent of its members. Such an aim requires the institutionalization of reasoned procedures for the critical and public review of policy; it demands that judgements of policy be viewed not as the fixed privilege of any class or elite but as the common task of all, and it requires the supplanting of arbitrary and violent alteration of policy with institutionally channeled change ordered by reasoned persuasion and informed consent . . . (Israel Scheffler, 1973, *Reason and Teaching*)

The Center conducts its research through an international network of fellows and associates. A list of contributors is available in the Center office.

The work of the Center includes an annual International Conference on Critical Thinking and Education; Master's Degree in Education with emphasis in Critical Thinking; a Supplementary Authorization Program in the teaching of critical thinking composition(under the Single Subject Waiver Credential Program of the State of California); inservice programs in the teaching of critical thinking; a Research Intern Program (for graduate students in the filed of critical thinking and moral critique); a resource center for the distribution of documents, position papers, and research; research in the field of critical thinking and moral critique and reform of education based upon the teaching of reasoning and critical thinking skills across the curriculum.

Center for the Study of the Holocaust

Director
John Steiner

Office
Stevenson Hall, Room 2084C, Phone 707/664-2160

The Center was established to provide a significant focus for scholars, teachers, and programs dealing with the Holocaust, a seminal event of our times. It coordinates existing Holocaust-related courses on campus and promotes new ones. The Center offers an interdisciplinary perspective and encourages research on Holocaust-related themes.

Center for the Study of Human Dignity in Organizations

Director
Frank Siroky

Office
Stevenson Hall, Room 3062, Phone 707/664-2587

The Center for the Study of Human Dignity in Organizations provides educational forums, seminars, specific workshops, applied research, and consulting services to private and public sector organizations to improve the quality of working life—through programs and structural changes designed to enhance the dignity of all workers therein.

Center for Teaching and Professional Development

Director
Thomas F. Nolan

Office
Nichols Hall, Room 148, Phone 707/664-2704

The Center for Teaching and Professional Development is available to assist faculty in all areas of their professional lives through a variety of activities. It sponsors workshops and discussion groups, maintains a resource library, and offers confidential individual consultation.

Teaching is the primary role of SSU faculty. Studies show, however, that performance in the classroom improves when non-classroom professional needs are addressed. For this reason, the Center's activities include topics other than teaching methodologies, such as instructional development, organizational development, research and writing, and career development.

Center for Performing Arts

Director
Floyd William Ross

Center Office
Ives Hall, Room 209, Phone 707/664-2235

University Box Office
Evert B. Person Theatre, Phone 707/664-2353
TDD Phone 707/664-2958

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, marketing and promotions, facility scheduling, and box office operations.

The Center manages five distinct performance and rehearsal venues: a 70-seat studio theatre, a 125-seat dance studio/theatre, a 125-seat recital hall, a 268-seat proscenium auditorium, and a state-of-the-art, fully equipped 475-seat proscenium theatre with fly system, elevator orchestra pit, large stage, and scene 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, Piano Ensemble, Songwriting Workshop, Opera Theatre, Drama Ensemble, Dance Ensemble, Sonoma Dance Exchange, Chorus, Vocal Arts Ensemble, Concert Chorale, Vocal Jazz Workshop, and Vocal Jazz Ensemble. In addition, a number of student-initiated projects in music, dance, and drama are presented each semester, including noon hour recitals each week.

There are more than 100 performances presented each academic year with an annual attendance in excess of 10,000 people.

The box office, located in the Evert B. Person Theatre, is open Monday through Friday. Reserved tickets are available for many performances; call 707/664-2353 for additional information. Discount rates on all tickets for SSU students are in effect for all performances.

Energy Center

Director
W.J. "Rocky" Rohwedder

Office
Energy Center, Phone 707/664-2577

The Energy Center serves the campus and surrounding communities through programs in energy management and renewable energy education, professional training, consulting and information referral, demonstration projects, and scientific research. Currently funded activities include a comprehensive energy education and management program for local schools as well as curriculum evaluation research.

Institute for Community Planning Assistance

Director
Steven Orlick

Office
Carson Hall, Room 18, Phone 707/664-2306

The Institute for Community Planning Assistance is designed to respond to the expressed needs of public planning agencies in Sonoma State University's service area, and to the educational and financial needs of planning and other interested students at SSU. The Institute provides students with practical paid field experience to complement the classroom and internship elements of their planning education. It also provides contracted faculty research in community and environmental planning as well as assistance to public planning agencies in carrying out low cost studies and surveys.

North Bay International Studies Project

Director
Francisco Vazquez

Office
Carson Hall, Room 10A, Phone 707/664-2409

The North Bay International Studies Project provides curricular resources in international studies to students and to the educational community. The Project also offers teacher workshops in content, methodologies, and leadership development.

Sonoma Film Institute

Director
Eleanor Nichols

Office
Ives Hall, Room 209, Phone 707/664-2606

The Sonoma Film Institute brings the University a selection of films designed to contribute to the educational processes and the cultural awareness of the students and the community. The Institute works with Sonoma State's various Film Studies courses to offer a wide range of foreign and domestic films.

Women's Resource Center

Director
Karen Markowitz

Office
Carson Hall, Room 31, Phone 707/664-2845

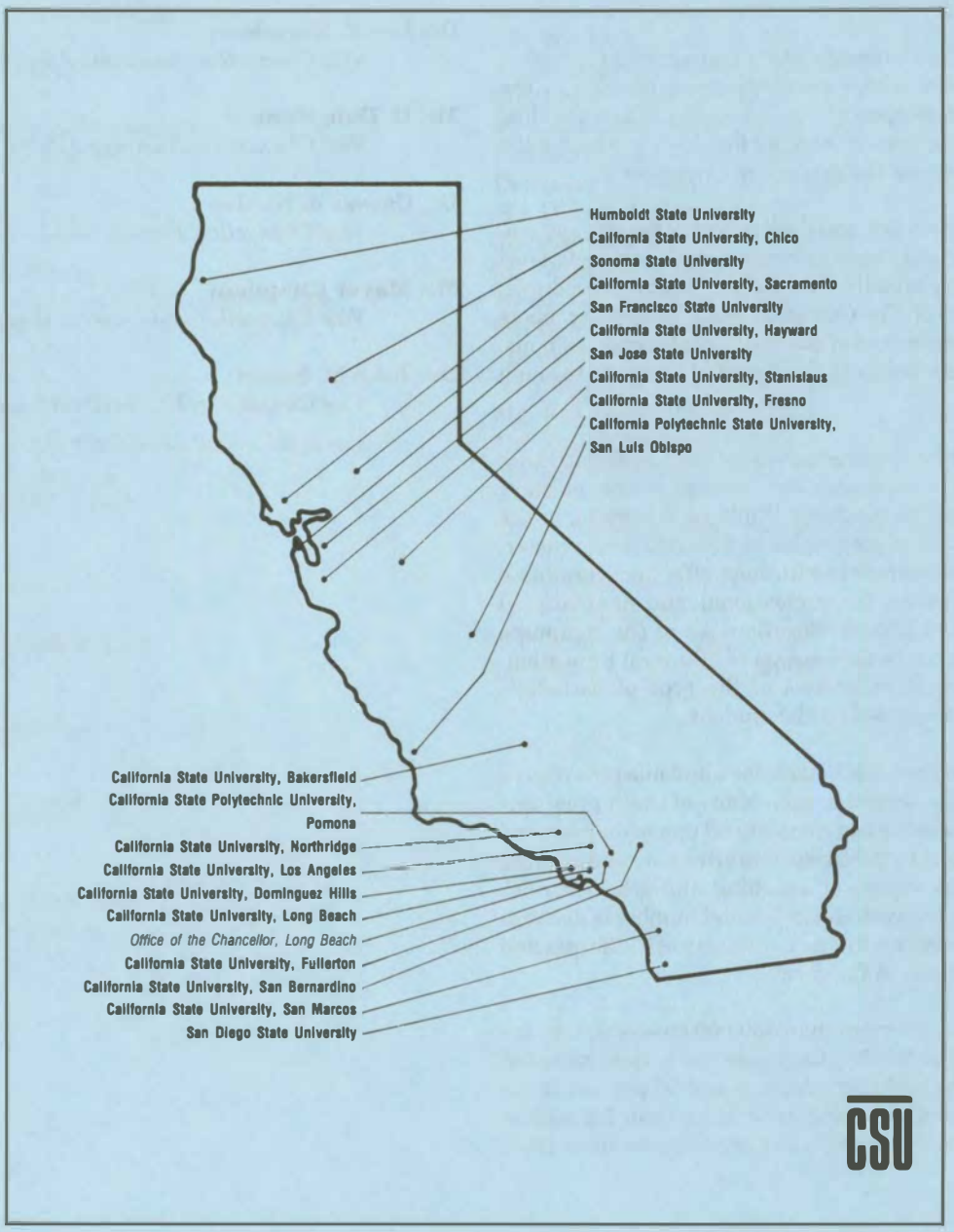
The Women's Resource Center (WRC) promotes understanding of the evolving roles of women and men and helps women develop their full potential. The Center also brings attention to and challenges the barriers that inhibit the inclusion, equality, and advancement of women.

Programs coordinated by the Center include a Women and Leadership class, Women's History Month activities, lectures, workshops, forums, films, conferences and events on issues of particular interest to women, and an internship/work experience placement.

The WRC library has a growing collection of books, current newsletters, catalogues, periodicals, audio and video tapes, and other publications. Resource references for research, class assignments, entertainment, and personal growth are available. The library provides a study, leisure, reading, and meeting area.

Crossroads, the monthly newsletter published by the WRC, helps keep students informed of local events, activities, and issues concerning women. (Call the WRC for a free subscription.) 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.

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. Today, all 20 campuses have the title "university."

The oldest campus -- San Jose State University -- was founded as a Normal School in 1857 and became the first institution of public higher education in California. The newest campus -- California State University, San Marcos -- will begin admitting students in fall 1990.

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

The Trustees, the Chancellor, and the Presidents develop system-wide 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 of the campuses require for graduation a basic program of "General Education-Breadth Requirements" regardless of the type of bachelor's degree or major field selected by the student.

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.

System enrollments total more than 360,000 students, who are taught by some 20,500 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 19 campuses since 1960.

Office of the Chancellor

The California State University
400 Golden Shore
Long Beach, California 90802-4275
(213) 590-5506

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Chancellor

Dr. Herbert L. Carter
Executive Vice Chancellor

Dr. Lee R. Kerschner
Vice Chancellor, Academic Affairs

Mr. D. Dale Hanner
Vice Chancellor, Business Affairs

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Vice Chancellor, Faculty and Staff Relations

Mr. Mayer Chapman
Vice Chancellor and General Counsel

Dr. John M. Smart
Vice Chancellor, University Affairs

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State Capitol
Sacramento 95814

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Chancellor of The California State University
400 Golden Shore
Long Beach 90802-4275

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Secretary-Treasurer

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

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Correspondence with Trustees should be sent:

c/o Trustees Secretariat
The California State University
400 Golden Shore, Suite 322
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California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, California 93311-1099
Dr. Tomas A. Arciniega, President
805/664-2011

California State University, Chico
1st & Normal Streets
Chico, California 95929
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California State University, Dominguez Hills
1000 East Victoria Street
Carson, California 90747
Dr. Robert C. Detweiler, President
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California State University, Fresno
Shaw and Cedar Avenues
Fresno, California 93740
Dr. Harold H. Haak, President
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800 North State College Blvd.
Fullerton, California 92634
Dr. Jewel Plummer Cobb, President
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Hayward, California 94542
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Arcata, California 95521
Dr. Alistair W. McCrone, President
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1250 Bellflower Boulevard
Long Beach, California 90840
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5151 State University Drive
Los Angeles, California 90032
Dr. James M. Rosser, President
213/343-3000

California State University, Northridge
18111 Nordhoff Street
Northridge, California 91330
Dr. James W. Cleary, President
818/885-1200

California State Polytechnic University, Pomona
3801 West Temple Avenue
Pomona, California 91768
Dr. Hugh O. La Bounty, President
714/869-7659

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

California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407
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San Diego, California 92182-0763
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619/594-5000

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Calexico, California 92231
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1600 Holloway Avenue
San Francisco, California 94132
Dr. Robert A. Corrigan, President
415/338-1111

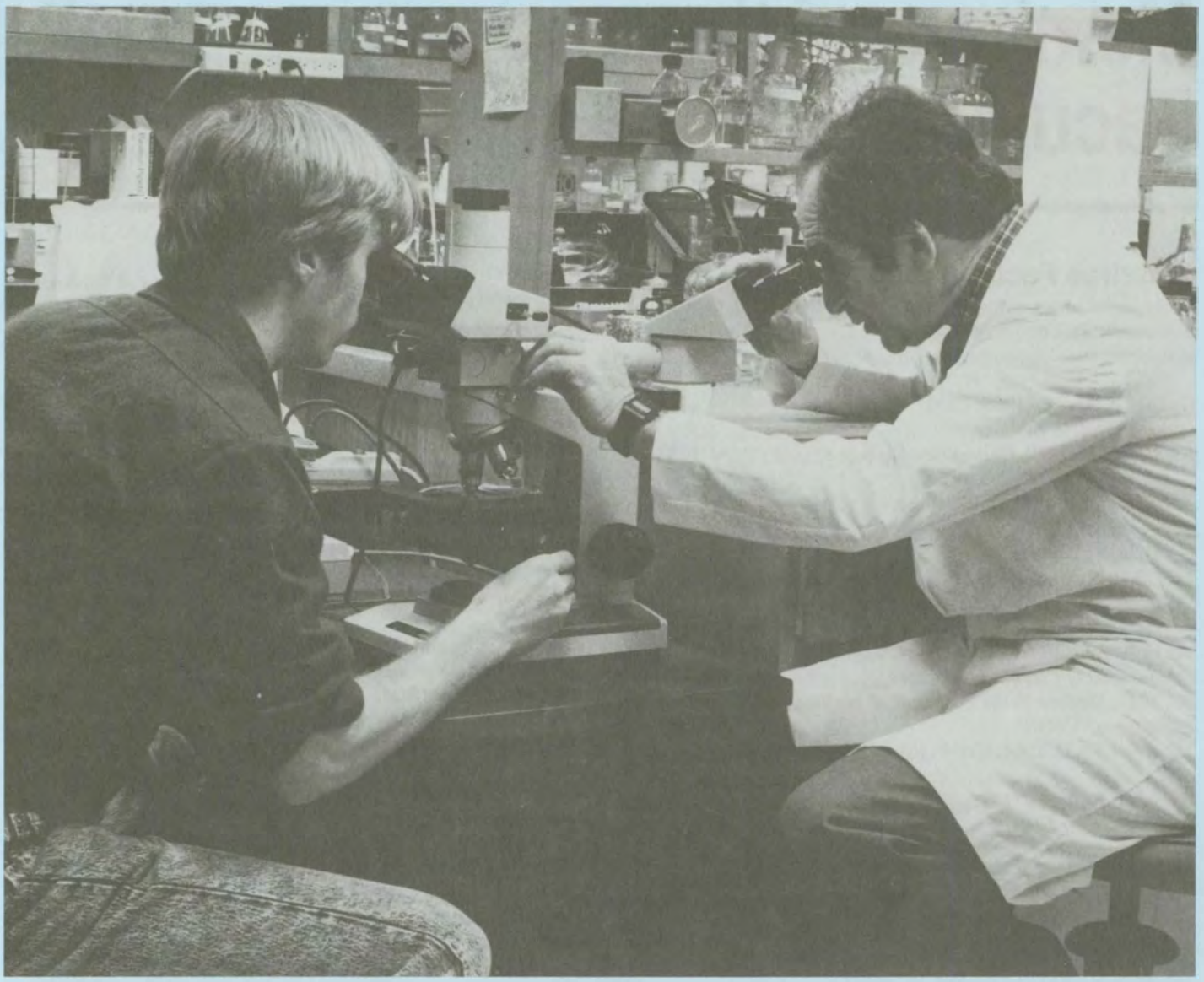
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One Washington Square
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Dr. Gail Fullerton, President
408/924-1000

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San Luis Obispo, California 93407
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820 West Los Vallecitos Blvd.
San Marcos, California 92069
Dr. Bill W. Stacy, President
619/471-4119

Sonoma State University
1801 East Cotati Avenue
Rohnert Park, California 94928
Dr. David W. Benson, President
707/664-2880

California State University, Stanislaus
801 West Monte Vista Avenue
Turlock, California 95380
Dr. John W. Moore, President
209/667-3122



Members of the Faculty

Members of the Faculty

Emeritus Faculty

Dates listed in parentheses indicate year of appointment to Sonoma State University and year of appointment to Emeritus status.

Gerald J. Alves, (1965, 1986)
Office of Testing Services
AB 1958, MA 1960, Chico State College

John R. Arnold (1961, 1976)
Department of Biology
BA 1932, Fresno State College;
MA 1934, University of California, Berkeley;
Ph.D. 1938, Cornell University.

Mary R. Arnold (1967, 1983)
Department of Foreign Languages (Russian)
BA 1941, Moscow State Pedagogical Institute of Foreign Languages, USSR;
MA 1949, Ph.D. 1964, University of California, Berkeley.

Richard Bellamy (1969, 1988)
Ruben Salazar Library
BS 1947, Northwestern University;
MLS 1966, University of California, Berkeley.

Russell H. Broadhead (1969, 1976)
Department of Education
BA 1931, Otterbein College,;
MA 1937, Cornell University,;
Ph.D. 1946, Stanford University.

Ralph J. Bushnell (1967, 1977)
(Deceased 1988)
Department of Biology
BS 1931, MS 1932, Ph.D. 1935, University of Wisconsin.

Thorsten R. Carlson (1961, 1977)
Department of Education
BE 1939, St. Cloud Teacher's College;
MA 1942, Ph.D. 1946, University of Minnesota.

Patricia Chapman (1968, 1988)
Ruben Salazar Library
BA 1944, Stanford University;
MLS 1968, University of California, Berkeley.

Robert B. Clayton (1963, 1975)
Department of English
BA 1948, Stanford University;
MA 1956, University of California, Berkeley;
Ph.D. 1960, University of California, Berkeley.

William O. Cord (1963, 1989)
Department of Foreign Languages (Spanish)
BS 1943, Southeast Missouri College;
MA 1948, Washington University;
Ph.D. 1960, University of Colorado.

Marvin Dillon(1962, 1979)
Office of Testing Services
BA 1949, MA 1950, Ph.D. 1955, University of Denver.

Gerald V. Egerer (1965, 1989)
Department of Business and Economics
B.Sc. 1952, University of London;
D. en Droit 1957, University of Lyons.

James B. Enochs (1963, 1975)
Department of Education
BA 1934, Arizona State College;
MA 1937, University of Colorado;
Ph.D. 1948, University of Chicago,

Robert F. Fletcher (1969, 1988)
Department of Education
BA 1939, MA 1960, San Diego State College;
Ed.D. 1967, Stanford University.

Herbert Foughner (1961, 1986)
Department of Education
BS 1942, State Teacher's College, Minnesota;
M.Ed. 1950, Ed.D. 1956, University of California, Los Angeles.

Johanna Fritsche (1963, 1982)
Ruben Salazar Library
BA 1936, Hunter College,;
BSLS 1939, Columbia University, School of Library Service.

Evangeline A. Geiger (1968, 1981)
Department of Education
BSE 1936, Lowell Teacher's College;
MA 1954, San Francisco State College;
Ed.D. 1967, University of California, Berkeley.

Leland W. Gralapp (1964, 1989)
Department of Art
BS 1943, University of Oregon;
MFA 1948, Ph.D. 1953, University of Iowa.

Wyman Hicks (1968, 1988)
Department of Management
BA 1947, MA 1948, University of California, Berkeley.

Paul Juhl (1970, 1987)
Department of Management
BA 1946, LLB 1948, University of Iowa;
MS 1966, San Francisco State College.

Bjorn Karlsen (1966, 1985)
Department of Education
BA 1949, State Teacher's College of Oslo, Norway;
MA 1951, University of Nebraska;
Ph.D. 1954, University of Minnesota.

Alexander F. Karolyi (1962, 1973)
Acquisitions Department
BA 1926, SJD 1930, University of Budapest;
MALS 1957 University of Michigan.

Walter E. Kuhlman (1969, 1989)
Department of Art
BA 1941, University of Minnesota;
Certificate, California School of Fine Arts;
Certificate, Acadamie de la Grande Chaumiere;
Certificate, St. Paul School of Art.

Albert A. Laferriere (1967, 1989)
(Deceased 1989)
Department of History
BA 1956, MA 1958, Fresno State College.

Hector H. Lee (1961, 1973)
Department of English
BA 1935, University of Utah;
MA 1938, University of California, Berkeley;
Ph.D. 1947, University of New Mexico.

Marie Luethe (1972, 1985)
Ruben Salazar Library
BS 1964, California State College, Hayward;
ML 1965, University of Washington;
MPA 1975, California State College, Hayward.

Norma J. Lyman (1968, 1985)
Department of Psychology
BA 1965, Sonoma State College;
MSW 1967, University of California, Berkeley.

Antoinette O. Maleady (1968, 1982)
Ruben Salazar Library
BS 1940, West Virginia Wesleyan College
MLS 1968, University of California, Berkeley.

Vivian A. Malmstrom (1972, 1988)
Department of Nursing
BS 1958, University of California, San Francisco;
MS 1960, University of Colorado.

George E. McCabe (1961, 1990)
Professor of Psychology
BA 1941, University of California;
MA 1952, Ed.D. 1953, Teachers College, Columbia University.

Edith Menrath (1964, 1988)
Department of Psychology
Higher School Certificate, Cambridge University;
License-es-Lettres, University of Paris, France.

Ambrose R. Nichols, Jr. (1961, 1982)
Department of Chemistry (President)
BS 1935, University of California, Berkeley;
Ph.D. 1939, University of Wisconsin, Madison.

John T. Palmer (1967, 1989)
Department of Counseling
BS 1943, University of Southern Mississippi;
MA 1947, Teachers College, Columbia University;
Ph.D. 1957, University of Southern California.

A. Steve Pickett (1961, 1977)
Ruben Salazar Library (Director)
BA 1949, MLS 1954, University of California, Berkeley.

Thomas R. Porter (1968, 1977)
Department of Biology
BA 1934, MA 1936, University of Nebraska;
Ph.D. 1938, University of California, Berkeley.

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Department of Biology
BS 1959, Whitworth College;
Ph.D. 1964, University of Washington.

Giovanni Previtali (1970, 1980)
Department of Foreign Languages (Spanish)
BA 1934, MA 1950, Oxford University, England;
Ph.D. 1959, Yale University.

Glenn W. Price (1967, 1988)
Department of History
BA 1940, La Verne College;
AM 1950, Ph.D. 1966, University of Southern California.

Lenore Radtke (1964, 1988)
Ruben Salazar Library
BA 1947, University of California, Berkeley;
MSLS 1962, Florida State University.

Mary M. Rich (1967, 1979)
Department of English
BA 1940, Skidmore College,
MA 1942, Columbia University;
Ph.D. 1948, University of Minnesota.

G. Edward Rudloff (1965, 1988)
Department of Physical Education and Health Sciences
BA 1948, San Jose State College;
MA 1950,Ed.D. 1955, Stanford University;
MPH 1962, University of California, Berkeley.

Mary Seawright (1971, 1987)
Department of Nursing
BS 1960, University of California, Berkeley;
MS 1961, University of California, San Francisco;
Ed.D. 1980, University of San Francisco.

Harold Skinner (1965, 1988)
Department of Education
BA 1949, Earlham College,;
MS 1958, Ed.D. 1963, Indiana University.

Kenneth M. Stocking (1963, 1979)
Department of Biology, School of Environmental Studies and Planning
BA 1933, MA 1942, College of Pacific;
Ph.D. 1950, University of Southern California,

Jacqueline Strain (1970, 1988)
(Deceased 1989)
Department of History, Hutchins School of Liberal Studies
BA 1958, MA 1959, Ph.D. 1964, University of California, Berkeley.

H. Gordon Tappan (1961, 1989 posthumously)
(Deceased 1989)
Department of Psychology
BA 1950, Stanford University;
MA 1953, San Francisco State College;
Ph.D. 1974, Saybrook Institute.

Delmar S. Valleau (1966, 1987)
Department of Management
BS 1959, MBA 1960, Ph.D. 1967, University of California, Los Angeles.

Eva Washington (1966, 1988)
Department of Education
BA 1945, San Jose State College;
MA 1956, Stanford University;
Ed.D. 1962, University of California, Berkeley.

Jean A. Young (1965, 1984)
Department of Education
BS 1951, State Teacher's College, New York;
MA 1957, Ed.D. 1968, University of California, Berkeley.

William W. Young (1963, 1988)
Department of Political Science
BA 1947, MA 1951, Ph.D. 1956, University of California, Berkeley

Carolyn H. Zainer (1966, 1980)
Department of English
BE 1943, North Illinois State Teacher's College;
MA 1948, Northwestern University.

Permanent Faculty

Dates listed in parentheses indicate year of appointment to Sonoma State University.

Marsha Red Adams (1985)
Assistant Professor of Art
BFA 1970, MFA 1973, University of California, Irvine.

Les K. Adler (1970)
Professor of History, Hutchins School of Liberal Studies
BA 1963, University of New Mexico;
MA 1965; Ph.D. 1970, University of California, Berkeley.

Harold G. Alderman (1969)
Professor of Philosophy
BA 1961, University of Florida;
MA 1965; Ph.D. 1967, Tulane University.

Chester L. Allen (1985)
Professor of Management
B.BA 1963, University of Texas at Austin;
MBA 1969, Texas A & I University;
DBA 1973, Texas Tech University.

Luiza Amodeo (1987)
Dean, School of Education; Professor of Education
BS 1959, Sacramento State University;
MA 1971, Western New Mexico University;
Ph.D. 1977, University of California, Los Angeles.

Ellen I. Amsterdam (1969)
Professor of Music
AB 1957, AM 1959, Smith College;
Ph.D. 1968, University of California, Berkeley.

Sherri C. Anderson (1980)
Associate Professor of Management
BA (Art) 1973; BA (Management) 1977, Sonoma State University;
CPA 1980; MBA 1983, San Francisco State University.

Thomas B. Anderson (1968)
Professor of Geology
BS 1961, Yale University;
MS 1965, Ph.D. 1969, University of Colorado.

Kathryn Armstrong (1966)
Professor of Art
BFA 1955, University of Colorado;
MFA 1958, California College of Arts and Crafts;
MA 1965, University of California, Berkeley.

David O. Arnold (1970)
Professor of Sociology
BA 1960, University of Chicago;
MA 1962, University of Iowa;
Ph.D. 1966, University of California, Berkeley.

William Babula (1981)
Dean, School of Arts and Humanities; Professor of English
BA 1965, Rutgers University;
MA 1967, Ph.D. 1969, University of Calfornia, Berkeley.

Michael E. Baldigo (1975)
Associate Professor of Management
MBA 1966, University of Chicago;
CDP 1970; MBA 1971, Indiana University;
CPA 1973; BA 1976, BS 1978, State University of New Jersey;
Ph.D. 1977, California Coast University;
CMA 1982; CPIA 1983; CSP 1985.

Susan van den Hoek Barnes (1972)
Associate Professor of Psychology, Hutchins School of Liberal Studies
BA 1965, Rutgers University;
MS 1971, University of Oklahoma;
Ph.D. 1973, California School of Professional Psychology, San Francisco.

William Barnier (1969)
Professor of Mathematics
BA 1961, MS 1963, San Diego State College;
Ph.D. 1967, University of California, Los Angeles.

Mary Bates (1982)
Associate Professor of Art
BFA 1973, Colorado State University;
MFA 1981, Indiana University.

Philip H. Beard (1969)
Professor of German
BA 1965, MA 1966, Ph.D. 1971, Stanford University.

Timothy A. Bell (1968)
Professor of Geography
BA 1958, Stanford University;
MA 1964, Ph.D. 1971, University of Oregon.

Paul V. Benko (1970)
Professor of Biology
BS 1954, University of California, Berkeley;
MS 1958, Ph.D. 1968, University of California, Davis.

Sterling Bennett (1967)
Professor of German
BA 1961, Harvard University;
MA 1964, Ph.D. 1970, University of California, Berkeley.

Barry Ben-Zion (1969)
Professor of Economics
BA 1965, Sonoma State College;
MA 1968, Ph.D. 1973, University of Oregon.

Aaron Berman (1970)
Assistant Professor of Spanish
B.Ed. 1961, University of Miami;
AM 1964, University of Michigan.

Dorothy M. Blake (1973)
Professor of Nursing
BS 1956, M.Ed. 1958, University of Minnesota;
MHS 1976, University of California, Davis.

Maurice Blaug (1970)
Associate Professor, Hutchins School of Liberal Studies
BS 1959, The City University of New York;
MS (Physics) 1962, MS (Zoology) 1966,
Ph.D. 1970, University of Minnesota.

Martin S. Blaze (1968)
Professor of English
BA 1959, Queens College;
MA 1960, Ph.D. 1970, New York University.

David M. Bromige (1970)
Professor of English
BA 1962, University of British Columbia;
MA 1964, University of California, Berkeley.

Leslie Brooks (1968)
Professor of Chemistry
BS 1957, University of California, Berkeley;
Ph.D. 1961, University of Washington.

Robert F. Brown (1967)
Professor of History
BA 1952, Johns Hopkins University;
D. de l'Universite ' 1963, University of Paris, France.

Joe H. Brumbaugh (1964)
Professor of Biology
BSEd. 1952, Miami University; MS 1956, Purdue University;
Ph.D. 1965, Stanford University.

David O. Butcher (1985)
Associate Professor of Computer Science
AB 1972, University of California, Los Angeles;
MA 1977, Ph.D. 1978, Stanford University.

Libby R. Byers (1970)
Professor of Education
BA 1943, Hunter College;
MA 1968, San Francisco State College;
Ph.D. 1973, University of California, Berkeley.

Noel T. Byrne (1978)
Associate Professor of Management
BA 1971, Sonoma State College;
MA 1975, Ph.D. 1987, Rutgers University.

Jean B. Chan (1973)
Professor of Mathematics
BS 1960, MS 1961, University of Chicago;
Ph.D. 1971, University of California, Los Angeles.

Kathleen C. Charmaz (1973)
Professor of Sociology
BS 1962, University of Kansas;
MA 1969, San Francisco State College;
Ph.D. 1973, University of California, San Francisco.

James Christmann (1982)
Associate Professor of Biology
BS 1968, Arizona State University;
MA 1969, Ph.D. 1976, Johns Hopkins University.

Thomas Keith Clarke (1987)
Associate Professor of Marketing, Department of Management
BS 1969, California Maritime Academy;
Ph.D. 1979, University of Illinois; CMA 1985.

Galen E. Clothier (1962)
Professor of Biology
BA 1955, Fresno State College;
MS 1957, Ph.D 1961, Oregon State University.

Robert Coleman (1972)
Associate Professor of English
BA 1967, San Francisco State College;
MA 1978, San Francisco State University.

Lynn Cominsky (1986)
Associate Professor of Physics and Astronomy
BA 1975, Brandeis University;
Ph.D. 1981, Massachusetts Institute of Technology.

Thomas P. Cooke (1974)
Professor of Education
BA 1970, MA 1971, University of South Florida;
Ph.D. 1974, George Peabody College.

Eleanor C. Criswell (1969)
Professor of Psychology
BA 1961, MA 1962, University of Kentucky;
Ed.D. 1968, University of Florida.

William K. Crowley (1969)
Professor of Geography
B.A 1964, University of California, Riverside;
MA 1966, University of Cincinnati;
Ph.D. 1972, University of Oregon.

Victor Daniels (1968)
Professor of Psychology
BA 1962, San Francisco State College;
MA 1964, Ph.D. 1966, University of California, Los Angeles.

Sandra A. DeBella (1975)
Professor of Nursing
BS 1968, University of San Francisco;
MS 1973, California State University, San Jose;
Ed.D. 1985, University of San Francisco.

Jayne A. DeLawter (1974)
Professor of Education
BS 1964, Ball State University;
MA 1967, Ed.D. 1970, Teachers College, Columbia University.

Nirmal-Singh Dhesi (1964)
Professor of English
BA 1950, MA 1954, Punjab University, India;
Ph.D. 1968, Michigan State University.

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MA 1976, Sonoma State University;
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Medical Officers

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MD 1983, University of Michigan.

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BS 1971, University of California, Davis.



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Academic Calendar

Academic Calendar

Fall Semester 1990

August 24 ..... Academic year begins. General faculty conference.
August 27 ..... New student orientation and advising.
August 27, 28, 29 ..... Registration.
August 30 ..... **Instruction begins.**
September 4 ..... **Change of program and late registration begin.**
September 13 ..... Last day to apply for refund of registration fee or difference in unit payment status.
September 21 ..... Last day to apply for degrees to be awarded in January 1991.
September 27 ..... **Census date. Last day to file change of program or to register late.** Last day for graduate students to file G-2 form with Graduate Studies Office. Last day to declare Basis of Grading.
October 5 ..... Priority deadline for degrees awarded June 1991.
October 12 ..... Last day to apply for partial refund of non-resident tuition (see refund policies on page 281).
November 1 ..... Last day for foreign students to apply for admission to the Spring 1991 Semester.
November 16 ..... Last day to petition for a late schedule change or to withdraw from the University (serious and compelling reasons required) (see withdrawal policies on page 290).
November 19-Dec. 7 ..... Academic advising for Spring 1991.
December 3 ..... Last day to submit graduate theses or projects to Graduate Studies Office.
December 12 ..... **Last day of instruction.**
December 13 ..... Exam preparation and review day. Classes not in session.
December 14-20 ..... **Final examinations.**
December 21 ..... Evaluation and conference day. Classes not in session.
December 24-31 ..... Holiday recess. Classes not in session.
January 3, 1991 ..... **Semester ends. Grades due.**

Holidays

September 3 ..... Labor Day. Campus closed.
September 10 ..... Admission Day observance. Campus open.*
October 8 ..... Columbus Day observance. Campus open.*
November 12 ..... Veterans' Day Observance. Campus open.*
November 22-23 ..... Thanksgiving. Campus closed.
December 25 ..... Christmas. Campus closed.

Intersession 1991 (special session)

Brochure and course schedule available in the Office of Extended Education, Stevenson Hall, Room 1045.
January 1 ..... New Year's Day observance. Campus closed.
January 3-24 ..... Intersession classes in session
January 21 ..... Martin Luther King, Jr. Holiday observance. Campus closed.

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

Spring Semester 1991

January 25 ..... Spring Semester begins. General faculty conference.
January 28 ..... New student orientation and advising.
January 28, 29, 30 ..... **Registration.**
January 31 ..... **Instruction begins.**
February 4 ..... **Change of program and late registration begin.**
February 14 ..... Last day to apply for refund of registration fee or difference in unit payment status.
February 28 ..... **Census date. Last day to file change of program or to register late.** Last day for graduate students to file G-2 form with Graduate Studies Office. Last day to declare Basis of Grading. Last day to apply for degrees to be awarded June 1991.
March 1 ..... Last day to complete 1991-92 application process for priority financial aid consideration.
March 8 ..... Last day to submit applications to the University Scholarship Program for academic year 1991-92.
March 11 ..... Priority deadline for August 1991 graduation.
March 15 ..... Last day to apply for partial refund on non-resident tuition (see refund policies on page 281).
April 1-5 ..... Spring recess. Classes not in session.
April 22-May 3 ..... Academic Advising for Fall 1991.
April 26 ..... 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 290).
May 13 ..... Last day to submit Master's Theses and Projects to Graduate Studies Office.

May 21 ..... **Last day of instruction.**
May 22 ..... Exam preparation and review day. Classes not in session.
May 23, 24, 28-30 ..... **Final examinations.**
May 31 ..... Commencement, 10:00 a.m.
June 6 ..... **Semester ends. Grades due.**
June 21 ..... Deadline to apply for August 1991 degrees.

Holidays

February 12 ..... Lincoln's Birthday observance. Campus open.*
February 18 ..... Washington's Birthday observance. Campus closed.
April 1-5 ..... Spring recess. Classes not in session.
May 27 ..... Memorial Day observance. Campus closed.

Summer Session 1991

Brochure and course schedule available in the Office of Extended Education, Stevenson Hall, Room 1045.
June 3-August 17 ..... Summer classes in session.

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

Fall Semester 1991

August 23 ..... Academic year begins. General Faculty Conference.
August 26 ..... New student orientation and advising.
August 26, 27, 28 ..... **Registration.**
August 29 ..... **Instruction begins.**
September 3 ..... **Change of program and late registration begin.**
September 12 ..... Last day to apply for refund of registration fee or difference in unit payment status.
September 20 ..... Last day to apply for degrees to be awarded in January, 1992.
September 26 ..... **Census date. Last day to file Change of Program or register late.** Last day for graduate students to file G-2 form with Graduate Studies Office. Last day to declare Basis of Grading.
October 4 ..... Priority deadline for degrees awarded June, 1992.
October 11 ..... Last day to apply for partial refund of non-resident tuition (see refund policies on page 281).
November 1 ..... Last day for foreign students to apply for admission to the Spring Semester, 1992.
November 18-Dec 6. ..... Academic Advising for Spring 1992.
November 22 ..... 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 290).
December 2 ..... Last day to submit Master's theses and projects to Graduate Studies Office.
December 12 ..... **Last day of instruction.**
December 13 ..... Exam preparation and review day. Classes not in session.
December 16-20 ..... **Final examinations.**
December 23-31 ..... Holiday recess. Classes not in session.
January 3, 1992 ..... **Semester ends. Grades due.**

Holidays

September 2 ..... Labor Day. Campus Closed.
September 9 ..... Admission Day. Campus Open.*
October 11 ..... Columbus Day. Campus Open.*
November 11 ..... Veterans' Day observance. Campus Open.*
November 28-29 ..... Thanksgiving. Campus Closed.
December 25 ..... Christmas. Campus Closed.

Intersession 1992 (special session)

Brochure and course schedule available in the Office of Extended Education, Stevenson Hall, Room 1045.

January 1 ..... New Year's Day observance. Campus closed.
January 3-23 ..... Intersession classes in session
January 20 ..... Martin Luther King, Jr. Holiday observance. Campus closed.

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

Spring Semester 1992

January 24 ..... Spring semester begins. General faculty conference.
January 27 ..... New student orientation and advising.
January 27, 28, 29 ..... **Registration.**
January 30 ..... **Instruction begins.**
February 3 ..... **Change of program and late registration begin.**
February 13 ..... Last day to apply for refund of registration fee or difference in unit payment status.
February 27 ..... **Census date. Last day to file change of program or to register late.** Last day for graduate students to file G-2 form with Graduate Studies office. Last day to declare Basis of Grading. Last day to apply for degrees awarded in June, 1992.
March 2 ..... Last day to complete 1992-93 application process for priority financial aid consideration. Priority deadline for August 1992 graduation.
March 13 ..... Last day to apply for partial refund on non-resident tuition (see refund policies on page 281). Last day to submit application materials to University Scholarship Program for 1992-93.
April 13-17 ..... 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 290).
April 27-May 8 ..... Academic Advising for Fall 1990
May 11 ..... Last day to submit Master's theses and projects to Graduate Studies Office.
May 19 ..... **Last day of instruction.**
May 20 ..... Exam preparation and review day. Classes not in session.
May 21, 22, 26-28 ..... **Final examinations.**
May 29 ..... Commencement, 10:00 a.m.
June 4 ..... **Semester ends. Grades due.**
June 22 ..... Deadline to apply for August 1992 degrees.

Holidays

February 12 ..... Lincoln's Birthday. Campus open.*
February 17 ..... Washington's Birthday observance. Campus closed.
April 13-17 ..... Spring recess. Classes not in session.
May 25 ..... Memorial Day observance. Campus closed.

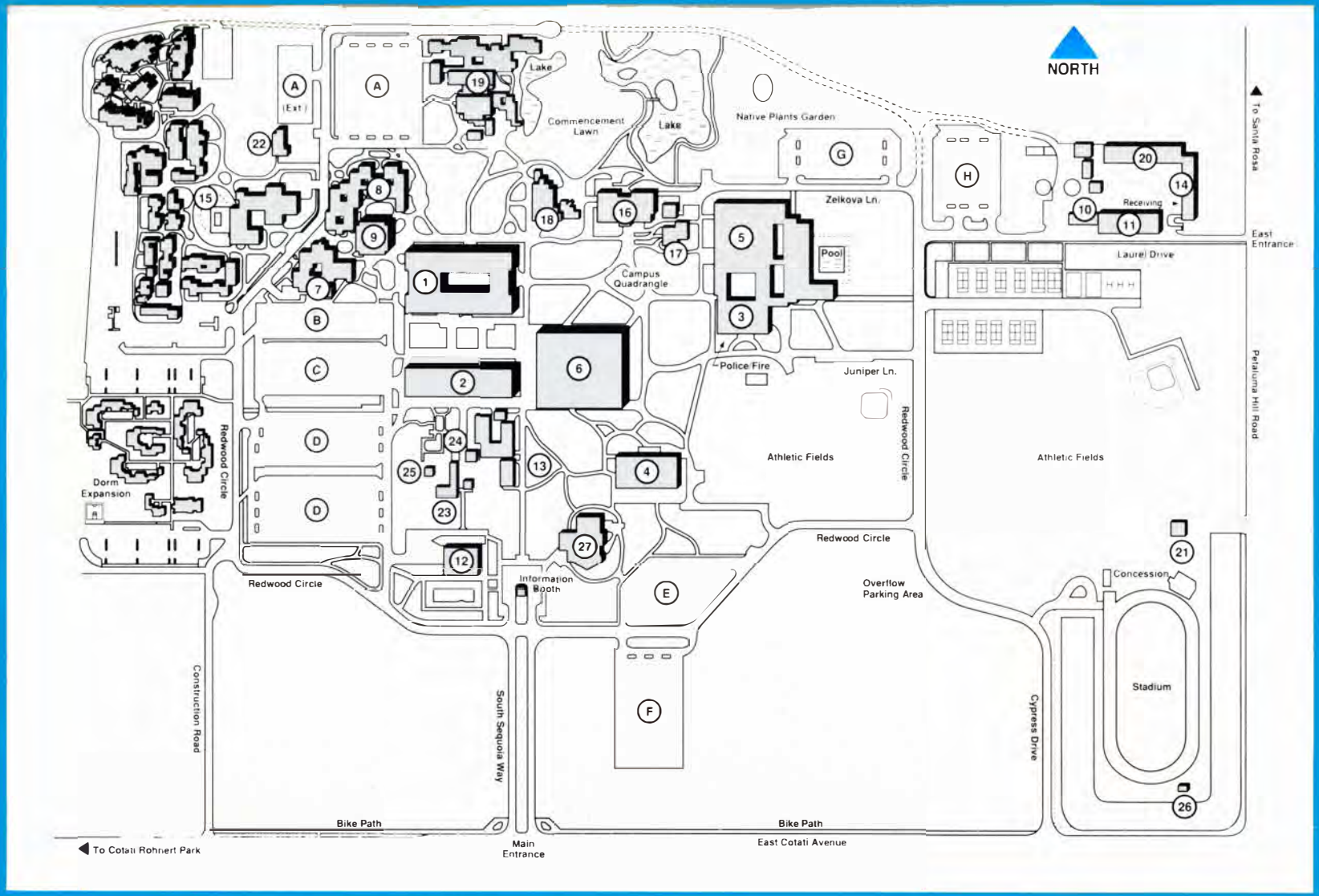
Summer Session 1992

Brochure and course schedule available in the Office of Extended Education, Stevenson Hall, Room 1045.
June 1-August 15 ..... Summer classes in session.

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NOTE: This calendar is not intended to be construed as an employee workweek calendar.

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1. Stevenson Hall
2. Darwin Hall
3. Field House
4. Ives Hall; Warren Auditorium
5. Physical Education; Main Gym
6. Ruben Salazar Library
7. Student Health Center
8. Rachel Carson Hall
9. Nichols Hall
10. Plant Operations
11. Corporation Yard Shops
12. Boiler Plant
13. The Village
14. Support Services
15. Residence Halls
16. Commons (Cafeteria)
17. Bookstore
18. Student Union
19. Art Complex
20. Warehouses
21. P.E. Storage
22. Children's School
23. Greenhouse
24. Animal House
25. Solar Lab
26. Observatory
27. Evert B. Person Theatre

Bldg. 1 Admissions and Records
Bldg. 3 Police and Fire Services
A thru H Parking Lot Areas

Sonoma State University
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Rohnert Park, CA 94928

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