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SONOMA
STATE UNIVERSITY

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WELCOME TO SONOMA STATE UNIVERSITY

www.sonoma.edu

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

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Sonoma State University 2019-2020 Catalog

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SSU FAQ

Where is SSU?

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

What's special about SSU?

Sonoma State University, a medium-sized campus of 9,300 welcoming students, is dedicated to the liberal arts and sciences. Students enjoy a high-quality education that features close interactions with faculty, research, and internship opportunities because of SSU's status as one of the premier public undergraduate institutions in the state.

SSU strives to graduate students who are ready to pursue fulfilling careers in our changing world, and who are prepared to make informed decisions that benefit their own lives, as well as the lives of their families and communities.

How and when do I apply?

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

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

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

Some of the programs in the highest demand are called "impacted majors." These programs receive more applications during the filing period than can be accommodated. In such cases, you must meet supplementary admission criteria if applying to an impacted program. A list of impacted majors can be found at http://admissions.sonoma.edu/how-apply/impacted-majors.

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

Where will I live?

The Residential Community provides comfortable, convenient campus housing for 3,200 single students. The Community is a unique mix of nontraditional residence hall suites and campus apartments, all located just minutes from the campus classroom buildings. All suites and apartments are fully furnished and carpeted and have their own living rooms and bathrooms; some have kitchens with all appliances. The suites and apartments are wired into the University's computer network, giving residents wireless access to University computing resources, the library, and the Internet. The Community has its own swimming pools, study rooms, post office, meeting rooms, game room, and outdoor recreation areas.

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

All students have many meal-plan options for The Kitchens, the re-envisioned dining experience in the University's Student Center.

What are my annual costs?

For the 2019-20 academic year, student charged fees for undergraduates who are California residents enrolled in 6 units or fewer is $2,734 per semester. For a class load of 7 units or more, the cost is $3,940 per semester. Nonresident tuition is an additional $396 per unit. For a complete list of fees and other charges, see the 2019-20 schedule of fees in the section of this catalog titled Student Charges/ Fees and Financial Assistance or go online to www.sonoma.edu/registration/fees.html

With other costs such as housing, books, meal plans, various course fees, and incidentals, an in-state student can expect to pay between $17,000 and $26,000 each year. Fees for international students are listed in the section of this catalog on admissions procedures for international students.

What about financial aid and scholarships?

Nearly 70 percent of our students receive some type of financial aid, while 57 percent receive grants or scholarships. We participate in all state and federal financial aid programs. The University's merit, athletic, and talent scholarship programs total more than $1,200,000 in awards.

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

You should apply for scholarships at the same time you apply for admission to the University. If you are applying for spring admission,

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

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

How do I register for my classes?

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

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

Advising for upcoming semesters takes place in the departments. Students register for classes online. For more details on registration, see Admissions; for details on advising, see Advising Center in Student Services. The section on Degree Requirements will help you plan your course of study.

What about technology?

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

In addition to online registration, you will receive all official communication from the University via email. As you progress through your coursework, you will experience technology in a variety of settings.

How can I personalize my education?

There are a number of ways to pursue your interests. Each year, many students take advantage of the study abroad programs, traveling to a host University or special study center in one of 18 countries.

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

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

How can I become involved?

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

Working in paid leadership positions or other on-campus jobs is another way to get involved. Paid leadership positions include community service advisors, peer advisor roles in living-learning communities, Summer Bridge and Summer Orientation leaders, and peer mentors. For more information on these positions, see http://orientation.sonoma.edu/meet-orientation-team/join-our-team For on-campus job opportunities, see www.sonoma.edu/employement/.

Sonoma State University is a Division II member of the NCAA and sponsors 14 intercollegiate programs: five for men – baseball, basketball, golf, soccer, and tennis – and nine for women – basketball, cross country, golf, soccer, softball, tennis, track and field, volleyball, and water polo. SSU teams have been extremely successful at all levels capturing three national championships and 40 conference championships since 1990.

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

What fun can I find off campus?

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

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

Already thinking about graduation?

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

SSU Career Services works closely with new graduates and offers several job placement programs. Graduates have access to informational resources, such as job listings, workshops, job fairs, and other employment search services.

Today, there are more than 65,000 Sonoma State alumni. The SSU Alumni Association works to maintain a strong bond between the University and its alumni. In addition to offering the many advantages of membership in the organization, the Association sponsors student scholarships and special events for alumni throughout the year, including the Distinguished Alumni Awards.

MISSION, HISTORY, ACCREDITATION

Our Mission

The SSU mission is to prepare students to be learned people who:

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

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

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

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

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

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

Our History

The California State Legislature established Sonoma State College in 1960. The college opened in temporary quarters in Rohnert Park in fall 1961 under the leadership of founding president Ambrose R. Nichols, Jr., with an enrollment of 265 upper-division students. Most of the faculty and administrators of the Santa Rosa Center of San Francisco State College, which had served the region since 1956, joined the new college. The center's elementary education, psychology, and counseling programs were the principal offerings.

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

The University now enrolls 9,300 students and offers 47 bachelor's degrees, 16 master's degrees, 10 credential programs, and 16 certificate programs.

Accreditation

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

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

WASC Contact Information:

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

ACADEMIC CALENDAR 2019-20

For the most current calendar information, see the website: www.sonoma.edu/academics/calendar.html

FALL SEMESTER 2019

Aug. 19	University Convocation
Aug. 20	**Instruction begins**
Sept. 15	Deadline to apply for December 2019 graduation
Dec. 5	Last day to submit master's theses and projects to Graduate Studies Office
Dec. 6	**Last day of instruction**
Dec. 9-13	**Final examinations**
Dec. 20	**Semester ends**

Holidays

Sept. 2	Labor Day, campus closed
Nov. 11	Veterans Day observance, campus closed
Nov. 27-29	Thanksgiving, campus closed Thursday and Friday
Dec. 24 - Jan. 2	Holiday recess, campus closed

Intersession 2020 (Special Session)*

Dates to be announced

** Brochure and course schedule are available in the School of Extended and International Education, Stevenson Hall 1012, or online http://web.sonoma.edu/exed/intersession*

SPRING SEMESTER 2020

Jan. 16	Faculty Work Day: Faculty Retreat
Jan. 17	Faculty Work Day: School Meetings
Jan. 21	**Instruction begins**
Feb. 1	Deadline to apply for May 2019 graduation
Feb. 1	Deadline to apply for August 2019 graduation
May 1	Last day to submit master's theses and projects to Graduate Studies Office
May 10	**Last day of instruction**
May 13-17	**Final examinations**
May 16-17	Commencement
May 21	**Semester ends**

Holidays

Jan. 20	Martin Luther King Jr. Day, campus closed
March 16-20	Spring recess, classes not in session
March 31	César Chavez Birthday, holiday observed, campus closed

SUMMER TERM 2020

Dates to be announced

ADMISSIONS

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

Application Filing Periods, 2019-20

(Not all campuses/programs are open for admission to every term.)

Term	Applications First Accepted	Initial Filing Period
Summer Semester	February 1	February 1-28*
Fall Semester	October 1	Oct. 1- Nov. 30
Spring Semester	August 1	August 1-31

**Most campuses do not admit students to summer term.*

Each non-impacted campus accepts applications until capacities are reached. Many campuses limit undergraduate admission in an enrollment category due to overall enrollment limits. If applying after the initial filing period, consult the campus admission office for current information.

Admission Procedures and Policies

Requirements for admission to Sonoma State University are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Code of Regulations. Complete information is available at www.calstate.edu

All CSU applications must be submitted online at www.calstate.edu/apply. An acknowledgement will be sent to the applicant when the online application has been submitted.

Importance of Filing Complete, Accurate, and Authentic Application Documents

Sonoma State University advises prospective students that they must supply complete and accurate information on the application for admission, residency questionnaire and financial aid forms. Further, applicants must, when requested, 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 registration or academic credit, suspension or expulsion (Section 41301, Article 1.1, Title 5, California Code of Regulations).

Undergraduate Application Procedures

Prospective students applying for part-time or full-time undergraduate programs of study must submit a completed undergraduate application. The $55 nonrefundable application fee should be paid online at the time of application via credit card or PayPal and may not be transferred or used to apply to another term. An alternate major may be requested on the application if desired by the campus. The applications of persons denied admission to an impacted campus may be redirected to another campus at no cost, but only if the applicant is CSU eligible.

Impacted Programs

The CSU designates programs as impacted when more applications from regularly eligible applicants are received in the initial filing period (October and November for fall terms, June for winter terms, August for spring terms, February for summer terms) than can be accommodated. Some programs are impacted at every campus which they are offered; others are impacted only at a few campuses. Candidates for admission must meet all of the campus' specified supplementary admission criteria if applying to an impacted program or campus.

The CSU will announce during the fall filing period those campuses or programs that are impacted. Detailed information on campus and program impaction will be available at www2.calstate.edu/attend/impaction-at-the-csu.

Campuses will communicate supplementary admission criteria for all impacted programs to high schools and community colleges in their service area and will disseminate this information to the public through appropriate media. This information will also be published at the Sonoma State University website and made available online at www.sonoma.edu.

Applicants must file applications for admission to an impacted program during the initial filing period. Applicants who wish to be considered in impacted programs at more than one campus should file an application at each campus for which they seek admission consideration.

Supplementary Admission Criteria

Each campus with impacted programs or class-level admission categories uses supplementary admission criteria in screening applicants. Supplementary criteria may include rank-ordering of freshman applicants based on the CSU eligibility index or rank-ordering of transfer applicants based on verification of the Associate in Arts for Transfer (AA-T) or Associate in Science Transfer (AS-T) degrees, the overall transfer grade point average (GPA), completion of specified prerequisite courses and a combination of campus-developed criteria. Applicants for freshman admission to impacted campuses or programs are required to submit scores on either the SAT or the ACT, regardless of GPA. For fall admission, applicants should take tests as early as possible, but no later than November or December of the preceding year.

The supplementary admission criteria used by individual campuses to screen applicants are made available by the campuses to all applicants seeking admission to an impacted program.

Use of Social Security Number

Applicants are required to include their correct social security numbers in designated places on applications for admission pursuant to the authority contained in Section 41201, Title 5, California

Code of Regulations, and Section 6109 of the Internal Revenue Code (26 U.S.C. 6109). The university uses the social security number to identify students and their records including identification for purposes of financial aid eligibility and disbursement and the repayment of financial aid and other debts payable to the institution. Also, the Internal Revenue Service (IRS) requires the university to file information returns that include the student's social security number and other information such as the amount paid for qualified tuition, related expenses and interest on educational loans. This information is used by the IRS to help determine whether a student, or a person claiming a student as a dependent, may take a credit or deduction to reduce federal income taxes.

Graduate and Post-baccalaureate Application Procedures

All graduate and post-baccalaureate applicants (i.e., doctorate, joint Ph.D. applicants, master's degree applicants, those seeking educational credentials or certificates and, where permitted, holders of baccalaureate degrees interested in taking courses for personal or professional growth) must file a complete graduate application as described in the graduate and post-baccalaureate admission materials at www.calstate.edu/apply. Applicants seeking a second bachelor's degree must submit the undergraduate application for admission. Applicants who completed undergraduate degree requirements in the preceding term are also required to complete and submit an application and the $55 nonrefundable application fee. To be assured of initial consideration by more than one campus, it is necessary to submit separate applications (including fees) to each. All CSU applications must be submitted online at www.calstate.edu/apply. An acknowledgement will be sent to the applicant when the online application has been submitted.

On-time applicants may expect to receive an acknowledgment from the campuses to which they have applied within two to four weeks of filing the application. The notice may also include a request that applicants submit additional records necessary to evaluate academic qualifications. Applicants may be assured of admission if the evaluation of relevant qualifications indicates that applicants meet CSU admission requirements, and in the case of admission impaction, supplemental criteria for admission to an impacted program. Unless specific written approval/confirmation is received, an offer of admission is not transferable to another term or to another campus.

Reapplication for Subsequent Semesters

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

Application Acknowledgment

On-time applicants may expect to receive an acknowledgment from the campuses to which they have applied within two to four weeks of filing the application. The notice may also include a request that applicants submit additional records necessary to evaluate academic qualifications. Applicants may be assured of admission if the evaluation of relevant qualifications indicates that applicants meet CSU admission requirements, and in the case of admission impaction, supplemental criteria for admission to an impacted program. Unless specific written approval/confirmation is received, an offer of admission is not transferable to another term or to another campus.

Hardship Petitions

The campus has established procedures for consideration of qualified applicants who would be faced with extreme hardship if not admitted. Petitioners should write the campus Admission Offices regarding specific policies governing hardship admission, www.admissions.sonoma.edu/appeals

Undergraduate Admission Requirements

Freshman Requirements

Generally, applicants will qualify for consideration for first-time freshmen if they meet the following requirements:

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

Eligibility Index

The eligibility index is the combination of the high school GPA and scores on either the ACT or the SAT. GPA is based on grades earned in courses taken during the final three years of high school. Included in the calculation of GPA are grades earned in all college preparatory "a-g" subject requirements and bonus points for approved honors courses. Up to eight semesters of honors courses taken in the last three years of high school, including up to two approved courses taken in the tenth grade can be accepted. Each unit of A in an honors course will receive a total of 5 points; B, 4 points; and C, 3 points.

A CSU eligibility index can be calculated by multiplying a GPA by 800 and adding the total score on the SAT exam **(mathematics and Evidence-Based Reading and Writing)**. For students who took the ACT, multiply the GPA by 200 and add 10 times the ACT composite score. Persons who are California high school graduates (or residents of California for tuition purposes) need a minimum index of 2950 or 694 using the ACT. The Eligibility Index Table illustrates several combinations of required test scores and averages. The university has no current plans to include the writing scores from

Eligibility Index Table

SAT TABLE - CA HIGH SCHOOL GRADUATES OR RESIDENTS OF CA*
(A GPA of 3.00 and above qualifies for any score in SAT)

GPA	NEW SAT SCORE
2.99	560
2.98	570
2.97	580
2.96	590
2.95	590
2.94	600
2.93	610
2.92	620
2.91	630
2.90	630
2.89	640
2.88	650
2.87	660
2.86	670
2.85	670
2.84	680
2.83	690
2.82	700
2.81	710
2.80	710
2.79	720
2.78	730
2.77	740
2.76	750
2.75	760
2.74	770
2.73	780
2.72	780
2.71	790
2.70	790
2.69	800
2.68	810
2.67	820

GPA	NEW SAT SCORE
2.66	830
2.65	830
2.64	840
2.63	850
2.62	860
2.61	870
2.60	870
2.59	880
2.58	890
2.57	900
2.56	910
2.55	910
2.54	920
2.53	930
2.52	940
2.51	950
2.50	950
2.49	960
2.48	970
2.47	980
2.46	990
2.45	990
2.44	1000
2.43	1010
2.42	1020
2.41	1030
2.40	1030
2.39	1040
2.38	1050
2.37	1060
2.36	1070
2.35	1070
2.34	1080

GPA	NEW SAT SCORE
2.33	1090
2.32	1100
2.31	1110
2.30	1110
2.29	1120
2.28	1130
2.27	1140
2.26	1150
2.25	1150
2.24	1160
2.23	1170
2.22	1180
2.21	1190
2.20	1190
2.19	1200
2.18	1210
2.17	1220
2.16	1230
2.15	1230
2.14	1240
2.13	1250
2.12	1260
2.11	1270
2.10	1270
2.09	1280
2.08	1290
2.07	1300
2.06	1310
2.05	1310
2.04	1320
2.03	1330
2.02	1340
2.01	1350
2.00	1350

GPA Below 2.0 Does Not Qualify for Admission
The CSU will continue to honor the old SAT scores until 2020.
**SAT = combination of mathematics and critical reasoning scores.*
The CSU does not currently use results of the SAT or ACT writing scores in the determination of admission.

Eligibility Index Table

SAT TABLE - NON-CA RESIDENTS OR NON-GRADUATES OF CA*
(A GPA of 3.61 and above qualifies for any score in SAT)

GPA	NEW SAT SCORE
3.60	690
3.59	700
3.58	710
3.57	720
3.56	730
3.55	730
3.54	740
3.53	750
3.52	760
3.51	770
3.50	780
3.49	780
3.48	790
3.47	800
3.46	810
3.45	810
3.44	820
3.43	830
3.42	840
3.41	850
3.40	860
3.39	860
3.38	870
3.37	880
3.36	890
3.35	900
3.34	900
3.33	910
3.32	920
3.31	930
3.30	930
3.29	940
3.28	950
3.27	960
3.26	970
3.25	970
3.24	980
3.23	990
3.22	1000
3.21	1010
3.20	1020
3.19	1020
3.18	1030
3.17	1040
3.16	1050
3.15	1050
3.14	1060
3.13	1070
3.12	1080
3.11	1090
3.10	1090
3.09	1100
3.08	1110
3.07	1120
3.06	1130
3.05	1130
3.04	1140
3.03	1150
3.02	1160
3.01	1170
3.00	1170
2.99	1180
2.98	1190
2.97	1200
2.96	1210
2.95	1210
2.94	1220
2.93	1230
2.92	1240
2.91	1250
2.90	1250
2.89	1260
2.88	1270
2.87	1280
2.86	1290
2.85	1290
2.84	1300
2.83	1310
2.82	1320
2.81	1330
2.80	1330
2.79	1340
2.78	1350
2.77	1360
2.76	1370
2.75	1370
2.74	1380
2.73	1390
2.72	1400
2.71	1410
2.70	1410
2.69	1420
2.68	1430
2.67	1440
2.66	1450
2.65	1450
2.64	1460
2.63	1470
2.62	1480
2.61	1490
2.60	1490
2.59	1500
2.58	1510
2.57	1520
2.56	1530
2.55	1530
2.54	1540
2.53	1550
2.52	1560
2.51	1570
2.50	1570
2.49	1580
2.48	1590
2.47	1600

GPA Below 2.47 Does Not Qualify for Admission
The CSU will continue to honor the old SAT scores until 2020.
**SAT = combination of mathematics and critical reasoning scores.*
The CSU does not currently use results of the SAT or ACT writing scores in the determination of admission.

Eligibility Index Table

ACT TABLE - CA HIGH SCHOOL GRADUATES OR RESIDENTS OF CA
(A GPA of 3.00 and above qualifies for any score in SAT)

GPA	ACT SCORE	GPA	ACT SCORE	GPA	ACT SCORE
2.99	10	2.66	17	2.33	23
2.98	10	2.65	17	2.32	23
2.97	10	2.64	17	2.31	24
2.96	11	2.63	17	2.30	24
2.95	11	2.62	17	2.29	24
2.94	11	2.61	18	2.28	24
2.93	11	2.60	18	2.27	24
2.92	11	2.59	18	2.26	25
2.91	12	2.58	18	2.25	25
2.90	12	2.57	18	2.24	25
2.89	12	2.56	19	2.23	25
2.88	12	2.55	19	2.22	25
2.87	12	2.54	19	2.21	26
2.86	13	2.53	19	2.20	26
2.85	13	2.52	19	2.19	26
2.84	13	2.51	20	2.18	26
2.83	13	2.50	20	2.17	26
2.82	13	2.49	20	2.16	27
2.81	14	2.48	20	2.15	27
2.80	14	2.47	20	2.14	27
2.79	14	2.46	21	2.13	27
2.78	14	2.45	21	2.12	27
2.77	14	2.44	21	2.11	28
2.76	15	2.43	21	2.10	28
2.75	15	2.42	21	2.09	28
2.74	15	2.41	22	2.08	28
2.73	15	2.40	22	2.07	28
2.72	15	2.39	22	2.06	29
2.71	16	2.38	22	2.05	29
2.70	16	2.37	22	2.04	29
2.69	16	2.36	23	2.03	29
2.68	16	2.35	23	2.02	29
2.67	16	2.34	23	2.01	30
				2.00	30

GPA Below 2.0 Does Not Qualify for Admission

Eligibility Index Table

ACT TABLE - NON-CA RESIDENTS OR NON-GRADUATES OF CA
(A GPA of 3.61 and above qualifies for any score in ACT)

GPA	ACT SCORE
3.60	13
3.59	13
3.58	13
3.57	13
3.56	13
3.55	14
3.54	14
3.53	14
3.52	14
3.51	14
3.50	15
3.49	15
3.48	15
3.47	15
3.46	15
3.45	16
3.44	16
3.43	16
3.42	16
3.41	16
3.40	17
3.39	17
3.38	17
3.37	17
3.36	17
3.35	18
3.34	18
3.33	18
3.32	18
3.31	18
3.30	19
3.29	19
3.28	19
3.27	19
3.26	19
3.25	20
3.24	20
3.23	20
3.22	20
3.21	20
3.20	21
3.19	21
3.18	21
3.17	21
3.16	21
3.15	22
3.14	22
3.13	22
3.12	22
3.11	22
3.10	23
3.09	23
3.08	23
3.07	23
3.06	23
3.05	24
3.04	24
3.03	24
3.02	24
3.01	24
3.00	25
2.99	25
2.98	25
2.97	25
2.96	25
2.95	26
2.94	26
2.93	26
2.92	26
2.91	26
2.90	27
2.89	27
2.88	27
2.87	27
2.86	27
2.85	28
2.84	28
2.83	28
2.82	28
2.81	28
2.80	29
2.79	29
2.78	29
2.77	29
2.76	29
2.75	30
2.74	30
2.73	30
2.72	30
2.71	30
2.70	31
2.69	31
2.68	31
2.67	31
2.66	31
2.65	32
2.64	32
2.63	32
2.62	32
2.61	32
2.60	33
2.59	33
2.58	33
2.57	33
2.56	33
2.55	34
2.54	34
2.53	34
2.52	34
2.51	34
2.50	35
2.49	35
2.48	35
2.47	35
2.46	35
2.45	36

GPA Below 2.45 Does Not Qualify for Admission

either of the admissions tests in the computation of the CSU eligibility index.

Persons who neither graduated from a California high school nor are a resident of California for tuition purposes need a minimum index of 3570 or 842 using the ACT. Graduates of secondary schools in foreign countries must be judged to have academic preparation and abilities equivalent to applicants eligible under this section.
An applicant with a grade point average of 3.00 or above (3.61 for nonresidents) is not required to submit test scores. However, all applicants for admission are **urged to take the SAT or ACT and provide the scores of such tests to each CSU campus to which they seek admission.** Campuses use these test results for advising and placement purposes and may require them for admission to impacted majors or programs. Impacted CSU campuses require SAT or ACT scores of all applicants for freshman admission.

Provisional Admission

Sonoma State University may provisionally admit first-time freshman applicants based on their academic preparation through the junior year of high school and planned coursework for the senior year. The campus will monitor the final terms of study to ensure that admitted students complete their secondary school studies satisfactorily, including the required college preparatory subjects, and graduate from high school. Students are required to submit an official transcript after graduation to certify that all coursework has been satisfactorily completed. Official high school transcripts must be received prior to the deadline set by the university. In no case may documentation of high school graduation be received any later than the census date for a student's first term of CSU enrollment. A campus may rescind admission decisions, cancel financial aid awards, withdraw housing contracts and cancel any university registration for students who are found to be ineligible after the final transcript has been evaluated. Applicants will qualify for regular (non-provisional) admission when the university verifies that they have graduated and received a high school diploma, have earned a qualifiable minimum eligibility index, have completed the comprehensive pattern of college preparatory "a-g" subjects and, if applying to an impacted program or campus, have met all supplementary criteria.
The CSU uses only the ACT composite score, the mathematics and Evidence-Based Reading and Writing scores on the new SAT in its admission eligibility equation. The SAT or ACT writing scores are not currently used by CSU campuses.

Subject Requirements

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

- 2 years of social science, including 1 year of U.S. history, or U.S. history and government
- 4 years of English
- 3 years of math (algebra, geometry and intermediate algebra; four years recommended)
- 2 years of laboratory science (1 biological & 1 physical, both must have laboratory instruction)
- 2 years in the same foreign language (subject to waiver for applicants demonstrating equivalent competence)
- 1 year of visual and performing arts: art, dance, drama/theater or music
- 1 year of electives: selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts or other courses approved and included on the UC/CSU "a-g" list

High School Students

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

California Promise

The California Promise Program enables a specific number of CSU campuses to establish pledge programs for entering first-time students who are both interested and able to complete baccalaureate degrees in 4-years. All campuses have established programs for students with Associate Degrees for Transfer from any California Community College to complete their baccalaureate degrees in 2-years. The program is limited to students who are residents of California.

Students who commit to enter either the 4-year or 2-year pledge will be given a priority registration appointment for each state-supported enrollment period and will be provided with routine and thorough academic advisement. In order to remain in the program, students must meet with their advisors as prescribed, develop an enrollment plan and complete 30 semester units or the quarter equivalent within each academic year, including summer. Participating campuses may stipulate other requirements as well. Interested students entering the CSU should contact campus offices or visit https://www2.calstate.edu/apply/freshman/getting_into_the_csu/Pages/the-california-promise-program.aspx

Transfer Policies of CSU Campuses

Most commonly, college-level credits earned from an institution of higher education accredited by a regional accrediting agency are accepted for transfer to campuses of the CSU; however, authority for decisions regarding the transfer of undergraduate credits is delegated to each CSU campus.

California Community Colleges and other authorized certifying institutions can certify up to 39 semester (58.5 quarter) units of General Education-Breadth (GE-Breadth) or 37 semester (55.5 quarter) units of the Intersegmental General Education Transfer Curriculum

(IGETC) for transfer students to fulfill lower-division general education requirements for any CSU campus prior to transfer.

"Certification" is the official notification from a California Community College or authorized institution that a transfer student has completed courses fulfilling lower-division general education requirements. The CSU GE-Breadth and the Intersegmental General Education Transfer Curriculum (IGETC) certification course lists for particular community colleges can be accessed at www.assist.org.

CSU campuses may enter into course-to-course or program-to-program articulation agreements with other CSU campuses, any or all of the California community colleges and other regionally accredited institutions. Established CSU and CCC articulations may be found on www.assist.org. Students may be permitted to transfer no more than 70 semester (105 quarter) units to a CSU campus from an institution which does not offer bachelor's degrees or their equivalents, for example, community colleges. Given the university's 30-semester (45-quarter) unit residency requirement, no more than a total of 90 semester (135 quarter) units may be transferred into the university from all sources.

Transfer Requirements

Applicants who have completed fewer than 60 transferable semester college units (fewer than 90 quarter units) are considered lower-division transfer students. Applicants who have completed 60 or more transferable semester college units (90 or more quarter units) are considered upper-division transfer students. Applicants who complete college units during high school or through the summer immediately following high school graduation are considered first-time freshmen and must meet the CSU minimum eligibility requirements for first-time freshman admission. Transferable courses are those designated for baccalaureate credit by the college or university offering the courses and accepted as such by the campus to which the applicant seeks admission.

Lower-Division Transfer Admission Requirements

Due to increased enrollment demands, most CSU campuses do not admit lower-division transfer applicants.

An applicant who completes fewer than 60 semester (90 quarter) units of college credit is considered a lower-division transfer student. Due to enrollment pressures, most CSU campuses do not admit lower-division transfers so that more upper-division transfers can be accommodated.

Having fewer than 60 semester (90 quarter) units at the point of transfer may affect eligibility for registration priority at CSU campuses and may affect the student's financial aid status.

California resident transfer applicants with fewer than 60 semester or 90 quarter units must:

- Have a cumulative grade point average of 2.0 (C) or better in all transferable units attempted;
- Have completed, with a grade of C- or better, a course in written communication and a course in mathematics or quantitative reasoning at a level satisfying CSU General Education Breadth Area A2 and B4 requirements, respectively;
- Be in good standing at the last institution attended; and
- Meet any one of the following eligibility standards.

Transfer Based on Current Admission Criteria

The applicant meets the freshman admission requirements in effect for the term for which the application is filed; - OR -

Transfer Based on High School Eligibility

The applicant was eligible as a freshman at the time of high school graduation and has been in continuous attendance in an accredited college since high school graduation; - OR -

Transfer Based on Making Up Missing Subjects

The applicant had a qualifiable eligibility index at the time of high school graduation (combination of GPA and test scores if needed), has made up any missing college preparatory subject requirements with a grade of C- or better, and has been in continuous attendance in an accredited college since high school graduation.

One baccalaureate-level course of at least 3 semester (4 quarter) units is usually considered equivalent to one year of high school study.

Note: Some campuses may require lower-division transfer students to complete specific college coursework, for example the four basic skill courses, as part of their admission criteria.

Upper-Division Transfer Requirements

Generally, applicants will qualify for consideration for upper-division transfer admission if they meet all of the following requirements:

1. Cumulative grade point average of at least 2.0 in all transferable units attempted;
2. In good standing at the last college or university attended; and
3. Completed at least sixty (60) transferable semester (90 quarter) units of college level coursework with a grade point average of 2.0 or higher and a grade of C- or better in each course used to meet the CSU general education requirements in written communication, oral communication, critical thinking, and quantitative reasoning, e.g. mathematics.

The 60 units must include at least 30 units of courses that meet CSU general education requirements, including all of the general education requirements in communication in the English language (both oral and written) and critical thinking and the requirement in mathematics/quantitative reasoning (usually 3 semester units) OR the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

Associate Degrees for Transfer (AA-T or AS-T) / Student Transfer Achievement Reform (STAR) Act (SB 1440)

The Associate in Arts for Transfer (AA-T) and the Associate in Science for Transfer (AS-T) degrees offered at the California Community Colleges (CCC) are designed to provide a California community college student the optimum transfer preparation and a clear admission pathway to the CSU degree majors.

CCC students who earn an Associate Degree for Transfer (AA-T or AS-T) are guaranteed admission with junior standing to a CSU and given priority admission over other transfer applicants when applying to a local CSU campus or non-impacted CSU program. AA-T or AS- T admission applicants are given limited priority consideration based on their eligibility ranking to an impacted campus/program or to campuses/programs that have been deemed similar to the degree completed at the community college. Students who have completed an AA-T/AS-T in a program deemed similar to a CSU major are able to complete remaining requirements for graduation within 60 semester (90 quarter) units. It is the responsibility of the student who has earned an AA-T/AS-T to provide documentation of the degree to the CSU campus.

Test Requirements

Freshman and transfer applicants who have fewer than 60 semester or 90 quarter units of transferable college credit are strongly encouraged to submit scores, unless exempt (see "Eligibility Index"), from either the ACT or the SAT of the College Board. Persons who apply to an impacted program may be required to submit test scores and should take the test no later than November or December. Test scores also are used for advising and placement purposes. Students may contact:

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

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

English Language Requirement

All undergraduate applicants whose native language is not English, and who have not attended schools at the secondary level or above for at least three years full time where English is the principal language of instruction, must present a score of 61 or above on the Test of English as a Foreign Language (TOEFL). Some majors may require a score higher than 61. Some majors and some campuses may require a higher score. A few campuses may also use alternative methods of assessing English fluency: Pearson Test of English Academic (PTE Academic), the International English Language Testing System (IELTS) and the International Test of English Proficiency (ITEP). Each campus will post the tests it accepts on its website and will notify students after they apply about the tests it accepts and when to submit scores.
CSU minimum TOEFL standards are:

CSU minimum TOEFL standards are:

	Internet	PAPER
Undergraduate	61	500
Graduate	80	550

Assessment of Academic preparation and Placement

The CSU requires that all entering freshmen students be evaluated in terms of their preparation to complete first-year courses in written communication and mathematics/quantitative reasoning. This evaluation will utilize the broadest set of multiple measures including high school grades as well as performance scores on standardized exams such as the ACT or SAT. This evaluation of academic readiness is not a condition for admission to the CSU, but it is an important step for determining the best course placement for entering students.

Successful completion of general education (GE) written communication and mathematics/quantitative reasoning courses in the first year of CSU enrollment establishes a foundation for continuous learning. Unless the requirements have been completed, freshmen shall enroll in GE written communication and mathematics/quantitative reasoning courses appropriate to each student's major and skill level, as demonstrated by applicable system-wide standards utilized in the review of academic preparation.

Students whose skill assessments indicate academic support will be needed for successful completion of GE in written communication or mathematics/quantitative courses shall enroll in appropriate college-level, baccalaureate credit-bearing courses that strengthen skills development to facilitate achieving the appropriate general education student learning outcomes. Supportive course models may include, among others, co-requisite approaches, supplemental instruction or "stretch" formats that extend a course beyond one academic term. In these approaches, instructional content considered pre-baccalaureate may carry a maximum of one unit and shall be offered concurrently with a college-level, baccalaureate credit-bearing course.

First Time Freshman: Placement Requirements

Placement Measures for First-Year GE Written Communication and Mathematics/Quantitative Reasoning Courses

Freshman skills assessment and placement for general education written communication and mathematics/quantitative reasoning shall be based on systemwide skills assessment standards that include the Early Assessment Program/ Smarter Balanced Achievement Levels, ACT scores and/or SAT scores, high school coursework, high school GPA and math GPA.

Skills assessments are not a condition for admission to the CSU; they are a condition of enrollment.

These skills assessments are designed to inform entering freshmen of placement in appropriate baccalaureate-level courses based on their skills and needs.

First-time freshmen in need of support as determined by the skills assessment will be placed in supported instruction. Supported instruction is designed to assist students in credit bearing courses. Students may also be required to participate in the Early Start Program.

The Early Start Program gives students the opportunity to earn college credit in written communication and mathematics/ quantitative reasoning the summer before their first term.

Assessments and Placement for GE Written Communications Has Fulfilled the GE Subarea A2 English Requirement

The student has met the requirement via completion of one of the following:

Advanced Placement (AP) Test

• 3 or above: AP Language and Composition • 3 or above: AP Composition and Literature

College Transfer Coursework

• Completed approved college course that satisfies CSU GE Area A2 (written communication) with a grade of C- or better

Placement in a GE Subarea A2 English Course

The student has met examination standards and/or multiple measures- informed standards via one of the criteria below:

English CAASPP/EAP Test:

• Standard Exceeded

• Standard Met and completed 12th grade approved year-long English course (CSU

ERWC, AP, Weighted Honors English) with grade of C- or better

****English New SAT Test:***

• 550 or above

• 510 – 540 and completed 12th grade approved year-long English course (CSU ERWC,

AP, Weighted Honors English) with grade of C- or better English

ACT Test:

• 22 or higher

• 19-21 and completed 12th grade approved year-long English course (CSU ERWC, AP,

Weighted Honors English) with grade of C- or better

High School Courses and GPA:

• Weighted GPA 3.3 or above

• GPA 3.0 or above and completed approved 12 grade year-long English course (AP, CSU ERWC, Weighted Honors English)

• GPA 3.0 or above and completed Honors English

• GPA 3.0 or above and 5 or more years of high school English

Placement in a Supported GE Subarea A2 English Course

The student has met examination standards and/or multiple measures- informed standards via one of the criteria below:

****English New SAT Test:***

• 510 – 540 and 4 or more years of high school English

ACT Test:

• 19-21 and 4 or more years of high school English

High School Courses and GPA:

• Weighted GPA 3.0 or above and 4 or more years of high school English

• *SAT score conversion for scores prior to March 2016 (old SAT):

https://collegereadiness.collegeboard.org/sat-scoring-beforemarch-2016

Placement in a Supported GE Subarea A2 English Course and Participation in the Early Start Program Required

Based on multiple measures evaluation, student needs additional academic support including participation in the Early Start Program. Visit the Early Start Page to learn about the Early Start Program.

Assessments and Placement for GE Mathematics/Quantitative Reasoning: Non-Math Intensive Majors (Algebra and Statistics Disciplines, Non-STEM and Undecided Majors) Has Fulfilled the GE Subarea B4 Math/Quantitative Reasoning Requirement

The student has met the requirement via completion of one of the following:

Advanced Placement (AP) Test:

• 3 or above: Calculus AB

• 3 or above on AP Calculus BC

• 3 or above on AP Statistics

• 3 or above on AP Computer Science Principles

International Baccalaureate (IB) Test:

• 4 or above on Math Higher Level (HL)

College Level Examination Program (CLEP):

• 50 or above on: Calculus, College Algebra, College Algebra-Trigonometry, Pre-Calculus or Trigonometry

College Transfer Coursework:

• Completed math/quantitative reasoning college course with a C- or better that satisfies CSU GE Area B4

Placement in a GE Subarea B4 Math/Quantitative Reasoning Requirement

The student has met examination standards and/or multiple measures-informed standards via one of the following criteria:

CAASPP/EAP Math Exam:

• Standard Exceeded

• Standard Met and completed 12th grade approved year-long math course beyond

Algebra 2 with a C- or better

• Standard Met and 4 or more years of high school math or quantitative reasoning

New SAT Math Test:

• 570 or above

• 550 or above on Subject Test in Math Level 1 or 2

• 520 – 560 and completed 12th grade approved year-long math course beyond Algebra 2

with a C- or better

ACT Math Test:

• 23 or above

• 20-22 and completed 12th grade approved year-long math course beyond Algebra 2

with a C- or better

• *SAT score conversion for scores prior to March 2016 (old SAT): https://collegereadiness.collegeboard.org/sat-scoring-beforemarch-2016

High School Courses and GPA:

• Weighted math GPA 3.0 or above and completed 12th grade approved year-long math course beyond Algebra 2 with a C- or better

• Weighted math GPA 3.0 or above and 5 or more years of high school math or quantitative reasoning

• Weighted high school GPA 3.7 or above

• Weighted high school GPA 3.5 or above and 4 or more years of high school math or quantitative reasoning

Placement in a Supported GE Subarea B4 Math/ Quantitative Reasoning Requirement

The student has met examination standards and/or multiple measures- informed standards via one of the criteria below:

High School GPA:

• Weighted math GPA 3.3 or above

• Weighted high school GPA 3.0 or above

Placement in a Supported GE Subarea B4 Math/ Quantitative Reasoning Requirement and Participation in the Early Start Program Required

Based on multiple measures evaluation, student needs additional academic support including participation in the Early Start Program. Visit the Early Start page to learn about the Early Start Program.

Assessments and Placement for GE Mathematics/Quantitative Reasoning: Pre- STEM/STEM and Other Math- Intensive Majors

Has Fulfilled the GE Subarea B4 Math/Quantitative Reasoning Requirement

The student has met the requirement via completion of one of the following:

Advanced Placement (AP) Test:

• 3 or above on AP Calculus AB

• 3 or above on AP Calculus BC

• 3 or above on AP Statistics

• 3 or above on AP Computer Science Principles

International Baccalaureate (IB) Test:

• 4 or above on Math Higher Level (HL)

College Level Examination Program (CLEP):

• 50 or above on: Calculus, College Algebra, College Algebra-Trigonometry, Pre-Calculus or Trigonometry

College Transfer Coursework:

• Completed math/quantitative reasoning college course with a C- or better that satisfies CSU GE Area B4

Placement in a GE Subarea B4 Math/Quantitative Reasoning Requirement

The student has met examination standards and/or multiple measures- informed standards via one of the criteria below:

CAASPP/EAP Math Exam:

• Standard Exceeded

• Standard Met and completed 12th grade approved year-long math course beyond

Algebra 2 with a C- or better

New SAT Math Test:

• 570 or above

• 550 or above on Subject Test in Math Level 1 or 2

• 520 – 560 and completed 12th grade approved year-long math course beyond Algebra 2

with a C- or better

ACT Math Test:

• 23 or above

• 20-22 and completed 12th grade approved year-long math course beyond Algebra 2 with a C- or better

High School Courses and GPA:

• Weighted math GPA 3.5 or above and completed 12th grade approved year-long math course beyond Algebra 2 with a grade of C- or better

• Weighted math GPA 3.5 or above and 5 or more years of high school math or quantitative reasoning

• Weighted high school GPA 3.7 or above

• *SAT score conversion for scores prior to March 2016 (old SAT):

https://collegereadiness.collegeboard.org/sat-scoring-beforemarch-2016

Placement in a Supported GE Subarea B4 Math/ Quantitative Reasoning Requirement

The student has met examination standards and/or multiple measures- informed standards via the criteria below:

High School Math GPA:

• Weighted math GPA 3.3 or above

Placement in a Supported GE Subarea B4 Math/ Quantitative Reasoning Requirement and Participation in the Early Start Program Required

Based on multiple measures evaluation, student needs additional academic support including participation in the Early Start Program. Visit the Early Start page to learn about the Early Start Program.

Early Start Program

The goal of the Early Start Program (ESP) is to:

• Better prepare students in written composition and mathematics/quantitative reasoning before the fall term of freshman year, improving students' chances of successful completion of a baccalaureate degree.

• If required to participate in ESP, as determined by multiple measures, students will begin in the summer before the start of the freshman year.

• For general information about ESP including fees and course listings, visit csustudentsuccess.org/earlystart. Students are encouraged to visit the campus website for ESP information once admitted.

• Eligible financial aid applicants with an Estimated Family Contribution (EFC) of $5,000 or less will be eligible for waiver of the per unit ESP fee. For more information on assessments, placements and the Early Start Program, please visit www.csustudentsuccess.org

Graduation Requirement in Writing Proficiency

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

Graduate and Post-baccalaureate Admission Requirements

Admission Requirements

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

General Requirements - The minimum requirements for admission to graduate and post-baccalaureate studies at a CSU campus are in accordance with university regulations as well as Title 5, Chapter 1, Subchapter 3 of the California Code of Regulations.

- Specifically, a student shall at the time of enrollment:

(1) have completed a four-year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or shall have completed equivalent academic preparation as determined by appropriate campus authorities;

(2) be in good academic standing at the last college or university attended;

(3) have earned a grade point average of at least 2.5 on the last degree completed by the candidate or have attained a grade point average of at least 2.5 (A=4.0) in the last 60 semester (90 quarter) units attempted; and;

(4) satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as appropriate campus authorities may prescribe. In unusual circumstances, a campus may make exceptions to these criteria;

- Students who meet the minimum requirements for graduate and post-baccalaureate studies may be considered for admission in one of the four following categories:
  - **Graduate Classified** - To pursue a graduate degree,applicants are required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the campus; or
  - **Graduate Conditionally Classified** - Applicants maybe admitted to a graduate degree program in this category if, in the opinion of appropriate campus authority, deficiencies may be remedied by additional preparation; or
  - **Post-baccalaureate Classified, e.g. admission to an education credential program** - Persons wishing to enroll in a credential or certificate program will be required to satisfy additional professional, personal, scholastic,

and other standards, including qualifying examinations, prescribed by the campus; or

- **Post-baccalaureate Unclassified** -To enroll in undergraduate courses as preparation for advanced degree programs or to enroll in graduate courses for professional or personal growth, applicants must be admitted as post-baccalaureate unclassified students. By meeting the general requirements, applicants are eligible for admission as post-baccalaureate unclassified students. Admission in this status does not constitute admission to, or assurance of consideration for admission to, any graduate degree or credential program. (Most CSU campuses do not offer admission to unclassified post-baccalaureate students).

(These and other CSU admission requirements are subject to change as policies are revised and laws are amended. The CSU website www.calstate.edu and the CSU admission portal www.calstate.edu/apply are good sources for the most up-to-date information.)

Graduate, Post-baccalaureate English Language Requirement

All graduate and post-baccalaureate applicants, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English must demonstrate competence in English. Those who do not possess a bachelor's degree from a postsecondary institution where English is the principal language of instruction must receive a qualifying minimum score 80 on the Test of English as a Foreign Language (TOEFL). Several CSU campuses may use alternative methods for assessing fluency in English including Pearson Test of English Academic (PTE Academic), the International English Language Testing System (IELTS), and the International Test of English Proficiency (ITEP). Minimum score requirements may be found on the website for international student admissions.

Returning Students

If you were previously enrolled as a post baccalaureate student at Sonoma State University, but have not registered for two or more semesters, you must file an application for readmission online at www.calstate.edu/apply and submit the application to Sonoma State University. If you missed only one semester, you need not reapply. If coursework was attempted at another college or university, one official transcript reflecting this work must be filed with the Office of Admissions and Records. Previously enrolled students who are reapplying are subject to the same application dates and fees as new applicants. If you attended Sonoma State as a visitor, concurrent enrollee, or exchange student, and you wish to continue your enrollment at Sonoma, you must file a new application for admission at www.calstate.edu/apply and submit the application to Sonoma State University.

Information for International Students

Students now entering or enrolled in higher education will be the leaders of industry, commerce, government, education, and the arts in the 21st Century. The global marketplace, affordable air travel, extraordinary levels of human migration, and the rise of transnational communications systems dictate that the valuable university graduates will be those who are prepared to live and work in an international setting in a rapidly changing world.

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

International (Foreign) Student Admission Requirements

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

The CSU uses separate requirements and application filing dates in the admission of foreign students. Verification of English proficiency (see the section on the English Language Requirement for undergraduate applicants), financial resources, and academic performance are each important considerations for admission. Academic records from foreign institutions must be on file by April 30th for the first term and, if not in English, must be accompanied by certified English translations.

Sonoma State University welcomes applications from qualified international students. The application and admissions process for international students is distinct from the process for domestic students. Please read the following information carefully.

Sonoma State University International Student Application forms and information are available online at admissions.sonoma.edu. The application for university admission can be found at www.calstate.edu/apply.

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

By email at inquiry@sonoma.edu; By mail at:

Sonoma State University
Office of Admissions
Salazar Hall 2030
1801 East Cotati Avenue
Rohnert Park, California 94928
United States of America

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

For fall semester entry
October 1 through April 30

For spring semester entry
August 1 through September 30

Academic Qualification

Undergraduate applicants must provide evidence of graduation from an appropriate secondary educational institution or successful study at a recognized institution of higher education with a minimum cumulative grade point average of at least 2.00 on a 4.00 scale or the equivalent. Admissions to some fields of study may be competitive.

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

Housing

International students who file complete applications (including transcripts and financial affidavits) prior to the end dates of the respective application periods should be able to obtain on-campus housing.

International Student Services and Activities at SSU

The Center for International Education (CIE) provides essential support for international students to ensure that they make a quick and successful adaptation to university studies and to the student community at SSU. CIE provides administrative support, cultural adjustment support, academic advising, personal counseling, and assistance with all issues relating to university life. In addition, CIE is the home base for the International Education Exchange Council, one of the largest and most active student clubs on the campus, which offers on-campus and off-campus activities, trips, and community volunteer opportunities.

International Student Fees and Expenses (Academic Year)

To receive an F-1 or J-1 visa, applicant must provide evidence that they have sufficient funds to cover their first year of study in the U.S. Sonoma State University offers international students an outstanding education at a very attractive price; however, it does not, in general, offer them financial assistance. For this reason, applicants must describe their plans for financing their studies in some detail. Instructions on financial certifications are in the application packet. Part-time employment on campus is permitted, but work opportunities are very limited. Having a good financial plan is, therefore, extremely important. Fees and tuition amounts are subject to change.

Estimates of Annual Undergraduate and Graduate Costs at Sonoma State University

These amounts are estimates and are subject to change without notice. Actual expenses may vary.

Tuition and fees are subject to change by the Trustees of the CSU without prior notice and are usually increased each academic year.

Estimate of Expense (fall & spring unless othersise specified)	Undergraduate (24 units/ 2 semesters)	Graduate (16 units/ 2 semesters)
California State Tuition Fees*	$7,724	$9,158***
Non-Resident Tuition ($372 per unit)	$9,504	$6,336
Books and Materials	$1,854	$1,854
Housing/Food (full meal plan: 17 meals per week	$15,000	$15,000
Personal Expenses	$3,500	$3,500
Health Insurance (annual fee 2017-18 includes summer)**	$1,661.85	$1,661.85
TOTAL	$39,243.85	$37,509,85

** The California State University (CSU) makes every effort to keep student costs to a minimum. Fees listed in published schedules or student accounts may need to be increased when public funding is inadequate. Therefore, the CSU must reserve the right, even after initial fee payments are made, to increase or modify any listed fees, without notice, until the date when instruction for a particular semester has begun.*

*** Health Insurance typically increases annually; for the most up-to-date costs, please visit www.csuhealthlink.com/enroll*

**** For M.B.A. only - $270 per unit professional fee (additional $4,320 per year)*

Please note that international travel and extraordinary personal expenses are not included in the cost estimates above.

Family members: Students who will be accompanied by a spouse and/or children will need to submit additional documentation of financial support ($5,000 for spouse and $4,000 for each child).

If you will be a graduate student in either the EMBA, MSCES, Modern Languages Program, Organizational Development, or Psychology you will pay through the School of Extended and International Education and the tuition/fee structure is different. Housing, food, personal expense, and health insurance estimates remain the same.

Other Applicants

Educational Opportunity Program

To be eligible for admission into the Educational Opportunity Program (EOP), you must be an undergraduate and a California resident.

EOP provides assistance for students who are first generation, historically low-income students. Students who are lacking the subject requirements, grades, or test scores normally required for college attendance, may be admitted through EOP if they have demonstrated the potential for academic success.

Students who are academically eligible for regular admission to the University may also apply to EOP.

To apply for admission through EOP, you must submit an EOP application, Forms 1 and 2, apply/submit the online CSU application found at www.csumentor.edu, and check "yes" to question number 37 on the CSU application. In addition, all EOP applicants must file the Free Application for Federal Student Aid (FAFSA).

For additional information about the Educational Opportunity Program, please contact our EOP Office at (707) 664-2427 or visit the website at www.sonoma.edu/eop/about.html.

Veterans

If you are a veteran of the United States military service and a California resident, you may possibly be granted admission even if you do not meet the University's regular admissions requirements. If you wish to request consideration under this provision, follow regular application procedures, and send a letter of appeal to the Office of Admissions.

Applicants Not Regularly Eligible

Applicants not admissible under one of the above provisions may enroll in extension courses, at a community college, or at another appropriate institution to meet eligibility requirements. Denied applicants may choose to petition for special admission consideration. Only under the most unusual circumstances and only by special action will such applicants be admitted to Sonoma State University.

Adult Students

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

1. Possesses a high school diploma (or has established equivalence through either the General Educational Development or California High School Proficiency Examinations).
2. Has not been enrolled in college as a full-time student for more than one term during the past five years.
3. If there has been any college attendance in the last five years, has earned a 2.00 GPA or better in all college work attempted.

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

You must send a formal letter of appeal and all transcripts from high school and colleges. An admissions committee will review each appeal for adult admission. Admission is determined on a case-by-case basis. Recent course work in math and English to demonstrate college-level proficiency is essential for admission.

Intrasystem and Intersystem Enrollment Programs

Fully matriculated students enrolled at any CSU campus have access to courses at other CSU campuses on a space available basis unless those campuses/programs are impacted. This access is offered without students being required to be admitted formally to the host campus and in most cases without paying additional fees. Students should consult their home campus academic advisors to determine how such courses may apply to their specific degree programs before enrolling at the host campus.

There are two programs for enrollment within the CSU and one for enrollment between CSU and the University of California or California Community Colleges. Additional information about these programs is available from Admissions and Records Office.

CSU Fully Online Courses – Matriculated students in good standing may request enrollment in one course per term, offered by a CSU host campus. Enrollment requests will be granted based on available space, as well as completion of any stated pre-requisites. Credit earned at the host campus is electronically reported to the student's home campus to be included on the student's transcript at the home campus.

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

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

CSU Immunization Requirements – Must be Satisfied Prior to Enrollment

See www.sonoma.edu/SHC/immunization-requirements.html for details of these pre-enrollment requirements.

Entering Students are required to present documentation showing that they have received the following immunizations well in advance of the start of their first semester of classes at SSU:

Measles and Rubella (MMR)

All new and readmitted students must provide proof of full immunization against measles and rubella prior to enrollment.

Hepatitis B

All new students who will be 18 years of age or younger at the start of their first term at a CSU campus must provide proof of full immunization against Hepatitis B before enrolling. Full immunization against Hepatitis B consists of three timed doses of vaccine over a minimum 4 to 6 months' period. If you need further details or have special circumstances, please consult Georgia Schwartz.

Meningococcal Disease Information:

Each incoming freshman who will be residing in on- campus housing will be required to return a form indicating that they have received information about meningococcal disease and the availability of the vaccine to prevent contracting the disease and indicating whether or not the student has chosen to receive the vaccination.
The above are not admission requirements, but are required of students as conditions of enrollment in CSU.

Those unable to locate proof of previous immunization may send the results of blood tests confirming that they are immune to the diseases prevented by the required vaccines.

While prospective students can be accepted for admission to SSU before they have sent the required proof of immunization, **once they have been accepted, students who wish to attend SSU must send SSU this proof at least 5-6 weeks before school starts.** Those who don't meet compliance deadlines will incur late penalties and will be prohibited from registering for future classes until the necessary documentation has been received.

The SSU Student Health Center (www.sonoma.edu/SHC) can provide MMR and Hepatitis B immunizations or blood tests to check for immunity for a nominal fee once an entering student has paid his/her Enrollment Reservation Deposit to SSU.

Individual immunization records or copies of blood tests documenting immunity, labeled with the entering student's full name and birthdate should be sent to:

Sonoma State University
ATTN: Student Health Center
1801 E. Cotati Avenue
Rohnert Park, CA, 94928

Reservation

The university reserves the right to select its students and deny

admission to the university or any of its programs as the university, in its sole discretion, determines appropriate based on an applicant's suitability and the best interests of the university.

General Information About Admission and Evaluation of Academic Records

Advanced Placement

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

Credit by Examination

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

Credit by Challenge Examinations

SSU grants undergraduate degree credit for successful completion of non-collegiate instruction, either military or civilian, appropriate to the baccalaureate degree, which has been recommended by the Commission on Educational Credit and Credentials of the American Council on Education. The numbers 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.

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

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

Credit for Noncollegiate Instruction

Sonoma State University grants undergraduate degree credit for successful completion of non- collegiate instruction, either military or civilian, appropriate to the baccalaureate degree, which has been recommended by the Commission on Educational Credit and Credentials of the American Council on Education. The numbers 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.

Faculty Evaluated Prior Learning Program

Rachel Carson Hall 53, (707) 664-3977

Coordinator

Beth Warner

Sonoma State University subscribes to the principles recognized by the California State University and by the Western Association of Schools and Colleges. It offers the Faculty-Evaluated Prior Learning (FEPL) Program in order to serve highly motivated students with substantial experiential learning. Sonoma State University may grant up to 30 units of undergraduate credit for skills-based knowledge that has been documented and evaluated according to campus policy.

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. Credit is not awarded for raw experience but rather for significant learning experiences that result in a blend of practical and theoretical understanding applicable to other situations. This understanding must be both demonstrable and demonstrated.

The gateway into the program is a Portfolio Workshop, UNIV 310, which is offered through the School of Extended and International Education. This is a three-unit, interdisciplinary upper-division course that is open to anyone who wishes to benefit from a guided self-assessment to focus on academic goals and achievement. This course provides a structure for articulating and organizing prior-learning experiences into a prescribed portfolio format for faculty evaluation. This portfolio is useful for future educational and career planning, and can also be submitted for assessment and award of credit by following the procedures outlined below. These are outlined in more detail in program materials available from the Coordinator.

FEPL Procedures

To submit a portfolio for evaluation, the student must:

1. Have successfully completed the UNIV 310 Portfolio Workshop;
2. Have been admitted to an undergraduate degree program at Sonoma State University;
3. Be enrolled in coursework at SSU in the semester during which the evaluation of the portfolio takes place; and
4. Follow the established program procedures.

Orientation and Advising

This step is accomplished by enrolling in the UNIV 310 Portfolio Workshop. The seminar instructor will help the student assess the appropriateness of prior learning experiences for pursuit of credit via FEPL, the College Level Examination Program (CLEP), or challenge exams. The instructor will also guide students in creating a portfolio that can be used as a source of information for these endeavors.

Payment of User Fee

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

Faculty Evaluation

The final recommendations, including units to be awarded and specific descriptive titles, are forwarded by the FEPL coordinator to Admissions and Records for transcription. The FEPL coordinator forwards the completed portfolio to appropriate faculty evaluators who consider whether the learning demonstrated in the portfolio meets the criteria for college-level learning in their disciplines, whether it is upper- or lower-division level, and whether it is appropriate for credit in general education (GE), electives, or the major. Recommendations for award of credit for GE are reviewed according to standard university procedures. The evaluators also recommend the exact titling of the credit to be awarded and the number of units to be awarded in each category. The evaluators' recommendations and the portfolio are then returned to the FEPL coordinator. The time line for this process is one semester.

FEPL Policies

1. In accordance with WASC guidelines and University policy, no more than 30 baccalaureate units may be earned through FEPL;
2. FEPL units may not be transferable to another college, even in the CSU, as policies for earning credit for prior learning vary from campus to campus. 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;
3. FEPL units cannot be used to fulfill transfer requirements; however, credit earned for UNIV 310 can be counted for unit requirements as part of the 24 units allowed for Extension credit;
4. Students can apply for credit only in areas where SSU has degree programs and faculty expertise;
5. Credit can only be awarded toward an approved degree program; and
6. FEPL credit is not available at the graduate level.

Appeal of Admission Decision

Section 89030.7 of the California Education Code requires that the CSU establishes specific requirements for appeal procedures for a denial of admission. Each CSU campus must publish appeal procedures for applicants denied admission to the university. The procedure is limited to addressing campus decisions to deny an applicant admission to the university.

Admission appeal procedures must address the basis for appeals, provide 15 business days for an applicant to submit an appeal, stipulate a maximum of one appeal per academic term, provide specific contact information for the individual or office to which the appeal should be submitted and indicate a time estimate for when the campus expects to respond to an appeal. The appeal procedures must be included in all denial of admission notifications to students, and must also be published on the campus website.

Determination of Residency for Tuition Purposes

University requirements for establishing residency for tuition purposes are independent from requirements for establishing residency for other purposes, such as for tax purposes, or other state or institutional residency. These regulations were promulgated not to determine whether a student is a resident or nonresident of California, but rather to determine whether a student qualifies to pay university fees at the in-state or out-of-state rate. A resident for tuition purposes is someone who meets the requirements set forth in the Uniform Student Residency Requirements. These laws governing residency for tuition purposes at the California State University are California Education Code sections 68000-68086, 68120- 68133, and 89705-89707.5, and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41900- 41915. This material can be viewed by accessing the California State University's website at www.calstate.edu/GC/resources.shtml.

Each campus's Admissions Office is responsible for determining the residency status of that campus's new and returning students based, as applicable, on the student's Application for Admission, Residency Questionnaire, Reclassification Request Form and, as necessary, other information the student furnishes. A student who fails to provide sufficient information to establish resident status will be classified a nonresident.

Generally, establishing California residency for tuition purposes requires a combination of physical presence and intent to remain indefinitely in the State of California. An adult who, at least 366 days prior to the residency determination date for the term in which resident status is sought, can demonstrate that both physical presence in the state combined with evidence of intent to remain in California indefinitely, may establish California residency for tuition purposes. A student under the age of 19 by the residency determination date derives residency from the parent(s) with whom he/she resides or most recently resided.

Evidence demonstrating intent to remain in the State of California indefinitely may vary from case to case, but will include, and is not

necessarily limited to, the absence of residential ties to any other state, California voter registration and history of actually voting in California elections, maintaining California vehicle registration and driver's license, maintaining active California bank accounts, filing California income tax returns and listing a California address on federal tax returns, owning residential property or occupying or renting a residence where permanent belongings are kept, maintaining active memberships in California professional or social organizations, and maintaining a permanent military address and home of record in California.

A nonresident student seeking reclassification is required to complete a Residency Questionnaire that includes questions concerning his/her financial independence. Financial independence is required, in addition to physical presence and intent to remain in California indefinitely, for reclassification eligibility. Financial independence is established if in the calendar year the reclassification application is made – and in any of the three calendar years preceding the reclassification application – the student:

has not and will not be claimed as an exemption for state and federal tax purposes by his/her parent(s);

has not and will not receive more than ($750 per year in financial assistance from his/her parent(s); and

has not lived and will not live longer than six weeks in the home of his/her parent(s).

A nonresident student who has been appointed as a graduate student teaching assistant, a graduate student research assistant, or a graduate student teaching associate on any CSU campus and is employed on a 0.49 or more time basis is exempt from the financial independence requirement.

Non-citizens establish residency in the same manner as citizens, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States.

Exceptions to the general residency requirements are contained in California Education Code sections 68070-68086 and California Code of Regulations, Title 5, Subchapter 5, Article 4, sections 41906-41906.6, 41910. Whether an exception applies to a particular student can only be determined after the submission of an application for admission and, as necessary, additional supporting documentation. Because neither the campus nor the Chancellor's Office staff may give legal advice, applicants are strongly urged to review the material for themselves and consult with a legal advisor.

Residency determination dates are set each term. They are:

Fall	September 20
Spring	January 25
Summer	June 1

CalState TEACH operates on a trimester system. The residency determination dates for CalState TEACH are as follows:

Fall	September 20
Spring	January 5
Summer	June 1

A student classified as a nonresident may appeal a final campus decision within 30 days of notification by the campus. Information on the appeal process may be found at

http://www.calstate.edu/sas/residency/appeals.shtml. A campus residency classification appeal must be submitted via the InfoReady online Residence Appeal Form to the California State University Chancellor's Office at:

https://calstate.infoready4.com/#competitionDetail/1760156:

Appeals via email, fax and U.S. mail will not be accepted. A student with a documented disability that prohibits the student from submitting an appeal through the InfoReady site should contact Student Academic Services:

California State University
Attn: Student Academic Services
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210
Email: residencyappeals@calstate.edu

The Chancellor's Office will either decide the appeal or send the matter back to the campus for further review.

A student incorrectly classified as a resident or incorrectly granted an exception from nonresident tuition is subject to reclassification as a nonresident or withdrawal of the exception and subject to payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student may also be subject to discipline pursuant to Section 41301 of Title 5 of the California Code of Regulations. A student previously classified as a resident or previously granted an exception is required to immediately notify the Admissions Office if the student has reason to believe that the student no longer qualifies as a resident or no longer meets the criteria for an exception.

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

STUDENT CHARGES/FEES AND FINANCIAL ASSISTANCE

Seawolf Service Center
Salazar Hall
(707) 664-2308

Financial Aid Office
Salazar Hall
(707) 664-2389

Scholarship Office
Stevenson Hall
(707) 664-2261

2019-20 Schedule of Tuition and Fees*

See the Fee Schedule online for the most current mandatory registration charges and information,
http://web.sonoma.edu/registration/fees.html
The following reflects applicable system wide fees for all students for one semester:

Undergraduate Students

Units per semester	**1 - 6**	**6+**
Tuition Fee	$1,665*	$2,871*
Campus-based Fees**	$1,069	$1,069
Undergraduate Total	**$2,734**	**$3,940**

Graduate/Postbaccalaureate Students

Units per semester	**1 - 6**	**7+**
Tuition Fee	$2,082*	$3,588*
Campus-based Fees**	$1,069	$1,069
Postbaccalaureate Total	**$3,151**	**$4,657**

Credential Students*

Units per semester	**1 - 6**	**7+**
Tuition Fee	$1,932*	$3,330*
Campus-based Fees**	$1,069	$1,069
Credential Total	**$3,001**	**$4,399**

Western Undergraduate Exchange (WUE)

Units per semester	**7+**
Tuition Fee	$4,307
Campus-based Fees**	$1,069
WUE Total	**$5,376**

All Students

Application fee (nonrefundable), payable online at the time of application via credit card, e-check or PayPal: $55

Additional Registration Charges

Graduate Business Professional Fee (M.B.A.)

$270* Per Unit in addition to mandatory registration charges

The graduate business professional fee is paid on a per unit basis in addition to basic tuition and campus fees for the following graduate business programs:
Master of Business Administration (M.B.A.)

SIRF Fee

Optional SIRF (Student Involvement and Representation) fee: $2

Nonresident Students (U.S. and Foreign)

Nonresidents and foreign visa students are required to pay nonresident tuition in addition to mandatory registration charges charged to all students.
Tuition for Nonresident students in addition to mandatory registration charges:

- $396* Charge Per Unit

The total nonresident tuition paid per term will be determined by the number of units taken.

Nonresident students are eligible for an installment payment plan. There is a 15% service fee on the plan. Contact the Seawolf Service Center for details.

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

Students are charged campus-based fees in addition to tuition fees. Information on campus-based fees can be found by contacting the Seawolf Service Center.

Creditcards:

Visa, MasterCard, American Express and Discover credit cards may be used for payment of student tuition and fees but may be subject to a non-refundable credit card processing fee.

The CSU makes every effort to keep student costs to a minimum. Tuition and fees listed in published schedules or student accounts may need to be increased when public funding is inadequate. Therefore, CSU reserves the right, even after tuition or fees are initially charged or initial payments are made, to increase or modify any listed tuition or fees. All listed fees, other than mandatory systemwide tuition, are subject to change without notice, until the date when instruction for a particular semester or quarter has begun. All CSU-listed tuition and fees should be regarded as **estimates that are subject to change upon approval by the Board of Trustees, the chancellor or the presidents, as appropriate. Changes in mandatory systemwide tuition will be made in accordance with the requirements of the Working Families Student Fee Transparency and Accountability Act (Sections 66028 – 66028.6 of the Education Code).*

**Applicable term tuition applies for campuses with special terms, as determined by the campus. Total college year tuition cannot exceed the academic year plus summer term tuition. The summer term tuition for the education doctorate at quarter campuses is equal to the per semester tuition listed in the table. Total tuition for the education doctorate over the college year equals the per academic year tuition plus the per semester tuition for the summer term at all CSU campuses.*

*The following reflects applicable systemwide tuition and fees for both semester and quarter campuses that were authorized by the Board of Trustees at the March 2017 meeting. **These rates are subject to change**.*

3.2% Campus-based fees increase in Fall 2018 based on CPI for Greater Bay Area for 2017 calendar year. Methodology for annual adjustment approved by student referendum in April 2001.

Associated Students Fee to be increased by an additional $3 per semester each Fall for four consecutive years, beginning in 2015-16, with the final $3 increase occurring in 2018-19. This action was supported by a March 2015 student referendum in favor of increasing funds of the SSU Associated Students to further support such items as the

Tutorial Center, Clubs and Organizations, and other AS programs.

The optional Student Involvement and Representation (SIRF) fee is a voluntary CSU system wide fee adopted by the Board of Trustees for the purpose of establishing a stable funding model for the California State Student Association (CSSA). It consists of a $2 per-term fee assessed to each CSU student on a voluntary basis, allowing the choice to opt-out. The new fee took effect in fall 2015. For additional info on the CSSA http:// www.calstatestudents.org.

List of Factors for Future Considerations of Fee Changes per AB 970 adopted via CSU BOT resolution 3/20/13: http:// www.calstate.edu/BOT/Resolutions/mar2013.pdf.

Per Executive Order No. 1102, beginning in fall 2010, for each adjustment made by trustee action to the State University Fee for graduate students, an equal adjustment will be made to the Graduate Business Professional Fee formerly: Professional Program Category I Fee.) Link to EO: http://www.calstate.edu/eo/EO-1102.html.

Term "Tuition Fee" used in place of "State University Fee" following approval at 11/10/10 CSU BOT and guidelines in CSU Executive Order 1102 : http://www.calstate.edu/eo/EO-1102.html

***Campus-based Fees*		
Units per semester	*1 - 6*	*7+*
Associated Students Fee	*$129*	*$129*
Consolidated Service Fee	*$20*	*$20*
Counseling and Psychological Services Fee	*$61*	*$61*
Health Facilities Fee	*$20*	*$20*
Instructionally Related Activities Fee	*$260*	*$260*
Student Health Fee	*$154*	*$154*
Student Union Fee	*$425*	*$425*
Total Campus-based Fees	*$1069*	*$1069*

Campus-based fees increase based on CPI for greater Bay Area from the prior calendar year. Annual increase approved by student referendum in April 2001.

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

Other Charges

Alcohol and Other Drug Intervention	
Substance Use Workshop Level I	$65
Substance Use Intervention Level II	$65
Application Fee (non-refundable)	$55
(This fee is payable upon application for admission or readmission by all new students or students returning after an absence of two or more semesters.)	
Chemistry Eyeglasses	$4
Counseling Transcript Evaluation	$25-50
Credential Processing and Evaluation	$25
Credential Processing Non-SSU Applicants	$40
Credential Out of State Verification	$15
Credential Subject Matter Authorization Eval.	$15
Dishonored Check or Credit Card Fee	
(returned for any cause)	$20
Failure to meet administratively required	
appointment or time limit	$20
FEPL	$250
Health Center/Pharmacy/Lab Service	cost
Items lost or broken, or damage to University property	cost
Late Registration	$25
Lost Keys	$25 per key
Major/Minor Finder Test	$5
Modern Language Lab Fee	$10
Modern Language Proficiency Exam	$50
Musical Equipment Deposit	$20
Musical Instrument/Audio/Visual Equipment Use	$25
PE Lost Equipment	cost
PE Towel/Locker Use (optional)	$10
SSU CPA Rehearsal Kit	$5-$85
SSU Waiver Subject Matter	$50
Studio Arts Cleaning and Safety Equipment Fee	$10
WEPT	$35

This fee is payable upon application for admission or readmission by all new students returning after an absence of two or more semesters.

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

Specific Course Fees

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

ARTS 103	$20
ARTS 104	$20
ARTS 204	$35
ARTS 208, 308	$67
ARTS 210, 310	$92
ARTS 220, 320, 420	$10
ARTS 229, 329, 429	$61
ARTS 230, 330, 430	$61
ARTS 236, 336, 436	$50
ARTS 245	$54
ARTS 298, 498	$25
ARTS 304, 404	$35
ARTS 335, 435	$68
ARTS 340, 440	$54
ARTS 342,442	$85
ARTS 382, 482	$54
ARTS 432	$61
ARTS 457	$67
ARTS 458	$67
ARTS 496 (Field Trip)	cost
BIOL 110	$5
BIOL 130	$15
BIOL 131	$15
BIOL 220	$120
BIOL 224	$10
BIOL 240	$25
BIOL 314	$65
BIOL 322	$55
BIOL 323	$70
BIOL 325	$15
BIOL 327	$140
BIOL 328	$45
BIOL 329	$10
BIOL 330	$15
BIOL 333	$30
BIOL 335	$65
BIOL 338	$15
BIOL 340	$25

BIOL 342	$40
BIOL 344	$30
BIOL 347	$20
BIOL 349	$15
BIOL 383	$25
BIOL 472	$25
BIOL 480	$30
CHEM 102,105, 115 A/B, 125A, 125B, 232, 255	$25
CHEM 316, 336, 401, 402, 441	$60
COMS 340	$75
COMS 385 (1-2 units)	$100
COMS 385 (3-4 units)	$100
COUN 511F	up to $25
ECON 454	$100
GEOG 360	$10
GEOL 102	$12
GEOL 120	$130
GEOL 304	$175
GEOL 308	$195
GEOL 312	$185
GEOL 314	$125
GEOL 318	$175
GEOL 420	$195
GEP 312	$225 for 1 unit or $320 for 2 units
GEP 445	$15
GEP 493 A/B	$40
KIN 242	$10
LIBS 101/102	$150
LIBS 201/202	$150
NURS 301	$160
NURS 303	$25
NURS 509	$25
NURS 549	$25
NURS 550A	$25
NURS 550B	$25
POLS 345	$500
SCI 120A	$60
SCI 120B	$50
THAR 300 (Field Trip)	$120

Library Fees

Community Borrower Card	$10/3 months

Overdue Fees for Reserve Materials

$50 maximum fine per item
$1 an hour

Overdue Fees for Equipment

Laptops, keys, headphones
$1 an hour

Parking Fees

Auto, reserved, per semester	$262
Auto, non-reserved, per semester	$102
Motorcycle, per semester	$25
Daily permit	$5.00

Miscellaneous Fees

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

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

Credit Cards

VISA, MasterCard, American Express, and Discover cards may be used for payment of student charges/fees. Effective January 1, 2018, the Seawolf Service Center will no longer accept credit or debit cards for payments. Credit/debit cards and electronic checks will continue to be accepted payment methods for online student account payments. Payments on student accounts made online by credit/debit card will be charged a 2.75% non-refundable service fee by our third party provider, CASHNet® Smartpay.

Refund of Mandatory Student Charges/Fees, Including Nonresident Tuition

Regulations governing the refund of mandatory fees, including nonresident tuition, for students enrolling at the California State University are included in Section 41802 of Title 5, *California Code of Regulation*s. For purposes of the refund policy, mandatory fees are defined as those system wide and campus fees that are required to be paid in order to enroll in state-supported academic programs at the California State University. Refunds of fees and tuition charges for self-support, special session, and extended education programs or courses at the California State University are governed by a separate policy established by the University, available at http://web.sonoma.edu/exed/geninfo/drop-refunds.

In order to receive a full refund of mandatory fees, less an administrative charge established by the campus, including nonresident tuition, a student must cancel registration or drop all courses prior to the first day of instruction for the term. Information on procedures and deadlines for canceling registration and dropping classes is available through Admissions and Records website.

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

A student who, within the campus designated drop period and in accordance with the campus procedures, drops units resulting in a lower tuition and/or mandatory fee obligation shall be entitled to a refund of applicable tuition and mandatory fees less an administrative charge established by the campus.

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

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

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

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

Information concerning any aspect of the refund of fees may be obtained from Seawolf Services located on the first floor of Salazar Hall at (707) 664-2308.

Seawolf Service Center

Salazar Hall
(707) 664-2308

The following student-related functions are found in the Seawolf Service Center:

- Enrollment and Housing Deposits
- Payments for Student Charges/Fees
- Miscellaneous course fee payments
- WEPT and other test fees
- Equipment fees
- Requests for refund of fees
- Housing room and board payments
- Issuance of campus keys
- Lost and found
- Paycheck pick-up
- Financial aid check disbursement
- Clearance of financial holds
- Routine maintenance requests for on campus housing students
- I.D. Card issuance and validation
- University-related notary services
- Travel reimbursement for students appointed to system-wide committees

Refer to the current *Schedule of Classes* for Seawolf Service Center hours of operation.

Fees and Debts Owed to the Institution

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

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

The institution may withhold permission to register or to receive official transcripts of grades or other services offered by the institution from anyone owing fees or another debt to the institution. The institution may also report the debt to a credit bureau, offset the amount due against any future state tax refunds due the student, refer the debt to an outside collection agency and/or charge the student actual and reasonable collection costs, including reasonable attorney fees if litigation is necessary, in collecting any amount not paid when due.

If a person believes he or she does not owe all or part of an asserted unpaid obligation, that person may contact Seawolf Services at (707) 664-2308 to the Seawolf Service Center, or another office on campus to which the Seawolf Service Center may refer the person, will review the pertinent information provided by the person and available to the campus and will advise the person of its conclusions.

Fee Waivers and Exemptions

The California Education Code provides for the waiver of mandatory systemwide tuition fees as summarized below:

Section 66025.3 – Military

Dependent eligible to receive assistance under Article 2 of Chapter 4 of Division 4 of the Military and Veterans Code; child of any veteran of the United States military who has a service- connected disability, has been killed in service, or has died of a service-connected disability, and meets specified income provisions; dependent, or surviving

spouse who has not remarried of any member of the California National Guard who, in the line of duty, and while in the active service of the state, was killed, died of a disability resulting from an event that occurred while in the active service of the state, or is permanently disabled as a result of an event that occurred while in the active service of the state; and any undergraduate student who is a recipient of a Medal of Honor, or undergraduate student who is a child of a recipient of a Medal of Honor who is no more than 27 years old, who meets the income restriction and California residency requirement.

Foster Youth

Current or former foster youth who are 25 years of age or younger; have been in foster care for at least 12 consecutive months after reaching 10 years of age; meet one of the following: is under a current foster care placement order by the juvenile court, was under a foster care placement order by the juvenile court upon reaching 18 years of age, or was adopted, or entered guardianship, from foster care; completes and submits the Free Application for Federal Student Aid (FAFSA); maintains a minimum grade point average and meets the conditions necessary to be in good standing at the campus; and meets the financial need requirements established for Cal Grant A awards. The waiver of mandatory systemwide tuition and fees under this section applies only to a person who is determined to be a resident of California pursuant to Chapter 1 (commencing with Section 68000) of Part 41 of the California Education Code.

Section 66602 – A qualifying student from the California State University who is appointed by the Governor to serve as Trustee of the California State University for the duration of his or her term of office.

Section 68120 – Surviving spouse or child of a deceased resident who was employed by a public agency, or was a contractor or an employee of a contractor, performing services for a public agency, and was killed or died as a result of an industrial injury or illness arising out of and in the course of the performance of his/her principal duties of active law enforcement or active fire suppression and prevention duties (referred to as Alan Pattee Scholarships). Additionally, a person who qualifies for the waiver under this section as a surviving child of a contractor or of an employee of a contractor, who performed services for a public agency, must have enrolled as an undergraduate student at the California State University and meet the applicable income restriction requirement with supporting documentation (i.e. his/her income, including the value of parent support, does not exceed the maximum household income and asset level for an applicant for a Cal Grant B award).

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

Students who may qualify for the above benefits should contact the Admissions/Registrar's Office for further information and/or an eligibility determination.

The California Education Code provides for the following nonresident tuition exemptions as summarized below:

Section 68075 - A student who is a member of the Armed Forces of the United States stationed in this state, except a member of the Armed Forces assigned for educational purposes to a state-supported institution of higher education, is entitled to resident classification only for the purpose of determining the amount of tuition and fees.

If that member of the Armed Forces of the United States who is in attendance at an institution is thereafter transferred on military orders to a place outside this state where the member continues to serve in the Armed Forces of the United States, he or she shall not lose his or her resident classification so long as he or she remains continuously enrolled at that institution.

Section 68075.7 – A nonresident student is exempt from paying nonresident tuition or any other fee that is exclusively applicable to nonresident students if the student (1) resides in California, (2) meets the definition of "covered individual" as defined in either: (A) Section 3679(c)(2)(A) or (B)(ii)(I) of Title 38 of the United States Code, as that provision read on January 1, 2017 or (B) Section 3679(c)(2)(B)(i) or (ii)(II) of Title 38 of the United States Code, as that provision read on January 1, 2017, and (3) is eligible for education benefits under either the federal Montgomery GI Bill-Active Duty program (30 U.S.C. § 3001 et seq.) or the Post-9/11 GI Bill program (38 U.S.C. § 3301 et seq.) as each read on January 1, 2017.

Section 68122 – A student who is a victim of trafficking, domestic violence, and other serious crimes who has been granted T or U visa status (respectively under Section 1101(a)(15)(T)(i) or (ii), or Section 1101(a)(15)(U)(i) or (ii), of Title 8 of the United States Code) shall be exempt from paying nonresident tuition to the same extent as individuals who are admitted to the United States as refugees under Section 1157 of Title 8 of the United States Code.

Section 68130.5 – A student, other than a nonimmigrant alien (8 U.S.C. § 1101(a)(15)), who is not a resident of California is exempt from paying nonresident tuition if the student meets the requirements of (1) through (4), below:

1. Satisfaction of the requirements of either subparagraph (A) or subparagraph (B):

a. A total attendance of, or attainment of credits earned while in California equivalent to, three or more years of full-time attendance or attainment of credits at any of the following:

i. California high schools.

ii. California high schools established by the State Board of Education.

iii. California adult schools established by a county office of education, a unified school district or high school district, or the Department of Corrections and Rehabilitation (subject to the class hours' requirement).

iv. Campuses of the California Community Colleges (subject to the credit requirements).

v. A combination of those schools set forth in clauses (i) to (iv), inclusive.

b. Three or more years of full-time high school coursework, and a total of three or more years of attendance in California elementary schools, California secondary schools, or a combination of California elementary and secondary schools.

2. Satisfaction of any of the following:

a. Graduation from a California high school or attainment of the equivalent thereof.

b. Attainment of an associate degree from a campus of the California

Community Colleges.

c. Fulfillment of the minimum transfer requirements established for the

California State University for students transferring from a campus of the California Community Colleges.

3. Registration as an entering student at, or current enrollment at, an accredited institution of higher education in California not earlier than the fall semester or quarter of the 2001–02 academic year.

4. In the case of a person without lawful immigration status, the filing of an affidavit with the institution of higher education stating that the student has filed an application to legalize his or her immigration status, or will file an application as soon as he or she is eligible to do so.

Procedure for the Establishment or Abolishment of Campus-Based Mandatory Fees

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

The process to establish and adjust other campus-based mandatory fees requires consideration by the campus fee advisory committee and a student referendum as established by Executive Order 1102, Section III. The campus president may use alternate consultation mechanisms if he/she determines that a referendum is not the best mechanism to achieve appropriate and meaningful consultation. Results of the referendum and the fee committee review are advisory to the campus president. The president may adjust campus-based mandatory fees but must request the chancellor to establish a new mandatory fee. The president shall provide to the campus fee advisory committee a report of all campus-based mandatory fees. The campus shall report annually to the chancellor a complete inventory of all campus-based mandatory fees.

For more information or questions, please contact the Budget Office in the CSU Chancellor's Office at (562) 951-4560.

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

The total support cost per full-time equivalent student (FTES) includes the expenditures for current operations, including payments made to students in the form of financial aid, and all fully reimbursed programs contained in state appropriations. The average support cost is determined by dividing the total cost by the number of FTES. The total CSU 2018/19 budget amounts were $3,627,143,000 from state General Fund (GF) appropriations and before adding $22.5 million CalPERS retirement adjustment, $2,479,020,000 from gross tuition revenue, and $639,084,000 from other fee revenues for a total of $6,745,247,000. The 2018/19 resident FTES target is 364,131 and the nonresident FTES based on past-year actual is 24,416 for a total of 388,547 FTES. The GF appropriation is applicable to resident students only whereas fee revenues are collected from resident and nonresident students. FTES is determined by dividing the total academic student load (e.g. 15 units per semester (the figure used here to define a full-time student's academic load).

2018-19	Amount	Average Cost per FTES	Percentage
State Appropriation (GF)[1]	3,627,143,000	9,961	55.4%
Net Tuition Revenue[2]	2,479,020,000	6,380	35.5%
Other Fees Revenue[2]	639,084,000	1,645	9.1%
Total Support Cost	6,745,247,000	17,986	100%

[1]Represents state GF appropriation in the Budget Act of 2018-19; GF is divisible by resident students only (364,131 FTES).

[2]Represents CSU Operating Fund, gross tuition and other fees revenue amounts submitted in campus August 2018-19 final budgets. Revenues are divisible by resident and nonresident students (388,547 FTES).

The average CSU 2018-19 academic year, resident, undergraduate student basic tuition and other mandatory fees required to apply to, enroll in, or attend the university is $7,303 ($5,742 tuition fee plus $1,561 average campus-based fees). However, the costs paid by individual students will vary depending on campus, program, and whether a student is part-time, full-time, resident, or nonresident.

Selective Service

The federal Military Selective Service Act (the "Act") requires most males residing in the United States to present themselves for

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

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

Financial Aid

Financial Aid Office

Salazar Hall
707 664-2389
Fax 707 664-4242
finaid@sonoma.edu
http://web.sonoma.edu/finaid

By contacting the Financial Aid Office staff and accessing the office's website, students and their families can find out about federal and state financial aid programs and, if eligible, be awarded monetary assistance to meet the costs of attending Sonoma State University. The staff is committed to providing each applicant with timely and efficient customer service, as well as ensuring that students have access to current and accurate information about the steps and deadlines for completing the financial aid application process.

Financial Aid Programs

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

Federal Aid

- Federal Pell Grants
- Federal TEACH Grants
- Federal Supplemental Educational Opportunity Grants
- Bureau of Indian Affairs Grants
- Federal Work Study (FWS)
- Federal Direct Student Loans
- Federal Direct Parent Loans for Undergraduate Students

State Aid

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

The Financial Aid Office has developed an informative and supportive website where students can find descriptions and specific eligibility requirements for the programs listed above. Students are encouraged to visit links provided on the website, to apply online, and to review the information about the California Student Aid Commission's programs on its website at www.csac.ca.gov and information about federal financial aid at studentaid.ed.gov.

Application Procedures for California Dream Act

Students who qualify for the waiver of non-resident tuition under AB540 may be eligible for the State University Grant, Cal Grant, or Middle Class Scholarship. Please review the information available at the California Student Aid Commission's website, www.csac.ca.gov, and complete the California Dream Act application available through their website. The priority deadline is March 2.

Please Note: Students who are eligible for federal financial aid must complete the Free Application for Federal Aid (FAFSA), as explained in the next section, not the Dream Act Application.

Application Procedures

All new and continuing financial aid applicants are required to complete and submit the Free Application for Federal Student Aid (FAFSA) at fafsa.gov. By submitting this single application, applicants will be considered for most of the federal and state financial aid programs that are listed above (excluding BIA and non-FWS employment). New applicants for Cal Grants must also file a California Student Aid Commission GPA Verification Form by March 2. The FAFSA asks for confidential information about family income, assets, household size, etc., which is used by the Financial Aid Office to establish financial need and determine what aid, if any, the student is eligible to receive.

To help avoid errors and to speed up processing of your FAFSA, apply online at fafsa.gov. You (and your parent, if you will be required to report your parents' information) should also apply for a Federal Student Aid ID (FSAID) at https://fsaid.ed.gov so you can sign your FAFSA electronically.

Apply as early after October 1 as possible. Those who apply in October or November will have first priority to the available funding. To be considered for priority filing and to apply for a new Cal Grant or Middle Class Scholarship you must file your application by March 2.

The Financial Aid Office expects the student and the student's family to make every effort possible to finance the student's education. Students who do not meet the federal definition of financial independence from their parents must provide parental financial data.

This information, in addition to the student's own resources, will be taken into consideration when determining a student's eligibility for the various aid programs administered by the University. The student's financial need is determined by subtracting those resources available for education from a standard student budget.

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

Questions regarding a student's eligibility or types of financial aid offered should be directed to the Financial Aid Office. Contact hours, phone numbers, and email addresses are available on the financial aid website at http://web.sonoma.edu/finaid/.

Financial Aid Appeals

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

Scholarship Programs

Scholarship Office

Salazar Hall 1000
(707) 664-2261
scholarships@sonoma.edu
http://web.sonoma.edu/scholarships

University Scholarship Program

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

Any incoming freshman, undergraduate, or graduate student planning to attend Sonoma State University full-time beginning in the fall semester, whether entering or continuing, is eligible. However, official notification of admission is not required. Application to, acceptance by, or enrollment in the University is required.

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

Applications of candidates are reviewed by the University Scholarship Committee. The committee asks each applicant to submit an essay, in addition to the basic scholarship application form.

Scholarship applications are available beginning October 1 each year. Applications and required materials must be received by February 1 of the application year. Students interested in applying for any of the awards offered through the University Scholarship Program may visit the scholarship office website at www.sonoma.edu/scholarships.

Questions about the scholarship program may be sent to scholarships@sonoma.edu or by calling (707) 664-2261.

Alan Pattee Scholarships

Children and spouses of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of law enforcement or fire prevention or suppression duties are not charged mandatory tuition fees (tuition fee and application fee) at any California State University campus, according to the Alan Pattee Scholarship Act, Education Code, Section 68120. Students qualifying for these benefits are known as Alan Pattee scholars. For more information, contact the Office of Admissions for an eligibility determination.

Departmental and Athletic Scholarships

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

External Scholarships

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

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

Additional Work Opportunities

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

Availability of Institutional and Financial Assistance Information

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

A description of the federal, state, institutional, local, and private student financial assistance programs available to students who enroll at Sonoma State University

For each aid program, a description of procedures and forms by which students apply for assistance, student eligibility requirements, criteria for selecting recipients from the group of eligible applicants, and criteria for determining the amount of a student's award;

A description of the rights and responsibilities of students receiving financial assistance, including federal Title IV student assistance programs, and criteria for continued student eligibility under each program;

The satisfactory academic progress standards that students must maintain for the purpose of receiving financial assistance and criteria by which a student who has failed to maintain satisfactory progress may reestablish eligibility for financial assistance;

The method by which financial assistance disbursements will be made to students and the frequency of those disbursements;

The way the school provides for Pell-eligible students to obtain or purchase required books and supplies by the seventh day of a payment period and how the student may opt out;

The terms of any loan received as part of the student's financial aid package, a sample loan repayment schedule, and the necessity for repaying loans;

The general conditions and terms applicable to any employment provided as part of the student's financial aid package;

The terms and conditions of the loans students receive under the Direct Loan and Perkins Loan Programs;

The exit counseling information the school provides and collects for student borrowers; and Contact information for campus offices available for disputes concerning federal, institutional and private loans.

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

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

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

Information regarding special facilities and services available to students with disabilities may be obtained from the Director, Disability Services for Students, Schulz Library 1049, (707) 664-2677.

Information concerning Sonoma State University policies, procedures, and facilities for students and others to report criminal actions or other emergencies occurring on campus may be obtained from the Police Chief, University Police, Verdot Village, (707) 664-4444.

Information concerning Sonoma State University Annual Campus Security Report and Annual Fire Safety Report may be obtained from the Police Chief, University Police, Verdot Village, (707) 664-4444.

Information concerning the prevention of drug and alcohol abuse and rehabilitation programs may be obtained from the Vice President for Student Affairs, Student Center 3021, (707) 664-2838.

Information regarding student retention and graduation rates at Sonoma State University and, if available, the number and percentage of students completing the program in which the student is enrolled or has expressed interest in may be obtained from the Director, Reporting and Analytics, Stevenson 1024, (707) 664-3350.

Information concerning athletic opportunities available to male and female students and the financial resources and personnel that Sonoma State University dedicates to its men's and women's teams may be obtained from the Senior Director of Intercollegiate Athletics, Salazar Hall 2nd floor, (707) 664-2521.

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

Information concerning grievance procedures for students who feel aggrieved in their relationships with the University, its policies, practices, procedures, or its faculty and staff, may be obtained from the Vice President for Student Affairs, Student Center 3021, (707) 664-2838.

Information concerning student activities that Sonoma State University provides, must be easily accessible on http://www.sonoma.edu/students.

Information concerning student body diversity at Sonoma State University, including the percentage of enrolled, full-time students who are (1) male, (2) female, (3) Pell Grant recipients, and (4) self-identified members of a specific racial or ethnic group, must be obtained at http://www.sonoma.edu/about/diversity.

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

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

RESIDENTIAL EDUCATION AND CAMPUS HOUSING

(707) 664-2541
email: ssu.housing@sonoma.edu
www.sonoma.edu/housing
Student Center

SSU's residential community provides a mix of six distinct campus "villages" that provide housing for 3,200 students. Living on campus is a key part of the education experience at SSU, and it is designed to promote academic success as well as personal wellness, civility, and responsibility. Experienced professional staff and highly trained student leaders work and live in all on-campus villages. Programs are planned for all on-campus residents, including trips, lectures, and social and educational activities. Living on-campus provides opportunities for students to engage and connect with other students, staff, and faculty. Residents who live on-campus are expected to know and support the community standards that reflect state laws as well as SSU rules and regulations.

All on-campus suites and apartments are fully furnished and carpeted, have a living room and bathroom(s), and have wireless connectivity to the University's community network. The on-campus apartments also provide a kitchen with appliances. Additional benefits to the residential community are multiple swimming pools and spas, meeting rooms, study rooms, two service desks, and outdoor recreation area. The proximity of the villages are located adjacent to the main campus classroom buildings.

Student Leadership

Through the residential Housing Association (RHA) and Village Council there are opportunities to be further involved and develop leadership skills. RHA is responsible for representing student concerns to Residential Education and Campus Housing as well as planning major events and activities.

On-Campus Housing

The residential community provides comfortable, convenient campus housing for 3,200 single students. The community is a unique mix of nontraditional suites and campus apartments, all located adjacent to the main campus classroom buildings. All suites and apartments are fully furnished and carpeted and have their own living rooms and bathrooms. The apartments also contain their own kitchens with all appliances. All suites and apartments provide wireless connectivity to the University's computer network giving residents access to University computing resources and the Internet. A variety of benefits are available to residents depending upon their living area within the residential community, these include: two swimming pools and two spas, study rooms, two service desks, meeting rooms, and outdoor recreation areas.

The community's residential education program includes live-in professional and peer staff, hundreds of social and educational activities, living learning communities, and themed living areas. Living on-campus provides opportunities for students to engage and connect with other students, staff, and faculty.

Off-Campus Housing

Residential Education and Campus Housing maintains an online rental listing service for the local area. This service can be found online at www.sonoma.edu/housing and includes rental houses, apartments, and rooms in private homes. Other rental resources containing names and phone numbers of local apartment complexes is also available.

Summer Session and Conferences

During the summer, the residential community provides housing for summer session students and for guests participating in conferences hosted on campus.

UNIVERSITY DEGREES

Bachelor's Degree Programs

Bachelor of Arts (B.A.)

- American Multicultural Studies
  - Africana Studies
- Anthropology
- Applied Statistics
- Art, with a concentration in:
  - Art Studio
- Art History
- Biology
  - Zoology
- Chemistry
- Chicano and Latino Studies
- Communication Studies
- Criminology and Criminal Justice Studies
- Early Childhood Studies
- Earth Science
- Economics
- English, with concentrations in:
  - Creative Writing
  - Literature
  - Secondary Teaching Preparation
- Environmental Studies, with concentrations and study plans in:
  - Energy Management and Design
  - Conservation and Restoration
  - Planning (City and Regional Planning)
- French
- Geography, with concentrations in:
  - Biophysical Environment
  - Environment and Society
  - Geospatial Techniques
  - Globalization and Identity
- Geography and Environment, with concentrations in:
  - Environmental Systems
  - Geospatial Science and Technology
  - Planning for Sustainable Communities
  - Society, Environment, and Planning Sustainable Communities
- Global Studies, with concentrations in:
  - Asia
  - Europe
  - Global Environmental Policy
  - Economic, Political and Social Development
  - Latin America
- History
- Human Development
- Hutchins School of Liberal Studies
  - Blended Program (BA plus Multiple Subject Credential)
  - Interdisciplinary Studies Plan
  - Multiple Subject Preparation Plan
- Liberal Studies (Ukiah)
- Mathematics
  - Bi-disciplinary
  - Pure Mathematics
  - Secondary Teaching Preparation
- Music, with a concentration in:
  - Liberal Arts
- Philosophy, with a concentration in:
  - Pre-Law and Applied Ethics
- Physics
- Political Science
- Psychology
- Sociology
- Spanish
- Special Majors:
  - German Cultural Studies
- Theatre Arts, with concentrations in:
  - Acting
  - Dance
  - Technical Theatre
  - Theatre Studies
- Women's and Gender Studies

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

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

Bachelor of Music (B.M.)

- With concentrations in:
  - Performance
  - Jazz Studies
  - Music Education

Bachelor of Science (B.S.)

- Biochemistry
- Biology, with concentrations in:
  - Ecology and Evolutionary Biology
  - Marine Biology
  - Molecular Cell Biology
  - Physiology
- Business Administration, with Concentrations in:
  - Accounting
  - Finance
  - Financial Management
  - Marketing
  - Wine Business Strategies
- Chemistry
- Computer Science
- Electrical Engineering with focus in:
  - Electronics and Communication
- Environmental Studies, with concentrations in:
  - Energy Management and Design
- Geology
- Kinesiology, with concentrations in:
  - Exercise Science
  - Lifetime Physical Activity
- Mathematics, with a concentration in:
  - Applied Mathematics
- Nursing
  - Prelicensure B.S.N.
  - Postlicensure B.S.N.
- Physics, with a concentration in:
  - Applied Physics
- Statistics

Master's Degree Programs

Master of Arts (M.A.)

- Counseling, with concentrations in:
  - Clinical Mental Health (MFT and LPCC)
  - School Counseling: Pupil Personnel Services (P.P.S.)
- Cultural Resources Management (Anthropology)
- Education, with concentrations in:
  - Curriculum, Teaching, and Learning
  - Early Childhood Education
  - Educational Leadership
  - Reading and Language
  - Special Education
  - TESOL
- English
- Film Studies, through Special Sessions
- History
- Interdisciplinary Studies (ITDS)
- Organization Development, through Special Sessions
- Psychology, through Special Sessions
  - Depth Psychology
- Spanish, through Special Sessions

Master of Business Administration (M.B.A.), with a concentration in Wine Business

- Executive M.B.A., through Special Sessions

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

Master of Science (M.S.)

- Biology
- Computer and Engineering Science, through Special Sessions, with concentrations in:
  - Communications and Photonics
  - Computer Hardware and Software Systems
- Nursing, with a concentration in:
  - Family Nurse Practitioner
- Interdisciplinary Studies (ITDS)

Minor Programs

- American Multicultural Studies
- Anthropology
- Applied Arts
- Applied Statistics
- Art Studio
- Art History
- Astronomy
- Biology

- Business Administration
- Chemistry
- Chicano and Latino Studies
- Computer Science
- Criminology and Criminal Justice Studies
- Early Childhood Education
- Economics
- Electrical Engineering
- English
- Environmental Studies and Planning
- Film Studies
- French
- Geography
- Geology
- German
- Gerontology
- Global Studies
- Health Systems Organizations (Career Minor)
- History
- Integrative Studies
- Jewish Studies
- Kinesiology
- Latin American Studies
- Linguistics
- Mathematics
    - Mathematics for Teachers
- Museum and Gallery Methods (Career Minor)
- Music
- Native American Studies
- Philosophy
- Physical Sciences
- Physics
- Political Science
- Psychology
- Queer Studies
- Sociology
- Spanish
- Statistics
- Theatre Arts
- Women's Health (Career Minor)
- Women's and Gender Studies

DEGREE REQUIREMENTS

Baccalaureate Candidates

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

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

1. Faculty Approval

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

2. Completion of a General Education Program

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

3. Completion of a Major

Through a concentration of studies in a particular major, students focus in depth upon a particular set of disciplines or subject areas. Because major programs vary considerably in their requirements, students should consult with faculty advisors early in their academic programs. Students may declare a major at any time, but are required to do so by the time they have earned 60 units. Descriptions of the majors are found with the department listing in the University Curricula section of this catalog.

4. Completion of the Written English Proficiency Requirement

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

5. Maintenance of Scholarship

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

6. Unit Requirements and Limitations

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

a. Total Units: A minimum of 120 semester units is required for graduation (some majors require up to 132 semester units for graduation);

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

c. Residence Units: Thirty units must be completed in residence at Sonoma State University, including 24 upper-division units and 12 units in the major. The B.F.A. in Art requires 24 upper-division units in Art in residence. Note: Units earned in Extension, Open University, Visitor status at Sonoma, nonbaccalaureate-level courses, and through credit by examination may not be applied to residence requirements; and

d. Credit/No Credit Grades. A maximum of 24 units of courses with nontraditional grades may be elected. Students completing the Hutchins School interdisciplinary general education lower-division program may exceed this minimum by 24 units. Courses fulfilling major and minor requirements must be graded A-F, except for courses not available in the 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
*see page (415): Catalog Year requirement	
Student-Instructed Courses 199/399	12 units
Community College transfer credit	70 units
Credit by Examination	30 units
Faculty-Evaluated Prior Learning	30 units

7. Change in Graduate Standing

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

Students who graduated with a bachelor's degree from a foreign institution and change from working toward a second bachelor's to a graduate program must submit a qualifying TOEFL or IELTS score.

Note: Students who have been separated from the University for a substantial amount of time may need to have their previous coursework re-verified by the Department Chair of the major. General Education work may need to be re-verified by the GE subcommittee. Any work found to be expired will convert to Elective Credit. New, additional coursework may be required to complete the degree. Students must meet all of the requirements in place for the current catalog year for the major, minor and/or General Education. Students can fill out an Application for Graduation along with a Matriculation Form and meet with their advisor prior to submitting paperwork to the office of Admissions and Records.

Minor Programs

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

Electives

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

Double Majors

It is sometimes possible for a student to complete the requirements for more than one major within 120-140 units. If you complete requirements for two bachelor degrees, both will appear on your diploma and transcripts. Students who wish to complete requirements for a second major should consult with a faculty advisor early in their academic program.

Provisional Unclassified Graduate Status for Senior Students

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

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

Second Bachelor's Degree

To earn a second baccalaureate at Sonoma State University, students must fulfill the requirements of the major, and demonstrate competence in English composition by passing the Written English Proficiency Test. Second baccalaureate candidates must complete 30 units of residence credit at Sonoma State University and should consult with their faculty advisors regarding the portion of those 30 units that must be earned in upper-division courses (minimum 24 for residency). Note: Units earned in Extension, Open University, and Visitor status, and through credit-by-examination may not be applied to residence requirements.

Second baccalaureate students may carry only one major and are not eligible for second majors or minors. Students are also eligible for honors if they meet the regular requirements for honors, which is 45 units of letter graded classes taken in residence.

Awarding of Degrees

Degrees are awarded three times a year in December, May, and August. Candidates for graduation should file an "Application for Award of Degree" form with Admissions and Records one to two semesters before the anticipated semester graduation. This will enable the student and advisor to determine remaining requirements and any

deficiencies to be completed. You must meet all degree requirements by the date of graduation to a future date by filing a "change in Graduation Information" form. If you do not graduate within two terms of your initial filing, you will need to reapply for graduation in addition to any other paperwork required.
Students can only apply to graduate in current majors/minors your were in previously has been expired, you cannot graduate under it.
Diplomas are mailed 6-8 weeks after the award of degree.

Honors at Graduation

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

1. Degree Honors

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

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

Degree Honor Designation

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

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

Cum Laude - is awarded to those students achieving a cumulative grade point average in all university and college work **and** a cumulative grade point average in all work undertaken at SSU of no less than 3.50.

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

2. Department Honors

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

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

3. Certificates

If you have completed an approved certificate, it will be listed on your official transcript once your degree is posted.

General Education Program

Mission

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

Graduate Degrees

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

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

Residence Master's Degree Programs

Biology
Business Administration
- Wine Business

Counseling
- Clinical Mental Health (MFT and LPCC)
- School Counseling (P.P.S.)

Cultural Resources Management (Anthropology)
Education
- Curriculum, Teaching, and Learning
- Early Childhood Education
- Educational Leadership
- Reading and Language
- Special Education
- TESOL

English
History
Interdisciplinary Studies
Nursing
- Family Nurse Practitioner

Public Administration

Special Sessions Master's Degree Program

Computer and Engineering Science
- Communication and Photonics
- Computer Hardware Software Systems

Executive M.B.A.
Film Studies
Organization Development
Psychology
- Depth

Spanish

Graduate Admission Requirements

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

Change in Graduate Standing

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

Advancement to Candidacy

Master's degree students are advanced to candidacy when the department has assessed the academic and professional capacities of the student and is convinced that the student has the competence to complete all requirements for the degree, including the culminating project. Advancement to candidacy is done by filing the Advancement to Candidacy form (GSO1), which describes the culminating project, is approved by all of the members of the student's thesis committee, and is reviewed by the Graduate Studies Office. Culminating projects, including theses, investigative projects, creative projects, and curriculum projects, are approved by the department and reviewed by the Graduate Studies Office prior to clearance for the degree. These projects are then published by the Sonoma State Library and become part of its permanent digital collection.

Completion of the Written English Proficiency Requirement

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

General Requirements for the Master's Degree

Master's programs require a minimum of 30 semester units of approved coherent coursework. All courses applied to the program must be completed with an overall GPA of 3.00, and no course for which a final grade below C is assigned may be used to satisfy this requirement. Graduate programs must be completed in no more than 7 years, which is computed as 14 semesters. No more than 6 semester units shall be allowed for a thesis project

Other University-wide criteria

1. A classified student must demonstrate, throughout enrollment in the graduate program, the level of competence required to be successful in the completion of the requirements. This evaluation of competence is primarily the responsibility of faculty actively teaching in the program.
2. Advancement to candidacy is required and should be done when the student enters the final phase of the program. Departments vary in the way they evaluate student competency and in what is required to advance the student to candidacy for the degree.
3. No fewer than one-half of the total units required shall be in graduate (500-level) coursework.
4. At least 21 semester units shall be completed in residence.
5. No more than 6 semester units shall be allowed for a thesis or project.
6. No more than 30 percent of coursework shall be allowed in transfer, including work done through Extended Education.
7. No credit toward a master's degree will be given for student teaching in a credential program.
8. At the discretion of the department, up to one-third of the total program units may be in a nontraditional grading mode (credit/no credit).
9. No classes completed as an undergraduate may be used except those granted provisional graduate credit prior to award of the baccalaureate degree.
10. The candidate must complete a thesis, project, or comprehensive exam as required by the department. Culminating projects that are published by the library require review by the Graduate Studies Office, as well as final approval by the student's faculty committee.
11. A public defense of the thesis or project is required.
12. The student has four semesters to complete the thesis/project, including the first semester of enrollment for thesis units. The RP (Report in Progress) grade will remain until the student submits the culminating project. Projects taking more than four semesters to complete will require an approval for extension by the Graduate Studies Office or may require reapplication to the program and re-enrollment in the units.

Continuous Enrollment Policy

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

1. Those students who wish to maintain eligibility for financial aid and use the full resources of the University should

maintain regular half-time enrollment and pay half-time fees. Graduate programs create enrollment opportunities for these students by providing mechanisms such as sections of 535 (Directed Writing) or 599 (Research and Thesis) in the regular class schedule, or by allowing students to enroll in 595 (Special Studies) through the regular registration procedure.

2. Those students who do not seek the full services of the University may maintain enrollment through Extended Education and pay a continuation fee of $250 per semester. The fee maintains their place in their academic program and provides library privileges.
3. With the support of their graduate advisors, those students who, due to extraordinary circumstances, cannot continue work on their programs may seek special consideration by petitioning the Graduate Studies Office for a leave of absence for a defined period of time not to exceed two years. This petition process would not extend the seven-year limitation on coursework applied to the degree.

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

Courses that May be Included in a Master's Program

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

500-599 Graduate courses.

THE SCHOOLS

School of Arts and Humanities

Hollis Robbins, Dean
Nichols Hall 380
(707) 664-2146

American Multicultural Studies
Art and Art History
Chicano and Latino Studies
Communications and Media Studies
English
Modern Languages and Literatures
Hutchins School of Liberal Studies
Music
Philosophy
Theatre and Dance
Film Studies
Jewish Studies
Linguistics
Native American Studies

The School of Arts and Humanities offers instruction in studio art, creative writing, music, dance, acting, technical theatre, and theatre arts. Programs in the humanities include American Multicultural Studies, Art History, English, French, German, Spanish, Communication Studies, Chicano and Latino Studies, Jewish Studies, Linguistics, Native American Studies, and Philosophy. The School of Arts and Humanities also houses the Hutchins School of Liberal Studies and a pre-law and applied ethics program and provides numerous opportunities for service-learning experiences and internships, as well as study abroad.

The Hutchins School, American Multicultural Studies, and the Department of Chicano and Latino Studies offer subject matter preparation programs for students who intend to enter teaching credential programs and to teach in elementary schools. Several departments and programs, including Art, English, Modern Languages, and Music, offer subject matter preparation programs that lead to secondary or single subject teaching credential programs. The English Department offers an M.A. degree in which students complete work in Literature Studies, Creative Writing and the Teaching of Writing. There is an M.A degree program in Spanish and, an M.A degree program in Film Studies.

The school also oversees the Center for Performing Arts, which features music and theatre arts productions and guest artists in the state-of-the-art Person Theatre; the University Art Gallery, with nationally recognized shows and exhibits; the Sonoma Film Institute; the Writers Lecture Series; the Africana Lecture Series and other lecture series; KSUN, the campus radio station; the Sonoma State Star, the student weekly newspaper; SSU TV; Zaum, the campus literary journal; and Volt, a nationally distributed literary journal. The Music Department is housed in the music education wing of the world famous Green Music Center. Our students and faculty perform regularly on stage in the world-class Weill Hall and in Schroeder Hall.

The school faculty are committed to excellence in teaching and to a strong academic advising program. Students are offered guidance on coursework, advising, internships, and career paths. The school provides an education that allows students to develop their ability to think critically and communicate clearly, the best preparation for a successful future and transforming the world.

School of Business and Economics

Karen Thompson, Interim Dean
Stevenson Hall 2034
(707) 664-2220

sbe.sonoma.edu

Business Administration
Economics

The mission of the School of Business and Economics is to create extraordinary learning experiences for our students and to advance best business practices in the North Bay and beyond. We fulfill this mission by: (1) providing memorable and transformational educational programs for the global business professionals of the future, and for the entrepreneurs and emerging leaders in the north San Francisco Bay Area; (2) being an exemplar of best practice by researching, developing, and applying the business tools, methods, and strategies that we teach our students; and (3) cultivating success for the global wine industry as a leading business education and research center.

Our vision is to be the educational catalyst for a collaborative, thriving North Bay economy and its global impact. Both our mission and our vision shape the student experience in the School of Business and Economics. The School has a robust network of support from the regional business community that creates opportunities for our students to meet local leaders, learn with professional mentors, gain experience with internships, and apply their learning through community case studies, projects, conferences, and competitions.

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

The School of Business and Economics includes the Departments of Business Administration, whose programs are accredited by the Association to Advance Collegiate Schools of Business (AACSB), and Economics. Business Administration majors benefit from the General Education requirements of the University and then are provided with

a broad program of study that involves an integrative set of required core courses plus a field of concentration which enables targeted learning in a specific subdiscipline of business. Concentrations include accounting, finance, financial management, management, marketing, and wine business strategies. Economics majors receive a firm foundation of undergraduate study in a liberal arts tradition that serves as preparation for graduate school as well as professional careers in economics.

Our small class sizes, qualified professors, and desirable location make us an excellent option for those looking to secure a strong foundation in business and economics before entering the working world. Our local network creates opportunities for students to work and learn in the field at all stages of their studies.

Graduate-level programs in the School of Business and Economics help professionals and executives develop insights into advanced business theories and practice that can be immediately applied in the workplace. The Sonoma MBA for Professionals, our evening Masters in Business Administration program, is organized around a 4-3-2-1 model - four core courses, three theme areas, two electives, and one capstone course – that balances the need to build a strong foundation of core skills for all students with the curriculum flexibility to take courses that serve students' unique academic interests and career paths. Also, the Sonoma MBA in Wine Business is the only one of its kind in the United States and offers deep connections to the local industry.

The Sonoma Executive MBA program is an alternative-format MBA program designed for those seeking an environment for entrepreneurial and strategic thinking, along with greater depth in leadership and global business education. Designed for seasoned professionals with at least eight years of work experience, the Sonoma EMBA honors family and career with classes scheduled two days a week on alternating weekends. The Sonoma Executive MBA in Wine Business focuses our EMBA curriculum on global wine operations, strategic brand management, and other industry-relevant skill areas.

Within the School of Business and Economics, several organizations and initiatives exist to promote our students and support North Bay communities and communities everywhere:

- The Wine Business Institute is an education and research institute that provides business solutions for the wine industry and is a globally respected resource for knowledge, education, and research within the wine industry. It supports the wine industry by providing relevant and practical research, professional development seminars, and, through the Department of Business Administration, both undergraduate and graduate degree programs.
- The School of Business and Economics Career Center offers dedicated career development and job placement services to all of our majors. We have a vibrant mentor and internship program, along with multiple events that connect numerous local hiring companies with our students.
- The School of Business and Economics is building a hub of entrepreneurship education and resources for the North Bay. Our entrepreneurship resource website, entrepreneurship in residence, and connections to the local entrepreneur community are central components of our new hub.
- The Center for Regional Economic Analysis provides high-quality research, data, and analysis for local industry and governments. The Center produces and disseminates new information in the general area of economic research and the specific areas of business and economics, local and regional economic development, and fiscal policy.
- The North Bay Economic Outlook Conference is a partnership of representatives from organizations in both the public and private sectors. Each year, the School supports this regional conference which examines and analyzes contemporary, critical issues in support of our local community's economic development.

School of Education

Carlos Ayala, Dean
Stevenson Hall 1078
(707) 664-2132

Student Services
Stevenson Hall 1078
(707) 664-2832
www.sonoma.edu/education/

Curriculum Studies and Secondary Education (CSSE)
Stevenson Hall 1078
(707) 664-3115

Early Childhood Studies (ECS)
Stevenson Hall 1078
(707) 664-3115

Educational Leadership and Special Education (ELSE)
Stevenson Hall 1078
(707) 664-3115

Literacy Studies and Elementary Education (LSEE)
Stevenson Hall 1078
(707) 664-3115

The mission of the School of Education at Sonoma State University is to advance excellence in the education profession through the professional preparation of teachers and educational leaders. Central to this mission is the offering of exemplary professional education programs based on sound theory and practice, current research, sensitivity to the needs of P-12 education, appreciation for diversity, and respect for all learners. It also includes the School's active role in the social and educational growth of the communities we serve through various partnerships, projects, and initiatives.

The School of Education provides programs for students seeking a B.A. degree, preliminary credentials, certificates and specialist credentials, and graduate degrees.

Undergraduate students can pursue a major or a minor in Early Childhood Studies. These programs prepare students to pursue careers or graduate study in professions that involve work with young children, as well as qualifying them for the California Child Development Permit. The School of Education offers preliminary teaching credentials in multiple subject (elementary), single subject (middle school/secondary), and special education (Education Specialist: mild/moderate or moderate/severe). Other offerings include certificate and specialist credential programs in Adapted Physical Education (APE), Reading Certificate and Reading and Language Arts Specialist, Pupil Personnel Services (PPSC), and Administrative Services credentials. All credential programs are accredited by the California Commission on Teacher Credentialing.

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

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

- Are agents of individual growth and social change as well as models and advocates of the broader intellectual and social values of a democratic society;
- Are knowledgeable and thoughtful about the content and pedagogy in their fields of emphasis;
- Promote social, emotional, and moral growth and learning in their classrooms, schools, and communities;
- Design and engage in inclusive educational practices that respects human differences; and
- Continuously inquire, observe, study and reflect to improve as educators.

Coursework and field experiences in the School of Education emphasize the complex interaction of learning and teaching in the context of the diversity of California schools. Current educational theory and research provide the foundation for course and program offerings, with implications for practice drawn from theory/research and the realities of life in classrooms and schools. All programs provide substantive time for students to student teach, intern teach, or serve as administrative interns in schools. The School of Education works closely with area schools and school districts in a variety of partnerships. School of Education faculty collaborate with faculty in other departments and schools across the University in subject matter preparation, pedagogy, and field experiences. Admissions requirements are informed and regulated by the CSU as well as State and National Accrediting agencies. Prospective students should review the School of Education website regularly for current admissions requirements.

Note: Administrative services credentials are under revision in 2017-2018. Current information may not be available on this catalog. For more detailed information on credentials and other education programs, please see the University's special bulletins and the School of Educations current program brochures and policy statements, or visit the Education website at www.sonoma.edu/education.

School of Extended and International Education

Robert Eyler, Ph.D., Dean and Senior International Officer
Stevenson Hall 1012
(707) 664-4256

www.sonoma.edu/exed

The mission of the School of Extended and International Education (SEIE) is to support and complement the overarching institutional goals of Sonoma State University. The rapidly-changing educational needs of lifelong learners have focused the mission of Extended Education on these critical elements of SSU's future: the development of sustainable infrastructure and an inventory of relevant programs that serve and support the needs of the diverse SSU student population; the enhancement of collaborative relationships with local communities, the surrounding region and around the world to foster educational, social, cultural, and economic development; expanding SSU's participation in the international sphere; and the generation of revenue sources to support the academic partners of SEIE and help mitigate the impacts of reduced state funding for higher education.

Professional Certificate Programs

Advanced Practice Clinical Education (for Nurses)-on hiatus
Audio and Recording Production Certificate
Conflict Management Certificate
Construction Management Certificate
Human Resource Management Certificate
Maker Educator Certificate
Nursing Transition into Practice
Post-Master's Family Nurse Practitioner
Professional Social Media Certificate
Project Management Certificate
Wine Industry Finance and Accounting
Wine Business Management
Includes Professional Development Seminars, Wine Business Management online program, and Wine Entrepreneurship course

Special Programs

EXCEL: a unique summer enrichment program for young people in grades 4-9, offering a variety of academic, technical, and creative classes to augment traditional offerings during the school year.

Osher Lifelong Learning Institute (OLLI): a program of intellectually stimulating courses taught by distinguished emeritus faculty and regional experts for people ages 50 or older.

Sonoma State American Language Institute (SSALI): an intensive English Language program that prepares international students and foreign residents for successful academic study and careers.

Wine Business Institute: a series of professional development short courses pertaining to the wine industry under the auspices of the Wine Business Program in the School of Business and Economics.

Contract Credit: contract credit may be earned for professional development programs; and conferences offered by an organization that meet specific university guidelines.

Online Development and Career Training: online self-paced non-credit courses to enhance professional, technical, or personal development.

Degree Programs

Saturday B.A. Degree Completion
Consists of online and in-class instruction on the seminar model, designed for the working adult, based at the SSU campus
B.A. Liberal Studies Napa Valley
A degree completion program for the adult reentry student based at Napa Valley College
B.A. Liberal Studies Solano
A degree completion program for the adult reentry student based at the Vallejo Center of Solano Community College
B.S. in Business Administration at the College of Marin
M.A. in Film Studies
M.A. in Organization Development
M.A. in Psychology
Depth Psychology
M.A. in Spanish
M.S. in Computer and Engineering Science
Executive M.B.A. (E.M.B.A.)

Continuing Education for the Professions

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

Summer Session

Summer Session offers University credit coursework that counts toward graduation.

Winter Intersession

Intensive courses during the break between semesters that count towards graduation.

Open University

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

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

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

Open University registration information is available at www.sonoma.edu/exed.

School of Science and Technology

Lynn Stauffer, Dean
Darwin Hall 115
(707) 664-2171

www.sonoma.edu/scitech

Biology
Chemistry
Computer Science
Engineering Science
Geology
Kinesiology
Mathematics and Statistics
Nursing
Physics and Astronomy

The curriculum offered in the School of Science and Technology meets the professional needs of students planning a career in natural or physical sciences, mathematics and statistics, nursing, kinesiology, electrical engineering and computer science. The school's dedicated faculty and staff of professional scientists, mathematicians and health professionals are proud of the education they provide and of the accomplishments of their students. The school values faculty-student interaction, much of which is cultivated in small majors courses and a rich hands-on curriculum.

Graduates of the School of Science and Technology have established excellent records; some have earned national awards, many have earned advanced degrees, and all are poised to meet the workforce needs of our state in science, technology, healthcare, education, engineering, and many other high-demand fields. Students interested in the health professions may enroll in any of the science departments to complete their undergraduate work. Sonoma State pre-health students' success rates in entering medical schools are well above national averages. The school, in collaboration with the School of Education, provides an excellent preparation for future mathematics and science teachers at the elementary and secondary level.

The School of Science and Technology also serves the needs of students in the schools of Arts and Humanities, Social Sciences, Business and Economics, and Education. Students with career goals in fields such as business, management, law, and urban planning may find courses in mathematics, statistics, or computing essential to their future. In addition, the School of Science and Technology offers a rich selection of studies that can enhance a student's entire life. Courses in kinesiology, astronomy, biology, geology, electrical engineering and computer science can provide a basis for lifelong pursuits and

enrichment.

The three master's programs in biology, computer and engineering science, and nursing provide graduate students with a wide variety of opportunities ranging from research to clinical studies. Many of the nursing graduate courses are delivered by distance learning methods and a significant number of scientists and engineers from our local high tech industry participate in exciting graduate and undergraduate research activities in the school.

The School of Science and Technology is home to several respected programs and organizations including the Center for Enviornmental inquiry, the Education and Public Outreach group, the Summer High School Internship Program, the Mathematics, Engineering, Science Achievement (MESA) program and the Lewis Stokes Alliance for Minority Participation program. Millions of dollars have been invested in the school's laboratories and undergraduate and graduate students use these facilities including the Keck Microanalysis Lab, the SSU Makerspace, over 4,000 acres of nature preserves and other technological instrumentation to carry out their own experiments on their way to fulfilling their educational goals.

School of Social Sciences

Maureen Buckley, Interim Dean
Stevenson Hall 2078
(707) 664-2112

Anthropology
Counseling
Criminology and Criminal Justice Studies
Geography, Environment and Planning
History
Human Development
Liberal Studies Ukiah
Liberal Studies (Napa/Solano) with
the school of Extended and International Education
Political Science
Psychology
Sociology
Women's and Gender Studies

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

Our undergraduate and graduate offerings are united in the study of human society and social relationships, which is integral to a well-rounded, high-quality liberal arts education. A student can choose from a variety of opportunities, ranging from the core of "traditional" social science fields with an emphasis on understanding human behavior and applying this knowledge (anthropology, history, political science, psychology, and sociology), to various cross-disciplinary programs (Geography, Environment, and Planning, Gerontology, Women's and Gender Studies, Global Studies, and Human Development), to programs with a professional emphasis (counseling, criminology and criminal justice studies, and public administration).

The school oversees several respected centers and institutes, including the Anthropological Studies Center, the Center for Holocaust and Genocide Studies,the Center for Interdisciplinary Geospatial Analysis, the Institute for Community Planning Assistance, and the Center for Sustainable Communities. These centers and institutes generate a number of contracts and grants that come to the University and provide many paid student internships in a large variety of funded projects.

Students in the social sciences have opportunities to study with faculty who are working in a wide spectrum of interests, including such areas as primatology, archaeology, human services,demography, cross-cultural and multicultural competence, globalization, development, social justice, and energy studies.

The School of Social Sciences is dedicated to achieving the University's goal of preparing critically thinking, creative, collaborative citizens actively engaged in building a more enlightened and just global society.

ACADEMIC PROGRAMS • UNIVERSITY CURRICULA

Course Numbering System

0-99 No academic credit/pre-baccalaureate course.
100-299 Lower division.
300-499 Upper division/may be acceptable for graduate program. For more information, please see the Provisional Unclassified Graduate Status for Senior Students in the Degree Requirements section.
500-599 Graduate courses.

Academic Department Abbreviations and Course Prefixes

AMCS	American Multicultural Studies
ANTH	Anthropology
ARTH and ARTS	Art History and Art Studio
ASTR	Astronomy
BIOL	Biology
BUS	Business Administration
CALS	Chicano and Latino Studies
CHEM	Chemistry
COMS	Communication and Media Studies
CES	Computers and Engineering Science
CS	Computer Science
COUN	Counseling
CCJS	Criminology and Criminal Justice Studies
EDCT	Education: Curriculum and Teaching
EDEC	Education: Early Childhood Education
EDEL	Education: Leadership
EDMS	Education: Multiple Subject
EDRL	Education: Reading and Language
EDSS	Education: Single Subject
EDSP	Education: Special Education
EDTE	Teaching English to Speakers of other Languages
ECON	Economics
EDUC	Education
ENGL	English
EE	Electrical Engineering
ES	Engineering Science
FILM	Film Studies
FR	French
GEP	Geography, Environment, and Planning
GEOL	Geology
GER	German
GERN	Gerontology
GLBL	Global Studies
HD	Human Development
HEBR	Hebrew
HIST	History
HUM	Humanities
ITDS	Special Major/Interdisciplinary Studies
JWST	Jewish Studies
KIN	Kinesiology
LIBS	Hutchins School of Liberal Studies
LING	Linguistics
MATH	Mathematics
MLL	Modern Languages and Literature
MUS	Music
NAMS	Native American Studies
NURS	Nursing
OD	Organization Development
PHIL	Philosophy
PHYS	Physics
POLS	Political Science
PORT	Portuguese
PSY	Psychology
SCI	Science
SOCI	Sociology
SPAN	Spanish
SSCI	Social Sciences
THAR	Theatre Arts & Dance
UNIV	University Courses
WGS	Women's and Gender Studies

AMERICAN MULTICULTURAL STUDIES

DEPARTMENT OFFICE
Nichols Hall 214
(707) 664-2486
www.sonoma.edu/depts/amcs

DEPARTMENT CHAIR
Christina Baker

ADMINISTRATIVE COORDINATOR
Linnea Mullins

Faculty

Christina Baker / Education; Race and Gender; Mass Media and Society; Race/Ethnicity and Identity

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

Kim D. Hester Williams / African American Literature and Aesthetics; 19th Century Literature and Culture; Multi-ethnic Literature; Gender, Race, and Visual Representation

Programs Offered

Bachelor of Arts in American Multicultural Studies

Minor in American Multicultural Studies

Concentration in Africana Studies

Film Studies Minor

Since 1971, the American Multicultural Studies Department (AMCS) has taken an interdisciplinary and comparative approach to teaching students about the importance of race and ethnicity to people living in the United States. The AMCS Department provides students with the theoretical foundation to understand the complexity of these issues while training them to develop cultural competence, critical thinking, and leadership skills that will empower students to navigate the fast-changing multicultural and multiracial American landscape.

The AMCS Department is listed under American Studies programs in the CSU system. The newly-revised AMCS program reflects an innovative trend in American studies that is truly interdisciplinary. The core program remains grounded in Critical Ethnic Studies and the concentration and pathways draw upon concepts and methods in other disciplines in the humanities and social sciences. The revised program will enable students to develop multi- and intercultural competence, critical thinking, and leadership skills that will help them navigate the fast-changing multicultural and multiracial American landscape.

Our classes focus on the histories and cultures of African Americans, Chicanos and Latinos, Asian Americans, Multiracial Americans, and Native American Indians so that students may understand more deeply America's multicultural heritage and future. Correspondingly, the teaching and research interests of our faculty explore how race and ethnicity intersect with power and inequality. Some of these areas of expertise are: Race and Representation; Race and Equality in Education; Race and Popular Culture; Race and Ethnicity in the Arts, Literature and Media; Race and Globalization; Multiracial Experience; Civil Rights Movement; Social Policy; Decolonization and Indigenization.

AMCS is committed to graduating students who have the knowledge and skills to live and work productively and competently in an increasingly diverse world. The faculty is committed to shaping students into culturally informed citizens who can make positive impacts on their communities. Students who complete our major or minor program will have the tools to adapt to a rapidly changing multicultural environment. At the core of our mission is the hope that our work will lead to a better world.

Through the various "AMCS Pathways" and the "Concentration in Africana Studies," students who major in AMCS can choose to focus on an area of interest and have a wide range of courses to choose from across selected departments in the university. This approach to learning will enhance students' multicultural awareness and competence and serves as a vibrant and imperative aspect of our contemporary society.

The AMCS degree is versatile as evidenced by our graduates who are now practicing lawyers, college professors, social workers, educators, student affairs professionals, academic counselors, nonprofit administrators, arts administrators, and social entrepreneurs.

Careers in American Multicultural Studies

The AMCS major encourages students to develop an in-depth understanding of American cultures and ethnicities in the 21st century. Since it is predicted that the U.S. will be fifty percent non-white in 2050, our goal is to teach the analytical tools for understanding the United States as a multiracial, multi-ethnic, multicultural, and multilingual nation and to help students shape their vision of leadership, civic engagement, and professional development for the future.

We invite students to explore our multifaceted course offerings focused on issues of justice, equity, and equal access to opportunity for all.

The AMCS Department offers a Concentration in Africana Studies that includes an array of courses within the AMCS Department as well as participating departments across the university. Students pursuing this concentration will learn about African American and African Diasporic history and culture.

The AMCS Pathways allow students to choose from participating departments across the university in the following areas of interest:

- Comparative Ethnic Studies
- Hemispheric Studies
- Critical Race, Sex, Gender, and Sexuality Studies

- Literature and the Arts
- Multicultural Education
- Film Studies
- Native American Studies

Faculty advisors will work closely with students in choosing their Pathway.

Bachelor of Arts in American Multicultural Studies

Admission into the Major

Each student majoring in AMCS is assigned a faculty advisor and consults with the advisor on progress toward the degree. Upon acceptance into the major, a transfer student's records will be reviewed to articulate the lower-division courses that are equivalent to those offered within the AMCS Department. A maximum of ten lower–division units may be transferred. Upper-division courses from four-year institutions may be transferred above and beyond the ten units of lower-division transfer towards the AMCS major, based on advisor approval. Students should use assist.org to view official articulation agreements between SSU and other California colleges.

Degree Requirements	Units
General education (48, 12-14 in major)	36-38
Major core requirements	20
Major electives	24
General electives	38-40
Total units needed for graduation	**120**

Students graduating with a B.A. in American Multicultural Studies must take 20 units of core courses and an additional 8 upper-division AMCS courses plus 16 units from their chosen AMCS Pathway or the Concentration in Africana Studies.

Grading Minimums

Students must earn a grade of C- or above to get AMCS major credit. All courses graded below C- must be retaken in order to be eligible for major credit. Courses must be taken for a grade to be eligible for major credit. Courses for major credit may not be taken CR/NC.

Major Core Requirements: 20 Units

Choose any three (12 units):

AMCS 165A/B Learning Community (C3)	4
AMCS 210 Ethnic Groups in America (D1)	4
AMCS 225 How Racism Works (C2)	4
AMCS 260 Ethnicity in the Arts, Culture, Media (C1)	4

Required (8 units):

AMCS 350 Ethics, Values, and Multiculturalism (C2)	4
AMCS 480 Research Methodology	4

Choose 8 units of Upper Division Electives:

AMCS 260 Ethnicity in the Arts, Culture, and Media (C1)**	4
AMCS 339 Ethnic Groups and American Social Policy (D1)	4
AMCS 355 Language and Ethnicity (C3)	4
AMCS 370 Topics in Ethnic Studies	4
AMCS 374 Multiracial Experience	4
AMCS 377 Asian American Experience (cross-listed WGS 370)	3
AMCS 381 Research Assistantship*	2-4
AMCS 385 Facilitation Training*	2-4
AMCS 392 Ethnic Images in Film and Media (C1)	4
AMCS 395 Community Involvement Project*	3-4
AMCS 399 Student Initiated Course*	3-4
AMCS 420 Gender and Ethnicity	4
AMCS 445 Multiculturalism and Education	4
AMCS 475 Globalization and Race in the United States	4
AMCS 476 Topics in African American Studies	4
AMCS 481 Special Topics	4
AMCS 495 Special Studies	
AMCS 499 Service Learning Internship	

**Based on advisor approval. Only one of these courses may count towards the degree.*

*** Can count as an elective if not taken as a core course.*

Core Course Requirements	**20**
Concentration or Pathway	**8**
Upper Division Electives	**16**
Total in AMCS Major	**44**

Concentration in Africana Studies (16 units)

Students who select this option will earn a B.A. in AMCS with a Concentration in Africana Studies. The following courses are eligible towards the concentration. However, students can consult with their advisors and the department chair to request an unlisted course count toward the concentration. At least 8 upper division units are required.

AMCS 225 How Racism Works (C2)	4
AMCS 360 Ethnic Literature (C2)	4
AMCS 392 Ethnic Images in Film and Media (C1)	4
AMCS 420 Gender and Ethnicity	4
AMCS 476 Topics in African American Studies	4
FR 314 French Caribbean Literature (C2)	4
GEOG 394 Africa South of the Sahara	4
HIST 348 Race and Ethnicity in Latin America	4
HIST 468 Blacks in American History	4
HIST 470 The American South	4
HIST 498 The Civil Rights Movement (C3)	4
SOCI 263 Sociology of Race and Ethnicity (D1)	4

** Can count towards Africana Concentration if not used in the Core*

 # Under review by GE Sub Committee

Pathways

Students who do not complete the concentration in Africana Studies will select one of the following pathways. The following courses are eligible toward each pathway. However, students can consult with their advisors and the department chair to request an unlisted course count toward the Pathway. All pathways must include at least 8 upper division units. Total units in the Pathway: 16 units.

Pathway in Hemispheric Studies

Any CALS course is eligible for this concentration but check the catalog for pre-requisites. Other eligible courses are:

AMCS 475 Globalization and Race in the U.S.	4
GEOG 392 Geography of Latin America and the Caribbean	4
HIST 339 Ancient and Colonial Latin America	4
HIST 342 Modern Latin America	4
HIST 348 Race and Ethnicity in Latin America	4
HIST 433 History of Mexico	4
HIST 449 Gender and Sexuality in Latin America	4
POLS 453 Politics of Latin America	4

Pathway in Comparative Ethnic Studies

Any CALS, NAMS, or AMCS course is eligible for this concentration. Other eligible courses are:

ANTH 451 Applied Ethnographic Methods*	4
COMS 321 International Communication	4
ENGL 315 California Ethnic Literature	4
HIST 468 Blacks in American History	4
HIST 470 The American South	4
HIST 472 History of California I	4
HIST 473 History of California II	4
HIST 498 The Civil Rights Movement	4
LIBS 204 Minorities in American Cinema	4
PHIL 275 Race, Racism, Law, and Society	4
POLS 330 Race, Ethnicity, and Politics	4
PSY 330 Stereotyping and Prejudice	4
SOCI 263 Sociology of Race and Ethnicity	4
SOCI 347 American Class Structure**	4
WGS 370 Gender in Asian America (cross-listed AMCS 377)	4
WGS 375 Gender, Race, and Class (D1)	4
THAR 375 Race, Gender, and Performance: New Plays, Race, and Sexuality	3

** Must meet pre-requisite*

*** Open to SOCI majors and minors only*

Pathway in Film Studies

AMCS 301 Africana Lecture Series	1
AMCS 390 Independent Film Studies	1-2
AMCS 392 Ethnic Images in Film and Media	4
CALS 393 Chicano/Latino Cinema	4
LIBS 204 Minorities in American Cinema	4
LIBS 320C Introduction to Film Studies	4
NAMS 338 Native Americans and the Cinema	4
SOCI 434 Cinema and Society **	4
PSY 470 Psychology of Film	4
PSY 490 Adolescent Development Through Film	4

*** Open to SOCI majors/minors only*

Pathway in Critical Race, Gender, and Sexuality Studies

Any WGS course is eligible for this Pathway but check WGS catalog for pre-requisites. Other eligible courses are:

AMCS 420 Gender and Ethnicity	4
CALS 405 The Chicano/Latino Family	4
CCJS 430 Women and Crime	4
ENGL 345 Women Writers	4
ENGL 451 Feminist Perspectives in Literature	4
HIST 345 Women's History and Women's Activism	4
HIST 445 Topics in American Women's History	4
HIST 446 Women in American History	4
HIST 449 Gender and Sexuality in Latin America	4
NURS 480 Health, Sexuality, and Society	4
POLS 313 Critical Theory: Race and Gender	4
POLS 391 Gender and Politics	4
PSY 362 Human Sexuality	4
PSY 405 Psychology of Gender	4
SOCI 360 Sociology of Sexualities**	4
SOCI 312 Sociology of Gender**	4
THAR 375 Race, Gender, and Performance	3
WGS 385 Transnational Feminisms	3-4

*** Open to SOCI majors/minors only*

Pathway in Native American Studies

Any NAMS course is eligible for this concentration. Other eligible courses are:

ANTH 327: Archaeology of North America*	4

** must meet pre-requisite*

Pathway in Literature and Art

AMCS 360 Ethnic Literature	4
AMCS 392 Ethnic Images in Film and Media	4
ARTH 460 History of American Art	4
ARTH 470A South and Southeast Asian Art	4
ARTH 470B Chinese and Japanese Asian Art	4
ARTH 474 Islamic Art	4
CALS 220 Chicano/Latino Arts and Literature	4
CALS 314 Latin American Literature in English Translation	4
CALS 374 Latino Literature	4
CALS 450 Latina/o Children's Literature	4
CALS 474 Major Authors in Latino Literature	4
ENGL 315 California Ethnic Literature	4
ENGL 436 Studies in Postcolonial Literature	4
ENGL 482 Studies in American Literature: Jewish Literature – Home and Exile	4
FR 314 French Caribbean Literature	4
NAMS 354 Native American Literatures	4
THAR 375 Race, Gender, and Performance	3

Pathway in Multicultural Education:

AMCS 355 Language and Ethnicity (C3)	4
AMCS 360 Ethnic Literature (C2)	4
AMCS 445 Multiculturalism and Education	4
CALS 374 Latino Literature (C2)	4
CALS 403 Chicano/Latino Youth and Adolescents (C2)	4
HIST 468 Blacks in American History	4
EDUC 250 Teaching in a Changing World	3
EDUC 417 School and Society (D1)*	3
EDEC 420 Child Development in Family, School and Community (E)*	3
EDMS 470 Multicultural Pedagogy	3
EDSS 418 Learning and Development in Adolescents	3
EDSP 433 Teaching Adolescents with Special Needs	3

** Meets pre-requisite for the Multiple Subject Credential program*

Minor in American Multicultural Studies

Students must complete 20 units to fulfill requirements for a minor in American Multicultural Studies. Courses graded CR/NC are not applicable to minors awarded by the AMCS Department. Students must receive grades of C- or better to receive minor credit for courses.

Core requirements (Choose up to three courses (12 units) from the following)

AMCS 165A/B Learning Community (A3/C3)	4
AMCS 210 Ethnic Groups in America (D1)	4
AMCS 225 How Racism Works (C2)	4
AMCS 260 Ethnicity in the Arts, Culture, and Media (C1)	4

Required

AMCS 350 Ethics, Values, and Multiculturalism (C2)	4

Elective

Additional four (4) units must come from upper-division AMCS courses. Courses taken from CALS, NAMS, or WGS can count towards the minor elective based on advisor approval.

Total units in the minor 20

Sample Four-Year Program for Bachelor of Arts in American Studies, Pathway in Comparative Ethnic Studies

FRESHMAN YEAR: 28-31 Units

Fall Semester (14-16 Units)	*Spring Semester (14-15 Units)*
AMCS 165A (A3/C3) (4)	AMCS 165B (A3/C3) (4)
GE Area B (3-4)	AMCS 210 (D1) or SOCI 263 (D1) (4)
ENGL 101 (A2) (4)	GE AREA B (3-4)
GE Area D4 (3-4)	GE Area D2 or D3 (3)

SOPHOMORE YEAR: 28-31 Units

Fall Semester (13-15 Units)	*Spring Semester (14-16 Units)*
GE Area B (3-4)	CALS 403 (E) (3-4)
GE Area D2 or D3 (3)	AMCS 350 (C2) (4)
AMCS 260 (C1) (4)	CALS 432 (D5) (4)
UD Major Course (any) (3-4)	UD Major Course (any) (3-4)

JUNIOR YEAR (28-32 Units)

Fall Semester (13-16 Units)	*Spring Semester (12-16 Units)*
GE Area B (3-4)	Any UD SSU Course (3-4)
UD Major Course (any) (3-4)	Any UD SSU Course (3-4)
UD Major Course (any) (3-4)	Any SSU Course (3-4)
AMCS 480 (4)	Any SSU Course (3-4)

SENIOR YEAR (28-32 Units)

Fall Semester (12-16 Units)	*Spring Semester (12-16 Units)*
Any SSU Course (3-4)	Any SSU Course (3-4)
Any SSU Course (3-4)	Any SSU Course (3-4)
Any SSU Course (3-4)	Any SSU Course (3-4)
Any SSU Course (3-4)	Any SSU Course (3-4)

TOTAL UNITS: 120

ANTHROPOLOGY

DEPARTMENT OFFICE
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www.sonoma.edu/anthropology

DEPARTMENT CHAIR
Alexis Boutin

ADMINISTRATIVE STAFF
Jill Siliznoff, Kelly Clark

Faculty

Alexis T. Boutin / Bioarchaeology
Andriana Foiles Sifuentes/ Cultural Anthropology
Karin Enstam Jaffe / Biological Anthropology
Margaret Purser / Historical Archaeology
Richard J. Senghas / Linguistic Anthropology
Thomas G. Whitley/ Archaeology, Cultural Resources Management
John D. Wingard / Cultural and Applied Anthropology

Programs Offered

Bachelor of Arts in Anthropology

Master of Arts in Cultural Resources Management

Minor in Anthropology

Anthropology as a discipline studies the foundations and forms of human social and cultural diversity, past and present, via biology and behavior, language and material culture. Anthropology as a practice seeks to apply this knowledge to the solution of human problems. Anthropologists study how human beings have come to be as they are, a physically distinct species, communicating through language, adapted to every habitat on earth, and living an amazing variety of lives. As anthropologists have become increasingly engaged with the contemporary world, they have led in the development of new global and local perspectives on how culturally different peoples interact in contexts of power and inequality, and how humans continuously transform their ways of life in response to environmental and social change.

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

Through training in anthropology, students learn about many different cultures throughout the world, how they developed, the significance of their differences, and how they change over time. Students develop a set of skills for applying broad, integrative perspective to both themselves and others.

Anthropology integrates this broad, holistic human science across four major subfields:

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

Students of anthropology acquire skill in the formation of both theoretical and practical questions regarding human life, in collecting and organizing data on many levels of human biology and behavior, and in constructing appropriate interpretations and generalizations based on well thought out procedures. The combination of knowledge about human ways of life and training in analytical skills affords experiences that are crucial to any field dealing with human society and culture. This perspective is invaluable in preparing students for careers either in research professions or in a wide range of professional fields, including cultural resources management, environmental planning, nursing, teaching, public health administration, business, public relations, law, community development, and international service.

The bachelor of arts in anthropology provides a balanced grounding in the theoretical approaches and the body of knowledge central to the discipline of anthropology. The anthropology program also combines well with majors and minors in other departments and programs. The minor in anthropology recognizes basic training in anthropology as a complement to a major in other subjects. Faculty advisors in the department can help students plan a course of study to take advantage of this multidisciplinary strategy.

Careers in Anthropology

As stated on the American Anthropological Association website: "Anthropological study provides training particularly well suited to the 21st century. The economy will be increasingly international; work forces and markets, increasingly diverse; participatory management and decision making, increasingly important; communication skills, increasingly in demand. Anthropology is the only contemporary discipline that approaches human questions from historical, biological, linguistic, and cultural perspectives." Professional anthropologists are employed in government, in the business world, in education,

and in a wide range of nonprofit organizations and institutions For example:

- Cultural anthropologists are employed in a wide range of settings including government agencies from the local to national levels, international organizations such as the World Bank, non-governmental agencies, private industry, academia, and others. They work on issues including economic development, natural resource management, tourism, environmental preservation, globalization, and many others.
- Archaeologists are employed by a host of federal and state agencies charged with locating and preserving sites that contain information about our own prehistoric and historic past. They work with a variety of descendant communities in a wide range of settings, from inner cities to wilderness areas.
- Biological anthropologists work in a variety of settings, including medical schools (as anatomists), medical research facilities (as medical geneticists and physiologists), in cultural resources management (as osteologists), in crime laboratories (as forensic anthropologists and expert witnesses), and in zoos (as designers of captive habitats) and nature conservancies (as conservationists studying critically endangered primate species).
- Linguistic anthropologists are active and helpful in the design, evaluation, and implementation of curricula for teaching languages, whether to linguistic minorities who do not speak dominant languages or to those whose linguistic capacities differ.

You can explore careers in anthropology further on the American Anthropological Associations careers website.

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

Anthropology Department Resources

Anthropological Studies Center

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

David Fredrickson Anthropology Laboratory

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

Other resources include an active Anthropology Club, an anthropology lounge and library, and computer services.

Anthropology Scholarships

The David Fredrickson Research Grant is a competitive award funded by the staff of the Anthropological Studies Center and is offered annually to graduate students in Cultural Resources Management. Contact the ASC for details. The University offers another anthropology scholarship, the Conni Miller Memorial Scholarship. ASC also funds the Adrian Praetzellis Scholarship in Cultural Resources Management. Contact the Scholarship Office for information. Students conducting primate behavior research can apply for a Marcia K. Brown memorial primatology scholarship.

Bachelor of Arts in Anthropology

Degree Requirements	Units
General education (48, 9 units in major)	41
Major core requirements	37
Major electives	3
General electives	39
Total units needed for graduation	**120**

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

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

Major Core Requirements

Complete the following four introductory courses. The introductory course should be completed prior to enrolling in the respective upper division subfield course.

ANTH 200 Introduction to Linguistic Anthropology	3
ANTH 201 Introduction to Biological Anthropology	3
ANTH 202 Introduction to Archaeology	3
ANTH 203 Introduction to Cultural Anthropology	3

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

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

Complete one course from each of the four subfields of anthropology and a methods course as listed below. The respective introductory course listed above should be completed prior to enrolling in an upper division course.

Complete one of the following courses in Biological Anthropology:*	*4*
ANTH 301 Human Fossils and Evolution	4
ANTH 302 The Evolution of Males and Females	4
ANTH 303 Human Behavioral Ecology	4
ANTH 305 Topics in Biological Anthropology	4
ANTH 313 Primate Behavioral Ecology	4

ANTH 315 Forensic Anthropology: Theory and Practice	4
Complete one of the following courses in Archaeology:*	*4*
ANTH 321 Archaelogy of Contact and Colonization	4
ANTH 322 Historical Archaeology	4
ANTH 324 Archaeology and the Bible	4
ANTH 325 World Prehistory	4
ANTH 326 Topics in Archaeology	4
ANTH 327 Archaeology of North America	4
ANTH 328 New Technologies in Archaelogy and Cultural Heritage	4
ANTH 329 Bioarchaeology	4
ANTH 392 Research in California Prehistory	4
Complete one of the following courses in Cultural Anthropology:*	*4*
ANTH 342 Organization of Societies	4
ANTH 345 Nature and Society: Topics in Anthropology and the Environment	4
ANTH 352 Global Issues	4
ANTH 354 Quest for the Other: Tourism and Culture	4
ANTH 358 Topics in Sociocultural Anthropology	4
Complete one of the following courses in Linguistic Anthropology:*	*4*
ANTH 380 Language, Culture, and Society	4
ANTH 382 Language Change	4
ANTH 383 Language in Sociopolitical Context	4
ANTH 384 Topics in Linguistic Anthropology	4
ANTH 386 Sign Languages and Signing Communities	4
Complete one course from the list of methods courses below:*	*4*
ANTH 412 Human Osteology	4
ANTH 414 Observing Primate Behavior	4
ANTH 415 Forensic Anthropology Methods	4
ANTH 420 Archaeology Methods	4
ANTH 444 Material Culture Studies	4
ANTH 451 Applied Ethnographic Methods	4
ANTH 454 Ethnographic Field School	4
ANTH 480 Studies of Language Use	4
Complete the following course the fall semester prior to graduation:	
ANTH 491 Senior Seminar	1
Total Units In Major Core	**37**

** At least one such course offered each semester.*

Major Electives

To complete the 40-unit requirement for the major, students must choose the remaining units from other anthropology courses, including courses listed above or ANTH 318, ANTH 340, ANTH 341, or SSCI 299. Anthropology units in internship, special studies, and the community involvement program may be included.

Total Units In Major Electives	**3**
Total Units In the Major	**40**

Minor in Anthropology

The anthropology minor consists of 20 units, at least 8 of which must be upper division, chosen by the student in consultation with a faculty advisor. Students must earn a C- or better in any course applied to the minor.

Master of Arts in Cultural Resources Management

COORDINATOR
Laura A. Watt

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

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

The CRM program emphasizes:

1. Experience in developing projects and programs in cultural resources management;
2. Experience conducting research on archaeological, osteological, linguistic, and sociocultural data for purposes of assisting public and private sectors in the implementation of environmental protection and historic preservation legislation;
3. Experience with anthropological techniques of field and laboratory analysis, and archival and museum preparation; and
4. Experience with existing cultural resources management data-keeping facilities.

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

Facilities and Faculty

The department's Anthropological Studies Center (ASC) houses an archaeology laboratory and a cultural resources management facility. ASC maintains collections of artifacts, archaeological site records and maps, photographs, manuscripts and recordings, and a specialized research library. The ASC website can be found at www.sonoma.edu/asc/. The Northwest Information Center (NWIC), an adjunct of the State

Office of Historic Preservation, manages historical records, resources, reports, and maps; supplies historical resources information to the private and public sectors; and compiles and provides a referral list of qualified historical resources consultants. The NWIC website is www.sonoma.edu/NWIC. In addition to archaeologists and other anthropologists, participating faculty in the CRM program include historians, geographers, soil scientists, and environmental planners.

Requirements for the Degree

The coursework required for the CRM M.A. totals 30 academic units and is typically completed in six to seven semesters. This design presumes that students are enrolled full-time and not working more than part-time. Students are admitted to the program with Conditionally Classified graduate status. They must fulfill certain requirements before being fully accepted into the program and able to enroll in Thesis Prospectus units. These requirements include successful completion of ANTH 500, maintenance of a minimum 3.6 GPA, and timely resolution of any incomplete grades. Departmental policy stipulates that no more than 10 units of the 30 unit program may be revalidated beyond the 7-year limit defined by the CSU.

ANTH 500 Proseminar	4
HIST 472 California History I	4
ANTH 502 Archaeology: History and Theory	3
ANTH 503 Seminar in Cultural Resources Management	3
ANTH 592 Practicum in National Register of Historic Places	2
ANTH 595 Thesis prospectus	1
ANTH 596/597 Internships	3*
ANTH 599A/B Thesis	4
Supporting Courses	6
Total units in the CRM degree	30

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

Admission to the Program

Applications must be submitted separately by January 31 to the Graduate Coordinator and to the Office of Admissions and Records (via Cal State Apply) for possible acceptance into the program the following academic year. Consult with the program's Graduate Coordinator and website for departmental requirements and submissions. While archaeology is a focus, the program emphasizes CRM as an interdisciplinary profession. Students with degrees in history, geography, and planning, as well as anthropology, are frequently accepted.

Sample Four-Year Program for Bachelor of Arts in Anthropology

In this sample study plan, we either recommend specific general education (GE) courses or suggest select courses. In the major we require an upper-division (UD) course in each of the distinct subfields of anthropology, which are archaeology (AR), biological anthropology (BA), linguistic anthropology (LA), and cultural anthropology (CA). Specific offerings vary each semester; some occur on alternate years. This sequence and selection of specific courses are suggested; please see your advisor each semester.

FRESHMAN YEAR: 32 Units

Fall Semester (16 Units)	*Spring Semester (16 Units)*
GE (A2) (4)	GE (A3) (4)
GE (B3) (4)	GE (D3) (3)
GE (C1) (4)	ANTH 201 (B2) (3)
ANTH 203 (D1) (3)	University Elective (3)
University Elective (1)	University Elective (3)

SOPHOMORE YEAR: 29-30 Units

Fall Semester (13-14 Units)	*Spring Semester (16 Units)*
ANTH 200 (D5) 3	ANTH 202 (3)
GE (B1) (3)	GE (D2) (3)
GE (B4) (4)	GE (D4) (3)
GE (C2) (3-4)	GE (C3) (4)
	University Elective (3)

JUNIOR YEAR: 29-30 Units

Fall Semester (15 Units)	*Spring Semester (14-15 Units)*
ANTH 300 (4)	UD ANTH AR/BA/LA/CA (4)
UD ANTH AR/BA/LA/CA (4)	UD ANTH AR/BA/LA/CA (4)
UD ANTH AR/BA/LA/CA (4)	UD GE (3)
UD GE (3)	University Elective (3-4)

SENIOR YEAR: Minimum of 28 Units

Fall Semester (14-16 Units)	*Spring Semester (14-16 Units)*
UD GE (3-4)	ANTH Elective (4)
ANTH Methods (4)	ANTH Elective (4)
ANTH 491 (1)	ANTH Elective (4)
ANTH Elective (3-4)	ANTH Elective (1-2)
University Elective (3)	

TOTAL UNITS: 120

APPLIED ARTS

PROGRAM ADVISORS AND OFFICES

Tim Wandling / English Department
Nichols Hall 362
(707) 664-2140
https://www.sonoma.edu/art/programs/minorappliedarts.html

Christine Renandin (Interim) / Department of Art and Art History
Art Building 128
(707) 664-2364

Program Offered

Minor in Applied Arts

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

Minor in Applied Arts

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

Activity Courses

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

Art

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

English

ENGL 342 Children's Literature	4
One literary genre course selected from the following:	*4*
ENGL 367 Introduction to Short Story	4
ENGL 369 Introduction to Poetry	4
ENGL 371 Introduction to Novel	4
ENGL 373 Introduction to Drama	4

Music

MUS 105 Music Theory for Non-Majors	4
Any combination of the following, to total 3 units:	*3*
MUS 325 SSU Chorus	1
May be repeated for credit	
MUS 327 Symphonic Wind Ensemble	1
May be repeated for credit	
MUS 400 Music for the Classroom	2
MUS 115/415 Voice Methods	1
MUS 118/418 Guitar Methods	1

Theatre Arts

THAR 101 Making Theatre	4
THAR 300 Theatre in Action	4
THAR 460 Drama for Children	2 and
THAR 120 Acting: Fundamentals	2
THAR 470 Dance for Children	2 and
THAR 110 Dance Fundamentals	1
Total units in activity courses	**9**

Concentration Courses

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

Art

ARTH 210 or 211 Introduction to Art History	3-4
ARTS Additional activity courses	3

English

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

Music

MUS 105 Music Theory for Non-Majors	4
One of the following	
MUS 150 Survey of US Music	3
MUS 250 Survey of Western Music	4
MUS 350 Survey of World Music	4
3 units of the following (each may be repeated for credit)	
MUS 323 Chamber Singers	1
MUS 324 Sonoma County Bach Choir	1
MUS 325 SSU Chorus	1
MUS 326 Classical Guitar Ensemble	1
MUS 327 Symphonic Wind Ensembles	1
MUS 329 Chamber Music Ensembles	1
MUS 330 Music Theatre Production	1-3
MUS 379 Contemporary Jazz Ensemble	1
MUS 391 Concert Jazz Ensemble	1

Theatre Arts

THAR 202 Introduction to the History of Drama and Dance: Origins to 1800	4
THAR 203 Introduction to the History of Drama and Dance: 1800 to the Present	4
THAR 300 Theatre in Action	4
THAR 301 Dance Ensemble	3
THAR 302 Drama Ensemble Workshop	3
THAR 110 Dance Fundamentals	1
THAR An appropriate selection of technique courses chosen in consultation with an advisor	3
Total units in concentration	**9**
Total units in minor	**18**

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

ART AND ART HISTORY

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ADMINISTRATIVE COORDINATOR
Cindy Menghini

Faculty

Shannon Benine
Letha Chíen
Clea Felien
Nathan Haenlein
Kurt Kemp
Jann Nunn
Jennifer Roberson
Gregory Roberts
Michael Schwager
Jennifer Shaw

Programs Offered

- Bachelor of Arts in Art History
- Bachelor of Arts in Art: Studio Concentration
  - Ceramics
  - Painting
  - Photography
  - Printmaking
  - Works on Paper
- Bachelor of Fine Arts: Studio Concentration
  - Painting
  - Photography
  - Printmaking
  - Sculpture
- Minor in Art History
- Minor in Art Studio
- Minor in Museum and Gallery Methods (See Career Minors)

Overview

The Department of Art and Art History offers interdisciplinary majors with the opportunity to specialize in studio art or the history of art.

Art History

The Art History program teaches students to think critically about art and visual culture. In addition to preparing them for careers in the museum and gallery world as well as graduate work in Art History or related fields in the humanities, the program offers training in research, writing and critical thinking that will serve them in many professions. Students are given an introduction to western and non-western art before taking more specialized courses that focus the art and culture of particular regions, periods or themes. Students will gain familiarity with critical theory, historical methodology and research using print, online, and electronic sources. Professors work closely with students to hone their writing, critical thinking and research skills and enable them to cultivate and express their own ideas about art and visual culture.

Students in the BA Art History program take 43 units of major core courses.

Art Studio

The Studio Art curriculum is designed for students to develop the ability to create, analyze, interpret, and evaluate art. Students learn to express their thoughts, feelings, and values in a variety of visual forms. The department strives to stimulate creativity and competency as students broaden their skills and knowledge of materials and technologies. The faculty is committed to the recognition of individuality and unique accomplishment. Professors work closely with each student to encourage personal direction and ideas.

Students in the BA art studio concentration take 45 units of major core courses. Emphases include ceramics, painting, photography, printmaking, sculpture and works on paper.

The Bachelor of Fine Arts (BFA) degree is often considered the degree of choice for students wishing to pursue graduate or professional studies. It enhances the artist's opportunity to perform at a higher level and fulfills the need for additional artistic growth in an intensive studio environment. The BFA program regularly brings together students and faculty from all areas for demanding critiques. The pursuit of the BFA degree affords time for concentrated work within a specific art emphasis: painting, photography, printmaking, or sculpture. In addition, students may emphasize ceramics or works on paper.

This more intensive degree program is open to students through competitive application, usually during the junior year. Please see your advisor for details regarding the application process.

To complete the BFA program, students are required to take 70 units of major core courses, which must include 45 upper division units (300 or higher) and 21 units in a single area of specialized emphasis.

Courses for the majors cannot be taken for Cr/NC. A maximum of three courses may be challenged for credit toward the major: two lower-division and one upper-division. Most studio courses require payment of lab fees at time of class registration. In addition a $10 cleaning supply fee is charged each semester students are enrolled in any studio courses.

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.

Careers in Art and Art History

Whether in art history, art studio, or Museum and Gallery Methods programs in the Department of Art and Art History are committed to academic excellence and the acquisition of skills of visual analysis and synthesis. We offer basic skills and access to new technologies as sound preparation for graduate study and teaching, as well as for professional careers in the arts or museum, gallery or archival methods.

Advising

Students are encouraged to consult their advisors in the department before beginning work as an art studio or art history major, each semester thereafter, and for specific advice about career planning. Consultation with an advisor will allow for timely completion of major requirements. An advising handbook is available through the department's website: www.sonoma.edu/art/advising

Bachelor of Arts in Art History

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

Degree Requirements	Units
General education	48
Major core requirements	43
General electives	29
Total units needed for graduation	**120**

Note: Reading comprehension of at least one foreign language is essential for Art History majors. Students are advised to develop competence in French, German, Italian, and/or Spanish; however, the prospect of eventual specialization may make other languages advisable in particular instances. Art history majors are required to write at least two papers in upper-division courses before being admitted to the proseminar (490H).

Requirements for the Major

Foundation Courses / Freshman and Sophomore Years (12 Units)

Art History (6-8 lower-division units)

ARTH 210 Introduction to Art History, Ancient to Medieval	4
ARTH 211 Introduction to Art History, Renaissance to Modern	4
Or ARTH 160 A and B	8

Lower-Division Studio/Language Courses (5-8 lower-division units)

Arts 101 2D Fundamentals	3
Arts 102 3D Fundamentals	3
or ARTS 105 Media ARTS Fundamentals	3

In addition, one course in drawing, a beginning course in any medium or any language course.

Minimum total lower-division units 11

Core Courses / Junior And Senior Years (15 - 20 Units)

Period Courses: Students must complete requirements A, B, and C

A) One upper-division course from three of the five categories listed below (three courses total):

Ancient: ARTH 420, 422, 424
Medieval: ARTH 430, 432
Renaissance/Baroque: ARTH 440, 442, 444, 450
18th through 19th Centuries: ARTH 452, 454, 460
History of Photography: ARTH 456

B) Modern/Contemporary, one upper-division course required: ARTH 460, 464, 465, 466

C) Non-Western, One upper- or lower-division course required: ARTH 270A, 270B, 470A, 470B, 474, 476

Recommended Electives for All Art History Majors (7 - 12 Units)

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

1. A, B and C above; and Gallery and Museum Methods (ARTH 494).
2. Special topic courses (ARTH 480).
3. Course in a related field outside the Art Department with approval of the faculty and the department chair. Examples include but are not limited to:

   ANTH 327 Archaeology of North America

   CALS 220 Chicano/Latino Arts and Literature

   HIST 400 History of Roman Republic

   NAMS 205 Introduction to Native American Arts

   NAMS 338 Native American Cinema

Capstone Experience (4 - 6 Units)

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

A. ARTH 490H Pro-Seminar on Art Historical Method (4 units). Students must complete two papers in upper-division courses before being admitted to the pro-seminar.

B. Senior Thesis: With prior approval, students may write a scholarly paper overseen by two art history faculty. The student receives assistance in preparing this paper by enrolling in one of the following courses:

1. ARTH 491H Senior Thesis (1 unit). Student must enroll with two different advisors.
2. ARTH 492 Honors Thesis (2 units), by consent of art history faculty. Student must enroll with two different advisors

Total upper-division units	32
Total units in the major	43

Minor in Art History

Complete All of the Following

ARTS 101-245 Any beginning studio course	3
ARTH 210 Introduction to Art History or 160A	4
ARTH 211 Introduction to Art History or 160B	4
ARTH Upper-division courses (except modern)	8
ARTH Upper-division modern or non-Western course	3-4
Total units needed for the minor	22-23

Recommended Electives for Art History Minors

Upper-division art history courses

Course Rotation: Art History

Foundation Courses

Introductory Surveys (210, 211)	All semesters

Period Courses

Ancient, Medieval, Renaissance, Baroque/Early Modern (420, 422, 424, 430, 432, 440, 442, 444, 450, 454, 456)	At least one course per year from each period
Modern: Two courses (460, 464, 465, 466)	All semesters
Non-Western: One course (470A&B, 474, 476)	Every year, usually each semester
Gallery and Museum Methods (494)	Fall semesters
Pro-Seminar in Methods (490H)	Fall semesters
Senior Thesis (by approval)	All semesters

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

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	48
Major requirements	47
General electives	17
Major Requirements	53-55
Total units needed for graduation	**120**

Requirements for the Major

The art major with studio concentration is comprised of a group of core courses representing minimum requirements for all areas of emphasis, plus course offerings in studio and associated areas that allow for the development of an emphasis in one or more of the following: ceramics, painting, photography, printmaking, sculpture, and works on paper. Six units must be at the advanced (400) level.

Studio Foundations

ARTS 101 (2D)	3
and ARTS 102 (3D)	3
Choose two from the list below:	
ARTS 105 Media Art Fundamentals (Students in Photography emphasis are required to take ARTS 105)	3
ARTS 202 Beginning Drawing	3
ARTS 204 Beginning Life Drawing	3
Total Studio Foundations Units	12

Art History Foundations

ARTH 210 Introduction to Art History (GEC1)	4
ARTH 211 Introduction to Art History (GEC1)	4
or	
ARTH 160 A and B Introduction to Art History (A3, C3)	8

Lower Division Studio Breadth Requirement

Choose at least three of the following studio courses. At least one course must be taken in a 2D medium and one in 3D medium for a minimum of 8 units. One course must be a 3D course.

ARTS 210 Introduction to Digital Photography	3
ARTS 212 Introduction to Analogue/Darkroom Photography	3
ARTS 220 Beginning Painting	3
ARTS 229 Beginning Ceramics	3
ARTS 236 Introduction to Sculpture	3
ARTS 245 Beginning Printmaking	3
ARTS 298 Selected Topics	3
Total lower-division Studio Breadth Requirement Units	9 units

Upper Division Studio Breadth Requirement

Emphasis other than Photography must complete 2 courses of upper-division studio courses listed below.

ARTS 302 Intermediate Drawing	3
ARTS 304 Intermediate Life Drawing	3
ARTS 305 Special Topics Photo	3
ARTS 310 Intermediate Digital Photography	3
ARTS 312 Studio Light	3
ARTS 320 Intermediate Painting	3
ARTS 329 Intermediate Ceramics	3
ARTS 336 Intermediate Sculpture	3
ARTS 340 Intermediate Etching/Woodcut	3
ARTS 342 Intermediate Lithography	3
ARTS 382 Mono-print	3
Total Upper Division Studio Breath Units	6

Upper Division Art History

Choose two courses from the following courses to total 6 units; only one course from the Museum and Gallery Methods category, (ARTH 468 or ARTH 494) can be counted. 5-6

**Students in photo emphasis are required to take ARTH 456 History of Photography.*

ARTH 420 Pre-Classical Art	3-4
ARTH 422 Greek Art	3-4
ARTH 430 Medieval Art in and Around and the Mediterranean	3-4
ARTH 432 Post Millennial Issues in Medieval Art	3-4
ARTH 440 Vision, Representation, Space: 15th C renaissance Art	3-4
ARTH 442 the Self Conscious of Renaissance Art	3-4
ARTH 444 Northern Renaissance	3-4
ARTH 450 Baroque Art	4
ARTH 452 Age of Enlightenment	4
ARTH 454 Art and the Emergence of Modernity	4
ARTH 456 The History of Photography	4
ARTH 460 History of American Art	3-4
ARTH 461 Selected Topics in Film	3-4
ARTH 464 Avant-Gardes of the Early 20th Century	3-4
ARTH 465 Modern Art from 1945 to 1979	3

ARTH 466 Contemporary Art	3
ARTH 467 Museum Collections Management	3
ARTH 468 Curatorial Practice	3
ARTH 470A A Survey of Islamic Art	3-4
ARTH 470B A Survey of Asian Art	3-4
ARTH 474A Topics in Islamic Art	3-4
ARTH 474B Art of Islamic Spain	3-4
ARTH 474C The Age of Empire: Ottomans, Safavids, and Mughals	3-4
ARTH 476 Art Beyond European Traditions: Selected Topics	3-4
ARTH 480 Selected Topics in Art History	3-4
ARTH 490 Pro Seminar	3-4
ARTH 493 Museum and Gallery Management	3
ARTH 494 Museum Theory & Practice	3
Total upper-division Art History units	**6-8**

** Students in Photo emphasis are required to take ARTH 456*

Areas of Emphasis

To complete a specialized concentration in the major, select a minimum of 12 units from one of the areas of emphasis below. At least 6 units must be at the advanced level.

2D

3D

Photo/Media

ARTS 300 level	6
ARTS 400 level	6
Total units in major emphasis	**12**
Total units in the major	**53-55**

2D Emphasis (Painting Printmaking & Works on Paper)

Choose 6 units from the following 300 level courses. Courses may be repeated once for credit. Specific content of concentration is detailed below.

ARTS 302 Intermediate Drawing*	3
ARTS 304 Intermediate Life Drawing*	3
ARTS 320 Intermediate Painting*	3
ARTS 340 Intermediate Etching and Woodcut*	3
ARTS 342 Intermediate lithography*	3
ARTS 382 Intermediate Mono-print*	3

Choose 6 units from the following 400 level courses, may be repeated for credit:

ARTS 402 Advanced Drawing*	3
ARTS 404 Advanced Life Drawing*	3
ARTS 420 Advanced Painting*	3
ARTS 440 Advanced Etching and Woodcut*	3
ARTS 442 Advanced Lithography*	3
ARTS 482 Advanced Mono-print*	3
Total Units in the 2D Emphasis	**12**

3D Emphasis (Ceramics and Sculpture)

Choose 6 units from the following 300 level courses, may be repeated for credit

ARTS 329 Intermediate Ceramics*	3
ARTS 336 Intermediate Sculpture*	3

Choose 6 units from the following 400 level courses, may be repeated for credit

ARTS 429 Advanced Ceramics*	3
ARTS 430 Large Scale Ceramics and Installation*	3
ARTS 436 Advanced Sculpture*	3
ARTS 435 Bronze Foundry*	3
ARTS 437 COMMENCE: Sculpture Projects	3
Total Units in the 3D Emphasis	**12**

Photo/Media Emphasis

ARTH 456 History/ Theory of Photography	3
Choose 6 units from the following 300 Level courses	
ARTS 305/405 Selected Topics	3
ARTS 310 Digital Photography	3
Choose 6 units from the following 400 Level courses, *may be repeated for credit*.	
ARTS 457 Advanced photography*	3
ARTS 458 Advanced Media Arts	3
Total Units in the Photo Media Emphasis	**12**

** Indicates course that can be repeated for credit*

Bachelor of Fine Arts

The BFA degree is a 132-unit program requiring 70 units of course work in art. The BFA degree differs from the BA degree in its requirements and rigor. It affords time for concentrated work within the following emphases:

Painting
Photography
Printmaking

Admission Requirements

Students may apply for the BFA only during or after the spring semester of the sophomore year. It is recommended that students work with their advisors to complete the application process. Applicants must meet University requirements for admission and must first be admitted to the Bachelor of Arts program. In addition, they must meet the following requirements to qualify for application to the program:

1. Students must complete all lower-division requirements in art; take lower-division courses before upper-division courses in area of emphasis; take Fundamentals 101/102, or equivalents, before any upper-division art course and before most lower-division art courses; maintain a 3.00 GPA in art, exclusive of GE courses; and complete all lower-division GE requirements by the end of the junior year.
2. To be considered for the BFA admission review, applicants must submit a portfolio of digital images of their artwork, two letters of recommendation (or two department faculty signatures if currently enrolled as a student), and a short statement including their reasons for applying. The Art Studio faculty will be reviewing the applications to determine if the applicant demonstrates the creative level expected of BFA candidates. The studio faculty may also interview candidates. Official ap-

plications, instructions and guidelines for the digital portfolio are available in the Art Department office. Applications will be reviewed in spring semester for possible admission the following fall semester and in fall semester for possible admission for the following spring semester.

Bachelor of Fine Arts in Art: Studio Concentrations

Degree Requirements	Units
General education	50
Major core requirements	70
Electives in art	12
Total units needed for graduation	**132**

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

1. Throughout the B.F.A. program, candidates must maintain a 3.00 GPA in art and a high level of performance and will be subject to review at all times. Advisors will direct students in their specific course of study based on regular critiques.
2. To complete the program, candidates will meet all course work for the degree and participate in the B.F.A. art exhibition, which will be reviewed by the art faculty to determine the candidate's professional competence in a chosen area of emphasis.
3. In order to receive the B.F.A. Degree, students must complete 24 upper-division units in art in residence. (May be included within the University's unit residency requirement.)

Major Core Requirements

Freshman and Sophomore Years

ARTS 104 Fundamentals (2D and 3D) or	4
ARTS 101 (2D)	3
and ARTS 102 (3D)	3
ARTH 210 Introduction to Art History	4
ARTH 211 Introduction to Art History	4
or ARTH 160 A and B Introduction to Art History, FLC*	8*

** FLC = a Freshman Learning Community, taught over two semesters; counts for GE areas A1 and C3*

Complete two of the following courses for a total of 4 units:

ARTS 202 Beginning Drawing	3
ARTS 204 Beginning Life Drawing	3
ARTS 105 Fundamentals of Media Arts	3
Total lower-division core units	**14-18**

Junior and Senior Years

Complete the following 5 courses:

ARTH 464 Modern Art from 1850 to 1945	4
ARTH 465 Modern Art from 1945 to 1979	4
ARTH 466 Contemporary Art	3
ARTS 465 B.F.A. Seminar	1-2
ARTS 466 B.F.A. Professional Artists' Practices	2
ARTS 491 Artist Lecture Series	1
Minimum required 15	*15-16*

Choose any combination of the following to total 5 units:

ARTS 302 Intermediate Drawing	3
ARTS 304 Intermediate Life Drawing	3
ARTS 402 Advanced Drawing	3
ARTS 404 Advanced Life Drawing	3
Minimum required 5	*5-6*
Total upper-division core units	**20-22**

Areas of Emphasis

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

Painting

Complete at least three lower-division courses from three different studio emphases (excluding painting and drawing) to total 6 units:	*6-9*
ARTS 220 Beginning Painting	3
Complete 5 units in intermediate and advanced auxiliary studio courses (may include 3 units of Advanced Monoprint):	*5*
Complete 20 units in the following courses, including at least 8 units at the 400 level:	*20*
ARTS 320 Intermediate Painting	3
ARTS 420 Advanced Painting	3
Total units in the emphasis	**34**

Photography

The core requirements for the photography emphasis differ from those for other media

Major Core Requirements

Freshman and Sophomore Years:

Take the following courses:

ARTS 104 Art Fundamentals (2D and 3D or	4
ARTS 101 (2D)	3
and ARTS 102 (3D)	3
ARTS 105 Media Arts Fundamentals	3
ARTH 210/211 or 160A/B Intro Art History	8
ARTS 103 Shop Safety	1

Complete one of the following courses:

ARTS 202 Beginning Drawing	2
ARTS 204 Beginning Life Drawing	2

Junior and Senior Years:

Complete the following two courses

ARTH 456 History/Theory of Photography	3
ARTH 466 Contemporary Art	3

Choose one course:	*3-4*
ARTH 464 Modern Art from 1850 to 1945	3-4
ARTH 465 Modern Art from 1945 to 1979	3
Complete the following courses:	
ARTS 465 BFA Seminar	1-2
ARTS 466 BFA Professional Practices	2
ARTS 491 Artist Lecture Series	1
Complete at least 3 lower division courses from 3 different studio emphases (excluding photography) to a total of 6 units minimum:	*6*
ARTS 220, 229, 236, 245, 298	
Complete at least 5 units of intermediate/advanced courses outside emphasis:	*5*
ARTS 302, 304, 320, 329, 336, 340, 342, 382, 402, 404, 420, 429, 430, 432, 435, 436, 440, 442, 482, 498	
Complete the following four courses	
ARTS 210 Intro to Digital Photography	3
ARTS 212 Intro to Analogue/Darkroom	3
ARTS 310 Digital Photography	3
ARTS 312 Studio Lighting	3
Complete 21 units of the following courses, including at least 18 at the advanced level:	
ARTS 305 Special Topics in Photography	3
ARTS 457 Advanced Photography	3
ARTS 458 Advanced Media Arts	3

Printmaking

ARTS 245 Beginning Printmaking	2-3
Complete at least three lower-division courses from three different studio emphases (excluding printmaking and drawing) to total 6 units:	*6-9*
Complete 5 units in intermediate and advanced auxiliary studio courses (one upper-division course in photography is recommended):	*5*
Complete 20 units in the following courses, including a maximum of 12 units in any one printmaking area:	*20*
ARTS 340 Intermediate Etching and Woodcut	2-4
ARTS 440 Advanced Etching and Woodcut	2-4
ARTS 342 Intermediate Lithography	2-4
ARTS 442 Advanced Lithography	2-4
Total units in the emphasis	**34**

Sculpture

ARTS 236 Beginning Sculpture	2-3
ARTS 229 Beginning Ceramics (Recommended)	2-4
Complete at least three lower-division courses from three different studio emphases (excluding sculpture and drawing) to total 6 units:	*6-9*
Complete 5 units in intermediate and advanced auxiliary studio courses:	*5*
Complete 21 units in the following courses, including at least 8 units at the 400 level:	*21*
ARTS 336 Intermediate Sculpture	2-4
ARTS 436 Advanced Sculpture	2-4
Units from the following may be applied to the 21-unit Sculpture Emphasis:	
ARTS 435 Bronze Foundry	2-4
ARTS 329 Intermediate Ceramics	2-4
ARTS 429 Advanced Ceramics	2-4
ARTS 430 Large Scale Clay and Installation, Ceramics Sculpture	2-4
Total units in the emphasis	**34**
Total units in the major	**70**

Minor in Art: Studio Concentration

Complete all of the following:	
ARTS 101 2D Fundamentals	3
ARTS 102 3D Fundamentals	3
ARTH 210 Introduction to Art History	4
and ARTH 211 Introduction to Art History	4
or ARTH 160A and 160B	8
Studio courses at any level	5
Upper-division studio courses	6
Total units in the minor	**23**

Career Minor in Museum and Gallery Methods

The career minor in museum and gallery methods provides students of the arts with education, training, and hands-on experience in the theory and practice of nonprofit museums and galleries. Art majors completing this career minor will be in much stronger positions to find work and for graduate study in fields closely related to their majors. The career minor in museum and gallery methods can also be combined with any other major. Internships are available in the University Art Gallery and at regional galleries, museums, and other related nonprofit organizations.

Sample Four-Year Program for Bachelor of Arts in Art History

FRESHMAN YEAR: 30-32 Units

Fall Semester (16-17 Units)	*Spring Semester (14-15 Units)*
ARTH 210 (4)*	ARTH 211 (4)*
ARTS 101 (3)	ARTS 102 (3)
GE Courses (6)	Any Beginning Art Studio Course (2)
Elective (3)	GE Courses (9)

SOPHOMORE YEAR: 30-32 Units

Fall Semester (15-16 Units)	*Spring Semester (15-16 Units)*
Upper-Division ARTH Period Course (3-4)	ARTH Non-Western (3-4)
GE Courses (12)	GE Courses (12)

JUNIOR YEAR: 28-32 Units

Fall Semester (13-16 Units)	*Spring Semester (13-16 Units)*
Upper-Div. ARTH Period Course (3-4)*	Upper-Div. ARTH Period Course (3-4)
Upper-Div. ARTH Period Course (3-4)	Upper-Division ARTH Elective (3-4)
Upper-Division GE (4)	Upper-Division GE (4)
Upper-Division ARTH Special Topic (1-4)	Elective (3-4)
Elective (2-4)	

SENIOR YEAR: 28-32 Units

Fall Semester (12-16 Units)	*Spring Semester (13-16 Units)*
ARTH 490H (3-4)	ARTH 491H or 492 (Advisor #1) (1-2)
Upper-Division ARTH Elective (3-4)	ARTH 491H or 492 (Advisor #2) (1-2)
Upper-Division ARTH Elective (3-4)	Upper-Division ARTH Elective (3-4)
Other Elective (3-4)	Upper-Division ARTH Elective (3-4)
	Other Electives or Internships (5)

TOTAL UNITS: 120

** also counts for GE requirements*

Sample Four-Year Program for Bachelor of Arts in Art

Studio Concentration, Painting Emphasis

FRESHMAN YEAR: 31 Units

Fall Semester (16 Units)	*Spring Semester (15 Units)*
ARTS 103 (4)	ARTS 102 (3)
ARTH 210 Art History (3)*	Lower Division Studio Course (3)
GE Courses (9)	ARTH 211 Art History (3)
	GE Courses (9)

SOPHOMORE YEAR: 30 Units

Fall Semester (14 Units)	*Spring Semester (16 Units)*
ARTS 202 Beginning Drawing (2)	ARTS 204 Beginning Life Drawing (2)
Lower-Division Studio Course (3)	Lower-Division Studio Course (2)
GE Courses (9)	GE Courses (12)

JUNIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
Upper-Div. Studio Emphasis (3)	Upper-Div. Studio Emphasis (3)
ARTS 302 Intermediate Drawing (3)	Upper-Division Studio Elective (3)
ARTH 465 History of Modern Art (3)*	Upper-Division Studio Course (3)
ARTS 491 Upper-Division Studio Course (1)	GE Courses (6)
GE Courses (5)	

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
Upper-Div. Studio Emphasis (3)	Upper-Div. Studio Emphasis (3)
ARTH 466 Contemporary Art (3)	Art Electives (6)
Art Electives (6)	General Electives (6)
General Elective (3)	

TOTAL UNITS: 120

** also counts for GE requirements*

ASTRONOMY

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Program Offered

Minor in Astronomy

Astronomy, offered as a minor in the Department of Physics and Astronomy, is the study of the planets, stars, and galaxies in the universe beyond the earth's atmosphere. The fields of astronomy and astrophysics, the application of physics principles to astronomical observations, today deal with essential questions, such as the origin and nature of the "Big Bang;" the subsequent creation of matter and the chemical elements; the eventual formation and evolution of structure in the universe; and the life cycles of stars, including the tremendous explosions which are often their death knells and can lead to the formation of black holes. Modern astronomy leans heavily on the concepts and techniques of physics and mathematics. Astronomers use ground and space-based instruments that detect photons spanning the electromagnetic spectrum, as well as particles such as cosmic rays or neutrinos. An emerging branch of astronomy seeks to correct the effect of the Earth's turbulent atmosphere using adaptive optics, thus providing "sharper" views of the universe. As a result of astronomy's cosmic scope and dependence on physics, degrees in astronomy are generally granted at the graduate level. The minor in astronomy, with a B.S. in physics, is an excellent preparation for graduate study in astronomy or astrophysics.

Careers in Astronomy

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

A variety of courses are available within the minor, including intermediate and advanced laboratory work that utilizes the department's two observatories, and a number of descriptive courses for students whose major interests lie in other fields.

The SSU Campus Observatory reopened in a new building in the fall of 2017. It houses two telescopes: a 14-inch Schmidt-Cassegrain and a 10-inch Newtonian. Both are computer controlled, and can be equipped with auxiliary instrumentation for CCD imaging and spectroscopy. A NASA-funded research observatory, located in the darker skies of northern Sonoma County, includes a remote controlled and operated 14-inch telescope, equipped with a high-efficiency CCD detector and a filter wheel. Equipment available for observational work in astronomy by SSU students is ideally suited for studying objects that vary in time and space. This includes pulsating, eclipsing and cataclysmic star systems, the variable nuclei of active galaxies (such as quasars and blazars), gamma-ray bursts, and extrasolar planetary systems that exhibit planetary transits. Our equipment is also well-suited for follow-up observations of Near Earth Objects, which may threaten life on Earth.

The department houses a laboratory for experimental astrophysics research, where students can test and build cameras, spectrometers and other equipment for SSU's telescopes. The laboratory includes an Adaptive Optics testbed, which uses advanced technology to measure and sharpen images. The department partnered with Pomona College to construct KAPAO, a remotely operable adaptive optics system for a 1-meter telescope at Table Mountain Observatory in Southern California. Access to optical and near-infrared diffraction-limited imaging brings additional research opportunities to our students.

In November 2013, the Department launched its first CubeSat, T-LogoQube. This student-designed and-built small satellite is the first in a series of planned space missions being built by SSU students.

The on-campus observatory is used by students in laboratory and lecture courses, and all the astronomical facilities described above are available for faculty and student research projects.

All students are strongly encouraged to participate in the ongoing research programs of the department, and/or to propose student-initiated research programs.

Minor in Astronomy

Completion of a minimum of 20 units in astronomy and physical or life science courses, at least 12 of which must be in astronomy, constitutes a minor in astronomy. Courses that are used to meet core requirements in a student's major may not be used toward the minor in astronomy. Required supporting courses for the major may be used. Interested students should consult with an advisor in the Department of Physics and Astronomy.

BIOLOGY

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Programs Offered

- Bachelor of Arts in Biology
  - Zoology Concentration
- Bachelor of Science in Biology
  - Ecology and Evolutionary Biology Concentration
  - Marine Biology Concentration
  - Molecular Cell Biology Concentration
  - Physiology Concentration
- Minor in Biology
- Master of Science in Biology

The Department of Biology offers a dynamic learning environment, exciting research and training opportunities, and intensive mentoring of students at all levels. Our faculty members are dedicated educators and active scholars who engage in primary research to address diverse topics in the biological sciences. The overall mission of our undergraduate and graduate programs is to educate the next generation of scholars, professionals, and citizens so that they are prepared to meet the biological, environmental, and technological challenges of the future.

Students in the Department of Biology may select from two broadly based Bachelor's degree programs or a Master of Science degree. Within the Bachelor of Arts and Bachelor of Science program, students can select a more focused concentration.

The educational and research activities in the department explore the full range of biology, including molecular and cell biology, physiology, marine biology, microbiology, genetics, ecology, conservation biology, evolutionary biology, and zoology.

Laboratory instruction includes use of modern facilities to provide students with valuable hands-on experience in the latest techniques and research methods. Excellent laboratory and greenhouse facilities exist for maintaining live material for education and research. A radioisotope laboratory is also available.

Field courses draw upon the unparalleled diversity of habitats in the North Bay region. They also capitalize on two spectacular nature preserves: Fairfield Osborn Preserve and Galbreath Wildlands Preserve, administered by Sonoma State University. In addition, the department maintains museum collections of local plants, (North Coast Herbarium of California), vertebrates (Jack Arnold Vertebrate Collection), insects, and other invertebrates.

The Master's program is comprised of an active cohort of graduate students engaged in primary research with faculty members. External funding sources often support their research. Graduate student support includes teaching associate positions that involve close mentoring relationships with instructional faculty.

Careers in Biology

The biology curriculum, supported by physical sciences and mathematics, is designed to provide students with a strong background in the principles of biology and their application to current research questions and biological resource management challenges. This combination of breadth and in-depth instruction allows students to develop the intellectual foundations, skills and flexibility needed to deal with the specific biological concerns of today and future needs of the profession.

Biology graduates enter careers in many areas including health care, biological and biotechnology research, education, agency positions in parks, recreation, conservation and restoration. Graduates from the department have an outstanding record of acceptance in graduate programs.

Biology Degree Plans

The B.A. and B.S. plans share a common lower- and upper-division core, which allows beginning students to select an optional degree plan after the first or second year. Students seeking a B.A. may select the Zoology concentration, while those seeking a B.S. may select one of the four concentrations listed below. Students should contact the department and their assigned advisor for additional advice concerning how to complete the requirements for various concentrations.

Bachelor of Arts in Biology

General Education (48 units, 12 covered in major)	36
Major core requirements	20

Major electives	20
Support courses	20-21
General electives	21-24
Total units needed for graduation	**120**

Major Core Requirements

BIOL 130 Introductory Cell Biology and Genetics	4
BIOL 131 Biological Diversity and Ecology	4
BIOL 320 Integrated Ecology and Evolution	4
BIOL 321 Molecular Cell Biology and Physiology	4
One organismal / diversity course from the following list (check Concentration for preferred Course Selection)	
BIOL 322 Invertebrate Biology	4
BIOL 323 Entomology	4
BIOL 327 Vertebrate Biology	4
BIOL 329 Plant Biology	4
BIOL 340 General Bacteriology	4
Total units in the major core	**20**

Major Electives

Choose 20 units of upper division biology electives in consultation with a department advisor.

Total units in major elective	**20**
Support courses	
CHEM 115A General Chemistry	5
CHEM 115B General Chemistry	5
CHEM 335A Organic Chemistry	3
PHYS 210A General Physics and PHYS 209A General Physics laboratory OR	4
GEOL 102 Our dynamic Earth: Introduction to Geology	3
MATH 161 Differential and Integral Calculus OR	
MATH 165 Elementary Applied Statistics	4
Total units in support courses	**20-21**

Zoology Concentration

One course from the following	
BIOL 322 Invertebrate Biology	4
BIOL 323 Entomology	4
One course from the following	
BIOL 324 Marine Mammals	3
BIOL 327 Vertebrate Biology	4
BIOL 328 Vertebrate Evolutionary Morphology	4
Two additional concentration specific courses from the following list	
BIOL 322 Invertebrate Biology	4
BIOL 323 Entomology	4
BIOL 324 Marine Mammals	3
BIOL 326 Dinosaurs and Mesozoic Vertebrates	3
BIOL 327 Vertebrate Biology	4
BIOL 328 Vertebrate Evolutionary Morphology	4
BIOL 333 Ecology	4
BIOL 337 Behavioral Ecology	3
BIOL 341 Evolution	4
BIOL 347 Environmental Physiology OR BIOL 349 Animal Physiology	4
BIOL 472 Developmental Biology	4
Total concentration specific units	**13-16**

Major electives for concentration

Choose 8-11 units of upper-division biology electives in consultation with department advisor.

Total units in major electives for concentration	**8-11**

Bachelor of Science in Biology

General Education (48 units, 12 covered in major)	36
Major core requirements	23
Major electives	24
Support courses	31
General electives	6
Total units needed for graduation	**120**

Major Core Requirements

BIOL 130 Introductory Cell Biology and Genetics	4
BIOL 131 Biological Diversity and Ecology	4
BIOL 320 Integrated Ecology and Evolution	4
BIOL 321 Molecular Cell Biology and Physiology	4
One organismal / diversity course from the following list (check concentration for preferred course selection)	
BIOL 322 Invertebrate Biology	4
BIOL 323 Entomology	4
BIOL 327 Vertebrate Biology	4
BIOL 329 Plant Biology	4
BIOL 340 General Bacteriology	4
Research experience (minimum 3 units)	
BIOL 490 Research Experience in Biology	
OR	
BIOL 494 Independent Research OR	
BIOL 496A and 496B Honors Thesis	3
Total units in major core	**23**

Major Electives

Choose 24 units of upper division biology electives in consultation with department advisor.

Total units in major elective	**24**
Support courses	
CHEM 115A General Chemistry	5
CHEM 115B General Chemistry	5
BIOL 335A Organic Chemistry	3
CHEM 335B Organic Chemistry	3
PHYS 210A General Physics	3
PHYS 210B General Physics	3
PHYS 209A General Physics Laboratory	1
MATH 161 Differential and Integral Calculus AND	4
MATH 165 Elementary Applied Statistics	4
Total units in support courses	**31**

Concentrations

A. Ecology and Evolutionary Biology Concentration

Both courses

BIOL 333 Ecology	4
BIOL 341 Evolution	4
Total concentration specific units	**8**

Major electives for concentration

Choose 16 units of upper-division biology electives in consultation with department advisor.

Total units in major electives for concentration **16**

B. Marine Biology Concentration

BIOL 332 Marine Biology	3
Four additional concentration specific courses from the following list	
BIOL 322 Invertebrate Biology (if not used to satisfy the Organismal/Diversity Requirement)	4
BIOL 324 Marine Mammals	3
BIOL 333 Ecology	4
BIOL 335 Marine Ecology	4
BIOL 337 Behavioral Ecology	3
BIOL 341 Evolution	4
BIOL 347 Environmental Physiology	4
BIOL 485 Biometry	4
Total concentration specific units	**17-19**

Major electives for concentration

Choose 5-7 units of upper-division biology electives in consultation with department advisor.

Total units in major electives for concentration **5-7**

C. Physiology Concentration

Complete one course from the following list

BIOL 347 Environmental Physiology	4
BIOL 348 Plant Physiology	4
BIOL 349 Animal Physiology	4

Three additional concentration specific courses from the following list

BIOL 341 Evolution	4
BIOL 342 Molecular Genetics	4
BIOL 344 Cell Biology	4
BIOL 347 Environmental Physiology	4
BIOL 348 Plant Physiology	4
BIOL 349 Animal Physiology	4
BIOL 472 Developmental Biology	4
BIOL 480 Immunology	4
Total concentration specific units	**16**

Major electives for concentration

Choose 8 units of upper-division biology electives in consultation with department advisor.

Total units in major electives for concentration **8**

D. Molecular Cell Biology Concentration

All of the following courses

BIOL 325 Molecular Cell Biology Lab Techniques	1
BIOL 342 Molecular Genetics	4
BIOL 344 Cell Biology	4
Total concentration specific units	**9**

Major electives for concentration

Choose 10 units of upper-division biology electives in consultation with department advisor.

Total units in major electives for concentration **10**

Additional Physical Science courses for concentration

CHEM 336A Organic Chemistry lab	2
CHEM 445 Structural Biochemistry OR CHEM 446 Metabolic Biochemistry	3
Total additional Physical Science units in concentration	**5**

Upper-Division Biology Electives

Major electives are used to meet the total upper-division unit requirement for the B.A. or B.S. Major electives are chosen from the following:

1. Additional upper-division courses in a concentration.
2. Any Biology course numbered greater than 321 (except BIOL 398). This list is subject to revision following this catalog edition. Students should check with their academic advisor for updates. Seniors may also take graduate courses (500 level) with permission of the instructor.
3. Supervisory courses in biology. These courses are: BIOL 393, 494, 495, 496A, 496B, 498, and 499 (see Restrictions below for unit limits for these courses).
4. Biology colloquium, BIOL 390, may be taken twice (2 units total) for major credit.
5. A maximum of 4 units from courses related to biology from other departments, or from Biology non-majors courses numbered 200-319. To apply the units to the major, students must obtain written permission from their advisor and department chair before taking these courses by completing academic requirements report- update forms (available from the department office). Acceptable courses in this category from other departments include: ANTH 301, 302, 318, 345, 414; CHEM 441, 445, 446; GEP 362, 341, 445; GEOL 313.

Restrictions

1. A maximum of 4 units taken in the Cr/NC grading mode may be applied to the major from the following courses: BIOL 390, 498, 499. All other courses in the Biology major must be taken in the traditional grading mode (A-F).
2. A maximum of 7 units from the following list of courses may be applied to the major: BIOL 390, 393, 494, 495, 496A, 496B, 498, and 499.

Preparation for Applying to Health Professions Programs

Students majoring in biology and intending to pursue careers in the health care professions may follow the guidelines for a B.S. degree or a B.A. degree. For additional information see a Health Professions Advisor for the Health Professions Advisory Program in this catalog.

Minor in Biology

The minor consists of a minimum of 20 units in the Department of Biology. The purpose of the minor is to provide a student with a rigorous background in biology that supplements the student's major. Students must develop a program in consultation with a faculty advisor in the Biology Department. Requirements of the Biology Minor are:

Two lower-division major courses listed below	*8*
BIOL 130 (4)	
BIOL 131 (4)	
Additional units in Biology	12

At least eight of the additional units must be upper-division courses for majors with at least one of these a 4-unit course with a laboratory. One GE course in biology or one unit of Biology Colloquium (BIOL 390) may be applied. All courses applied to the minor must be taken for a letter grade, except BIOL 390.

Master of Science in Biology

The Master of Science degree in the Department of Biology is a thesis-based program. Students complete 30 units of course work, which may include classroom courses in addition to mentor-supervised research units, to master the concepts and techniques in their chosen area. They also conduct original research under the direction of a member of the graduate faculty and write up their findings as a Master's Thesis.

Graduate students in the Department of Biology are supported through a variety of sources. The Department has a limited number of paid teaching associate positions available each semester. The University offers a limited number of tuition fee waivers for qualified teaching associates. In addition, students may receive research associate positions through their faculty mentor's research grants. Students can also obtain academic scholarships and financial aid.

Faculty in the Biology Graduate Program are actively involved in research in a wide range of disciplines, including ecology and behavioral ecology, evolutionary biology, molecular and cell biology, biochemistry, physiology, microbiology, functional morphology, marine biology, and primatology.

Graduates find themselves with an enhanced understanding of biology and first-hand experience in the practice of science. Many M.S. students go on to doctoral programs; others pursue careers in teaching, research, environmental consulting, resource management, industry and health care professions.

Admission to the Program

Complete application instructions are available on the Biology Department website: www.sonoma.edu/biology/graduate/admissions.html

Admission to the program requires:

I. Meeting California State University admission requirements.

II. Acceptance by a biology graduate faculty member to serve as a faculty advisor. Students should contact their potential faculty advisor prior to completing an application and refer to this communication in the Statement of Purpose.

III. Approval of the Graduate Committee. Applications will be reviewed for evidence that the prospective student is capable of initiating and performing original research. Applicants deficient in undergraduate course preparation will be expected to demonstrate competency before being advanced to candidacy. As a general guideline, the Department of Biology uses the following criteria to determine this potential:

IV. An undergraduate degree in biology or related field. The following course guidelines will also be used to determine admission, including:

A. One course in calculus or statistics;

B. One year of general chemistry and one semester of organic chemistry;

C. At least one other course in physical sciences;

D. Upper-division coursework demonstrating competence in three of four core areas (organismal biology; physiology; molecular or cellular biology; ecology or evolutionary biology);

E. GPA of 3.00 or higher in the last 60 units;

F. A score at or above the 50th percentile on each section of the General Examination of the GRE; and

G. Evidence in letters of recommendation of potential for conducting independent and original research in biology.

Admission requirements, policies, and other information related to the Master's degree program in Biology can be found at: www.sonoma.edu/biology/graduate/

Sample Four-Year Program for Bachelor of Arts Degree in Biology

FRESHMAN YEAR: 29 Units

Fall Semester (13 Units)	*Spring Semester (16 Units)*
BIOL 130 (B2) (4)	BIOL 131 (B2) (4)
CHEM 115A (B1) (5)	CHEM 115B (B1) (5)
ENGL 101 (A2) (4)	MATH 161/165 (B4) (4)
	GE (3)

SOPHOMORE YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
BIOL 320 (4)	BIOL 321 (4)
CHEM 335A (3)	PHYS 210A/209A or GEOL 102 (3-4)
GE (8)	GE/Electives (7-8)

JUNIOR YEAR: 31 Units

Fall Semester (15 Units)	*Spring Semester (16 Units)*
BIOLDiversity course (4)	BIOL UD Electives (8)
BIOL Elective (4)	GE/Electives (8)
GE/ Electives (7)	

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
BIOL elective (4)	BIOL Electives (4)
GE/ Elective (11)	GE/ Electives (11)

TOTAL UNITS: 120

Sample Four-Year Program for Bachelor of Science Degree in Biology

FRESHMAN YEAR: 29 Units

Fall Semester (13 Units)	*Spring Semester (16 Units)*
BIOL 130 (B2) (4)	BIOL 131 (B2) (4)
CHEM 115A (B1) (5)	CHEM 115B (B1) (5)
ENGL 101 (A2) (4)	MATH 165 (B4) (4)
	GE (3)

SOPHOMORE YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
BIOL 320 (4)	BIOL 321 (4)
CHEM 335A (3)	CHEM 335B (3)
MATH 161 (B4) (4)	PHYS 210A/ 209A (4)
GE (4)	*GE (4)*

JUNIOR YEAR: 31 Units

Fall Semester (15 Units)	*Spring Semester (16 Units)*
BIOL DIversity Course (4)	BIOL Electives (8)
BIOL Elective (4)	GE (8)
PHYS 210B (3)	
GE (4)	

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
BIOL Elective (8)	BIOL Electives (4)
BIOL research (1-2)	BIOL research (1-2)
GE (6)	GE / Electives (9)

TOTAL UNITS: 120

BUSINESS ADMINISTRATION

DEPARTMENT OFFICE
Stevenson Hall 2042
(707) 664-2377
www.sonoma.edu/sbe

DEPARTMENT CHAIR
Doug Jordan

ADMINISTRATIVE ANALYST
Vanessa Pedro

ADMINISTRATIVE COORDINATOR
Laura Shepherd

UNDERGRADUATE ACADEMIC ADVISOR
Tracy Navas

INTERNSHIP DIRECTOR
Kyuho Lee

EXECUTIVE DIRECTOR OF GRADUATE AND EXECUTIVE PROGRAMS
John Stayton

EXECUTIVE DIRECTOR OF WINE BUSINESS INSTITUTE
Ray Johnso

Faculty

Thomas Atkin
Angelo Camillo
Richard Campbell
Sergio Canavati
Kathryn Chang
Naga Damaraju
Kirsten Ely
Armand Gilinsky
David Horowitz
Aidong Hu
Jinglin Jiang
Douglas Jordan
Kyuho Lee
Sandra Newton
Janeen Olsen
Vincent Richman
Adele Santana
Michael Santos
Wiliam Silver
Elizabeth Stanny
Janejira Sutanonpaiboon
Elizabeth Thach
Karen Thompson
John Urbanski
Damien Wilson
Zachary Wong

Programs Offered

- Bachelor of Science in Business Administration
- Minor in Business Administration
- Master of Business Administration
  - General
  - Wine Business
- Executive Master of Business Administration
- Additional Professional Business Programs

Department Mission

The Department of Business Administration at Sonoma State University offers high-quality, relevant education in business to aspiring and practicing professionals, managers, and entrepreneurs in the private and public sectors. It does this in a liberal arts and sciences environment in which faculty emphasize the development and continuous improvement of the skills of critical thinking, effective communication, ethical reasoning, maintaining a global perspective, and applying disciplinary tools.

Careers in Business Administration

The Department of Business Administration offers a wide selection of specialized courses designed to meet a variety of career objectives. These career objectives include, but are not limited to, management-level accounting positions in business, government, or public accounting; financial management, financial analysis and planning, investment banking, and insurance; general management, personnel, labor relations, public relations, wage and salary administration, training, and international business; advertising and promotion, product development, marketing research, and sales management; and positions in sales and management within the wine industry.

Bachelor of Science in Business Administration

The Bachelor of Science in Business Administration includes a pre-business program, a core of course requirements, and a broad range of fields of concentration. All students in the major take preparatory courses and lower-division core requirements and then select concentrations based on individual interest and career plans. The fields of concentration include: accounting, finance, financial management, management, marketing, wine business strategies, and a special concentration designed by the student with the approval of the department chair. A Bachelor of Science in Business Administration prepares students for careers in an increasingly globalized world and trains them to be responsible citizens and effective leaders.

Degree Requirements	
General Education	48
Pre-Major Preparatory Courses	
GE-A area	
MATH 131 or MATH 161 in GE category B4	
ECON 204 in GE category D5	
ECON 205 in GE category D1	
Major requirements [minimum]	55
General electives (to meet minimum degree requirements)	17
Minimum units needed for graduation:	**120**

A minimum of 120 semester units is required to graduate with a bachelor of science degree in business administration. A total of 55 units with a minimum 2.00 GPA is required for the major; 20-21 additional units are needed in preparatory courses, many of which might apply toward general education requirements. In addition to general education and the major, some students need to take other coursework to fulfill unit requirements for the degree. Such courses may be selected from the entire University curriculum and may be used to explore other disciplines, complete a minor, or take more classes in the major.

Advising

The Department of Business Administration believes that advising is essential for students' success. Students are encouraged to meet regularly with their advisor and are required to seek advising at certain critical junctures. These junctures occur when creating a 4-year plan, when changing status from Pre-Business to Business and planning a concentration, when applying for graduation, and when experiencing academic difficulties.

The department maintains an active advising function in a two-tier system. Business administration employs a full-time academic advisor with whom each Pre-Business student should consult on matters regarding general education, University requirements, the Pre-Business program, and routine major issues. When students move from Pre-Business to the Business Administration major, they are assigned a faculty advisor. Every full-time faculty member actively advises students, especially on matters relating to the major and careers.

Pre-Business Administration Program

All students enter the Business Administration program as Pre-Business majors. Pre-Business students must meet the computer competency requirement, complete all pre-major coursework, and attain junior status prior to being admitted to Business Administration major status. Business major status is required to take upper-division business courses.

Computer Competency

Prior to being admitted to Business Administration status all Pre-Business majors must demonstrate computer competency. Students may demonstrate competency by passing an approved Microsoft Excel competency examination. Students should plan carefully and consult with the school website for test and registration information. Students may also demonstrate competency by earning a grade of C of better in an approved course that covers Microsoft Excel at an intermediate level.

Pre-Major Courses

Pre-major coursework consists of both preparatory courses and the lower-division portion of the Pre-Business major. Preparatory courses and lower-division core courses together constitute the Pre-Business major. A letter grade of C or better is required in each Pre-Business major course. In addition to demonstrating computer competency, all the following coursework must be completed as part of the Pre-Business program:

Preparatory Courses for Pre-Business Major

(units that are necessary but do not count toward the major)

GE A area

ECON 204 Introduction to Macroeconomics	4
ECON 205 Introduction to Microeconomics	4
MATH 131 Introduction to Finite Mathematics (3) or MATH 161 Calculus	4
BUS 211 Business Statistics or MATH 165 Elementary Statistics or ECON 217 Statistics for Economics and Business	4

Lower-Division Pre-Business Core

(units count in the major)

BUS 225 Legal Environment of Business	4
BUS 230A Financial Accounting	4
BUS 230B Managerial Accounting	4

When the pre-major courses listed above are completed with a C or better, students have to file a Change of Status ("blue") form along with all corresponding unofficial transcripts in order to change their major to Business Administration. Then the student will be able to register for upper-division Business major classes.

Major in Business Administration

Major Component	Normal Unit Distribution
Lower-division business core (3 courses)	8-12
Upper-division business core courses (7 courses)	28
Concentration (5 courses)	15-20
Electives in major	As needed
Total units needed for major:	**55**

Transfer students may complete the Business Administration course requirements (10-course core and 5-course concentration) with fewer than 55 units; however, additional business electives must be taken to complete the 55-unit major requirement. Such students may elect to take additional coursework from their own or another area of concentration or from other approved courses offered within the business curriculum, such as BUS 295, 296, 385, 399, 495, and 499, as long as they meet the prerequisites for such courses. It is recommended that students familiarize themselves with course requirements and consult with a faculty advisor prior to choosing elective courses intended to meet the major requirements. At least one-half of the courses, including a minimum of 3 courses in the concentration, must be completed at SSU.

Upper-Division Business Core

All business students must complete the following core requirements. (Note that coursework in the selected area of concentration usually may be taken concurrently.)

BUS 316 Production/Operations Management	4
BUS 319 Management Information Systems	4
BUS 320 Business Data Analysis and Interpretation	4
BUS 344 Organizational Behavior	4
BUS 360 Introduction to Marketing	4
BUS 370 Introduction to Managerial Finance	4
BUS 491 Seminar in Management Strategy and Policy	4*

** BUS 491 is the capstone course in the Business Administration major designed to be taken in the student's final semester. Prerequisite: all business core requirements and submission of graduation application.*

Concentrations for Business Administration Majors

Every business student must complete an area of concentration within the major. Each concentration consists of five courses. Each of these courses will be of 3 or more units. Students should plan carefully and consult their faculty advisor regularly and before enrolling in concentration courses. Those wishing to complete a double concentration must take at least eight concentration courses beyond the core. Many concentration courses can be taken while completing core requirements. Most courses in the concentrations have prerequisites. At times, appropriate courses from other majors, such as psychology, sociology, public administration, economics and environmental studies, may be substituted in a concentration with the approval of the concentration advisor and the department chair. Except for the special concentration, at least 3 of the concentration courses must be taken at SSU.

Concentration Advisors

Accounting: Kathryn Chang, Kirsten Ely, Elizabeth Stanny, Vincent Richman, Jinglin Jiang

Finance: Aidong Hu, Douglas Jordan, Michael Santos, Zachary Wong

Financial Management: Kathryn Chang, Kirsten Ely, Aidong Hu, Douglas Jordan, Vincent Richman, Michael Santos, Elizabeth Stanny, Zachary Wong

Management: Angelo Camillo, Naga Damaraju, Armand Gilinsky, Sandra Newton, William Silver, Janejira Sutanonpaiboon, Elizabeth Thach, John Urbanski

Marketing: Thomas Atkin, Richard Campbell, David Horowitz, Kyuho Lee, Janeen Olsen

Wine Business Strategies: Thomas Atkin, Armand Gilinsky, Sandra Newton, Janeen Olsen, Elizabeth Thach, Damien Wilson

Special: Adele Santana

Accounting Concentration: 5 Courses

Five courses are required. The accounting concentration prepares students for management-level accounting positions in business and government or public accounting. Specialized courses are offered in financial accounting, cost accounting, auditing, and taxation. Students who intend to sit for the CPA exam should take all upper-division accounting courses listed below.

Required Courses:

BUS 330A Intermediate Accounting	4
BUS 330B Intermediate Accounting	4

Select at least three of the following courses:

BUS 335 Ethical Reasoning in Accounting	4
BUS 385A Special Topics in Accounting	3-4
BUS 430 Advanced Accounting	4
BUS 433A Individual Taxation	4
BUS 433B Corporation and Estate Taxation	4
BUS 434 Auditing	4
BUS 435 Cost Accounting	4
BUS 436 Business Law	4
BUS 437 Governmental Accounting	4

Finance Concentration: 5 Courses

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

Required Courses:

BUS 472 Investments	4
BUS 474 Computer Applications in Finance	4

Select three courses from Group A OR select two courses from Group A and one course from Group B.

Group A

BUS 377 Financial Institutions (or ECON 375 Money and Banking)	4
BUS 470 Managerial Finance	4
BUS 471 Case Studies in Finance	4
BUS 473 International Finance	4
BUS 476 Risk Management and Insurance	4

Group B

BUS 330A Intermediate Accounting	4
BUS 385F Special Topics in Finance	4
BUS 399F Advanced Work Experience in Finance	3-4
BUS 433B Corporate Tax	4
BUS 475W Wine Accounting and Finance	4
BUS 499F Internship in Finance	3-4
ECON 311 Public Economics	4
ECON 317 Econometrics	4
MATH 303 Interest Theory	3

Financial Management Concentration: 5 Courses

Five courses are required. The financial management concentration prepares students for financial management-level positions in business or government. Because the disciplines of accounting and finance are closely related, this concentration gives the student exposure to courses from both disciplines. The coursework will prepare the student for some of the areas covered on the Certified Management Accountant (CMA) exam.

Required Courses:

BUS 330A Intermediate Accounting	4
BUS 435 Cost Accounting	4
BUS 472 Investments	4
BUS 474 Computer Applications in Finance	4

Select one of the following courses:

BUS 330B Intermediate Accounting	4
BUS 377 Financial Institutions (or ECON 375 Money and Banking)	4
BUS 385F Special Topics	3-4
BUS 437 Governmental Accounting	4
BUS 470 Managerial Finance	4
BUS 471 Case Studies in Finance	4
BUS 473 International Finance	4
BUS 475W Wine Accounting and Finance	4
BUS 476 Risk Management and Insurance	4

Management Concentration: 5 Courses

Five courses are required. The management concentration is designed to prepare students for entry-level management positions.

Required Courses:

BUS 340 Survey of Human Resource Management	4
BUS 350 Management	4
BUS 452 Leadership in Organizations	4

Select at least two courses:

BUS 385MG Special Topics in Management	4
BUS 391 Cross Cultural Communication and Negotiation	4
BUS 393 Introduction to International Business	4
BUS 399MG Advance Work Experience in Management	3-4
BUS 446 Government Regulation of Human Resources	4
BUS 451 Entrepreneurship	4
BUS 453 Small Business Analysis	4
BUS 499MG Internship in Business Management	3-4

Marketing Concentration: 5 Courses

Five courses are required. The marketing concentration prepares students careers in advertising and promotion, product development, sales, and for retailing, as well as marketing research and sales management.

Required Courses:

BUS 367 Consumer Behavior	4
BUS 469 Marketing Management	4

Select at least three courses:

BUS 361 Marketing Graphics	4
BUS 362 Services Marketing	4
BUS 364 Sports Marketing	4
BUS 365 Introduction to Hospitality and Event Management	4
BUS 366 Retail Management	4
BUS 368 International Marketing	4
BUS 385MK Special Topics in Marketing	3-4
BUS 396W The Global Wine Industry	3
BUS 399MK Advance Work Experience in Marketing	3-4
BUS 451 Entrepreneurship	4
BUS 453 Small Business Analysis	4
BUS 461 Promotion Management	4
BUS 462 Marketing Research	4
BUS 463 Sales Management and Personal Selling	4
BUS 464W Production, Operations, and Distribution (Wine)	4
BUS 465W Wine Marketing	4
BUS 468 Marketing Decision Making	4
BUS 499MK Internship in Marketing	3-4

Wine Business Strategies Concentration: 5 Courses

Five courses are required. The wine business concentration is most ideal for students seeking a general management position within the wine industry. A viticulture and/or enology academic background is not required.

Required Courses:

BUS 305W Introduction to Wine Business Strategy	4
BUS 464W Production, Operations, and Distribution (Wine)	4
BUS 465W Wine Marketing	4
BUS 499W Internship in Business (Wine)	3-4

Select at least one of the following courses:

BUS 362 Services Marketing	4
BUS 365 Introduction to Hospitality and Event Management	4
BUS 366 Retail Management	4
BUS 385W Special Topics in Wine	3-4
BUS 396W Global Wine Industry	3
BUS 397W The Global Marketplace for Wine	4
BUS 399W Advanced Work Experience in Wine Business Strategies	3-4
BUS 463 Sales Management and Personal Selling	4
BUS 467W Wine E-Commerce and Direct Sales	4
BUS 475W Wine Accounting and Finance	4

Special Concentration: 5 Courses

The Special concentration is intended for those in either of the following categories:

First, the Special concentration is for those who wish to have a general B.S. degree in Business Administration. To complete this concentration a student must, with the approval of the special concentration advisor and department chair, select five business courses from at least two areas of concentration. At least two of the five courses would normally be chosen from among those listed as required within the various concentrations.

Second, it is for those students who wish, with the approval of the special concentration advisor and the department chair, to design a concentration in an area not covered sufficiently within the department, using courses outside of the department. To complete this concentration, five upper-division courses of at least three-units each should be selected with approval from the chair.

Undergraduate Program Special Requirements

Residency

At least one-half of the courses of the major, including three of the courses in the concentration, must be completed at Sonoma State University.

Change of Major

The catalog year for a student declaring a major in Business Administration will be the catalog in effect at the time of such declaration.

Change of Status from Pre-Business to Business Administration Major

Pre-Business students must file a Change of Status ("blue form") in the department to request change of status to the Business Administration major. This request should be submitted as soon as the student has completed, with a C or better, all required courses in the pre-major program and demonstrated computer competency. A faculty advisor will be assigned to assist the student with matters related to the major program. The change to Business Administration status will not become effective until completion of Pre-Business major requirements (with minimum "C" grades) has been verified.

Minor in Business Administration

The Minor in Business Administration has the following features and requirements:

1. The Business minor consists of the following 5 required courses:

BUS 230A Financial Accounting	4
BUS 230B Managerial Accounting	4
BUS 344 Organizational Behavior	4
BUS 360 Introduction to Marketing	4
BUS 370 Introduction to Managerial Finance	4

2. The Business minor must consist of a minimum of 20 units in business administration and must be approved by the chair of the Business Administration department. In addition to the required courses listed above, additional coursework, chosen with consent of the department chair, may be selected as needed to obtain the 20-unit minimum;
3. The student must have a minimum GPA of 2.50 in order to apply for the Business minor;
4. Students must complete a Business Minor Declaration Form and submit it to the Business Administration department office;
5. Students must have completed BUS 230A and BUS 230B (or their transfer equivalents, as approved by the department chair) with a grade of C or better in order to be eligible to enroll in any of the three upper-division courses;
6. BUS 344, BUS 360, and BUS 370 must be completed at Sonoma State University;
7. Business minors are only eligible to take one business administration course per semester;
8. Students who are eligible to take BUS 344, BUS 360, and BUS 370 must submit a request form which is available in the department office;
9. BUS 150, 211, 219, 270, 292, 295, 296, 388, 399, 495, and 499 may not be counted in the minor.

French Language Certificate for Wine Business

The French Language Certificate for Wine Business is an interdisciplinary certificate program designed to enhance the global perspective of undergraduate students in the Wine Business Strategies concentration. The program combines rigorous studies in wine business with proficiency in the French language and familiarity with French culture. The program consists of 26 - 28 total units with 18 - 20 units of Wine Business courses and 8 units of beginning, intermediate, or advanced French language courses. Students must have a concentration in Wine Business Strategies in the Business Administration major in order to pursue this certificate.

Required Courses (18-20):

BUS 305W Introduction to Wine Business Strategy	4
BUS 464W Production, Operations, and Distribution (Wine)	4
BUS 465W Wine Marketing	4
BUS 499W Wine Internship	3-4
One Wine Business elective (e.g., BUS 396W, 397W, Bus 467W, etc.)	3-4

In Addition, students will enroll in one of the following pairs of courses (8 units):

FR 101 (First-Semester French) and FR 102 (Second-Semester French); OR

FR 201 (Third-Semester French) and FR 202 (Oral French); OR

FR 300 (Introduction to Literary Analysis & Critical Writing) and one additional upper-division French course.

Some of the Wine Business courses have prerequisites, so be sure to check the course descriptions in the SSU catalog. Students will meet individually with French faculty for placement in the appropriate level of French language courses. Additional information and the application for the certificate are available on the French Program's website.

Professional Sales Certificate

The Professional Sales Certificate is an academic certificate program that offers a skillset to launch students into a professional sales career in any industry. It consists of 21-22 units, many of which are required in the Business Administration degree or the Marketing concentration.

Required Courses:

ECON 205 Intro to Microeconomics OR BUS 211 Business Statistics	4
BUS 230A Financial Accounting	4
BUS 360 Introduction to Marketing	4
BUS 463 Sales Management and Personal Selling	4
BUS 493 Advanced Topics in Professional Sales (offered through the School of Extended and International Education)	2

Elective Course (Choose one of the following courses):

BUS 391 Cross-Cultural Communication and Negotiation	4
BUS 367 Consumer Behavior	4
BUS 499 Internship in Sales	3-4

As in the Business Administration degree program, there are prerequisites for many of the courses. Check the course descriptions in the

catalog for these prerequisites. Enrollment in the Professional Sales Certificate program must be approved by the department chair.

Master of Business Administration

The Sonoma Master of Business Administration degree (MBA) for Professionals is intended to prepare graduates for positions of management and leadership in organizational settings in both the private and public sectors. This evening program is designed primarily to meet the needs of the working student. Sonoma MBA students have the option to choose the Wine Business concentration. Information on all Sonoma MBA programs can be found at *www.sonoma.edu/mba.*

MBA Admissions

The Sonoma MBA program launches each year in the fall. The application period is October 1 to April 30. All documentation required for admission must be received by the University and department no later than the last day of the relevant application period.

Information on how to apply can be found at *www.sonoma.edu/mba/admissions.* The first step in the application process is to submit an online application through Cal State Apply. After this preliminary application is submitted, applicants will be advised as to the next steps in the admission process. Applicants are encouraged to apply early! To be admitted to the MBA program, a candidate must meet the requirements of both the University and the Department of Business Administration. In addition, all candidates for the Sonoma MBA in Wine Business will be expected to complete the Foundation and Intermediate levels of the online Wine Business Management Certificate program before being admissible to the Sonoma MBA program in Wine Business. This requirement may be waived by completion of 24 units of wine-related coursework, 24 months of wine industry work experience, or any combination thereof.

University Requirements

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

- Hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association or have completed academic preparation as determined by an appropriate campus authority;
- Have attained a grade point average of at least 2.50 (A = 4.00) in the last 60 semester (90 quarter) units attempted;
- Have been in good standing at the last college attended; and
- Have earned a minimum score of 550 on the paper version or 80 on the computerized version of the Test of English as a Foreign Language (TOEFL) for those applicants who have not spent at least three years of school at the secondary level (or beyond) where English is the principal language of instruction.

International students must meet the admissions criteria set forth by the graduate department. Students in the Professional MBA programs are required to gain practical experience by a) completing an internship course, b) working for eight or more months during their MBA program, or c) combining an internship course and work for a total of eight or more months during their MBA program. International students may be authorized for Curricular Practical Training (CPT) to be eligible for off-campus work or internships in a position directly related to their field of study.

Department of Business Administration Requirements

An individual may apply for admission to the MBA program with or without an academic background in business administration. Applicants will not be considered without a current Graduate Management Admissions Test (GMAT) score (less than 5 years old). The department requires a GMAT score of at least 450 and a GPA of at least 2.75 in the last 60 semester units (90 quarter units) attempted. Applicants are expected to have two years of full time work experience prior to starting the program. The department considers the candidate's application, academic background, work experience, and performance on the GMAT in evaluating high promise of success in the program.

A candidate who is not accepted may appeal to the Graduate Programs Committee for admission reconsideration. Such appeals are not routinely granted.

Documentation Needed to Apply

After applicants have been advised by the MBA Admissions Manager to apply, the following documentation is required for consideration of acceptance into the Sonoma MBA Program. All documentation required for admission must be received by the University and department no later than the last day of the relevant application period.

1. An online Cal State Apply Application must be submitted. International students must also submit a copy of the Test of English as a Foreign Language (TOEFL) score with a minimum of 550 on the paper version or 80 on the computerized version. For more information on applying, contact the Graduate Business Programs office at *mba@sonoma.edu* or call (707) 664-3501.
2. Official transcripts should be ordered from each college attended. A copy of each transcript should be sent to the Office of Admissions and Records at:

   Sonoma State University
   1801 East Cotati Avenue
   Rohnert Park, CA 94928-3609

   All community college and university transcripts that provide evidence of completion of MBA foundation courses must be included.
3. A current resume should be sent to the MBA Admissions Manager, School of Business and Economics, at the address above.
4. An official GMAT score report should be sent to California State University - Sonoma. Information regarding ordering GMAT score reports, locating a GMAT testing site, and GMAT preparation materials can be obtained on www.mba.com.

Graduate Student Status

A candidate admitted into the Sonoma MBA program will be admitted in one of two categories:

- Conditionally Classified Graduate Status. A student admitted to the MBA program as a Conditionally Classified Graduate Student can take only foundation courses. This student may not take MBA required or elective courses without permission of the Director of MBA Programs. A student who begins as a Conditionally Classified Graduate Student, with conditional status due to the need for completion of prerequisite courses, will be eligible for advancement to Classified Graduate Status upon successful completion of the foundation and/ or prerequisite courses.
- Classified Graduate Status. A student admitted to the MBA program as a Classified Graduate Student will have completed the foundation courses at the time of admission. This student should take the MBA core courses to begin the program.

Admissions Process

The Office of Admissions and Records performs the initial evaluation of the application and transcripts and determines eligibility for admission to the University. If the candidate is not eligible for admission to the University, the candidate is notified and the process stops.

If the candidate is eligible for admission to the University, the application is forwarded to the Director of MBA Programs for the department recommendation. When the GMAT score and resume are received, eligibility for admission to the MBA program is determined and a recommendation for status of admission is returned to the Office of Admissions and Records, which will notify the candidate of the results.

Students who have not taken the GMAT will not be accepted for entrance into the program.

Transfer Credits

Up to 6 units of approved graduate level work from accredited universities may be transferred to meet part of the 31 units for the MBA. However, these requests are not routinely granted. Graduate courses equivalent to our foundation courses will not be accepted to meet elective or required MBA courses. Transfer courses must be approved by the Director of MBA Programs. Students are advised to get approval prior to taking any transfer courses.

Eligibility for MBA Courses

Courses offered in the Sonoma MBA program have restricted enrollment.

- For MBA foundation courses, a student must be at least a Conditionally Classified MBA student or obtain written permission from the Director of MBA Programs.
- For MBA required or elective courses, a student must be a Classified MBA student or obtain written permission from the Director of MBA Programs.

Readmission

Continuing students (those who have completed courses in the MBA Program) may take a leave of absence from the program for one or two semesters by completing a 'Leave of Absence' form and filing it with the Office of Admissions and Records. Students who take more than two semesters off and/or do not complete a 'Leave of Absence' form must reapply and meet current admission standards as presented above. In addition, the GMAT used to determine that admission can not be more than 5 years old. Students readmitted may have to recertify courses. Recertification is necessary for any course that will be more than 7 years old in the semester the degree is granted.

MBA Program Curriculum

The Sonoma MBA for Professionals program has been adapted to meet the ever-changing needs of today's business world. It will equip students with business tools and strategies to deliver results in today's transformational economy. It will teach students not just how to read financial statements, but how to apply that information to make decisions and shape strategy. It will help students learn not just the principles of marketing, but how to develop a brand, deliver transformational customer experiences, and integrate marketing communication across numerous outlets. Students will gain knowledge not just in business strategies, but in innovation, entrepreneurship, and data analytics.

The Sonoma MBA is organized around a 4-3-2-1 model: four core courses, three theme areas, two electives, and one capstone course. Three theme areas - International Business and Global Issues, Leadership and Ethics, and Contemporary Business Issues - allow students to choose their career emphasis.

Inside and outside of the classroom, students gain access to the deep knowledge of our regional business partners and to career support services.

Evening classes are designed to easily fit into busy schedules, small class sizes allow students to make personal connections with classmates, and academic and professional instructors are committed to helping students reach their future business goals.

Analytical Writing Requirement

All candidates entering SSU as MBA students who do not score at least 4.00 on the analytical writing portion of the GMAT must pass the CSU Written English Proficiency Test (WEPT) either during their first semester or before completing the foundation courses.

Grades

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

The Sonoma MBA for Professionals program (31 units) consists of the following course sequence:

- eMBArk Weekend
- 4 Core Courses
- 3 Theme Area Courses
- 2 Elective Courses
- 1 Capstone Experience

If students do not have an undergraduate business degree, there may be an additional foundation step of the program that needs to be completed (see MBA Foundation Courses below). Contact our office for a transcript review and/or assistance at (707) 664-3501.

eMBArk Weekend (1 Unit)
The Sonoma MBA experience begins with an experiential immersion weekend that combines academic planning, teamwork development, and case analysis practice.

4 Core Courses (12 Units)
The MBA core courses are a cluster of graduate business courses that provide a base knowledge upon which other courses and theme areas build. In the first year, students complete the four core courses as a cohort, a group study model that builds relationships and mirrors a team workforce environment. Two courses are completed in the Fall Semester and two courses are completed in the Spring Semester. The four core courses, which are prerequisites for all other courses are:

BUS 535 Cost Analysis and Control	3
BUS 540 Managing and Motivating Employees	3
BUS 570 Managerial Finance	3
BUS 580 Business Intelligence	3

3 Theme Areas (9 Units)
Breadth of exposure and relevance to today's workplace are ensured by requiring students to take one course in each of three thematic areas: Leadership and Ethics, International Business and Global Issues, and Contemporary Business Issues. A sample of possible courses in each theme areas include:

- Leadership and Ethics
  - BUS 552 Leadership and Innovation
  - BUS 553 Sustainable Business Management
- International Business and Global Issues
  - BUS 516 Operations Management
  - BUS 593 International Business
- Contemporary Business Issues
  - BUS 519 Management Information Systems
  - BUS 560 Seminar in Marketing Management

2 Elective Courses (6 Units)
Students gain depth in the areas of their interest by choosing two electives taken from any thematic area, or by setting up a special study experience, or an internship project.

1 Capstone (3 Units)
Students put it all together in a final business strategy course (BUS 591) that requires them to develop a comprehensive case research project with an existing organization. To enroll in the capstone course, it must be the student's last semester in the program and the student must have completed the 4 core and 3 theme area courses. Exceptions require the approval of the Director of MBA Programs.

MBA Program with a Wine Business Concentration

The Sonoma MBA in Wine Business is intended to prepare graduates for positions of management and leadership in wine industry organizations. Located in the heart of California's wine country, we offer extraordinary experiences in learning through local internships, special studies, student-run projects, and professional connections to alumni in the industry.

The Sonoma MBA in Wine Business is designed to primarily meet the needs of the working student in Sonoma County and the North Bay region as well as full-time students from the other parts of the country and the world. Our evening classes easily fit into busy schedules, small class sizes allow for students to make personal connections with classmates, and professional instructors are committed to helping students reach future business goals.

The Wine Business MBA program (31 units) consists of the following course sequence:

- eMBArk Weekend
- 4 Core Courses
- 3 Theme Area Courses
- 2 Elective Courses
- 1 Capstone Experience

Note: A minimum of 3 of the Theme Area and Elective Courses need to be Wine Business Courses.

Special Program Requirements

All candidates for the Sonoma MBA in Wine Business will be expected to complete the Foundation and Intermediate levels of the online Wine Business Management Certificate program before being admissible to the Sonoma MBA program in Wine Business. This requirement may be waived by completion of 24 units of wine related coursework, 24 months of wine industry work experience, or any combination thereof.

eMBArk Weekend (1 unit)
The MBA experience begins with an experiential immersion weekend that combines academic planning, teamwork development, and case analysis practice.

4 Core Courses (12 Units)
The MBA core courses are a cluster of graduate business courses that provide a base knowledge upon which other courses and theme areas build. In the first year, students complete the four core courses as a cohort, a group study model that builds relationships and mirrors a team workforce environment. Two courses are completed in the Fall Semester and two courses are completed in the Spring Semester. The four core courses which are prerequisites for all other courses are:

BUS 535 Cost Analysis and Control	3
BUS 540 Managing and Motivating Employees	3
BUS 570 Managerial Finance	3
BUS 580 Business Intelligence	3

3 Theme Areas (9 Units)

Breadth of exposure and relevance to today's workplace is ensured by requiring students to take one course in each of three thematic areas: Leadership and Ethics, International Business and Global Issues, and Contemporary Business Issues. A sample of possible courses in each theme areas include:

- Leadership and Ethics
  - BUS 552 Leadership and Innovation
  - BUS 547W Wine Legal and Regulatory Issues
- International Business and Global Issues
  - BUS 516 Operations Management
  - BUS 545W Global Wine Business (required)
- Contemporary Business Issues
  - BUS 565W Marketing and Sales Strategies for Wine
  - BUS 560 Seminar in Marketing Management

2 Elective Courses (6 Units)

Students gain depth in the areas of their interest by choosing two electives taken from any thematic area, or by setting up a special study experience or an internship project.

1 Capstone (3 Units)

Students put it all together in a final business strategy course (BUS 591) that requires them to develop an in-depth case study on an existing wine business. To enroll in the capstone course, it must be the student's last semester in the program and the student must have completed the 4 core and 3 theme area courses. Exceptions require the approval of the Director of MBA Programs.

MBA Foundation Courses (32 semester units)

The MBA Foundation Courses provide the fundamental knowledge of business principles to prepare students for the study of business at the graduate level. This set of courses is taken either at the undergraduate level or as MBA preparation courses. The Foundation Courses include the following:

BUS 211 Business Statistics	4
BUS 230A and 230B Financial and Managerial Accounting	8
or BUS 501 Foundations of Accounting	2
BUS 344 Organizational Behavior	4
or BUS 504 Foundations of Organizational Behavior	2
BUS 360 Introduction to Marketing	4
or BUS 506 Foundations of Marketing	2
BUS 370 Introduction to Managerial Finance	4
or BUS 507 Foundations of Managerial Finance	2
ECON 204 and 205 Introduction to Macro and Micro Economics	8
or ECON 501 Foundations of Economics	2

Foundation courses may be waived for competencies demonstrated by the undergraduate courses or their equivalents listed above or by examination. All courses listed at the 200 level may be taken at a junior college. All courses listed at the 300 level must be taken at a four year institution at the upper division level. Assuming all other admissions requirements are met, a student needing one or more foundation courses will be admitted as a Conditionally Classified Graduate Student.

MBA Foundation Course Series

To assist our conditionally classified students complete their foundation courses, the School of Extended and International Education offers the MBA Foundation Course Series. The course series is comprised of five 2-unit courses which will meet the requirements of BUS 230A, BUS 230B, BUS 344, BUS 360, BUS 370, ECON 204, and ECON 205 respectively.

BUS 501 Foundations of Accounting
BUS 504 Foundations of Organizational Behavior
BUS 506 Foundations of Marketing
BUS 507 Foundations of Managerial Finance
ECON 501 Foundations of Economics

Each course is held on two evenings per week over a 5 week period. The courses may be taken individually if students do not need all five of the courses; however, to be eligible for financial aid a student must be registered for six units. The class methods will vary by instructor; however, they will likely be hybrid classes involving work in the classroom as well as online instruction.

If you are a candidate for these Extended Education courses, contact our office at (707) 664-3501 for assistance with the registration process.

Executive Master of Business Administration

The Sonoma Executive MBA, designed for professionals with significant work and management experience, consists of fourteen courses in a cohort-style, modular curriculum. The curriculum is focused around two related emphases: leadership development and strategic decision-making. The transformational leadership emphasis includes courses like Leadership Intelligence, Talent Management, and Leading Change in Organizations, as well as a leadership self-development project that spans the entire 17 months of the program. The strategic decision-making emphasis includes courses like Financial Statement Analysis, Strategic Marketing, and Operations and Supply Chain Strategies, and culminates in an integrative, applied-learning capstone project. Incorporating experiential and project-based learning, the Sonoma Executive MBA includes a four-day intensive off-site experience which guides students in exploring team and leadership dynamics and a two-week international learning journey that includes in-country consulting projects and business visits with executives and government officials.

The Sonoma Executive MBA in Wine Business offers our EMBA curriculum to wine industry professionals, featuring projects and

assignments focused on wine businesses, and faculty with backgrounds in wine industry research and practice.

Executive MBA Required Courses (30 units)

The Sonoma Executive MBA consists of the following specific courses, taken by all EMBA and Wine EMBA students.

BUS 516E Operations and Supply Chain Strategies

BUS 519E Innovation, Design, and Technology Leadership

BUS 530E Financial Statement Analysis

BUS 540E Talent Management

BUS 546E Global Business Environment

BUS 552E Leadership Intelligence

BUS 554E Leading Sustainable Enterprises

BUS 559E Leadership North Bay

BUS 560E Strategic Marketing

BUS 570E Financial Markets and Business Strategy

BUS 581E Research for Strategic Planning

BUS 590E Leading Change in Organizations

BUS 591E Strategy in Practice

BUS 592E Business Plan

Admissions Information

The Sonoma Executive MBA is a self-support program that is run in conjunction with the School of Extended and International Education. Some special admissions requirements and application procedures apply.

For detailed information and applications, please visit the EMBA website at www. sonoma.edu/mba. The Sonoma Executive MBA program launches each year in the fall. The Sonoma Executive MBA in Wine Business launches in the spring. The hybrid version of the Sonoma Executive MBA in Wine Business launches in the fall. The hybrid version of the Sonoma Executive MBA in Wine Business, called the Global Executive MBA in Wine Business, launches in the fall.

Information on how to apply can be found at *www.sonoma.edu/mba/admissions.* The first step in the application process is to submit a resume to the MBA Admissions Manager at mba@sonoma.edu. Information will then be provided on how to complete the application process. Applicants are encouraged to apply early!

To be admitted to the EMBA program, a candidate must meet the requirements of both the University and the Department of Business Administration. In addition, all candidates for the Sonoma EMBA in Wine Business will be expected to have completed 24 units of wine-related coursework, 24 months of wine industry work experience, or any combination thereof, before being admissible to the Sonoma EMBA program in Wine Business. This requirement may be met by completing the first two levels of our online Wine Business Management Certificate offered through the Wine Business Institute's Professional Development programs.

University Requirements

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

- Hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association or have completed academic preparation as determined by an appropriate campus authority;
- Have attained a grade point average of at least 2.50 (A = 4.00) in the last 60 semester (90 quarter) units attempted;
- Have been in good standing at the last college attended; and
- Have earned a minimum score of 550 on the paper version or 80 on the computerized version of the Test of English as a Foreign Language (TOEFL) for those applicants who have not spent at least three years of school at the secondary level (or beyond) where English is the principal language of instruction.

International students must meet the admissions criteria set forth by the graduate department. Students in the Sonoma Executive MBA programs are required to gain practical experience by a) completing an internship course, b) working for eight or more months during their MBA program, or c) combining an internship course and work for a total of eight or more months during their MBA program . International students may be authorized for Curricular Practical Training (CPT) to be eligible for off-campus work or internships in a position directly related to their field of study.

Department of Business Administration Requirements

An individual may apply for admission to the Sonoma EMBA program with or without an academic background in business administration, but must have achieved a 2.75 GPA in the prior 60 semester units (90 quarter units) attempted. Applicants are expected to have a minimum of eight years of professional work experience, including significant management experience, prior to starting the program. Military service can be counted toward professional work experience. Applicants with strong career growth and 5-8 years of professional experience may apply if they take the GMAT. The department considers the candidate's application, academic background, work experience, interview, and performance on the GMAT (for those with less than eight years of professional experience) in evaluating high promise of success in the program.

A candidate who is not accepted may appeal to the Graduate Programs Committee for admission reconsideration. Such appeals are not routinely granted.

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

FRESHMAN YEAR: 30-31 Units

Fall Semester (15-16 Units)	*Spring Semester (15 Units)*
PHIL 101 or 102 (A3) (4)	ENGL 101 (A2) (4)
ECON 204 (D5) (4)	ECON 205 (D1) (4)
Math 131 or 161 (B4) (3-4)	GE (C3) (4)
GE (C1) (4)	GE (B3) (3)

Avoid UD GE until junior year

*Computer Competency Requirement should be met in freshman year**

SOPHOMORE YEAR: 31-32 Units

Fall Semester (16 Units)	*Spring Semester (15-16 Units)*
BUS 230A (4)	BUS 230B (4)
GE (B1 or B2) (3)	BUS 211 or MATH 165 or ECON 217 (4)
GE (D3) (3)	BUS 225 (4)
GE (D4) (3)	GE (B1 or B2 with lab) (3-4)
Elective (3)	

Select a lab with B1 or B2 GE; select an Ethnic Studies course for C1, C2, C3, or E

JUNIOR YEAR: 30 Units

Fall Semester (14 Units)	*Spring Semester (16 Units)*
UD BUS Core (4)**	UD BUS Core (4)
UD BUS Core (4)	UD BUS Core (4)
UD GE (D2) (3)	BUS Concentration (4)
Elective (3)	UD GE (C2) (4)
Take WEPT	

SENIOR YEAR: 30-31 Units

Fall Semester (15 Units)	*Spring Semester (15-16 Units)*
BUS Concentration (4)	UD BUS Core: 491 (4)***
BUS Concentration (4)	BUS Concentration (4)
UD BUS Core (4)	BUS Concentration (4)
Elective (3)	UD GE (E) (3-4)
	Elective (if needed)

Apply for graduation at beginning of senior year.

TOTAL UNITS: 120

(refer to catalog and consult advisor(s) for additional information)

** Computer Competency is a prerequisite for any upper-division Business Core class. Computer Competency can be met by taking designated sections of CS 101 (GE B3) at Sonoma State.*

*** Choose BUS 344 first if planning Management concentration; 360 first if Marketing; 370 first if Finance or Financial Management.*

**** BUS 491, designed to be taken in the last semester of the program (prerequisites: all other Business Core courses and submission of graduation application.)*

CAREER MINORS

Programs Offered

Career Minor in Museum and Gallery Methods

Career Minor in Health Systems Organizations

The career minors program allows students from a variety of majors to pursue a coherent sequence of courses in order to acquire insight into the ways the undergraduate degree may be applied in particular careers. Each career minor culminates in an internship giving the student practical experience in the field.

Information about a career minor may be obtained from the faculty advisor. Students interested in pursuing a career minor should plan well in advance in order to integrate the coursework into their plan of study.

Career Minor in Museum and Gallery Methods

The career minor in museum and gallery methods provides students of the visual arts with education, training, and hands-on experience in the theory and practice of non-profit museums and galleries. Art History and Art Studio majors completing this career minor will be in much stronger positions to find work and prepare for graduate study in fields closely related to their majors. The career minor in museum and gallery methods may also be combined with any other major.

Internships are available in the University Art Gallery and at regional galleries, museums, and other related nonprofit organizations.

PROGRAM ADVISOR
Michael Schwager, Art Gallery
Art Building 106
(707) 664-2720

Requirements for the Career Minor In Museum and Gallery Methods

To earn the career minor in museum and gallery methods, students must complete the following 20 units:

ARTS 105 Media Art Fundamentals	2
ARTH 466 Contemporary Art	3
ARTH 467 Museum Collections Management	3
ARTH 468 Curatorial Practice	3
ARTH 493 Museum and Gallery Management	3
ARTH 494 Museum Theory and Practice	3
ARTH 499 Internship	3
Total units in the minor	**20**

Career Minor in Health Systems Organizations

The health systems organizations career minor is an interdisciplinary program that provides students with an opportunity to focus on either of two significant dimensions of health care: technical and managerial problems, or preparation for direct service. The minor outlines a course of study within a liberal arts framework that provides each student with a basic understanding of: 1) health systems as significant social, cultural, and economic institutions within society; 2) cultural relativity in views of health and illness, and 3) the social and psychological implications for those who are served by health systems.

The supporting courses will be chosen with the assistance of the faculty advisor to prepare the student for specific career objectives. The health systems organizations minor complements a number of traditional majors, such as business administration, nursing, psychology, sociology, AMCS, and political science, in addition to programs in gerontology, women's studies, and medical anthropology. This career minor will increase the employment opportunities in the health field of students from the above majors and programs. The minor also provides an excellent background for those who plan to obtain graduate professional training in fields such as medicine, social work, and public health.

PROGRAM ADVISOR
Gerryann Olson, Gerontology/Psychology
Stevenson Hall 3095
(707) 664-2411

Minor Core Requirements

Courses to be offered are pending; please see advisor for details.

PSY 358 Health Psychology	4
GERN/SOCI 452 Health Care and Illness	4
GERN 499 Internship	4
Total units in the minor core	**12**

Minor Electives

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

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

CHEMISTRY

DEPARTMENT OFFICE
Darwin Hall 300
(707) 664-2119
www.sonoma.edu/chemistry

DEPARTMENT CHAIR
Carmen Works
Darwin 312
(707) 664-3084
Works@sonoma.edu

Faculty

Bogdan Negru
Steven Farmer
Jon M. Fukuto
Monica Lares
Jennifer Whiles
Mark J. Perri
Meng-Chih Su*
Carmen F. Works

*Faculty Early retirement Program

Programs Offered

Bachelor of Science in Chemistry
(Certified by the American Chemical Society)

Bachelor of Arts in Chemistry

Bachelor of Science in Biochemistry
(Certified by the American Chemical Society)

Minor in Chemistry

Teaching Credential Preparation

Chemistry is the study of matter, its properties, and how it changes. An understanding of chemical principles is required to fully understand most scientific disciplines such as biology, medicine, physics, environmental science, geology, materials science, pharmaceuticals, agriculture, forensic science, most branches of engineering, and even studio art. Chemists not only study molecules that nature provides but also synthesize new molecules to be used in many of these fields.

The department offers both bachelor of arts and bachelor of science degrees. Both degrees provide students with a solid chemical foundation to prepare them for graduate school, professional school, or the workforce. The B.S. degree requires more science coursework, while the B.A. allows more flexibility for other academic interests. The B.S. in biochemistry is designed for students with an interest in the biological aspects of chemistry and the pre-health professions.

Careers in Chemistry

Sonoma State University is fortunate to be situated within the greater Bay Area, which is rapidly becoming a leading area for research in disciplines such as biotechnology, pharmaceuticals, materials science, and proteomics. Sonoma State graduates have a high success rate for acceptance into advanced degree programs in chemistry and biochemistry; medical, dental, and veterinary schools; cell and molecular biology; and materials science. They have also entered the job market in a variety of careers, including government agencies (FBI, forensics), technical writing, chemical and biochemical research, cosmetics and perfumes, space chemistry, teaching at all levels, medical technology, pharmaceuticals, patent law, materials research, consulting, and applications of chemistry in business.

Students seeking teaching credentials may elect chemistry as their major within the teaching credential program in science.

The Chemistry Department

The small size and educational philosophy of the department encourages students to develop close relationships with other students, faculty, and staff. Coursework and individual research projects place an emphasis on laboratory experiences in which students are expected to become familiar with a variety of techniques and instruments. In their freshman year, students participate in a learning community with other chemistry and biochemistry majors and in their senior year participate in a capstone experience to further prepare themselves for entry into industry or graduate education. Novel undergraduate research experiences are an integral part of our program. In 2006, the department returned to the newly remodeled Darwin Hall, equipped with new lower-division teaching laboratories and facilities for advanced laboratory courses and undergraduate research. Our laboratories are equipped with many modern, computerized instruments that include ultraviolet, visible, infrared, atomic absorption, and fluorescence spectrophotometers; a high field resonance spectrometer; high-pressure liquid, gas, and ion exchange chromatographs; and gas chromatographs with mass spectrometer detectors, and an LCMS with time of flight detector.

Repeat Policy

Any student wishing to repeat a chemistry course must first fill out a course repeat form and have it approved by the chemistry department chair before they will be allowed a seat in the class. Students repeating a class will be given last priority at registration. Students that register for the class without following this policy will be administratively dropped from the course. Course repeat forms are available in the department office.

Chemistry and Biochemistry majors may only repeat a total of three chemistry courses, any combination, in order to graduate with a chemistry or biochemistry degree. Students can petition the department for reinstatement on a case-by-case basis.

Bachelor of Science in Chemistry (Certified by the American Chemical Society)

The B.S. degree provides thorough preparation for students who wish to pursue advanced degrees in the chemical sciences, go to professional school, or work as chemists in industry. All courses in the major core, major electives, and supporting courses must be taken in the traditional grading mode (A-F). Transcripts will be noted as approved by the American Chemical Society.

Please see the current approved curriculum on the SSU official catalog web page.

Degree Requirements	Units
General education (48, 13 in major)	48
Major requirements	48
Supporting courses	19
Electives	5
Total units needed for graduation	**120**

Major Core Requirements

CHEM 125AB General Quantitative Chemistry 10 units, 4 in the major core, 6 in GE (B1 and B3)	4
CHEM 255 Quantitative Analysis	4*
CHEM 275 Instrumental Analysis	2
CHEM 310AB Physical Chemistry	6
CHEM 315 and 316 Introduction to Research Methods	3
CHEM 325 Inorganic Chemistry	3
CHEM 335AB Organic Chemistry	6
CHEM 336AB Organic Chemistry Lab	4
CHEM 401 Senior Integrated Lab	3
CHEM 402 Advanced Synthesis and Analysis	3
CHEM 445, 446, or 340 Biochemistry	3
CHEM 496 UD CHEM Elective	6
CHEM 497 Research Seminar	1
Total units in the major core	**48**

** Quantitative Analysis (CHEM 255) is not required for students who have completed CHEM 125AB., but is required for majors who took CHEM 115AB. Students should replace these four units by completing the challenge by exam form upon completion of the series.*

Supporting Courses

MATH 161 Calculus I (3 units, counted as GE B4)	1
MATH 211 Calculus II	4
MATH 261 Calculus IV	4
PHYS 114 Introduction to Physics I	4
PHYS 116 Introduction to Physics Laboratory I	1
PHYS 214 Introduction to Physics II	4
PHYS 216 Introduction to Physics Laboratory II	1
Total units in supporting courses	**19**

GE Courses

CHEM 120AB	4
CHEM 115AB	6
MATH 161	3
Others	35
Total units in GE courses	**48**
Electives	**5**
Total units to graduate	**120**

Bachelor of Science in Biochemistry (Certified by the American Chemical Society)

The B.S. degree in biochemistry is appropriate for students interested in the medical fields, graduate study in chemistry or biochemistry, or employment in the biochemical, pharmaceutical or biotechnology industries. All courses in the major core, major electives and supporting courses must be taken in the traditional grading mode (A-F). Undergraduate research is required for the B.S. degree in biochemistry. Transcripts will be noted as approved by the American Chemical Society.

Please see the current approved curriculum on the SSU official catalog web page.

Degree Requirements	Units
General education (48, 16 in major)	48
Major requirements	43
Biology / Chemistry courses	10
Supporting courses	13-15
Electives	4-6
Total units needed for graduation	**120**

Major Core Requirements

CHEM 125AB Quantitative General Chemistry 10 units, 4 in the major core, 6 in GE (B1 and B3)	4
CHEM 255 Quantitative Analysis	4*
CHEM 275 Instrumental Analysis	2
CHEM 310AB Physical Chemistry	6
CHEM 315 and 316 Introduction to Research Methods	3
CHEM 325 Inorganic Chemistry	3
CHEM 335AB Organic Chemistry	6
CHEM 336A Organic Chemistry Lab	2
CHEM 401 Senior Integrated Lab	3
CHEM 441 Biochemical Methods	3
CHEM 445 Structural Biochemistry	3
CHEM 446 Metabolic Biochemistry	3
CHEM 497 Research Seminar	1
Total units in the major core	**43**

** Quantitative Analysis (CHEM 255) is not required for students who have completed CHEM 125AB, but is required for majors who took 115AB. Students should replace these four units by completing the challenge by exam form upon completion of the series.*

Biology/Chemistry Courses

BIOL 130 Introduction to Cell Biology and Genetics (4 units, 1 in the major core, 3 in general education B2)	
BIOL 321 Molecular Biology, Cell Biology and Physiology	4
BIOL 325 Molecular and Cellular Lab Techniques	
Choose 1 from the following:	
CHEM 496 UD CHEM Elective	4
BIOL 338 Environmental Microbiology and Biotechnology	4
BIOL 340 General Bacteriology	4
BIOL 342 Molecular Genetics	4
BIOL 344 Cell Biology	4
BIOL 348 Plant Physiology	4
BIOL 349 Animal Physiology	4
BIOL 383 Virology	4
BIOL 481 Medical Microbiology	5
BIOL 544 Advanced Cell Biology	4
(or other courses approved by the Chemistry Department)	
Total units in Biology/Chemistry Courses	**10**

GE Courses

CHEM 120AB Thinking Like a Scientist (GE A3)	4
MATH 161 (GE B4)	3
BIOL 130 (GE B2)	3
Others	38
Total units in GE courses	**48**

Supporting Courses

MATH 161 Calculus I (4 units, 1 in major core, 3 in GE B4)	1
MATH 211 Calculus II	4
CHEM 115AB (GE B1 & B3)	6
or CHEM 125 AB (GE B1 & B3)	6
PHYS 114 or 210A Physics I	3-4
PHYS 116 or 209A Physics Laboratory I	1
PHYS 214 or 210B Physics II	3-4
PHYS 216 or 209B Physics Laboratory II	1
Total units in Supporting Courses	**13-15**
Electives	**4-6**
Total units to graduate	**120**

Bachelor of Arts in Chemistry

The B.A. degree provides a solid foundation in chemistry so students have the same career options as those with the B.S. degree, while allowing students the flexibility to pursue other academic interests. All courses in the major core, major electives, and supporting courses must be taken in the traditional grading mode (A-F). It is highly recommended that students perform undergraduate research with a faculty member.

Please see the current approved curriculum on the SSU official catalog web page.

Degree Requirements	Units
General education (48, 13 in major)	48
Major requirements	34
Supporting courses	13-15
Electives	23-25
Total units needed for graduation	**120**

Major Core Requirements

CHEM 125AB Quantitative General Chemistry 10 units, 4 in the major core, 6 in GE (B1 and B3)	4
CHEM 255 Quantitative Analysis	4*
CHEM 275 Instrumental Analysis	2
CHEM 310AB Physical Chemistry	6
CHEM 325 Inorganic Chemistry	3
CHEM 335AB Organic Chemistry	6
CHEM 336A Organic Chemistry Lab	2
CHEM 401 Senior Integrated Lab	3
CHEM (315, 316, 336B, 402, 441, 445, 446, or 496)	3
CHEM 497 Research Seminar	1
Total units in the major core	**34**

Supporting Courses

MATH 161 Calculus I (4 units, 1 in major core, 3 in GE B4)	1
MATH 211 Calculus II	4
PHYS 114 or 210A Physics I	3-4
PHYS 116 or 209A Physics Laboratory I	1
PHYS 214 or 210B Physics II	3-4
PHYS 216 or 209B Physics Laboratory II	1
Total units in supporting courses	**13-15**

GE Courses

CHEM 120AB	4
CHEM 125AB	6
or CHEM 115AB	
MATH 161	3
Others	35

** Quantitative Analysis (CHEM 255) is not required for students who have completed CHEM 125AB, but is required for students who took CHEM 115AB. Students should replace these four units by completing the challenge by exam form upon completion of the series.*

Total units in GE courses	**48**
Electives	**25**
Total units to graduate	**120**

Minor in Chemistry

Completion of the following SSU courses (or their equivalent): General Chemistry 115A and B (10 units), Quantitative Analysis 255 (4 units), Organic Chemistry 335A (3 units), and 336A (2 units), plus at least two additional upper-division classes for a total of 6 units. These additional upper-division classes must be taken in residence at SSU. Up to six units in chemistry 115A/B may count toward the General Education requirements in area B including the laboratory requirement. CHEM 125A/B may be substituted for the combined requirement of 115A/B and 255.

Secondary Education Teaching Credential Preparation

Chemistry students must demonstrate competence in the natural sciences by passing the subject matter examination required by the California Commission on Teacher Credentialing. One part of the examination will test breadth of knowledge in biology, chemistry, physics, astronomy, and geology. Another part of the examination will test depth of knowledge in a particular area, such as chemistry. The B.A. or B.S. degree in chemistry is recommended to prepare for the part of the examination that tests depth of knowledge in chemistry. For more information, please contact the Chemistry Department office, Darwin Hall 300, (707) 664-2119.

Sample Four-Year Program for Bachelor of Science in Chemistry

FRESHMAN YEAR: 31 Units

Fall Semester (15 Units)	*Spring Semester (16 Units)*
CHEM 125A (5)	CHEM 125B (5)
MATH 161 (4)	MATH 211 (4)
CHEM 120A (A3) (2)	PHYS 114 (4)
GE (4)	PHYS 116 (1)
	CHEM 120B (A3) (2)

SOPHOMORE YEAR: 30 Units

Fall Semester (14 Units)	*Spring Semester (16 Units)*
CHEM 335A/336A (5)	CHEM 335B (3)
MATH 261 (4)	CHEM 336B (2)
PHYS 214 (4)	CHEM 255 (4)*
PHYS 216 (1)	GE (7)

JUNIOR YEAR: 29 Units

Fall Semester (15 Units)	*Spring Semester (14 Units)*
CHEM 445 (3)	CHEM 310B (3)
CHEM 310A (3)	CHEM 316 (2)
CHEM 315 (1)	CHEM Elective (3)
GE (8)	GE (6)

SENIOR YEAR: 30 Units

Fall Semester (14 Units)	*Spring Semester (16 Units)*
CHEM 275 (2)	CHEM 325 (3)
CHEM 401 (3)	CHEM 402 (3)
CHEM Elective (3)	CHEM 497 (1)
GE (6)	GE (6)
	Elective (3)

TOTAL SEMESTER UNITS: 120

** Quantitative Analysis (CHEM 255) is not required for students who have completed CHEM 125 A & B. Students should replace these four units by completing the challenge by exam form upon completion of the series.*

Sample Four-Year Program for Bachelor of Science in Biochemistry

FRESHMAN YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
CHEM 125A (5)	CHEM 125B (5)
CHEM 120A (2)	CHEM 120B (2)
MATH 161 (4)	PHYS 210A (3)
GE (4)	PHYS 209A (1)
	MATH 211 (4)

SOPHOMORE YEAR: 29 Units

Fall Semester (13 Units)	*Spring Semester (16 Units)*
CHEM 335A (3)	CHEM 335B (3)
CHEM 336A (2)	CHEM 255 (4)*
PHYS 210B (3)	BIOL 321 (4)
PHYS 209B (1)	BIOL 325 (1)
BIOL 130 (4)	GE (4)

JUNIOR YEAR: 30 Units

Fall Semester (14 Units)	*Spring Semester (14-16 Units)*
CHEM 310A (3)	CHEM 310B (3)
CHEM 315 (1)	CHEM 316 (2)
CHEM 445 (3)	CHEM 446 (3)
GE (3)	GE (4)
GE (4)	Elective (2-4)

SENIOR YEAR: 31 Units

Fall Semester (16 Units)	*Spring Semester (15 Units)*
CHEM 275 (2)	CHEM 497 (1)
CHEM 401 (3)	CHEM 325 (3)
GE (3)	CHEM 441 (3)
GE (4)	BIOL or CHEM UD Elective (4)
GE (4)	GE (4)

TOTAL SEMESTER UNITS: 120

** Quantitative Analysis (CHEM 255) is not required for students who have completed CHEM 125 A & B. Students should replace these four units by completing the challenge by exam form upon completion of the series.*

Sample Four-Year Program for Bachelor of Arts in Chemistry

FRESHMAN YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 or 16 Units)*
CHEM 125A (5)	CHEM 125B (5)
MATH 161 (4)	MATH 211 (4)
GE (4)	PHYS 210 A (3)
CHEM 120A (A3) (2)	PHYS 209A (1)
	CHEM 120B (A3) (2)

SOPHOMORE YEAR: 28 Units

Fall Semester (13-16 Units)	*Spring Semester (13 Units)*
CHEM 335A/336A (5)	CHEM 335B (3)
PHYS 210B (3)	CHEM 336B (2)
PHYS 209B (1)	CHEM 255 (4)*
GE (3)	GE (4)
Elective (1-4)	

JUNIOR YEAR: 31 Units

Fall Semester (16 Units)	*Spring Semester (15 Units)*
CHEM 310A (3)	CHEM 310B (3)
GE (10)	GE (12)
Elective (3)	

SENIOR YEAR: 31 Units

Fall Semester (15 Units)	*Spring Semester (16 Units)*
CHEM 275 (2)	CHEM 497 (1)
CHEM 401 (3)	CHEM 325 (3)
Chemistry Elective (3)	Elective (12)
GE (4)	
Elective (3)	

TOTAL SEMESTER UNITS: 120

** Quantitative Analysis (CHEM 255) is not required for students who have completed CHEM 125 A & B. Students should replace these four units by completing the challenge by exam form upon completion of the series.*

Chemistry Electives: CHEM 315, 316, 336B, 402, 441, 445, 446, or 496

CHICANO AND LATINO STUDIES

DEPARTMENT OFFICE
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Patricia Kim-Rajal, Cultural Studies/Gender/Globalization
Ronald López, History/Politics
Daniel Melero Malpica, Sociology/Immigration/Labor

Programs

Bachelor of Arts in Chicano and Latino Studies, Interdisciplinary Track

Bachelor of Arts in Chicano and Latino Studies, Teacher Preparation Track, Multiple Subjects Program

Minors in Chicano and Latino Studies

The CALS Major

The Department of Chicano and Latino Studies (CALS) offers students an interdisciplinary curriculum that centers on the experiences of Chicanos and Latinos in many areas of contemporary American society, including politics, education, literature, the arts, and religion. The focus is on gaining greater insight into the relationship between historical, social, political, and ideological circumstances and Latina/o cultures and identities. The major considers the historical and contemporary experiences of Chicanos and Latinos in the United States. Students are free to choose, based on their interests and future career plans, a particular area of emphasis in which to complete their major electives. The flexibility of major requirements makes the CALS major ideally suited for students interested in pursuing a double major.

The overall curriculum provides majors with a solid basis in theoretical and applied analysis covering qualitative and critical methods of study. Students develop the necessary skills to understand the key role Chicanos will increasingly play in the future, given the rapidly changing demographics of the nation.

The department also offers a teacher preparation track designed to prepare students for courses and state exams that are part of the teaching credential certification process for elementary school teachers.

Future Careers

Students in the major embark on a variety of career paths after graduation. CALS graduates are optimally prepared for work in both the public and private sectors. They are broadly trained, culturally astute professionals who are able to work with diverse populations and who can take on the challenges of many different careers. Students are encouraged to consider their future careers while still in the program and to choose electives in accordance with their plans. Students in the teacher-preparation track have been optimally prepared to pursue the coursework and testing necessary to obtain a multiple subjects teaching credential in California. Majors in the interdisciplinary studies track who focus on the study of language and culture often pursue careers in teaching, migrant and bilingual education, publishing, cultural centers or graduate study in art, literature, cultural studies, or ethnic studies. Students who choose a social studies emphasis will acquire a solid basis of knowledge for work in human resources, community development, public service or advocacy work, as well as further study in health services, social welfare, psychology, sociology and political sciences.

How to pursue interest in the major

Freshman Students

Enroll in CALS 219, The Latino Experience, or in the CALS Learning Community.

Transfer or Junior-level Students

Students who are considering the major are encouraged to enroll in CALS 339, CALS 432 or CALS 451 during their first semester at SSU. These courses offer an excellent introduction to the major and its interdisciplinary approach while fulfilling the upper-division and ethnic studies GE requirement.

Bachelor of Arts in Chicano and Latino Studies, Interdisciplinary Track

Degree Requirements	**Units**
General education	48
Major requirements	40
Second major/minor or electives	32
Total units needed for graduation	**120**

Major Core Requirements	***Units***
CALS 350 Latino Cultural Studies	4
CALS 442 Gender, Race and Class	4
CALS 445 Chicano/Latino History	4
CALS 458 Research and Methodology	4
One of the following courses:	
CALS 165B CALS Learning Community (GE C3)	4
CALS 219 The Latino Experience (GE D1)	3
CALS 220 Latina/o Arts and Humanities (GE C2)	4
Total units in the major core	**19-20**

Elective Courses

Two of the following courses (8 units):

CALS 225 Spanish for Bilinguals (GE C3)	4
CALS 273 Latinos & Performance: Critical and Creative Readings (GE C2)	4
CALS 314 Latin American Literature in English Translation (GE C2)	4
CALS 339 Latinos and the US Labor Market (GE D1)	4
CALS 352 Chicano/Latino Philosophy (GE C2)	4
CALS 368 Chicano/Latino Music (GE C1)	4
CALS 374 Latino Literature (GE C2)	4
CALS 393 Chicano/Latino Cinema (GE C1)	4
CALS 403 Chicano/Latino Youth & Adolescents (GE E)	4
CALS 432 Latinos in a Global Context (GE D5)	4
CALS 451 Chicano/Latino Humanisms (GE C3)	4
CALS 479 Chicano/Latino Art History (GE C1)	4

Three of the following courses (12 units):

CALS 400 Special Topics	4
CALS 405 The Chicano/Latino Family	4
CALS 426 Latina/o Sociolinguistics	4
CALS 456 Latinos and Education	4
CALS 474 Major Authors in Latino Literature	4
CALS 480 Latin American Migration to the U.S.	4
Total elective units in the major	**20**

Capstone Project

All CALS majors must complete a capstone project/paper during their senior year. Please consult with your major advisor about this requirement **prior** to the start of your senior year.

Bachelor of Arts in Chicano and Latino Studies, Teacher Preparation Track, Multiple Subjects Program

Students interested in preparing for the teaching profession while completing a major in Chicano and Latino Studies are encouraged to enroll in the Pre-Teaching Credential Preparation Track (Multiple Subject). It is designed to help students qualify for entry into the Multiple-Subject (Elementary) Teaching Credential program, and to pass the CBEST. This program is suited for all students. Please refer to the Education section of the catalog for more information on the multiple subjects teaching credential program.

Degree Requirements	Units
General education	48
Major Core requirements	48
Minor, Concentration or Elective Units	24
Total units needed for graduation	**120**

Major Core Requirements

CALS 350 Latino Cultural Studies	4
CALS 442 Race, Class, and Gender	4
CALS 445 Chicano/Latino History	4
CALS 458 Research & Methodology*	4
One of the following:	*3-4*
CALS 165B CALS Learning Community (C3)	
CALS 219: The Latino Experience (D1)	
CALS 220: Latino/Arts and Humanities (C3)	
Total Units in Major Core	**19-20**

Multiple Subjects Concentration

**If taken prior to discontinuance, EDMS 420 may apply to the Concentration in Lieu of one required course in this area.*

CALS Multiple Subject Courses Units

CALS 374 Latino Literature (C2) or	
CALS 450 Chicano/Latino Children's Literature	4
CALS 405 The Chicano/Latino Family	4
CALS 456 Sociology of Education/Latinos & Education ** or	
CALS 451 Latina/o Humanisms (C3)	4
CALS 480 Latin American Migration to the United States or	
CALS 432 Latinas/os and Globalization (D5)	4
Total Units	**16**

Credential Prerequisites	***Units***
Grade of C or higher is required in each class	
EDUC 417 School & Society (D1)	3
EDMS 419 Identity and Agency for Socially Just Classrooms & Communities	3

**If taken prior to discontinuance, EDMS 470 may be applied in Lieu of EDMS 419 through Fall 2022.*

Total units **6**

Multiple Subject Pathway Courses Units

MATH 300A Elementary Number System	3
KIN 400 Elementary School Physical Education	3
Total Units	**16**
Total Units in Concentration	**28**

*CALS 458 may be substituted with AMCS 480

**CALS 456 may be substituted with AMCS 445

Capstone Project

All CALS majors must complete a capstone project/paper during their senior year in one of the following classes: CALS 405, CALS 426, CALS 442, CALS 445, CALS 474, or CALS 480.

Minor in Chicano and Latino Studies

Students are to select two courses minimum (8 units) from the CALS core, with additional classes selected from CALS electives (12 units). In some cases students may apply and transfer one course (only) from another department (likely their major) to the CALS minor.

The following two options for a specific emphasis for the CALS minor are often of interest:

Social Science emphasis

CALS 350	4
CALS 339 or 432	4

CALS 405 or 442	4
CALS 445	4
CALS 458	4
CALS 395, CIP or Service Learning Project (optional)	1-4
Total units required	20-24

Spanish emphasis

CALS 225 (or Span 202)	4-5

One additional course in advanced-level Spanish required (up to two permitted), selected from the following:

SPAN 301, SPAN 305,SPAN 307	4-8

Three or four classes selected from the following:

CALS 374, CALS 426, CALS 451, CALS 456, CALS 460, CALS 474	12-16
Total units required	20-21

Sample Four-Year Plan for the Bachelor of Arts in Chicano and Latino Studies, Interdisciplinary Track

FRESHMAN YEAR: 30-32 Units

Fall Semester (15-16 units)	*Spring Semester (15-16 units)*
CALS 219 or	CALS 220 or
CALS Learning Community (3-4)	CALS Learning Community (4)
GE (12)	GE (11-12)

SOPHOMORE YEAR: 30-32 Units

Fall Semester (15-16 units)	*Spring Semester (15-16 units)*
CALS 458 (4)	CALS 339 (4)
GE (11-12)	GE (11-12)

JUNIOR YEAR: 31-32 Units

Fall Semester (16 units)	*Spring Semester (15-16 units)*
CALS 314 or CALS 374 (4)	CALS 368 or CALS 393 (4)
CALS 405 or CALS 456 (4)	CALS 405 or CALS 339 (D1) (4)
CALS 350 (4)	CALS 445 (4)
CALS 403 (4)	GE (3-4)
Take the WEPT	*Consult with your advisor about the capstone requirement*

SENIOR YEAR: 30-32 Units

Fall Semester (15-16 units)	*Spring Semester (15-16 units)*
CALS 456 or CALS 474 (4)	CALS 400 or CALS 426 (4)
CALS 480 (4)	CALS 442 (4)
CALS Elective or Concentration (4)	Internship (4)
GE (3-4)	GE (3-4)

TOTAL Units: 120-128

Sample Four-Year Plan for the Bachelor of Arts in Chicano and Latino Studies, Teacher Preparation Track, Multiple Subjects Program

FRESHMAN YEAR: 30-32 Units

Fall Semester (14-15 Units)	*Spring Semester (15-16 Units)*
CALS 165A or CALS 219 (A3 /C3) (4)*	CALS 165 B or
ENGL 101 (4)*	CALS 220 (4)*
ASTR (B1)*	BIO with lab (B2) (4)*
HIST 201 (3)*	ANTH (D5) (4)*

SOPHOMORE YEAR: 31-32 Units

Fall Semester (16 Units)	*Spring Semester (15-16 Units)*
CALS 374 (4)*	CALS 393 (4*)
GEOL (B3) (4)*	HIST 241-2 (3)*
MATH 103 (3)*	POLS (D4) (3-4)*
SPAN 300H (4)*	MATH 165 (4)*
MEChA (1)*	MEChA (1)

JUNIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
CALS 350 (4)	CALS 458 (4)**
CALS 403 (4)*	CALS 480 (4)
SPAN (C3) (4)*	EDMS 419 (3)
MATH 300A (3)	CALS 456 (4)

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
CALS 442 (4)	CALS 445 (4)
CALS 405 (4)	CALS 456 (4)
EDUC 417 (3)	KIN 400 (3)
Elective (3)	EDEC 420 (3)

TOTAL Units: 120-123

** Suggested classes to fulfill General Education rquirements*

*** AMCS 480 can replace CALS 458*

COMMUNICATION AND MEDIA STUDIES

DEPARTMENT OFFICE
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coms.sonoma.edu

DEPARTMENT CHAIR
Ed Beebout

ADMINISTRATIVE COORDINATOR
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Faculty

Ed Beebout / Broadcast Journalism, Broadcast Management

Emily Acosta Lewis / Public Relations, New Media

Elizabeth Burch / Ethics, Environmental Communication, Theory and Research, Scriptwriting, International Communication

Marco Calavita / History, Theory, Criticism, Screenwriting, Film Analysis

Talena Sanders / Film, Video, Criticism

Nate Campbell / Radio Broadcasting, Recording

Corinne Asturias / Newspaper Writing and Editing

Program Offered

Bachelor of Arts in Communication Studies

The Communication and Media Studies major is an innovative, interdisciplinary program that prepares students for careers in the media or for advanced graduate study.

Communication and Media Studies coordinates three distinct approaches to the media: practical application, historical study, and critical analysis. Practical application combines basic training in equipment operation, communication skills, production design, organizational skills, and a professional internship. Historical study focuses on the evolution of the mass media and the relationship of the mass media to society. Critical analysis explores media ethics and the analysis and evaluation of specific mediated texts using qualitative and quantitative methods.

Students are encouraged to develop a specific advisory plan with the assistance of a faculty advisor. Advisory plans, based on the student's specific interests, may focus on:

- General areas such as journalism, media criticism, or public relations;
- Media such as radio, television, online, and newspapers;
- Career roles such as television producer, sports announcer, or reporter; and/or
- Preparation for graduate school.

Students are required to take an internship. The department emphasizes internships that provide students with real-world insights into the media. The department has developed professional media internships with community organizations, radio and television stations, newspapers, magazines, public relations firms, and other media groups.

All on-campus media operate in conjunction with Communication and Media Studies classes. On-campus media offer a variety of opportunities for students. They include the *Star*, the student newspaper; KSUN, an Internet radio station that can be heard at www.ksun.fm; Studio Blue, the campus television station that provides news, information, and entertainment; and Primitivo PR, the campus public relations firm.

Students are also required to take Senior Seminar, in which they complete a senior project. This project combines their academic training in the major with a real world application.

Careers in Communication and Media Studies

Graduates from the department find employment in the mass media and in the ever-growing field of communication. Some graduates find work by using their technical skills in radio, video, and computers. Others rely on their training and experience to find jobs in the broad field of public relations. They write for and edit newspapers and newsletters, and design brochures and flyers. They are photographers and are even employed by candidates running for public office. In addition, graduates design websites, edit films, produce documentaries, videotape weddings, record music, and serve as disc jockeys.

Past graduates have become lawyers and teachers, run employment agencies, are hired as fundraisers, private investigators, and work in law enforcement. Communication and Media Studies graduates work in corporate or non-profit organizations doing sales, publicity, or marketing. Wherever communication takes place and whenever media are used, Communication and Media Studies graduates can be found.

Bachelor of Arts in Communication Studies

Degree Requirements	Units
General Education	48
Major Requirements	44
University Electives	28
Total units needed for graduation	**120**

Communication and Media Studies is a high-demand major. Junior transfers are taken in the fall only. On-campus change of majors are limited by the number of students who can be served by the faculty and facilities of the program.

- **Major Core:** All students complete 24 units of required coursework.
- **Major Skill:** All students complete 4 units of skill coursework.
- **Major Outlet:** All students complete 8 units of media outlet coursework.
- **Major Electives:** All students complete 8 units of COMS elective coursework.

Core Courses (24 Units Required)	*24 units*
COMS 200 Principles of Media Communication **or** COMS 160 A/B Media and Society	4
COMS 202 Methods of Media Criticism **or** COMS 162 A/B Media Literacy	4
COMS 301 Media Theory and Research	4
COMS 302 Media Ethics and Law	4
COMS 402 Senior Seminar	4
COMS 499 Media Internship	4

Skill Courses (4 units required- additional units can be used for COMS elective credit)	*4 units*
COMS 201 Video Production	4
COMS 210 Web and Print Journalism	4
COMS 240 Public Relations	4
COMS 265 Radio and Audio Production	4
COMS 320 Selected Topics in COMS (e.g. Advancement Video Production)	4
COMS 322 Broadcast Journalism	4
COMS 323 Health, Science, and Environmental Journalism	4
COMS 324 Scriptwriting for TV	4
COMS 325 New Media	4
COMS 326 Advanced Presentation Techniques	4

Media Outlets (8 units required- additional units can be used for COMS elective credit)	*8 units*
COMS 340 PR Firm	4
COMS 368 The Star	4
COMS 369 Studio Blue	4
COMS 385 KSUN	4

Major Electives (8 units are required)	*8 units*
COMS 273 S.Y.R.C.E. Course: Selected Topics in Media	4
COMS 275 21st Century Television as Art	4
COMS 320 Selected Topics in COMS (Sports Talk)	4
COMS 321 International Communications	4
COMS 435 Seminar in Mass Media (cross-listed as SOCI 435)	4

Note: 4 Elective Units are also earned by any of the following: 1) The COMS 160 A/B LC or COMS 162 A/B which yields 4 Elective units for the year; 2) Taking an extra/additional Skill or Media Outlet course; or 3) Taking an approved course in another Arts and Humanities department.

Total units in major **44**

Sample Four-Year Plan for Bachelor of Arts in Communication Studies

Freshman must take the COMS Learning Community (COMS 160 A/B, A3 and C3 or COMS 162 A/B, A3 and C3). Change of majors or transfers must enroll for COMS 200 and COMS 202 (or equivalent transfer credit). COMS 160 A/B satisfies the COMS 200 and COMS 162 A/B satisfies the COMS 202 requirement (LC alternates every other year), and yields 4 COMS Elective units.

50 GE (A-E)	Transfers 48 GE (A-E)
44 COMS	44 COMS
26 University Electives (or more, depending on how much major/GE unit double-counting)	28-30 University Electives (or more, depending on how much major/GE unit double-counting)

FRESHMAN YEAR: 30 Units

Fall Semester (14 Units)	*Spring Semester (16 Units)*
COMS 160A **or** 162A (A3/C3) (4)	COMS 160B **or** 162B (A3/C3) (4)
GE Area B4 (3)	GE Area B1 (3)
GE Area A2 (4)	University Elective (2)
GE Area A1 (3)	GE Area D2 (3)
	GE Area C1 (4)

SOPHOMORE YEAR: 30 Units

Fall Semester (16 Units)	*Spring Semester (14 Units)*
GE Area B2 (3)	GE Area D4 (3)
GE Area D3 (3)	GE Area B3 (4)
GE Area C2 (4)	GE Area D1 (3)
University Elective (2)	COMS Skill Course (4)
COMS 200 or COMS 202 (4)	

JUNIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
Upper-Division GE Area D5 (4)	Upper-Division GE (4)
Upper-Division GE Area E (3)	GE Elective (3)
Upper-Division University Elective (4)	COMS 301 (4)
COMS 302 (4)	COMS Outlet Course (4)

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
Upper-Division University Elective (3)	Upper-Division University Elective (3)
Upper-Division University Elective (4)	COMS 402 (4)*
COMS 499 (4)*	COMS Elective (4)
COMS Outlet Course (4)	COMS Outlet Course (4)

TOTAL UNITS: 120

** Students must take in their senior year*

COMPUTER SCIENCE

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B. Ravikumar
Suzanne Rivoire
Lynn Stauffer
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Tia Watts

Programs Offered

Bachelor of Science in Computer Science

Minor in Computer Science

Computer science is the scientific study of computing devices, the software that drives them, and the computational tasks they are capable of performing. Computer scientists study both hardware and software; as with all sciences, each of these possesses both theoretical and applied components. Computing theory shares knowledge and techniques with the fields of mathematics, physics, engineering, philosophy, psychology, and linguistics. Its applications span the range of human endeavors: the physical life and social sciences; the literary, visual, and performing arts; law; government; recreation; and virtually every sector of the commercial world. Thus, computer science is by its very nature an interdisciplinary subject that offers both a solid unifying foundation for a liberal arts and sciences education, and valuable career skills.

The curriculum consists of a rigorous course of study in computer science and mathematics and provides the student with a thorough grounding in programming, fundamentals of computer organization, data structures, and algorithm design. It is designed to prepare students for careers in the computer industry and graduate work in computer science.

All courses submitted toward either major or minor requirements in the Computer Science Department must be taken for a letter grade (A-F). This includes electives in CS and all other courses taken to satisfy the major. This does not apply to courses that are challenged. Only those classes for which the student has received a C- or better may be used to satisfy prerequisite requirements. An instructor may require the student to provide evidence of having met prerequisite requirements.

Bachelor of Science in Computer Science

Degree Requirements

General Education (48 units, 4 covered by major requirements)	44 units
Computer Science Core	49 units
Computer Science Electives	9 units
Computer Science Capstone Requirement	3 units
Required Supporting Courses	10 -12 units
General Electives:	3-5 units
Total units needed for graduation:	**120**

Major Core Requirements

CS 115 Programming I	4
CS 210 Introduction to Unix	1
CS 215 Programming II	4
CS 242 Discrete Structures for Computer Science	4
CS 252 Introduction to Computer Organization	4
CS 315 Data Structures	4
CS 351 Computer Architecture	4
CS 355 Database Management Systems Design	4
CS 370 Software Design and Development	4
CS 415 Algorithm Analysis	4
CS 450 Operating Systems	4
CS 454 Theory of Computation	4
CS 460 Programming Languages	4
Total units in major core	**49**

Computer Science Electives

Choose 9 units of upper-division CS electives (see list below). No more than 3 units can be satisfied by a combination of CS 349, 390, 495, and 497.

CS 330 Introduction to Game Programming	3
CS 340 Computer Security and Malware	3
CS 349 Problem Solving in a Team Environment	1
CS 360 Object-Oriented Programming	3
CS 365 Computer Networking and the Internet	3

CS 375 Computer Graphics	3
CS 385 Selected Topics	1-4*
CS 386 Selected Topics with Lab	3
CS 390 Computer Science Colloquium	1
CS 425 Parallel Computing	3
CS 452 Compiler Design and Construction	3
CS 465 Data Communications	3
CS 480 Artificial Intelligence	3
CS 495 Special Studies	1-4
CS 497 Internship	2

** Selected topics courses include Bioinformatics, Data Compression, Wireless Networks, Mobile Application Development, and other current topics in computer science.*

Total units in major electives 9

CS Capstone Requirement

One of the following courses:

CS 470 Advanced Software Design Project	3
CS 496 Senior Research Project	3

Total units in capstone requirement 3

Required Supporting Courses

MATH 161 Differential and Integral Calculus I (GE Area B4)	4
Two additional courses from the following:	*6-8*
MATH 165 Elementary Statistics	4
MATH 211 Differential and Integral Calculus II	4
MATH 222 Elementary Applied Linear Algebra	3
MATH 241 Differential Equations with Linear Algebra	4
MATH 306 Number Theory	4
MATH 316 Graph Theory and Combinatorics	4
MATH 352 Numerical Analysis	4
MATH 416 Graph Theory and Combinatorics	4
MATH 430 Linear Systems Theory	3
MATH 470 Mathematical Models	4
PHYS 214 Introduction to Physics II	4
(Prerequisite PHYS 114, GE Area B1)	
Or other by arrangement with the CS Department	

Total units in other required courses 10-12

Total units in the major 71-73

Minor in Computer Science

Students electing this minor will be prepared for careers in business application programming, scientific application programming, computer equipment sales, as field engineers, and as data processing managers among the myriad job opportunities associated with the computer field. Approval of the minor curriculum should be obtained by the junior year at the latest so that the minor may be properly planned.

Minor Core Requirements

CS 115 Programming I	4
CS 210 Introduction to Unix	1
CS 215 Programming II	4

Total units in minor core 9

Minor Electives

Choose 11 units of CS major courses (listed under *Major Core Requirements* and *Computer Science Electives*) of which 6 units must be upper division. No more than 2 units in any combination of CS 349, 390, 495, and 497 can be applied toward the minor.

Total units in minor electives 11

Total units in the minor 20

Sample Four-Year Plan for Bachelor of Science in Computer Science

FRESHMAN YEAR: 32 Units

Fall Semester (16 Units)	*Spring Semester (16 Units)*
CS 115 (4)	CS 210 (1)
MATH 161 (4)	CS 215 (4)
GE (8)	CS 242 (4)
	GE (7)

SOPHOMORE YEAR: 29-31 Units

Fall Semester (15-16 Units)	*Spring Semester (14-15 Units)*
CS 252 (4)	CS 355 (4)
CS 315 (4)	Supporting Course in MATH/PHYS (3/4)
Supporting Course in MATH/PHYS (3/4)	CS Elective (3)
GE (4)	GE or University Elective (4)

JUNIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
CS 351 (4)	CS 370 (4)
CS 460 (4)	CS 415 (4)
CS Elective (3)	CS Elective (3)
GE (4)	GE (4)

SENIOR YEAR: 29 Units

Fall Semester (15 Units)	*Spring Semester (14 Units)*
CS 450 (4)	CS 470 or CS 496 (3)
CS 454 (4)	GE or University Electives (11)
CS Elective (3)	
GE (4)	

TOTAL UNITS: 120

COUNSELING

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Programs Offered

Master of Arts in Counseling
- Option I Clinical Mental Health Counseling: Marriage and Family Therapy (MFT) and Licensed Professional Clinical Counseling (LPCC)
- Option II School Counseling: Pupil Personnel Services Credential

The 60-unit graduate program in counseling offers two professional training options: Option I prepares students for Clinical Mental Health Counseling (CMHC) and eventual licensure as a Marriage and Family Therapist (MFT) and/or as a Licensed Professional Clinical Counselor (LPCC); Option II prepares students for the School Counseling and the Pupil Personnel Services Credential (SC/PPSC). The program relies heavily on interpersonal skill training and field experience, beginning during the first semester and culminating with an intensive supervised traineeship/field experience in some aspect of counseling, permitting the integration of theory, research, and practical application. The Department is prepared to assist students in obtaining field placements relevant to their projected professional goals. These placements include, but are not limited to: marriage and family counseling agencies, mental health clinics, counseling centers and public schools. For the school counseling program, field placements are at a minimum of two of the three K-12 levels: elementary school, middle school, and high school.

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 development and maintenance of individual counseling styles;
4. Commitment to self-exploration and personal growth through participation in peer counseling, individual counseling, and group experiences. These academic and non-academic competencies are seen as crucial to the development of adequate counseling skills and are given special consideration by the faculty as part of its evaluation of student readiness to undertake fieldwork responsibilities; and
5. Strong emphasis on acknowledging and appreciating diversity.

In sum, the training emphasis in the program is to integrate theory, practical experience, and personal learning rather than exposing students to a piecemeal professional preparation. To varying degrees, students will find that in most of their course work the faculty expects students to be able to articulate their unique and personal histories, including their relationships with family, peers, and significant others, for it is our belief that self-understanding is crucial in effective counseling.

The effort is to establish a sound foundation in the student for a lifetime of continued professional growth — a foundation which permits confident movement into an entry-level counseling position. This is a 60 unit program.

The faculty is committed to the idea that counselors of the future should take an active role in helping to shape the social/environmental milieu in which they will work. While the faculty recognizes how difficult this task may be in specific instances and areas, it sees the counselor as one who actively participates in the life of an organization, and as a sensitive and perceptive voice representing individual freedom and human values. Leadership skills, and the skills necessary to facilitate change, are stressed in this program.

The master's program may be completed within two academic years; however, some students with jobs 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 program paths should be planned very carefully since many courses will not be offered every semester.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has conferred accreditation to the Counseling Department at Sonoma State University in both Community Counseling and School Counseling. The School Counseling program is accredited by the California Commission on Teacher Credentialing (CCTC). The Clinical Mental Health Counseling program is not designed to meet criteria for CACREP's Marital, Couple, and Family Counseling/Therapy specialization; however, it is accredited by the Board of Behavioral Science for training required for licensure as a Marriage and Family Therapist in California.

Master of Arts in Counseling

Admission Requirements

1. Have a B.A. degree, preferably in psychology or other related behavioral sciences. School Counseling students should have some first hand knowledge of the K-12 school system.
2. For both options, a course in personality theory is required; in addition, a course in abnormal psychology is required for the CMHC option. A course in child development is required for the PPS option. Effective for fall 2018 admission, all PPS applicants must have passed the CBEST in order to apply to the program.
3. Applicants are encouraged to have acquired an undergraduate-level of understanding of human development, family/educational systems, cognitive-behavioral applications, and client-centered therapy. This introductory knowledge base may be acquired by enrolling in relevant coursework or by undertaking thoughtful reading on these topics.
4. A 3.00 (B) grade point average. Applicants with an undergraduate GPA below 3.0 should include an explanation of any extenuating circumstances.
5. Completion of counseling department application forms, in addition to those required by the University.
6. A personal interview and group interview is required for applicants considered for final review. In these interviews, questions may involve personal disclosure deemed relevant by the faculty for determining the applicant's readiness for beginning training for a career in counseling. All disclosures are held in strict confidence, within the department.

The Departmental Admissions Committee has found the following criteria meaningful for applicants:

a. The ability to handle academic work of graduate-level rigor, generally as evidenced by previous academic performance;
b. Counseling-relevant work experience (paid or volunteer); and
c. Global personality assessment—suitability for a career in a helping profession, as evidenced by quality of interview, personal data, autobiography, and letters of recommendation.

For more information, please see Graduate Degrees in the Degree Requirements section of this catalog.

Application Procedures

Interested persons can obtain the standard statewide graduate application form from the Admissions Office of Sonoma State University or download an application from the Sonoma State web page. Students are accepted to the counseling program only once a year. All applicants to the program must also apply for admission to the University and follow the University timelines for admission procedures. For specific instructions, dates, and procedures, contact the Counseling Department and/or the Office of Admissions and Records (www.sonoma.edu/counseling/contact/).

General Information Meetings

Students planning to apply for admission or students wishing to enroll in any of the counseling department's courses are urged to attend one of the informational meetings specifically planned for prospective students. Selection criteria, admission procedures, and registration and advisement procedures will be explained. For informational meeting dates, visit the department web page at www.sonoma.edu/counseling/.

Major Core Requirements

COUN 501 Theory and Practice of the Professional Counselor	4
COUN 510A Applied Counseling Techniques and Assessment	4
COUN 511F Career Counseling	3
COUN 513 Research, Evaluation and Assessment in Counseling	4
COUN 570 Multicultural Counseling	4
Total units in M.A. core	**19**

Option I - Clinical Mental Health Counseling (MFT & LPCC)

Completion of the CMHC option, in addition to the major core requirements above, satisfies all academic requirements for the MFT & LPCC licenses. If the Board of Behavioral Sciences (BBS) mandates changes in curriculum for trainees in either license path, the Department of Counseling will revise courses accordingly so the curriculum remains in compliance with BBS standards. The course descriptions in this catalog edition may not be the most current versions if such curricular revisions are undertaken after the catalog is printed.

COUN 502 Whole Lifespan Development	4
COUN 503 Clinical Diagnosis & Treatment Planning	4
COUN 510B Applied Counseling Practicum & Advanced Techniques	4
COUN 512 Theory and Practice of Group Counseling	4
COUN 515A (CMHC) Supervised Field Experience I	4
COUN 515B (CMHC) Supervised Field Experience II	4
COUN 540 Counseling Diverse Couples & Families	4
COUN 545 Counseling Orientation - Law and Ethics, and Case Management Practices	4
COUN 580 Relationship and Sexuality Counseling	4
COUN 582 Psychopharmacology for Counselors	3
COUN 583 Substance Abuse & Dependence	2
Total units in the Community Counseling/MFT option	**41**
Total units in the degree	**60**

Option II - School Counseling/Pupil Personnel Services Credential

Completion of the School Counseling/Pupil Personnel Services (PPS) option, in addition to the major core requirements above, satisfies the academic requirements in order to be eligible for the Pupil Personnel Services credential in school counseling. While it is possible to complete all the courses required for the credential in a two-year period, such a program requires careful planning. The department intends to offer each PPS course at least once a year, but students need to plan the sequence with their advisor to ensure it matches the availability of courses.

COUN 510B Counseling Practicum	4
COUN 511G Academic/Career Planning and Counseling Issues of K-12 Populations	1
COUN 514A School Counseling Field Experience I	4
COUN 514B School Counseling Field Experience II	4
COUN 520 Introduction to School Counseling	4
COUN 521 Pupil Personnel Services: Concepts and Organization	4
COUN 523 Working with Families in a School Setting	4
COUN 524 Counseling Children and Adolescents	4
COUN 526 Group Counseling in Schools	4
COUN 527 Law and Ethics for School Counselors	4
COUN 528A Consultation	3
COUN 528B Crisis Intervention	1
Total units in the School Counseling option	41
Total units in the degree	60

All master's candidates are required to complete a culminating project (in lieu of a Master's thesis) demonstrating a comprehensive and integrated understanding of the field of counseling. School Counseling culminating projects will be comprised of 1) a clinical case presentation in the 514A/B Field Experience sequence; and 2) a culminating portfolio. Clinical Mental Health Counseling culminating projects will be comprised of 1) a clinical case presentation in the 515 A/B Field Experience sequence; and 2) passing the CMHC Exit Exam. Six hundred (600) hours of supervised field experience are required for both the CMHC and School Counseling options.

Community College Counseling Credential

The M.A. degree program is not intended to meet criteria for a community college counseling specialization.

Sample Two-Year Program for Master of Arts in Counseling

FIRST YEAR: 29-32 Units

CMHC: MFT/LPCC	*School Counseling/PPSC*
Fall Semester (16 Units)	*Fall Semester (16 Units)*
COUN 501 (4)	COUN 510A (4)
COUN 510A (4)	COUN 520 (4)
COUN 545 (4)	COUN 570 (4)
COUN 570 (4)	COUN 527 (4)
Spring Semester (13 Units)	*Spring Semester (16 Units)*
COUN 510B (4)	COUN 501 (4)
COUN 503 (4)	COUN 510B (4)
COUN 582 (3)	COUN 524 (4)
COUN 583 (2)	COUN 526 (4)

SECOND YEAR: 28-31 Units

Fall Semester (15 Units)	*Fall Semester (12 Units)*
COUN 515A (4)	COUN 514A (4)
COUN 540 (4)	COUN 528A/B (4)
COUN 502 (4)	COUN 513 (4)
COUN 511F (3)	
Spring Semester (16 Units)	*Spring Semester (16 Units)*
COUN 513 (4)	COUN 514B (4)
COUN 515B (4)	COUN 521 (4)
COUN 512 (4)	COUN 523 (4)
COUN 580 (4)	COUN 511F (3)
	COUN 511G (1)

TOTAL UNITS: 60

CREATIVE WRITING

ENGLISH DEPARTMENT OFFICE
Nichols Hall 362
(707) 664-2140

Programs Offered

Bachelor of Arts in English Creative Writing concentration

Master of Arts in English Creative Thesis option

Creative writing is offered in the English Department through both undergraduate and graduate degrees. A master of arts in English with a creative thesis option is available as a 34-unit program, and the bachelor of arts in English with a creative writing emphasis is a 48-unit program. Sequences of courses are available in fiction writing, poetry writing, screen and script writing, and nonfiction writing.

Creative writing faculty includes poet **Gillian Conoley**, winner of several Pushcart Prizes for poetry, a National Endowment for the Arts award, a Fund for Poetry Award, the Jerome Shestack Award from *The American Poetry Review*, and a nominee for the National Book Critics' Circle Award. She is the author of *The Plot Genie*, *Profane Halo*, *Lovers in the Used World*, *Beckon, Tall Stranger*, and *Some Gangster Pain.* Her work has been anthologized in over 20 national and international anthologies, including the Norton Anthology *American Hybrid*, several *Best American Poetry* collections, *The Pushcart Prize Anthology*, and *Lyric Postmodernisms.* **Gillian Conoley** has taught at the Iowa Writers' Workshop, Tulane University, Vermont College MFA Program, and the University of Denver.

Stefan Kiesbye is the author of five books of fiction. He studied drama and worked in radio in Berlin, Germany, before receiving an MFA in creative writing from the University of Michigan. His stories, poems and essays have appeared in numerous magazines and anthologies. His first book, *Next Door Lived a Girl*, won the Low Fidelity Press Novella Award; the novella has also been translated into German, Dutch, Spanish and Japanese. Kiesbye's second novel, *Your House Is on Fire, Your Children All Gone*, was published by Penguin in 2012. It was a Top Ten pick of *Oprah Magazine*, made *Entertainment Weekly's* Must List, and *Slate* editor Dan Kois named it one of the best books of the year. It was translated into German and Spanish and is forthcoming from East Press, Japan. In Spring 2014, the literary thriller *Messer, Gabel, Schere, Licht* (Knife, Fork, Scissors, Flames) was published by Tropen Verlag/Klett-Cotta, Germany. *Die Welt* wrote that "Stefan Kiesbye...is the inventor of the modern German Gothic novel." His LA Noir *Fluchtpunknt Los Angeles* (Vanishing Point) was released in January 2015, and his most recent novel, *The Staked Plains*, in November 2015.

Noelle Oxenhandler is the author of three non-fiction books: *A Grief Out of Season*, *The Eros of Parenthood*, and *The Wishing Year,* (Random House 2008). Her essays, which have been frequently anthologized, have appeared in many national and literary magazines, including *The New Yorker*, *The New York Times Magazine*, *Vogue*, *"O" Magazine*, *Tricycle*, and *Parabola*. Her work has been listed in *The Best Essays of the Year* collection and included in both *The Best Spiritual Essays of the Year* and *The Best Buddhist Essays of the Year* collections. She has been a regular guest teacher in the Graduate Writing Program at Sarah Lawrence College.

Greg Sarris, author, screenwriter, and scholar, holds the Endowed Chair in Native American Studies within the School of Arts and Humanities. Sarris has published several books of fiction and non-fiction, including the widely anthologized collection of essays, *Keeping Slug Woman Alive: A Holistic Approach to American Indian Texts*, *Watermelon Nights*, *Mabel McKay: Weaving the Dream*, *The Woman Who Loved a Snake*, and *Grand Avenue*, which was made into an HBO miniseries Sarris wrote and co-produced with Robert Redford. Sarris holds a Ph.D. from Stanford University and has previously taught at Loyola Marymount University in Los Angeles and UCLA. He currently serves as chairman of his tribe, the Federated Indians of Graton Rancheria.

Through the **Writers at Sonoma Series**, internationally and nationally prominent writers, publishers, and agents are invited each year to read and conduct seminars and workshops for students in the program. Visitors to the campus and the program have included Rae Armantrout, Yusef Komunyakaa, Lawrence Weschler, David Halberstam, Ishmael Reed, Clark Coolidge, D.A. Powell, C.S. Giscombe, Jessica Mitford, Allen Ginsberg, Lawrence Ferlinghetti, Charles Bernstein, Lyn Hejinian, Tom Wolfe, Czeslaw Milosz, Edward Albee, Kurt Vonnegut Jr., Michael Palmer, Donald Revell, Jane Miller, James Ellroy, Wanda Coleman, Lynn Freed, and Yiyun Li. Writers at Sonoma Series is funded by Instructionally Related Activities and the Nadenia Newkirk Fund for writers.

The well-regarded student literary magazine **ZAUM** is published through the Small Press Editing course offered by the English Department every semester. Students can learn every aspect of literary editing and publishing, including layout, design, and copy editing through this course. A paid position for a student as senior editor is available each year.

VOLT is the highly acclaimed national award-winning magazine which publishes nationally and internationally known authors. Winner of three Pushcart prizes and numerous grants, VOLT is committed to innovative writing. Students can work on the magazine by arrangement with instructor and through the Small Press Editing course. VOLT is edited by poet Gillian Conoley.

The SSU creative writing program is a member of the Associated Writing Programs. For program details, please refer to the English Department section in this catalog.

CRIMINOLOGY AND CRIMINAL JUSTICE STUDIES

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Faculty

Emily Asencio
Diana Grant
Patrick Jackson*
Napoleon Reyes
Anastasia Tosouni
Eric Williams
** Faculty Early Retirement Program*

Programs Offered

Bachelor of Arts in Criminology and Criminal Justice Studies

Minor in Criminology and Criminal Justice Studies

The Criminology and Criminal Justice Studies major offers a liberal arts curriculum concerned with the changing nature and content of law; the shifting public expectations of criminal justice agencies; the implications of diversity along the lines of race, gender, and class; and the reactions of those agencies to social perceptions and political pressures.

The student is offered an interdisciplinary, multi-methodological, academic approach to the understanding of the mechanisms of social control, resolutions of criminal justice problems, and a knowledge of accepted procedures and alternatives.

This general but all-important background serves as a base for the areas of emphasis that are of interest to the individual student. Fields of interest — such as adult and juvenile probation, law enforcement, judicial administration, public advocacy, prevention and diversion, and correctional services — are studied in detail from several perspectives. Criminology and Criminal Justice Studies majors are prepared to pursue graduate education in justice studies, law, criminology, and other graduate fields.

Bachelor of Arts in Criminology and Criminal Justice Studies

Degree Requirements	Units
General education (48, 4 units in major)	44
Major core requirements	40
CCJS electives	8
Criminal Justice and/or Social Science electives (chosen under advisement)	12
University Electives	16
Total units needed for graduation	**120**

Please note that transferable units from other institutions may be applied to the category "Criminal Justice and/or Social Science electives." Coursework taken at this university to complete the major requirements must be selected in consultation with your department advisor.

Upper division GE in Social Sciences may count toward the 12 units of "Criminal Justice and/or Social Science electives."

Students must consult with a faculty advisor before beginning core courses. CCJS students (majors and minors) must receive a C- or better in the core and elective courses.

Major Core Requirements

CCJS 201 Criminal Justice and Public Policy	4
CCJS 370 Seminar in Research Methods	4
CCJS 330 Government and the Rule of Law or CCJS 404 Introduction to Constitutional Law	4
CCJS 405 Rights of the Accused or CCJS 489 Civil Liberties and the Constitution	4
CCJS 407 Police, Courts, and Community Relations or CCJS 430 Women and Crime or CCJS 470 Media, Crime, and Criminal Justice or CCJS 480 White Collar Crime	4
CCJS 420 Seminar in Criminology	4
CCJS 450 Punishments and Corrections	4
CCJS 490 Senior Seminar: Criminology and Criminal Justice Studies	4
CCJS 497 Juvenile Justice	4
CCJS 499 Internship	4*
Total units in major core	**40**

** The internship requirement may, at the department's discretion, be waived for students currently or previously employed in criminal justice or a related area. It must be substituted with another 4-unit CCJS course.*

Minor in Criminology and Criminal Justice Studies

The minor consists of a 20-unit pattern of Criminology and Criminal Justice Studies courses at SSU chosen in consultation with a department advisor. A maximum of 4 units of special studies or internship credit may be applied to the minor.

Minor courses must be taken in residence and for a letter grade, except for the internship which is offered Cr/NC only.

Sample Four-Year Program for Bachelor of Arts in Criminology and Criminal Justice Studies

The following is a sample study plan only. The sequence and specific courses given are suggestive; please see an advisor each semester to plan your personal program.

FRESHMAN YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
ENGL 101 (4)	PHIL 101 (4)
Mathematics GE (3)	Computer Science (3)
GE (3)	SPAN 101 (4)
Electives (5)	SPAN 101L (1)
	GE (3)

SOPHOMORE YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
CCJS 201 (4)	GE (3)
SPAN 102 (4)	GE (3)
SPAN 102L (1)	GE (3)
GE (3)	GE (3)
GE (3)	Elective (3)

JUNIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
CCJS 420 (4)	CCJS 405 or 489 (4)
CCJS 404 or 330 (4)	CCJS 370 (4)
CCJS 450 (4)	Upper-Division GE (3)
Upper-Division GE (3)	Elective (4)

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
CCJS 499 (4)	CCJS 490 (4)
CCJS 497 (4)	CCJS 407, 430, 470, or 480 (4)
Upper-Division GE (4)	Elective (4)
Upper-Division GE (3)	GE (3)

TOTAL UNITS: 120

ECONOMICS

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Faculty

Puspa Amri
Florence Bouvet
Steven Cuellar
Robert Eyler*
Merlin Hanauer
Chong-Uk Kim
Astha Sen
Michael Visser
**Currently Dean of SEIE*

Programs Offered

Bachelor of Arts in Economics

Minor in Economics

Economics is a social science that focuses on the organization of economic systems for the production of goods and services and the distribution of wealth and income. The SSU Economics Department is committed to excellence in providing students an education to meet the challenges of the future in a wide variety of careers.

The B.A. degree program has three basic objectives: to provide a sound grasp of the tools of economic analysis and measurement; to provide an understanding of institutional development and the interrelation of economic and social factors; and to develop the student's ability to apply systematic analysis and understanding to decision-making in both the private and the public sectors.

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 these types of courses.

Many faculty have served as practicing economists with public agencies or private firms, bringing a rich background of practical experience analyzing policy issues and problems to their teaching.

Careers in Economics

The curriculum and teaching program of the department are designed for students who seek employment in the public or private sector upon graduation and those who wish 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 businesses, government, and nonprofit organizations. They find employer preferences for well-trained economics majors as budget analysts, management trainees, marketing specialists, program planners, teachers, and a wide variety of entry-level jobs in which employers expect a person to be able to apply systematic thinking and analysis.

Learning Objectives

Objectives Specific to Economics

Students are required to:

- Articulate an understanding of economic terms, concepts, and theories;
- Identify subjective and objective aspects of economic policy;
- Use both qualitative and quantitative reasoning to analyze social and economic issues; and
- Demonstrate an awareness of current and historic economic issues and perspectives.

General Skills

In the course of meeting the objectives specific to economics, students are expected to acquire and demonstrate:

- Critical-thinking abilities;
- Communication skills; and
- Quantitative and information-based skills.

Relating Knowledge to Values

Students are expected to acquire and demonstrate:

- An awareness of global, historical, and institutional economic issues; and
- Understanding of choices and values behind economic policy formation.

Bachelor of Arts in Economics

Degree Requirements	Units
General education (50, 12 in major)	38
Major requirements	45-48
General electives	34-37
Total units needed for graduation	**120**

Major Core Requirements

ECON 204 Introduction to Macroeconomics	4
ECON 205 Introduction to Microeconomics	4
ECON 217 Statistics for Economics and Business	4
ECON 304 Intermediate Macroeconomic Theory	4
ECON 305 Intermediate Microeconomic Theory	4
ECON 317 Introduction to Econometrics	4
Two 400-level economics seminars	8
Total units in the major core	**30-32**
Additional Major Courses	**15-16**
Total units in the major	**45-48**

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 204 Introduction to Macroeconomics	4
ECON 205 Introduction to Microeconomics	4
ECON 217 Statistics for Economics and Business	4
ECON 304 Intermediate Macroeconomic Theory	4
ECON 305 Intermediate Microeconomic Theory	4
ECON 317 Introduction to Econometrics	4
Total units in the minor	**24**

Double Majors

Students with majors in disciplines such as business, environmental studies and political science will find that adding an economics major provides them with a breadth of background that is viewed favorably by graduate professional programs and employers.

Students interested in any double major with economics should consult with their Economics Department advisor.

Graduate Work in Economics and Related Fields

Economics majors planning graduate work in economics, business, or public administration should take one or more courses of calculus and linear algebra, probability theory, ECON 404, 405 and 417. Consult with an advisor to plan accordingly.

Sample Four-Year Program for Bachelor of Arts in Economics

FRESHMAN YEAR: 29-31 Units

Fall Semester (15-16 Units)	*Spring Semester (14-15 Units)*
ENGL 101 (A2) (4)	PHIL 101 or 102 (A3) (4)
ECON 217 (B4) (4)**	GE (B2 or B1 with lab) (3-4)
ECON 204 (D5) (4)	ECON 205 (D1) (4)
GE (B1 or B2 with lab) (3-4)	GE (D3) U.S. History (3)

SOPHOMORE YEAR: 29-31 Units

Fall Semester (14-16 Units)	*Spring Semester (15 Units)*
	ECON 305 (4)
ECON 304 (4)	POLS 202 (D4) (4)
ECON 317 (4)	GE (D3) (4)*
GE (C2) (3-4)	GE (B3) (3)
GE (D2 or D3) (3-4)	

JUNIOR YEAR: 30-31 Units

Fall Semester (15 Units)	*Spring Semester (16 Units)*
Economics Electives (8)	Economics Electives (8)
UD GE (C3) (4)*	UD GE (3-4)
Elective Course (3)	UD GE (E) (4)*

SENIOR YEAR: 27-32 Units

Fall Semester (14-16 Units)	*Spring Semester (14-16 Units)*
Economics Seminar (4)	Economics Seminar (4)
Elective Courses (10-12)	Electives (10-12)

TOTAL UNITS: 120

** One of these courses must be Ethnic Studies*

*** May take Math 165 or Bus 211 instead of Econ 217*

EDUCATION

SCHOOL OFFICE
Stevenson Hall 1078
(707) 664-3115
www.sonoma.edu/education

STUDENT SERVICES/CREDENTIALS OFFICE
Stevenson Hall 1078, (707) 664-2832
credentials.office@sonoma.edu

The Student Services Office serves as the admissions and records center for all programs offered in the School of Education and is responsible for the recommendation of teaching and service credentials. Credentials analysts and staff are available to provide application information and credential information to prospective students, continuing students, out of state teachers/administrators, University constituents, and the University service area in general.

CAREER OUTLOOK
California faces the daunting task of replacing 300,000 teachers over the next ten years. Currently shortages of credentialed teachers exist in mathematics, science, special education, Spanish, and bilingual education. In addition to public schools, graduates of the School of Education find positions in community agencies and in the private sector.

Scholarship Opportunities for Teacher Preparation

TEACH Grant

The Teacher Education Assistance for College and Higher Education (TEACH) Grant is a program created through the federal government's College Cost Reduction and Access Act of 2007. The federal TEACH Grant program provides grants of up to $4,000 per year to students who are interested in earning a California teaching credential, meet certain criteria, and who are enrolled in programs at Sonoma State University that have been designated as eligible. You can receive eligibility and application procedures at the SSU Financial Aid Office.

F. George Elliott Exemplary Student Teaching Scholarship

This scholarship recognizes a credential candidate who is currently completing full time student teaching or internship and whose practice and professional dispositions exceed excellence on all program performance and disposition standards. Each of the three School of Education departments may nominate one candidate for this award each semester. Nominees should excel in:

- Educating the whole student;
- Implementing curriculum and pedagogy that are innovative, creative, and reflective of program preparation;
- Reflecting on their practice; and
- Engaging with the school, community and families.

F. George Elliott Scholarship

The F. George Elliott Scholarship Fund will award two scholarships each year for graduate study at Sonoma State University; one is for an outstanding student teacher, and the other is for a Santa Rosa City School middle school, junior high, or high school teacher. Recipients of these scholarships will be known as Elliott Scholars.

Faculty from the School of Education credential programs nominate finalists for the annual Exemplary Student Teacher Scholarship from both fall and spring semesters, and in May they select one annual winner. Experienced teachers from Santa Rosa City Schools may self-nominate for the Fellowship for Professional Renewal.

Each recipient of this award must complete the two-semester scholarship period within five years of receiving the award. All applicants must meet admissions requirements for graduate study at SSU.

SMTRI (Mathematics and Science Teacher Initiative) Programs

SMTRI supports a variety of programs to recruit math and science majors into the teaching profession as well as ensure more credentialed teachers receive an additional Foundational Level Credential in science and/or math. It supports undergraduate education courses to introduce future teachers to the teaching profession; it assists newly-credentialed math and science teachers with a stipend to offset some of the costs associated with obtaining a credential. Additionally, it pays the five units for the Foundational Level General Science Teaching Credential Institute offered in the summer for credentialed teachers and nine units for the Foundational Level Mathematics Teaching Credential Institute offered in the spring, summer, and fall.

Patricia Nourot Memorial Scholarship

This scholarship provides funds to cover educational expenses for students in the Early Childhood Education major, minor or the master's degree program with an emphasis in Early Childhood Education. In each academic year, applications will be considered and one scholarship of up to $300 will be awarded. Applicants should show potential for leadership in the field of Early Childhood Education. The student who is awarded the scholarship will be notified by December 14, and the funds will be available for spring semester.

Undergraduate Programs

The School of Education offers a BA degree in Early Childhood Studies and a minor in Early Childhood Studies.

Career Opportunities

The Program will prepare graduates for multiple career paths, including:

- Infant, toddler, and preschool teachers

- Administrators of programs for young children and families
- Professionals in health fields, including child life specialists
- Pre-requisite work for the multiple subjects credential for elementary school teachers
- Pre-requisite work for the special education teaching credential

Students may also work with an advisor to prepare for graduate studies in related fields such as education; human development; social work; and counseling.

Credential Programs

Multiple Subject and Single Subject Credentials

Individuals interested in teaching at the elementary school level should apply to the Multiple Subject Credential Program, which prepares candidates to teach in a self-contained classroom, transitional kindergarten through grade 12.

The Single Subject credential authorizes the holder to teach a particular subject in a school organized by academic disciplines, kindergarten through grade 12. Since most elementary schools are not departmentalized, this credential generally is appropriate for the middle school and high school teacher candidate (art, music, and physical education candidates may actually teach K-12).

The Multiple Subject and Single Subject credentials authorize the teaching of students at various stages of English language development and from a variety of cultural backgrounds.

Education Specialist Credential

The Education Specialist (special education) Credentials, Preliminary and Clear Induction, are offered for mild/moderate and moderate/severe disabilities and authorize the holder to provide services in K-12 special day classes (SDC) or resource specialist program classes (RSP).

Advanced Credentials and Certification

Individuals possessing a basic teaching credential may enter programs leading to specialist or service credentials. These advanced credentials authorize the holder to perform specialized roles in public schools.

The advanced credentials we offer are:

- Clear Induction Education Specialist
- Preliminary Administrative Services Credential
- Reading and Literacy Added Authorization

Note: Program requirements change periodically, and current information may not be available in this catalog. For more detailed information on credentials and other education programs, please see the University's special bulletins and the School of Education's current program brochures and policy statements, or visit the Education website, www.sonoma.edu/education.

Admissions

Basic Teaching Credential Programs

Basic teaching credentials include Multiple Subject, Single Subject, and Preliminary Education Specialist Credentials. The basic authorization to teach in California public schools requires all the following:

- Possession of a bachelor's degree;
- Verification of appropriate subject matter competency, either completion of an approved subject matter preparation program or passage of appropriate state-approved examination(s);
- Basic Skills Requirement met via appropriate option;
- Completion of a college-level course or college-level examination that covers the U.S. Constitution. POLS 200 or 202 at SSU will meet the requirement;
- Completion of a state-approved program of professional teacher education;
- Valid Adult, Child, Infant CPR card; and
- RICA (Multiple Subject and Education Specialist only).

Note: Students should consult with the Student Services Office during their first semester on campus if they plan to pursue a teaching credential. Students admitted to a credential program should contact the Student Services Office for any changes in requirements.

California State University Requirements for Admission to Basic Teaching Credential Preparation Programs

All credential candidates must complete the following before admission to the professional preparation programs:

1. Application/admission to the University;
2. Submission of application to a basic credential program through the School of Education;
3. Professional Goals Statement;
4. Grade point average of 2.75 in last 60 units of attempted course work or a 2.67 overall grade point average;
5. Basic Skills Requirement met via appropriate option;
6. Two letters of recommendation, dated within six months of application to the program;
7. One set of official transcripts; and additional set of transcripts for admissions and records.
8. Verification of appropriate subject matter competency completed (requirement depends on type of credential sought);
9. Submission of negative TB test dated within 60 days of application to the program;
10. Filing of the application for a Certificate of Clearance, which includes fingerprinting;
11. Demonstration of aptitude, personality, and character traits that satisfy the standards of the teaching profession. As-

sessment of these qualities will be made by the School of Education through evaluation of interviews, letters of recommendation, candidate's professional goals statement, and spontaneous writing sample;

12. Evidence of 45 hours of experience working with school-age children (completed within the last two years); and
13. Verification of understanding of professional responsibilities related to harassment, child neglect or abuse, and discrimination. Successful completion of the Legal Seminar and assessment offered in the School of Education meets this requirement; and
14. For admission to the Multiple Subject program, a passing score on the appropriate CSET subtests is required. See the CSET Exam information and registration guide: http://www.ctcexams.nesinc.com.
15. For admission to the Single Subject and Education Specialist programs, a passing score on the appropriate CSET subtest is required or verification of having completed a subject matter waiver program. See the CSET exam information and registration guide for more details (www.ctcexams.nesinc.com). Contact the Student Services Office for CTC information about the latest test date that will be acceptable for the semester in which you are applying. Even if you request scores to be sent to the University directly from the testing company, also submit a photocopy of official scores directly to the Student Services Office.

The Student Services Office provides information regarding standards and dates for application to programs in the School of Education. Additional program-specific admission requirements are listed with each program description.

Undergraduate Integrated/Blended Degree and Credential Programs

The Integrated/Blended Degree and Credential Programs offer undergraduate students the opportunity to earn a four-year baccalaureate degree and a teaching credential simultaneously. The undergraduate blended degree program is currently available for Track 3 majors in Hutchins Liberal Studies, leading to a Multiple Subject credential. Students in this program must receive advising about course sequence prior to, or very early in, their freshman year; enroll in an average of 15-18 units per semester; and be willing to take courses in at least one summer session.

Foundational Authorizations

The Foundational Level General Science Teaching Credential authorizes teaching integrated science through 8th grade and general science at the high school level (as opposed to college-prep high school biology, chemistry, or physics).

The Foundational Level Mathematics Teaching Credential authorizes the holder to teach the following content areas: general mathematics, all levels of algebra, geometry, probability and statistics, and consumer mathematics. Calculus and math analysis classes are outside the scope of the authorization.

Contact the School of Education Student Services/Credentials Office (credentials.office@sonoma.edu) for further information.

Procedures for Admission to Basic Teaching Credential Preparation Programs

The Student Services Office provides information regarding admissions requirements and dates for application to programs in the School of Education.

Obtain application packets and additional information from the Credentials Office, Stevenson 1078, or on the website, www.sonoma.edu/education. Submit to the Credentials Office, Stevenson 1078.

Continuation in Basic Teaching Credential Preparation Programs

1. All education students are required to attend at least one advising session each semester, or meet with an advisor.
2. Students must successfully complete all requirements for each program phase—including coursework, practica, and student teaching—before entering the subsequent phase.
3. Students are expected to make continuous progress toward the credential while maintaining a grade point average of 3.00 in professional education courses after entry into the credential program. Incomplete grades (I) and grades of C- or below in professional education courses must be retaken and statutory requirements met prior to continuing enrollment in courses.
4. Candidates who must delay progress in the professional education program may file a written request with the program coordinator for an extended program or for a leave of absence. A student returning from a program delay will be subject to the screening requirements in effect at the time of reentry and will be accommodated as space allows. Any student on academic probation is subject to automatic disqualification as a credential candidate.

In all School of Education programs students are expected to meet and maintain high academic and performance standards, including all of the following (additional standards may be required by specific programs):

- Maintenance of a 3.00 GPA in all professional education courses (nothing lower than a C, including prerequisites);
- Successful completion of required field experiences;
- Successful completion of a program portfolio prior to advancement to the final phase of the program and/or completion of the final field experience; and
- All credential candidates in the Multiple Subject and Single Subject candidates successfully complete EDTPA, or CalTPA

assessment to successfully complete the Performance Assessment for California Teachers (PACT).

Clearing a Preliminary Credential

If you hold a California preliminary multiple subject, single subject, or education specialist credential and you have questions about completing requirements to clear the credential, please contact the Credentials Office at credentials.office@sonoma.edu.

Master of Arts in Education

Description of M.A. in Education Programs

Sonoma State University's School of Education offers five advanced credential programs and five concentrations within the Master of Arts in Education degree. Each of these programs reflects the philosophy, purpose, and goals of the School of Education. In our M.A. programs, students critically examine educational theories and research through a variety of empirical, theoretical, and cultural lenses to develop an informed educational vision and innovative pedagogy in a variety of educational settings. Students have the opportunity to collaborate with faculty and colleagues to examine and influence current educational practice through research, project development, and advocacy. We expect graduates to emerge from their work at Sonoma State University as leaders in their field and agents of change.

The five M.A. in Education areas of concentration offered at Sonoma State University are:

- Curriculum, Teaching, and Learning (see Department of Curriculum Studies and Secondary Education);
- Early Childhood Education (see Department of Early Childhood Studies);
- Educational Leadership (see Department of Educational Leadership and Special Education);
- Language and literacy (see Department of Literacy Studies and Elementary Education);
- Special Education (see Department of Educational Leadership and Special Education); and

Throughout their years in an M.A. program, students are required each semester to meet with the graduate advisor in their area of concentration to plan collaboratively their progress in the M.A. program. Students may also confer with other graduate program faculty and the Director of Graduate Studies for advice and guidance in their coursework and professional development. Students must maintain a 3.00 grade point average in all coursework in the approved M.A. program as well as in all coursework taken subsequent to admission in conditionally classified standing.

For more information about the M.A. in education, read our M.A. handbook online at www.sonoma.edu/education/ma-handbook.pdf

Prerequisites for the M.A. in Education Program

- A bachelor's degree from an accredited institution;
- A cumulative upper-division and graduate grade point average of at least 3.00 and a grade point average of at least 3.00 for previous work in education; and
- A valid basic teaching credential (except in Curriculum, Teaching, and Learning and Early Childhood Education,

Procedures for Applying to the M.A. in Education Program

1. Apply to the University as a graduate student;
2. Apply to the School of Education; and
3. Submit the following:
   a. A professional goals statement;
   b. One set of official transcripts;
   c. One photocopy of a valid basic teaching credential, when required; and
   d. Two current (within 12 months) letters of reference attesting to academic potential and professional promise (except where otherwise noted).

M.A. Core Courses

Two core courses are required for all M.A. in education program areas of concentration:

EDUC 570 The Reflective Educator	3
EDUC 571 Research Paradigms in Education	3

Pathways to Program Completion

The M.A. program of study requires 30-36 semester units of course work, depending on the M.A. pathway a student selects. There are three pathways to program completion: the thesis/project, cognate, or individualized examination. We encourage students to become knowledgeable about each of the pathways in order to pursue a program of study that meets their professional goals.

In all three pathways, graduate students take 18 units in the program area of concentration and at least 6 units (EDUC 570 and 571) of M.A. core courses. All M.A. students work with a three-member committee, most closely with the committee chair, to complete a culminating activity, which is presented to the committee in a public forum. In addition to these points in common, there are distinct differences among the three pathways to program completion, as described below.

1. Thesis/Project

The thesis/project pathway is a 30-unit course of study, including 18 units in the student's program area of concentration and 12 units of core courses (EDUC 570, 571, 598, and 599). In order to prepare for

the thesis/project, students must take Education 598 (Developing a Thesis/Project) and 599 (Supervised Study for the Thesis/Project) as their final two courses in the M.A. program.

The thesis is a written product of a systematic study of a significant question, problem, or issue in education. The project is a written document describing the development of a significant undertaking appropriate to education. The thesis/project option requires an extensive write-up, including an in-depth literature review. Students must also present their thesis/project to their three-member committee in a public forum. A thesis investigation can be qualitative and/ or quantitative in design. Examples of a project include curriculum design, professional development for educators, program design, a performance piece, or a creative project.

For students pursuing the thesis/project pathway, two additional core courses are required:

EDUC 598 Developing a Thesis/Project	3
EDUC 599 Supervised Study for Thesis/Project	3

2. Cognate

The cognate pathway is a 36-unit course of study, including 18 units in student's program area of concentration, 9 units of core courses (EDUC 570, 571, and 572), and a 9-unit cognate course of study. The cognate course of study is a group of courses which students choose in consultation with a faculty advisor and/or committee chair, which allows students to examine areas of interest related to their M.A. concentration. In order to work with their three-member committee on the cognate project, students must take Education 572 (Supervised Study for the Cognate Project) as their final course in the M.A. program.

The cognate project (e.g., professional article, video, website, or field-based product) is a significant undertaking through which students connect their cognate course of study with the M.A. core courses, program concentration, and/or work in the field. The project displays understandings, practices, and theoretical perspectives on the candidate's program area of concentration and cognate course of study. Projects should arise out of candidate's goals and professional interests and may take virtually any form. The project may address, for example, implications of the cognate course of study for the classroom, reflections on new teaching practices, response to scholarly research, or educational theory. A written reflection that includes the theoretical context for the project must be included. Students must present the completed project to their three-member committee in a public forum.

For students pursuing the cognate pathway, one additional core course is required:

EDUC 572 Supervised Study for the Cognate Project	3

3. Individualized Examination

The individualized examination pathway is a 33-unit course of study, including 18 units in the student's program area of concentration, 9 units of core courses (EDUC 570, 571, and 573), and 6 units of elective courses. For the electives, students, in consultation with their faculty advisor and/or committee chair, choose courses which allow them to examine areas of interest related to the M.A. concentration and to focus on the examination area(s) of study that they have chosen. In order to work with their three-member committee as they prepare for the examination, students must take Education 573 (Supervised Study for the Individualized Examination) as their final course in the M.A. program.

The individualized examination addresses areas of study identified by the student in consultation with the student's examination committee. The exam is written by the student's committee (a chair plus two other members) and consists of three questions related to the student's area(s) of study, including one question submitted in advance to the committee by the student. When the student is ready to take the examination, he/she receives the questions from the chair and has 72 hours to complete the written examination and return it to the chair. Within two weeks of completing the examination, the student must meet with the committee for an oral examination in which the committee asks follow-up questions for clarification and elaboration.

For students pursuing the individualized exam pathway, one additional core course is required:

EDUC 573 Supervised Study for the Individualized Examination	3

PLEASE NOTE: None of the M.A. core courses may be taken through Extended Education.

The Program Portfolio

In order to advance to candidacy, all students must complete a satisfactory program portfolio and present it to their committee. In most cases, this presentation occurs at the same meeting where the student presents a proposal for the culminating activity. The program portfolio contains artifacts (papers, projects, etc.) produced by the student throughout the M.A. program which demonstrate the student's proficiency and growth in the areas listed in the M.A handbook. The portfolio should be reflective in nature and should show personal, professional, and intellectual growth. It should also demonstrate how the student's M.A. program has prepared the student to undertake the culminating activity (thesis/project, cognate project, or individual examination).

Requirements for Advancement to Candidacy

- Completion of M.A. core courses EDUC 570 and 571, and of M.A. area of concentration courses;
- Presentation and approval of program portfolio;
- Presentation of culminating activity proposal; and
- Filing of Advancement to Candidacy form (GSO 1) with the committee and with the School of Education Director of Graduate Studies.

Requirements for the M.A. Degree in Education

M.A. students must complete all requirements as established by the School of Education, the SSU Graduate Studies Committee, and the University, to include:

1. Completion of an approved program consisting of a minimum of 30 units of upper-division and 500-level courses, as follows:

   a. a maximum of 12 units of upper-division courses

   b. not more than 9 semester units of transfer and/or extension credit

2. Filing of an Advancement to Candidacy form that verifies approval of the program portfolio, verifies writing proficiency, and describes the culminating project; and
3. Completion and final approval of culminating activity (thesis/project, cognate project, or individualized examination).

All requirements listed above must be completed within seven years (14 semesters) of the initiation of graduate study. Students have three semesters after taking their final course (EDUC 599 or EDUC 572 or EDUC 573) to complete the culminating activity.

EDUCATION: CURRICULUM STUDIES & SECONDARY EDUCATION (CSSE)

DEPARTMENT OFFICE
Stevenson Hall 1078
(707) 664-3115
fax: (707) 664-2483
www.sonoma.edu/education/csse/index.html

DEPARTMENT CHAIR
Kelly Estrada

Faculty

Kelly Estrada
Edward Lyon
Rajeev Virmani

FACULTY EARLY RETIREMENT PROGRAM
Karen Grady
John Kornfeld

Programs Offered

Basic Credential: Single Subject (Secondary Schools) Teaching Credential

Master of Arts in Education with a concentration in Curriculum, Teaching, and Learning (CTL)

The Department of Curriculum Studies and Secondary Education is dedicated to the advancement of excellence in education. CSSE offers an exemplary single subject teacher education preparation program based on sound educational practice, extensive research knowledge, and commitment to the needs of diverse populations. Our faculty is comprised of internationally recognized scholars from a wide variety of subject area disciplines who study and produce current research in teacher education and curriculum studies, and who are familiar with the best practices of teachers. CSSE provides many opportunities for students to be part of a high-quality teaching and learning community.

While most of the programs in CSSE are designed for positions in public schools, students can also receive preparation in our master of arts in Curriculum Teaching and Learning, applicable to a wide variety of non-teaching positions in education, government, the corporate sector, and leadership-based initiatives and programs. The Master of Arts in Curriculum, Teaching, and Learning allows students to design their own program of study (area of emphasis), or select an area of emphasis in educational technology, specifically designed for students interested in technology applications in the public or private sector.

Note: Program requirements change periodically, and current information may not be available in this catalog. For more detailed information on credentials and other education programs, please see the University's special bulletins and the School of Education's current program brochures and policy statements, or visit the Education website, www.sonoma.edu/education.

Single Subject (Secondary Schools) Teaching Credential

The single subject credential authorizes the holder to teach a particular subject in a school organized by academic disciplines, kindergarten through grade 12. Since most elementary schools are not departmentalized, this credential, in general, is appropriate for the middle school and high school teacher candidate (art, music, and physical education candidates may actually teach K-12). The program aims toward two primary goals: (1) to develop the skills and knowledge needed to be an effective beginning teacher, and (2) to establish the professional understandings and attitudes for growth and development throughout a teaching career.

Coursework combined with the field experience in the program will prepare candidates to be:

- Competent in basic classroom skills.
- Knowledgeable and enthusiastic about students, learning, and teaching.
- Respectful of and knowledgeable about cultural, linguistic, and learning diversity, and informed about practices for teaching all students.
- Continue their development as professional educators. After completion of the Single Subject Credential Program, candidates will be recommended for the Preliminary California Single Subject Teaching Credential in a subject area. Successful completion of the program prepares candidates to teach in California's culturally and linguistically diverse classrooms.

Students may satisfy subject matter requirements by passing the appropriate state approved examinations (CSET).

The Single Subject Credential Program is a two-semester program that begins in the fall semester only. Credentials are offered in the following areas:

Art	English
Mathematics	Music
Physical Education	Science
Social Science	World Language

The Single Subject Credential Program

The Single Subject Credential Program is a two-semester program. Students admitted for the fall semester, who successfully complete all coursework and their final student teaching, will be eligible for the credential in June. Students who wish to take longer than two semesters to complete the credential program may extend their program to four semesters. More information regarding the extended program may be obtained from the single subject program advisor at (707) 664-3176.

Single subject program courses required for each phase are listed below. Prerequisite courses and all Phase I courses must be satisfactorily completed prior to beginning Phase II.

Program Prerequisite Courses

EDUC 417 School and Society	3
EDSS 418 Development in Adolescence and Emerging Adulthood	3
Total Prerequisite courses	**6**

Program Requirements

Phase I

EDSS 442 Equity and Agency in Teaching and Learning	3
EDSS 443A Creating Effective Learning Communities: Field Settings	4
EDSS 443B Creating Effective Learning Communities: Seminars	3
EDSS 444 Curriculum, Instruction and Assessment	4
EDSS 446 Language and Literacy Development in Secondary Classrooms	4
Total units Phase I	**17**

Phase II

EDSP 430 Special Education for Teachers	3
EDSS 458 Student Teaching in Multicultural Settings	12
EDSS 459 Seminar for Secondary Student Teachers	4
Successful completion of EdTPA Performance Assessment	
Total units Phase II	**19**
Total units for program (including Prerequisites)	**42**

Teaching Performance Assessment

A teaching performance assessment (TPA) is required for all those seeking a single subject teaching credential in California. EdTPA is the teaching performance assessment used by the SSU Single Subject Program. This assessment is comprised of a teaching event that is an extended documentation of a segment of student teaching. It is the capstone performance assessment that integrates learning throughout the teacher education program. It includes samples of teaching that are videotaped and analyzed by the student. It is structured in sections corresponding to developing a context for learners, planning, teaching, assessing, academic language, and reflecting on teaching. A subject matter expert scores the teaching event. The teaching event takes place in Phase II (student teaching) of the program. All students must pass the EdTPA to receive a teaching credential.

Single Subject Intern Program

The intern program is a collaboration between the Curriculum Studies and Secondary Education Department at Sonoma State University, the Beginning Teacher Program at the Sonoma County Office of Education, and participating school districts.

The intern program allows public and non public school teachers who do not hold preliminary single subject credentials to complete a credential program with supervision and mentoring while employed as teachers. Further information can be obtained from the School of Education Credentials Office or from the Intern Coordinator, Dr. Kelly M. Estrada (664-3176).

To be eligible to participate in the single subject intern program, each candidate must have:

- Earned a baccalaureate degree from an accredited college or university;
- Completed prerequisite courses and all Phase I program courses in the single subject credential program;
- Passed the Basic Skills Requirement via an appropriate option;
- Passed a Subject Matter Knowledge Exam (CSET) or have completed a Subject Matter Waiver Program;
- Completed character and identification clearance (fingerprints);
- Demonstrated knowledge of the U.S. Constitution by providing evidence of having studied the U.S. Constitution or by passing the U.S. Constitution test;
- Completed an application for the intern credential; and
- Verification of employment.

To be Awarded a Teaching Credential, all Interns Must:

- Pass the EdTPA to receive a teaching credential.
- Successfully complete the Single Subject Intern Program.

Master of Arts in Education with Concentration in Curriculum, Teaching, and Learning

The Master of Arts in Education degree program in Curriculum, Teaching, and Learning offers courses of graduate study to prepare candidates for specialized teaching and for curriculum and instructional leadership responsibilities in schools, government agencies, or corporate settings. The program, a minimum of 30 units, provides for areas of concentration in curriculum, teaching, and learning. Students must maintain a 3.00 grade point average in all coursework in the approved master's degree program.

The Curriculum, Teaching, and Learning concentration provides flexibility in program development for a wide range of professional educators, government officials, and private sector employees. Candidates need not possess a teaching credential.

The required Curriculum, Teaching, and Learning area concentration courses are:

EDCT 585 Curriculum Development: Theory, Practice and Evaluation	3
EDCT 586 Teaching and Learning: Research and Application in the Classroom	3
Total area concentration units	**6**

The remaining units are taken in an approved area of emphasis (AREM). The area of emphasis is comprised of 12-16 units that the students must complete as part of the Curriculum, Teaching, and Learning Master of Arts program. The AREM is designed by the student and a Curriculum, Teaching, and Learning faculty advisor. Students may select courses from other education M.A. concentrations or courses in other University schools and departments. A field component may comprise part of the area of emphasis. The AREM must be approved by a faculty advisor before any AREM courses are taken.

Potential Areas of Emphasis (AREM)

Education Technology

Reading and Language

English as a Second Language

Psychology

Kinesiology

History

Critical Theory

Community Education

Leadership

The total number of units in the Curriculum, Teaching, and Learning Master of Arts Program is 30-36 units. All candidates must complete the required master's degree core courses, and all AREM and program courses.

Curriculum, Teaching and Learning Recommended Course Advising Pathway

By following the advising pathway below, students are assured that they will complete the required Curriculum, Teaching, and Learning (CT&L) coursework and take the courses in the sequence required by the program. This pathway assumes that students will take TWO classes per semester. For changes to this pathway, students must see the CT&L advisor. Students may not take an AREM course without an approved AREM.

If You Begin Fall Semester:	*If You Begin Spring Semester:*
Fall	*Spring*
EDUC 570	EDUC 570
EDCT 585	AREM
Spring	*Fall*
EDCT 586	EDCT 585
AREM	AREM
Fall	*Spring*
EDUC 571 or AREM	EDCT 586
AREM	EDUC 571 or AREM
Spring	*Fall*
AREM	EDUC 571 or AREM
AREM or EDUC 571	AREM

**Candidates MUST have the thesis/project committee identified and advancement to candidacy approved (i.e. portfolio approved by your thesis/project committee) before enrolling in EDUC 598/599, EDUC 572 or EDUC 573. (See the M.A. Graduate Student Handbook for a discussion of the thesis, cognate, and individualized examination pathway options for completing your program)

EDUCATION: EARLY CHILDHOOD STUDIES (ECS)

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Ayumi Nagasi
Lisa Pollack
Sheri Schonleber
Elita Amini Virmani

Programs Offered

The Department of Early Childhood Studies offers a major in Early Childhood Studies, a minor in Early Childhood Studies and a Master of Arts in education with concentration in Early Childhood Education. Students may also use early childhood education courses to satisfy requirements for the Child Development Permit for teachers of California state-funded preschool and after-school programs.

Bachelor of Arts in Early Childhood Studies

The Bachelor of Arts Degree in Early Childhood Studies is designed to provide graduates with the knowledge, skills, and dispositions needed to work effectively with children in early childhood (birth to age 8). Students study multi-disciplinary theories, research, and best practices, with an emphasis on socio-cultural factors that affect learning and development. They learn how to use theories and research from anthropology, child development, education, health, psychology, sociology, and multicultural studies to promote the cognitive, social, emotional, and physical development of diverse young children. Students study the science of assessing children's growth and development, and they acquire skills in effectively communicating these findings to families and community partners. The program also prepares professionals to be leaders and advocates on behalf of all children and families.

Concentrations

When students declare a major in Early Childhood Studies, they must choose a concentration in either Early Childhood Education or Early Childhood Development.

Career Opportunities

Early Childhood Education

The Early Childhood Education concentration prepares students for a career in an early education setting, including:

- Infant, toddler, and preschool teacher
- Administrator of an early education program
- Support services in agencies that serve young children and families
- Elementary teacher (requires completion of a post-baccalaureate Multiple Subject credential program
- Special Education teacher (requires completion of a post baccalaureate Special Education credential program)

Early Childhood Development

The Early Childhood Development concentration prepares students for a career working with young children and families in non-education settings. Students work with an advisor to prepare for a career in entry level positions in social services or for graduate school in counseling, social work, child life specialist, etc.

Degree Requirements	Units
General Education	45-48
Lower Division	16-17
Upper Division	26-27
Electives	28-33

Admission Requirements

For admissions to the major, students must have a GPA of 2.5.

Goals of the Early Childhood Studies Major

The goals of the Early Childhood Studies major are aligned with the mission of the SSU School of Education and the mission of the Department of Early Childhood Studies. The Early Childhood program seeks to prepare graduates who:

1. Are agents of individual growth and social change as well as models and advocates of the broader intellectual and social values of a democratic society.
2. Are knowledgeable and thoughtful about the field of early childhood studies.
3. Promote physical, cognitive, linguistic, social, emotional, and moral growth and learning in their professional work with young children, as well as respecting and encouraging the contributions of families and caregivers in the care and education of children and youth.
4. Design and carry out inclusive practices that respect human differences and aim to include all children and families.

5. Continually use inquiry, observation, study, and reflection to improve their professional practices.

Student Learning Outcomes

Concentration 1: Early Childhood Education

SLO1: Students are knowledgable about theories and research related to child development and growth, and they are able to effectively promote child development and learning.

SLO2: Students understand the components and importance of building family and community relationships in work with young children.

SLO3: Students understand the importance of and are able to observe, document, and assess the growth and development of young children; students are able to effectively communicate these findings to families.

SLO4: Students know how to use developmentally and culturally appropriate and effective approaches with young children, and they reflect upon professional practices.

SLO5: Students design, implement, and evaluate effective curriculum that aligns with state early learning standards for children in programs serving infants, toddlers, and preschoolers.

SLO6: Students see themselves as professionals and exhibit the following knowledge, skills, and dispositions: understanding and upholding ethical and professional standards; engaging in continuous, collaborative learning to inform practice; understanding where to find professional resources; integrating informed and critical perspectives into their work with young children; and engaging in informed advocacy for young children and their families.

SLO7: Students observe and practice their developing skills in different kinds of early childhood educational settings.

Concentration 2: Early Childhood Development

SLO1: Students are knowledgeable about theories and research related to child development and growth, and they are able to effectively promote practices that support optimal child development and health (including mental health).

SLO2: Students understand the components and importance of building family and community relationships in work with young children.

SLO3: Students understand the importance of and are able to observe, document, and assess the growth and development of young children; students are able to effectively communicate these findings to families.

SLO4: Students know how to use developmentally and culturally appropriate and effective approaches with young children, and they reflect upon professional practices.

SLO5: Students identify and evaluate effective practices in programs that promote and protect development and health of infants, toddlers, preschoolers, and children in the middle childhood years.

SLO6: Students see themselves as professionals and exhibit the following knowledge, skills, and dispositions: understanding and upholding ethical and professional standards; engaging in continuous, collaborative learning to inform practice; understanding where to find professional resources; integrating informed and critical perspectives into their work with young children; and engaging in informed advocacy for young children and their families.

SLO7: Students observe and practice their developing skills in different kinds of programs that support children and families.

Program Coursework

Major Core Requirements (both concentrations, 28 units)

EDEC 178 Introduction to ECS Major and Portfolio	1
EDEC 201 Foundations of Early Care and Education	4
EDEC 220 Observing Child Development in the First Eight Years	4
EDEC 270 Children and Families in Diverse Societies	4
EDEC 420 Child Development in the Family, School, and Community	3
EDSP 432 Young Children with Special Needs	4
EDEC 435 Advocating for Children and Families	4
EDEC 460 Introduction to Research in Early Childhood Studies	4
EDEC 478 Early Childhood Studies Portfolio	1

Early Childhood Education Concentration Requirements (8 units)

EDEC 237 Creating Environments for Young Children	4
EDEC 437 Integrated Curriculum in Early Childhood Classrooms	4

Child Development Concentration Requirements (8 units)

EDEC 247 Physical Development and Health in Childhood	3
EDEC 347 Community Services for Children and Families	2
EDEC 447 Children's Emotional Development and Health	3

Major Electives (both concentrations, 6 units)

EDEC 405 iPlay: Child Development in the Digital Age	3
EDEC 406 Positive Guidance	3
EDEC 407 Multicultural Children's Literature	3
EDEC 408 Science, Literacy, and Play: Exploring the Natural World	3
EDEC 409 Play and Child Development	3
EDEC 410 Language Development	3
EDEC 411 Infant and Toddler Development	3
EDEC 412 Brain Development	3
EDEC 490 Special Topics in Early Childhood Studies	1-4
EDMS 419 Identity and Agency for Socially Just Classrooms and Communities	3
EDSS 418 Development in Adolescence and Emerging Adulthood	3
EDUC 417 School and Society	3
AMCS 339 Ethnic Groups and American Social Policy	3
AMCS 445 Multiculturalism and Education	4
CALS 403 Chicano/Latino Youth and Adolescents	3-4
CALS 405 The Chicano/Latino Family	3-4
CALS 450 Chicano/Latino Children's Literature	3-4
CALS 456 Latinos and Education	4

KIN 400 Elementary School Physical Education	3
KIN 427 Individuals with Disabilities in Educational and Recreational Settings	3
PSY 409 Social and Emotional Development	4
PSY 411 Child Psychopathology	4
PSY 414 Infant Development	4
PSY 418 Psychology of the Family	4
PSY 431 Introduction to Art Therapy	4
PSY 448 Cognitive Development	4
SOCI 345 Sociology of Families	4
SOCI 445 Sociology of Childhood and Adolescence	4

Electives should be chosen in consultation with an advisor. Students intending to apply to the Multiple Subjects Credential program should choose EDMS 419 and EDUC 417 as electives.

Early Childhood Studies Minor

The minor in Early Childhood Studies gives students from any major at Sonoma State University a concentration in the study of early childhood development and learning. This minor is useful for students interested in pursuing careers involving work with young children from birth through age eight in fields such as Education, Counseling, Social Work, Nursing, and others. For a minor in Early Childhood Studies, students must take five upper-division core courses in Early Childhood Education (19 units) and an additional six units of elective courses, for a total of 25 units. Complete information about the requirements for the minor and application packets may be found online at www.sonoma.edu/education/ecs/index.html

Program Course Work

The Early Childhood Studies Minor involves 25 units of coursework: 19 units of core courses and 6 units of electives.

Core Courses

EDEC 220 Observing Child Development in the First Eight Years	4
EDEC 237 Creating Environments for Young Children	4
EDEC 270 Children and Families in a Diverse Society	4
EDEC 420 Child Development in the Family, School and Community	3
EDSP 432 Young Children with Special Needs	4

Elective Courses

Choose two courses from:

AMCS 339 Ethnic Groups and American Social Policy	3
AMCS 445 Multiculturalism and Education	4
CALS 405 The Chicano/Latino Family	3
CALS 450 Chicano/Latino Children's Literature	3
EDEC 201 Foundations of Early Care and Education	4
EDEC 247 Physical Development and Health in Childhood	3
EDEC 405 iPlay: Child development in the Digital Age	3
EDEC 406 Positive guidance	3
EDEC 407 Multicultural Childrens Literature	3
EDEC 408 Science, Literacy, and Play: Exploring the Natural World with Young Children	3
EDEC 409 Play in Early Childhood	3
EDEC 410 Language Development	3
EDEC 411 Infant and Toddler Development	3
EDEC 412 Brain Development	3
EDEC 435 Leadership/Advocacy for Children/Families	4
EDEC 437 Integrated Curriculum in Early Childhood Class Rooms	4
EDEC 447 Children's Emotional Development and Health	3
EDEC 460 Introduction to Research in ECS	4
EDEC 490 Special Topics	1-4
EDMS 419 Identity and Agency for Socially Just Classrooms and Communities	3
EDUC 250 Teaching in a Changing World	3
EDUC 417 School and Society	3
KIN 400 Elementary School Physical Education	3
PSY 409 Social and Emotional Development	4
PSY 411 Child Psychopathology	3
PSY 418 Psychology of the Family	3
PSY 431 Introduction to Art Therapy	3
PSY 448 Cognitive Development	4
SOCI 345 Sociology of Families	4
SOCI 445 Sociology of Childhood and Adolescence	4

Other elective courses may apply; please consult with an advisor.

Child Development Permit

The California Child Development Permit is issued by the Commission on Teacher Credentialing (CTC). The permit is organized into different levels, each authorizing the holder to perform different levels of service in child development programs.

Permit Course Work

Applicants for the Child Development Permit must complete 15 units of coursework from the following categories. Please see an Early Childhood advisor for more information.

Child Growth and Development

EDEC 220 Observing Child Development in the First Eight Years	4
EDEC 420 Child Development in the Family, School and Community	3
EDEC 532 Social-Moral Development in Childhood	3
EDEC 538 The Development of Language and Thinking, Infancy through Middle Childhood	3
PSY 302 Development of the Person	3
PSY 410 Child Development	3

Child, Family, and Community

EDEC 270 Children and Families in a Diverse Society	4
EDEC 420 Child Development in the Family, School, and Community	3
PSY 418 Psychology of the Family	3
SOCI 345 Sociology of Families	4

Early Childhood Programs/Curriculum

EDEC 237 Creating Environments for Young Children	4
EDEC 437 Integrated Curriculum in Early Childhood Classrooms	4

General Early Childhood Development

EDEC 201 Foundations of Early Care and Education	4
EDEC 460 Introduction to Research in ECS	4

EDEC 435 Leadership and Advocacy on Behalf of Children and Families	4
EDEC 531 Play and its Role in Development and Learning	3
EDEC 535 Advocacy and Leadership on Behalf of Families and Children	3
EDEC 490 Special Topics	1-4
EDSP 432 Young Children with Special Needs	4
PSY 411 Child Psychopathology	3
PSY 448 Cognitive Development	4

Supervised Field Experience

EDEC 220 Observing Child Development in the First Eight Years	4
EDEC 437 Integrated Curriculum in Early Childhood Classrooms	4

Master of Arts in Education - Concentration in Early Childhood Education

The Early Childhood Education concentration of the Master of Arts in Education degree is designed to prepare teachers to work in school- and community-based programs that serve children from infancy through third grade (ages birth to age eight), and to take leadership roles in the field of early childhood education.

Required coursework focuses on advanced study of development in cognition, language, physical ability, morality, and social and emotional skills; work with diverse families and young children; and improvement of classroom curriculum and assessment from infancy through the primary grades. A basic course in child development and 45 hours of experience working with children in educational settings are prerequisites for admission to the program. Complete information about the program is available online at www.sonoma.edu/education/ecs/index.html

Program Coursework

The total number of units of the program varies from 30-36 semester units, depending on the culminating path selected by the student. The following is a list of the courses that Early Childhood Education master's candidates take.

Education Core	***6 units in EDUC courses***
EDUC 570 Reflective Educator	3
EDUC 571 Research Paradigms in Education	3

Required ECE Core Courses in Concentration	***12 units***
EDEC 531 The Role of Play in Development and Learning (offered fall of odd numbered years)	3
EDEC 532 Social-Moral Development in Childhood (offered fall of even numbered years)	3
EDEC 535 Advocacy and Leadership on Behalf of Families and Children	3
EDEC 538 Cognitive and Language Development in Infancy through Middle Childhood (offered spring of even numbered years)	3

PLUS

Electives ***6 units***

At least two courses in the areas of special education, curriculum teaching and learning, reading and language, and/or special topics ECE-M.A. Courses as offered will be chosen in consultation with the ECE advisor and the graduate advisors of the above mentioned areas. Some examples of course options are:

Special Education

EDSP 422 Collaborative Partnerships in Special Education	4
EDSP 423 Assessment, Curriculum and Instructional Strategies	3
EDSP 432 Young Children with Special Needs	4

Curriculum Teaching and Learning

EDCT 585 Curriculum Development: Theory, Practice and Evaluation	3
EDCT 586 Teaching and Learning: Research and Application in the Classroom	3

Reading and Language

EDRL 507 Research in Language and Literacy	3
EDRL 521A Language Development in First and Second Languages	3
EDRL 524 Literature and Literacy	3

Early Childhood Education Certificate

Designed for working professionals, the ECE Certificate is a 12-unit, one-year fully online program created to provide essential professional development for early childhood education providers and program directors, transitional kindergarten teachers, and early elementary teachers. The Certificate qualifies students for the Site Supervisor California Child Development Permit (and all levels below), as well as meets the new ECE requirements for transitional kindergarten teachers. (Please note: the Certificate does not qualify holders to teach in special education classrooms.)
This Summer-start, Special Sessions program is a partnership between the School of Education and the School of Extended & International Education (SEIE). As a self-support program, unique, separate fees are charged on a per-unit basis for all courses required for this program. These fees are set annually by the SSU President. Information about fees, admission requirements, and student support services is available through SEIE. Academic criteria for the program are determined in accordance with all applicable SSU and CSU policies. Certificates are awarded by the School of Education.

Learning Outcomes

Students use advanced theory and research to develop teaching strategies and curriculum for existing work settings or in approved field sites. Students will

- Extend their understanding of children's characteristics and needs and the multiple interacting influences on children's development and learning
- Create environments that are healthy, respectful, supportive, and challenging for each child
- Recognize the importance of and complex characteristics of children's families and communities; foster respectful, reciprocal relationships that support and empower families and engage them in their children's development and learning

- Understand the goals, benefits, and uses of assessment; use effective assessment strategies in partnership with families and other professionals to positively influence the development of every child
- Design, implement, and evaluate a meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Requirements for Admission

Prospective students must have the following:

- A Bachelor's degree in any subject, completed no later than the Fall semester previous to admission;
- A GPA of at least 2.75 (B-) over the last 60 units;
- At least one 3-unit course on child development theory and milestones at a 3.0 (B) or better;
- Regular access to high-speed internet service and webcam capability
- Ability to work in an online environment

Requirements for Certificate

EDEC 531 The Role of Play in Development & Learning	3
EDEC 532 Social and Moral Development	3
EDEC 538 Cognitive Language Development in Early Childhood	3
EDEC 547 Advanced Field Experience	3
Total units needed for the Certificate	**12**

All certificate courses must be completed with a C or better. Students who complete the ECE Certificate and who are subsequently accepted into the SSU program leading to a Master's degree in Early Childhood Education may apply the Certificate courses EDEC 531, 532, and 538 towards partial fulfillment of the requirements for that program. *To be accepted for this purpose, these classes must be completed with a grade of B or better.* Please note there is a seven-year limit on coursework that can be counted for a Master's degree, so plan accordingly. Students wishing to use these units toward other Master's programs should consult with their target institution.

Application and Contact Information

For application and contact information, please visit the website for the Early Childhood Education Online Certificate Program: https://web.sonoma.edu/exed/ece-certificate/.

Sample Four-Year Program for Bachelor of Arts in Early Childhood Studies: Development Concentration

FRESHMAN YEAR: 29 Units

Fall Semester (15 Units)	*Spring Semester (14 Units)*
GE Area A2 (3)	GE Area C1 (3)
GE Area A3 (3)	GE Area B1 (3)
GE Area B4 (3)	GE Area A1 (3)
American Institutions (GE Area D) (3)	EDEC 201 (4)
GE Area E (3)	EDEC 178 (1)

SOPHOMORE YEAR: 30 Units

Fall Semester (16 Units)	*Spring Semester (14 Units)*
American Institutions (GE Area D) (4)	University Elective (3)
EDEC 220 (4)	EDEC 270 (4)
EDEC 247 (3)	GE Area C (3)
GE area C2 (3)	GE Area D (3)

JUNIOR YEAR: 31 Units

Fall Semester (16 Units)	*Spring Semester (15 Units)*
EDEC420 (3)	EDEC 435 (4)
Upper Division GE-B (3)	EDEC 447 (3)
Major Elective 1 (3)	EDEC 347 (2)
Univesity Elective (3)	Upper Division GE-D (3)
University Elective (4)	University Elective (3)

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
EDEC 460 (4)	EDEC 478 (1)
Upper Division GE-C (3)	Major Elective 2 (3)
University Elective (4)	University Elective (3)
EDSP 432 (4)	University Elective (4)
	University Elective (4)

TOTAL UNITS: 120

** Please note that this is a sample plan only. You are not guaranteed access into a specific course during any given semester; thus you will need to adjust your plan as you make progress through the major.*

Sample Four-Year Program for Bachelor of Arts in Early Childhood Studies: Education Concentration

FRESHMAN YEAR: 29 Units

Fall Semester (15 Units)	*Spring Semester (14 Units)*
GE Area A2 (3)	GE Area C1 (3)
GE Area A3 (3)	GE Area B1 (3)
GE Area B4 (3)	GE Area A1 (3)
American Institutions (GE Area D) (3)	EDEC 201 (4)
GE Area E (3)	EDEC 178 (1)

SOPHOMORE YEAR: 30 Units

Fall Semester (16 Units)	*Spring Semester (14 Units)*
American Institutions (GE Area D) (3)	EDEC 237 (4)
EDEC 220 (4)	EDEC 270 (4)
GE Area B2 (3)	GE Area C (3)
University Elective (3)	GE Area D (3)
GE Area C2 (3)	

JUNIOR YEAR: 31 Units

Fall Semester (16 Units)	*Spring Semester (15 Units)*
EDEC 420 (3)	EDEC 437 (4)
Upper Division GE-B (3)	EDEC 435 (4)
Major Elective 1 (3)	University Elective (4)
University Elective (3)	Upper Division GE-D (3)
University Elective (4)	

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
EDEC 460 (4)	EDEC 478 (1)
Upper Division GE-C (3)	Major Elective 2 (3)
University Elective (4)	University Elective (3)
EDSP 432 (4)	University Elective (4)
	University Elective (4)

TOTAL UNITS: 120

** Please note that this is a sample plan only. You are not guaranteed access into a specific course during any given semester; thus you will need to adjust your plan as you make progress through the major.*

EDUCATION: EDUCATIONAL LEADERSHIP AND SPECIAL EDUCATION (ELSE)

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Department Overview

The Department of Educational Leadership and Special Education exists to provide state-of-the-art professional preparation for educators in the fields of educational administration and special education. The core values of the department center upon a dedication to educational excellence as a pivotal contributor to social progress. Indices of this notion of excellence include a view of schools as a crucible for an effective democracy, societal inclusivity, respect for differences in students, and an unflinching concentration on educational efficacy.

The faculty is comprised of teachers, administrators, scholars, researchers, and program developers who possess wide and varied experience. The faculty, having won wide recognition and numerous educational awards and honors, are dedicated to preparing educators with the knowledge, skills, and ethical commitment to improve society through powerful and effective schools.

The credential and M.A. programs, described below, offer a full complement of courses and fieldwork for students to achieve a Preliminary and Clear Education Specialist in Special Education and the Preliminary Administrative Services Credentials. Masters of Arts degrees are also offered in conjunction with these programs. Both traditional and intern programs exist. Courses are scheduled in the late afternoon, evenings, on Saturdays, and some are partially delivered online, in order to accommodate practicing educators.

Students in the Department of Educational Leadership and Special Education may expect to encounter programs that present cutting-edge information and skills, delivered by an expert, committed faculty, and scheduled for maximum access. Moreover, students can expect to be afforded respect, dignity, and professionally courteous treatment and be asked to provide similar regard to faculty and to one another.

Note: Since some specific program requirements change periodically, both via mandates of the California Commission on Teacher Credentialing and University-based modifications, prospective students are advised to consult the School of Education's Credential Office for updates on program details and policy statements and to visit the education website at www.sonoma.edu/education.

Programs Offered

BASIC TEACHING CREDENTIALS

Education Specialist (special education)/Preliminary, Intern and Clear Mild/Moderate, Moderate/Severe Disabilities

SERVICE CREDENTIALS

Administrative Services - Preliminary and Intern

MASTER of ARTS PROGRAMS

Educational Leadership

Special Education

The Education Specialist (special education) credentials are offered in the area of mild/moderate and moderate/severe disabilities and authorize the holder to provide services in K-22 inclusion programs, resource specialist program classes (RSP), special day classes (SDC), or other related fields, including work with adults with disabilities. At the completion of the educational specialist credential programs, candidates will have met the requirements to teach students who have autism or are English learners. The Clear credential may be earned at SSU in place of a Beginning Teacher Support and Assessment (BTSA) program.

The Credential Preliminary Administrative Service prepares graduates for positions of leadership in P-12 educational institutions.

M.A. in education programs are designed with both full-time and part-time students in mind. Some master's degree programs may be taken concurrently with advanced credential programs. Note: Program requirements change periodically, and current information may not be available in this catalog. For more detailed information on credentials and other education programs, please see the University's special bulletins and the School of Education's current program brochures and policy statements or visit the education website www.sonoma.edu/education.

Preliminary Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities

A Preliminary Education Specialist Credential Program is offered in the areas of mild/moderate (M/M) disabilities and moderate/severe (M/S) disabilities, authorizing the provision of services to individuals in grades K- age 22 in inclusion programs, resource specialist program (RSP) settings, special day class (SDC), and working with adults. The credential in M/M disabilities authorizes the teaching of individuals with specific learning disabilities, intellectual disability,

other health impairment, autism, and serious emotional disturbance. The credential in M/S disabilities authorizes the teaching of individuals with autism, intellectual disability, deaf-blindness, serious emotional disturbance, and multiple disabilities.

A multiple subject or single subject credential is not required as a prerequisite for admission to a credential program in special education. The Preliminary Education Specialist Credential Program in M/M disabilities and in M/S disabilities includes specified course work in multiple or single subject teacher education for those Education Specialist Credential candidates who do not hold a multiple subject or single subject credential.

Successful completion of the Preliminary Education Specialist Credential Program in mild/moderate disabilities or in moderate/severe disabilities will allow the candidate to receive a preliminary Certificate of Eligibility, which authorizes the individual to seek initial employment as a special educator. On securing a special education teaching position, the candidate is eligible to receive a Preliminary Credential that is valid for five years. The Preliminary Education Specialist Credential holder must clear the credential through Induction or BTSA.

Education Specialist Course Requirements

Corequisites (3 semester units):

EDSP 430 Introduction to Special Education (Required course for all E.S. candidates) 3

General Teacher Education Coursework (7 semester units):

EDMS 463 Teaching Reading and Language Arts in Elementary School (includes a field work component) 3

EDSS 446 Language and Literacy across the Curriculum: Middle and Secondary Schools 4

Common Core For Education Specialists (15 semester units):

EDSP 421A Effective Practices that Support Students with Diverse Learning Needs 3

EDSP 421B Early Field Experience 1

EDSP 421C Using Educational and Assistive Technology 1

EDSP 421D Healthy Learners and School Environments 1

EDSP 422A Case Management and Transition Planning in Special Education 3

EDSP 422B Participant Observation/Fieldwork 1

EDSP 423 Assessment of Students with Disabilities 3

EDSP 424 Positive Behavior Support for Students with Disabilities 3

Credential-Specific Curriculum (7-9 semester units):

Mild/Moderate Disabilities

EDSP 425 Developing Academic Performance for Students with Disabilities 4

EDMS 474 Mathematics in the Elementary School 3

Moderate/Severe Disabilities

EDSP 428 Education of Students with Moderate to Severe Disabilities 4

EDSP 426 Communication Development: Assessment & Instruction 4

Student Teaching (13 semester units)**:

EDSP 460 Teaching Event Seminar (all candidates) 2

EDSP 465 Student Teaching: M/M candidates only 11

EDSP 467 Student Teaching: M/S candidates only 11

*** Taking more than 5 additional units of coursework while enrolled in student teaching and the associated seminar requires prior approval of the department.*

Education Specialist Intern Program

The Education Specialist Intern Program at Sonoma State University is a partnership with the North Coast Beginning Teacher Program (NCBTP), a state approved university-based program. This program allows the intern to complete the requirements for a Preliminary Education Specialist (EP) credential concurrent with their first year or two in a paid special education teaching position. The program includes coursework at the university, university supervision in the K-age 22 classroom, a district support provider, and special support seminars provided by NCBTP. Completion of an internship program results in the same credential as is earned through the traditional teacher preparation program.

To qualify for an internship program, an individual must:

- Be formally admitted to the university and the ES program;
- Possess a bachelor's degree;
- Satisfy the U.S. Constitution requirement;
- Have a job offer as a special education teacher;
- Successfully complete the Intern Application Evaluation which includes approval from the Special Education Program faculty and the School of Education Credential Analyst; and
- Meet Pre-Service Requirements.

The Intern Application Evaluation form verifies that these requirements have been met and is available online at www.sonoma.edu/education/else/preliminary-education/es-internship.html or in the School of Education.

Interns are bound by the same program requirements, policies and procedures as all ES candidates except for the student teaching requirement. Instead of student teaching in the final semester of the program, which is typical in the ES credential program, interns are provided with university supervision in their K- age 22 classrooms throughout their internship, typically ranging between two and three semesters. Supervision includes candidates attending the intern seminar (EDSP 481) where they meet with their supervisor and other interns to discuss their classrooms while bridging theory and practice, gathering suggestions and support, and discussing topics that are applicable to their current teaching situations.
Because of the increased responsibilities that an internship demands, interns are not allowed to take more than 12 units each semester. This sometimes alters an ES candidate's original program plan, delaying completion of the credential program by one or two semesters. The intern credential is valid for up to two years, provided the intern continues to be enrolled in university classes and employed as a special education teacher. It is important that the intern completes both the university course work and all statutory requirements before the intern credential expires. Interns who do not hold

a previous multiple or single subject credential must also pass the Reading Instruction Competence Assessment (RICA) as part of their statutory requirements.

Employment Verification

Employment must be verified by a letter of employment, on official letterhead from the employing school or district, verifying the date employment began, the type of assignment and location, and whether it is a full time or part time position (if it is part time the letter needs to specify the percentage of time you will be working).

Intern Application Interview

The Intern Coordinator conducts the intern application interview. The interview evaluates the candidate's academic achievement, progress, professional dispositions and responsibilities.

Please note: eligibility and admissions requirements to the Intern Program are subject to change. Please contact the Intern Advisor for current eligibility and admissions requirements.

Early Childhood Special Education Added Authorization

Authorized by the Commission on Teacher Credentialing, the Early Childhood Special Education Added Authorization (ECSE_AA) may be appended to a preliminary or Clear Education Specialist (Mild-Moderate or Moderate-Severe Specialization) Credential. The ECSE_AA prepares teachers to deliver high quality school or in-home services to young children with disabilities (birth-5) and to their families. The added authorization is designed to meet California requirements for teaching special education in early childhood settings.

Prerequisites

Candidate must be eligible for or hold a Preliminary or Clear Education Specialist (Mild-Moderate or Moderate-Severe specialization) Credential.

A 3.0 GPA during the credential program is also required.

Required Courses (12 units total)

- EDSP 432 Young Children with Special Needs (4 units) (existing SSU course in ECS major)
- EDSP 522a Partnering with Families in Early Childhood Special Education (3 units)
- EDSP 522b Partnering with Families Fieldwork (1 unit)
- EDSP 523a Assessment and Instruction in Early Childhood Special Education (3 units)
- 523b Assessment and Instruction Fieldwork (1 unit)

Clear Education Specialist Credential

After a candidate has completed a Preliminary Education Specialist Credential, which permits employment as a special education teacher, he or she must complete a Professional Credential Program (Induction) within five years of the date of issuance of the Preliminary Credential. A single induction program will clear all preliminary education specialist credentials at one time (mild-moderate, moderate-severe.). Candidates may choose to complete Clear Induction through BTSA or a university based program.

A valid Preliminary Education Specialist Credential is a prerequisite to this program. However, holding a teaching position is not a requirement for entering an Induction program, nor for clearing a preliminary credential. Candidates will need field experience with students with disabilities to be able to complete induction requirements.

Candidates will be able to apply for the Clear Education Specialist Credential through the Credentials Office at the end of a one-year, 12 unit program.

The SSU Clear Induction program aligns with our Master's Degree in Education with an emphasis in Special Education.

Please note that our Clear Induction program admits candidates during the Fall term only.

Coursework for Clear Induction

EDSP 501 (3) Formative Assessment and Induction into Teaching (FALL)
EDSP 504 (3) Formative Assessment and Induction Culmination (SPRING)
Electives (6) Select two courses of interest to candidate from a menu of options

Total units for Clear Education Specialist Credential **12**

Electives

Each candidate will also take 6 units of coursework that reflect his or her own interests for professional development. A menu of options is offered to candidates to advance expertise and to become a more knowledgeable, reflective and effective special education teacher. These courses may not have been taken as part of a previous credential program. Additional options may be considered on an individual basis (e.g., independent study about transition programs). The Education Specialist Clear Credential Coordinator will advise and evaluate the menu of options in consultation with the beginning teacher and district support provider.

Candidates may also choose to complete a Non University Based Activity (NUBA) to complete a portion of the Induction Program (see description below).

Academic Focus

EDSP 425: Developing Academic Performance for Students with Disabilities	4
EDMS 474: Mathematics in the Elementary School	3
EDMS 475: Science in the Elementary School	3
EDMS 471: Social Studies in the Elementary School	3
EDSP 502: Advanced Pedagogy in Special Education	3

Special Education Focus

EDSP 513: Current and Emerging Research in Special Education	3
EDSP 515: Special Education Law	3

Focus on English/Second Language Learners

EDMS 411: Teaching Second Language Learners	3
EDTE 541: Advanced Pedagogical Grammar	3

Focus on Teaching Students with Moderate to Severe Disabilities

EDSP 426: Communication Development: Assessment & Instruction	4
EDSP 428: Teaching Students with Moderate to Severe Disabilities	4

Focus on Reading and Language Arts

EDRL 521A: Language Development in First and Second Languages	3
EDRL 521B: Reading & Language Arts in First and Second Languages	3
EDRL 522: Assessment & Teaching in Reading	3
EDRL 524: Literature and Literacy	3

Focus on Technology

EDCT 552: Educational Technology Praxis	3
EDCT 557: Educational Technology Project Management	3

Focus on Early Childhood

EDEC 532 Social-Moral Development in Childhood	3
EDEC 538 The Development of Language and Thinking in Infancy through Middle Childhood	3

Non-University Activities

As part of our CCTC approved course of study, Clear Induction candidates may choose to waive specific course elements via approved Non University Based Activities.

Master of Arts with a Concentration in Special Education

The Master of Arts in Education (M.A.) with a concentration in Special Education provides advanced academic study for persons working with or on behalf of individuals with disabilities. Candidates who possess a valid teaching credential may pursue this degree. Candidates from related disciplines may pursue this advanced degree with consent from the Department of Educational Leadership and Special Education.

Candidates must apply and be admitted both to the University and to the M.A. in Education-Special Education Concentration program in order to pursue this degree. The course of study (described below) includes the M.A. core curriculum (12-19 units) and relevant elective course work (units vary). Candidates will select one of the following pathway options for completing their M.A. course of study:

Thesis/Project option (30 units)

Cognate option (36 units)

Individualized Examination option (33 units)

Special Education Concentration with Induction (12 units)

EDSP 501 Professional Induction Plan: Supervised Development	3
EDSP 504 Professional Induction Plan: Culminating Assessment	3
EDSP 513 Current and Emerging Research and Practice in Special Education	3
And choose 3 additional units from courses in general concentration (see below)	

Special Education Concentration (12 units)

EDSP 502 Advanced Pedagogy in Special Education	3
EDSP 513 Current and Emerging Research and Practice in Special Education	3
EDSP 515 Advanced Legal Issues in Special Education	3
EDSP 590 Critical Issues in Special Education	3

Electives

Candidates have the opportunity to seek breadth or depth in a related area of study through completion of elective courses. The number of elective units needed to complete the M.A. requirements varies depending upon the culminating option selected. Elective coursework may be drawn from other graduate programs in the School of Education or other departments at Sonoma State University, such as psychology, counseling, kinesiology, or others. These courses are selected with the advice and approval of the M.A. special education advisors.

Advising

All M.A. candidates within the special education concentration will be assigned to a special education faculty advisor for the purpose of developing an individualized program of study. Electives will be determined in consideration with the advisor, in an effort to provide a broader program of study that responds to varying student interests.

Educational Leadership Program Administrative Service Credentials

The Administrative Services Credential program was designed collaboratively with school districts to prepare graduates for positions of leadership in P-12 educational settings. The Credential authorizes the holder to serve as a vice principal, principal, coordinator, program director, superintendent, or in other district or county level positions. The Intern Credential authorizes individuals to serve in administrative positions while completing the approved Preliminary program of study. Areas of competence addressed in each program are developmental and expand upon prior learning and experiences included in each level of preparation. Throughout all programs, participants progress from concrete applications of what is being studied to more advanced applications of theory into practice that call for the critique and redefinition of one's knowledge base. Likewise, throughout the programs, multiple learning opportunities including field experiences are provided that emphasize the acquisition of personal awareness and personal reflection about leadership.

Preliminary Administrative Services Credential

The Preliminary Administrative Services Credential program focuses on entry-level skills for effective administration with particular emphasis on the responsibilities of school site administrators. The program is 27 semester units and can be completed in one year of intensive study. The classes are offered on a cohort basis in late afternoons, evenings, and/or in periodic weekend class sessions (Friday evening and Saturday) spread throughout the semester.

Requirements for Admission for Preliminary Administrative Services Credential

1. General admission requirements for advanced credential programs (application, transcripts, etc.)

2. Verify five years of appropriate full-time experience on school or district letterhead (noting inclusive dates, level, and responsibilities) authorized by a teaching or services credential;
3. Secure favorable recommendations from two school administrators or other school leaders indicating possession of administrative and leadership potential;
4. Submit a Personal Statement of Interest (see application for criteria);
5. Submit evidence of successful passage of CBEST before or within the first semester of program course work;
6. Attend a program admissions interview and/or submit an application, including a statement of professional goals; and
7. Two copies of valid clear teaching or service credential.

Internship Program In Educational Administration

Candidates to be employed immediately may enter the program as an administrative intern at any point in the calendar year as long as there is a supporting educational agency request. Candidates enrolled as interns complete the same coursework as Preliminary Administrative Services Credential candidates; however, the fieldwork is modified to suit the needs of an intern.

PASC I/Intern Program Course of Study

EDEL 580A Introduction to Educational Leadership	3
EDEL 580B Advanced Educational Leadership	3
EDEL 581 Management of Educational Personnel	3
EDEL 582 Educational Policy and Politics	3
EDEL 583 School Law and Allocation of Resources	4
EDEL 588 Curricular Leadership: Learning and Assessment	4
EDEL 589 Leadership for Diverse Populations and Communities	2
EDEL 587A Beginning Field Experience in Administration	3
EDEL 587B Advanced Field Experience in Administration	3
EDEL 584A Current Issues in School Leadership	1
Total units for Preliminary/Intern programs	**29**

The program is usually completed in two semesters; however, candidates can extend the time needed for program completion by meeting with an advisor and customizing the program to meet individual needs. Typically candidates who do not have an M.A. go on to complete the M.A. in education with emphasis in education leadership.

Master of Arts with a Concentration in Educational Leadership

The objective of the M.A. degree program with concentration in educational leadership is to provide a strong academic foundation for competent administrative practice. The program is 30-36 semester units inclusive of course requirements for the Preliminary or Clear program.

The M.A. degree with an emphasis in educational leadership is built upon the M.A. core curriculum of the School of Education. Candidates may refer to the previous section on requirements for the M.A. Degree in education for a complete description of the master of arts program.

EDUCATION: LITERACY STUDIES AND ELEMENTARY EDUCATION (LSEE)

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Programs Offered

- California Multiple Subject Teaching Credential (Basic generalist teaching authorization typical for elementary teachers, though also appropriate for middle and high school teachers working in self-contained classrooms, teaching most or all subjects)
- California Reading and Literacy Added Authorization (Tier 1 advanced authorization for teachers pursuing roles working with students who experience difficulties with reading, supporting classroom teachers, and assessing and monitoring student progress)
- California Reading and Literacy Leadership Specialist Credential (Tier 2 advanced authorization for teachers pursuing leadership roles at school or district level, assisting and supporting classroom teachers in appropriate assessment and instruction of reading and writing for all students across all grade levels*)
- Master of Arts in Education with an emphasis in Reading and Language Education

The Department of Literacy Studies and Elementary Education is committed to meeting the needs of California students in Transitional Kindergarten through upper elementary and beyond through its work with prospective and in-service teachers. Our Multiple Subject Credential Program offers a robust professional preparation for initial licensure. Our Reading Program, grounded in both theory and practice, is designed to meet the needs of teachers at all levels interested in advanced studies in literacy education. Upon completing our practice-based programs, our teacher candidates and teachers will have both breadth and depth of knowledge about teaching and learning and will be capable of making informed decisions in diverse settings.

The University and school districts within our service area view teacher education as a shared responsibility. The diversity of California's school population including culture, social class, gender, language, and race is a significant focus of our coursework and field experiences. Through coursework, the University provides opportunities to study and investigate sound, research-based approaches to teaching, learning, assessment, and curriculum while our school partners provide the classrooms for field experiences including student teaching. Collaboration between University-based teacher educators and school district teachers provides a strong foundation for the programmatic goal of excellence in the service of California's students.

** Tier 2 is currently on Hiatus*

Note: Program requirements change periodically, and current information may not be available in this catalog. For more detailed information on credentials and other education programs please see the University's special bulletins and the School of Education's current program brochures and policy statements, or visit the Education website at www.sonoma.edu/education

Multiple Subject Teaching Credential Program

This credential authorizes the holder to teach in a self-contained classroom, preschool through grade 12 and adults. It is most frequently used for teaching in elementary classrooms and early childhood settings. The Multiple Subject Credential Program is a two or three semester program with additional prerequisites required.

The Multiple Subject Program is based on the belief that learning to teach requires building a professional knowledge base honed by practice in varied classroom settings. Thus, our curriculum integrates course work with field study in order to develop practical theory and to promote collaboration between the University and the public schools.

The Multiple Subject emphasis prepares candidates to teach in self-contained classrooms with significant populations of students who are learning English as a second language in grades TK-12. This program prepares candidates to provide instruction for language development and subject matter content in English. Because self-contained classes are located primarily in elementary schools, professional course work and field experiences focus on elementary classrooms.

Multiple Subject Program Courses

The Department of Literacy Studies and Elementary Education provides professional preparation for aspiring teachers in California public schools. The design of Sonoma State University's Multiple Subject Professional Teacher Preparation Program is based on models of learning, human development, and interaction supported by

current policy, research, and practice. The program is developmental and sequential.

Prerequisites

The prerequisites are offered every semester and must be taken prior to admissions unless student is in a pre-approved SSU undergraduate program.

EDUC 417 School and Society, or approved alternative	3
EDMS 419 Identity and Agency for Socially Just Classrooms and Communities	3
Total Prerequisite units for Multiple Subject program	**6**

Phase I

All Phase 1 courses require admission to the Multiple Subject Program or Special Education Program, or special permission for pursuit of MA or additional teaching credential

EDMS 476S Multiple Subject Phase 1 Seminar	2
EDMS 474 Teaching Mathematics in the Elementary School	4*
EDMS 475 Teaching Science and Arts in the Elementary School	4*
EDSP 430 Introduction to Special Education	3
EDMS 463 Teaching Literacy and Language in the Elementary School (TK-2) or EDMS 464 Teaching Literacy and Language in the Elementary School (3-6)	4*
EDMS 482P Part-Time Student Teaching	3
Total Phase I units	**18-20**

**Note EDMS 463, 474, and 475 are variable unit courses to accommodate candidates in other credential programs. Multiple Subject credential candidates (only) in blended or integrated program may register for EDMS 475 for 3 units according to their program requirements. All Multiple Subject Candidates must register for EDMS 463 and EDMS 474 for 4 units.*

Phase II

EDMS 463 Teaching Literacy and Language in the Elementary School (TK-2) or EDMS 464 Teaching Literacy and Language in the Elementary School (3-6)	4*
EDMS 471 Teaching Social Studies in the Elementary School	4
EDMS 482F Full-Time Student Teaching	10
EDMS 482S Student Teaching Seminar	2
Successful completion of an approved California teaching performance assessment.	

**Note: EDMS 463 is a variable unit course to accommodate candidates in other credential programs. All Multiple Subject Candidates must register for EDMS 463 for 4 units.*

Total Phase II units	**20**
Total Program	**38-40**

Field Experiences in the Multiple Subject Program

The primary goal of the Multiple Subject Program is to prepare candidates to teach successfully in California's public schools. This requires both a theoretical basis for teaching and learning and a practical understanding of children, classrooms, curriculum, schools, and the society in which they all operate. For this reason, all of the curriculum courses have been designed to include significant field experiences in schools. In each phase, field experiences are coordinated with one or more academic courses to help establish the relationships between the theories and practices learned at the University and the realities of classroom life. Involvement in the schools culminates in full-time student teaching during the last phase of the credential program.

Collaboration for Renewal of Education (CORE): Professional Development Through Teacher Preparation

Our model of teacher preparation, Collaboration for the Renewal of Education (CORE), goes beyond that of a traditional student teaching placement. CORE has grown out of a rich history with roots in the clinical observation, peer coaching, and team models of professional development. CORE draws from this background and incorporates the best characteristics from these models. CORE is purposely structured to give equal voice to all participants, to honor all participants as lifelong learners, and to view all stake holders as co-teachers. The model attempts to breakdown the stereotypes of the ivory tower and to bridge the gap between public school and university educators. Simply stated, everyone is an expert in areas of strength and everyone has something to learn. The Multiple Subject Program has developed a flexible organization for teacher preparation that acknowledges the contribution made to candidates' teacher preparation by public school teachers and administrators. The program purposefully builds in time to meet with mentors at the CORE site, to hear what they are thinking, to implement their ideas into the program, and to learn together. Note, It is not typical for university faculty to commit to spending one day a week in a public school for the purpose of supervising student teachers. That the LSEE faculty eagerly participates in this experience is evidence of the value placed on this aspect of the Multiple Subject Program.

CORE School Sites

The LSEE department has developed a variety of CORE sites in the SSU service area. CORE sites are established in Sonoma County (e.g., Cotati/Rohnert Park, Petaluma, Santa Rosa, Penngrove, Sebastopol, Sonoma), and Marin County (Novato).

Overview of Field Experiences

There are two components of supervised fieldwork in Sonoma State University's Multiple Subject Credential Program, occurring in the first and second phases. These field experiences take place in a school that has been selected as a University/Public School CORE Collaboration Site. During these field experiences, the credential candidates are supervised by both a University faculty member and a mentor teacher who has met specific criteria for selection and who meets with University faculty regularly each semester. Those who opt to complete the program in more than two semesters, the FLEX students, will complete these supervised classroom experiences during their last two semesters.

During the two semesters that candidates are placed at a CORE site, they are expected to experience the full range of teaching that one is likely to meet as a salaried teacher: candidates are expected to teach connected reading and language arts lessons, connected hands-on math and science lessons, and culturally relevant multicultural social studies lessons. Candidates are expected to have experience working with individual students, small groups,

and whole class instruction. Candidates are expected to prepare curriculum plans that reflect an understanding of first and second language learners' needs and demonstrate sound methodologies and strategies. Candidates are expected to design and carry out curriculum for all learners including those with special needs such as special education students and the students who are gifted, or those who are progressing at a higher rate than is typical. Candidates are expected to use the methodologies, curriculum, and strategies that introduce thematic teaching to help students make connections across subject areas. Candidates are expected to contribute to the building of community in the classroom and their curriculum should reflect sound multicultural principles.

Teaching Performance Assessment

A teaching performance assessment (CalTPA) is required for all those seeking a multiple subject teaching credential. This assessment is comprised of a teaching event that is an extended documentation of a segment of student teaching. It is the capstone performance assessment that integrates learning throughout the teacher education program. It includes lessons that are video-recorded and analyzed by the student teacher. It is structured in sections that focus on contexts for learning, students as learners, planning, teaching, assessing, academic language, and reflecting on teaching. A subject matter expert scores the two cycles. The submissions are supported in Phase 2 of the program. All students must pass their CalTPA to be recommended for a teaching credential.

Reading and Literacy Programs

The Department of Literacy Studies and Elementary Education offers three graduate programs to support in-depth exploration of language development, literacy learning, and teaching. The programs feature hands-on experiences that are immediately applicable in the classroom. Many of our students earn an added state license and a master's degree simultaneously. Please explore our site at www.sonoma.edu/lsee/reading/index.html.

The Reading and Language Program is dedicated to excellence in the preparation of teachers and the on-going professional development of practicing teachers in the areas of bilingual education, and reading and language arts education. Our programs are based on sound educational practice, current research knowledge, sensitivity to the needs of TK-12 education, appreciation for diversity, and respect for all learners.

M.A. in Education programs are designed with both full-time and part-time students in mind. Our master's degree programs may be taken concurrently with advanced credential programs.

The Department of Literacy Studies and Elementary Education offers graduate programs in reading and literacy including the Master's degree with an emphasis in reading and literacy; the Reading and Literacy Added Authorization (RLAA), an advanced credential; and the Reading and Literacy Leadership Specialist Credential (RLLSC). **The RLLSC (Tier 2) program is currently on hiatus**. Many students earn a state license and a master's degree simultaneously. These programs may be taken individually or candidates may complete the M.A. degree program and the RLAA and RLLSC simultaneously.

Reading and Language Master's Degree Program

The Reading and Language concentration is designed to prepare teachers for specialized teaching of reading and language arts and for curriculum and instructional leadership in the field of language and literacy. Required course work focuses on the nature of literacy development and the improvement of classroom curriculum, and methods that emphasize the relationship of reading to other language and concept learning. Teachers, administrators, and curriculum specialists in all areas are encouraged to take elective courses in the graduate program to increase their knowledge of literacy.

Program Coursework (30-36 units)

Reading/Literacy Core Courses (9 units)

EDTE 542 Teaching Multilingual Writers	3
EDRL 521A Language Development in First and Second Languages	3
EDRL 522 Assessment and Teaching in Reading and Language Arts	3

Education Core Courses (9-12 units)

EDUC 570 The Reflective Educator	3
EDUC 571 Research Paradigms in Education	3

Supporting Course Work (9 Units)

The M.A. in Reading and Literacy Education allows you to take 9 elective units (three courses, typically) in the reading/language project or in other approved areas, such as bilingual education, curriculum, ESL, and early childhood education.

Students who wish to pursue a RLAA, RLLSC, and an M.A. degree in reading and language education may complete the programs concurrently.

Note: the RLLSC program is currently on hiatus

Reading Added Authorization Program

The Reading Added Authorization (RLAA) prepares individuals to take a leadership role at the school site and emphasizes work with students who experience difficulties with reading. RLAA teachers assist and support other classroom teachers, assess student progress, and monitor student achievement while providing instruction and intervention. They also play a consultative role in materials and program selection at the district and may take leadership responsibility within the more limited realm of the school site. The RLAA is the first part of a continuum of services to students and teachers in the area of reading and language arts. Teachers completing the Reading RLAA Program are encouraged to continue to earn the RLLSC (program revisions are currently under review by the California Commission on Teacher Credentialing). Teachers at any level, multiple or single subject, Special Ed educators, may take these five courses to be better informed about teaching reading, writing, listening and speaking.

Program Prerequisite

A basic teaching credential is required for application to CTC for the RLAA and the RLLSC.

Reading Certificate Prerequisite

Three years of teaching experience is required for awarding of the RLAA, however it is not necessary to have three years of experience when entering the program.

Block One: Developing a Personal Model of Literacy

Spring

Students take part in an integrated investigation of Literacy Research/Theories/Beliefs/Practices aimed at developing a working understanding and reflective stance for each of these themes through in-depth case studies of English language learners. The breadth and depth of the themes ensure that candidates examine and understand the nature of fluent reading and comprehension, assessment approaches, planning and delivery of reading intervention and instruction, and best practices in assisting classroom teachers of English-only and English language learners. Focused field experiences and assessment that lead to purposeful reading instruction permeate this block.

EDRL 521A Language Development in First and Second Languages	3
EDRL 522 Assessment and Teaching in Reading and Language Arts	3
On-Campus Reading and Writing Clinic	

Summer

Public school students attend SSU for reading improvement and enrichment in a supervised clinical setting. Certificate candidates assess and teach these students, deepening knowledge of reading and language arts assessment, intervention, and instructional strategies, in collaboration with, and under the supervision of, clinical faculty, University faculty, and Reading and Language Arts Specialist candidates.

EDRL 527A Clinical Field Experience in Reading and Language Arts	3

Block Two: Developing a Professional Model of Literacy

Fall

Investigation of research/theories/beliefs/practices in teaching reading and writing, designed to produce a professional knowledge base for each of these themes. Candidates develop a comprehensive set of strategies for promoting fluent reading and comprehension, planning and delivery of literature-based reading curriculum, and assessment-based intervention and instruction. Candidates are prepared for literacy and language arts leadership roles at the school level.

EDRL 524 Literature and Literacy	3
EDCT 552 Educational Technology Praxis	3

ENGINEERING SCIENCE

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Programs Offered

Bachelor of Science in Electrical Engineering

Minor in Electrical Engineering for non-EE majors

Professional Science Masters (PSM) programs:
Master of Science in Computer and Engineering Science
Two tracks
Communications and Photonics
Computer Hardware and Software Systems

As defined in *Webster's Unabridged Dictionary*, "Engineering is the science by which the properties of matter and the sources of energy in nature are made useful to [humankind]." The study of Electrical Engineering, with focus in Electronics and Communications, involves learning about analog and digital electronics, microelectronic systems, micro controllers, mobile communication systems, signal processing, and the Internet.

The Bachelor of Science in Electrical Engineering (BSEE) program has been designed to prepare students for an exciting career in designing and manufacturing of electronic systems, communications systems and networks, microprocessors and computers, digital design, VLSI, FPGA, microwave, RF and lightwave communications, and integrated circuits. The graduates of the program will be well grounded in the rigorous scientific and theoretical foundations of the discipline. This will prepare them not only to have a successful career in the industry in the region and beyond, but also to enter and be successful in any advanced level graduate program of their choosing. The technical and liberal arts components of the curriculum provide students with the opportunity for gaining self-development, technical competence, and awareness of economic and ethical responsibilities.

The MS-CES curriculum, recognized as a Professional Science Masters (PSM) program by the Council of Graduate Schools (CGS), is designed to further the working skills and practical knowledge of engineers, computer scientists and similar professionals and prepares them to be successful in the real world, exposing students to management training and providing practical real world experience through internships and graduate seminars. The firm base in mathematics, computer science and physics is augmented with a selection of engineering course options, which prepares students for tackling real-world problems.

Bachelor of Science in Electrical Engineering (Electrical Engineering with focus in Electronics and Communications)

Consistent with the mission of the University, the mission of the BSEE Program is to prepare students to be learned men and women who are capable of pursuing fulfilling careers in a changing world, and to fulfill the undergraduate technical education needs of the community, business, and industry of the North Bay region. A broader mission is to enable graduating engineers to acquire knowledge and experiences to prepare them to pursue lifelong learning, advanced study, and leadership roles in business and community.

The Electrical Engineering (EE) Program at Sonoma State University is an innovative program in which the curriculum has been designed to provide students with education in electrical engineering with electronics and communications.

The curriculum includes 48 units of General Education courses (9 units overlap with the required Physics and Mathematics courses and 4 units of ES 210, GE A3); a 20-unit core in mathematics, computer science, and basic sciences; a 44-unit core in Electrical Engineering which includes electrical, computer, electronics, and communications engineering subjects such as circuits, analog/digital electronics, electromagnetic fields, microprocessors, analog and digital communications, and networking; and 6 units of Electrical Engineering electives which provides senior-level choices for more depth in students' areas of interest. Theoretical and practical learning experiences are an important part of all course work. The senior year also gives students the opportunity to consolidate their educational experiences with a capstone design project. The curriculum develops students' abilities to formulate problems, analyze alternatives, make decisions, and solve problems. Internship and

co-op experiences will be encouraged to provide students with a real-world experience and to enhance students' communication and interpersonal skills.

BSEE Educational Objectives

1. Educate and prepare students to be successful in the profession of electrical engineering.
2. Educate students to successfully pursue graduate degrees.
3. Provide a strong foundation to the students for lifelong learning and being responsible citizens.

BSEE Program Outcomes

The students will attain:

1. An ability to apply knowledge of mathematics, science, and engineering.
2. An ability to design and conduct experiments, as well as to analyze and interpret data.
3. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
4. An ability to function on multidisciplinary teams.
5. An ability to identify, formulate, and solve engineering problems.
6. An understanding of professional and ethical responsibility.
7. An ability to communicate effectively.
8. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
9. A recognition of the need for, and an ability to engage in, lifelong learning.
10. A knowledge of contemporary issues.
11. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
12. Knowledge of basic sciences, advanced mathematics and engineering and ability to apply that knowledge to analyze and solve practical problems in the field of electronics and communications.
13. Expertise to design and conduct scientific and engineering experiments, analyze data and interpret results.

Career Paths and Opportunities

The BSEE program has been designed to prepare students for an exciting career in industries or to pursue graduate degrees. The graduates will find opportunities in industry in areas such as:

1. Designing and manufacturing of electronic systems;
2. Communications systems;
3. Networking;
4. Computer engineering;
5. Telecommunications;
6. Optical fiber communications;
7. Integrated circuits;
8. Research and development in the areas above; and/or
9. Sales, marketing, and management in the areas above.

Some examples of the corresponding job titles are electronics engineer, computer engineer, hardware designer, systems engineer, communications engineer, communications analyst, telecommunications engineer, network engineer, network analyst, sales engineer, applications engineer, and field engineer.

Graduate degrees can be pursued in any one of the many fields such as electronics, communications, networking, computer engineering, and computer science.

Program Requirements

Degree Requirements	Units
Major requirements (including technical electives)	54*
Support courses (physics, computer science, and mathematics)	31**
GE courses	35
Total units needed for graduation	**120****

** 4 units double count in GE units.*

*** 9 units double count in GE units.*

Electrical Engineering

EE 110 Introduction to Engineering Laboratory	1
EE 112 Fundamentals of Digital Logic Design Laboratory	1
ES 210 Digital Circuits & Logic Design (GE Area A3)	4
EE 220 Electric Circuits	3
EE 221 Electric Circuits Laboratory	1
EE 230 Electronics I	3
EE 231 Electronics I Laboratory	1
EE 310 Microprocessors & System Design	3
EE 310L Microprocessors & Systems design Laboratory	1
EE 314 Advanced Programing, Modeling and Simulation	4
EE 330 Electronics II	2
EE 345 Probability & Statistics for Engineers	3
EE 400 Linear Systems Theory	3
EE 430 Electromagnetic Theory & Applications	3
EE 442 Analog and Digital Communications	4
EE 442L Analog and Digital Communication Laboratory	1
EE 443 Introduction to Optical Fiber Communication	3
EE 465 Introduction to Networking and Network Management	2
EE 465L Introduction to Networking and Network Management Laboratory	1
Approved Technical Electives	6
EE 492 Senior Design Project Planning	1
EE 493 Senior Design Project	3
EE 497 Engineering Science Colloquium	1
Subtotal	**55**

Computer Science		
CS 115 Programming I (GE Area B3)		4
	Subtotal	4
Physics		
PHYS 114 Introduction to Physics I (GE Area B1)		4
PHYS 116 Introductory Lab Experience (GE Lab)		1
PHYS 214 Introduction to Physics II		4
	Subtotal	9
Mathematics		
MATH 161 Calculus I (GE Area B4)		4
MATH 211 Calculus II		4
MATH 241 Calculus III		4
MATH 261 Calculus IV		4
	Subtotal	16
General Education		
(Excluding math, physics, and CS courses)		
ENGL 101 Expository Writing & Analytical Reading		4
Remaining GE courses		33*
	Subtotal	37
	Total Units for Graduation	120

** A list of recommended GE courses for BSEE major can be found at the department website or obtained from the department office.*

**Refer to page 132 for a sample four-year plan*

Minor in Mathematics

A student satisfying BSEE degree requirements can receive a minor in Mathematics by taking only one extra 3-unit Math course. For more information students can contact the Department of Mathematics & Statistics.

Minor in Electrical Engineering (EE)

The Department offers a minor program in EE to provide an opportunity to any non-EE major student interested in gaining ability and training in the field of Electrical Engineering. Students interested in receiving a minor in Electrical Engineering require 10 units to 40 units depending upon the student's major field of study and the units available as free electives in the major that can be used by the EE minor program. The EE minor requirements are as follows.

I. Course Requirements

To minor in Electrical Engineering, students must complete 23 units of Electrical Engineering courses: 14 units of core courses and 9 units of electives, and 17 units of support courses in Mathematics, Physics as follows:

Core Courses (14 Units):	
EE 110 Introduction to Engineering Laboratory	1
EE 112 Fundamentals of Digital Logic Design Laboratory	1
ES 210 Digital Circuits & Logic Design (GE Area A3)	4
EE 220 Electric Circuits	3
EE 221 Electric Circuits Laboratory	1
EE 230 Electronics I	3
EE 231 Electronics I Lab	1
Electives From The Following List (9 units):	
EE 310 Microprocessors & System Design	3
EE 310L Microprocessors & System Design Laboratory	1
EE 314 Adv. Program., Modeling and Simulation	4
EE 330 Electronics II	3
EE 400 Linear Systems Theory	3
EE 430 Electromagnetic Theory & Applications	3
EE 432 Physical Electronics	3
EE 442 Analog & Digital Communications	3
EE 442L Analog & Digital Communications Laboratory	1
EE 445 Photonics	3
EE 465 Introduction to Networking and Network Management	2
EE 465L Introduction to Networking Laboratory	1
Support Courses:	
PHYS 114 Introduction to Physics I	4
PHYS 214 Introduction to Phys II	4
PHYS 116 Introductory Physics lab	1
MATH 161 Calculus I	4
MATH 211 Calculus II	4
Total units without support courses	23
Total units including support courses	40

Additional support courses may be needed depending upon the electives chosen. For example, EE 400 Linear Systems Theory requires a prerequisite of Math 241 Differential Equations with Linear Algebra and EE 314 requires a prerequisite of CS 115.

II. Grade Requirement

The student must complete each course applied towards minor or major in Electrical Engineering with a grade of C or higher.

III. Pathway Examples

Examples of the pathways to minor in EE by students majoring in Chemistry, Computer Science, Mathematics, and Physics disciplines are posted on the department website at www.sonoma.edu/engineering/bsee/ee_minor.html. Interested students should contact the ES Department for advising and developing a plan of study.

Professional Science Master's Programs, Master of Science in Computer and Engineering Science

The Master of Science degree in Computer and Engineering Science (MS-CES) at Sonoma State University is a graduate program focused on interconnection between electrical engineering hardware and computer science software. The 32-unit curriculum blends relevant academic coursework with practical engineering experience, thereby addressing the evolving demands upon engineering in our progressively technology-driven world. The program is recognized as a Professional Science Master's (PSM) program by the Council of Graduate Schools.

The MS-CES program emphasizes the application of physics, mathematics, computer science and/or electrical sciences fields to the design, analysis and synthesis of engineering problem solutions, exposes the student to management training and provides practical real-world experience through internships and graduate seminars. The MS-CES faculty is composed of professors from Sonoma State University whose interests traverse the fields of science and engineering, as well as professionals from the local community who have cutting-edge expertise in the various engineering disciplines of interest and are qualified to be adjunct faculty in SSU. A linkage with local industry in the form of an Industry Advisory Board (IAB) is an integral part of the program. Such an advisory board is critical to ensure the program meets local community needs. The IAB provides the program with valuable input regarding new scientific and technological developments and educational needs of the industry. It also facilitates internship opportunities for students, joint student research/project development and supervision, faculty-scientists/engineers joint project opportunities and equipment and financial support from the industries. Through this linkage of academic learning and practical application, students obtain a solid education indispensable for working in a professional environment. The MS-CES is a self-supported program that is underwritten by local industry as well as student tuition revenue.

MS-CES Program Educational Objectives

- Educate and prepare students to be independent investigators;
- Educate students to be leaders in their professions; and
- Educate students to be socially responsible engineers, committed to community service.

MSCES Program Outcomes

The students of this program will acquire:

- Knowledge of the theory of high performance computing, communications and/or networking (and bioengineering in case of Bioengineering Track);
- Critical thinking ability and analytical and simulation tools to do system performance evaluation;
- Ability to model and analyze scientific and engineering problems;
- Ability to apply theory to design and to implement efficient computing and/or communications systems;
- Ability to integrate knowledge from multiple interrelated disciplines to formulate, design, and/or implement interdisciplinary projects;
- Ability to investigate and formulate research problems and/or design projects independently; and
- Ability for effective written and oral communication skills.

Admission to the Program

For admission, the applicant must have:

1. A baccalaureate degree in a scientific or technical discipline from an U.S. institution accredited by an appropriate accreditation body, or an equivalent baccalaureate degree from a foreign institution of high reputation;
2. Attained grade point average of at least 2.6 (A=4.00) in the last 60 semester (90 quarter) units attempted;
3. TOEFL-Test of English as a Foreign Language with a minimum paper based score of 550, minimum computer based score of 213 or minimum internet based score of 79. Sonoma State's ETS code is 4723. (This requirement does not apply to those applicants who have studied in the U.S for at least three consecutive years.)
4. Demonstrate competency in writing by one of the Written English Proficiency Test criteria for MS-CES students given below. If this requirement is to be met by writing an essay, it should be submitted with the application for admission; and
5. Completed the following SSU courses or equivalent at the undergraduate level with a GPA of 2.6 or higher:
    - 4 semesters of Calculus (MATH 161, 211, 241) and one semester of Probability & Statistics for Engineers (EE 345);
    - 1 semester of each of the following subjects: Electric Circuits with lab, Electronics with lab and Digital Circuits and Logic Design with lab (EE 220/221, EE 230/231 and ES 210);
    - semester of Programming in an approved high level Procedural Language, modeling and simulation (CS 115); and
    - EE 310 Microprocessores and System Design
    - EE 310L Microprocessors and System Design Laboratory

Whenever possible, the department offers highly intense and compressed courses such as CES 490 which cover the material necessary to satisfy the prerequisite requirements in an expeditious manner. Please contact department office for more information regarding such offerings.

Conditional Admission

Applicants whose GPA is less than 2.6 but greater than 2.5, or who lack not more than 18 units of prerequisite work (generally, 6 courses), may be accepted conditionally and must complete a program of study specified by the graduate coordinator at the time of admission before being given full admission.

Written English Proficiency Test Requirement

All students are required to demonstrate competency in written English. A student can satisfy the Written English Proficiency Test (WEPT) requirement by meeting any one of the following five criteria:

1. A student who has obtained his/her bachelor's degree from a CSU institution will be deemed to have satisfied WEPT requirement.
2. A student who has obtained a bachelor's degree and a master's degree from an accredited institution(s) with English as the medium of instruction for both the degree programs will be deemed to have satisfied the WEPT requirement.
3. A student who scores at least 3.5 in the analytical writing portion of the GRE test will be deemed to have satisfied the WEPT requirement.
4. A student who takes and passes the campus WEPT test.
5. A student may write and submit an article of at least 500 words in length to demonstrate his/her writing proficiency in English. It will be evaluated by the MS-CES curriculum committee for (i) competent analysis of complex ideas, (ii) development and support of main points with the relevant reasons and/or examples, (iii) organization of ideas, (iv) ease in conveying meaning with reasonable clarity, and (v) demonstration of satisfactory control of sentence structure and language (including spelling, punctuation, and proper use of grammar). If accepted by the curriculum committee, the student will be deemed to have satisfied the WEPT requirement.

Degree Requirements

The program requires completion of a total of 32 semester units.

The Culminating Experience requirement can be completed in one of two different ways, referred to above as Plan A (thesis) and Plan B (design project). In addition, a student must also demonstrate that he/she has acquired proficiency in written English.

Program of Study

A student's program of study consists of the following four components: a common core, a track core, culminating experience, and technical electives. Details of these components are as follows.

I. Common Core Curriculum (11 units)

CES 400 Linear Systems Theory	3
CES 440 Introduction, Networking & Network Management	3
CES 506 Operations Management	3
CES 591 Internship	1
CES 597 Graduate Seminar	1

II Culminating Experience

Research and Thesis (Plan A): 6 units of Culminating Experience	6
Design Project (Plan B): 3 units of Culminating Experience	3

III. Approved Technical Electives

(Plan A: 15 units; Plan B: 18 units)

Choose from the following list of courses, depending on their offering:

Course Description	Units
CES 430: Photonics	3
CES 432 Semiconductor Devices	3
CES 500: Queuing and Transform Theory	3
CES 510: Intelligent Systems Design	3
CES 512: Theory of Software Systems	3
CES 514 Data Mining	3
CES 516 High Performance Computing	3
CES 520 Embedded Systems	3
CES 522 VLSI Design	3
CES 524 Advanced Computer Architecture	3
CES 530 Analog and Digital Microelectronics	3
CES 532 Advanced Semiconductor & Photonics Devices	3
CES 540 Digital Data Transmission	3
CES 542 Digital Signal Processing	3
CES 543 Optical Fiber Communications	3
CES 544 Wireless Communications	3
CES 546 Data Compression	3
CES 547 Digital Switching: Techniques and Architectures	3
CES 552 Network Architecture and Protocols	3

Duration of Program Completion

Courses for these programs are offered in the evening hours to facilitate joining these programs by working professionals. The entire program requires 32 (Plan A and B) semester units to complete. A full time student taking 9 semester units of average load per semester can complete the 32-unit program in four semesters and a working professional taking 6 semester units of average load per semester is likely to complete this program in 6 semesters.

Student Mentoring Plan

Each student in a program is assigned a faculty advisor who helps the student develop a plan of study based on his/her interest. The faculty advisor monitors the student's progress and addresses any difficulties that the student may be having in making satisfactory progress in the program. At an appropriate time, generally midway through the completion of the coursework, the student is advised to choose a master's project guide, who then takes over as the student's mentor. The roles of the two mentors are to guide and prepare the student to succeed in the real world and be a leader in his/her field of work.

Culminating Experience through Thesis/Design Project

All students are required to complete a culminating experience which may take one of the following forms:

- Research and Thesis (Plan A)
- Design Project (Plan B)

A supervisory committee is appointed for students who choose Plan A or Plan B. A supervisory committee consists of three faculty members. One of the three members can be an adjunct faculty. A student interested in choosing Plan A or B chooses a faculty member to be his/her thesis/project supervisor. Subsequently, the faculty supervisor becomes chairman of the student's supervisory committee. In consultation with the faculty supervisor, two other members of the committee are selected.

Under Plan A, a student chooses to do thesis research and write a

thesis under the guidance of the faculty supervisor and members of the supervisory committee.

Under Plan B, a student chooses to prepare a design project focused on the design of devices, instruments, or systems. As in the case of Plan A, the project is mentored by the student's faculty supervisor and members of the supervisory committee.

Upon approval by the student's supervisory committee, the thesis research or design project may be carried out at the student's company's site (if the student is working) under the supervision of an approved senior scientist/engineer of the company. However, a SSU faculty supervisor must oversee the research/project and regularly examine the student's progress. It is expected but not required, that the results of the research/project will be presented in an appropriate technical conference and/or published in a relevant professional journal.

Internship Requirement

As a part of the culminating experience, each MS-CES student is required to do an internship in an industry, university, laboratory, utility company, government organization, etc. The objectives of the internship must be to gain hands-on training in dealing with and solving real world engineering problems within the scope of the student's plan of study, develop teamwork and presentation skills and develop an understanding of the differences in ideal and real world situations. The internship must be completed within one semester term. The number of hours worked as an intern should be at least 45, preferably much more. The supervisory committee's and graduate coordinator's approval must be obtained before starting the internship. After completion of the internship, a report of the performed work and achievements certified by the intern's supervisor must be submitted to the supervisory committee and department for its acceptance.

Students with industrial experience can petition for a waiver of the internship requirement. However, the petition may be considered by the student's supervisory committee and the graduate coordinator of the MS-CES program only if the student can support the petition with proper supporting evidence that he/she fulfills this requirement based on his/her past industrial experience.

GPA Requirements

All MS-CES courses must be completed with a B- or better.

Laboratories

The program has the following eight state-of-the art laboratories in various areas of interest located in the Cerent Engineering Sciences Complex in Salazar Hall.

- AFC Access Technologies Laboratory
- Agilent Technologies Communications Laboratory
- Rolf Illsley Photonics Laboratory
- William Keck Microanalysis Laboratory
- Networking Laboratory
- Human-Computer Interaction and Systems Laboratory
- Software Engineering Laboratory
- Electronics Laboratory

These labs provide excellent facilities to our students and faculty for hands-on experience, research, project development, implementation, and testing. Many of these labs are sponsored by the high-tech industries in the North Bay region of the San Francisco area.

Concurrent MBA and MS in Computer & Engineering Science (MS-CES) Degree Programs

The MBA and MS-CES programs can be taken concurrently, and completed in as little as 2.5 years. By achieving these two master's degrees, students prepare themselves for careers in technology management. Students must meet all admission and graduation requirements for both programs. Some cross-listed courses may apply to the degree requirements of both programs; please contact department office for more information.

Sample Four-Year Program for Bachelor of Science in Electrical Engineering

FRESHMAN YEAR: 32 Units

Fall Semester (16 Units)	*Spring Semester (16 Units)*
EE 110 Intro to Engineering Lab (1)	EE 112 Digital Logic Design Lab (1)
CS 115 Programming I (4)	PHYS 114 Intro to Physics I (4)
MATH 161 Calculus 1 (B4) (4)	PHYS 116 Intro Lab Experience (1)
ENGL 101 (A2) (4)	MATH 211 Calculus II (4)
GE (3)	GE (6)

SOPHOMORE YEAR: 32 Units

Fall Semester (16 Units)	*Spring Semester (16 Units)*
PHYS 214 Intro to Physics II (4)	ES 210 Dig Circuits & Logic Design (A3) (4)
MATH 241 Calculus III (4)	EE 230 Electronics I (3)
EE 220 Electric Circuits (3)	EE 231 Electronics I Lab (1)
EE 221 Electric Circuits Lab (1)	MATH 261 Calculus IV (4)
GE (4)	GE (4)

JUNIOR YEAR: 30 Units

Fall Semester (16 Units)	*Spring Semester (14 Units)*
EE 314 Adv. Programming (4)	EE 310 Microprocessors and Sys. Design (3)
	EE 310L Microprocessors and Sys. Design Laboratory (1)
EE 330 Electronics II (2)	EE 442 Analog & Digital Comm (3)
	EE 442L Analog & Digital Comm laboratory(1)
EE 345 Probability & Stats (3)	EE 430 Electromagnetic Theory & Apps (3)
EE 400 Linear Systems Theory (3)	GE (3)
GE (4)	

SENIOR YEAR: 26 Units

Fall Semester (14 Units)	*Spring Semester (12 Units)*
EE 443 Intro to Optical Fiber Comm (3)	EE 493 Senior Design Project (3)
EE 465 Intro to Networking (2)	Approved Technical Elective I (3)
EE 465L Intro to Networking Laboratory (1)	
EE 492 Senior Design Proj. Planning (1)	Approved Technical Elective II (3)
EE 497 Eng. Science Colloquium (1)	GE (3)
GE (6)	

TOTAL UNITS: 120

ENGLISH

DEPARTMENT OFFICE
Nichols Hall 362
(707) 664-2140
www.sonoma.edu/english

DEPARTMENT CHAIR
Brantley L. Bryant

ADMINISTRATIVE ANALYST
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Faculty

Brantley L. Bryant
Gillian Conoley
Anne Goldman
Kim Hester-Williams
Stefan Kiesbye
Catherine Kroll
John Kunat
Megan McIntyre
Noelle Oxenhandler*
Thaine Stearns
Timothy Wandling
Chingling Wo

** Faculty Early Retirement Program*

Programs Offered

Bachelor of Arts in English
- Literature concentration
- Creative Writing concentration
- Secondary Teaching Credential Preparation

Master of Arts in English

Minor in English

Minor in Linguistics

English remains one of the most various, comprehensive, and liberalizing of the liberal arts. It familiarizes us with the written documents that define the past and give meaning and purpose to the present; it investigates the sources and structure of language; it enriches our awareness of language in written and oral forms; it stirs the creative and recreative impulses; and it provides us with multiple ways to envision our world and ourselves through the study of fiction, poetry, drama, and both expository and creative non-fiction.

The English Department is one of the University's largest departments. In addition to its majors, the department serves many other students who take English courses to improve their writing, to develop a minor or double major field, or to pursue interests in some aspect of literature, language, or creative writing. English is the field most frequently chosen by students combining fields of study in an interdisciplinary major—for example, literature and sociology; literature and history; literature and art; and linguistics and psychology.

Students who wish to major in English may choose one of three concentrations in the major, each of which provides a coherent program with a particular emphasis. After a core of required courses, students will follow programs leading to a major in English and American Literature, creative writing, or secondary teaching, which prepares students to enter postbaccalaureate teacher credentialing programs.

Students who have majored in English work in journalism, publishing, business, public relations and advertising, broadcasting, law and government service, as well as in elementary, secondary, and college teaching. All of these fields require an understanding of human motivation and of the conflicts and dilemmas that people face. Our graduates enter those fields able to express themselves clearly, logically, and with passion. They understand the relationship between language and community.

The English Department also serves students in the applied arts minor, which may be of special interest to those seeking the Multiple Subject (elementary level) Teaching Credential and the University's pre-law and pre-health professions programs.

The English Department publishes the following professional and student publications: *Zaum* and Volt, A *Magazine of the Arts*. Students wishing to participate in the production of these publications should contact the English Department office.

To be admitted to the English major, students must receive a grade of at least B- in ENGL 101 and 214 or their equivalents. A student with a grade lower than B- in either ENGL 101 or 214 may petition for a review by the department. The review will be based on the contents of an appeal folder, containing three essays from the class being reviewed, and a one-to-two-paragraph explanation of the basis of appeal.

Bachelor of Arts in English

Degree Requirements	Units
General education	48
Major requirements, core (24 units) and concentration (24 units)	48
General electives	24
Total units needed for graduation	**120**

Major Core Requirements for All English Majors

(Except secondary teaching concentration students; please see Secondary Teaching Preparation, below.)

An Introductory Course

Complete the following course:

ENGL 201 Literary Analysis: Seminar 4

Two Surveys of Literature

Complete **both** *of the following courses:* *8*

ENGL 235: Early American & British Literature 4

ENGL 236: Later American & British Literature 4

A Shakespeare Course

Complete one of the following courses: *4*

ENGL 339 Introduction to Shakespeare 4

ENGL 439 Studies in Shakespeare 4

A Survey of Literature in a Distinct Ethnic/Cultural Tradition

Complete the following course: 4

ENGL 350: Survey in a Distinct Ethnic/Cultural Tradition 4

A Theory Course

Complete one of the following courses: *4*

ENGL 401 Introduction to Modern Critical Theory 4

ENGL 402: Introduction to Digital Humanities 4

ENGL 403: Contemporary World Literature: Form and Practice 4

ENGL 487 Studies in Rhetoric 4

Total units in the major core 24

Note: *English majors must choose one of three concentrations: literature, creative writing, or secondary teaching.*

Literature Concentration Requirements

A Junior Seminar

Complete the following course: *4*

ENGL 385: Junior Seminar 4

A Senior-Level Course in British Literature

Complete one of the following courses: *4*

ENGL 448 Periods in British Literature 4

ENGL 481: Studies in British Literature 4

ENGL 484: Individual Authors: English 4

A Senior-Level Course in American Literature

Complete one of the following courses: *4*

ENGL 450: Periods in American Literature 4

ENGL 482: Studies in American Literature 4

ENGL 483: Individual Authors: American 4

A Senior Capstone Course

Complete the following course: *4*

ENGL 485: Senior Seminar 4

ENGL 385 is a prerequisite for ENGL 485

An Additional Introductory Course

Complete one of the following courses: *4*

ENGL 160B: Humanities Learning Community 4

ENGL 203: Introduction to Linguistic Studies 4

ENGL 207: Introduction to Creative Writing 4

ENGL 214: Literature of the World 4

ENGL 215: Introduction to California Literature 4

ENGL 273: Critical and Creative Readings of Literary Texts 4

ENGL 304: War and Peace Lecture Series 4

ENGL 314: Modern World Literature in English 4

ENGL 315: California Ethnic Literature 4

ENGL 345: Women Writers 4

Or relevant GE courses and other courses from the School of Arts and Humanities per consultation with a department advisor.

Additional Advanced or Experiential Course

Complete one or more of the following courses for a total of four units: *4*

ENGL 368: Small Press Editing: Zaum 4

ENGL 395: Community Involvement Program 1-4

ENGL 460: Teaching Assistant in English 1-4

ENGL 462: Research Assistant in English 1-4

ENGL 499: Internship 1-4

Any 400-level Literature Course (ENGL 401, 402, 403, 435, 439, 448, 481, 484, 450, 482, 483, 487) 4

Any 400-level Creative Writing Course (ENGL 407, 409, 418, 430, 475) 4

Any 500-level Literature Course (ENGL 500, 536, 581, 582, 583, 584) 4

Any 500-level Creative Writing Course (ENGL 530) 4

Students who declare minors in a related field may consult with a department advisor for the possibility of waiving or double-counting units in either Additional Introductory Course or Additional Advanced or Experiential Course.

Total units in the Literature concentration 24

Creative Writing Concentration Requirements

An Introductory Course

Complete one of the following courses: *4*

ENGL 160B: Humanities Learning Community 4

ENGL 207: Introduction to Creative Writing 4

ENGL 273: Critical and Creative Readings of Literary Texts 4

ENGL 307: Introduction to Fiction Writing 4

ENGL 318: Introduction to Poetry Writing 4

ENGL 352: Personal Essay 4

Or relevant GE courses and other courses from the School of Arts and Humanities per consultation with a department advisor.

Three 300/400 Level Creative Writing Courses

Complete three of the following courses. Courses must be from at least two of the three different genre groupings listed below (Fiction, Poetry, Nonfiction): 12

Fiction

ENGL 307: Introduction to Fiction Writing 4

ENGL 407: Advanced Fiction Writing 4

ENGL 409: Master Class – Fiction Writing 4

Poetry

ENGL 318: Introduction to Poetry Writing 4

ENGL 418: Advanced Poetry Writing 4

Nonfiction, Personal Essay, and Select Genres

ENGL 352: Personal Essay 4

ENGL 430: Creative Writing: Select Genres 4

ENGL 475: Master Class – Nonfiction 4

A Senior Capstone Course

Complete the following course: 4

ENGL 435: Directed Writing 4

Additional Advanced or Experiential Course

Complete one or more of the following courses for a total of four units:	*4*
ENGL 368: Small Press Editing: Zaum	4
ENGL 395: Community Involvement Program	1-4
ENGL 460: Teaching Assistant in English	1-4
ENGL 462: Research Assistant in English	1-4
ENGL 499: Internship	1-4
Any 400-level Literature Course (ENGL 401, 402, 403, 435, 439, 448, 481, 484, 450, 482, 483, 487)	4
Any 400-level Creative Writing Course (ENGL 407, 409, 418, 430, 475)	4
Any 500-level Literature Course (ENGL 500, 536, 581, 582, 583, 584)	4
Any 500-level Creative Writing Course (ENGL 530)	4

Students who declare minors in a related field may consult with a department advisor for the possibility of waiving or double-counting units in Additional Advanced or Experiential Course.

Total units in the Creative Writing concentration 24

English Education Concentration (Secondary Teaching Preparation)*

Collateral Requirements: 4 Units

Complete the following courses:	*4*
ENGL 214 World Literature or ENGL 314	4
Field Work in Education	45 hours

Core Requirements: 44 Units

Complete the Following Courses:	*32 Units*
ENGL 201: Introduction to Literary Analysis	4
ENGL 313: Classical Literature and Mythology (Fall only)	4
ENGL 341: Explorations in Language (Fall only)	4
ENGL 343: Youth and Literature (Fall only)	4
ENGL 379: Pedagogical Grammar (Spring only)	4
ENGL 491: Teaching Composition (Fall only)	4
ENGL 492: Reading and Responding to Literature (Spring only)	4
ENGL 496: English Education Senior Capstone (Spring only)	4

Complete two of the following courses:	*8 units*
ENGL 235: Early American & British Literature	4
ENGL 236: Later American & British Literature	4

Complete one of the following courses:	*4 units*
ENGL 339: Introduction to Shakespeare	4
ENGL 439: Studies in Shakespeare	4

For the extended studies portion of the single-subject credential concentration, students will choose either Strand 1 or Strand 2:

Strand 1

Extended Studies: Literature and Text Analysis	***8 Units***
Complete two of the following courses:	
ENGL 315: California Ethnic Literature	4
ENGL 345: Women Writers	4
ENGL 402: Introduction to Digital Humanities	4
ENGL 448: Periods in British Literature	4
ENGL 450: Periods in American Literature	4
ENGL 481: Studies in British Literature	4
ENGL 482: Studies in American Literature	4
ENGL 483: Individual Authors: American	4
ENGL 484: Individual Authors: British	4

OR an elective to be determined with and approved by an advisor

Strand 2

Extended Studies: Composition, Rhetoric, and Linguistics	***8 Units***
Complete two of the following courses	
ENGL 307, or 318, or 352 Creative Writing Course	4
ENGL 375 Advanced Composition	4
ENGL 402: Introduction to Digital Humanities	4
ENGL 487 Studies in Rhetoric	4
ENGL 489 Topics in Linguistics	4
ENGL 495 Tutor in Writing Center	4
ANTH 480 Studies in Language Use	4

OR an elective to be determined with and approved by an advisor

Total units in the English Education (Secondary Teaching Preparation) concentration 52

Plus 4 collateral units and field work in Education

**All single subject concentration courses must be passed with a grade of C or better in order to qualify as meeting the waiver requirements. In addition, students must achieve a minimum GPA of 3.00 (in single subject program courses) to qualify for waiver approval.*

Teaching Credential Preparation

The English Education concentration is a program of study that satisfies the subject matter preparation requirement for entry into an English teaching credential program and exempts the student from taking the CSET (California Subject Examination for Teachers) in English. English majors interested in seeking a general elementary credential may demonstrate subject matter competence by passing the CSET Multiple Subjects Assessment. For more information, contact the English Department Office at (707) 664-2140.

Advising Clarifications for all Concentrations

1. At least 24 units of the courses listed above must be upper-division.
2. There are several ways in which major coursework may include GE units from areas A, C, or D. Students should consult with faculty about the relationship between their GE and Major coursework.
3. The 48 units listed above will be used in computing the major GPA in accordance with University policy; no courses taken Cr/NC may be counted toward the major unless they are offered with that option only.
4. Additional units in English, beyond the 48 units listed above, will be counted as general college electives and should not be listed on the Major/Minor Requirements form.

In accordance with University policy, courses in Independent Study (495, 595) shall not duplicate regularly offered courses listed in our catalog.

Minor in English

Students majoring in other fields may develop, in consultation with an English Department advisor, a 20-unit English minor.
Required: Literary Analysis (ENGL 201), a survey course (to be selected from ENGL 235, 236, or equivalent), and an upper-division writing course (to be selected from ENGL 307, 318, 352, 375, 475, or other at the recommendation of your advisor). A minimum of one 400 level literature course must be taken. All courses must be taken for a grade to count toward the minor. At least nine units must be taken in residence at SSU.

Minor in Linguistics

Students majoring in English or other fields may develop, in consultation with one of the linguistics program advisors, a 20-unit linguistics minor.

Required: one introductory linguistics course (to be selected from ENGL 203, ENGL 341, or SPAN 304), and one methodological course (to be selected from ENGL 489, ENGL 588, ANTH 480, SPAN 400, or SPAN 490). All courses must be taken for a grade to count toward the minor. At least nine units must be taken in residence at SSU.

Master of Arts in English

The graduate program in English at Sonoma State University consists of 34 units of graded work. Literary Criticism, Creative Writing, and Rhetoric/English Education are emphases within the degree available to the student.

Admission to the Program

The English Department M.A. program accepts applicants only for the fall semester of each year and requires at least a 3.00 GPA in the last 60 academic units taken. Program applicants must file the University application form via Cal State Apply (https://www2.calstate.edu/apply) and have all their academic transcripts sent to the University Admissions and Records Office by the admission deadline set by the department for that year, typically March.

At the same time, applicants must also upload the following: three letters of recommendation; a brief cover letter indicating the applicant's interest in the program and anticipated field of study (creative writing, literary criticism, or rhetoric/composition); a sample of persuasive prose of between 10 and 20 pages in length; and, for those applying in creative writing, a sample of creative work. These policies and procedures are described in the "MA in English Handbook," which is available online at: http://www.sonoma.edu/english/programs/ma-program.html.

The English Department Graduate Committee reviews all complete application files that meet campus and departmental admission standards and admits the most qualified of these applicants to the program. Applicants may enter the program with conditional or classified status. Classified status is usually granted to admitted applicants with undergraduate majors in English; conditionally classified status, which requires the completion of 4 to 24 additional units in English, is usually granted to admitted applicants with an undergraduate major in another field. Please see the catalog section on Graduate Degrees for more information.

Advancement to Candidacy

Students are advanced to candidacy when they have 1) completed 28 units of coursework (except for 6 completion units), and 2) passed either the department's qualifying written exam or the Literature GRE (minimum score at the 65th percentile). Advancement to candidacy is formalized by the filing of a GS01 form with Graduate Studies.

Program Requirements

The M.A. in English requires 34 units. Students complete 28 units through coursework; the remaining 6 will be taken either as thesis units (599) or, for the creative writing track, as directed writing units (535). No more than 4 units of directed writing units (535) may be counted toward the degree prior to the culminating option. Both options require candidates to take English 500 and two 500-level literature seminars. Two courses in English may be taken at the 400 level for degree credit.

Research assistantship units (460) do not count toward the 34-unit total; nor, except at the discretion of the graduate coordinator, do independent study units (595).

Those choosing the creative writing option are required to write a creative thesis, together with an introduction, and to give a public presentation of their work. Students in literary criticism and Rhetoric/English Education are required to write a thesis and to defend this project after it has been completed.

English Courses

A list of courses offered with descriptions appear in the separate course-listing section of this catalog. Please see the Schedule of Classes for most current information and faculty assignments.

A. ENGL 101 and 214 or their equivalents are prerequisites for upper-division courses.

B. These classes (or their equivalents), and ENGL 201, are prerequisites for English 400-level and 500-level courses; or by consent of instructor. In the Literature concentration. ENGL 385 is a prerequisite for ENGL 485, or by consent of instructor.

C. Prerequisites apply to both major and minor.

Sample Four-Year Program for Bachelor of Arts in English: Creative Writing Concentration

FRESHMAN YEAR: 30-32 Units

Fall Semester (15-16 Units)	*Spring Semester (15-16 Units)*
A2 ENGL 101 or 100B (3-4)	Elective or complete 100B (3-4)
GE course in area B4 (MATH) (4)	GE area B1 (4)
GE A3/C3 ENGL 160A (4)	GE A3/C3 ENGL 160B (4)
Electives (4)	GE area D1 course (4))

SOPHOMORE YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
ENGL 235 Survey (4)	ENGL 236 survey (4)
ENGL 201 Lit Analysis (4)	Additional Major or General Elective (4)**
GE Area D3 course (3)	GE area D4 course (3)
GE Area B2 with lab (4)	GE C1 ENGL 207:intro to CW (4)

JUNIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
ENGL 350 Survey in Dist. Tradition (4)	ENGL 339 or ENGL 439 Shakespeare (4)
300/400 level CW class (4)	300/400 CW class(4)
GE U/D area C2 (4)	GE U/D area D5 (3)
GE area B3 (3)	Major or General Electives (4)**

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
ENGL 401, 402, 403, or 487 (Theory) (4)	ENGL 435: CW Senior capstone (4)
300/400 level CW Class (4)	Additional Major or General Electives (4)
GE U/D area E (3)	ZAUM (ENGL 368) or Experiential course in major (4)****
Electives (4)	Electives (3)

TOTAL UNITS: 120

***Be sure to take 4 additional English major elective units if took neither 160B as a freshman or a C1 or C2 course in the English Department (207, 273, 314, 315, 345). (see concentration plan in catalog)*

*****See list in Catalog of accepted experiential courses for CW concentration*

For 300/400 level CW courses, see catalog description for upper division CW courses.

Sample Four-Year Program for Bachelor of Arts in English: Literature Concentration

FRESHMAN YEAR: 30-32 Units

Fall Semester (15-16 Units)	*Spring Semester (15-16 Units)*
A2 ENGL 101 or 100B (3-4)	Elective or complete 100B (3-4)
GE course in area B4 (MATH) (4)	GE area B1 (4)
GE A3/C3 ENGL 160A (4)	GE A3/C3 ENGL 160B (4)
GE C1 (4)	GE area D1 course (4)

SOPHOMORE YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
ENGL 235 Survey (4)	ENGL 236 survey (4)
ENGL 201 Lit Analysis (4)	Additional Major or General Elective (4)**
GE Area D3 course (3)	GE area D4 course (3)
GE Area B2 with lab (4)	Electives (4)

JUNIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
ENGL 350 Survey in Dist. Tradition (4)	ENGL 339 or ENGL 439 Shakespeare (4)
ENGL 385 Jr. Seminar (4)	ENGL 400 level Brit or American Lit (4)
GE U/D area C2 (4)	GE U/D area D5 (3)
GE area B3 (3)	Major or General Electives (4)**

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
ENGL 401, 402, 403, or 487 (Theory) (4)	ENGL 485: Senior capstone (4)
ENGL 400 Level Brit or American Lit (4)	Additional Major or General Electives (4)
GE U/D area E (3)	Experiential course in major (4)****
Electives (4)	Electives (3)

TOTAL UNITS: 120

***Be sure to take 4 additional English major elective units if you took neither 160B as a freshman or a C2 course in the English Department (273, 314, 315, 345). (see concentration plan in catalog)*

*****See list in Catalog of accepted experiential courses for literature concentration*

For 300/400 level CW courses, see catalog description for upper division CW courses.

FILM STUDIES

MINOR PROGRAM OFFICE
Nichols Hall 214
(707) 664-2486
https://www.sonoma.edu/filmstudies

MASTER'S DEGREE PROGRAM OFFICE
Stevenson 1012
(707) 664-3977
https://www.sonoma.edu/exed/film

Program Coordinators/Faculty Advisors

Minor
Talena Sanders, Program Coordinator
(707) 664-3389, sanderta@sonoma.edu

Christina N. Baker-Foley, Faculty Advisor (American Multicultural Studies)
(707) 664-2928, bakechri@sonoma.edu

Master's Program
Ajay Gehlawat, Program Coordinator (Hutchins School of Liberal Studies)
(707) 664-3178, gehlawat@sonoma.edu

Programs Offered

Minor in Film Studies

Master of Arts in Film Studies

Film Studies is an interdisciplinary area of inquiry that analyzes the theory, history, practice, and cultural significance of film. Students will study a broad range of film texts and learn to appreciate a variety of aesthetic and filmmaking practices. Through a critical examination of film, students will also learn to appreciate the moral and aesthetic values of various cultures, ethnicities, races, and nationalities. While exploring film's connection with culture, students will learn to approach film and the cinema in a critical and analytical manner.

Film Studies Learning Objectives

Film Studies students will have well developed skills in:

- Understanding the social, cultural, historical, and political perspectives of film
- Analyzing film and media texts rapidly changing the world
- Interpreting and expressing concise arguments in oral and written communications
- Applying the knowledge of film and history to their chosen areas of interest
- Developing the critical and analytical skills to evaluate emerging new media forms

Careers In Film Studies

Film studies students can apply their skills to a wide variety of professions. Those specifically dealing with television, media, and film include press agent, content developer, media administration, production editorial assistant, film librarian, screen writing and editing, and social relations.

Minor in Film Studies

The minor consists of a minimum of 18 semester units distributed among a core (7 units) and a choice of electives (11 or more units).

Minor Core Requirements (2 courses, 7 units)

LIBS 320C Introduction to Film Studies	3

Multicultural Representations in Film
(Students choose one of the following courses):

AMCS 392 Ethnic Images in Film and Media	4
CALS 393 Chicano/Latino Cinema	4
LIBS 204 Minorities in American Cinema	4
NAMS 338 Native Americans and the Cinema	4
Total units in the minor core	**7**

Minor Electives (a minimum of 11 units)

Students may complete the film studies minor by choosing *additional* course work that incorporates film analysis, history, imagery, or cultural representation as a critical component of the course pedagogy. Note that any course taken in the core may *not* be repeated for elective credit. The following is a list of approved electives. However, this list of electives may not be exhaustive, as course offerings may change each semester. Students are advised to work closely with one of the faculty advisors listed above in order to ensure progress in the minor.

Note: Some of these courses are offered in departments that are impacted, and may not be open to all students.

AMCS 392 Ethnic Images in Film and Media*	4
AMCS 390 SFI Film Study	1-2
CALS 393 Chicano/Latino Cinema*	4
COMS 320 Movies and Cultures	4
COMS 320 Screenwriting for Film	4

COMS 329 “Reality” TV and Film	4
ENGL 377 Topics in Film Studies	1-4
ENGL 430 Creative Writing: Select Genres (Screenwriting)	1-4
MLL 214 French Literature and Film	4
FR 201 Third Semester French	4
GER 210 Intermediate German though Film	4
LIBS 204 Minorities in American Cinema*	4
LIBS 209 Bollywood and Globalization	4
LIBS 320C Documentary Ethics and Aesthetic	3
LIBS 320C Bollywood	3
LIBS 390 SFI Film Study	1-2
NAMS 338 Native Americans and the Cinema*	4
POLS 431 Politics and the Media	4
PSY 413 Adolescent Development Through Film	4
PSY 470 Psychology of Film	4
SOCI 434 Cinema and Society	4
WGS 285 Men and Masculinities	4
Total units in the minor electives	**11**
Total units in the minor	**18.**

** Note: This class may count as an elective if it has not been used to satisfy the core requirements.*

***Note: Students may not enroll in both AMCS 390 and LIBS 390 during the same semester.*

Master of Arts in Film Studies

The Master of Arts in Film Studies program is a unique interdisciplinary degree designed to develop students' knowledge of film as an aesthetic medium and as an agent of social change. The program is dedicated to enhancing student understanding of film as a mode of communication and as a distinct art form as well as developing skills in using film and digital media as tools for advocacy.

This interdisciplinary program is a partnership between the School of Arts and Humanities, and the School of Extended and International Education (SEIE.) As a self supported program, unique separate fees are charged on a per-unit basis for all courses required for this program. These fees are set annually by the SSU President. Information about fees, admission requirements, and students support services are available through SEIE. Academic criteria for the program are determined in accordance with all applicable SSU and CSU policies. Degrees are awarded by the School of Arts and Humanities.

Additional Master's Learning Objectives and Career Skills

Students completing the MA in Film Studies will have skills in

- •Integrating knowledge from multiple interrelated fields to develop interdisciplinary projects
- •Collaborating with filmmakers on larger projects including documentary features
- •Formulating new areas of media research and designing independent media projects

They will be

- •Engaged media professionals committed to enacting and documenting social change
- •Prepared to be independent film and media scholars and practitioners
- •Educated to be leaders in their professions

Requirements for Admission

1. A Bachelor's degree from an accredited college or University;
2. A minimum of 3.00 GPA for the last 60 Units of academic work. Students with a lower GPA may be considered on a space-available basis;
3. Two letters of recommendation, completion of program application;
4. A brief narrative describing past and present experience with film and film studies, including any film-related coursework or creative projects completed.

For more information, please refer to Graduate Degrees in the Degree Requirements section of this catalog.

Requirements for the M.A.

1. Advancement to candidacy form (GSO1) fully signed and submitted to the Graduate Studies office;
2. Grade point average of 3.00 or better for all work attempted in graduate status and in all work approved as a part of the specific pattern of study. With the approval of the faculty coordinator, a maximum of 9 units of upper-divison or graduate-level academic coursework at an accredited institution may be included as a part of the student's specific pattern of study. All courses are to be taken for a letter grade;
3. Passage of the Written English Proficiency Test (WEPT) or equivalent demonstration of writing competency;
4. Completion of requirements form (GSO2) must be fully signed and submitted to the Graduate Studies Office;
5. All requirements for the M.A. degree in Film Studies, including written proficiency, and conditional requirements stipulated at the time of admission and candidacy, must be satisfactorily completed within seven years from the time the student completes the first course in the program; and
6. With the approval of the Faculty Advisor, the satisfactory completion of one of the following two options:

Master's Thesis Option

Graduate Courses (500 level)

Film 500 Introduction to Film and Media theory	4
Film 501 Film and Narrative	4
Film 502 Documentary Film and Social Advocacy	4

Film 503 Film and Cultural Studies (various topics)	12
Film 599 Thesis and Directed Reading	6
Total units required for MA	**30**

Note: up to 10 units of appropriate 300-400 level coursework may be substituted for FILM 503 classes upon approval of the faculty advisor.

Creative Project Option

Graduate Courses (500 level)

Film 500 Introduction to Film and Media Theory	4
Film 501 Film and Narrative	4
Film 502 Documentary Film and Social Advocacy	4
Film 503 Film and Cultural Studies	4
Film 510 Digitial Storytelling I	4
Film 515 Digital Storytelling II	4
Film 535 Directed Film or Creative Project	6
Total Units required for the MA	**30**

GEOGRAPHY, ENVIRONMENT, AND PLANNING

DEPARTMENT OFFICE
(707) 664-2306
www.sonoma.edu/gep/

DEPARTMENT CHAIR
Michelle Goman

ADMINISTRATIVE STAFF
Kimberly Kaido-Alvarez
Natalie Mack

Faculty

Jeffrey Baldwin
Caroline Christian
Matthew Clark
Keving Fang
Michelle Goman
Javi Hernández Ayala
Thomas Jacobson
Rheyna Laney
Daniel Soto
Laura A. Watt

Programs Offered

- Bachelor of Arts in Geography and Environment
  - Society, Environment, and Development
  - Environmental Systems
  - Geospatial Analysis and Technology
  - Sustainable Communities
  - Planning for Sustainable Communities
- Minor In Geography and Environment
- Bachelor of Science in Environmental Studies
  - Energy Management and Design

The Geography, Environment, and Planning (GEP) Department's mission is to promote excellence in teaching and research across five areas of focus:

1) human-environment conflict and collaboration;

2) building resilience with environmental systems;

3) the application of geospatial and quantitative analyses to solving complex environmental and societal problems;

4) management and planning for sustainable communities; and

5) urban planning.

For students, those goals are met through two degrees. The Bachelor of Arts in Geography and Environment bridges the natural and social sciences in order to provide a more holistic and systematic analysis of the world. All students take a common set of foundational and intermediate courses that establish a strong background in the natural, social and quantitative sciences. They then take more specialized courses in their area of concentration. Five concentrations are offered, mirroring the five areas of focus identified above. Students also take two-semester capstone courses that pull their educational experience together.

The Bachelor of Science in environmental studio, under Energy Management and Design (EMD) study plan prepares students to become professionals in the energy field. The curriculum is interdisciplinary, with foundational courses in math, physics, chemistry, computer science and economics. A set of upper division concentration courses within the department pulls those skills together as they apply to energy management.

Both degrees strengthen students' writing, critical thinking and oral presentation skills, which are important for any successful career. The degrees also encourage students to take on internships and engage in other practical experiences that help prepare for the working world.

Careers in Geography, Environment, and Planning

Each concentration within the Geography, Environment, and Planning curriculum provides students with strong interdisciplinary backgrounds in the social and physical sciences, planning, and energy management. This combination of breadth and in-depth instruction allows students to develop the intellectual foundations, skills, and flexibility needed to deal with the specific environmental and social issues of today and the future. Through the interdisciplinary nature of the degree program and concentrations, GEP graduates become prepared for careers in both the public and private sectors including environmental management and restoration, city and regional planning, education and environmental outreach, and residential and commercial energy fields. Graduates from the department often pursue advanced degree programs in a variety of fields (e.g. geography, ecology, planning, environmental law, education).

Admission Requirements

When applying to Sonoma State University and declaring a major, a student may declare a B.A. in Geography and Environment or a B.S. in Environmental Studies, Energy Management and Design. There are no admissions requirements for the B.A. in Geography and Environment degree. The B.S. in Environmental Studies degree requires students attain a minimum GPA of 2.75. A student considering this degree should make an appointment to see a faculty member for academic advising.

Financial Aid and Scholarships

Students seeking financial aid to assist them in their studies should

contact the financial aid office. Several scholarships are provided specifically for GEP students through the University scholarship program. Please refer to the Scholarships section of this catalog.

Department Resources

Geospatial Technology Instructional Laboratory (GISL)
The Geography, Environment, and Planning Department has a well-equipped computer laboratory that supports advanced instruction in geographic information systems (GIS), satellite image processing, digital cartography, and laboratory and field methods' data analysis. The GTIL includes 17 workstations, ArcGIS Desktop, ERDAS Imagine, IDRISI, Adobe Illustrator, and geobrowsers.

Map Library
The Map Library houses an extensive collection of digital and paper maps, and aerial photography.

The Center for Interdisciplinary Geospatial Analysis (CIGA)
The Center for Interdisciplinary Geospatial Analysis promotes the application of geospatial technology to social and environmental problems through research, education, and community service. The lab seeks interdisciplinary collaboration among campus and external researchers, students, and other organizations in projects that involve geographic information and spatial analysis at local to global scales. The CIGA provides computer, software and data resources, Geographic Information System (GIS) and remote sensing expertise, consulting services, educational courses, and community outreach. Students are given a unique opportunity to broaden and refine their education by working on real-world problems in CIGA research projects and service contracts.

The Climate Research Center (CRC)
The Climate Research Center conducts research on climate science phenomena (e.g. hurricanes, droughts, and floods) with a special focus on their connections with climate variability, climate change and human activities. The CRC promotes the application of statistical methods and geographic information systems (GIS) to address climate science problems. The CRC aims to collaborate in multidisciplinary climate research with members of the SSU community, organizations or individuals in the Sonoma area and with researchers globally. The CRC houses state-of-the-art computers and cutting-edge software. Students working in the CRC can experience climate science in action and will gain essential data analysis skills

Sonoma Quaternary Laboratory (SQUAL)
The Sonoma Quaternary Laboratory specializes in reconstructing ecological, climate and landscape change caused by environmental and climate forces as well as human impacts over the past several thousand years. These paleoenvironmental reconstructions provide an important context for evaluating current and future environmental and climate change. The SQUAL houses state-of-the-art equipment for micro- and macro-botanical analysis as well as other sedimentary analyses. Students working in SQUAL have the opportunity to gain unique field and laboratory research skills.

The Center for Sustainable Communities:
The Center for Sustainable Communities (CSC) works with cities and counties, special districts, and regional and state government agencies to develop planning policies and implementation strategies related to climate change and greenhouse gas emissions, planning for healthy communities, the relationship between land use and water resources, and other sustainability and resiliency topics. The CSC utilizes faculty, students, and "encore career" professionals (recently retired leaders from the environmental professions), providing mentoring and professional development opportunities for students and assistance to our government partners in addressing a wide array of environmental, economic, and social challenges.

The Environmental Technology Center:
A model for sustainable building techniques and technologies, this center includes energy and water-efficient landscaping, "smart building" control technologies, environmentally-sensitive materials, passive solar heating and cooling, and more. It serves as a training facility for building professionals and teachers and as an educational and research site.

The Classroom Garden:
The garden adjacent to the Environmental Technology Center teaches SSU students and members of the public about sustainable landscape practices and how these contribute to biodiversity and environmental health. Through internships, volunteering, and classroom experiences, students gain a sense of place, community, purpose, and an enriched academic experience.

The SSU Botanical and Kenneth M. Stocking Native Plant Garden:
A showcase of diverse California plant communities and a quiet place for education and relaxation. Located near the campus lakes, the garden includes a guided trail through woodland, marsh, and riparian ecosystems.

The Fairfield Osborn Preserve and Galbreath Wildlands Preserve:
Managed by the Center for Environmental Inquiry (CEI), SSU features two valuable off-campus learning environments. The Fairfield Osborn Preserve is 411-acre field station atop Sonoma Mountain that provides environmental education programs and opportunities for scientific research. The Preserve is a fifteen-minute drive from campus. Galbreath Wildlands Preserve is a 3,670 acre preserve nestled in the Coast Range of northern California. The mission of the preserves is to promote environmental education and research, as well as the effective stewardship of this diverse landscape.

Bachelor of Arts in Geography and Environment

Degree Requirements	Units
General education (48 total, 7-20 units in major) Units remaining in GE	28-41
Major Courses	54-67
General Electives	23-40
Total units needed for graduation	**120**

***Note**: Courses required for the major must be taken for a traditional letter grade, except for courses that are offered CR/NC only. Students must earn a C- or better in any course applied to the major.*

Core Requirement for Major: 31-32 Units

Foundational Courses Lower Division Courses (12 units)

GEP 203 Human Geography	3
OR	
GEP 206 Society, Environment, and Sustainable Development	3
GEP 201 Global Environmental Systems	4
GEP 215 Environmental Forum	1
GEP 202 Quantitative Methods	4
OR	
MATH 165 Introductory Statistics	4

Intermediate Upper Division Courses (14-15 units)

Society, Environment and Development

GEP 320 Geopolitics	4
OR	
GEP 330 Environmental History	4

Environmental Systems

GEP 340 Applied Ecology	3-4
OR	
GEP 351 Natural Hazards	3-4

Sustainable Communities

GEP 360 Planning – required for PSC concentration	3
OR	
GEP 371 Social Geography	3

Geospatial and Applied Quantitative Analysis

GEP 387 Intro to GIS	4
OR	
GEP 390 Environ. Data Analysis	4

Capstone (5 units)

Choose one course in consultation with your advisor after GEP 310.

GEP 310 Professional Preparation	1-2
GEP 490b Human-Environment Capstone Seminar	4
GEP 491b Environmental Systems Capstone Seminar	4
GEP 492b Global Issues Capstone Seminar	4
GEP 493b Planning Workshop	4

Practical Experience (4-5 units minimum)

GEP 312 Professional Conferences	1-2
GEP 313 Field Experience	1-2
GEP 314 Field Experience Abroad	2-3
GEP 317 Internship	1-3
GEP 418 Lab Assistant in GEP	2
GEP 419 Teaching Assistant in GEP	2

Concentrations total units: 19-30

Geospatial Science and Technology

This concentration is designed for students interested in geographic information science and its application in resource management, land-use planning, and land-change science.

Concentration courses ***14-16***

Take all courses in Group I and additional courses in Group II to meet a 14 unit minimum in the Concentration beyond Foundation and Upper Division courses taken.

Group I (all required; 9 units)

GEP 202 Quantitative Methods	4
GEP 387 Intro to GIS	4
GEP 491a Pre-seminar	1

Group II (Choose 2-3 for minimum 5 additional units)

GEP 440 Field Methods	2
GEP 380 Environmental Remote Sensing	4
GEP 385 Cartographic Visualization	3-4
GEP 388 Environmental GIS	3-4
GEP 389 Advanced GIS	3
GEP 390 Environmental Data Analysis	4

Supporting courses ***12-14***

Take CS 115 and 2-3 additional courses to meet a minimum of 12 units. Substitutions possible in consultation with an advisor

CS 115 Programming I	4
CS 210 Intro to UNIX	1
CS 215 Programming II	4
CS 355 Database Management	4
CS 370 Software Design & Dev.	4
CS 386 Selected Topics in CS with Lab	3
ANTH 326 Topics in Archaeology	4
ES 314 Advanced Programming, Simulation and Modeling	4
BIOL 485 Biometry	4

Environmental Systems

This concentration is designed for students who would like to focus on the natural environment, including the nature of biophysical patterns and processes, as well as applied, science-based conservation, restoration, conservation planning, land management, and preservation.

Concentration: 12-15

Choose three or four courses to meet the 12 unit minimum; no more than 6 units in GEP 440-444; no more than 8 units in GEP 380-389; GEP 491 Required

GEP 340 Applied Ecology	3-4
GEP 341 Conservation Biology	3-4
GEP 343 Biogeography	4
GEP 350 Geomorphology	4
GEP 351 Natural Hazards	3-4
GEP 352 Soil Science	3-4
GEP 354 Watershed Hydrology and Management	4
GEP 355 Weather and Climate	4
GEP 356 Global Climate Change: Past, Present, Future	4
GEP 359 Special topics in Environmental Systems	2-4
GEP 387 Intro to GIS	4
GEP 380 Environmental Remote Sensing	4
GEP 388 Environmental GIS	3-4
GEP 389 Advanced GIS	3-4
GEP 390 Environmental Data Analysis	4
GEP 440 Field Methods	2
GEP 441 Lab Methods	2-3

GEP 442 Conservation Research Methods	3
GEP 443a/b Agroecology	1-2
GEP 444a/b Native Plant Propagation	1-2
GEP 445 Restoration Ecology	5
GEP 491a Pre-seminar (Required)	1

Supporting Courses: 12-13

Choose one of two pathways to meet the 12 unit minimum. Group I: Take BIO 130, 131 and one additional course from the list; Group II; Take BIO 131 and two additional courses from the list, with GEOL 303&304 considered as single combined-course option

Group I

BIOL 130 Intro Cell Biology and Genetics	4
BIOL 131 Biological Diversity and Ecology	4
BIOL(322;323;324;327;329;330;332;333;335;337;341;346)	4

Group II

BIOL 131 Biological Diversity and Ecology(required)	4
CS 115 Programming I	4
GEOL 303/304 Adv Principles of Geology/Mapping & Report Writing	5
GEOL 323 Hydrology	4
GEOL 306 Environmental Geology	4
GEOL 310 Geophysics	4
GEOL 311 Sedimentary Geology	4

Society, Environment, and Development

This concentration is designed for students interested in human-environment relations, sustainable development, natural resource policy and management and the human dimensions of environmental restoration.

Concentration: 15-17

Choose at least four courses to meet the 15 unit minimum; but no more than one area studies course; GEP 492 Required

GEP 320 Geopolitics	4
GEP 322 Globalization and Environments	4
GEP 323 Resource Mgt & Development in Global Persp.	4
GEP 324 Climate Change & Society	4
GEP 325 Global Food Systems: Scarcity & Sustainability	3-4
GEP 327 Latin America and the Caribbean	4
GEP 328 Africa South of the Sahara	4
GEP 330 Environmental History	4
GEP 331 Restoration and Society	4
GEP 332 Environmental Literature	3
GEP 335 US Environmental Policy	4
GEP 336 US Environmental Law	3
GEP 337 Landscape History of the American West	4
GEP 339 Special Topics in Society, Environment and Development	3-4
GEP 341 Conservation Biology	3-4
GEP 364 Environmental Planning	4
GEP 445 Restoration Ecology	5
GEP 490a Pre-seminar (Required)	1

Supporting Courses: 6-8 Units

Choose any two; substitutions possible in consultation with an advisor; Peace Corp Prep must take UNIV 238 and 200-level language

ANTH 352 Global Issues	4
BIO 131 Biological Diversity & Ecology	4
ECON 205 Microeconomics	4
ECON 381 Natural Resources & Environmental Economics	4
HIST 471 The American West	4
LANGUAGE (200 level course)	4
POLS 314 Environmental Political Theory	4
POLS 452 Politics of the Developing World	4
SOCI 482 Sociology of the Environment	4
SSCI 299 Sophomore Seminar: How to Think Like a Social Scientist	3
UNIV 238 Found. of Leadership	3
WGS 385 Globalization and Gender	4

Sustainable Communities

This concentration is designed for students interested in social relations and environmental sustainability within urban and rural communities.

Concentration: 12-15 Units

Choose 3-4 courses to meet 12 unit minimum; GEP 493 required

GEP 360 Introduction to Planning	3
GEP 361 Planning Theory and Methodology	3-4
GEP 362 Environmental Impact Assessment	2-3
GEP 363 Land Use Law	3
GEP 364 Environmental Planning	4
GEP 365 Healthy Communities Planning	3-4
GEP 366 Planning for Sustainable Communities	3
GEP 367 Transportation Planning	3
GEP 368 Urban Design I: The Urban Form	3
GEP 369 Urban Design II: Placemaking	3
GEP 370 Globalization and the City	4
GEP 371 Social Geography	3
GEP 373 Energy Technology & Society	4
GEP 473 Thermal Energy Management	3-4
GEP 474 Electrical Energy Management	3-4
GEP 475 Passive Solar Design	3-4
GEP 476 Small-scale Energy Sources	3-4
GEP 477 Computer Applications in Energy Mngt Lab	2-3
GEP 379 Selected Topics in Sustainable Communities	3-4
GEP 493 Required	3-4
GEP 490a Pre-seminar (Required)	1

Supporting Courses 7-8 Units

Choose any two; substitutions possible in consultation with an advisor

ECON 204 Macroeconomics	4
ECON 205 Microeconomics	4
ECON 381 Natural Res & Environ Econ	4
POLS 314 Environmental Political Theory	4
POLS 452 Politics of the Developing World	4
WGS 385 Globalization and Gender	4
SOCI 482 Sociology of the Environment	4
SSCI 299 Sophomore Seminar	3
ANTH 352 Global Issues	4

Planning for Sustainable Communities

This concentration is designed for students who would like to follow a pre-professional curriculum in planning.

Concentration: 18-21

Group I (required)

GEP 361 Planning Theory and Methodology	3-4
GEP 362 Environmental Impact Assessment	2
GEP 363 Land Use Law	3
GEP 493a Pre-seminar	4

Group II (choose two)

GEP 364 Environmental Planning	4
GEP 365 Healthy Communities Planning	3-4
GEP 366 Planning for Sustainable Communities	3
GEP 367 Transportation Planning	3
GEP 368 Urban Design I: The Urban Form	3
GEP 369 Urban Design II: Placemaking	3

Supporting Courses (Choose any two) ***6-9***

(choose any two; substitutions possible in consultation with an advisor)

ANTH 352 Global Issues	4
ECON 204 Macroeconomics	4
ECON 205 Microeconomics	4
ECON 381 Ntrl Res & Environ Econ	4
HIST 471 The American West	4
POLS 314 Environmental Political Theory	4
POLS 452 Politics of the Developing World	4
SOCI 482 Sociology of the Environment	4
SSCI 299 Sophomore Seminar	3
UNIV 238 Found. of Leadership	3
WGS 385 Globalization and Gender	4

Minor in Geography and Environment

Students take the required GEP Foundational courses	***8***
Society, Environment, and Development (choose one)	
GEP 203 Human Geography	3
or	
GEP 205 World Regional Geography	3
or	
GEP 206 Society, Environ, and Sust Development	3
Environmental Systems	
GEP 201 Global Environmental Systems	4
Sustainable Communities	
GEP 215 Environmental Forum	1
Upper-division courses chosen in consultation with advisor; no more than 3 units in the 310-319 practical experience category	12
Total units in the minor	20

Note: Courses required for the minor must be taken for a traditional letter grade, except for courses that are offered CR/NC only. Students must earn a C- or better in any course applied to the minor.

Bachelor of Science in Environmental Studies (EMD)

This program 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

Degree Requirements	**Units**
General education (50, 9 in major)	41
Science Support Courses	29-31
Major Requirements	27-29
General Electives	29-33
Total units needed for graduation	**120**

The following natural science support courses are required for the B.S. degree, in addition to the specific requirements for Energy Management and Design..

Natural Science Support Courses: 29-31 Units

CHEM 115A, B General Chemistry	(GE-B1) 5,5
MATH 161 Calculus 1	(GE-B4) 4
MATH 211-S Calculus II 2	
MATH 165 Elementary Statistics	(GE-B4) 4
Physics: either sequence	
PHYS 210A,B General Physics	(GE-B1) 3,3
PHYS 114, 214 Introduction to Physics I, II	(GE-B1) 4,4

ENSP and EMD Core Courses (27-29 units)

GEP 416 GEP Forum	1
GEP 373 Energy, Technology and Society	4
GEP 473 Thermal Energy Management	4
GEP 474 Electrical Energy Management	4
GEP 416 Energy Forum (taken twice)	2,2
GEP 494/317 Internship in EMD	4

At least two of the following:

GEP 475 Passive Solar Design	4
GEP 476 Small-Scale Energy	4
GEP 477 Computer Applications in EMD	2

Note: You may need to take upper division courses (300-400 level) in addition to those listed above (and in your upper division GE selection) in order to meet the required number of upper division units for graduation (40).

Recommended Courses

CS 101 Intro to Computing 3

Architectural drafting course at community/junior college

Sample Four-Year Program for Bachelor of Science in Environmental Studies, Energy Management and Design

FRESHMAN YEAR: 31 Units

Fall Semester (15 Units)	*Spring Semester (16 Units)*
CHEM 115A (5)	CHEM 115B (4)
GE A1 (3)	MATH 161 (4)
GE A2 (3)	GE (C) (4)
GE A3 (4)	GE (D1) (3)

SOPHOMORE YEAR: 30 Units

Fall Semester (14 Units)	*Spring Semester (16 Units)*
MATH 211S (2)	PHYS 214 (4)
PHYS 114 (4)	GE (D2) (3)
GE (B2) (4)	GE (D3) (3)
GE/Elective (3-4)	GE (D4) (3)
GE (C) (4)	GE (D5) (3)

JUNIOR YEAR: 31 Units

Fall Semester (16 Units)	*Spring Semester (15 Units)*
ENSP 201 (1)	ENSP 430 (2)
ENSP 330 (4)	ENSP 438 (4)
ENSP 338 (4)	GE (E) (3)
GE (C) (4)	Elective (3)
Elective (3)	Elective (3)

SENIOR YEAR: 28 Units

Fall Semester (15 Units)	*Spring Semester (13 Units)*
MATH 165 (4)	ENSP 430 (2)
ENSP 337 (4)	ENSP 437 (4)
ENSP 499-internship (4)	Elective (4)
Elective (3)	Elective (4)

TOTAL UNITS: 120

Sample Four-year Program for Bachelor of Arts in Geography and Environment

This is just an example of how one might plan four years as a GEP student. Most GE classes can be taken in any order or sequence. Consult with your advisor for suggestions on when to take particular courses..

FRESHMAN YEAR: 30 Units

Fall Semester (14 Units)	*Spring Semester (15-16 Units)*
Core Course: GEP 203 or 206 / GE (3)	Core Course: GEP 201 / GE (B1) (4)
GE English 100a/101 (3)	GE/Elective (4)
Core Course: Quantitative Reasoning (4)	GE/Elective (4)
GE/Elective (4)	GE/Elective (4)

SOPHOMORE YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
Core course GEP 215 (1)	Disciplinary Breadth (4)
Disciplinary Breadth (4)	GE/Elective (3)
GE/Elective (3)	GE/Elective (4)
GE/Elective (3)	Supporting Course (4)
Supporting Course (4)	

JUNIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
Upper Division GE (3)	Disciplinary Breadth (4)
Upper Division GE (3)	Disciplinary Breadth (4)
Concentration (3)	Disciplinary Breadth (3)
Disciplinary Breadth (3)	Concentration (3)
University Elective (3)	GEP 310 Professional Development (1)

SENIOR YEAR: 30 Units

Fall Semester (16 Units)	*Spring Semester (14 Units)*
Concentration (3)	Concentration (4)
Concentration (3)	Concentration (3)
Supporting Course (3-4)	Upper Division GE (3)
Pre-seminar (1-4)	Capstone (4)
University Electives (2)	

TOTAL UNITS: 120

GEOLOGY

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Programs Offered

Bachelor of Science in Geology

Bachelor of Arts in Earth Science

Minor in Geology

Minor in Paleontology

Secondary Education Teaching Credential Preparation

Geology is the study of the materials, structures, processes, and history of the earth. Philosophically, it allows us to realize our place in the physical universe within the enormity of geologic time. Practically, it leads to understanding of earth processes, the formation of rocks and minerals, and the energy supplies and materials that support our civilization.

The evolution of modern geologic thought is based on field studies and empiricism. A solid foundation in quantitative field and laboratory analysis provides a firm background in the principles of geology. Students take a fundamental curriculum that concentrates on the analysis of rocks and minerals, geologic mapping, and report writing. Required courses in physics, chemistry, and mathematics support understanding of geologic principles.

Careers in Geology and Earth Science

Within the general field of geology, students may choose from major programs that lead to either a B.S. in Geology or a B.A. in Earth Science. The B.S. in Geology provides an excellent background for graduate school and for work in geology in such fields as engineering geology, environmental geology, hydrology, and mineral exploration. Many of our geology graduates work for consulting firms with specialties in one or more of these areas. The B.A. in Earth Science provides our students with the background to become teachers, environmental consultants, to work in the energy industry or in governmental positions. 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. A calculus-based series of support courses is highly recommended for students intending to pursue a more quantitative geoscience career. It provides an excellent foundation for graduate school or a professional career in the geosciences such as a Professional Geologist, Hydrologist, or Geophysicist registered with the State of California.

Degree Requirements	Units
General education	41*
Major requirements	50
Supporting courses	22-24
General electives	7-9
Total units needed for graduation	**120**

Major Core Requirements

GEOL 205/205a Mineralogy	4/1
GEOL 303 Advanced Principles of Geology	4*
GEOL 304 Geologic Mapping and Report Writing	1
GEOL 307 Igneous and Metamorphic Petrology	4
GEOL 308 Igneous and Metamorphic Field	1
GEOL 309 Computer Applications in Geology	4
GEOL 311 Sedimentary Geology	4
GEOL 312 Sedimentary Geology Field	1
GEOL 313 Paleontology	4
GEOL 314 Paleontology Field	1
GEOL 317 Structural Geology	4
GEOL 318 Structural Geology Field	1
GEOL 420 Integrative Field Experience (Senior field)	4
GEOL 427 Advanced Field Geology (Summer field)	4
Total units in the major core	**41**

Major Electives

Choose 9 units of upper-division geology electives in consultation with a departmental advisor.

Total units in major electives **9**

Required Supporting Courses

CHEM 115AB General Chemistry	10
PHYS 114 Introduction to Physics I	4
or PHYS 210A General Physics	3

PHYS 116 Introductory Laboratory	1
or PHYS 209A General Physics Laboratory 1PHYS 214 Introduction to Physics II	4**
or PHYS 210B General Physics	3**
PHYS 216 Introductory Laboratory	1**
or PHYS 209B General Physics Laboratory	1**
MATH 161 Calculus I with Analytic Geometry	4*
Total units in supporting courses	**22-24**
Total units in the major	**72-80**

** The standard 48 units of GE are reduced by 3 units each from GEOL 102, GEOL 303, and MATH 161, which are major requirements. These three classes satisfy requirements in GE category B.*

*** GEOL 310 may be substituted.*

Bachelor of Arts in Earth Science

The Earth Science B.A. is designed to provide students with a firm foundation in the geological sciences. A diversity of elective courses allow students interested in related fields to build a supplementary minor. It provides a clear path to graduation and is ideal for students pursuing careers in earth science education, state agencies, environmental geology, and hydrogeology.

Degree Requirements	**Units**
General education (48 units, 9 units satisfied by major requirements)	39
Major requirements	51
Supporting courses	10-14
General electives	16-20
Total units needed for graduation	**120**

Required Major Core Courses

Choose one 100-level Geology course:

GEOL 102 (GE B1, GE Lab)	3
GEOL 105 (GE B1)	3
GEOL 107	3
GEOL 110	3
GEOL 120	3

Both of the following:

GEOL 303 Advanced Principles of Geology (GE B3)	4
GEOL 304 Geologic Mapping and Report Writing	1

Choose two of the following 300-level courses:

GEOL 307/308 Igneous and Metamorphic Petrology and Field Course	5
GEOL 205 prerequisite	
GEOL 311/312 Sedimentary Geology and Field Course	5
GEOL 313/314 Paleontology and Field Course	5
GEOL 317/318 Structural Geology and Field Course	5
Total units in the major core	**18**

Major Electives

Choose 33 additional units of Earth Science-related courses in consultation with a major advisor. See list of suggested courses on the following page. Major Elective courses must be approved by a major advisor. At least 20 units must be 200-level or above, and at least 15 units must be Geology courses.

Total units in major electives	**33**

Required Supporting Courses

MATH 160	4
or MATH 161	4
or MATH 165 (GE B4)	4
CHEM 102 (GE Lab)	3
or CHEM 110	3
or CHEM 115A	5
Any 100 or 200-level Physics or Astronomy course	3-5
Total units in supporting courses	**10-14**
Total units in the major core	**61-65***

Suggested Major Elective Courses

Geology

GEOL 102 Our Dynamic Earth	3
GEOL 105 The Age of Dinosaurs	3
GEOL 107 Introduction to Earth Science	3
Highly recommended for students pursuing a teaching credential	
GEOL 110 Natural Disasters	3
GEOL 120 Regional Field Geology	3
GEOL 205 Mineralogy	4
GEOL 301 Natural History of the Hawaiian Islands	3
GEOL 302 The Geology of Climate Change	3
GEOL 306 Environmental Geology	3
GEOL 307 Igneous and Metamorphic Petrology	4
GEOL 308 Igneous and Metamorphic Petrology Field Course	1
GEOL 310 Geophysics	4
GEOL 311 Sedimentary Geology	4
GEOL 312 Sedimentary Geology Field Course	1
GEOL 313 Paleontology	4
GEOL 314 Paleontology Field Course	1
GEOL 317 Structural Geology	4
GEOL 318 Structural Geology Field Course	1
GEOL 320 Basin Analysis	4
GEOL 321 Burgess Shale Paleontology	3
GEOL 323 Hydrology	3
GEOL 326 Stratigraphy and Earth History	4
GEOL 420 Integrated Field Experience	4
GEOL 427 Advanced Field Geology	4
GEOL 422 Geochemistry	3
GEOL 425 Economic Geology	3
GEOL 495 Special Studies	1-4

Anthropology

ANTH 201 Introduction to Biological Anthropology	3
ANTH 202 Introduction to Archaeology	3

ANTH 301 Human Fossils and Evolution	4
ANTH 201 or BIOL 115 prerequisite	
ANTH 322 Historical Archaeology	4
ANTH 325 World Prehistory	4
Studio Art	
ARTS 202 Beginning Drawing	2-4
Astronomy	
ASTR 100 Descriptive Astronomy	3
ASTR 231 Introductory Observational Astronomy	3
ASTR 100 prerequisite	
ASTR 350 Cosmology	3
ASTR 100 prerequisite	
Biology	
BIOL 312 Biological Oceanography	3
BIOL 110 or 115, pre- or corequisite	
BIOL 333 Ecology	4
MATH 165 prerequisite	
BIOL 335 Marine Ecology	3
MATH 165 prerequisite	
Environmental Studies and Planning	
ENSP 200 Global Environmental Issues	3
ENGL 101 or PHIL 101 prerequisite	
ENSP 302 Applied Ecology	3-4
ENSP 309 Soil Science	3-4
ENSP 322 Conservation Biology	3-4
ENSP 302 prerequisite	
ENSP 330 Energy, Technology and Society	4
ENSP 451 Water Regulation	3
Geography	
GEOG 201 Global Environmental Systems	4
GEOG 315 Field Methods in Geography	2
GEOG 205 and MATH 165 pre- or corequisite	
GEOG 340 Conservation of Natural Resources	4
GEOG 360 Geomorphology	4
GEOG 204 and GEOL 102 prerequisite	
GEOG 365 Biogeography and Landscape Ecology	4
BIOL 115 prerequisite	
GEOG 370 Weather and Climate	4
GEOG 204 prerequisite	
GEOG 380 Remote Sensing and Image Processing	4
GEOG 205 prerequisite	
GEOG 387 Geographic Information Systems	4
GEOG 205 prerequisite	

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. Not available to students in the BA in Earth Sciences or the BS in Geology.

Minor in Paleontology

PROGRAM COORDINATOR

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The Minor in Paleontology offers students from any major on the SSU campus a cross-disciplinary concentration in the study of ancient life on Earth. Paleontology is by its very nature an inter-disciplinary field of study, blending both laboratory and field studies of modern organisms and extinct organisms. Some paleontologists approach the field from a geological perspective, and others approach it from a biological perspective. For a Minor in Paleontology, students must complete 20 units as described below.

Minor Core Requirements

	Units
GEOL 102 Our Dynamic Earth	3
GEOL 313 Paleontology	4
Total units in the minor core	**7**

Minor Electives

In addition to the Minor Core, choose 13 units of electives from other paleontology courses and/or courses with an emphasis on interpreting the history of life on Earth, and at least 1 unit that is a field course (marked by asterisk below). All SSU majors may select the Minor in Paleontology, and if you are majoring in either Biology or Geology, at least 3 upper division elective units must be from outside your home department. Additional courses may be counted toward the minor with approval of one of the minor advisors above. The 13 elective units must include at least one 4-unit upper division course with a laboratory from the following list:

ANTH 301 Human Fossils and Evolution	4
ANTH 326 Bioarchaeology [Topics in Archaeology]	4
ANTH 412 Human Osteology	4
†ANTH 415 Forensic Anthropology	4
†BIOL 220 Human Anatomy	4
†BIOL 322 Invertebrate Biology	4
†BIOL 327 Vertebrate Biology	4
†BIOL 328 Vertebrate Evolution and Morphology	4
BIOL 385 Biology of the Dinosaurs	3
GEOG 370 Weather and Climate	4

GEOG 372 Climate Change	4
GEOL 105 The Age of Dinosaurs	3
GEOL 120 Regional Field Geology	3
GEOL 302 Geology of Climate Change	3
GEOL 303 Advanced Principles of Geology	4**
GEOL 304 Geologic Mapping and Report Writing	1*
GEOL 314 Paleontology Field Course	1*
GEOL 321 Burgess Shale Paleontology	3*
GEOL 326 Stratigraphy and Earth History	4**
Total elective units in the minor	13

** Field courses – one course is required for the minor*

*** 4-unit laboratory course– one course is required for the minor*

Some of these elective courses above might have additional prerequisites not listed here. Refer to the University catalog for additional information.

Total units for the paleontology minor	20

Secondary Education Teaching Credential Preparation

Geology and Earth Science students must demonstrate competence in the natural sciences by passing the subject matter examination required by the California Commission on Teacher Credentialing (CCTC). One part of the examination will test breadth of knowledge in biology, chemistry, physics, astronomy, and geology. Another part of the examination will test depth of knowledge in a particular area, such as geology. The B.S. in Geology or the B.A. in Earth Science degrees are recommended to prepare for the part of the examination that tests depth of knowledge in geology. For recommended course selection to help prepare for the part of the examination that tests breadth of scientific knowledge, please see the Teaching Credential section of the SSU catalog. GEOL 107, Introduction to Earth Science, is specifically designed for students who are preparing to take the CCTC single-subject exam.

For more information, please contact the Department of Geology, (707) 664-2334.

Department Policy for Senior Theses (GEOL 426A/426B)

1. The student must have a 3.00 or higher departmental grade point average.
2. The student must have demonstrated ability to work independently and do quality work in both the lecture and field classes.
3. The student must have time in his/her schedule to complete two semesters of research (three credit hours each) and register for both 426A (in the Fall) and 426B (in the Spring).
4. The student must submit a detailed proposal of research, a schedule, a budget and an initial hypothesis.
5. 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.
6. Two copies of the final paper/report will be filed with the department office before a grade will be assigned.
7. The student will present the results of her/his project at the department colloquium.

Sample Four-year Plan for Bachelor of Science in Geology

FRESHMAN YEAR: 29 Units

Fall Semester (14 Units)	*Spring Semester (15 Units)*
GEOL 102 (3)	MATH 161 (4)
CHEM 115A (5)	CHEM 115B (5)
GE (6)	GE (6)

SOPHOMORE YEAR: 28 Units

Fall Semester (15 Units)	*Spring Semester (13 Units)*
GEOL 303 (4)	PHYS 114 (4)
GEOL 304 (1)	PHYS 116 (1)
GEOL 205 (4)	GEOL 311 (4)
GEOL 309 (4)	GEOL 312 (1)
GE (2)	GE (3)

JUNIOR YEAR: 29 Units

Fall Semester (14 Units)	*Spring Semester (15 Units)*
GEOL 313 (4)	GEOL 307 (4)
GEOL 314 (1)	GEOL 308 (1)
GEOL 317 (4)	GEOL 310 (4)
GEOL 318 (1)	GEOL 323 (3)
GE (4)	GE (3)

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
GE (12)	GEOL 420 (4)
Geology Elective (3)	Geology Elective (3)
	GE (8)

SENIOR SUMMER: 4 Units

GEOL 427 (4) [Summer Field Camp]

TOTAL SEMESTER UNITS: 120

Sample Four-year Plan for Bachelor of Arts in Earth Science

FRESHMAN YEAR: 30 Units

Fall Semester (16 Units)	*Spring Semester (14 Units)*
Major Core I (3)*	MATH 107 (4)*
GE (13)	CHEM 110 (3)
	GE (7)

SOPHOMORE YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
GEOL 303 (4)**	Major Core II (5)
GEOL 304 (1)	PHYS 100 (3)
GEOL Electives (8)	PHYS 102 (1)
GE (2)	GE (6)

JUNIOR YEAR: 29 Units

Fall Semester (13 Units)	*Spring Semester (16 Units)*
Major Core II (5)	GEOL Electives (8)
GEOL Electives (5)	Upper Division GE (3)
Upper Division GE (3)	GE (5)

SENIOR YEAR: 31 Units

Fall Semester (16 Units)	*Spring Semester (15 Units)*
GEOL Electives (8)	GEOL Elective (4)
GE (8)	Upper Division GE (3)
	GE (3)
	General Electives (5)

TOTAL SEMESTER UNITS: 120

** Fulfills GE B4 requirement*
*** Fulfills upper division and GE B3 requirement*

Sample Two-year Plan for Transfer Students Bachelor of Science in Geology

JUNIOR YEAR: 33 Units

Fall Semester (18 Units)	*Spring Semester (15 Units)*
GEOL 303 (4)	GEOL 307 (4)
GEOL 304 (1)	GEOL 308 (1)
GEOL 205 (4)	GEOL 311 (4)
GEOL 309 (4)	GEOL 312 (1)
CHEM 115A (5)	CHEM 115B (5)

SENIOR YEAR: 31 Units

Fall Semester (14 Units)	*Spring Semester (17 Units)*
GEOL 317 (4)	GEOL 310 (4)
GEOL 318 (1)	GEOL 323 (3)
GEOL 313 (4)	PHYS 209A & B (4)
GEOL 314 (1)	GEOL 420 (4)
MATH 161 (4)	Geology Elective (2)

SENIOR SUMMER: 4 Units

GEOL 427 (4) [Summer Field Camp]

TOTAL SEMESTER UNITS: 68

Sample Two-year Plan for Transfer Students Bachelor of Arts in Earth Science

JUNIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
GEOL 303 (4)**	Major Core II (5)
GEOL 304 (1)	GEOL Elective (4)
GEOL Electives (7)	MATH 165 (4)*
CHEM 110 (3)	GE (2)

SENIOR YEAR: 32 Units

Fall Semester (16 Units)	*Spring Semester (16 Units)*
Major Core II (5)	GEOL Electives (14)
GEOL Electives (8)	Upper Division GE (2)
Upper Division GE (3)	

TOTAL SEMESTER UNITS: 62

** Fulfills GE B4 requirement*
*** Fulfills upper division and GE B3 requirement*

GERONTOLOGY

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INTERIM PROGRAM ADVISOR
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ADMINISTRATIVE STAFF
Jill Siliznoff
Kelly Clark

Programs Offered

Minor in Gerontology

Certificate in Gerontology

The study of gerontology provides students with a broad, multidisciplinary perspective to examine the aging process and to understand the significance of age in biological, social, cultural, psychological, and political processes. Participation in the gerontology program encourages students to view aging as a normal part of the life cycle, to become aware of the aging process so that they may view it in others with understanding, and eventually in themselves with equanimity, and to consider work in the field of aging.

Careers in Gerontology

Gerontology prepares students for working directly with elders in program development (health promotion, intergenerational activities, social service centers, community agencies, and retirement communities); direct care (care to frail, ill, or impaired elders in hospitals, clinics, nursing homes, adult day care, or home care programs); counseling elders and their families about caregiving issues, employment, death and dying, or mental health; and advising elders about estate planning and investments, financing long-term care, or housing options. It also prepares students for working on behalf of elders, by analyzing issues related to elders such as retirement opportunities, income maintenance, health care and housing; planning, administering, and evaluating community-based services and service delivery systems for older persons; advocating with or on behalf of elders; designing products to meet the special interests and needs of elders; and advising business, industry, and labor regarding older workers and consumers. Many students continue their education through graduate work in social work, nursing, psychology, and kinesiology.

The gerontology program focuses primarily upon the experience of aging in the United States, although comparative analyses of other societies are developed. By applying an integrated liberal arts perspective to the issues, problems, and dilemmas posed by a longer life span and a dramatically increased population of older persons, students develop their critical faculties and problem-solving abilities.

The field of gerontology offers students opportunities to engage in firsthand research, to develop conceptual analyses, and to plan community projects, as well as to develop a strong background for career development. Those who already work as volunteers or staff in agencies serving the elderly will find the gerontology program valuable in updating their training. Students who plan to pursue professional degrees in psychotherapy, medicine, dentistry, nursing, or social work will find that participation in the gerontology program will assist them in understanding the problems of their future clients. Students may choose to complete (1) the minor in gerontology or (2) a certificate in gerontology.

Minor in Gerontology

Minor Core Requirements

BIOL 318 Biology of Aging (GE E)	3
GERN 300 The Journey of Adulthood (GE E)	3
PSY**/GERN 412 Psychology of Aging	4
SOCI/GERN 319 Aging and Society (GE D1)	
or GERN 499 Gerontology Practicum	4
Total units in the minor	**14**

Minor Electives

*Choose courses to total a minimum of 8 units from the following list or as approved by an advisor:**

BIOL 224 Human Physiology (GE B3, Lab)	3
KIN 410 Lifespan Motor Development	4
PSY 358 Health Psychology**	4
PSY**/GERN 408 Transitions in Adult Development	4
PSY**/GERN 422 Living and Dying	4
SOCI/GERN 317 Emotions and Adult Life (GE E)	4
SOCI***/ GERN 332 Death and American Culture	4
SOCI 347 Social Stratification ***	4
SOCI 365 Human Services Administration***	4
SOCI 381 Population and Society***	4
SOCI 417 Sociology of Mental Health and Illness***	4
SOCI 452 Health Care, Illness, and Society***	4
SOCI 460 Social Work in the Social World***	4
SOCI 461 Social Welfare and Social Work***	4
Total units in minor electives	**8**
Total units in the minor	**22**

** With advisor approval, substitution of an appropriate internship done through another department is allowed.*

*** Typically open to Psychology majors only.*

**** Typically open to Sociology majors and minors only, but see department chair.*

Certificate in Gerontology

The 28-unit certificate program is open to those students who are completing or who have received a bachelor's degree.

Certificate Core Requirements

BIOL 318 Biology of Aging (GE E)	3
GERN 300 The Journey of Adulthood (GE E)	3
GERN 499 Gerontology Practicum	8
PSY**/GERN 421 Psychology of Aging	4
SOCI/GERN 319 Aging and Society (GE D1)	4
Total units in the certificate core	**22**

Certificate Electives

*Choose courses to total a minimum of 6 units from the following list or as approved by an advisor:**

BIOL 224 Human Physiology (GE B3, Lab)	3
KIN 410 Lifespan Motor Development****	4
PSY 358 Health Psychology**	4
PSY**/GERN 408 Transitions in Adult Development	4
PSY**/GERN 422 Living and Dying	4
SOCI/GERN 317 Emotions and Adult Life (GE E)	4
SOCI***/ GERN 332 Death and American Culture	4
SOCI 347 Social Stratification ***	4
SOCI 365 Human Services Administration***	4
SOCI 381 Population and Society***	4
SOCI 417 Sociology of Mental Health and Illness***	4
SOCI 452 Health Care, Illness, and Society***	4
SOCI 460 Social Work in the Social World***	4
SOCI 461 Social Welfare and Social Work***	4
Total Minimum Units in Certificate Electives	**6**
Total Minimum Units in Certificate	**28**

** With advisor approval, substitution of an appropriate internship done through another department is allowed.*

*** Typically open to Psychology majors only.*

**** Typically open to Sociology majors and minors only, but see department chair.*

*****typically open to Kinesiology majors only*

GLOBAL STUDIES

DEPARTMENT OFFICE
Geography, Environment, and Planning
Stevenson Hall 3016
(707) 664-2306

MAJOR COORDINATOR
Rheyna Laney (707) 664-2183

Programs Offered

Bachelor of Arts in Global Studies

Minor in Global Studies

The Bachelor of Arts in Global Studies is an interdisciplinary program that prepares students for international or intercultural service through the study of other cultures, world history, political and economic systems, world geography and environment, cross-cultural communication and conflict resolution, and a modern language. Recognizing the increasing interdependence of the world and the global nature of contemporary issues, the major is designed to increase awareness and understanding of other cultures and systems as well as global issues, while developing the skills needed to work effectively in a global or multicultural context.

The Approved concentrations are Development, and Area Studies through Study Abroad.

Intermediate-level (or higher) proficiency in a modern language other than English is required of all global studies majors. Students may demonstrate this proficiency either by passing an intermediate-level proficiency exam or by completing a fourth-semester standard language course (202 [plus lab] or equivalent) with a grade of C or better.

All global studies majors are expected to participate in an intensive cross-cultural experience of at least 135 hours of duration, during which they speak primarily a language other than their mother tongue. Students normally will meet this expectation by studying or working abroad. When travel abroad is impossible, students may arrange an extended cross-cultural experience closer to home, e.g., living and working for a summer in an immigrant community. (Students who have spent extended time in other than mainstream-U.S.-American circumstances, speaking a language other than English, may already have met this expectation.)

Students interested in declaring a global studies major are urged to take MATH 165 to meet the GE requirement for mathematics, category B.

Careers in Global Studies

Most global studies majors intend to pursue international careers. Positions most readily available to new graduates without specialized training are with non-profits such as the federal government (Peace Corps, Foreign Service), international service agencies (CARE, UNICEF, or Direct Relief International), and English-language teaching jobs.

Many overseas careers require an advanced degree (e.g., law, business, and international affairs) and/or working your way up within an organization and positioning yourself for an international assignment.

Bachelor of Arts in Global Studies

Degree Requirements	Units
General education (48, 9-14 units in major)	34-39
Core Courses	24-39
Concentration	24
Capstone	14
General electives	0-24
Total units needed for graduation	**120**

Note: Courses required for the major must be taken for a traditional letter grade, except for courses that are offered Cr/NC only. Students must earn a C- or better in any course applied to the major.

I. Core Courses (24-39 units)

Language Skill Requirement

1. Langauge Skill Requirement
(1 course or verified proficiency:)
Intermediate level proficiency in a modern language other than English is required, which is typically met by completing a fourth-semester standard language course with a grade of C or better. With department approval, the requirement may be waived if proficiency in a language has been met through prior language study, study abroad, or test credit. If waived, consult with your advisor to ensure that the minimum 24 units required for the major core have been met.

Cultural Perspectives

ANTH 203 Cultural Anthropology (D1)	3
GEP 203 Human Geography (D2)	3

Environmental Perspectives

GEP 201 Global Environmental Systems (B1)	4
GEP 206 Society, Environment and Sustainable Development (D2)	3

Political Perspectives

POLS 303 Comparative Political Analysis	4
POLS 304 Theory and Analysis of International Relations	4

Historical Perspectives

HIST 202 Development of the Modern World (D2)	3
HIST 380 Twentieth Century World (D2)	3

Religious and Ethical Perspectives

PHIL 302 Ethics and Value Theory (C2)	4
SOCI 431 Sociology of Religion (C2)	4
POLS 307 Perspectives on the Holocaust and Genocide (D5)	4
ENGL 304 War and Peace Lecture Series (C2)	4

World Regions Overview

GEP 305 World Regions in Global Contexts (D5) 4

Introduction to Community Service

GLBL 350A Introduction to Community Service 1

II. Concentration (24 Units)

Development
Area Study Through Study Abroad

III. Capstone (14 Units)

Cross Cultural Experience

GLBL 497: Community Service Internship 4
GEP 320: Geopolitics 3
Senior Capstone Thesis (2 semesters) 7

Development Concentration

Take at least 3 courses in Group II and no more than 2 courses in Group III. Group III courses must align with a student's language expertise and/or career aspirations.

Group I

POLS 304: Theory & Analysis of International Relations 4
POLS 345: Model UN, when developing world 4
POLS 447: Nonviolent Strategies in International Relations 4
POLS 448: Political Violence, Terrorism and Law 4

Group II – Globalization, Development and Society

ANTH 352: Global Issues 4
BUS 393: Introduction to International Business 4
COMS 321: International Communication 4
GEP 322: Globalization and Environments 4
GEP 324: Climate Change and Society 4
GEP 325: Global Food Systems 3-4
GEP 370: Globalization and the City 4
GEP 373: Energy Technology and Society 4
POLS 452: Politics of the Developing World 4
WGS 385: Gender and Globalization 4

Group III-Regional

Europe:

HIST 416: Eastern Europe (1918-1989) 4
HIST 417: Russian Empire 4
HIST 418: Fall of European Communism 4
HIST 419: Soviet Union 4
POLS 351: Politics of Russia 4
POLS 352: Politics of Eastern Europe 4

Latin America:

GEP 327: Latin America and the Caribbean 4
HIST 342: Modern Latin America 4
HIST 348: Race and Ethnicity in Latin America 4
HIST 449: Gender and Sexuality in Latin America 4
POLS 453: Politics of Latin America 4
SPAN 307: Cultures of Latin America 4

Asia

HIST 435: History of Modern China 4
HIST 438: Modern Japan 4
POLS 450: Politics of Asia 4

Africa

GEP 328: Africa, south of the Sahara 4

Area Studies Through Study Abroad (24 units)

Study abroad is expected. An unlimited number of SSU courses may be applied, but cannot be relied upon to graduate.

Take 1 course from either Group I or II. Take at least 2 courses from Group III, and take additional courses from Group IV to meet the overall 24 unit minimum in the concentration. Two courses (or 8 units) may be from the Arts and Humanities. The rest must be from the Social Sciences.

Group I-Intermediate Relations

Courses available at SSU:

POLS 304: Theory & Analysis of International Relations 4
POLS 345: Model UN (when within region of focus) 4
POLS 447: Nonviolent Strategies in International Relations 4
POLS 448: Political Violence, Terrorism and Law 4

Group II-Globalization, Development and Society

Courses available at SSU:

ANTH 352: Global Issues 4
GEP 322: Globalization and Environments 4
GEP 324: Climate Change and Society 4
GEP 325: Global Food Systems 3-4
GEP 370: Globalization and the City 4
GEP 373: Energy Technology and Society 4
WGS 385: Gender and Globalization 4

Group III-Regional

Take at least 2 courses covering a broad region that aligns with your language skills, career goals and study-abroad destination. Courses available at SSU:

Europe

HIST 412: Europe Since 1914 4
POLS 350: European Parliamentary Democracies 4
HIST 418: Fall of European Communism 4

Latin America

GEP 327: Latin America and the Caribbean 4
HIST 342: Modern Latin America 4
HIST 348: Race and Ethnicity in Latin America 4
HIST 449: Gender and Sexuality in Latin America 4
POLS 453: Politics of Latin America 4
SPAN 307: Cultures of Latin America 4
SPAN 402: Latin American Literature 4
SPAN 491: Seminar in Literature (when L.A. focus) 4

Asia

POLS 450: Politics of Asia 4
HIST 346: Class and Gender in Modern East Asia 4

Africa

GEP 328: Africa, south of the Sahara	4

Group IV- Sub Regional

Take courses covering your study-abroad destination. Courses available at SSU:

Spain:

SPAN 306: Cultures of Spain	4
SPAN 401: Peninsular Literature	4
SPAN 491: Seminar in Literature (when Spain focus)	4

France:

FREN 320: France Yesterday	4
FREN 321: France Today	4
FREN 411: French Literature	4
FREN 415: Special Topics in French Culture	4

Germany:

GER 300: Advanced German Studies	4
GER 314: Lit, and Culture of German-speaking world	4
GER 315: German language and Literature	1

Britain:

HIST 428: Modern Britain, 1714 - present	4

East Europe:

HIST 416: Eastern Europe (1918-1989)	4
HIST 417: Origins of Modern Russia	4
HIST 419: Soviet Union	4
POLS 351: Politics of Russia	4
POLS 352: Politics of Eastern Europe	4

Latin America:

HIST 433: History of Mexico

Asia:

HIST 438: Modern Japan	4
HIST 435: History of Modern China	4

Other:

HIST 384: Colonies and Empires (when regionally relevant)

Global Studies Minor

This minor is intended to serve students who are studying abroad. Students take courses focused on the region in which they are studying. This minor does not apply to Spanish-, French- or German speaking countries. In those cases, students should choose a Language or Latin American Studies Minor.
SSU courses may apply, but cannot be relied upon to fulfill the minor's 20 unit minimum. Two courses may be from the Arts and Humanities. The rest must be from the Social Sciences.

Group I- Language Skills

Intermediate-low level proficiency (2 college semesters) in a modern language other than English, with the expectation that students will take language courses while studying abroad.

Group II- Regional (at least 2 courses)

Courses encompassing the broader region in which the host country lies. Courses available at SSU:

Europe

HIST 412: Europe Since 1914	4
HIST 416: Eastern Europe (1918-1989)	4
HIST 418: Fall of European Communism	4
POLS 350: European Parliamentary Democracies	4
POLS 352: Politics of Eastern Europe	4

Asia

POLS 450: Politics of Asia	4
HIST 346: Class and Gender in Modern East Asia	4

Africa

GEP 328: Africa, south of the Sahara	4

Group III – Sub-Regional

Courses focused on the study-abroad host country. Courses available at SSU:

Europe

HIST 417: Origins of Modern Russia	4
HIST 419: Soviet Union	4
POLS 351: Politics of Russia	4

Asia

HIST 438: Modern Japan	4
HIST 435: History of Modern China	4

Sample Four-year Plan for Bachelor of Arts in Global Studies

The following is a sample study plan. The sequence and specific courses given are suggestive; please see an advisor each semester to plan your personal program.

FRESHMAN YEAR: 30 Units

Fall Semester (14-16 Units)	*Spring Semester (14-16 Units)*
GE A2 (3-4)	GE B4 (3-4)
GE Course (3-4)	GE Course (3-4)
GE Course (3-4)	GE Course (3-4)
Language Course or Elective (3-4)	Language Course or Elective (3-4)
University Elective (0-4)	University Elective (0-4)

SOPHOMORE YEAR: 30 Units

Fall Semester (14-16 Units)	*Spring Semester (14-16 Units)*
Cultural Perspectives (3)*	Environmental Perspectives (3)*
GE Course (3-4)	GE Course (3-4)
GE Course (3-4)	GE Course (3-4)
Langauge Course or Elective (3-4)	Language, GE, or Elective (3-4)
University Elective (0-4)	University Elective (0-4)

JUNIOR YEAR: 30 Units

Fall Semester (14-16 Units)	*Spring Semester (14-16 Units)*
GEP 305 (4)**	GLBL 350A (1)
Historical Perspectives (3)**	Religious/Ethical Perspectives (3-4)**
Political Perspectives (4)	Concentration Course (3-4)
Concentration Course (3-4)	Concentration Course (3-4)
University Elective (0-4)	University Elective (3-4)
GWAR (0-4)	University Elective (0-3)

SENIOR YEAR: 30 Units

Fall Semester (14-16 Units)	*Spring Semester (14-16 Units)*
GLBL 496 (3)	GLBL 498 (4)
Concentration Course (3-4)	GEP 320 (4)
Concentration Course (3-4)	GLBL 497 (3)
Concentration Course (3-4)	Concentration Course (3-4)
University Elective (2-4)	University Elective (0-3)

TOTAL SEMESTER UNITS: 120

** Also meets GE requirements*

***Also meets GE and/or Upper Division GE requirements*

HEALTH PROFESSIONS ADVISORY PROGRAM

Darwin Hall 200
(707) 664-2535
www.sonoma.edu/hpac

The Health Professions Advisory Program at Sonoma State University is an advising and support system for undergraduates and post-baccalaureate students preparing for careers in various health professions, including allopathic medicine, osteopathic medicine, dentistry, veterinary medicine, podiatry, optometry, pharmacy, physician assistant, and chiropractic medicine. Please note that advising for physical therapy and nursing are done by the Departments of Kinesiology and Nursing, respectively.

Students interested in entering the health professions will select an appropriate major for undergraduate study. Since the majority of 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, physician assistant, and chiropractic medicine may require fewer units and courses for admission. The following outline of courses will meet the requirements for admission to most medical schools. Since medical schools generally have the most rigid course requirements among the health professions schools, these courses will generally meet or exceed the requirements for other health professions schools. However, it is important to examine closely the requirements for any program and school and take courses to fulfill those requirements. Requirements for entrance into the University of California, Davis, Veterinary Medicine program are different from those for other health professions schools. Pre-veterinary students should consult an advisor in the Biology Department.

Courses Required for Admission to Health Professions Schools

The following courses are most generally required for admission to health professions schools:

Biology	***Units***
General biology (through cellular and molecular biology)	8-12
Chemistry	
General chemistry	10
Organic chemistry	8-10
Some schools also require an upper-division course in biochemistry.	
English	
Composition and Literature	8
Physics	
Two semesters with lab	8
Mathematics	
Some schools require a year of college mathematics and/or a calculus course or statistics.	4-8
Foreign Language	
A few schools recommend a modern foreign language course.	0-8
Psychology	
An introductory psychology course is recommended by some schools.	3

Sonoma State Courses for Health Professions

The following courses at Sonoma State University will generally fulfill the required or recommended courses suggested above:

BIOL 130 Intro Genetics and Cell Biology	4*
BIOL 131 Biological Diversity and Ecology	4*
BIOL 321 Molecular Biology, Cell Biology, and Physiology	4
BIOL 328 Vertebrate Evolutionary Morphology	4
BIOL 342 Molecular Genetics	4
BIOL 340 General Bacteriology	4
BIOL 344 Cell Biology	4
BIOL 349 Animal Physiology	4
BIOL 472 Developmental Biology	4
BIOL 480 Immunology	4
CHEM 115A/B General Chemistry and Lab	5/5*
CHEM 335A/B Organic Chemistry	3/3*
CHEM 336A/B Organic Chemistry Lab	2/2*
CHEM 446 Metabolic Biochemistry	3
PHYS 210A/B General Physics	3/3*
PHYS 209A/B General Physics Lab	1/1 *
MATH 161 Calculus	4
MATH 165 Elementary Statistics	4
ENGL 101 Expository Writing and Reading	4
ENGL 214 Literature	4
PSY 250 Introduction to Psychology	3

** Required courses for all California medical schools.*

Applicants with a grade point average below 3.00 are almost never considered by U.S. medical school admissions committees, and few students with a grade point average below 3.40 are accepted.

In addition to the required courses, most pre-health professions students are required to take an appropriate standardized examination such as the Medical College Admissions Test, Dental Admissions Test, or the Graduate Record Examination at, or before, the time of application.

The Health Professions Advisory Committee (HPAC) has been established to offer assistance to students interested in careers in the health professions. The main functions of the committee are to:

1. Advise students on how best to prepare for admission to health professions schools. Since the Sonoma State University campus is small, the HPAC has the opportunity to communicate with students on a personal basis. Individual departments may also have pre-health professions advisors;
2. Coordinate a one-credit university course (Science 150, Introduction to Careers in the Health Professions—offered in fall semester only). This course offers general information sessions by the course coordinator and several guest speakers (health care providers and health professions school faculty and admissions officers);
3. Provide a practice admissions interview for candidates applying to health professions schools;
4. Evaluate candidates and write letters supporting their admission to health professions schools.

There is a student-run Pre-Health Professions Club on campus. This club meets bi-weekly and brings students of similar interests in the health professions together. In addition, the club arranges for field trips to many health professions schools and speakers related to different health professions.

Students interested in a career in the health professions are strongly encouraged to meet with a health professions advisor immediately upon enrolling at Sonoma State University. Appointments to meet with the chair of the HPAC can be made through the HPAC office in Darwin Hall, Room 200, (707) 664-2535. Visit the program website (www.sonoma.edu/hpac) for more information.

HISTORY

DEPARTMENT OFFICE
Stevenson Hall 2070
(707) 664-2313
www.sonoma.edu/history

DEPARTMENT CHAIR
Kathleen Noonan

GRADUATE COORDINATOR
Stephen Bittner

ADMINISTRATIVE STAFF
Jill Siliznoff
Kelly Clark

Faculty

Stephen Bittner / Russia, Soviet Union, Eastern Europe

Samuel Cohen / Late Antiquity, Ancient, Medieval History

Steve Estes / Modern United States History

Mary Halavais / Early Modern Europe, Spain and Latin America

Michelle Jolly / Colonial and Antebellum U.S.,
California and the West, U.S. Women's History

Amy Kittelstrom / U.S. 1870-1920,
Transnational Culture, Ideas, and Religion

Kathleen Noonan / Britain and Ireland,
Early Modern Europe, Colonial America, Atlantic World

Programs Offered

Bachelor of Arts in History

Master of Arts in History

Minor in History

Teaching Credential Preparation

The study of history involves the study of all human thought and action, ranging from the economic and the political to the psychological and the artistic. Combining the perspectives and methods of the social sciences and the humanities, it seeks to comprehend the problems and challenges faced by individuals and societies in the distant and recent past, nearby and far away. This understanding of the human experience provides the necessary historical perspective to explain the present.

In the process of making sense of our collective and individual past, the student of history develops research, analytical, and communication skills which can be drawn upon in a variety of careers.

The history major is designed both to provide the basis for a solid 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 the United States as well as that of other countries. They are also introduced to methods of historical inquiry, techniques of historical writing and differing philosophies of history and historiography, past and present. Beyond these basic requirements, students may arrange course work to fit their needs and interests. Upper division classes are generally small and offer ample individual attention, guidance, and interaction between students and faculty.

Careers in History

A history major's skills in historical analysis, writing, and research are highly useful in a variety of careers and professions. The history major provides an excellent background for advanced study in many fields. History majors from Sonoma State have developed careers in journalism, academia, K-12 education, law, business, public consulting and research, social media, museum and records management, genealogy, library science, and government service. Public history is a growing field, with careers in government, museums, and historic parks.

Students who plan to pursue graduate work or a teaching career should seek advising early regarding their plan of study. Prospective K-12 teachers should prepare for the credential program by taking the relevant prerequisites in education, working with young people of the appropriate grade level, and preparing early for the state teacher and content exams. Through the history department internship program, students may earn credit for history-related internships in a wide variety of areas, such as local museums, historical societies, businesses, and schools.

History Department Learning Objectives

The History Department at Sonoma State prepares its students to analyze primary and secondary sources and understand the subjectivities inherent in such texts. During their final year, students must take Senior Seminar (HIST 498), where they write and orally present twenty- to forty-page research papers, which are based on primary and secondary sources, and which identify key historiography.

Objectives

1. Analyze and use primary and secondary sources.

Students learn to differentiate between primary and secondary sources and to evaluate the reliability of such sources.

2. Understand historical debate and controversies.

Students learn to understand diverse interpretations and to examine different sides of historical debates.

3. Gain an understanding of historiography in given regions and time periods.

Students learn to understand the ways historians in given regions and time periods have approached history and how the field has changed as new evidence is uncovered and re-examined.

4. Understand how to use evidence in writing research papers.

Students learn to use leading historical journals, texts, and primary sources to examine the ways historians build arguments from evidence. Students in the history program also learn to use proper citations.

5. Productive skills: writing and oral expression.

Students hone their writing and speaking skills and learn to articulate an argument regarding key historical events.

Bachelor of Arts in History

The B.A. in history is a 40-unit program that students plan in consultation with a departmental advisor. Courses graded Cr/NC are not applicable to the history major, except in the cases of HIST 497 Internships and HIST 496 History Journal, where 4 units of Cr/NC are accepted.

Degree Requirements	Units
General education (48, 3 units in major)	45
Major requirements	40
General electives	35
Total units needed for graduation	**120**

Major Core Requirements

HIST 201 Foundations of World Civilization	3-4*
HIST 202 Development of the Modern World	3-4*
HIST 251 The United States to 1877	3-4**
HIST 252 The United States Since 1865	3-4**
HIST 498 Senior Seminar	4
Total units in the major core	**16-18**

** History majors may replace HIST 201 with HIST 335, 339, 400, 401 OR replace HIST 202 with HIST 342, 383,410, 411, or 412. Either HIST 201 OR HIST 202 MUST be taken. Completion of either HIST 201 or HIST 202 satisfies GE requirement, Area D2.*

*** History majors may replace HIST 251 with HIST 351 OR replace HIST 252 with HIST 352, 446, 468, 470, or 477. Either HIST 251 OR HIST 252 MUST be taken. Completion of either HIST 251 OR HIST 252 satisfies GE requirement, Area D3.*

Major Electives

To finish the major, students must complete additional units in history to total 40 units. These units must include upper-division courses in 3 of 4 breadth areas:

European history;
United States history;
World Regional (Asian, Latin American, African, or Middle-Eastern history);
Comparative/Thematic/Global history.

Among their major electives, students must take at least one upper-division course in the period before 1800 and at least one upper-division course that covers the period after 1800. An upper-division substitute for HIST 201/202 may not also count as a breadth or chronology requirement. Three (3) units of electives may be lower-division; the remaining 20-21 units must be upper-division.

Total units in major electives	**22-24**
Total units in the major	**40**

Public History Certificate

The Public History Certificate is a 22-unit interdisciplinary program designed to give students concrete research, writing, and interviewing skills that are applicable in a number of professions including museums, libraries, city/county governments, historic preservation organizations, and corporations. Students take core courses in history and elective courses in at least two other disciplines. For further information and a list of qualifying courses, please consult the department website or contact the Department of History.

The Dual Language Historical Research Certificate

The DLHRC is a minimum 14 unit program that combines advanced language training with historical study and research, allowing students to broaden their topics of study by making use of primary and secondary sources in other languages. Students are required to demonstrate language proficiency, take a historical research methodology course, and two-4 unit history electives, a portion of which includes reading and research in non-English language sources. For further information and a list of qualifying courses, please consult the department website or contact the Department of History.

History Honors Program

Eligible* students must have completed the major core requirements, except for the Senior Seminar, to earn the honors degree:	12
HIST 498 (or designated Senior Seminar)	4
HIST 499 Honors Seminar (to complete an Honors Thesis)	4
Total units needed for history honors degree	**44**

*** Eligibility for the history honors degree:**

1. A 3.50 GPA at Sonoma State University or overall; and
2. Demonstrated proficiency in a foreign language.

Minor in History

Students contemplating a minor in history should consult the History Department for advising early in their academic careers. Courses graded Cr/NC are not applicable to the history minor.

Minor Core Requirements

One Lower-Division Course in World History	***3***
EITHER HIST 201 Foundations of World Civilization	
or HIST 202 Development of the Modern World	
(Completion of either HIST 201 or HIST 202 also satisfies GE area D2.)	
One Lower-Division Course in United States History	***3***
EITHER HIST 251 History of the United States to 1877	
or HIST 252 History of the United States since 1865	
(Completion of either HIST 251 or HIST 252 also satisfies GE area D3.)	
Total units in the minor core	**6**

Teaching Credential Preparation

History majors—or majors in other programs—interested in seeking a general elementary credential or secondary school credential for social sciences may demonstrate subject matter competency by passing the CSET Multiple Subjects Exams or the CSET Single Subject Exam in Social Science. For further information and guidance, contact Steve Estes, Department of History, (707) 664-2424.

Master of Arts in History

Requirements for Admission

1. B.A. degree from an accredited institution. Students with undergraduate majors in fields other than history will be required to complete prerequisites before entering the program;
2. Grade point average of 3.00 or better in the undergraduate history major (and in previous graduate courses attempted) as evidenced by the transcripts furnished. Grade point average of 3.20 or better in history for non-majors;
3. Completion of the general test Graduate Record Examination with scores acceptable to the departmental Graduate Studies Committee;
4. Three letters of recommendation, completion of program application and personal statement, and a writing sample;
5. Completion and acceptance of separate application for admission to the University (Office of Admissions and Records). GRE test scores required; and
6. Favorable recommendation for admission by the departmental Graduate Studies Committee after review of the complete file. This confers advancement to classified standing as a graduate student.

For more information, please refer to Graduate Degrees in the Degree Requirements section of this catalog.

Requirements for the M.A.

1. Advancement to candidacy form (M.A. in history) signed and submitted to Graduate Office;
2. Grade point average of 3.00 or better for all work attempted in graduate status and in all work approved as a part of the specific pattern of study. With the approval of the student's committee chair and the graduate advisor, a maximum of 9 units of post-graduate transfer or extension credit (or any combination of the two) may be included as part of the student's specific pattern of study. All courses are to be taken for letter grade;
3. All requirements for the M.A. degree in history, including language and conditional requirements stipulated at the time of admission to candidacy, must be satisfactorily completed within seven years from the time the first course is completed. Completion of Requirements form must be signed and submitted to the graduate office; and
4. With the approval of the student's committee chair and the departmental graduate advisor, the satisfactory completion of one of the following two options:

Master's Thesis Option

(Chosen in consultation with committee chair):

Courses at the 300 or 400 level	15
Graduate courses at the 500 level (including two seminars)	9
HIST 599 Master's Degree Thesis Research	6
Total units required for the M.A.	**30**

Comprehensive Examination Option

(Chosen in consultation with committee chair):

Courses at the 300 or 400 level	15
Graduate courses at the 500 level (including HIST 500 and 510)	9
HIST 598 Comprehensive Examination Reading and Research	6
Total units required for the M.A.	**30**

Sample Four-Year Program for Bachelor of Arts in History

FRESHMAN YEAR: 30-32 Units

Fall Semester (15-16 Units)	*Spring Semester (15-16 Units)*
GE Electives (15-16)	GE Electives (15-16)

SOPHOMORE YEAR: 30-31 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
GE HIST 201 (3)*	GE HIST 251 (3)*
GE HIST 202 (3)*	GE HIST 252 (3)*
GE Electives (9)	Electives (9)

JUNIOR YEAR: 29-32 Units

Fall Semester (15-16 Units)	*Spring Semester (14-16 Units)*
History Electives (8)	History Electives (8)
Upper-division GE (3-4)	Upper-division GE (6-8)
Elective (4)	

SENIOR YEAR: 32 Units

Fall Semester (16 Units)	*Spring Semester (16 Units)*
History Electives (8)	HIST 498 (4)
Electives (8)	Electives (12)

TOTAL UNITS: 120

** Completion of either HIST 201 or HIST 202 satisfies GE requirement Area D2. Completion of either HIST 251 or HIST 252 satisfies GE requirement Area D3.*

HUMAN DEVELOPMENT

PROGRAM OFFICE
Stevenson Hall 2054A
(707) 664-2312
http://hd.sonoma.ed

HUMAN DEVELOPMENT COORDINATOR
Karin Enstam Jaffe
Stevenson Hall 2054A
(707) 664-2944
email: karin.jaffe@sonoma.edu

Students interested in pursuing a B.A.in Human Development should consult the coordinator.

HUMAN DEVELOPMENT ADVISORS

Karin Enstam Jaffe / Biological Anthropology
(707) 664-2944 / email: karin.jaffe@sonoma.edu

Johanna Filp-Hanke / Early Childhood Education
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Richard J. Senghas / Linguistics and Anthropology
(707) 664-2307 / email: richard.senghas@sonoma.edu

Benjamin Smith / Human Development
(707) 664-2181 / email: smithbe@sonoma.edu

Program Offered

The Bachelor of Arts in Human Development is a multidisciplinary liberal arts program that focuses on growth and development across the human life course, the underlying processes and structures that support that growth, and the relationship between the individual and the complex familial, social, and cultural environments in which growth is situated.

The Human Development major is designed to provide students with a comprehensive grounding in complementary theoretical approaches to human development across the life course. Students gain expertise in how the life course varies across species, cultures, and social positions such as gender, sexuality, class, and race. Students must receive a C or better in all courses applied to the major.

Careers in Human Development

A B.A. in Human Development will help prepare students for professional, managerial, service, and educational careers in human development and human services serving infants, children, adolescents, families, and elders. This degree will complement students' preparation for graduate studies in traditional fields such as psychology, sociology, anthropology, counseling and human development. The Human Development faculty are committed to providing accurate and useful information to our majors. Please go to http://hd.sonoma.edu/career-outlook for more information on career and graduate school opportunities for Human Development graduates.

Bachelor of Arts in Human Development

Human Development has two components. Pre-Human Development is not impacted and is not a degree-granting program. Pre-Human Development is open to all SSU students. Students must be in Pre-Human Development and complete the Pre-Human Development curriculum before they can apply to Human Development, which is an impacted major. Being Pre-Human Development does not guarantee admission into the Human Development major. Pre-Human Development students who complete the curriculum will be ranked by GPA when they apply to the major. Students who are interested in the Human Development major should declare Pre-Human Development as early as possible and use the sample four-year plan on the next page as a guide for completing Pre-Human Development curriculum and the Human Development major.

Total units required for B.A. in Human Development

Degree Requirements	Units
Pre-Human Development (lower division General Education)	30*
Remaining General education (20; 3 in major)	17
Major requirements	40*
Electives	33
Total units needed for graduation	**120**

** This is the minimum number of units; more units may be required for certain course choices.*

**Students must earn a C or bettter in all courses applied to the major*

Pre-Human Development

1. 2.50 overall GPA
2. Completion of 30 units of GE coursework including:

The following with a C- or better:

A1	3
A2	3
A3	3

The following with a C or better:

- B2 (3-4)
- B4 with MATH 165 Elementary Statistics or equivalent from another institution (4)
- D1 with ANTH 203 Introduction to Cultural Anthropology, PSY 250 Introduction to Psychology, or SOCI 201 Introduction to Sociology or equivalent from another institution (3)
- D5 with ANTH 200 Introduction to Linguistic Anthropology (3) or equivalent from another institution (recommended). Students may complete this requirement with ENGL 203 Introduction to Linguistic Studies (4 units), but ENGL 203 fulfills the D1 GE area. Students who wish to complete the most GE areas

while completing the Pre-Human Development curriculum should take ANTH 200.

- Additional lower division GE coursework (e.g., B1, D3, D4, science lab) with a passing grade to reach 30 units.

Human Development Major

Core Requirements (20 units)

Applicants to the Human Development major should expect it to take three (3) semesters to complete the Major Core Requirements.

ANTH 318 Human Development: Sex & the Life Cycle (GE E)	3
HD 320 Culture and the Life Course	4
HD 321 Human Development Core Concepts	4
HD 322 Applied Human Development	4
HD 450 Qualitative Research Design	4
HD 490 Senior Seminar	1

Topical Areas (12-20 units)

Four courses, one from each topical area, taken from at least three different departments. EDXX count as one department and cross-listed courses count as the same department (e.g., GERN = SOCI).

Childhood and Adolescence (1 course)

EDEC 220 Observing Child Development in the First 8 Years	4
EDEC 420 Child Development in the Family, School & Community (GE E)	3
EDEC 435 Advocating for Children and Families	4
EDEC 437 Integrated Curriculum in Early Childhood Classrooms	4
EDSS 418 Development in Adolescence and Emerging Adulthood (GE E)	3
HD 325 Topics in Human Development: Childhood and Adolescence	3-4

Adulthood and Lifespan (1 course)

ANTH 303 Human Behavioral Ecology	4
BIOL 318 Biology of Aging (GE B)	3
GERN 300 The Journey of Adulthood (GE E)	3
GERN/SOCI 317 Emotions and Adult Life (GE E)	4
GERN/SOCI 319 Aging and Society (GE D1)	4
KIN 410 Lifespan Motor Development	3
PSY 302 Lifespan Development (GE E)	3
HD 335 Topics in Human Development: Adulthood and Lifespan	3-4

Gender and Sexuality (1 course)

ANTH 302 Human Behavioral Ecology	4
NURS 480 Health, Sexuality and Society (GE E)	3
WGS 325 Youth: Gender Perspectives	3-4
WGS 350 Gender, Sexuality and Family (GE E)	3-4
WGS 375 Gender, Race and Class (GE D1)	3
WGS 385 Gender and Globalization	3-4
WGS 390 Gender and Work	4
HD 365 Topics in Human Development: Gender & Sexuality	3-4

Society, Culture and Language (1 course)

ANTH 340 Living in our Globalized World (GE E)	3
ANTH 342 Organization of Societies	4
ANTH 380 Language, Culture and Society	4
ANTH 383 Language in a Sociopolitical Context	4
ANTH 386 Sign Language & Signing Communities	4
EDMS 470 Multicultural Pedagogy	4
EDUC 417 School and Society (GE D1)	4
SOCI 326 Social Psychology (GE D1)	4
HD 375 Topics in Human Development: Society, Culture and Language	3-4

Electives (as needed to get to 40 units)

ANTH 451 Applied Ethnographic Methods	4
ANTH 480 Studies of Language Use	4
EDEC 460 Introduction to Research in Early Childhood Studies	4
EDEC 490 Special Topics in Early Childhood Studies	1-4
HD 496 Internship	1-4
HD 495 Special Studies	1-4
Any courses listed above not applied to topics or core	3-4

Sample Four-Year Plan for Bachelor of Arts in Human Development

FRESHMAN YEAR: Minimum of 30 Units

Fall Semester (15-16 Units)	*Spring Semester (15 Units)*
GE A1 (3)*	GE A2 (3)*
GE B1 (3-4)	ANTH 203, PSY 250 or SOCI 201 (D1) (3)*
GE B2 (3-4)*	GE D4 (3-4)
GE D3 (3-4)	ANTH 200 (D5) (3)*
University Elective (1-2)**	University Elective (1-3)**

SOPHOMORE YEAR: minimum 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
GE A3 (3)*	GE B3 (3-4)
MATH 165 (B4) (4)*	GE C2 (4)
GE D2 (3)	GE C3 (3-4)
GE C1 (4)	University Elective (3-4)**
University Elective (1)**	

JUNIOR YEAR: Minimum of 30 Units

Fall Semester (15 Units)	*Spring Semester (15-16 Units)*
ANTH 318 (E) (3)	HD CA/AL/GS/SCL Course (3-4)
HD CA/AL/GS/SCL Course (3-4)**	HD 321 (4)
HD 320 (4)	University or HD Elective (3-4)
University or HD Elective (3-4)****	University or HD Elective (3-4)**
University or HD Elective (1-2)**	University or HD Elective (1-2)**

SENIOR YEAR: Minimum of 30 Units

Fall Semester (15-16 Units)	*Spring Semester (15 Units)*
HD CA/AL/GS/SCL Course (3-4)	HD CA/AL/GS/SCL Course (3-4)
HD 450 (4)	HD 490 (1)
HD Elective (3-4)	HD 322 (4)
University or HD Elective (3-4)	University or HD Elective (3-4)
University or HD Elective (1-3)**	University or HD Elective (3)
	University or HD Elective (1-4)**

TOTAL UNITS: 120

** Pre-HD requirement. Must be completed with required grade, along with 30 units of lower division GE before the student can apply to the HD major. In this 4-year plan, the student is on track to complete the Pre-HD curriculum by the end of the Fall semester of sophomore year.*

*** If needed to reach15 units.*

****HD CA/AL/GS/SCL Course refers to courses that make up the Topical Area Requirements for the major: CA=Childhood and Adolescence; AL=Adulthood and Lifespan; GS=Gender and Sexual-ity; SCL=Society, Culture and Language*

*****At least two courses must be upper division GE and one must be outside GE area E. Upper division GE courses must be taken after the student achieves junior standing (60 units completed).*

INTERDISCIPLINARY STUDIES

PROGRAMS OFFICE
Stevenson 1041
(707) 664-2237
www.sonoma.edu/itds

ADMINISTRATOR
Karen Moranski
Email: moranski@sonoma.edu

Programs Offered

Bachelor of Arts in the Special Major

Bachelor of Science in the Special Major

Special Minor in Interdisciplinary Studies

Master of Arts in Interdisciplinary Studies

Master of Science in Interdisciplinary Studies

Interdisciplinary Studies Programs provide students degree opportunities on current, relevant topics by combining coursework and experiences across disciplines in a manner not served by traditional degree programs. The purpose of each special major and graduate major varies according to the combination of disciplines, perspectives, and skills they provide to meet students needs to prepare for the rapidly changing expectations in today's world.

Undergraduate students interested in an interdisciplinary program can pursue a bachelor's degree in a faculty designed special major or special minor. Interested students should read more about the special major that interests them on the pages that follow, and contact the coordinator listed for that program with any questions. Qualified students interested in a graduate major in interdisciplinary studies must contact a graduate coordinator in a graduate program that fits within your area of interest to begin the development of a proposed course of study.

Requirements for Special Majors

The requirements for each special major are listed under that section in the following pages along with the contact information for the coordinator. The prerequisite for all special majors is a 2.0 cumulative grade point average.

An ITDS Special Major consists of a minimum of 40 units, with a minimum of 18 units in the special major in upper division courses.

A complete change of Major form, signed by the special major coordinator, is submitted to the ITDS programs office for review and final approval.

Bachelor of Arts in the Special Major: German Cultural Studies

COORDINATOR
Michaela Grobbel
email: grobbel@sonoma.edu

The special major in German Cultural Studies offers students an interdisciplinary B.A. that incorporates language courses required for the German minor plus courses in other disciplines. It enriches students' academic and career opportunities by providing them with important skills to find employment in our increasingly interconnected world. The special major prepares students for international or cross-cultural careers in the USA or abroad that require a basic knowledge of the German language, history and culture as well as skills in cross-cultural communication. Recognizing the increasing interconnections in our global world, and Germany as one of the key players within the EU and in the international arena, the B.A. program prepares students for graduate school and careers in a field of their interest. Please review the Sample Four-Year-Plans that suggest two different pathways: **"Track A"** offers a pathway for students who study abroad for one year, and **"Track B"** suggests a pathway for students who do not study abroad.

Requirements for the Special Major

As part of the **major core requirements,** students must complete **an internship in the U.S. or abroad,** and a senior project. Additionally, students must pass the "Goethe-Zertifikat B1"-Proficiency Examination, the internationally recognized language certificate offered annually at SSU under the auspices of the Goethe Institute.

Degree Requirements	**Units**
General Education **(50, 12 in major)**	**38**
Major Core Courses (12 in GE)	**42**
Major Elective Courses	**21**
General Electives	**19**
Total units needed for graduation	**120**

*Note: **Courses** in the major must be taken for a letter grade, except for courses that are offered Cr/NC only. Students must earn a C- or higher grade in **all courses applied to the major.***

Prerequisite

GER 101 First Semester: The Personal World **(C3)**	4

***Major Core Courses** (required)*

GER 102 Second Semester: Contemporary Germany **(C3)**	4
GER 200 Intermediate German: The German-Speaking World Today **(C3)**	4
GER 210 Intermediate German through Film **(C3)**	4
GER 314 Literature of the German-Speaking World **(C2)**	4
GER 315 German Language and Literature	1
GER 300 Advanced German Cultural Studies **(C3)**	4
GER 499 German Internship	2
GER 495 Senior Project	4
HIST 415 Eastern Europe, 1815-1918	4

or HIST 416 Eastern Europe: 1918-1989	4
or HIST 418 Fall of European Communism	4
POLS 307 Perspectives on the Holocaust and Genocide **(D5)**	4
POLS 350 European Parliamentary Democracies	4
ARTH 464 History of Modern Art: 20th Century **(C1)**	3-4

Major Electives

Select from these courses ***(21 units):***

ANTH 200 Introduction to Linguistic Anthropology **(D5)**	3
ANTH 203 Introduction to Cultural Anthropology **(D1)**	3
ANTH 480 Studies of Language Use	4
ANTH 380 Language, Culture and Society	4
ANTH 382 Language Change	4
ARTH 466 Contemporary Art	3-4
BUS 391 Cross-cultural Communication and Negotiation	4
BUS 393 Introduction to International Business	4
COMS 321 International Communication	4
ECON 204 Introduction to Macroeconomics **(D5)**	4
ECON 303 International Economics	4
ECON 313 Economics of the European Integration	4
ENGL 341 Explorations in Language	4
ENGL 343 Youth and Literature	4
ENGL 379 Structure of English: Pedagogical Grammar	4
ENGL 491 Seminar in Teaching Composition	4
ENGL 492 Reading and Responding to Literature	4
GEP 320 Geopolitics	4
HIST 202 Development of the Modern World **(D2)**	3
HIST 380 Twentieth-Century World **(D2)**	3
HIST 401 The Roman Empire	4
HIST 406 The Crusades	4
HIST 408 The Early Middle Ages	4
HIST 409 The High Middle Ages	4
HIST 410 Early Modern Europe: 1350-1789	4
HIST 412 Europe since 1914	4
MUS 250 Survey of European Music **(C1)**	3
MUS 251 History of Western Music: Ancient World to 1750	3
MUS 252 History of Western Music: 1750-Present	3
MUS 310 Theory III: Form and Analysis	3
MUS 316 Diction: French and German	1-2
MUS 325 SSU Chorus	1-2
MUS 410 Theory IV: 20th Century Techniques	3
MUS 343 Studies in Musical Genres **(C1)**	3*
MUS 344 Studies-Specific Composers* (**C1**)	3*
PHIL 207 Philosophical Movements*	4
PHIL 303 Social and Political Philosophy*	4
PHIL 307 Philosophical Figures *	4
POLS 352 Politics of Eastern Europe	4
SOCI 375 Sociological Theory **(D1)**	4
THAR 203 Introduction to the History of Drama and Dance: 1800 to Present **(C1)**	4
THAR 320A Intermediate Acting Block	5
THAR 371B History of Dance B	3
THAR 420A Advanced Acting Block	2-5

**** Only applied to special major if composers/philosophers from the German-Speaking world are taught***

Special Minor in Interdisciplinary Studies

The special minor has the following features and requirements:

1. The minor consists of a minimum of 18 units of coursework from two or more departments;

2. A minimum of 6 units in the minor must be in upper-division course work; and

3. A special minor must have the same coherence and academic integrity as are demanded of a special major.

Master of Arts or Science in Interdisciplinary Studies

Degree Requirements	Units
Major requirements	30
Total units needed for graduation	**30**

Requirements for the M.A. or M.S. in Interdisciplinary Studies

Prerequisites to Application

- A grade point average of at least 3.00 for the last 60 units of college work attempted; and
- Submission of completed Application to Interdisciplinary Studies (ITDS) (available from Graduate Studies Office.)

Prerequisite to Acceptance

- Acceptance by the Graduate Studies Subcommittee of Application to Interdisciplinary Studies (ITDS), complete with signatures of at least 2 members of your ITDS graduate advisory committee.
- Admission to the University in classified graduate status; and
- The candidate for this degree must comply with the normal regulations governing graduate study at Sonoma State as described in this catalog.

Course Requirements

General course and unit requirements:

- The master's in interdisciplinary studies consists of a minimum of 30 units in two or more disciplines.
- At least 20 units must be graded (A-F); the remainder (up to one-third of the total number of units of the major) may be taken in a nontraditional grading mode. (In order to receive a Credit (Cr) grade in a graduate level class, the student must earn the equivalent of B- or better.)
- At least 21 semester units shall be completed in residence.
- At least 60% of the units shall be in graduate (500-level) courses. The remaining units may be in 300- or 400-level courses.

For detailed guidelines and the application form for the master's degree in interdisciplinary studies, please contact the SSU Graduate Studies Office.

Sample Four-year Program-Track A (Studies at SSU, including Study Abroad)

Sample Four-Year Program for bachelor of Arts in the Special Major: German Cultural Studies

Track A: Studies at SSU, Including study in a German-Speaking Country

FRESHMAN YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
MLL 161A: GER 101 (C3) (4)	MLL 161B: GE (A3) (2)
MLL 161A: GE (A3) (2)	GER 102 (4)
GE (B1) (4)	ANTH 200 GE (D5) (4)
GE (A2) (4)	GE (B4) (4)
General Elective (1)	General Elective (1)

SOPHOMORE YEAR: 30 Units

Fall Semester (15-16 Units)	*Spring Semester (14-15 Units)*
GER 200 (4)	GER 210 (4)
GE B2 (3-4)	ARTH 464 (C1) (3-4)
GE (D1) (4)	GE B3 (3)
Major Elective (4)	GE (B3) (3)
	GE D3 (3)

JUNIOR YEAR: 30 Units

Fall and Spring Abroad:

Intermediate German Language Courses: 6 units at 200 level (or higher)
Upper-Division German Language Courses: 8 units at 300 level and higher
German Culture/History (in German): 6 units at 200 level and higher
German Literature (in German): 4 units at 200 level and higher

(counts for major core requirement & GE C2)

Other courses: 6 units (e.g. courses for major electives or covering GE)

Note: Courses taken abroad may count for major core courses (up to 8 units) and major elective courses (up to 14-15 units).

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
GER 499 (2)	GER 300 (4)
General Elective (4)	GER 495 (Senior Project) (4)
Major Elective (3)	Major Elective (3)
GE (D2) (3)	GE D4 (4)
GE (E) (3)	

TOTAL UNITS: 120

(Including 50 units in General Education, 42 units of Major Core Courses, 21 units of Major Elective Courses, and 19 units of General Elective Courses)

Sample Four-year Program-Track B (Studies at SSU)

Sample four year Program for Bachelor of Arts in the Special Major: German Cultural Studies

Track B: Studies at SSU

FRESHMAN YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
MLL 161A: GER 101 (C3) (4)	MLL 161B: GE (A3) (2)
MLL 161A: GE (A3) (2)	GER 102 (4)
GE (B1) (4)	ANTH 200 GE (D5) (4)
GE (A2) (4)	GE (B4) (4)
General Elective (1)	General Elective (1)

SOPHOMORE YEAR: 30 Units

Fall Semester (15-16 Units)	*Spring Semester (14-15 Units)*
GER 200 (4)	GER 210 (4)
GE (B2) (3-4)	ARTH 464 (C1) (3-4)
GE (D1) (4)	GE B3 (3)
Major Elective (4)	GE D3 (3)

JUNIOR YEAR: 30-31 Units

Fall Semester (15-16 Units)	*Spring Semester (15 Units)*
GER 314 (C2) (4)	GER 300 (4)
GER 315 (1)	POLS 307 (D5) (4)
ARTH 464 (C1) (3-4)	GE (E) (3)
GE (D2) (3)	POLS 350 (4)
HIST 418 (4)	

SENIOR YEAR: 30 Units

Fall Semester (14-15 Units)	*Spring Semester (15 Units)*
GER 499 (2)	GER 300 (4)
General Elective (3-4)	GER 495 (Senior Project) (4)
Major Elective (3)	Major Elective (3)
GE (D2) (3)	GE (D4) (4)
GE (E) (3)	

TOTAL UNITS: 120

(Including 50 units in General Education, 42 units of Major Core Courses, 21 units of Major Elective Courses, and 19 units of General Elective Courses)

JEWISH STUDIES

PROGRAM COORDINATOR AND ADVISOR
Brian Wilson (707) 664-2468, brian.wilson@sonoma.edu
Green Music Center, 2045
(707) 664-2468
http://www.sonoma.edu/jewishstudies/

Minor in Jewish Studies

The Minor in Jewish Studies offers students from any major on the SSU campus a cross-disciplinary concentration in the study of Jewish religion, culture, and people. Jewish Studies is by its very nature an interdisciplinary field of study, blending courses from a wide range of academic disciplines and perspectives. For a minor in Jewish studies, students must take three core courses and eight additional elective units of courses from at least two different areas of study.

Minor Core Requirements	Units
JWST 200 Introduction to Jewish Studies (C2)	4
JWST 255 (C3)	4
JWST 355 (D2)	3-4
Total units in the minor core	**11-12**
Elective units in the minor	**8**
Total units in the minor	**19-20**

Minor Electives

In addition to the core, choose 8 units of electives from other Jewish Studies courses in at least two of the following areas of study. All SSU majors may select the minor in Jewish Studies. Additional courses may be counted toward the minor with approval of the Jewish Studies program coordinator. Cross-listed courses listed below without the JWST designation will count for the Jewish Studies minor pending approval of the Jewish Studies program coordinator.

Course Offerings and Areas of Study

Religion, Philosophy, and Values	***Units***
AMCS 481 Religion and Spirituality	4
JWST 250 Introduction to Judaism	4
JWST 251 Topics in Jewish Biblical Studies	3-4
JWST 351 Topics in Jewish Religion	4
JWST 352 Topics in Jewish Thought	4
JWST 391 Topics in Comparative Religion	4
SOCI 431 Sociology of Religion	4

Language	***Units***
HEBR 101 Elementary Modern Hebrew I	3-4
HEBR 102 Elementary Modern Hebrew II	4
HIST 487 Introduction to Egyptian Language and Culture	4
LING 432 Language in Sociopolitical Context	4

History	***Units***
JWST 241 Jewish History I	4
JWST 242 Jewish History II	4
JWST 341 Topics in Jewish History	4
AMCS 370 Topics in Ethnic/Multicultural Studies	4
HIST 303 The Ancient Near Eastern Texts	4
HIST 304 History of the Arabs to 1453	4
HIST 342 The Jewish Diaspora	4
HIST 349 Historical Themes	2-4
HIST 371 Tolerance and Intolerance in Europe	2-4
HIST 375 Special Topics and Themes in American History	1-4
HIST 469 Religion in America	4
HIST 482 Judaism and Christianity in the Formative Period	4

Culture and Society	***Units***
JWST 330 American Jewish Experience	4
JWST 360 Jewish Literature	3
JWST 361 Topics in Jewish Literature	4
JWST 381 Topics in Jewish Art, Film, Music, Culture, and Society	3-4
JWST 421 Topics in Israeli ART, Film, Music, Culture, and Society	3-4
AMCS 330 Multicultural History of the United States	4
AMCS 470 Advanced Studies in Ethnic Culture	4
ANTH 358 Topics in Sociocultural Anthropology	4
ARTH 461 Selected Topics in Film	3
ARTH 474 Islamic Art	3-4
ARTH 480 Selected Topics in Art History	1-4
ENGL 472 Studies in the Novel	4
ENGL 482 Studies in American Literature: Jewish Literature-Home and Exile	4
ENGL 483 Individual Authors: American	4
GEOG 396 Special Topics in Area Studies: Middle East	4
MUS 343 Studies in Musical Genres (when a Jewish topic) Yiddish Musica Theater OR Survey of Jewish Musics (C1)	3
POLS 446 International Relations of the Middle East: Israel, Palestine, United States	4
POLS 307 Perspectives on the Holocaust and Genocide (D5)	4
POLS 486 Selected Issues in International Politics	3
THAR 430 Special Topics	1-3
WGS 311 Special Topics in Women and Gender Studies	1-4

Other courses with area to be designated based on course content	***Units***
JWST 331 Topics in Jewish American Studies	3-4
JWST 371 Topics in Jewish Studies	3-4
JWST 431 Advanced in Jewish American Studies	4
ITDS 297 Selected Topics	1-4
ITDS 397 Selected Topics	1-4

KINESIOLOGY

DEPARTMENT OFFICE
PE 14
(707) 664-2357
www.sonoma.edu/kinesiology

DEPARTMENT CHAIR
Steven V. Winter

DEPARTMENT COORDINATOR
Gina Voight

EQUIPMENT TECHNICIAN
Gloria Allen

Faculty

Wanda Boda
Ellen Carlton
Lauren Morimoto
Bülent Sökmen
Kurt Sollanek
Steven V. Winter

Programs Offered

Bachelor of Science in Kinesiology

Exercise Science Concentration

Lifetime Physical Activity Concentration

Interdisciplinary Concentration

Minor in Kinesiology

Adapted Physical Education Added Authorization Preparation

Kinesiology, as the study of human movement, utilizes a comprehensive and integrative approach to examine phenomena related to all aspects of physical activity. The curriculum offered by the Department of Kinesiology prepares graduates who can apply kinesiological principles to the acquisition, performance, and refinement of motor skills and to the use of physical activity as an educative tool and a medium for health promotion, personal well-being, and participation in an active lifestyle. The curriculum addresses human movement across the life span from biological/physical, behavioral, sociocultural, and humanistic perspectives, with attention given to the unique and common needs of all people in a wide variety of contexts and conditions.

In conjunction with the broader educational mission of the University, the kinesiology major program prepares students to lead and participate in a modern complex society and to assume multiple roles throughout their lifetimes. Graduates have acquired knowledge and experiences that prepare them to pursue lifelong learning,advanced study, and/or careers in such areas as coaching, allied health fields, health and fitness industries, sport industries, or exercise and movement science. To achieve this mission the kinesiology major provides students with a well-structured set of curricular and co-curricular experiences and the mentorship to derive a sound education from the University experience.

The Department of Kinesiology concentrations lead to the B.S. degree. In all concentrations, a core of courses are required. Beyond this core, the kinesiology student chooses a concentration of courses with a specific focus. The undergraduate may select exercise science, lifetime physical activity, or interdisciplinary studies in kinesiology. Theoretical and practical learning experiences are an important part of all concentrations. Students are required to participate in a variety of field experiences.

Prior to beginning upper-division studies in Kinesiology, students should have acquired the knowledge and skills necessary for success. Courses with specific application to the kinesiology degree are included as support courses for the major. All students entering the upper-division kinesiology degree should

- Be able to utilize computing technology in support of inquiry;
- Demonstrate knowledge of a broad range of concepts, issues, facts, and theories derived from the biological, physical, behavioral, social sciences, and from the humanities;
- Demonstrate critical thinking, writing, reading, oral communication, quantitative and qualitative analysis, and information management skills; and
- Document experience in a variety of movement forms and fitness activities.

At the completion of the undergraduate degree all graduates should

- Demonstrate knowledge and skill in a broad variety of movement and fitness activities;
- Understand the biological/physical and behavioral bases of movement and the changes that occur across the life span, within diverse populations, and under a variety of environmental conditions;
- Understand the sociocultural and humanistic bases of movement with diverse cultures, historical periods, and social settings;
- Understand how motor skills are acquired and fitness achieved and maintained across the life span and within diverse populations;
- Understand the relationships among movement, conditioning and training, well-being, and skill across the life span and under a variety of environmental and personally unique conditions;
- Know how to apply kinesiological knowledge to enhance motor skill and fitness with a variety of populations and conditions;
- Apply critical thinking, writing, reading, oral communication, quantitative and qualitative analysis, and information management skills to movement-related questions;

- Demonstrate knowledge of the conditions of safe practice in movement-related contexts across the life span and within diverse populations, and respond appropriately to common injuries occurring during physical activity;
- Be able to use and apply kinesiological data collection techniques and measurement theory to assess, analyze, and evaluate human performance;
- Understand the scientific method and other systematic ways of knowing relative to research and scholarship in human movement;
- Demonstrate ability to integrate multidisciplinary knowledge of kinesiology in an applied, problem-solving context;
- Be familiar with standards, ethics, and expectations of professional communities related to human movement;
- Be prepared to engage in professionally related community activities;
- Be prepared to engage in informed dialogue with diverse professional and lay communities regarding kinesiological principles and practices; and
- Demonstrate additional in-depth knowledge and skills associated with study in any one of the concentrations, specializations, or emphases that are associated with kinesiology degrees.

Bachelor of Science in Kinesiology

All students in the Department of Kinesiology must complete the support courses and the major core courses. Each major selects a concentration in which to complete the major.

Degree Requirements	Units
General education (48, 7 units in major)	41
Major requirements	46-53
Support courses (Not including GE)	8
General electives	18-25
Total units needed for graduation	**120**

All courses fulfilling either major or minor requirements in kinesiology must be graded A-F, except for courses not available in the A-F mode or courses that are challenged.

Support Courses for the Bachelor of Science

These courses may be taken at a community college, and some may be used to fulfill general education requirements. Some of these courses are prerequisites to courses in the major. The SSU equivalent is listed in parentheses.

Human Anatomy (BIOL 220) (GE)	4
Human Physiology (BIOL 224) (GE)	4
MATH 165 Elementary Applied Statistics (GE)	4
Total supporting units	**12**

Major Core Requirements (all concentrations)

KIN 201 Foundations of Kinesiology	3
KIN 301 Philosophy/History of Human Movement	3-4
OR	
KIN 315 Sociology and Sport	3
KIN 317 Nutrition for Physical Activity and Health	3
KIN 305 Psychological Bases of Human Movement	4
KIN 350 Biomechanics	4
KIN 360 Physiology of Exercise	4
KIN 410 Life Span Motor Development	3
Total units in the major core	**24-25**

Major Concentrations

Choose one of the required concentrations below to complete the major:

I. Exercise Science Concentration	27-28
II. Lifetime Physical Activity Concentration	22-24
III. Interdisciplinary Concentration	25-28
Total units in a concentration	**22-28**
Total units in the major	**46-53**

Several options are available to a student advancing toward a specific goal in the degree program. A student may select a pattern of courses in any one of the following concentrations.

I. Exercise Science Concentration

Students who have an interest in biomechanics or pre-physical therapy may select this concentration. It contains lower-division and upper-division courses beyond the core required and a set of courses specific to the subspecialty within the concentration.

CHEM 115A/B General Chemistry (GE)	10*
PHYS 209A/210A General Physics (GE)	4*
PHYS210A/B General Physics	4
KIN 241/242 Emergency Response or Principles of Musculoskeletal Injuries	3
KIN 430D Field Experience	3
BIOL Elective (department approval required)	3-4
Total in the Exercise Science Concentration	**27-28**
Total units in the major	**51-53**

** Students planning to enter a master's degree or doctoral program in physical therapy may need to take additional units or courses to satisfy admission requirements to the programs. Check with the academic schools to which you plan to apply for specific requirements.*

II. Lifetime Physical Activity Concentration

Fitness and Wellness Emphasis

Prepares individuals for careers in the allied fields of fitness, health, and wellness. Those who work with exercise must have an understanding of intra- and interpersonal aspects of exercise adherence, as well as knowledge of the structure and function of the human-body. They must know exercise physiology and the mechanics of human motion; and they must possess skills in planning and carrying out appropriate exercise programs and treatment regimes for the healthy individual who desires lifetime fitness goals, as well as for the individual with unique needs due to a developmental concern or musculoskeletal injury. This concentration incorporates coursework in philosophy, sociology, and psychology; exercise physiology and biomechanics of movement; adapted physical education and emergency / sports medicine; and health education, while providing

opportunities for internships & field experiences.

KIN 241 Emergency Response	3
KIN 242 Principles of Musculoskeletal Injuries	3
KIN 426 Individualized Assessment and Program Design	4
KIN 430E Field Experience/Internship	3
KIN 446 Exercise Instruction	3

Electives: Choose a minimum of 2 courses (below)

KIN 403 Ethics, Equity and Inclusion in Coaching	3
KIN 404/404C Theory of Coaching	3
KIN 427 Individuals with Disabilities in Education and Recreation	3
BIOL 318 Biology of Aging	3
BUS 150 Business and Society	3
GERN 300 Basic Gerontology	3
PSY 408 Transitions in Adult Development	4
PSY 201 Human Potential	3
PSY 421 Psychology of Aging	4
SOCI 317 Emotions and Adult Life	3

Total units in the emphasis 22-24
Total units in the major 46-49

Coach Education Emphasis

The Coach Education Emphasis serves students interested in coaching sports at the recreational, youth, high school and collegiate levels. As sports have become increasingly embedded in American culture (e.g. in education, family life), there is a need for reflective, informed coaches. This program provides opportunities for students to acquire the skills required to become an effective coach in recreational, youth, high school, and collegiate competitive sports.

KIN 241 Emergency Response	3
KIN 242 Principles of Musculoskeletal Injuries	3
KIN 403 Ethics, Inclusion, and Equity in Coaching	3
KIN 404/404C Theory of Coaching	2-3
KIN 420 or 422 Middle School or High School Physical Education	3-4
KIN 426 Individualized Assessment and Program Design	4
KIN 430E Field Experience	3

Electives - choose a minimum of 1 course from the following:

KIN 427 Individuals with Disabilities in Education and Recreation	3
KIN 420 or 422 Middle School or High School Physical Education	3-4
KIN 442 Musculoskeletal Evaluation, Training, and Treatment	4
KIN 446 Exercise Instruction	3
KIN 316 Women in Sports	3
KIN 320 Curriculum, Pedagogy, and Assessment	3
KIN 308 and 309 Educational Gymnastics and Rhythms and Dance	2

Total units in the emphasis 23-27
Total units in the major 47-52

Physical Therapy Program Prerequisites

Courses	SSU Course	UCSF	Samuel Merritt	UOP	Chapman	West Univ. of H.S.
General Physics	PHYS 209AB/210AB	R-8	R-8	R-8	R-8	R-8
General Chemistry	CHEM 115AB/116AB	R-10	R-8	R-8	F-8	F-8
Organic Chemistry	CHEM 335A	r-3				
H. Anatomy w/lab	BIOL 220	R-3	R-4	R-4	R-4	R-4
H. Physiology	BIOL 224		R-4	R-4	R-4	R-4
Bio Elective	BIOL 307, 318		R-3	R-4	R-6	
Microbiology/Cell Biology	BIOL 218/344	R-4		R-4		
Neuro Anatomy	PSY 451	r-4				
Ab Psych/Psych Dis	PSY 425/438	R-3				
General Psych	PSY 250, 302		R-3			
Psych Elective			R-3	R-3	R-6	
Sociology Elective			R-3			
Biomechanics	KIN 350	R-3	R-3			
Exercise Physiology	KIN 360	r-3	R-3			
Motor Learning/ Motor Development	KIN 305/410	r-3				
Statistics	MATH 165	R-3	R-3		R-4	R-4
English Composition	ENGL 101	r-3		R-3		
Written/Oral Comm	HUM 200/ENGL 201		R-3			
Field Experience	KIN 430D	R-150	R			
GRE		R 1500/500	R 1700/540			

R=REQUIRED, r=recommended

III. Interdisciplinary Concentration

In consultation with their advisors, students design a concentrated course of study or special emphasis track in preparation for a career goal. The concentration must be distinctly different from Kinesiology concentrations already offered. Areas of emphasis may include pre-occupational therapy and others.

Students, in consultation with their kinesiology interdisciplinary advisor, shall define and describe in writing the specific theme they would like their interdisciplinary concentration to be in and select a minimum of 24 units of coursework to fulfill program requirements. Courses in kinesiology and those offered by other departments are appropriate and may be applied to this track. A minimum of 3 units, and not more than 6 units, in Field Experience (KIN 430) and/or Special Studies (KIN 495) must be taken. The proposed study list must be signed by the student and advisor and submitted to the department chair for approval. A copy of the signed, approved study list is placed in the student's advising folder.

Total units in the concentration	**25-28**
Total units in the major	**49-53**

Careers

Lifetime Physical Activity

Careers or certifications that require a baccalaureate degree

- Strength and Conditioning Specialist
- Certified Personal Trainer
- Health Fitness Instructor
- Exercise Specialist
- Coach

Adapted Physical Education – Physical Education for Individuals with Disabilities

- Work in public schools, community recreation centers, hospitals and other clinical settings, community colleges (M.A. required), colleges, and universities

Exercise Science

- Physical Therapy
- Allied Health Careers

Interdisciplinary

- Occupational Therapy

Students Planning to Apply to a Graduate Program in Physical Therapy

Completing the Kinesiology degree with the Exercise Science concentration, pre-physical therapy option, will satisfy many of the course requirements (or recommendations) which are prerequisites for admission to a physical therapy program. While there are similarities across physical therapy programs, there are also differences from one graduate program to another. Students are urged to contact personally any graduate school they may wish to consider and request admission requirements. Information can be obtained from the American Physical Therapy Associate website: http://www.apta.org.

No single list of prerequisites can be totally complete and accurate. The list on the previous page summarizes current requirements for some programs in California, and the requirements are similar to other programs. It is suggested that you use the attached list as general guidelines until a specific school or schools are selected.

Additional Considerations

- Plan on a minimum of three years beyond the bachelor's degree to complete a physical therapy program. Actual time varies by program.
- Find out if the Graduate Record Examination (GRE) is required and what minimum score is accepted.
- Strengthen your oral and written communication skills.
- Apply to several programs.
- Usually a 3.0 GPA is required; however, many schools actually use a 3.3 or higher GPA.
- Get extensive field experience, have excellent letters of recommendation, prepare a strong portfolio, and be prepared for a good interview.
- Some programs may not take less than a "B" in a prerequisite course; some will not accept a repeat grade if the original grade was a "C" or better.
- Many programs require that prerequisites be taken in the last 5-10 years; this varies from school to school.
- DO NOT take prerequisite courses for Cr/NC.
- Take elective courses in related fields, especially the biological sciences.
- Talk to physical therapists and other pre-pt students, and be active in the pre-health professions clubs on campus.

Minor in Kinesiology (Currently Inactive)

Students majoring in other disciplines may complete a minor in kinesiology to further their career goals. The minor requires a minimum of 22 units and includes a core of 14 to 15 units (required of all students) and a minimum of 7 to 8 units of electives. The minor in kinesiology may be desirable for credential candidates pursuing a second teaching area or a career in coaching; for management students entering sport/fitness businesses; for those involved in outdoor recreation programs; for students in performing arts desiring a physical education/dance background. Students pursuing a kinesiology minor must consult with a departmental advisor for program requirements. A copy of a signed approved study list is placed in the student's advising folder.

Minor Core Requirements

KIN 201 Foundations of Kinesiology 3

Choose one course from the following:

KIN 301 History and Philosophy of Human Movement (4) or
KIN 315 Sociology of Sport **or**
KIN 410 Lifespan Motor Development 3-4

Choose two courses from the following:

KIN 305 Psychological Bases of Human Movement 4
KIN 350 Biomechanics 4
[Prerequisite BIOL 220, Human Anatomy (4)]
KIN 360 Physiology of Exercise 4
[Prerequisites CHEM 115A, General Chemistry (5)
or CHEM 105 and BIOL 224, Human Physiology (4)]

Total units in the minor core 14-15

Minor Options

These courses are to be determined with and approved by a departmental advisor. They must be in kinesiology and may include a maximum of 3 units of field work and/or special studies.

Total units in the minor option 7-8

Total units in the minor 22

Sample Four-year Program for Bachelor of Science in Kinesiology, Exercise Science Concentration

LOWER-DIVISION PREPARATION

FRESHMAN YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
BIOL 110 (4)	CHEM 115A (5)
Electives (3)	MATH 165 (4)
GE (8)	GE (6)

SOPHOMORE YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
BIOL 220 (4)	KIN 201 (3)
CHEM 115B (5)	PHYS 209A/210A (4)
Electives (3)	BIOL 224 (4)
GE (3)	GE (4)

UPPER-DIVISION SPECIALIZATION

JUNIOR YEAR: 30-31 Units

Fall Semester (14-15 Units)	*Spring Semester (16 Units)*
KIN 241/242 (3)	KIN 360 (4)
KIN 301 (4)	KIN 317 (3)
OR KIN 315 (3)	GE (6)
PHYS 209B/210B (4)	UD GE (3)
GE (4)	

SENIOR YEAR: 29-30 Units

Fall Semester (15 Units)	*Spring Semester (14-15 Units)*
KIN 305 (4)	KIN 430D (2)
KIN 350 (4)	Electives (6)
KIN 410 (3)	UD GE (E) (3)
UD GE (3)	Biology Elective (3-4)
KIN 430D (1)	

TOTAL UNITS: 120

Sample Four-year Program for Bachelor of Science in Kinesiology, Lifetime Physical Activity Concentration, Fitness and Wellness Emphasis

LOWER-DIVISION PREPARATION

FRESHMAN YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
BIOL 115 (3)	CHEM 105 (5)
Math 165 (4)	GE (8)
GE (8)	Elective (2)

SOPHOMORE YEAR: 30 Units

Fall Semester (14 Units)	*Spring Semester (16 Units)*
BIOL 220 (4)	KIN 201 (3)
GE (10)	BIOL 224 (4)
	KIN 242 (3)
	GE (6)

UPPER-DIVISION SPECIALIZATION

JUNIOR YEAR: 29-30 Units

Fall Semester (13-14 Units)	*Spring Semester (16 Units)*
KIN 301(4)	KIN 360 (4)
OR KIN 315 (3)	KIN 410 (3)
KIN 312 (2-4)	F&W Elective (3)
KIN 241 (3)	F&W Elective (3)
KIN 426 (4)	UD GE (3)

SENIOR YEAR: 30-31 Units

Fall Semester (16 Units)	*Spring Semester (15 Units)*
KIN 350 (4)	KIN 305 (4)
KIN 430E (3)	Electives (5)
Elective (6)	KIN 446 (3)
UD GE (3)	UD GE (3)

TOTAL UNITS: 120

Sample Four-year Program for Bachelor of Science in Kinesiology, Lifetime Physical Activity Concentration, Coach Education Emphasis

LOWER-DIVISION PREPARATION

FRESHMAN YEAR: 30 Units

Fall Semester (14 Units)	*Spring Semester (16 Units)*
BIOL 115 (3)	CHEM 105 (5)
Math 165 (4)	GE (11)
CS 101 (3)	
GE (4)	

SOPHOMORE YEAR: 31 Units

Fall Semester (15 Units)	*Spring Semester (16 Units)*
BIOL 220 (4)	KIN 201 (3)
Nutrition (3)	BIOL 224 (4)
GE (8)	KIN 242 (3)
	GE (6)

UPPER-DIVISION SPECIALIZATION

JUNIOR YEAR: 26-28 Units*

Fall Semester (13-14 Units)	*Spring Semester (13-14 Units)*
KIN 301(4)	KIN 360 (4)
KIN 315 (3)	KIN 410 (3)
KIN 404 (2-3)	KIN 420 or 422 (3-4)
Elective (4)	UD GE (3)

SENIOR YEAR: 29-31 Units*

Fall Semester (12-14 Units)	*Spring Semester (17 Units)*
KIN 350 (4)	KIN 305 (4)
KIN 430E (3)	KIN 460 (3)
CE Elective (2-4)	KIN 403 (3)
UD GE (3)	KIN 426 (4)
	UD GE (3)

TOTAL UNITS: 120

** If all minimum units are chosen, 4 more units will be required for the University 120 unit degree requirement.*

LATIN AMERICAN STUDIES

Advisors

Robert McNamara / Political Science Department, 707 664-2676
https://www.sonoma.edu/polisci/latinamericanminor/

Program Offered

Minor in Latin American Studies

Latin American Studies Minor

The minor in Latin American Studies offers a cross-disciplinary concentration on an important region of the world for students preparing for careers in or focusing on Latin America. Through a combination of courses in different disciplines, it provides a general background in Latin American culture, history, politics, economics, literature, social structures, and foreign relations. Although study of a language (other than English) is not required, it is highly recommended.

The minor consists of 20 semester units, which include courses:

- In at least two different disciplines;
- At least one from the Regional courses; and
- No more than 12 units from any one discipline.

Students interested in the minor can contact:
Theresa Alfaro-Velcamp, Department of History or
Robert McNamara, Department of Political Science.

Regional Courses

HIST 241 History of the America Part I	3
HIST 242 History of the Americas Part II	3
GEOG 392 Geography of Latin America and the Caribbean	4
HIST 339 Ancient and Colonial Latin America	4
HIST 342 Modern Latin America	4
POLS 453 Politics of Latin America	4
SPAN 307 Cultures of Latin America (Taught in Spanish)	4
FR 314 French Caribbean Literatures (Taught in English)	4
CALS 480 Latin American Migration to the United States	4

Specialized Courses

CALS 314 Latin American Literature and Translation	4
BUS 396W The Global Wine Industry	4
ECON 403 Seminar in International Development	4
HIST 433 History of Mexico	4
HIST 449 Gender and Sexuality in Latin America	4
SPAN 402 Latin American Literature (Taught in Spanish)	4

Supporting Electives

Any courses focusing on Latin America and the Caribbean and chosen in consultation with and approved by an advisor for the minor in Latin American Studies.

Total units for minor **20**

LIBERAL STUDIES - HUTCHINS SCHOOL OF LIBERAL STUDIES

DEPARTMENT OFFICE
Rachel Carson Hall 44
(707) 664-2491
www.sonoma.edu/hutchins

DIRECTOR
Stephanie Dyer

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Billie Bartlett Johnson

PROGRAM ADVISOR
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Stephanie Dyer
Ben Frymer
Ajay Gehlawat
Janet Hess
Justine Law
Eric McGuckin
Mutombo M'Panya
Wendy Ostroff
Hilda Mercedes Romero
Francisco H. Vázquez

Programs Offered

Interdisciplinary Lower- Division General Education Program

Bachelor of Arts in Liberal Studies

Track I: Interdisciplinary Studies Major

Track II: Multiple Subject Preparation Program (Pre-credential elementary teaching)

Track III: Blended Program (4 year accelerated plan B.A. Plus Multiple Subject Credential)

Minor in Integrative Studies

Saturday Hybrid Degree Completion

Overview

A nationally recognized leader in the movement for reform in higher education, the Hutchins School has maintained its commitment to innovative pedagogy and interdisciplinary inquiry into vital issues of modern concern since its inception in 1969. The program is designed to encourage students to take themselves seriously as readers, writers, and thinkers capable of continuing their own educational process throughout their lives.

The Hutchins School is an interdisciplinary school within Sonoma State University offering lower-division students an alternative CSU articulated and approved General Education program that integrates material from the humanities, the social sciences, and the natural sciences. It also offers upper-division students a similarly integrated major in Liberal Studies leading to a B.A. degree. It offers a multiple subject preparation program for pre-credential students, and a blended program leading to a B.A. and multiple subject teaching credential in four years. A minor in integrative studies is offered, as well.

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 classes
- Close cooperation and a feeling of community among students and professors
- A diverse faculty, each member trained in more than one field of study, to help students learn how to approach a problem from several points of view
- Courses organized around themes or questions, rather than according to the traditional division of subject matter into disciplines
- Encouragement to engage in independent study projects and study abroad programs
- Internship/field study to bridge academic studies with career placements and community service
- An opportunity for student-instructed courses

Hutchins is also committed to offering students opportunities for contributing to and learning from local communities. Some courses include a service learning component which enhances the reading, writing, and discussion of shared materials through applied service projects. These courses provide hands-on experience for students while also creating valuable partnerships with local community organizations. Through service, Hutchins students can draw connections between what they discuss in seminar with how they live their lives, enabling them to integrate critical thinking, active participation, and careful reflection.

Students in other majors may complete a Hutchins School integrative studies minor to help place their disciplines in a wider intellectual context.

Careers in Liberal Studies

Hutchins School graduates do especially well in teaching, counseling, social services, law, media, journalism, and many types of businesses. They have entered graduate programs in fields as diverse as American studies, anthropology, business, counseling, English,

history, law, library science, management, medieval studies, physics, religion, sociology, student services and theatre arts.

Students seeking a preparation for teaching credential in elementary education can enroll in the Track II: Subject Matter Preparation for the Multiple Subject Teaching Credential. If freshmen prefer an accelerated track, they can enroll in the Track III: Blended Program, which allows them to complete their B.A. degree and complete all requirements for the Multiple Subject Teaching Credential in four years. Students may transfer to another SSU program at the end of any semester without loss of credit successfully completed in the Hutchins program.

Whatever their particular interests, all Hutchins students are challenged to read perceptively; to think both critically and imaginatively; to express their thoughts and feelings in writing, speech, and other media; and to make productive use of dialogue and discussion. By developing these skills, students will be ready to take a position in a democratic society as thoughtful, active citizens conversant in a broad range of disciplinary perspectives. Through seminar discussions, essays, research, and other assignments, students will be prepared for a wide variety of careers in which creative, independent thinking and effective written and oral communication are the prime requisites.

Admission

In general, the Hutchins School accepts students at the freshman or junior level for fall admission only, although Spring admissions are made depending on space availability. When applying to the University, all students seeking admission to the Hutchins School should list Liberal Studies Hutchins, as their major.

Students applying as freshmen are recommended to test into college level English. Students seeking admission into the Hutchins Blended Program as freshmen are recommended to test into college level English and math.

Students already at Sonoma State seeking admission into the Hutchins program must undergo a separate application process by February 28 for the fall semester and October 30 for the spring semester deadlines may be extended on a case by case basis. Students can begin this application process by contacting the Hutchins Main Office.

Students seeking admission to Track II as junior transfers must complete all lower-division general education requirements, with specific requirements in the following areas. Students may take these courses while enrolled in the major:

- BIOL 110: Biological Inquiry (or equivalent)
- Chemistry, physics, or astronomy course
- Geology or physical geography
- MATH 150: Geometry (General Education math may fulfill this requirement for off-campus transfers)
- A course in the history of the visual arts, focused on drawing, painting, or sculpture
- A survey or history course in the performing arts: dance, music, or theatre

Degree Requirements	Units
General Education Lower-Division (May include 48 units in LIBS Integrative GE)	48
Major Requirements (up to 3 units may be applied to upper GE Area E)	40
General Education Upper-Division (Waived upon completion of Tracks II or III)	9
SSU Electives (Track I) or Subject Matter Preparation (Track II)	23
Total units needed for graduation	**120**

Interdisciplinary General Education Program Lower-Division

The CSU approved and articulated lower-division program of the Hutchins School fulfills, with the exception of mathematics, all of the Sonoma State University lower-division general education requirements. Upon completion of the lower-division General Education program in Hutchins, students may elect to continue in the program as a liberal studies major, or they may transfer into another major at any point in the program. The program consists of four interdisciplinary seminars of 12 units each, taken successively as follows:

LIBS 101: The Human Enigma (Fall)
LIBS 102: In Search of Self (Spring)
LIBS 201: Exploring the Unknown (Fall)
LIBS 202: Challenge and Response in the Modern World (Spring)

Each of these seminars is made up of 10 to 15 students and a professor. Learning proceeds by a process of reading, writing, and discussion, in which all students are urged to take an active part. There are generally four to six sections of each seminar offered simultaneously, so that each seminar is part of a larger learning community that meets together once a week for lectures, field trips, labs, and other group projects. The curriculum for these seminars is developed collaboratively by the faculty facilitating each seminar section, thus drawing on a wide range of disciplinary expertise.

Strongly emphasizing excellence in written communication, the program includes extensive writing projects and regular tutorials. The emphasis throughout is on the critical examination of contemporary problems in their historical contexts. Each student is expected to arrive at conclusions that result from personal reflection and exploration of the ideas of major thinkers in diverse fields.

At mid-semester, students meet individually with the professor to discuss their progress. At this point, they have an opportunity to reflect on and assess their own learning, a key ingredient in developing the skill of lifelong learning. At the end of every semester, the student receives an official grade or credit/no credit. LIBS 101 is only available credit/no credit. In LIBS 102, 201, and 202 students may choose a letter grade or the credit/no credit option. SSU policy states that a mark of Credit is equivalent to at least a letter grade of C-. In LIBS 101, 102, 201 and 202, a mark of Credit is the equivalent of at least a letter grade of a C-. A student taking the course credit/no credit is also given a copy of a detailed evaluation of his or her work, which is placed in the student's Hutchins file. This evalua-

tion assesses the student's cognitive skills, seminar participation, understanding of the course content, writing skills, independent project, and special course assignments. A written commentary addresses each student's particular strengths and indicates the way in which the student should improve in order to become an effective, lifelong learner. Thus, the evaluation conveys a great deal more information than does a single letter grade. Unofficial grades can, at the student's request, be made available to other schools, agencies, or prospective employers who need a quantitative measure of performance if students choose to take the courses credit/no credit. Students choosing the graded option will have their letter grade included as part of their Sonoma State G.P.A.

A student who does not work well within the Hutchins program may receive a credit or letter grade with a probationary or terminal qualification, or a terminal no credit or grade. If the student's enrollment remains probationary for two semesters, or is terminated, he or she must transfer out of the Hutchins program.

Bachelor of Arts in Liberal Studies Upper-Division

Options for the bachelor's degree include: **Track I**, the General Liberal Studies Major plan; **Track II**, the Subject Matter Preparation (pre-credential) plan; and **Track III**, the Blended Program/B.A. plus Multiple Subject Credential.

The general core pattern for the major in all three tracks is outlined in the table below. During their first semester in the upper-division, all new transfer students are required to take LIBS 302. In this course, students work on the skills required in the major, develop their own learning plans, and begin the portfolio, a document the student expands throughout the upper-division and brings to a close in LIBS 402 Senior Synthesis. LIBS 302 is a prerequisite for all upper-division Hutchins core seminar courses. Students continuing from Hutchins lower-division, however, are exempt from LIBS 302. Any student earning a grade lower than a C in LIBS 302 will not be allowed to continue in the Hutchins program. Grade of C- or better required for all major courses.

Also, in each of their first two semesters, students will take a key course designed to involve them in a critique of some of our most fundamental beliefs and values, viewed in a worldwide context. (Please see LIBS 204/304/205 and 208/308/209.)

Upper Division Major Core Requirements

	Units
LIBS 302 Introduction to Liberal Studies*	3
Choose one of the following:	3-4
LIBS 304 We Hold These Truths	3
LIBS 204 Minorities in American Cinema	4
LIBS 205 Topics in American Culture	4
One course from each of 3 core areas:	
LIBS 320A or 321A, Core A Society and Self	3
LIBS 320B or 321B, Core B Individual and the Material World	3
LIBS 320C or 321C, Core C, The Arts and Human Experience	3
Capstone Course:	
LIBS 402 Senior Synthesis	4
Total units Hutchins Core	19-20

**requirement met for LIBS Lower Division General Education Program students*

Additional Major Requirements (per track described below):

	Units
Track I Interdisciplinary Studies =	19-20
Track II Multiple Subject Preparation (Pre-Credential) =	21-22
Track III Blended Multiple Subject Teacher Preparation + Credential =	18

Total Unites in Major (per track described below):

	Units
Track I Interdisciplinary Studies =	40
Track II Multiple Subject Teacher Preparation (Pre-Credential)=	40-42
Track III Blended Multiple Subject Teacher Preparation + Credential =	34-35

Core Seminars

Building on the foundations laid in the key courses, the student chooses at least one seminar from each of the following four core areas:

Core A Society and Self

Core B The Individual and the Material World

Core C The Arts and Human Experience

Core D Consciousness and Reality

The core seminars are a key element of the curriculum in the Hutchins Major. Core areas are designed to ensure that the intensive learning experience provided in the small seminar format is spread across the disciplinary spectrum, although all core courses offer an interdisciplinary perspective on a particular theme.

Track I Interdisciplinary Studies

Students who would prefer a broad interdisciplinary major as a foundation for their career choice (e.g. the arts, the law, public service, etc.), or who are motivated by intellectual curiosity and wish to pursue an individualized study plan, often choose interdisciplinary studies. Flexible Track I major requirements may be tailored to fit individual goals. Track I may include the following:

- up to 9 upper division units from other majors or minors organized in an area of emphasis which reflects career plans and/or intellectual interests
- 12 units from CSU approved study abroad programs as part of the emphasis in the Hutchins major
- Alternatively, students majoring in interdisciplinary studies will complete the 9-11 additional major requirement units by choosing from a wide variety of LIBS courses which include elective seminars, workshops, independent and directed studies, internships, Field Study and Study Away opportunities.

Track One Additional Major Requirements	19-20
Choose one of the Following:	*3-4*
LIBS 308 The Practice of Culture	3
LIBS 208 Practices of Culture	4
LIBS 209 Bollywood and Globalization	4
LIBS 320D or 321D Core D, Consiousness and Reality	3
LIBS 410 Independent Study (at least one unit)	1-4
LIBS 499 Internship (at least three units)	3-5
Major Elective Units	9-11

The Field Experience internship requirement, often preceded by a semester of independent study related to the placement, allows students to include, as part of their major, experiences as diverse as (1) a period of domestic or international study and travel; (2) an independent project in a nearby community; (3) an internship with a local arts organization, business, school, or social service agency; (4) substantial involvement in a program with another department on this or some other campus; or (5) other options and activities created by the student in consultation with an advisor. Whether close at hand or far away, the Field Experience internship experience can help students relate their education to specific career choices, greater intellectual understanding, and their place in an ever-larger world.

LIBS/M.B.A. Advising Pathway

The flexibility of the Track I program in liberal studies lends itself to a broad variety learning experiences and careers. For example, by following this path, a liberal studies major may complete the requirements to enter a Master of Business Administration program upon graduation.

Track II Multiple Subject Preparation (Pre-Credential)

The Hutchins School offers a California Commission on Teacher Credentialing approved subject matter preparation program for students intending to enter a California elementary teaching credential program for either Multiple Subjects or Education Specialist, after completion of the B.A. The B.A. pre-credential option ensures:

- Interdisciplinary subject matter proficiency
- Possession of the high-level analytic, synthetic, creative, and expressive academic skills required of future educators
- Carefully planned coursework to meet state-mandated content standards for prospective elementary teachers
- Excellent content preparation for the CSET: Multiple Subjects exam as well as for as admission to a professional teacher training program

Track II Additional Major Requirements	21-22
Choose one of the following:	3-4
LIBS 308 The Practice of Culture	3
LIBS 208 Practices of Culture	4
LIBS 209 Bollywood and Globalization	4
The following are required:	
LIBS 320D or 321D, Core D Consciousness and Reality	3
LIBS 312 Schools in American Society or EDUC 417 School and Society*	3
LIBS 327 Literacy, Language and Pedagogy or ENGL 379 Structure of English	3
LIBS 330 The Child in Question or EDEC 420 Child Development	3
MATH 300A Elementary Number Systems	3
MATH 300B Data, Chance, and Algebra	3

*Pre-requisite for SSU Multiple Subjects credential program, grade of C or higher required. LIBS 312 includes 45 hour field experience required for credential program, EDUC 417 does not.

Track II: Pre-Credential Multiple Subjects Preparation program waives SSU upper division General Education requirements. In exchange, Track II students complete specified courses in the sciences, visual art history, performing arts, and kinesiology. Track II also includes a 12 unit pathway in an area of concentration content area for teacher preparation such as Human Development, Mathematics, Science, Reading Language & Literature, History & Social Science, or Visual & Performing Arts. The area of concentration pathway may include General Education courses, elective courses, and Hutchins major requirements. A minor in another department may waive the area of concentration. See forms section of Hutchins website for details www.sonoma.edu/hutchins.

Track III Blended Program+Credential Program

The Blended Program incorporates the lower-division Hutchins General Education program and the basic course work for Track II with courses from the School of Education beginning in the junior year, allowing students to complete a B.A. in Liberal Studies and a Multiple Subject Teaching Credential in a 135 unit plan. Only first semester freshman are eligible for Blended Track III. See sample four year plan for Bachelor Arts in Liberal Studies with teaching credential, Track III. Students in Blended commit to a unit intensive, course prescriptive, accelerated plan designed to be completed in four years.

Blended: Track III students are held to the same credential program requirements as traditional credential candidates. These include maintaining a 3.00 GPA, passing CBEST spring of freshman year, and passing CSET: Multiple Subjects spring of junior year before student teaching senior year. Students in good standing with Hutchins who do not continue in Blended have the option to enroll in our Track II: Pre-Credential Elementary Teaching Preparation pathway. Track II students may start a credential program after completion of the Bachelor's Degree. For Multiple Subjects credential requirements, please refer to School of Education catalog information.

Track III Additional Major Requirements	18 Units
LIBS 312 Schools in American Society or EDUC 417 School & Society*	3
LIBS 330 The Child in Question or EDEC 420 Child Development	3
LIBS 327 Literacy Language & Pedagogy	3
MATH 300A Elementary Number Systems	3
MATH 300B Data, Chance & Probability	3
KIN 400 Physical Education for Children	3

** Pre-requisite for SSU Multiple Subjects credential program, grade of C or higher required. LIBS 312 includes 45 hour field experience required for credential program, EDUC 417 does not.*

Minor in Integrative Studies

The Hutchins minor is designed to help the student in a traditional discipline understand the relation that his or her major field of study bears to a number of other areas of inquiry and expertise. The minor consists of 20 units, taken in the Hutchins School, and is distributed as follows:

LIBS 302 Introduction to Liberal Studies (exempt for students continuing from the LIBS lower division)	3
LIBS 402 or 403 Senior Synthesis	4
Choice of courses from the following (13 units total):	
LIBS 304 We Hold These Truths or LIBS 204 or LIBS 205	3-4
LIBS 308 Practice of Culture or LIBS 208 or LIBS 209	3-4
LIBS 320 or 321 (A, B, C, or D): Core Seminars	3
LIBS 310/410: Directed Study	1-4
LIBS 399: Student-Taught Courses	2
Total units	**20**

Students must complete LIBS 202 or 302 before they will be allowed to take a seminar (LIBS 320). In consultation with an advisor, students select interdisciplinary core seminars and other courses offered in the major, and then complete LIBS 402 or 403 during their final semester, examining the student's major field of study in relation to other disciplinary perspectives.

Saturday Degree Completion Program

PROGRAM WEBSITE
web.sonoma.edu/exed/libs

PROGRAM ADVISOR
Susie McFeeters
707-664-2601

The Saturday Hybrid BA Degree Completion Program is designed for those who have completed junior transfer requirements. It offers an alternative route to a Bachelor of Arts degree for working adults or others whose schedules do not permit them to attend regular campus classes. Instruction is organized around one on-campus meeting for a full Saturday each month, combined with weekly online discussions and ongoing reading and writing assignments.

Coursework in the program is designed to investigate current issues and to allow students to explore their own interests. Students stay with their cohort throughout the program as different professors guide the seminars each semester.

This Special Sessions program is a partnership between the School of Arts and Humanities and the School of Extended & International Education (SEIE). As a self-support program, unique, separate fees are charged on a per-unit basis for all courses required for this program. These fees are set annually by the SSU President. Information about fees, admission requirements, and student support services is available through SEIE. Academic criteria for the program are determined in accordance with all applicable SSU and CSU policies. Degrees are awarded by the School of Arts and Humanities.

Learning Objectives

Liberal studies graduates will have well-developed skills in:

1. Oral and written communication
2. Synthesizing information from many sources
3. Collaborative learning
4. Research and documentation
5. Project planning and execution
6. Understanding the global context of current issues

Requirements for the Major

The Saturday Hybrid BA is a degree completion program; applicants must meet minimum SSU transfer requirements, see Upper-Division Transfer Requirements in the Admissions section of this catalog. Individual pre-admissions counseling is available from the Program Advisor.

LIBS 380 Identity and Society	10
LIBS 381 Technology and the Environment	10
LIBS 382 Work and the Global Future	10
LIBS 470 Senior Project (independent study)	10
Lower-Division General Education (minimum)	**39**
Electives (varies depending on general education)	**41**
Total Units needed for the major	**120**

Notes on requirements:

- The first course in the program, LIBS 380, must be completed with a C or better. A student who does not work well within the program framework may receive credit for the course with a terminal C but not be allowed to continue in the program.
- Continuing students must earn a C average for all courses in the major; no course with a grade lower than C- will be accepted.
- Up to 9 units of the upper-division general education requirement (see the Degree Requirements section of this catalog) will be waived upon completing all four required major courses

Sample Four-Year Plan for Bachelor of Arts in Liberal Studies, Track I (upper division transfer students)

FRESHMAN YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
ENGL 101 (A2) (3)	BIOL 110 (B2) (4)
Math GE (B4) (3)	Ethnic Studies (D1) (3)
Fine Arts GE (C1) (3)	PHIL 101 or 102 (A3) (3)
Physical Science GE (B1) (3)	World History GE (D2) (3)
GE (A1) (3)	Electives (2)
Electives (3)	

SOPHOMORE YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
Humanities GE (C2) (3)	Comparative Perspectives (4)
POLS 200 (D4) (3)	Specific Emphasis Science (B3) (3)
Physical Science GE (B1) (3)	U.S. History GE (D3) (3)
Electives (3)	GE Area D2 (3)
	Electives (3)

JUNIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
LIBS 302 (3)	LIBS 308 (3) or LIBS 208 (4) or LIBS 209 (4)
LIBS 304 (3) or LIBS 204 (4) or LIBS 205 (4)	LIBS 320 (3)
Upper-Division GE Course (D5) (3)	LIBS 410 (1-3)
Elective or Emphasis (6)	Electives or Emphasis (5-8)

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
LIBS 320 (3)	LIBS 320 (3)
LIBS 499 (3)	LIBS 320 (3)
Upper-Division GE Elective (3)	LIBS 402 (4)
Electives or Emphasis (6)	Electives (5)

TOTAL UNITS: 120

Sample Four-Year M.B.A. Prep Advising Path

FRESHMAN YEAR: 31 Units

Fall Semester (15 units)	*Spring Semester (16 units)*
LIBS 101 (12)	LIBS 102 (12)
Elective Units (3)	Math 165 (4)

SOPHOMORE YEAR: 32 Units

Fall Semester (16 units)	*Spring Semester (16 units)*
LIBS 201 (12)	LIBS 202 (12)
ECON 204 (4)	ECON 205 (4)
Declare Business Minor	

JUNIOR YEAR: 31-33 Units

Fall Semester (16-17 units)	*Spring Semester (15-16 units)*
LIBS 304 or 204 or 205 (3-4)	LIBS 308 or 208 or 209 (3-4)
LIBS 320 (3)	LIBS 320 (3)
LIBS 499 (3)	LIBS 410 (3)
BUS 231A (4)	BUS 230B (4)
Upper-Division GE (3)	BUS 295 (2)
Pass PCCR Exam	*Take GMAT*
Take WEPT	

SENIOR YEAR: 28 Units

Fall Semester (14 units)	*Spring Semester (14 units)*
LIBS 320 (3)	LIBS 402 (4)
BUS 360 (4)	LIBS Elective (3)
BUS 344 (4)	LIBS 320 (3)
Upper-Division GE (3)	BUS 370 (4)

TOTAL UNITS: 122

Sample Four-Year Plan for Track II Pre-Credential Elementary Teacher Preparation (Including Hutchins Lower Division GE program)

FRESHMAN YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
LIBS 101 Human Enigma (A2, C1) (12)	LIBS 102 In Search of Self (B2, D3, E) (12)
MATH 150 Geometry (B4) (3)	Chemistry, Physics, or Astronomy (3)

SOPHOMORE YEAR: 29-32 Units

Fall Semester (15-16 Units)	*Spring Semester (14-16 Units)*
LIBS 201 Exploring the Unknown (A1, A3, B1, C3, D1) (12)	LIBS 202 Challenge & Response in the Modern World (B3, C3, D2, D4, D5) (12)*
Geology or Physical Geography (3-4)	Performing Arts Elective: Music,Theater, or Dance Survey or History (2-4)

JUNIOR YEAR: 30-32 Units

Fall Semester (15-16 Units)	*Spring Semester (15-16 Units)*
LIBS 304 or 204 or 205 (3-4)	LIBS 308 or 208 or 209 (3-4)
LIBS 320 Core Seminar (3)	LIBS 312 Schools and Society (3)
MATH 300A Elem. Number Systems (3)	KIN 400 Elementary PE (3)
Concentration Course (3)	MATH 300B Data, Chance & Algebra (3)
EDMS 419 (3)	Concentration Course (3)

*Take CSET: Multiple Subjects summer junior year.***

SENIOR YEAR: 28-32 Units

Fall Semester (15-16 Units)	*Spring Semester (13-16 Units)*
LIBS 330 The Child in Question (3)	LIBS 320 Core Seminar (3)
LIBS 320 Core Seminar (3)	LIBS 320 Core Seminar (3)
LIBS 327 Literacy, Lang., & Pedagogy (3)***	LIBS 402 Senior Synthesis (4)
Concentration Course (3)	Concentration Course (3-4) or
Elective (3-4)	electives to reach 120 units total if needed

TOTAL UNITS: 120

** All courses (except LIBS 101-202) must be taken for a letter grade unless offered CR/NC only. You must earn a "C-" or higher in all courses used for the major. LIBS 312, and EDMS 419 must be a "C" or higher to meet credential requirements.*

This plan is a suggestion only and may require students to vary their plan according to courses available and individual needs. Please seek advising if you have questions regarding your four year plan.

*** Visit www.cset.nesinc.com for testing information.*

****A grade of C or higher in LIBS 327 waives the WEPT (Written English Proficiency Test)*

Sample Four-Year Plan for Bachelor of Arts in Liberal Studies, Track II (Without Hutchins Lower Division GE program) (upper division transfer students)

FRESHMAN YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
ENGL 101 (A2) (3)	CHEM, Physics, or Astronomy (B1) (3)
MATH 150 (B4) (3)	Ethnic Studies (D1) (3)
ARTH, THAR or MUS (C1) (3)	GE Area (A3) (3)
BIOL 110 (B2) (4)	World History GE (D2) (3)
GE Area (A1) (3)	Elective (3)

SOPHOMORE YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
GE Area E (3)	GE area (C3) (3)
Humanities GE (C2) (3)	GE Area D5 (3)
POLS 200 (D4) (3)	U.S. History GE (D3) (3)
Concentration Course (3)	Concentration Course (3)
GEOL or Physical GEOG (B1 or B3) (3)	Electives (3)

JUNIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
LIBS 302 (3)	LIBS 308 or 208 or 209 (3-4)
LIBS 304 or 204 or 205 (3-4)	Concentration Course (3)
MATH 300A (3)	LIBS 312 (3)
KIN 400 (3)	MATH 300B (3)
LIBS 320 (3)	ARTH, THAR, or MUS (3)

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
LIBS 330 (3)	LIBS 320 (3)
LIBS 320 (3)	LIBS 320 (3)
LIBS 327 (3)	LIBS 402 (4)
EDMS 419 (3)	Electives (5)
Concentration Course (3)	

TOTAL UNITS: 120

Sample Four-Year Plan for Bachelor of Arts in Liberal Studies with Teaching Credential, Track III

FRESHMAN YEAR: 35 Units

Fall Semester (17 Units)	*Spring Semester (18 Units)*
LIBS 101 (12)	LIBS 102 (12)
EDMS 100 (2)	LIBS 312* or EDUC 417 (3)
MATH 150 (3)	MATH 300A (3)
	Take CBEST Feb/March
	Retake spring/summer as needed
	*LIBS 312 includes field experience hours required for credential , EDUC 417 does not

SOPHOMORE YEAR: 36 Units

Fall Semester (18 Units)	*Spring Semester (18 Units)*
LIBS 201 (12)	LIBS 202 (12)
GEOL or PHYSICAL GEOG (3)	CHEM, PHYSICS, or ASTRON (3)
MATH 300B (3)	EDMS 419 (3)
Apply to Education Program (Nov-Jan).using Blended credential application. Certificate of Clearance - apply for LiveScan and Clear TB test.	Interviews (April)
*Recommend continue volunteering in EDMS 100/LIBS 312 field experience classroom sophomore/junior year	

JUNIOR YEAR: 32-35 Units

Fall Semester (17-20 Units)	*Spring Semester (15 Units)*
LIBS 204 or LIBS 205 or LIBS 304 (3-4)	LIBS 320A/321A, B or C: Core (3)
LIBS 330 or EDEC 420 (3)	LIBS 320A/321A, B orC: Core (3)
LIBS 320A or 321A, B or C: Core Seminar (3)	KIN 400 (3)
LIBS 327* (3)	EDMS 476S (2)
EDMS 475 (3-4**)	EDMS 474 (4)
Performing Arts Elective: Music, Theater or Dance survey or history (2-4)	Re-Apply to SSU Edu Program as graduate student Aug 1- Aug 31 using grad application
*C or higher in LIBS 327 waives the WEPT	Take CSET: Multiple Subject Jan/Feb
**EDMS 475 fourth unit is optional. Taking the add'l unit is recommended.	Retake Spring/summer as needed

SENIOR YEAR: 32-34 Units

Fall Semester (18 Units)	*Spring Semester (14 -16 Units)*
LIBS 402 (4)	EDMS 482F (10)
EDMS 471 (4)	EDMS 482S (2)*
EDMS 463 or 464 (4)	EDMS 463 or 464 (4)**
EDMS 482P (3)*	
EDMS 430 (3)	*Students *will* attend EDMS 482S on site, but are *not require*d to enroll in course, & *will* complete CWS-2 Portfolio.
*Students are *not* required to complete CWS-1 Portfolio	**Take RICA exam during or after full-time student teaching
September is the last chance to retake CSET	

TOTAL UNITS: 135

***If more than 120 units are completed by Graduation, then fourth year Fall excess EDMS units may be marked as Provisional Post-Baccalaureate units on Graduation Contract.*

Some courses may be taken during the summer.

In order to continue in the program after the first year, students must have the recommendation of their professors in LIBS 101, LIBS 102, and EDMS 100.

All courses (except Libs 101-202) must be taken for a letter grade unless offered CR/NC only.

LIBERAL STUDIES UKIAH

PROGRAM OFFICE
Stevenson Hall 2054A
(707) 664-2944
http://ukiah.sonoma.edu/

PROGRAM COORDINATOR
Karin Enstam Jaffe
Stevenson Hall 2054A
(707) 664-2944
karin.jaffe@sonoma.edu

Program Offered

Bachelor of Arts in Liberal Studies

Ukiah Resident Program

Sonoma State University offers an upper-division program in Ukiah leading to a Bachelor of Arts in liberal studies. The Liberal Studies Ukiah program offers a wide variety of courses from the social sciences, humanities, and natural sciences, while providing a flexible major through which students may also take courses in other areas of interest.

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

Like more traditional liberal arts majors, the Liberal Studies Ukiah major is excellent preparation for students interested in a career in teaching, the legal profession, social services, nonprofit organizations, or business, as well as graduate work in the social sciences and the humanities.

Bachelor of Arts in Liberal Studies

Requirements for the major (all upper-division)

Core Courses (required of all majors)	
SSCI 300 Portfolio Development and Special Project	1
SSCI 400 Portfolio Project	3
Arts & Humanities: Choose from courses in AMCS, theater arts, art history, English, philosophy, NAMS, CALS	15
Behavioral / Social sciences: choose from courses in economics, geography, political science, psychology, sociology, anthropology, women's and gender studies, history, criminology and criminal justice	15
Natural / Physical sciences: Choose from courses in astronomy, biology, chemistry, environmental studies, geology, physics	6
Electives: choose from courses in the above disciplines, or others (e.g., Education) in consultation with an advisor. Special Studies (SSCI 495) and a maximum of 6 units of internship (SSCI 499) may be applied toward elective units in the major.	10
Total units in the major	**50**

**Includes 9-unit upper-division GE requirement.*

**Transferable courses from 2 year institutions may not be used to meet any requirements in the major.*

**A minimum grade of C- is required in each course applied to the major.*

Liberal Studies Ukiah Admission Criteria

Courses are offered in Ukiah for resident credit to students who meet the following criteria:

1. Students must be residents of Mendocino County or Lake County.
2. Students must have completed 60 or more transferable units. (Sonoma State University accepts up to 70 transferable college semester units of course credit.)
3. Students must have completed all 9 units required in General Education, Category A – Communication, Critical Thinking, and Freshman Composition.
4. Students must have completed both the science laboratory requirement and the mathematics requirement in General Education, Category B – Natural Sciences and Mathematics.
5. Students must have been admitted to Sonoma State University and declared a major in Liberal Studies Ukiah.

Application to the Program

Applications for the Liberal Studies-Ukiah Program are accepted for both Fall and Spring semesters from applicants who meet Sonoma State University application deadlines and the admissions requirements for the program. Please see the Sonoma State University application deadline page (http:// admissions.sonoma.edu/how-apply/application-deadlines) for more information and specific application deadlines.

Students must apply for the Liberal Studies-Ukiah Program online via Cal State Apply (https://www2.calstate.edu/apply). When filling out the application, applicants must select "Liberal Studies (Ukiah)" as their major; do not select "Liberal Studies (Hutchins)".

Applicants are encouraged to plan ahead and meet the application deadline, as late applications are not accepted, except in extreme cases. If you miss the application deadline for your chosen semester of admission, you must submit a Late Application Appeal Request (http://admissions.sonoma.edu/ how-apply/application-deadlines#appeals).

If you have questions about the application process, please locate the appropriate transfer admissions staff member on the SSU Admissions Staff Directory page (http:// admissions.sonoma.edu/contact/staff). Scroll down to the Transfer Student Applicants Admissions Team section and locate the appropriate staff member based on your last name.

Sample Four-Semester Plan for Bachelor of Arts in Liberal Studies Ukiah Program*

This plan assumes the student:

1. Has completed 70 transferable units, including all lower-division GE courses; and
2. Is attending full time.

Since fields, rather than courses (except SSCI 300 & SSCI 400), are required for the major, the plan shows the way that the student would complete course work in each of the required fields, as well as the elective units within the major.

JUNIOR YEAR: 25 Units

Fall Semester (12 Units)	*Spring Semester (13 Units)*
Natural Science (3)	Natural Science (3)
Behavioral Science (3)	Humanities (3)
Humanities (3)	Behavioral Science (3)
Major Elective (3)	Major Elective (4)

SENIOR YEAR: 25 Units

Fall Semester (13 Units)	*Spring Semester (12 Units)*
SSCI 300 (1)	Behavioral Science (3)
SSCI 400 (3)	Humanities (3)
Behavioral Science (3)	Humanities (3)
Humanities (3)	Major Elective (3)
Behavioral Science (3)	

TOTAL UNITS: 120

** Major coursework must include at least 9 units of upper division GE courses, taken from at least two different GE areas.*

LIBERAL STUDIES - THROUGH SOCIAL SCIENCES

DEPARTMENT OFFICE
Stevenson 1012
www.sonoma.edu/exed/napa-solano

FACULTY COORDINATOR
Karen Enstam Jaffe

ADMINISTRATIVE COORDINATOR
Beth Warner

PROGRAM ADVISOR
Amy Unger

Programs Offered

Bachelor of Arts in Liberal Studies

Napa Valley College

Solano Community College Vallejo Center

Overview

Sonoma State University offers an upper-division program based at the Napa Valley College campus and Solano Community College Vallejo Center, leading to a Bachelor of Arts in Liberal Studies. The program offers a wide variety of Sonoma State University courses from the areas of social sciences, arts and humanities, and science and technology, while providing a flexible schedule for adult students or others who cannot come to the main campus.

Application, registration and advising for these programs are conducted through the School of Extended and International Education.

/ As a self-support program, unique, separate fees are charged on a per-unit basis for all courses required for this program. These fees are set annually by the SSU President. Information about fees, admission requirements, and student support services is available through SEIE. Academic criteria for the program are determined in accordance with all applicable SSU and CSU policies. Degrees are awarded by the School of Social Sciences.

Learning Objectives

Liberal Studies graduates will have well-developed skills in:

1. Oral and written communication
2. Synthesizing information from many sources
3. Collaborative learning

Careers in Liberal Studies

The Liberal Studies major provides a wide exposure to ideas drawn from the social sciences, arts, humanities, science, and technology, giving excellent preparation for careers in teaching, the legal profession, social services, nonprofit organizations, or business, as well as graduate work in the social sciences and humanities. The versatility of Liberal Studies graduates makes them able to easily move into new opportunities as they arise.

Bachelor of Arts in Liberal Studies

Requirements for the major (includes 9-unit upper-division general education requirement), chosen in consultation with an Advisor:

Core

SSCI 300 Introduction to Portfolio Devlopment & Special Project	1
SSCI 400 Portfolio Evaluation	3
Arts and Humanities Courses	15
Social Science Courses	15
Natural Science and Technology Courses	6
Electives (drawn from above areas or in consultation with advisor)	10

Special Studies (SSCI 495) and a maximum of 6 units of internship (SSCI 499) may be applied toward elective units in the major.

Total Units in Major **50**

**Transferable courses from 2-year institutions may not be used to meet any requirements in the major.*

**A minimum grade of C- is required in each course applied to the major.*

Requirements

1. Completion of 60 or more transferable units. (SSU accepts up to 70 community college semester units of course credit.)
2. Completion of at least 30 units of general education according to the SSU pattern, including all 9 units required in Category A – Written/Oral Analysis, Critical Thinking, and Composition, along with both the Science Laboratory requirement and the Mathematics requirement in Category B – Natural Sciences and Mathematics.
3. Students with previous coursework from an accredited four-year college may petition for up to 12 units of elective credit toward the major.
4. We strongly suggest completing all lower-division general education and all 70 transfer units before joining the program.

Application to Program

Information sessions are held locally every semester. See the Information Sessions link on the SEIE website at web.sonoma.edu/exed/. Applications are accepted for both Fall and Spring semesters.

Pre-admissions advising is available at your community college or through the Program Advisor.

Sample Four-Semester Plan for Bachelor of Arts in Liberal Studies

This plan assumes the student:

1. Has completed 70 transferable units, including all lower-division GE courses; and
2. Is attending full time. (atleast 12 units)
3. Approved Summer or Winter Intersession coursework may shorten this schedule

Courses are chosen each semester from a variety of disciplines to provide the full range of major and GE requirements needed to complete the degree in two years. Since fields, rather than specific classes (excpet SSCI 300 & SSCI 400) are required for the major, the plan shows the way that the student would complete coursework in each of the required fields, as well as the elective units within the major.

JUNIOR YEAR: 24 Units

Fall Semester (12 Units)	*Spring Semester (12 Units)*
Arts and Humanities (3)	Arts and Humanities (3)
Arts and Humanities (3)	Arts and Humanities (3)
Social Sciences (3)	Social Sciences (3)
Social Sciences (3)	Science and Technology (3)

SENIOR YEAR: 26 Units

Fall Semester (13 Units)	*Spring Semester (13 Units)*
Arts and Humanities (3)	SSCI 300 (1)
Social Sciences (3)	SSCI 400 (3)
Science and Technology (3)	Social Sciences (3)
Major Elective (4)	Internship (Counts as Elective) (3)
	Major Electives (3)

TOTAL UNITS: 120

LINGUISTICS

PROGRAM OFFICE
Nichols 334
(707) 664-2504
http://www.sonoma.edu/english/programs/linguistics-minor.html

LINGUISTICS PROGRAM ADVISORS*
Richard J. Senghas, Professor, Anthropology
Jeffrey Reeder, Professor, Modern Languages (Spanish)
Robert Train, Professor Modern Languages (Spanish)
Elenita Strobel, Professor, AMCS
Patricia Kim-Rajal, Assoc. Professor, Chicano and Latino Studies

Programs Offered

Minor in Linguistics

The fundamental concern of linguistics is with description and explanation of the interrelatedness of thinking and using language. This concern takes many forms: among others, inquiry into the nature of language as speech or signing, 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.

It is possible to develop an interdisciplinary major with a strong emphasis in linguistics (please see the Interdisciplinary Studies section in this catalog). Interested persons should contact both the interdisciplinary studies program coordinator and a linguistics program advisor.*

Also, through the special emphasis in the anthropology major (please see the Anthropology section in this catalog), a student may create a course of study in linguistic anthropology that incorporates a number of the linguistics program courses.

Minor in Linguistics

For a minor in linguistics, students must complete 20 units as follows:

Minor Core Requirements

One of the following introductory courses:	*3-4*
ANTH 200 Introduction to Linguistic Anthropology	3
ENGL 203 Introduction to Linguistic Studies	4
ENGL 341 Explorations in Language	4
SPAN 304 Introduction to Spanish Linguistics	4
One of the following courses in linguistic methods:	*4*
ANTH 480 Methods in the Study of Language Use	4
ENGL 489 Topics in Linguistics	4*
ENGL 588 Seminar: Study of Language	4*
SPAN 400 Special Topics in Linguistics	4*
SPAN 490 Seminar in Linguistics	4*
Total Units in the Minor Core	**6-8**

** Course counts toward linguistics methodology requirement if course topic is methodological.*

Minor Electives

Students pursuing a linguistics minor need to take an additional 12-14 elective units in courses with linguistic components selected in consultation with a program advisor, for a total of 20 units. These elective course include (but are not limited to):

- All courses offered by the linguistics program;
- All courses mentioned above as satisfying linguistics minor requirements; and
- Pre-approved elective courses:

AMCS 355 Language & Ethnicity	4
ANTH 380 Language, Culture & Society	4
ANTH 382 Language Change	4
ANTH 383 Language in Sociopolitical Context	4
ANTH 386 Sign Languages and Signing Communities	4
ENGL 379 Pedagogical Grammar	4
Total elective units in the minor	**12-14**
Total units in the minor	**20**

MATHEMATICS

DEPARTMENT OF MATHEMATICS AND STATISTICS
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Programs Offered

Mathematics

- Bachelor of Arts in Mathematics
- Bachelor of Science in Mathematics
- Minor in Mathematics
- Minor in Math for Teachers
- Preparation for Teaching

Statistics – See the Statistics portion of this Catalog

- Bachelor of Arts in Applied Statistics
- Bachelor of Science in Statistics
- Minor in Applied Statistics
- Minor in Statistics
- Preparation for Actuarial Exams

About Mathematics

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, economics, management science, behavioral and social sciences, statistics, and computer science.

Our basic curriculum is designed to give students the mathematical skills necessary for success in business, industry, government, and teaching, as well as to provide a sound background for continuation of study toward advanced degrees in mathematics, computer science, statistics, and related fields.

The B.A. in mathematics provides preparation for teaching, general application of mathematics, and graduate study in mathematics. The bi-disciplinary concentration allows a student to combine mathematics with another discipline.

The B.S. in mathematics has a concentration in applied mathematics. This program prepares students for graduate study in mathematics and for work in a variety of other fields: computer science, work in government and industry, biostatistics, actuarial work, and consultative problem-solving in modern industry.

Degree Requirements	**Units**
General education (48, 8 in major)	40
Major	46-55
Electives	25-28
Total units needed for graduation	**120**

Core Curriculum

MATH 161 Differential and Integral Calculus I (GE B4)	4
MATH 180 Computing for Mathematics and Science	2
MATH 211 Differential and Integral Calculus II	4
MATH 220 Reasoning and Proof (GE A3)	4
MATH 241 Linear Algebra with Applications in Differential Equations	4
MATH 340 Real Analysis I	4
Total units in core curriculum	**22**

B.A. Program (Pure Mathematics)

Core Curriculum	*22 Plus*
MATH 261 Multivariable Calculus	4
MATH 306 Number Theory or MATH 308 Geometry	4
MATH 320 Modern Algebra I	4
MATH 322 Linear Algebra	4
Select two of the following:	
MATH 418 Topology	4
MATH 420 Modern Algebra II	4
MATH 440 Real Analysis II	4
MATH 460 Complex Analysis	4
Total units in B.A. program	**46**

B.A. Program (Secondary Teaching)

This B.A. program satisfies state requirements for subject matter preparation in mathematics for the Single Subject Teaching Credential.

Core Curriculum	***22 Plus***
MATH 250 Probability and Statistics	2
MATH 306 Number Theory	4
MATH 308 College Geometry	4
MATH 310 History of Mathematics	4
MATH 316 Graph Theory and Combinatorics	
or MATH 416 Graph Theory and Combinatorics	4
MATH 320 Modern Algebra I	4
MATH 470 Mathematical and Statistical Modeling	4
MATH 390 Fieldwork and Seminar:	
Secondary Mathematics Teaching	2
MATH 490 Capstone Seminar:	
Secondary Mathematics Teaching	1
Supporting Courses	
PHYS 114 Introduction to Physics	4
Total units in secondary teaching program	**55**

Note: *Students considering graduate school in mathematics are advised to also take MATH 322 and Math 261.*

B.A. Program (Bi-disciplinary Mathematics)

This B.A. concentration allows a student to combine mathematics with another discipline.

MATH 161 Differential and Integral Calculus I (GE B4)	4
MATH 211 Differential and Integral Calculus II	4
22 additional units selected from the following list, including a minimum of 14 at the upper-division level:	
MATH 165 Elementary Applied Statistics	4
or MATH 250 Probability and Statistics	2
MATH 180 Computing for Mathematics and Science	2
MATH 220 Higher Mathematics: An Introduction	4
or MATH 210 Introduction to Proof	1
or MATH 142 Discrete Structures	3
MATH 222 Elementary Applied Linear Algebra	3
MATH 241 Differential Equations with Linear Algebra	4
MATH 261 Multivariable Calculus	4
MATH 265 Intermediate Applied Statistics with SPSS	4
MATH 306 Number Theory	4
MATH 308 College Geometry	4
MATH 310 History of Mathematics	4
MATH 316 Graph Theory and Combinatorics	4
or MATH 416 Graph Theory and Combinatorics	4
MATH 320 Modern Algebra I	4
MATH 322 Linear Algebra	4
MATH 330 Techniques of Problem Solving	1
MATH 340 Real Analysis I	4
MATH 345 Probability Theory	4
MATH 352 Numerical Analysis	4
MATH 367 Statistical Consulting and Communication	2
MATH 375 M*A*T*H* Colloquium	1
MATH 418 Topology	4
MATH 420 Modern Algebra II	4
MATH 430 Linear Systems Theory	3
MATH 431 Applied Partial Differential Equations	4
MATH 440 Real Analysis II	4
MATH 441 Operations Research	3
MATH 445 Mathematical Statistics and Operations Research	4
MATH 460 Introduction to Complex Variables	4
MATH 467 Statistical Consulting, Communication and Project Management	2
MATH 470 Mathematical and Statistical Modeling	4
MATH 485 Selected Topics	1-3
MATH 490 Capstone Seminar	1

A minimum of 22 additional units in another program (outside of the Department of Mathematics and Statistics), at least 12 at the upper-division level, chosen in consultation with and approved by the Mathematics and Statistics Department Chair.

Total units in bi-disciplinary Mathematics Program **52**

B.S. Program (Applied Mathematics)

This B.S. concentration prepares students for employment in industry and graduate schools in scientific fields.

Core Curriculum	***22 Plus***
MATH 261 Multivariable Calculus	4
MATH 316 Graph Theory and Combinatorics	4
or MATH 416 Graph Theory and Combinatorics	4
or MATH 445 Mathematical Statistics and Operations Research	4
MATH 322 Linear Algebra	4
MATH 345 Probability Theory	4
MATH 352 Numerical Analysis	4
MATH 431 Applied Partial Differential Equations	4
MATH 470 Mathematical and Statistical Modeling	4
Supporting Courses	
PHYS 114 Introduction to Physics	4
Total units in applied mathematics program	**54**

Note: *Students considering graduate school in mathematics are advised to also take Math 320*

Statistics

For the department's statistics offerings (majors, minor, and actuarial science preparation), see the Statistics section of this catalog.

Minor in Mathematics

Twenty units of mathematics are required. These must include MATH 161 (or its equivalent) and at least 6 units of upper-division mathematics courses, not including MATH 300A, MATH 300B, MATH 390, MATH 395, MATH 399, or MATH 490. Approval of the mathematics and statistics department should be obtained by the junior year in order to plan the minor properly.

Minor in Math for Teachers

This program provides the mathematical background to teach effectively at the elementary and middle school levels. Twenty-three units are required. These must include MATH 300A, MATH 103 or 150, MATH 142 or 200 or 220, MATH 160 or 161, MATH 250 or 300B, and two courses chosen from MATH 306, MATH 310, MATH 316, and MATH 470. Students pursuing this minor are also strongly advised to take MATH 390.

Preparation for Teaching

Secondary

The B.A. program for secondary teaching is designed for students planning to teach mathematics in middle, junior high, and high schools. This program is fully accredited by the California Commission on Teacher Credentialing and satisfies the subject matter competency requirement for a Single Subject Teaching Credential. (An alternative route for demonstrating subject matter competence is passing a battery of commercial exams.) Most students complete the B.A. program then a one-year teaching credential program to earn the Single Subject Credential. Any student interested in teaching mathematics at the secondary level should consult a Mathematics and Statistics Department education advisor as early as possible in their college career. The advisor can provide information about Sonoma State's single subject credential program and can help the student design a plan for taking the required mathematics and education courses to complete both degree and credentialing requirements efficiently. In particular, MATH 390 should be taken in the Fall semester of a student's sophomore or junior year.

Elementary

The Department of Mathematics and Statistics also offers coursework for students planning to teach in elementary schools or preschools. The minimal college-level mathematics preparation recommended for elementary teachers is three courses: MATH 150, MATH 300A, and MATH 300B. Particular subject matter preparation programs for elementary teachers may have additional requirements or may offer the option of a mathematics concentration; consult advisors in the program for additional details.

Middle School or Elementary Mathematics Specialist

The California Commission on Teacher Credentialing has approved a Foundational Level Mathematics Credential Waiver program, and the bi-disciplinary concentration can be used to simultaneously earn a B.A. in Mathematics and satisfy the Foundational Level Mathematics Credential Waiver program. Students interested in this program should contact a mathematics and statistics education advisor to design a plan of study.

Students interested in teaching mathematics in middle school, or in specializing in mathematics at the elementary level, should consider the math minor for teachers. This minor also helps students who wish to prepare for the CSET (California Subject Examination for Teachers) exam in mathematics, especially at the foundational level. The foundational level credential in mathematics is appropriate for elementary, middle, and early high school teaching.

Grading Policy in the Department of Mathematics and Statistics

Non-majors

All mathematics courses except MATH 103, 104, 105, 111, 131, 141, 150, 160, 161,161X, and 165, 165X are available in the Cr/NC grading mode to non-mathematics majors.

All Students

MATH 131A, 150A, 160W, 161W, 161A, 165A, 175, 210, 211W, 295, 330, 390, 395, and 499 are available only as Cr/NC.

Mathematics and Statistics Majors and Minors

A mathematics and statistics major or minor must take all mathematics courses used to meet major requirements in the traditional grading mode, with the exceptions of courses offered only in the CR/NC mode and any course taken as credit by challenge examination (please see more information on this in the Admissions section of this catalog).

Sample Four-Year Program for Bachelor of Arts in Mathematics-Pure Concentration

FRESHMAN YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
MATH 161 (B4) (4)	MATH 211 (4)
Freshman Learning Community (GE) (6)	GE (11)
GE (4)	
MATH 175 (elective) (1)	

SOPHOMORE YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
MATH 241 (4)	MATH 261 (4)
PHYS 114 (B1) (4)	MATH 220 (A3) (4)
MATH 180 (2)	GE (3)
GE (5)	Elective (4)

JUNIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
MATH Elective (E.g. MATH 345) (4)	MATH 306 or 308 (4)
MATH 375 (1)	MATH 322 (4)
UD GE (3)	UD GE (3)
Electives (7)	Elective (4)

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
MATH 320 (4)	MATH 420 or MATH 440 (4)
MATH 340 (4)	MATH 460 or MATH 418 (4)
UD GE (3)	Electives (7)
Elective (4)	

TOTAL UNITS: 120

Sample Four-Year Program for Bachelor of Science in Mathematics-Applied Concentration

FRESHMAN YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
MATH 161 (B4) (4)	MATH 211 (4)
Freshman Learning Community (GE) (6)	GE (11)
GE (4)	
MATH 175 (elective) (1)	

SOPHOMORE YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
MATH 241 (4)	MATH 261 (4)
PHYS 114 (B1) (4)	MATH 220 (A3) (4)
MATH 180 (2)	GE (3)
GE (5)	Elective (4)

JUNIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
MATH 470 (4)	MATH 316 or 416 (4)
MATH 345 (4)	MATH 322 (4)
UD GE (3)	MATH 375 (1)
Elective (4)	UD GE (3)
	Elective (3)

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
MATH 352 (4)	MATH 431 (4)
MATH 340 (4)	MATH 445 (4)
UD GE (3)	Electives (7)
Elective (e.g. Math 320) (4)	

TOTAL UNITS: 120

Sample Four-Year Program for Bachelor of Arts in Mathematics-Secondary Teaching Concentration

FRESHMAN YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
MATH 161 (B4) (4)	MATH 211 (4)
Freshman Learning Community (GE) (6)	GE (11)
GE (4)	
MATH 175 (elective) (1)	

SOPHOMORE YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
MATH 241 (4)	MATH 250 (2)
PHYS 114 (B1) (4)	MATH 220 (A3) (4)
MATH 180 (2)	GE (3)
MATH 390 (2)	Elective (6)
GE (3)	

JUNIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
MATH 310 (4)	MATH 306 (4)
MATH 470 (4)	MATH 316 (4)
MATH 375 (1)	EDUC 417 (D) (3)
UD GE (3)	Elective (4)
Elective (3)	

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
MATH 320 (4)	MATH 308 (4)
MATH 340 (4)	MATH 490 (1)
EDSS 418 (E) (3)	Elective (10)
Elective (4)	

TOTAL UNITS: 120

MODERN LANGUAGES AND LITERATURES

DEPARTMENT OFFICE
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(707) 664-2351

DEPARTMENT CHAIR
Jeffrey T. Reeder

ADMINISTRATIVE COORDINATOR
Kate Sims

Faculty

Emily Joy Clark / Spanish, Latin American Literature and Cultural History, Transatlantic Literature

Michaela Grobbel / German, Literature and Culture of the German-Speaking World, Ethnic Minority Studies, Feminist Studies, World Literature

Jeffrey Reeder / Spanish, Applied Linguistics, Portuguese, Translation

Christine Renaudin / French, French Literature, Culture, Francophone Studies

Parissa Tadrissi / Spanish, Spanish Literatures and Cultures

Suzanne Toczyski / French, French Literature, Culture, Francophone Studies

Robert Train/ Spanish, Sociolinguistics

Programs Offered

- Bachelor of Arts in French
- Bachelor of Arts in Spanish
- Master of Arts in Spanish
- Minor in French
- Minor in German
- Minor in Spanish
- French Language Certificate for Wine Business
- Humanities Learning Communities (A3 C3)

The programs and courses of the Department of Modern Languages and Literatures make accessible to students the languages, literatures, and cultures of France and the Francophone world, Germany and the German-speaking countries, and Spain and Latin America. We recognize students' need for linguistic competency and cultural sensitivity in the multilingual, multicultural world in which they will live and work. Thus, language is taught as an integral part of its cultural context. Programs and courses are designed to complement academic work in many other fields. For further information please consult the department's website at www.sonoma.edu/modlang/.

The Department of Modern Languages and Literatures offers major and minor programs in French and Spanish, a minor program in German, and a Master of Arts program in Spanish. In addition, the department offers courses in World Literatures in English, participates in First- and Second-Year Experience through the Freshman Humanities Learning Community (HLC) and Second Year Research and Creative Experience (SYRCE), and provides an advising pathway for the Interdisciplinary Studies Special Major in German Cultural Studies and for the French Language certificate for Wine Business. Modern language courses are taught in the target language; functional control of all language skills (reading, writing, listening comprehension, and speaking) is a primary goal.

It is highly advisable that students combine a major or minor in modern languages with a major or minor in another discipline. Coursework, minors, and majors in modern languages complement specialized knowledge and expertise in other academic areas. The structure of the modern languages major programs facilitates the planning of double majors and minors. In addition to majors and minors offered by other departments, interdisciplinary and career minor programs of special interest to Modern Languages students include the Global Studies minor and the minor in linguistics.

Careers in Modern Languages and Literatures

The importance of early and frequent consultation with departmental advisors cannot be overstressed. It is the key to meaningful access to academic and career opportunities, including internships both at home and abroad. Through careful academic planning, the study of modern languages and literatures can open a wide range of career options in such fields as international business, wine business, government service, domestic and international human services, travel, librarianship, translating and interpreting, and journalism. Many department alumni have pursued work in the Peace Corps and various other nonprofit entities; others have earned teaching credentials or advanced degrees in their discipline and teach at the elementary, secondary, or post-secondary levels. A degree in a second language is also an excellent preparation for a career teaching English to speakers of other languages (TESOL). The Department of Modern Languages and Literatures successfully prepares students for graduate programs in a wide variety of fields, most of which recommend or require second language proficiency.

International Programs

Through the International Programs of the California State University, Sonoma State University students may spend an academic year in residence at a university abroad. Courses taken abroad through the International Programs count as residence units in all University programs and can be integrated into an overall academic plan. For further information, contact the Center for International Education, (707) 664-2582, located in the International Hall.

Placement in Modern Language Courses

The faculty of the Department of Modern Languages and Literatures will assist students in selecting the appropriate course level.

Students with this many years in high school language courses should enroll in courses in this level:

0 Years	Placement in 101
1 year	Placement in 102
2 years	Placement in 102
3 years	placement in 200/201
4 years	Placement in 200/201

Students who have taken an Advanced Placement (AP) exam and scored 3, 4, or 5 should contact an advisor in that language for specific information regarding placement and credit.

Please note that placement can be very individual, particularly for heritage speakers of a language. Any students who have reason to believe that their language skills are more advanced than this table would imply should consult with the instructor of the course in which they think they would benefit most.

Transfer students with college credit in a modern language may not receive credit for SSU courses in the same language that duplicates previous work. Exceptions may be made by the chair of the department when the following conditions are met:

1. The courses involved are lower-division; and
2. The original study was accomplished three or more years prior to enrollment in the equivalent course at Sonoma State University.

Four-year graduation plans for students pursuing the bachelor of arts in French or Spanish are detailed below. Please see an advisor for details.

Course Challenges

Students may challenge courses, as provided in University procedures (please see more information in the Admissions section of this catalog). It is essential that students interested in this possibility consult instructors of the courses they wish to challenge at the start of the semester.

Grade Requirements

Undergraduate Progression and Retention in Modern Languages Programs:

Students must maintain a minimum grade of C- in each course required for the major in French or Spanish; otherwise, the student will not be permitted to graduate in the programs. The student may repeat the course if she/he does not earn the minimum grade. The student must receive a grade of C- or better when the course is repeated. This policy also applies to courses taken at other institutions, abroad or in the United States.

Bachelor of Arts in French

The purpose of the French major is to enable students to attain an advanced level of competency in speaking, listening, reading, and writing, and to provide them with a comprehensive knowledge of the historic and contemporary culture and institutions of France and the Francophone world. The French language is studied not as an end in itself, but as a vehicle for students' broader and more informed participation in their chosen fields. Students who study French at SSU also have the option of completing a portion of the course work in France (Paris or Aix-en-Provence) or in Canada, and should visit the International Programs Office for details.

Degree Requirements	Units
General education (44 units, 4 in major)	44
Major requirements	32
General electives	44
Total units needed for graduation	**120**

Note: Students should note the prerequisites for upper-division courses.

Major Requirements

Complete the following 32 units:

FR 202 Oral French	4
FR 300 Introduction to Literary Analysis & Critical Writing	4
FR 320 France Yesterday	4
FR 321 France Today	4
FR 410 French Literature	4
FR 411 French Literature	4
FR 415 Special Topics in French Culture	4
FR 475 Senior Seminar	4
Total units in the major	**32**

Minor in French

Requirements for the Minor

The French minor presupposes 12 units or the equivalent of FR 101,102, 201. All or part of these may have been completed elsewhere. Also, the student who wishes to minor in French is required to take:

FR 202 Oral French	4
FR 300 Introduction to Literary Analysis & Critical Writing	4
And one of the following groups of courses:	*8*
FR 320 France Yesterday	4
and FR 410 French Literature	4
or FR 320 France Yesterday	4
and FR 321 France Today	4
or FR 321 France Today	4
and FR 411 French Literature	4
and either FR 415 Special Topics in French Culture	4
or FR 475 Senior Seminar	4
Total units in the minor	**20**

French Language Certificate in Wine Business

The French Program offers a language certificate for students interested in the Wine Business Concentration at SSU. The purpose of the certificate is to enhance the international and global perspective of students in the Wine Business program at Sonoma State University by combining their rigorous studies in Wine Business with earned proficiency in the French language and culture at the beginning, intermediate, or advanced level. Students who enroll in the program will choose the level of proficiency they plan to attain, completing at least one year of college-level French at Sonoma State University. For more information about the French Language certificate for Wine Business please visit: www.sonoma.edu/modlang/french/winebiz-french or contact suzanne.toczyski@sonoma.edu

Minor in German

The German minor program enriches students' academic and career opportunities by providing them with skills that complement many majors at SSU. German helps students understand themselves as participants in their own culture. It also helps them understand U.S. history and culture, since German-Americans represent the largest single heritage population. Moreover, German is the most widely spoken language in Europe. Knowing German also opens up opportunities to connect with more than 120 million native speakers worldwide. Additionally, the study of German prepares students to be competitive for graduate school, since many graduate programs require or recommend German. German minors may also have a distinct advantage entering a professional career, in fields such as international business, economics, science, history, global studies, music, or teaching. The SSU German program offers a variety of courses that provide students with linguistic skills and cultural knowledge of the German-speaking world. Students are encouraged to participate in the CSU International Programs and take courses in Germany, which may be counted toward the minor. Students wishing to study abroad are strongly encouraged to consult with their German advisor to ensure that courses taken abroad can be applied to the German minor. A minimum of 8 of the 21 required units must be taken at SSU.

Requirements for the Minor

The German minor program consists of a minimum of 21 units of college coursework in German, of which 8 units must be taken at SSU: 4 units at the 200 level (GER 200 or GER 210) and 4 units consisting of GER 300. Additionally, German minor students must attain the "Goethe-Zertifikat B1" (Zertifikat Deutsch), the internationally recognized proficiency certificate offered annually at SSU under the auspices of the Goethe Institute. Students who have successfully completed the SSU German Program may be confident of passing the certification examination, offered at Sonoma State University at the end of every spring semester.

All German courses, except for GER 101, count toward the German minor. Note that GER 300 must be taken in residence at SSU. The German minor presupposes 4 units or the equivalent of GER 101 (4 units). Students who wish to minor in German are required to take the following 6 courses:

GER 102 (Fall, Spring) Second Semester: Contemporary Germany *Prerequisite: GER 101 or consent of instructor.*	4
GER 200 (Fall) Intermediate German: The German-Speaking World Today *Prerequisite: GER 102 or consent of instructor.*	4
GER 210 (Spring) Intermediate German through Film *Prerequisite: GER 102 or consent of instructor.*	4
GER 314 (Fall) Literature and Culture of the German-Speaking World *Note: Taught in English. Requires concurrent enrollment for German minor students in GER 315.*	4*
GER 315 (Fall) German Language and Literature *Note: Requires concurrent enrollment for German minor students in GER 314.*	1
GER 300 (Spring) Advanced German Studies	4**
Total units in the minor	**21**

** Prerequisite for German minor students: GER 102 or consent of instructor. Course may be repeated for credit if topic changes.*

*** Prerequisites: GER 200 and GER 210, or consent of instructor. Course may be repeated for credit if topic changes.*

Bachelor of Arts in the Special Major: German Cultural Studies

For information about the Bachelor of Arts in the Special Major: German Cultural Studies, see Interdisciplinary Studies. You may also contact the coordinator Michaela Grobbel (grobbel@sonoma.edu; (707) 664-2673).

Bachelor of Arts in Spanish

The culture and literary traditions of Spain, the growing interest in the politics, culture, and commerce of Latin America, the proximity of Mexico, and the presence of a large Spanish-speaking population in California and the University's service area all contribute to the shaping of the curriculum of the Spanish program and provide excellent reasons for the study of Spanish. The Spanish program offers a full range of courses in language, literature, and culture, as well as interdisciplinary concentrations. Courses taken abroad in the CSU International Programs, may be counted toward the major or minor, with the exception of Span 490 and 491 (at least one of which must be taken in residence at SSU).

Degree Requirements	Units
General education (44 units, 4 in major)	48
Major requirements	36
Electives/Other	36
Total units needed for graduation	**120**

Spanish Placement Evaluation

Students are encouraged to have a placement evaluation. Please see a program advisor for proper course placement.

Lower-Division Spanish Courses

These courses are prerequisites for the upper-division courses in the major and minor. Some or all of these courses or their equivalents may be waived by virtue of prior language study, courses in transfer, or placement in higher level courses.

SPAN 101 Basic Spanish, 1st Semester	4
SPAN 102 Basic Spanish, 2nd Semester	4
SPAN 201 Intermediate Spanish, 1st Semester	4
SPAN 202 Intermediate Spanish, 2nd Semester	4
Total units	**16**

Spanish Minor

For a minor, students must complete SPAN 300 or 300H, 301, 304, and 305, and either 306 or 307.

SPAN 300 Advanced Spanish Language	4
or SPAN 300H Adv Spanish Language for Native/Heritage Speakers	4
SPAN 301 Advanced Composition and Conversation	4
SPAN 304 Introduction to Spanish Linguistics	4
SPAN 305 Introduction to Literature and Research	4
Plus, either:	
SPAN 306 Cultures of Spain **or**	
SPAN 307 Cultures of Latin America	4
Total minor units	**20**

Spanish Major

For the major, students must complete SPAN 300 or 300H, 301, 304, 305, 306, 307, and three classes at the 400 level, at least one of which must be SPAN 490 or SPAN 491 (490 or 491 must be taken in residence at SSU):

Each of the six core courses:	
SPAN 300 Advanced Spanish Language	4
or SPAN 300H Adv Spanish Language for Native/Heritage Speakers	4
SPAN 301 Advanced Composition and Conversation	4
SPAN 304 Introduction to Spanish Linguistics	4
SPAN 305 Introduction to Literature and Research	4
SPAN 306 Cultures of Spain	4
SPAN 307 Cultures of Latin America	4
Plus, any two of the following courses:	
SPAN 400 Topics in Linguistics	4
SPAN 401 Authors of Spain	4
SPAN 402 Latin American Literature	4
SPAN 410 Spanish Translation	4
SPAN 427 Spanish Teaching Methodologies	4
Plus, either:	
SPAN 490 Seminar in Linguistics **or**	4
SPAN 491 Seminar in Literature	4
Total units in the major	**36**

Master of Arts in Spanish

The core coursework for the Master of Arts in Spanish is offered in three summer intensives. During the academic year, students engage in elective coursework, a teaching practicum, or internship, which results in a light schedule that allows students flexibility in maintaining employment or simultaneously completing a single-subject teaching credential. Distance learners can also benefit from this unique arrangement; upon approval by the graduate coordinator, up to 9 units of upper-division or graduate-level electives may be taken at another accredited college. Program faculty include both SSU Spanish faculty and visiting faculty from other colleges teaching in their area of specialization.

This Special Sessions program is a partnership between the School of Arts and Humanities, and the School of Extended & International Education (SEIE). As a self-support program, unique, separate fees are charged on a per-unit basis for all courses required for this program. These fees are set annually by the SSU President. Information about fees, admission requirements, and student support services is available through SEIE. Academic criteria for the program are determined in accordance with all applicable SSU and CSU policies. Degrees are awarded by the School of Arts and Humanities.

Requirements For Admission

1. Completion of a Bachelor's degree at an accredited institution by the end of the Fall semester (or Winter quarter) preceding enrollment. As this is a summer start program, Spring graduates will not have evidence of completing their degrees in time to matriculate.
2. A grade point average (GPA) of at least 3.0 (B) over the last 60 semester units completed. Students with a lower GPA may be considered on a space-available basis.
3. Passage of the Written English Proficiency Test (WEPT) or equivalent demonstration of writing competency.
4. Two letters of recommendation, completion of program application and a brief narrative describing past and present experience with film and film studies, including any film-related coursework or creative projects completed.

For more information, please refer to Graduate Degrees in the Degree Requirements section of this catalog.

Requirements for the M.A

1. Advancement to candidacy form (GSO1) fully signed and submitted to the Graduate Studies Office;
2. Grade point average of 3.00 or better for all work attempted in graduate status and in all work approved as a part of the specific pattern of study. With the approval of the graduate coordinator, a maximum of 9 units of upper-division or graduate-level academic coursework at an accredited institu

tion may be included as part of the student's specific pattern of study. All courses are to be taken for a letter grade;

3. Passage of the Written English Proficiency Test (WEPT) or equivalent demonstration of writing competency;
4. Completion of Requirements form (GSO2) must be fully signed and submitted to the Graduate Studies Office.
5. All requirements for the M.A. degree in Spanish, including written proficiency, language competency, and conditional requirements stipulated at the time of admission to candidacy, must be satisfactorily completed within seven years from the time the student completes the first course in the program; and
6. Satisfactory performance on the culminating comprehensive exam.

Required Coursework

Graduate Courses (500 level)

SPAN 500 Spanish Second Language Pedagogy	4
SPAN 501 Teaching Practicum/Internship	4
SPAN 502 Advanced Linguistics	4
SPAN 503 Practical Linguistics	4
SPAN 504 Hispanic Literature I	4
SPAN 505 Hispanic Literature II	4
SPAN 506 Hispanic Literature III	4
Total core courses	**28**
Electives	6
Total units required for the MA	**34**

For their elective coursework, MA Spanish students may elect to enroll in upper-division (Junior or Senior) or graduate-level classes at SSU, or, on approval of the graduate coordinator, at another accredited institution. At SSU, students sign up for a special section of SPAN 595.

Sample Four-Year Program for Bachelor of Arts in French

Variations are easily accommodated in the sequencing of GE requirements, but should be made in consultation with an advisor. Note that courses designated as "elective or minor" total 38 units and could easily accommodate a second major (depending on the selected double major, which might require one or two additional courses). Careful planning and early identification of a second major make this feasible. A variation would be to complete the junior or senior year in the CSU International Program, meeting some upper-division French requirements in a single year, and completing the second major in the other upper-division year at SSU.

FRESHMAN YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
FR 101 (4)**	FR 102 (4)**
GE A2 (4)	GE C1 (4)
MLL 161A/B (A3) (4)	GE B1 (3)*
GE B4 (3)	Elective or Minor (4)

SOPHOMORE YEAR: 31 Units

Fall Semester (15 Units)	*Spring Semester (16 Units)*
FR 201 (4)**	FR 202 (4)**
GE B3 (3)*	GE D3 (3)§
GE B2 (4)	GE D4 (3)§
SYRCE MLL 273 (C) (4)	GE D2 (3)***
	GE D5 (3)****

JUNIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
FR 300 (C3) (UD) (4)	FR 411 (C3) (UD) (4)
FR 321 (C3) (UD) (4)	FR 415 (C3) (UD) (4)
GE D1 (UD) (3)	GE E1 (UD) (3)
Elective or Minor (4)	Elective or Minor (4)

SENIOR YEAR: 29 Units

Fall Semester (15 Units)	*Spring Semester (14 Units)*
FR 320 (C3) (UD) (4)	FR 410 (C3) (UD) (4)
Elective or Minor (3)	FR 475 (C3) (UD) (4)
FR 314 (C2) (UD) (4)	Elective or Minor (3)
Elective or Minor (4)	Elective or Minor (3)

TOTAL UNITS: 120

** Either B1 or B3 must have a lab.*

*** Counts as C3.*

**** Important to take World History before upper-division French.*

***** Can be an early prerequisite for business majors or minors, and might be taken earlier, or later, for those who decide at a later date on an internationally-oriented career other than business.*

§ Advantage of taking D3 and D4 together: understanding the U.S. Constitution in connection with U.S. history.

Sample Four-Year Program for Bachelor of Arts in Spanish

Note: If students have already completed lower-division classes (or equivalents) before arriving at SSU, they can begin taking advanced-level courses as soon as desired and could take fewer classes per semester than indicated in this plan. In addition to the four-year graduation plan specified, students pursuing the bachelor of arts in Spanish may also elect a five- or six-year plan. Please consult with a Spanish program advisor.

FRESHMAN YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
SPAN 101 (4)	SPAN 102 (4)
GE Electives (A2, A3, B4) (11)	GE Electives (C1, B1) (11)

SOPHOMORE YEAR: 30 Units

Fall Semester (17 Units)	*Spring Semester (13 Units)*
SPAN 201 (4)	SPAN 202 (4)
GE Electives (B3, D2, C2, D5) (13)	GE Electives (D3, D4, B2) (9)

JUNIOR YEAR: 30 Units

Fall Semester (16 Units)	*Spring Semester (14 Units)*
SPAN 300 (C3) (UD) (4)	SPAN 304 (4)
SPAN 301 (C3) (UD) (4)	SPAN 307 (C3) (UD) (4)
UD GE (E) (4)	UD GE (C3, D1) (6)
SPAN 305 (C3) (UD) (4)	

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
SPAN 306 (C3) (UD) (4)	One SPAN class at the 400 level (4)
Two SPAN classes at the 400 level (8)	Electives/Minor (11)
Electives/Minor (3)	

TOTAL UNITS: 120

MUSIC

DEPARTMENT OFFICE
Green Music Center 2040
(707) 664-2324
http://www.sonoma.edu/music/

DEPARTMENT CHAIR
John R. Palmer

ADMINISTRATIVE COORDINATOR
Brooke Tester

Faculty

Brass and Percussion

Daniel Norris: Trumpet
Ruth Wilson: Horn
Anthony Collins: Trombone, Euphonium and Tuba
Jennifer Wilsey: Timpani, Percussion

Jazz

Doug Leibinger: Program Director
Kasey Knudsen: Saxophone
Cliff Hugo: Bass
George Marsh: Drum Set
Randy Vincent: Guitar

Keyboard

Marilyn Thompson: Piano, Chamber Music,
Classical Instrumental Repertoire
Jonathan Dimmock: Organ
Ken Cook: Jazz Piano
Richard Riccardi: Staff Accompanist
Yvonne Wormer: Staff Accompanist

Music Education

Kim Mieder, Program Director, (Instrumental Methods;
String) Pedagogy and Elementary Methods
Jenny Bent: Choral Conducting
Andy Collinsworth: Wind Pedagogy
Lynne Morrow: Vocal Pedagogy
Ruth Wilson: Brass Pedagogy
Eric Cabalo: Guitar Pedagogy
Alexander Kahn: Conducting

Musicology And Ethnomusicology

Alexander Kahn: Eric Cabalo: Freshman Learning Community
John R. Palmer: Musicology, Seminar
Thomas Limbert: World Music
Doug Leibinger: Jazz History
Lynne Morrow: Music in Action, Seminar

Performing Ensembles - Vocal

Lynne Morrow: Opera and Music Theatre
Jenny Bent: Symphonic Chorus, Concert Choir

Performing Ensembles - Instrumental

Andy Collinsworth: Symphonic Wind Ensemble and Concert Band
Doug Leibinger: Jazz Orchestra
Marilyn Thompson: Chamber Music
Kendrick Freeman: Latin Jazz Band
Bran Wilson: Brass Ensemble
Jennifer Wilsey: Percussion Ensemble
Eric Cabalo: Guitar Ensemble
Alexander Kahn: Symphony Orchestra
Kasey Knudson: Jazz Combos

Strings

Kathy Marshall and Jay Zhong: Violin
Wayne Rodin: Viola
Jill Brindel: Cello
Mark Wallace: Bass
Eric Cabalo: Classical Guitar
Dan Levitan: Harp

Theory/Composition and Musicianship

Thomas Limbert: Composition and Recording Studio Director;
Orchestration
Brian S. Wilson: Theory, Analysis and Composition
William Johnson (Emeritus): Composition
John R. Palmer, Alexander Kahn and Jenny Bent: Musicianship
Doug Leibinger: Jazz Theory and Arranging

Voice

Lynne Morrow: Mezzo Soprano, Diction
Jane Hammett: Soprano
Zachary Gordin: Baritone
Justin Montigne: Soprano, Tenor, Countertenor

Woodwinds

Kathleen Reynolds: Flute
Laura Reynolds: Oboe
Roy Zajac: Clarinet
Rufus Olivier: Bassoon
Andy Collinsworth: Saxophone

Ensemble in Residence

Faculty Jazz Ensemble
    Doug Leibinger and George Marsh: Directors
Sonoma Musica Viva
    Brian S. Wilson: Director
Navarro Trio
    Victor Romasevich, Violin
    Jill Rachuy Brindel, Cello
    Marilyn Thompson, Piano and Director

Programs Offered

Bachelor of Music
- Performance Concentration
- Jazz Studies Concentration
- Music Education Concentration (pre-certification)

Bachelor of Arts: Liberal Arts Concentration
Bachelor of Arts: Composition and Technology
Teaching Credential Preparation in Music
Minor in Music
Certificate in Audio and Recording Production

A commitment to active involvement stands at the heart of the music curriculum. Students are involved in many ways—as listeners, performers, composers, critics, or historians. Intelligent and lively participation informs every facet of the department's various degree programs.

The core curriculum for music majors provides a thorough foundation in essential skills such as keyboard facility, theoretical understanding, aural perception, and analysis of a wide range of music literature. All majors gain experience with both the intuitive and the intellectual processes of the art. The curriculum is designed to place the specialized study of music in the setting of a liberal arts education and to serve as a firm basis for careers in a wide variety of professions in and related to music.

The Liberal Arts music concentration provides a broad basis from which a student may pursue graduate studies or a variety of careers. The Composition and Technology degree attracts students who are already using technological tools in music creation but need formal training. Three concentrations exist within the Bachelor of Music. The Jazz Studies concentration trains the student in the techniques and practices of contemporary Jazz styles. The Performance concentration is intended for those having interest and promise in the following areas:

- Vocal/Choral Performance
- Instrumental Performance
- Opera/Music Theatre

The Bachelor of Music in Education prepares students to enter the teaching credential program in the School of Education.

All students are expected to consult with a music advisor prior to registering each semester. Any student planning to do graduate work in music should consult a music advisor in time to plan a program that will support the intended graduate specialty. Students planning careers in business or media should consider minors in communications studies or business administration. The Music Department has been a fully accredited member of the National Association of Schools of Music since 1972.

Audition and Proficiency Expectations for Entering and Transfer Students

In order to be accepted as a music major, one must be admitted to the University and successfully complete a Music Department audition.

Auditions

The Department of Music requires all prospective music majors to complete an audition on their major instrument/voice. Students living more than 250 miles from campus may send recorded auditions (YouTube link, CD, or DVD). To schedule an audition, use the Audition Request Form found on the department website (also available in the department office).

All auditions, live or recorded, shall include two pieces in contrasting styles that demonstrate accurate rhythms, pitch control, and interpretive awareness. Accompaniment is not necessary and the time limit is 10 minutes. In addition, Instrumentalists shall prepare two major scales and one minor scale in all three forms: natural, harmonic, and melodic.

Jazz students shall prepare two contrasting tunes; Aebersold-type play-along accompaniments are acceptable. Jazz Drummers must demonstrate various styles, including medium and up-tempo swing, Jazz, waltz and 3 or 4 different Latin and/or contemporary rhythms. They may submit a tape of a band in which they are featured.

Music Education students shall write a one-paragraph statement on why they wish to teach.

Music theatre students are encouraged to submit a DVD of themselves performing (singing and acting) in a musical.

Composition Students, in addition to auditioning on their major instrument/voice must submit two notated scores and recordings of their original work.

Students may include more than one instrument/voice or musical style on their audition.

Please use the Audition Request Form to schedule auditions.

Send recorded auditions, along with a cover letter to:

Music Department (Audition Materials)
Sonoma State University
1801 E. Cotati Ave.
Rohnert Park, CA 94928

Scholarships

All auditionees are automatically considered for a variety of Music Department Scholarships. Scholarship audition information is available on the department website.

Send all required materials to:

Music Department Scholarship Committee
Sonoma State University
1801 E. Cotati Avenue
Rohnert Park, CA 94928

Proficiency Expectations

Basic keyboard skills and the ability to read standard music notation are prerequisites for the music major. All entering and transfer students will be given a placement examination in music theory during the audition process. Students with inadequate preparation in keyboard will take MUS 109 Intensive Keyboard Lab I. Students without background in music theory will take MUS 106 Fundamentals.

Jazz studies majors, whether continuing or transfer students, must complete MUS 420, Musicianship IV; MUS 312, Jazz Harmony and Arranging II; MUS 389, Jazz Improvisation III; MUS 489, Jazz Improvisation IV; MUS 392, Jazz Piano II; and MUS 412, Jazz Composition in residence.

Basic keyboard proficiency is a prerequisite for in MUS 110 Theory I Diatonicism. MUS 320 and 309A/B (or 392) are prerequisite for certain upper-division music courses.

Lower-Division Program

All Freshman students are required to enroll MUS 160A/B, the Freshman Learning Community. The core of the lower-division program for music majors is a sequence of courses in musicianship, theory, and music literature. This sequence is a comprehensive approach to musicianship in its broadest sense. It includes sight-singing, dictation, counterpoint, harmony, and historic and stylistic considerations as they relate to the development of aural and written skills. Materials and sol-fa techniques from a variety of musical styles are used. Lower-division students enroll in 300-level music ensembles.

Upper-Division Program

The upper-division program is designed to integrate studies of theory, musicianship, keyboard and aural skills, music history and analysis. Students who wish to specialize in Jazz, music education, or performance will be required to take classes that develop skills specific to these areas. MUS 310, Theory III and MUS 410, Theory IV must be taken in residence.

Capstone Experience

Bachelor of Arts music majors and students in Jazz Studies are required to complete a senior project. The senior project, MUS 490, may take the form of directed research leading to a lecture-demonstration, a recital, an extended composition, a student-instructed course, the preparation of a performing edition, or another project of substantial effort. Students enrolled in the Performance music concentration and in Music Education must present a senior recital, MUS 491. Performance majors must also complete a junior recital.

Performance Ensemble Requirement

The Music Department regards continuous experience in active music-making to be an essential part of college music study. To provide this experience, the department offers a wide range of ensembles both vocal and instrumental.

- All music majors (Performance, Jazz Studies, Liberal Arts, and Music Education) must declare a major performance medium (instrument or voice) upon entering their program of study.
- Every music major is required to be in one major performing ensemble during each semester of residence in which he or she plays his or her declared performance medium (instrument or voice). Students may be invited to play in additional major ensembles.
- Students may substitute a minor ensemble for a major ensemble with the approval of their advisor and the department chair.

Additional Ensemble for music students in all majors and concentrations:

- Vocalists must participate in an instrumental ensemble (Brass Ensemble, Chamber Music, Concert Band, Percussion Ensemble, Rock Collegium, Symphonic Wind Ensemble, Concert Jazz Ensembles, Latin Jazz Ensemble, Jazz Orchestra) at least one semester.
- Instrumentalists must participate in a choral ensemble (symphonic Chorus, Concert Choir) at least one semester.

Specific ensemble requirements for students in the B.M. in Performance concentration and B.A. Music degrees:

The major ensembles for vocalists in performance and liberal arts (at least half of these must be in a choral ensemble) are the following:

Symphonic Chorus, MUS 325
Concert Choir, MUS 323
Musical Theatre Production, MUS 330
Musical Theatre Scenes Workshop, MUS 340

The major ensembles for strings, woodwind, brass, and percussion in Performance and B.A. Music are the following:

Symphony Orchestra (required for string majors). MUS 328
Concert Band, MUS 227
Symphonic Wind Ensemble, MUS 327
Jazz Orchestra, MUS 390
Guitar Ensemble (guitar majors only), MUS 326

The major ensembles for pianists will be determined in consultation with the department chair and the area coordinator and must include at least four semesters of:

Chamber Music Ensembles, MUS 329

In semesters when vocal students' stage production/performance MUS 330 is completed prior to mid-semester, they are required to participate in one of the major ensembles above.

The Minor Ensembles for vocalists are:

Chamber Music, MUS 329
Rock Collegium, MUS 481
Concert Jazz Ensembles, MUS 391
Latin Jazz Ensemble, MUS 379
Jazz Orchestra, MUS 390

Instrumental Performance majors are required to enroll in a minor ensembles for at least two semesters on their declared major instrument. The Minor Ensembles for instrumentalists in the Performance concentration are:

Brass Ensemble, MUS 377
Chamber Music, MUS 329
Percussion Ensemble, MUS 378
Rock Collegium, MUS 481
Concert Jazz Ensembles, MUS 391
Latin Jazz Ensemble, MUS 379

B.A. Liberal Arts Music majors are highly encouraged to also include minor ensembles in their course of study.

Specific ensemble requirements for students in the B.M. in Jazz Studies concentration:

The major ensembles for students in the jazz studies concentration are:

Concert Jazz Ensembles, MUS 391
Latin Jazz Ensemble, MUS 379
Jazz Orchestra (at least one semester), MUS 390

In addition, students in the Jazz Studies concentration must participate at least one semester in a classical instrumental ensemble: Brass Ensemble, Chamber Music, Guitar Ensemble, Percussion Ensemble, Symphony Orchestra, Symphonic Wind Ensemble or Concert Band.

Specific ensemble requirements for students majoring in the B.M. in Music Education concentration:

The major ensembles for vocal students in music education are:

Symphonic Chorus, MUS 325
Concert Choir, MUS 323

The major ensembles for strings, woodwind, brass and percussion students majoring in the music education instrumental and jazz track are:

Symphony Orchestra (required for string majors), MUS 328
Concert Band, MUS 227
Symphonic Wind Ensemble, MUS 327
Jazz Orchestra, MUS 390
Guitar Ensemble (guitar majors only), MUS 326
Concert Jazz Ensembles (Jazz track only), MUS 391
Latin Band (Jazz track only), MUS 379

The major ensembles for pianists will be determined in consultation with the department chair and the area coordinator and must include at least four semesters of:

Chamber Music Ensembles, MUS 329

In addition, instrumentalists majoring in music education must participate at least one semester in a Jazz ensemble (Concert Jazz Ensembles Latin Jazz Ensemble Jazz Orchestra).

Instrumental Jazz track students must split their major ensemble requirements equally between classical and Jazz ensembles, and participate in at least one semester in a choral ensemble.

Vocalists majoring in Music Education must participate at least one semester in either Music Theatre Production or Music Theatre Scenes.

Music Use Fee and Instrument Checkout

A nonrefundable fee of $25 per semester is charged for use of Music Department facilities and equipment. In addition, a $20 refundable deposit is charged for checking out a departmental instrument.

Private Instruction

The department funds 60-minute lessons for B.M. students and 45-minute lessons for B.A. music students.

All music majors will take *studio instruction* in their performing medium. It is department policy that music majors are required to study their major performance medium (instrument or voice) with an SSU faculty member.

Repertoire Classes and Forums

All music majors must be enrolled in a music repertoire or forum class each semester in residence, according to their concentration.

Classical Instrumental Repertoire Class (for classical instrumentalists) MUS 151/451
Vocal Repertoire Class (for vocalists) MUS 151/451
Jazz Forum (for Jazz students) MUS 426
Composers Forum (for student composers) MUS 425

Juries

Each semester, enrolled music majors perform a jury before assembled Music Department faculty members. Juries typically take place during the penultimate week of classes and are intended to monitor a student's applied progress. Some of the repertoire is from a list of standard, graded works, compiled by the applied faculty. Adjudicators assess, among other things, performers' musicality, technique, interpretation, and professionalism; expectations will be based on each student's level in the program. Students are responsible for signing up for jury times and arranging accompanists as necessary. Students in the Bachelor of Music degree program must receive a jury score of 75% or better to pass. Students in the Bachelor of Arts degree program must receive a jury score of 65% or better to pass. The jury counts for 25% of the students private/applied lesson grade.

Probation

Students who fall below jury performance level expectations (below 75% for B.M.; below 65% for B.A.) will be placed on Probationary status the following semester. Students on probation may, at the discretion of the faculty, be ineligible for state-supported lessons and will be required to remediate deficiencies at their own expense. At the end of the probation semester, the student must sign up for a remediation jury and successfully pass all deficient material.

Continuation Jury

If at the end of the sophomore year a student has failed two or more consecutive juries the student can be dismissed or reassigned from the music major degree program. Bachelor of Music students can become Bachelor of Arts students, Bachelor of Arts students can become Music Minors.

Bachelor of Music Performance Concentration

Degree Requirements	Units
General education (48 units, 12 in major)	36
Major requirements	74
Preparatory and/or general electives	10
Total units needed for graduation	**120**

Requirements for the Major

The Performance concentration is intended for students who show special aptitude for careers as performers. It is expected that a student graduating in Performance will have reached a level of at least semiprofessional competence.

Lower-division students are admitted to the performance concentration on the basis of audition. Admission to the upper-division is by a jury. These take place at the end of the sophomore year (or, for transfer students, prior to entering the junior year).

Complete all the following:

Preparatory

(Credit not applicable toward major; students may challenge by exam)

MUS 106 Fundamentals of Music Theory	3
MUS 109 Intensive Keyboard Lab I	2
MUS 209 Intensive Keyboard Lab II	2
Theory/Musicianship	***20***
MUS 110 Theory I: Diatonicism	3
MUS 210 Theory II: Chromaticism	3
MUS 310 Theory III: Form and Analysis	3
MUS 410 Theory IV: 20th - Century Techniques	3
MUS 120 Musicianship I	2
MUS 220 Musicianship II	2
MUS 320 Musicianship III	2
MUS 420 Musicianship IV	2
History/Literature	***20***
MUS 150 Survey of U.S. Music or MUS 343 when offered as Jazz History (satisfies GE Area C1)	3
MUS 251 History of Western Music: Ancient World to 1750	3
MUS 351 History of Western Music: 1750 to the Present	3
MUS 300 Seminar (various topics)	3
MUS 350 Survey of World Music or Mus 160 A/B (required for freshman) (satisfies GE Area A3 and C3)	8
Applied Skills	***7 voice/ 5 instrumental***
Two of the following four courses: (2 units)	*2*
MUS 292 Jazz Piano I	
MUS 392 Jazz Piano II	
MUS 309A Keyboard Proficiency Lab	
MUS 309B Keyboard Proficiency Lab	
MUS 315 and 316 Diction (vocalists only)	2
MUS 491 Senior Recital	3
Applied Music Studies (MUS 147/447) (each semester in residence)	***8***
Transfer students must take lessons for every semester in residence.	
Music Electives/Additional Ensembles (minimum of 3 units)	***3***

Courses will vary according to area(s) of interest - see department advisor.

Major Ensemble (each semester in residence)	***8***
See section on performance ensemble requirement.	
Minor Ensemble or Chamber Music (instrumentalists only)	2
Repertory Class (Vocal or Instrumental) MUS 151/451	***8***
Total units in the major	74

Bachelor of Music Jazz Studies Concentration

Degree Requirements	Units
General education (48 units, 12 in major)	36
Major requirements	78
Electives or Preparatory	6-11
Total units needed for graduation	**120-125**

Requirements for the Major

The jazz studies concentration is designed to furnish the training and background needed for students seeking to work as jazz performers, arrangers, composers, or teachers.

Students planning to pursue careers as Jazz performers should take private instruction in their major instrument or in voice as a part of their program. These students normally enroll each semester in at least one music department ensemble appropriate to their area of interest. They should also seek opportunities for performance off - campus in a wide variety of performing environments.

Complete all the following:

Preparatory

(credit not applicable toward major; students may challenge by exam):

MUS 106 Fundamentals of Music Theory	3
MUS 109 Intensive Keyboard Lab I	2
MUS 120 Musicianship	2
MUS 189 Jazz Improvisation I	2
MUS 209 Intensive Keyboard Lab II	2
Theory/Musicianship	***15***
MUS 110 Theory I	3
MUS 212 Jazz Harmony and Arranging I	3
MUS 312 Jazz Harmony and Arranging II	3
MUS 220 Musicianship II	2
MUS 320 Musicianship III	2
MUS 420 Musicianship IV	2
History/Literature	***20***
MUS 351 History of Western Music: 1750 to the Present	3
MUS 342 History of Jazz or MUS 343 when offered as Jazz History	3
MUS 160 A/B (satisfies GE area A3 and Area C3) (Required for Freshman)	8
OR	
MUS 350 Survey of World Music (satisfies GE Area C3) (Required for Transfer Students)	4
And Two of the Following Three Courses: (6 units)	6
MUS 150 Survey of U.S music (Satisfies GE area C1)	3

MUS 251 History of Western Music: Ancient World to 1750 3
MUS 300 Seminar (Various Topics) 3

Applied Skills ***16***
MUS 292 Jazz Piano I 1
MUS 289 Jazz Improvisation II 3
MUS 389 Jazz Improvisation III 3
MUS 392 Jazz Piano II 1
MUS 412 Jazz Composition 3
MUS 489 Jazz Improvisation IV 3
MUS 490 Senior Project 2

Music Electives/Additional Ensembles (minimum of 3 units) ***3***
Courses will vary according to area(s) of interest—see department advisor.

Applied Music Studies (Music 147/447) (each semester in residence) ***8***
Transfer students must take lessons for every semester in residence.

Jazz Forum (each semester in residence) Mus 426 ***8***

Ensembles (each semester in residence) ***8***
(See section on performance ensemble requirement.)

Total units in the major 78

Bachelor of Music, Music Education Concentration

Degree Requirements	Units
General education (48 units, 12 in major)	36
Major requirements	86
Preparatory	0-7
Total units needed for graduation	**122-129**

Requirements for the major

The music education concentration is a B.M. program that provides the skills necessary for teaching music in public or private schools in California. It is recommended for anyone planning a teaching career in music.

The program consists of a core of basic music major requirements, plus specialized courses for prospective teachers of vocal, instrumental, and general music in elementary, junior high, and senior high schools.

Preparatory
(credit not applicable toward major; students may challenge by exam)

MUS 106 Fundamentals of Music Theory 3
MUS 109 Intensive Keyboard Lab I 2
MUS 209 Intensive Keyboard Lab II 2

Theory/Musicianship ***20***
MUS 110 Theory I: Diatonicism 3
MUS 210 Theory II: Chromaticism 3
MUS 310 Theory III: Form and Analysis* 3
MUS 410 Theory IV: 20th Century Techniques* 3
MUS 120 Musicianship I 2
MUS 220 Musicianship II 2
MUS 320 Musicianship III 2
MUS 420 Musicianship IV 2
**Instrumental Jazz track student substitute:*
MUS 212 Jazz Harmony & Arranging I 3
MUS 312 Jazz Harmony & Arranging II 3

History/Literature ***17***
MUS 150 Survey of U.S. Music OR
MUS 343 when offered as Jazz History* 3

**Instrumental Jazz track students must choose Jazz History*
MUS 251 History of Western Music: Ancient World to 1750 3
MUS 351 History of Western Music: 1750 to Present 3
MUS 350 Survey of World Music or Music 160 A/B, (required for Freshman), (GE Area A3 and C3) 8

Applied Skills - All Music Education Tracks ***17***
MUS 189 Jazz Improvisation I 2
MUS 259 Music Technology: Tools and Applications 2
MUS 400 Music for the Classroom 2
MUS 401 Conducting Technique 2
MUS 115 Vocal Methods 1
MUS 118 Guitar Methods 1
MUS 122 Strings Methods I (viola, violin) 1
MUS 123 Woodwinds Methods I (clarinet/saxophone) 1
MUS 124 Brass Methods I (trumpet/trombone) 1
MUS 129 Percussion Methods 1
MUS 491 Senior Recital 1

And two of the following four piano classes (2 units): *2*
MUS 292 Jazz Piano I 1
MUS 392 Jazz Piano II* 1

**Instrumental Jazz track students must choose Jazz Piano*
MUS 309A Keyboard Proficiency Lab 1
MUS 309B Keyboard Proficiency Lab 1

Applied Skills - Instrumental Music Education Track ***10***
MUS 314 Orchestration 2
MUS 403 Instrumental Conducting 3
MUS 405 Instrumental Methods and Repertoire 2
MUS 422 Strings Methods II (cello, bass) 1
MUS 423 Woodwind Methods II (flute, oboe, bassoon) 1
MUS 424 Brass Methods II (horn,tuba) 1

Applied Skills - Instrumental Jazz Music Education Track ***11***
MUS 289 Jazz Improvisation II 3
MUS 389 Jazz Improvisation III 3
MUS 403 Instrumental Conducting 3
MUS 405 Instrumental Methods and Repertoire 2

Applied Skills - Choral Music Education Track ***10***
MUS 315 Diction I 1
MUS 316 Diction II 1
MUS 313 Choral Arranging 2
MUS 402 Choral Conducting 3
MUS 404 Choral Methods and Repertoire 2
MUS 448 Choral and Vocal Accompanying 1

Applied Music Studies (MUS 147/447) (each semester in residence) ***8***

Transfer students must take lessons for every semester in residence.

Major Ensembles ***8***

(see specific ensemble for music education majors)

Each semester in residence

Additional ensembles-One Choral/Instrumental/Jazz/Music Theater ***2***

(Instrumental jazz track students-one unit of choral only)

Repertory Class MUS 151/451 or Forum MUS 426 ***4***

Total units in the major 86

Teaching Credential Preparation in Music

The music education curriculum stated above meets the State of CA subject matter competency requirements in music. In order to acquire the music teaching credential, the student must complete this concentration, and a two-semester program in the School of Education. The music education advisor will guide the student through the program.

Six units of prerequisites are needed to enter the credential program: EDUC 417, EDSS 418. These qualify as upper division G.E. units.

Bachelor of Arts Liberal Arts Music Concentration

Degree Requirements	Units
General education (48 units, 12 in major)	36
Major requirements	54
Preparatory and/or Electives	6-13
Total units needed for graduation	**120**

Requirements for the Major

The courses listed below constitute the liberal arts concentration in music. A student satisfactorily completing these courses, along with other University requirements, will earn a B.A. with a major in music. All students are encouraged to consult an advisor about arranging individually tailored programs of study.

Complete all the following:

Preparatory

(credit not applicable toward major; students may challenge by exam)

MUS 106 Fundamentals of Music Theory	3
MUS 109 Intensive Keyboard Lab I	2
MUS 209 Intensive Keyboard Lab II	2

Theory/Musicianship ***20***

MUS 110 Theory I: Diatonicism	3
MUS 210 Theory II: Chromaticism	3
MUS 310 Theory III: Form and Analysis	3
MUS 410 Theory IV: 20th Century Techniques	3
MUS 120 Musicianship	2
MUS 220 Musicianship	2
MUS 320 Musicianship	2
MUS 420 Musicianship	2

History/Literature ***20***

MUS 350 Survey of U.S. Music or MUS 343 when offered as Jazz History (GE Area C1)	3
MUS 251 History of Western Music: Ancient World to 1750	3
MUS 351 History of Western Music: 1750 to the Present	3
MUS 350 Survey of World Music or Mus 160 A/B (GE Area A3 and C3) (Required for Freshman)	8

Applied Skills ***4***

Two of the following four courses: (2 units)	*2*
MUS 292 Jazz Piano I	1
MUS 392 Jazz Piano II	1
MUS 309A Keyboard Proficiency Lab	1
MUS 309B Keyboard Proficiency Lab	1
MUS 490 Senior Project	2

Music Electives/ Additional Ensemble ***6***

Courses will vary according to area(s) of interest—see department advisor.

Ensembles (each semester in residence) ***7***

See section on performance ensemble requirement.

Total units in the major 54

Bachelor of Arts Composition and Technology Concentration

Degree Requirements	Units
General education 38 (48 units, 12 in major)	36
Major requirements	81
Preparatory or Electives	3-7
Total units needed for graduation	**120-124**

Requirements for the Major

Music students interested in composition pursue the Composition and Technology concentration. By including the technology components, an important part of music study for composers in the digital age, the concentration attracts students who are already using technological tools in music creation but need formal training in a liberal arts setting in order to be more viable as professionals and thinkers within their field of interest. The Bachelor of Arts in Music with a concentration in Composition and Technology stands to remain both academically and professionally viable.

MUS 251 History of Western Mus: Ancient-1750	3
MUS 351: Hist of West Mus: 1750-present	3
MUS 300 Seminar (various topics)	3
MUS 350 *or*	
MUS 160 A/B (A3/C3) (required for freshmen)	8

Applied Skills (4) ***4***

Two of the following four courses (2 units)	*2*
MUS 292 Jazz Piano I	1
MUS 392 Jazz Piano II	1
MUS 309A Keyboard Proficiency Lab	1
MUS 309B Keyboard Proficiency Lab	1
MUS 490 Senior Project	2

Private Lessons (6)	***8***
MUS 446 Private Instruction in Composition	6
Six semesters beginning in the sophomore year	
Major Ensemble (each semester in residence)	***8***
See section on performance ensemble requirement	
MUS 425 Composers Forum	***6***
Six semesters excluding senior year.	
Additional Courses for Composers	***11***
MUS 259 Music Tech. Tools and Applications	2
MUS 159 Audio and Recording I	1
MUS 359 Audio and Recording II	1
MUS 314 Orchestration	2
MUS 401 Conducting	2
MUS 212 Jazz Harmony & Arranging	3
Music Electives	***6***
Chosen from:	
MUS 312 Jazz Harmony and Arranging II	3
MUS 313 Choral Arranging	1
MUS 346 Studies in Music Theory	3
MUS 402 Choral Conducting	3
MUS 403 Instrumental Conducting	3
MUS 412 Jazz Composition	3
MUS 115, 118, 122, 123, 124,129, 422, 423, 424 (method courses)	1
MUS 425 Composers Forum	1
Total units in the major	**81**

Minors in Music

The Music Department offers two minors—the liberal arts music minor, jazz studies music minor. Students contemplating a minor in music should consult the Music Department for advising early in their academic careers. At least 6 units of the minor must be completed at Sonoma State University.

Liberal Arts Concentration

Complete all the following:	
MUS 105 Music Theory for Non-Majors	
or MUS 106 Fundamentals of Music Theory	3
MUS 110 Theory I: Diatonicism	3
MUS 120 Musicianship	2
Performance Ensemble	4
Elective in music	2
Upper-division lecture course (MUS 343, 344, 350)	3-5
And one of the following courses: (3 units)	*3*
MUS 150 Survey of U.S. Music	3
MUS 160 Freshman Learning Community	4
MUS 250 Survey of European Music	3
MUS 251 History of Western Music: Ancient World to 1750	3
MUS 351 History of Western Music: 1750 to the Present	3
Total units in the minor	**20-22**

Jazz Studies Concentration

Complete all the following:	
MUS 110 Theory I: Diatonicism	3
MUS 120 Musicianship	2
MUS 212 Jazz Harmony and Arranging I	3
MUS 289 Jazz Improvisation II	3
MUS 292 Jazz Piano I	1
MUS 342 History of Jazz or MUS 343 when offered as Jazz History	3
MUS 389 Jazz Improvisation III	3
Performing Ensembles	2
Total units in the minor	**20**

Sample Four-Year Program for Bachelor of Music Performance Concentration

FRESHMAN YEAR: 30 Units

Fall Semester (16 Units)	*Spring Semester (14 Units)*
ENGL 101 (A2) (4)	PHIL 101 (A3) (4)
GE Mathematics (B4) (3)	MUS 110 (3)
MUS 106 (3)	MUS 120 (2)
MUS 109 (2)	MUS 209 (2)
Music Elective (1)	MUS 147 (1)
Major Performing Ensemble (1)	Major Performing Ensemble (1)
MUS 147 (1)	MUS 151 (1)
MUS 151 (1)	

SOPHOMORE YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
GE (D3) (3)	GE (D2) (3)
MUS 210 (3)	MUS 310 (3)
MUS 220 (2)	MUS 320 (2)
MUS 251 (3)	MUS351 (3)
MUS 309A (1)	MUS 309B (1)
Major Performing Ensemble (1)	Major Performing Ensemble (1)
MUS 147 (1)	MUS 147 (1)
MUS 151 (1)	MUS 151 (1)

JUNIOR YEAR: 30 Units

Fall Semester (17 Units)	*Spring Semester (13 Units)*
GE (E) (3)	GE (D1) (3)
GE (D4) (3)	GE (B1) (3)
MUS 150 (C1) (3)	MUS 300 (3)
MUS 410 (3)	Major Performing Ensemble (1)
MUS 420 (2)	MUS 447 (1)
Major Performing Ensemble (1)	MUS 451(1)
MUS 447 (1)	Diction or Minor Ensemble (1)
MUS 451 (1)	

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
GE (B2) (3)	GE (B3) (3)
GE (D5) (3)	GE (C2) (4)
Major Performing Ensemble (1)	MUS 491 (3)
MUS 447 (1)	Major Performing Ensemble (1)
MUS 350 (C3) (3)	MUS 447 (1)
MUS 451 (1)	MUS 457 (1)
Music Electives (2)	Music Elective (1)
	Diction or Minor Ensemble (1)

TOTAL UNITS: 120

Sample Four-Year Program for Bachelor of Music Jazz Studies Concentration

FRESHMAN YEAR: 33 Units

Fall Semester (16 Units)	*Spring Semester (17 Units)*
MUS 106 (3)	MUS 110 (3)
MUS 109 (2)	MUS 209 (2)
GE A1 (3)	MUS 120 (2)
MUS 160A (4) GE A3/C3	MUS 160B (4) GE A3/C3
Music Elective (1)	MUS 147 (1)
MUS 147 (1)	MUS 426 (1)
MUS 426 (1)	Major Performing Ensemble (1)
Major Performing Ensemble (1)	GE A2 (3)

SOPHOMORE YEAR: 29 Units

Fall Semester (14 Units)	*Spring Semester (15 Units)*
MUS 189 (2)	MUS 289 (3)
MUS 292 (1)	MUS 392 (1)
MUS 220 (2)	MUS 320 (2)
MUS 147 (1)	MUS 147 (1)
MUS 426 (1)	MUS 426 (1)
Major Performing Ensemble (1)	Major Performing Ensemble (1)
GE D3 (3)	GE B4 (3)
GE C2 (3)	GE D2 (3)

JUNIOR YEAR: 32 Units

Fall Semester (16 Units)	*Spring Semester (16 Units)*
MUS 389 (3)	MUS 489 (3)
MUS 212 (2)	MUS 312 (3)
MUS 420 (2)	MUS 343 GE C1 (3)
MUS 447 (1)	MUS 447 (1)
MUS 426 (1)	MUS 426 (1)
Major Performing Ensemble (1)	Major Performing Ensemble (1)
GE E (3)	GE B1 (3)
GE D4 (3)	Instrumental Ensemble (1)

SENIOR YEAR: 31 Units

Fall Semester (16 Units)	*Spring Semester (15 Units)*
MUS 412 (3)	MUS 490 (2)
MUS 350 GE C3 (3)	MUS 351 (3)
MUS 447 (1)	MUS 447 (1)
MUS 426 (1)	MUS 426 (1)
Major Performing Ensemble (1)	Major Performing Ensemble (1)
GE D5 (3)	GE B3 (3)
GE D1 (3)	GE B2 (3)
	Choral Ensemble

TOTAL UNITS: 125

Sample Four-Year Program for Bachelor of Music Music Education Concentration Instrumental Track

FRESHMAN YEAR: 34 Units

Fall Semester (16 Units)	*Spring Semester (18 Units)*
MUS 106 (Preparatory Course) (3)	MUS 209 (Preparatory Course) (2)
MUS 109 (Preparatory Course) (2)	MUS 110 (3)
MUS 160A (A3 & C3) (4)	MUS 120 (2)
GE Course (B4) (4)	MUS 160B (A3 & C3) (4)
Major Ensemble (1)	Major Ensemble (1)
Private lessons (1)	Private lessons (1)
Repertory Class (1)	Repertory Class (1)
	MUS 115 (1)
	GE Course (D3) (3)

SOPHOMORE YEAR: 32 Units

Fall Semester (17 Units)	*Spring Semester (15 Units)*
MUS 210 (3)	MUS 310 (3)
MUS 220 (2)	MUS 320 (2)
MUS 309A (1)	MUS 309B (1)
MUS 118 (1)	MUS 129 (1)
MUS 122 (1)	MUS 422 (1)
Major Ensemble (1)	Major Ensemble (1)
Private Lessons (1)	Private Lessons (1)
Repertory Class (1)	Repertory Class (1)
MUS 150 (C1) (3)	GE Course (B1) (4)
GE Course (A2) (3)	

JUNIOR YEAR: 33 Units

Fall Semester (16 Units)	*Spring Semester (17 Units)*
MUS 410 (3)	MUS 424 (1)
MUS 420 (2)	MUS 252 (3)
MUS 124 (1)	MUS 400 (2)
MUS 189 (2)	MUS 401 (2)
MUS 251 (3)	Major Ensemble (1)
MUS 259 (2)	Private Lessons (1)
Major Ensemble (1)	GE Course (C2) (4)
Private Lessons (1)	GE Course (D5) (3)
Additional Ensemble (1)	

SENIOR YEAR: 31 Units

Fall Semester (18 Units)	*Spring Semester (13 Units)*
MUS 123 (1)	MUS 423 (1)
MUS 314 (2)	MUS 405 Inst Methods/Rep (2)
MUS 403 (3)	Major Ensemble (1)
Major Ensemble (1)	Private Lessons (1)
Private Lessons (1)	MUS 491 Recital (1)
EDUC 417 (D1) (3)	EDSS 418 (E) (3)
GE Course (B2) (4)	GE Course (D2) (3)
GE Course (D4) (3)	Additional Ensemble (1)

TOTAL UNITS: 120)

Sample Four-Year Program for Bachelor of Arts Music Music Education Concentration Choral Track

FRESHMAN YEAR: 34 Units

Fall Semester (16 Units)	*Spring Semester (18 Units)*
MUS 106 (Preparatory Course) (3)	MUS 209 (Preparatory Course) (2)
MUS 109 (Preparatory Course) (2)	MUS 110 (3)
MUS 160A (A3 & C3) (4)	MUS 120 (2)
GE Course (B4) (4)	MUS 1160B (A3 & C3) (4)
Major Ensemble (1)	Major Ensemble (1)
MUS 147 (1)	MUS 147 (1)
MUS 151 (1)	MUS 151 (1)
	MUS 115 (1)
	GE Course (D3) (3)

SOPHOMORE YEAR: 31 Units

Fall Semester (14 Units)	*Spring Semester (17 Units)*
MUS 210 (3)	MUS 310 (3)
MUS 220 (2)	MUS 320 (2)
MUS 309A (1)	MUS 309B (1)
MUS 118 (1)	MUS 129 (1)
MUS 122 (1)	GE Course (B1) (4)
Major Ensemble (1)	Major Ensemble (1)
MUS 147 (1)	MUS 147 (1)
MUS 447 (1)	MUS 151 (1)
GE Course (A2) (3)	MUS 150 (C1) (3)

JUNIOR YEAR: 33 Units

Fall Semester (16 Units)	*Spring Semester (17 Units)*
MUS 410 (3)	MUS 351 (3)
MUS 420 (2)	MUS 316 (1)
MUS 315 (1)	MUS 400 (2)
MUS 124 (1)	MUS 401 (2)
MUS 189 (2)	Major Ensemble (1)
MUS 259 (2)	MUS 447 (1)
MUS 251 (3)	GE Course (D5) (3)
Major Ensemble (1)	GE Course (C2) (4)
MUS 447 (1)	

SENIOR YEAR: 32 Units

Fall Semester (17 Units)	*Spring Semester (15 Units)*
MUS 123 (1)	MUS 404 Choral Methods/Rep (2)
MUS 313 Choral Arranging (2)	Major Ensemble (1)
MUS 402 (3)	Private Lessons (1)
Major Ensemble (1)	MUS 491 Recital (1)
Private Lessons (1)	EDSS 418 (E) (3)
EDUC 417 (D1) (3)	GE Course (D2) (3)
GE Course (B2) (4)	Additional Ensemble (1)
MUS 448 (1)	GE Course (D4) (3)
Additional Ensemble (1)	

TOTAL UNITS: 130

Sample Four-Year Program for Bachelor of Arts Music Liberal Arts Music Concentration

FRESHMAN YEAR: 31 Units

Fall Semester (14 Units)	*Spring Semester (17 Units)*
ENGL 101 (A2) (4)	PHIL 101 (A3) (4)
MUS 106 (3)	GE MATH (B3) (3)
MUS 109 (2)	MUS 110 (3)
Major Performing Ensemble (1)	MUS 120 (2)
MUS 209 (2)	Major Performing Ensemble (1)
Private Instruction (1)	Private Instruction (1)
Repertory Class (1)	Music 209 (2)
	Repertory Class (1)

SOPHOMORE YEAR: 33 Units

Fall Semester (18 Units)	*Spring Semester (15 Units)*
GE (D2) (3)	GE (D3) (3)
MUS 150 (C1) (3)	MUS 310 (3)
MUS 210 (3)	MUS 320 (2)
MUS 220 (2)	MUS 351 (3)
MUS 309A (1)	Major Performing Ensemble (1)
Major Performing Ensemble (1)	MUS 309B (1)
MUS 251 (3)	Private Instruction (1)
Private Instruction (1)	Repertory Class (1)
Repertory Class (1)	

JUNIOR YEAR: 29 Units

Fall Semester (15 Units)	*Spring Semester (14 Units)*
Ge (D4) (3)	GE (D1) (3)
MUS 350 (C3) (3)	GE (B1) (3)
Major Performing Ensemble (1)	MUS 300 (3)
MUS 410 (3)	Music Elective (2)
Private Instruction (1)	Major Performing Ensemble (1)
MUS 420 (2)	Private Instruction (1)
Repertory Class (1)	Repertory Class (1)

SENIOR YEAR: 27 Units

Fall Semester (15 Units)	*Spring Semester (12 Units)*
GE (B2) (3)	GE (B3) (3)
GE (D5) (3)	GE (C2) (4)
GE (E) (3)	MUS 490 (2)
Major Performing Ensemble (1)	Major Performing Ensemble (1)
Music Elective (3)	Repertory Class (1)
Private Instruction (1)	Private Instruction (1)
Repertory Class (1)	

TOTAL UNITS: 120

Sample Four-Year Program for Bachelor of Arts Composition and Technology Concentration

FRESHMAN YEAR: 31 Units

Fall Semester (15 Units)	*Spring Semester (16 Units)*
MUS 106 (Prepatory course) (3)	MUS 209 (Prepatory Course) (2)
MUS 109 (Prepatory Course) (2)	MUS 110 (3)
MUS 160A (A3/C3) (4)	MUS 120 (2)
Major Ensemble (1)	Major Ensemble (1)
Composers forum (1)	Composers Forum (1)
	GE (A2) (3)

SOPHOMORE YEAR: 32 Units

Fall Semester (17 Units)	*Spring Semester (15 Units)*
MUS 159 (1)	MUS 359 (1)
MUS 210 (3)	MUS 310 (3)
MUS 220 (2)	MUS 320 (2)
MUS 309A (2)	MUS 309B (2)
Major Ensemble (1)	Major Ensemble (1)
Private Lessons (1)	Private Lessons (1)
Composers Forum (1)	Composers Forum (1)
MUS 150 (C1) (3)	GE (B1#) (4)
GE (D3) (3)	

JUNIOR YEAR: 33 Units

Fall Semester (16 Units)	*Spring Semester (17 Units)*
MUS 212 (3)	MUS 312 (3)
MUS 410 (3)	MUS 424 (1)
MUS 420 (2)	MUS 252 (3)
MUS 401 (3)	Major Ensemble (1)
MUS 259 (2)	Private Lessons (1)
Major Ensemble (1)	GE (C2*) (4)
Pivate Lessons (1)	GE (D5) (3)
Composers Forum (1)	Composers Forum (1)

SENIOR YEAR: 30 Units

Fall Semester (17 Units)	*Spring Semester (13 Units)*
MUS 314 (2)	GE (D1) (3)
MUS 346 (3)	Major Ensemble (1)
Major Ensemble (1)	Private Lessons (1)
Private Lessons (1)	MUS 490 Senior Project (2)
GE (B2) (4)	GE (D2) (3)
GE (D4) (3)	GE (E*) (3)
GE (B3) (3)	

TOTAL UNITS: 126

Sample Four-Year Program for Bachelor of Music Instrumental Jazz Track

FRESHMAN YEAR: 34 Units

Fall Semester (16 Units)	*Spring Semester (18 Units)*
MUS 106 (prepatory Course) (3)	MUS 209 (prepatory Course) (2)
Music 109 (prepatory course) (2)	MUS 110 (3)
MUS160A (A3 &C3) (4)	MUS 120 (2)
GE Course (B4) (4)	MUS 160B (A3& C3) (4)
Major Ensemble (1)	Major Ensemble (1)
Private Lessons (1)	Private Lessons (1)
Repertory Class (1)	Repertory Class (1)
	GE Course (D3) (3)

SOPHOMORE YEAR: 31 Units

Fall Semester (16 Units)	*Spring Semester (15 Units)*
MUS 210 (3)	MUS 289 (3)
MUS 220 (2)	MUS 320(4)
MUS 292 (1)	MUS 392 (1)
MUS 118 (1)	MUS 129 (1)
MUS 122 (1)	Major Performing Ensemble (1)
Major Ensemble (1)	Additional Ensemble (1)
Private Lessons (1)	Private Lessons (1)
Repertory Class (1)	Repertory Class (1)
MUS 189 (2)	GE Course (B1) (4)
GE COurse (A2) (3)	

JUNIOR YEAR: 32 Units

Fall Semester (16 Units)	*Spring Semester (17 Units)*
MUS 389 (3)	MUS 312 (3)
MUS 420 (2)	MUS 351 (3)
MUS 124 (1)	MUS 400 (2)
MUS 212 (3)	MUS 401 (2)
MUS 251 (3)	Major Ensemble (1)
MUS 259 (2)	Private Lessons (1)
Major Ensemble (1)	GE Course (C2) (4)
Private Lessons (1)	MUS 351 (3)

SENIOR YEAR: 33 Units

Fall Semester (16 Units)	*Spring Semester (14 Units)*
MUS 123 (1)	MUS 343 (3)
MUS 403 (3)	MUS 405 Inst Methods/Rep (2)
Private Ensemble (1)	Major Ensemble (1))
Private Lessons (1)	Private Lessons (1)
EDUC 417 (D1) (3)	MUS 491 Recital (1)
GE Course (B2) (4)	EDSS 418 (E) (3)
GE COurse (D4) (3)	GE Course (D2) (3)
	GE COurse (D5) (3)

TOTAL UNITS: 130

NATIVE AMERICAN STUDIES

PROGRAM OFFICE
Nichols Hall 214
(707) 664-2486
http://www.sonoma.edu/nams/

COORDINATOR
Christine Baker (707) 664-2928

ADMINISTRATIVE COORDINATOR
Linnea Mullins (707) 664-2486

Faculty

Gregory Sarris / Native American Literature;
Endowed Chair Native American Studies

Ashley Hall, Adjunct Faculty

Mary Churchill, Adjunct faculty

Program Offered

Minor in Native American Studies

The Native American Studies program is designed to provide a minor with a multidisciplinary approach to Native Americans through ethnography, history, sociology, and the humanities. By approaching the multiplicity of Indian cultures from a variety of academic perspectives, a deeper understanding of native societies, past and present, will emerge. The program is designed to present a variety of American Indian experiences and issues within the wider context of human history and evolution. The program is especially interested in providing teachers, community service personnel, tribal administrators, and other interested persons with useful skills in dealing with indigenous/native communities. Special emphasis will be placed on assisting educators with practical and theoretical approaches to Indian education. Students in the NAMS minor are also encouraged to apply for internships to gain direct experience in working with tribal organizations and communities.

Students may develop a special major in Native American studies; those interested should review the guidelines for special majors and consult the program coordinator.

Minor in Native American Studies

Program Requirements

Choose 20 units from the following:

NAMS 160 A/B Learning Community (C3)	4
NAMS 165 Native Cultures of Northern CA (C2)	4
NAMS 200 Introduction of Native Americans (D1)	3
NAMS 205 Introduction of Native American Arts (C1)	4
NAMS 354 Native American Literature (C2)	4
NAMS 338 Native Americans and the Cinema (C1)	4
NAMS 346 Philosophical Systems and Sacred Movements in Native North America (C2)	4

Additional Requirement

NAMS 495 Special Studies or Internship at a local Native American agency or organization	4
Total units in minor	**24**

Minor Electives

NAMS 300 Experimental	1-5
NAMS 400 Special Topics in Native American Studies	1-4
NAMS 410 Seminar in an Individual Native American Culture	4
NAMS 412 Native California History and Culture	4
NAMS 414 Native American Cultures of the Southwest	4
NAMS 418 Regional Historical Studies	4
NAMS 420 Fundamentals of Native American Education	1-4
NAMS 430 Advanced Native American Workshop	4
NAMS 442 Contemporary Affairs of Native Americans of California	4
NAMS 495 Special Studies	1-4

NURSING

DEPARTMENT OFFICE
Nichols Hall 256, (707) 664-2465
Fax: (707) 664-2653
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DEPARTMENT CHAIR
Mary Ellen Wilkosz

ADMINISTRATIVE STAFF
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Kristi Hellman

Faculty

Tammy Brunk
Michelle Kelly
Rachel Napoli
Jordan Rose
Wendy Smith
M. Karen Werder
Mary Ellen Wilkosz
Krista Altaker

Programs Offered

Fully accredited by the Accreditation Commission for Education in Nursing

Bachelor of Science in Nursing
- Pre-Licensure B.S.N.
- Post-Licensure B.S.N.

Master of Science in Nursing
- Family Nurse Practitioner

Post-Master's Certificate, Family Nurse Practitioner

Sonoma State University's mission is reflected in the Department of Nursing's commitment to provide a foundation for lifelong learning and graduate nurses who practice within a broad cultural perspective, affirm intellectual and aesthetic achievements as a part of the human experience, develop professional leadership, foster flexibility and resilience, and contribute to the health and well-being of the world at large. The Department of Nursing recognizes nursing as a nurturing response, based upon a blend of art and science, occurring within a subjective and objective environment with the aim of developing the well-being of both nurse and client (client as individuals, families, communities, and organizations). Consistent with the philosophy and objectives is the consideration of students as unique individuals with varied ethnic and cultural backgrounds, learning styles, and goals.

The Department of Nursing provides opportunities for learning using a variety of traditional and technology-mediated strategies. Courses may be taught using webstreaming, interactive and real-time electronic communications via computer for lecture, small group and seminar discussions, self-paced and self-directed independent study, and Internet tools that support lifelong intellectual and professional development.

The Department of Nursing enjoys a collaborative relationship with the health care delivery community within its service area and beyond. Consequently there are many clinical opportunities available. Students are placed in a variety of community-based hospitals and health care agencies. Graduates of both the baccalaureate and master's programs are well prepared for careers in a variety of health care settings and roles in the community.

Sonoma State University's nursing programs are approved by the California State Board of Registered Nursing and accredited by the Accreditation Commission for Education in Nursing, from which information about tuition, fees, and length of program may be obtained, either in writing or by telephone at Accreditation Commission for Education in Nursing, 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326.

Bachelor of Science in Nursing

The undergraduate nursing program provides two program options to obtain a baccalaureate degree in nursing:

1. A pre-licensure program option that prepares the student to become a licensed Registered Nurse (R.N.); and
2. A post-licensure program option for the licensed R.N. with an associate degree or the equivalent.

All graduates of the baccalaureate program are prepared to plan and provide patient care; to teach patients, families, and staff; and to provide leadership in the delivery of health care services. The bachelor of science in nursing program offers students an opportunity to become a liberally educated professional, qualified for certification as a public health nurse, and completely prepared for graduate education in nursing. The pre-licensure program option also prepares the graduate for the R.N. licensure examination.

Eligible applicants should visit www.sonoma.edu/nursing for further information.

Pre-Licensure B.S.N. Program

The pre-licensure program consists of two components: the pre-nursing curriculum in which the student enrolls in the prerequisite courses for the nursing program and required GE; and the pre-licensure curriculum ("nursing program"), in which the student is admitted on a competitive basis to take the courses required for R.N. licensure and complete requirements for the bachelor of science in nursing degree (B.S.N.).

The prerequisite and lower division courses may be taken at either Sonoma State University or another university or community college. For admission to the pre-licensure option of the B.S.N. program, SSU students must submit a supplemental application to Nursing-CAS between December 1 and January 30. Transfer students must submit an application to SSU **and** a supplemental application to NursingCAS.

Admission to Pre-Nursing Status

Students applying directly from high school must meet the following criteria:

1. Standard SSU admission criteria;
2. High school chemistry and biology with a grade of B or better in all semesters;
3. Overall high school GPA of 3.5 or better; and
4. Eligibility Index (www.sonoma.edu/nursing)
5. Students who do not meet the criteria listed above will automatically be listed as "undeclared" if a second major choice is not selected.
6. Students who live in SSU's service area will receive priority for admission.

Admission to the Pre-Licensure Program / Nursing Major (final two years of degree program)

Nursing is an impacted program and therefore requires a supplemental application to NursingCAS in addition to the application to Sonoma State University. Students applying for admission to the pre-licensure program must upload to NursingCAS:

1. Transcript verification of completion of GE categories A (Written and Oral Analysis, Fundamentals of Communication, and Critical Thinking) and B (Natural Sciences and Mathematics [Statistics required for Nursing]);
2. Overall GPA of 3.00 or higher;
3. Grade of "B" or better in all the following prerequisite courses at SSU or equivalent:

Course	SSU Offering
Anatomy	Biology 220
Critical Thinking	Category A3
Integrated Chemistry	Chemistry 105
English Composition	Category A2
Oral Communication	Category A1
Physiology	Biology 224
Microbiology	Biology 240
Statistics	Math 165

4. Results of the Test of Essential Academic Skills (TEAS); and
5. Essay (criteria are included in the application packet).

Requirements for the Pre-Licensure B.S.N.	Units
General education	*48
Major requirements	59
Support courses	10
General electives (BIO 115)	3
Total units needed for graduation	**120**

Community college transfer students must meet the following criteria:

1. Standard SSU transfer criteria;
2. B or better in all nursing prerequisite science courses; and
3. Overall college GPA of 3.00 or higher
4. SSU only accepts transfers into the nursing major
5. Preference is given to applicants in local service area of surrounding counties of Sonoma, Lake, Marin, Mendocino, Napa, and Solano, pre-nursing SSU students and veterans

*Admission requirements, policies and other information related to the pre-licensure BSN program in Nursing can be found at: www.sonoma.edu/nursing/bsm-pre/index.html

Traditional Post-Licensure Program

Sonoma State University's baccalaureate program also offers an upper-division option designed to articulate with community college Associate Degree Nursing (ADN) programs. The SSU program provides upper-division education for registered nurses fostering expanded, evidence-based practice and function with increased independence and leadership in a variety of settings.

R.N.s who have attended a hospital (diploma) program should contact a community college with an R.N. program to obtain equivalent credit for their diploma program (30 ungraded lower-division nursing units) and to complete the community college's general education requirements for an A.A./A.S. degree.

Admission to the Traditional Post-Licensure B.S.N. Program

Applicants must meet the following minimum criteria. Under impaction status additional criteria may apply. See SSU Nursing website for details.

1. Current California licensure as a Registered Nurse. (Recent ADN graduates who have not yet received California R.N. licensure but who otherwise meet admission requirements will be accepted on a conditional basis pending National Council Licensing Examination (NCLEX) results. Failure to pass NCLEX disqualifies the student from the nursing major – but not from the University – until such time as a passing score is obtained.);
2. Sixty semester units of college-transferable credit with an overall GPA of 3.00 or better: 30 units should meet California State University general education requirements, including areas A (English Composition, Speech, and Critical Thinking) and B4 (Statistics required); 30 units must be credit for lower-division nursing coursework;
3. Minimum of 3 semester units of college-transferable credit in chemistry with a grade of B- or better; and
4. Human anatomy and physiology within the past 10 years or direct clinical nursing experience within the past two years.

Requirements for the Post-Licensure B.S.N. Program	Units
General Education and Nursing Prerequisites	51
Upper-Division GE at SSU	9
Major Requirements	
Lower-division nursing prerequisites and nursing at community college or university	16
Upper-division at SSU (Up to 20 units of upper-division nursing for NCLEX based on transcript review) E.O. 1084	44
Total units needed for graduation	**120**

L.V.N. 30-Unit Option

The L.V.N. 30-unit option includes only those nursing courses required for R.N. licensure and qualifies L.V.N.s to take the NCLEX-R.N., but does not earn a B.S.N.. To be admitted to the L.V.N. 30-unit option an L.V.N. must have completed 4 units of physiology and 4 units of microbiology with a grade of B or better. Admission to this option is ONLY on an "as space is available" basis. Contact the department for further details.

Collaborative Nursing Education Continuum Model (CNECM)

Sonoma State University offers an early start baccalaureate program track that builds on the strong foundation of associate degree nursing (ADN) education and utilizes community college transfer credits from the ADN program to meet the BSN degree requirements. The curriculum enhances existing nursing knowledge and skills with study of complex professional perspectives, multifaceted health assessment, community/public health theory, and clinical and sociopolitical perspectives in the health care environment.

Students begin the BSN curriculum following successful completion of the first year of their ADN program. After completion of two consecutive summers of one course each, students enter in the following fall to complete the one-year program plan of curriculum as matriculated students.

Admission to the CNECM

Applicants must meet the following minimum criteria. See SSU nursing website for details. (www.sonoma.edu/nursing)

1. Must be in good standing in the first semester of an ADN program in Santa Rosa Junior College, College of Marin, Napa Valley College, Solano Community College or Mendocino College; and
2. Minimum of 60 semester units of college-transferrable credit with a minimum 3.0 overall GPA; and
3. Minimum of 3 semester units of college-transferable credit in chemistry, statistics (B4), and critical thinking (A3) with a grade of B or better; and
4. Preference for admission will be given to applicants with the fewest number of lower division SSU GE requirements outstanding.

Continued Progress in the CNECM as Matriculated Post-Licensure Student

1. Current unrestricted, California RN license prior to registration for Nursing 310, 412 Lecture and Practicum
2. Admission to the university

Undergraduate Nursing Progression and Retention

Should a student not attain a minimum grade of C (a C- is not acceptable) in a required nursing course, the student will not be permitted to continue in the nursing major. The student may petition the faculty to repeat the course. If approval is granted, the student must receive a grade of C or better in the course when repeated. If a minimum grade of C is not attained, the student will not be eligible to continue in, or graduate from, the B.S.N. program. Only two courses in the nursing major may be repeated once.
Post-licensure BSN Degree completion time limits are specific-see www.sonoma.edu/nursing/bsn-post/index.html under curriculum pattern.

Master of Science in Nursing-Family Nurse Practitioner

The goal of the graduate curriculum is to provide advanced professional education to nurses with a B.S.N. or equivalent. The graduate degree in nursing is designed to respond to society's needs for professional nurses who influence the structure of emerging patterns of health care practice and delivery. Specialization in an area of nursing practice or function enables graduates to effectively address current and future societal health needs. Graduates support the development and refinement of nursing science by assuming advanced clinical and leadership roles within the profession and by participating in research and other scholarly activities.

SSU offers specialization as a family nurse practitioner (F.N.P.), with emphasis on advanced clinical primary care practice.

Application Procedures

The standard CSU application must be submitted for admission to SSU. In addition, applicants must:

1. Meet the minimum admissions requirements;
2. Submit a supplemental application form to NursingCAS

Applicants who have received their B.S.N. from SSU also need to submit a standard CSU application and supplemental nursing application to apply for graduate standing at SSU.

Family Nurse Practitioner Program

The purpose of the family nurse practitioner specialty option is to prepare registered nurses with a bachelor's degree in nursing for advanced clinical practice with an emphasis on promoting individual and family wellness. The F.N.P. specialty focuses upon the theoretical and scientific bases for the assessment, diagnosis, and management of common illness as well as health teaching, counseling, and preventive services. Emphasis is placed upon advanced clinical skills that include history-taking, physical examination, health screening, management of common illnesses, and techniques of prevention and risk reduction. Graduates may work in clinics, health maintenance organizations, schools, and medical practices as primary health care providers.

Admission Requirements

1. B.S.N. degree;
2. GPA of 3.00 in the last two years (60 units) of undergraduate or post-graduate study;
3. Current California licensure as a registered nurse;
4. Completion of a course in statistics in college career;
6. Two years of full-time experience as a R.N. preferred.

Curriculum Features

Students and faculty share responsibility for finding an acceptable preceptor. Content includes health needs and risks of all family members, family theories, and legal and professional issues pertinent to nurse practitioners. Content taken concurrently with the clinical sequences includes advanced health assessment and health risk assessment of individuals and families, pathophysiological concepts in diagnosis and treatment of common illness, pharmacology, and practice issues pertinent to nurse practitioners.

Students complete a comprehensive exam for the culminating experience that serves as evidence of successful integration of the diverse content areas in the curriculum.

The SSU family nurse practitioner specialty option meets criteria specified in Section 1484, Title 16, of the *California Administrative Code* and is approved by the California State Board of Registered Nursing.

The M.S.N. F.N.P. curriculum is 46 units. Students progress from basic advanced practice skills to more complex skills. Each semester has a clinical skills component.

Post-Master's Family Nurse Practitioner Certificate Option

The certificate option is a 36-unit course of study designed for registered nurses who hold a master's degree in nursing who wish to become family nurse practitioners. The application process is in two stages. The first is to the program, through Nursing CAS. Students who have been accepted will be given instructions on how to apply to the University.

Graduate Nursing Progression and Retention

Should a graduate nursing student not attain a minimum grade of B- (a C+ is not acceptable) in a required graduate nursing course, the student will not be permitted to continue in the program. The student may petition the faculty to repeat the course. If approval is granted, the student must receive a grade of B- or better in the course when repeated. If a minimum grade of B- is not attained, the student will not be eligible to continue in, or graduate from, the M.S.N. program. Admission requirements, policies, and other information related to the Master's Degree Program in Nursing can be found at: ww.sonoma.edu/nursing/fnpp/

Pre-licensure Bachelor of Science in Nursing Curriculum Plan

Freshman Year: 28 Units

Fall Semester (14 Units)	*Spring Semester (14 Units)*
BIOL 115 (3)	BIOL 220 (4)
CHEM 105 (5)	MATH 165 (4)
GE A1 (3)	GE A2 (3)
GE A3 (3)	GE C3 (3)

Sophomore Year: 32 Units*

Fall Semester (16 Units)	*Spring Semester (16 Units)*
BIOL 224 (4)	BIOL 240 (4)
GE D1 (3)	PSY 302 (UD GE) (3)
GE C1 (3)	GE D3 (3)
GE D5 (3)	GE D4 (3-4)
D2 (3)	GE C2 (3)

Junior Year: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
NURS 301 (9)	NURS 302 (6)
NURS 303 (6)	NURS 304 (6)
	NURS 310 (3)

Senior Year: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
NURS 407 (6)	NURS 410 (5)
NURS 409 (6)	NURS 412 (5)
UD GE B (3)	NURS 414 (5)

TOTAL UNITS: 120

** Pre-requisite courses for application to the major*

Post-Licensure Bachelor of Science in Nursing Curriculum Plan

Senior Year: 32 Units

Fall Semester (15 Units)	*Spring Semester (17 Units)*
NURS 310 (3)	NURS 410 (5)
NURS 312 (4)	NURS 412 (5)
NURS 313 (4)	NURS 416 (3)
UD GE C1 (4)	UD GE D (4)

TOTAL UNITS: 120

Note: 3 of the 9 required units of UD GE must be satisfied upon completion of the nursing program.

Master of Science in Nursing - Family Nurse Practitioner (Full-time Curriculum Plan)

The sequence below is for full-time students. A part-time sequence that can be completed in six semesters follows below.

YEAR 1: 21 Units

Fall Semester (11 Units)	*Spring Semester (10 Units)*
N 501 (4)	N 540A (3)
N 509 (4)	N 550A (4)
N 549 (3)	N 552 (3)

YEAR 2: 25 Units

Fall Semester (11 Units)	*Spring Semester (14 Units)*
N 540B (3)	N 550C (4)
N 550B (4)	N 562 (4)
N 560 (4)	N 564 (4)
	N 566 (2)

TOTAL UNITS: 46

Master of Science in Nursing - Family Nurse Practitioner (Part-time Curriculum Plan)

YEAR 1: 16 Units

Fall Semester (8 Units)	*Spring Semester (8 Units)*
N 501 (4)	N 509 (4)
N 560 (4)	N 564 (4)

YEAR 2: 16-17 Units

Fall Semester (6-7 Units)	*Spring Semester (10 Units)*
N 549 (3)	N 540A (3)
Optional Elective (3-4)	N 550A (4)
	N 552 (3)

YEAR 3: 17 Units

Fall Semester (7 Units)	*Spring Semester (10 Units)*
N 540B (3)	N 562 (4)
N 550B (4)	N 550C (4)
	N 566 (2)

TOTAL UNITS: 46

Family Nurse Practioner Post Master's Certificate Curriculum Plan

YEAR 1: 21 Units

Fall Semester (11 Units)	*Spring Semester (10 Units)*
N 501 (4)	N 540A (3)
N 509 (4)	N 550A (4)
N 549 (3)	N 552 (3)

YEAR 2: 15 Units

Fall Semester (7 Units)	*Spring Semester (8 Units)*
N 540B (3)	N 550C (4)
N 550B (4)	N 562 (4)

TOTAL UNITS: 36

CNECM (CPOST) Full-Time Academic Program Plan

Full-Time Enrollment (One year for completion)

Enrollment in required nursing coursework in the pattern below is expected. Enrollment in and completion of 6 units of UDGE is individually determined based on student's remaining degree requirements and according to UDGE requirements (see Upper Division GE Guidelines). UDGE coursework included in this plan is for example only.

Summer Term Between 1st and 2nd Year of ADN Program: 4 Units

NURS 312 Baccalaureate Perspectives I (4)

Summer Term Following Graduation from ADN Program: 4 Units

NURS 313 Baccalaureate Perspectives II (4)

70 Units

Transfer Credit from Community College Applied toward BSN (70)

20 Units

Up to 20 units upper division Nursing credit awarded for NCLEX-RN based on transcript evaluation (20)

After ADN and RN Licensure (One year completion)

Fall Semester (11 Units)	*Spring Semester (11 Units)*
NURS 310 Nursing Research & Evidence Based Practice (3)	NURS 410 Nursing Power, Policy, and Politics (5)
NURS 412 Community/Public Health Nursing [Theory (3)/Clinical (2)] (5)	NURS 416 Application of Baccalaureate Perspectives [Clinical (3)] (3)
GE C1 Arts or Elective (3)	GE C2 Humanities or Elective (3)

BSN TOTAL UNITS: 120

PHILOSOPHY

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Nichols Hall 363
(707) 664-2163
www.sonoma.edu/philosophy/

DEPARTMENT CHAIR
Andy Wallace

ADMINISTRATIVE COORDINATOR
Angela Follenvaider

Faculty

Joshua Glasgow
Gillian Parker
John Sullins
Andy Wallace

Programs Offered

Bachelor of Arts in Philosophy
- Pre-Law/ Applied Ethics (Optional) Concentration
- The Good Life Concentration
- Social Justice Concentration
- Science and Technology and Ethics Concentration

Minor in Philosophy

The Philosophical Life

The overall aim of the SSU Philosophy Department is to train and inspire students to became effective ethical agents in the world. The research focus of our faculty covers a range of topics in practical philosophy: environmental ethics; robo-ethics and artificial intelligence; compassion, pro-social emotions and moral psychology; moral theory; philosophy of law; philosophy of race; philosophy of gender; social justice; the good life; and global interdependence. Although students will specialize in one of the four concentrations, they will have ample opportunity to take classes from all the concentrations. Students will graduate with a well-rounded background and training in practical philosophy.

Faculty and Curriculum

At the heart of the philosophy program is the faculty: dedicated teachers and scholars who represent key approaches to philosophy, and who are actively engaged in ongoing research. We have designed the curriculum to provide the major with a contemporary understanding of philosophy.

Career Options

Philosophy majors have interesting career options, which include but are not limited to: law, public policy, medicine and medical ethics, ethical analyst for technology research and design, education (primary, secondary, and post-secondary), international relations, government, and business. Philosophy was recently determined to result in the highest mid-career salary of any major outside of the STEM fields. It is regularly cited by business and industry leaders as a desired major to hire from, as philosophy is excellent training for critical thinking and effective communication.

Advising

Advising begins with an initial advising interview with the department chair. During the following semester the student will choose a regular faculty advisor. See department Administrative Coordinator at department office for details.

Bachelor of Arts in Philosophy

Regardless of their concentration, students complete five core courses. These courses serve two purposes: to provide a foundation in practical philosophy; and to provide students with a capstone research seminar at the end of their course of study. In addition to these five core courses, students select four additional courses from within their concentration. Two of these concentration courses are electives, which enable students to adapt their learning to their specific interests

Degree Requirements	Units
General education	48
Major Core requirements	20
Philosophy Concentration	16
University Electives	36
Total units needed for graduation	**120**

Major Core Requirements

PHIL 120 Introduction to Philosophy (C2)	4
PHIL 202 Becoming a Philosopher	4
PHIL 204 Applied Ethics	4
PHIL 302 Ethics and Value Theory (C2)	4
PHIL 400 Senior Seminar	4
Total units in the major core	**20**

Pre-Law and Ethics Concentration

The Philosophy Department offers majors the option of choosing a concentration in pre-law and applied ethics. This option prepares students for careers in the areas of law, government service, public policy, non-profit work and administration.

Major Core Requirements

PHIL 375 Drugs, Pornography, Punishment	4
Choose one Course from the following list:	4
PHIL 303 Social and Political Philosophy	

PHIL 377 Legal Reasoning	
Philosophy Electives	8
Total units in the (pre-law and Ethics) core	**16**

The Good Life Concentration

The Philosophy Department offers majors the option of choosing a concentration in the Good Life. This option enables students to examine more closely the topics of meaning, purpose, wisdom and the good life. This concentration prepares students for careers in public service and human and health services.

Concentration Requirements

PHIL 312: Philosophy of Love and Emotion	4
Choose one Course from the following list:	4
PHIL 160A/B Humanities Learning Community	
PHIL 201 Buddhism Philosophy & Culture	
PHIL 212 The Good Life	4
Philosophy Electives	8
Total units in the (Good Life) core	**16**

Science, Technology, and Ethics Concentration

The Philosophy Department offers majors the option of choosing a concentration in Science, Technology and Ethics. This option prepares students for careers in the areas of applied ethics, technology, cognitive science, and artificial intelligence.

Concentration Requirements

PHIL 102 Logic	4
PHIL 301 Philosophy of Science and Technology	4
PHIL 309 Philosophy and robotics	4
PHIL 212 The Good Life	4
Philosophy Elective	4
Total units in the (Good Life) core	**16**

Social Justice Concentration

The Philosophy Department offers majors the option of choosing a concentration in Social Justice. This option enables students to specialize in the areas of race, gender and power. This concentration prepares students for careers in public service, government, and law.

Concentration Requirements

Choose 3 courses from the following list:	12
PHIL 275 Race, Racism, Law and Society	
PHIL 276 Gender and Social Justice	
PHIL 303 Social and Political Philosophy	
Philosophy Electives	4
Total units in the (pre-law and Ethics) core	**16**

Service Learning Requirement

The major requires 20 hours of service learning. Phil 202, Phil 204, and Phil 400 will provide students with these hours. If students need more service hours, they can register for an internship under Phil 499. Many other philosophy classes also include service learning.

Minor in Philosophy

To obtain a minor in Philosophy, the student must complete 16 units (4 courses) in the Philosophy Department at Sonoma State University. The student can choose any combination of Philosophy courses to obtain the minor, but no more than three GE courses in philosophy can be included in this combination and at least two of the four courses must be upper division.

Sample Four-Year Program for Bachelor of Arts in Philosophy

The following is a sample study plan. The sequence and speci c courses given are suggestive; please see an advisor each semester to plan your personal program.

FRESHMAN YEAR: 30 Units

Fall Semester (14-16 Units)	*Spring Semester (14-16 Units)*
GE (A3) (4)	GE (B4) (3-4)
GE (A2) (4)	PHIL 120 (C2) (4)
GE (3-4)	GE (3-4)
University Elective (3)	University Elective (3-4)

SOPHOMORE YEAR: 30 Units

Fall Semester (14-16 Units)	*Spring Semester (14-16 Units)*
PHIL 202 (4)	PHIL 204 (4)
GE or Concentration (4)	GE or Concentration (4)
GE (4)	GE (3-4)
GE (3-4)	University Elective (3-4)

JUNIOR YEAR: 30 Units

Fall Semester (14-16 Units)	*Spring Semester (14-16 Units)*
PHIL 302, GE (C2) (4)	Upper Division GE (3-4)
GE or Concentration (4)	GE or Concentration (4)
University Elective (3-4)	University Electives (3-4)
University Elective (3-4)	Uinversity Elective (3-4)

SENIOR YEAR: 30 Units

Fall Semester (13-16 Units)	*Spring Semester (14-16 Units)*
Upper Division GE (3-4)	PHIL400 (4)
Concentration Requirement (4)	Concentration Elective (4)
University Elective (3-4)	University Elective (3-4)
University Elective (3-4)	University Elective (3-4)

TOTAL UNITS: 120

Courses may be interchanged fall and spring semester depending on course offering each semester.

PHYSICAL SCIENCES FOR ELEMENTARY SCHOOL TEACHERS

Program Advisors and Offices

Science and Technology
School Office, Darwin 115
(707) 664-2171

Program Offered

Minor in Physical Sciences

The minor in physical sciences for elementary teachers provides an introduction to the physical sciences at a nontechnical (nonmathematical) level. The minor is intended for liberal studies majors who also plan to enter a general elementary school teaching credential program. The minor will provide the background and skills to teach some physical sciences in the elementary and middle schools. This minor is not appropriate for students planning to teach science in the secondary schools; they should study physical science at a more technical level and may choose a minor in astronomy, chemistry, geology, or physics.

Minor in Physical Sciences

The minor consists of the following 22-23 units. Six of these will also be counted in general education. Students interested in the minor should consult an advisor.

Minor Core Requirements

Complete the following 16-17 units; of these, 6 may be applied to general education.

ASTR 100 Descriptive Astronomy	3
CHEM 102 Chemistry and Society	3
GEOL 102 Our Dynamic Earth	3
CS 101 Introduction to Computers and Computing	3
PHYS 100 Descriptive Physics	3
ASTR 231 Introductory Observational Astronomy	2
or PHYS 102 Descriptive Physics Laboratory	1
Total units in minor core	**16-17**

Minor Electives

Complete 6 units from the following:

ASTR 305 Frontiers in Astronomy	3
ASTR 350 Cosmology	3
GEOG 310 Meteorology	3-4
GEOL 306 Environmental Geology	3
GEOL 323 Hydrology	3
PHYS 342 Light and Color	3
Total units in the minor electives	**6**
Total units in the minor, including 6 units in general education	**22-23**

PHYSICS

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Programs Offered

Bachelor of Science in Physics

Bachelor of Arts in Physics

Minor in Physics

Teaching Credential Preparation

Physics is the most fundamental of all the scientific disciplines. Ranging from the applied to the abstract, from the infinitesimal to the infinite, and from quarks to the cosmos, the study of physics seeks to explain all the complicated phenomena in the natural world by providing a description of these phenomena in terms of a few basic principles and laws.

Physicists also use their knowledge of fundamental principles to solve concrete problems. Problems in understanding and utilizing the properties of semiconductors and other materials, in designing and building lasers, photonics, and telecommunications devices, and in designing and using instrumentation such as adaptive optics for astrophysics, are typically solved using the techniques of physics. Such applied physics problems often have a significant overlap with topics and techniques in engineering and computational physics. Indeed, many of the department's graduates are currently employed in engineering or computationally oriented positions.

In their most abstract work, physicists seek a unified mathematical description of the four known forces of nature (gravitation, electricity and magnetism, and the weak and strong nuclear forces). This quest for the "Theory of Everything" eluded Einstein and is continued today by many physicists, including those who study superstring theory. The ultimate goal is to correctly predict the fundamental forces and the masses and interactions of the elementary particles from which all matter is formed.

The department offers a traditional, mathematically rigorous program leading to a B.S. in Physics, a B.S. in Physics with a concentration in applied astrophysics, and a flexible B.A. program with two advisory plans (algebra and trigonometry or calculus). All programs stress fundamental concepts and techniques, offer an unusually rich laboratory experience and intensive use of computers, and require a capstone course as a culminating experience. Capstone projects may include experimental design, instructional design, or undergraduate research—personalized and unique opportunities to demonstrate the skills and knowledge acquired in the major.

The department is housed in Darwin Hall, which is well equipped with lower-division teaching laboratories and facilities for intermediate and advanced laboratory courses, undergraduate research, special studies and capstone projects. The Darwin facilities include thin film fabrication systems such as thermal evaporation and electrodeposition, a Hall measurement system, an adaptive optics and astronomical instrumentation development laboratory, a 3D-printer, and laboratories for building and testing small satellites (CubeSats). Physics majors also use the multidisciplinary Keck Microanalysis Laboratory in Salazar Hall which includes a scanning electron microscope, atomic force microscopes, an x-ray diffractometer, and a confocal microscope. A new campus makerspace is also available for student use.

A substantial program in undergraduate astronomy includes many courses, listed in this catalog under Astronomy, which may be included in the B.A. or B.S. degree programs in physics. The department operates a teaching observatory on the SSU campus and a NASA-funded remotely operated research observatory at a darker site in northern Sonoma County. Students and faculty also have access to time on an adaptive optics-equipped 1-m telescope in Southern California. Students are strongly encouraged to use all of the above facilities for special studies, undergraduate research and capstone projects.

Careers in Physics

For information on what you can do with a bachelor's degree in physics, follow links from: http://phys-astro.sonoma.edu

Bachelor of Science in Physics

The B.S. program is a thorough introduction to the principles of physics, providing a strong foundation for graduate study or industrial research. It is also intended for those students who wish to prepare for interdisciplinary studies on the graduate level in fields such as astronomy, atmospheric science, biophysics, environmental science, geophysics, materials science, and physical oceanography.

Degree Requirements	Units
General education (48, 9 units in the major)	39
Major Requirements	72
University Electives	9
Total units needed for graduation	**120**

Major Core Requirements

PHYS 114 Introduction to Physics I (3 units may be applied to GE)	4
PHYS 116 Introductory Laboratory Experience (may be applied to GE)	1
PHYS 214 Introduction to Physics II	4
PHYS 216 Introduction Laboratory	1
PHYS 314 Introduction to Physics III	4
PHYS 325 Introduction to Mathematical Physics	3
PHYS 340 Light and Optics	3
PHYS 381 Computer Applications for Scientists	2
PHYS 430 Electricity and Magnetism	3
PHYS 450 Statistical Physics	2
PHYS 460 Quantum Physics	3
Total units in the major core	**30**

Supporting Courses

CHEM 115A General Chemistry (3 units may be applied in GE)	5
MATH 161 Differential and Integral Calculus I (3 units may be applied in GE)	4
MATH 211 Differential and Integral Calculus II	4
MATH 241 Linear Algebra with Applications in Differential Equations	4
MATH 261 Multivariable Calculus	4
Total units in supporting courses	**21**

Bachelor of Science in Physics - General

Intended for students who wish to earn a generalized degree in physics, appropriate for graduate study in physics or engineering, or for a wide variety of careers in industry.

Supporting Courses	***5 Units***
CHEM 115B General Chemistry	5

Upper Division Physics Requirements	***10 Units***
PHYS 313 Electronics	3
PHYS 313L Electronics Laboratory	1
PHYS 320 Analytical Mechanics	3
PHYS 366 Intermediate Experimental Physics	3

Capstone Requirement (Complete 1 course from the list below)	***2 Units***
ASTR 492 Instructional Design Project	2
ASTR 497 Undergraduate Research in Astronomy	2
PHYS 492 Instructional Design Project	2
PHYS 493 Senior Design Project	2
PHYS 497 Undergraduate Research in Physics	2

Physics Electives ***4 Units***

To complete the 72 units required for the major, students must choose the remaining units from other upper division physics or astronomy courses including the recommended PHYS 491 Capstone Preparatory Seminar. ASTR 303, 305, 331 and 350 are not allowed as electives for the BS-Physics General. ASTR 396 & PHYS 396 selected topics courses will only apply if approved by an advisor. Astronomy courses may not double count towards the Physics major and the Astronomy minor. PHYS 494 can be taken three times for a maximum of three units.

Bachelor of Science in Physics - Astrophysics Concentration

Students may earn a B.S. in physics with a concentration in astrophysics. This program is intended for those students who desire an emphasis on studying the physical processes of astronomical objects in the universe. It provides a rigorous background in physics with a combination of theoretical and observational studies of planets, stars and galaxies. It is a good choice for students who wish to continue their studies in graduate astronomy programs, or who wish to work in positions at observatories, laboratories and governmental agencies. It is also an appropriate degree for science educators and science journalists.

Astrophysics Concentration Requirements	***8 Units***
ASTR 100 Descriptive Astronomy or ASTR 150 Astronomy for Scientists	3
ASTR 331 Astronomical Imaging	2
ASTR 380 Astrophysics: Stars	3

Capstone Requirement	
(Complete PHYS 491 AND (ASTR 492 OR ASTR 497))	***3 Units***
PHYS 491 Instructional Design Project	1
ASTR 492 Instructional Design Project	2
ASTR 497 Undergraduate Research in Astronomy	2

Physics Electives ***10 Units***

To complete the 72 units required for the major, students must choose the remaining units from other upper-division physics or astronomy courses. All upper-division astronomy courses are allowed as electives for the BS-Physics Astrophysics Concentration. ASTR 396 & PHYS 396 selected topics courses will only apply if approved by an advisor. Astronomy courses may not double count towards the Physics major and the Astronomy minor. PHYS 494 can be taken three times for a maximum of three units.

Total units in the major **72 Units**

Bachelor of Arts in Physics

The B.A. program allows considerable flexibility for the student who wishes to study physics as part of a liberal arts education. Two advisory plans are offered:

Bachelor of Arts in Physics with Advisory Plan C

This plan uses calculus. Students who choose this, the more popular B.A. advisory plan, have the prerequisites to take nearly all of the courses in the department. They find employment in scientific and engineering fields. Some go on to graduate school in interdisciplinary sciences. This degree program is appropriate for those who wish to earn a California Science Teaching Credential with a concentration in Physics.

Degree Requirements	Units
Major requirements	34-38
Required area of concentration	12
Supporting courses	12
General education	41
General electives	17-21
Total units needed for graduation	**120**

Major Core Requirements

PHYS 114 Introduction to Physics I (may be applied to GE)	4
PHYS 116 Introductory Laboratory Experience (may be applied to GE)	1
PHYS 214 Introduction to Physics II	4
PHYS 216 Introductory Laboratory	1
PHYS 314 Introduction to Physics III	4
PHYS 340 Light and Optics	3
Choose one of the following two programming courses:	*2-4*
PHYS 381 Computer Applications for Scientists	2
CS 115 Programming I	4
Capstone course, One of the following:	*2*
ASTR 492 Instructional Design Project	2
ASTR 497 Undergraduate Research in Astronomy	2
PHYS 492 Instructional Design Project	2
PHYS 493 Senior Design Project	2
PHYS 497 Undergraduate Research in Physics	2
The major must include a minimum of 24 upper-division units in physics and astronomy; with an advisor, choose 13-15 units in additional upper-division physics and astronomy courses. Physics 100 may be used to substitute for an advanced physics elective course.	13-15
Total units in the major core	34-38

Required Area of Concentration

Courses in one other field, chosen in consultation with an advisor.

Total units in area of concentration	12

Supporting Courses

MATH 161 Differential and Integral Calculus I (3 units may be applied in GE)	4
MATH 211 Differential and Integral Calculus II	4
MATH 261 Multivariable Calculus	4
Total units in supporting courses	12
Total units in the major and supporting courses (up to 9 may be applied in GE)	58 - 62

Bachelor of Arts in Physics with Advisory Plan T

This plan uses algebra and trigonometry. Students may select from upper-division courses, appropriate to careers as science or technical writers, scientific sales personnel, technicians, programmers, or other technical specialists. There is opportunity to take courses that lead to careers in the health sciences or environmental fields. This degree program is appropriate for those who wish to earn a California Multiple Subject Teaching Credential. Advisory Plan T is often taken as part of a double major.

Degree Requirements	Units
Major requirements	32-36
Required area of concentration	12
Supporting course	4
General education	41
General electives	27-31
Total units needed for the degree	**120**

Major Core Requirements ***8***

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 Light and Color	3
An approved course in computer applications, e.g., PHYS 381 (2):	2-4
Capstone course, one of the following:	*2*
ASTR 492 Instructional Design Project	2
ASTR 497 Undergraduate Research in Astronomy	2
PHYS 492 Instructional Design Project	2
PHYS 493 Senior Design Project	2
PHYS 497 Undergraduate Research in Physics	2
The major must include a minimum of 24 upper-division units in physics and astronomy with an advisor, choose 13-16 units in additional upper-division physics and astronomy courses. Physics 100 may be substituted for an advanced physics elective course.	13-16
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 160 Pre-calculus Mathematics (3 units may be applied in GE):	4
Total units in supporting course	4
Total units in the major (up to 9 may be applied in GE)	48-52

Minor in Physics

Completion of a minimum of 20 units in physics courses, including not more than one first course or more than one second course, constitutes a minor in physics. (First courses are PHYS 100, 210A, and 114, and their equivalents taught elsewhere. Second courses are PHYS 210B, 214, and their equivalents.) Interested students should consult with the advisor in the Department of Physics and Astronomy.

Teaching Credential Preparation

See the Teaching Credential Preparation in the Science Courses section of this catalog or contact the department advisor.

Sample Four-Year Program for Bachelor of Science in Physics

The sequential nature of the physics curriculum necessitates an early start with major requirements and the distribution of general education courses over four years.

FRESHMAN YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
CHEM 115A (5)	CHEM 115B (5)
MATH 161 (4)	MATH 211 (4)
GE (3)	PHYS 114 (4)
PHYS 100 (3) (Recommended)	PHYS 116 (1)
	PHYS 494 (1) (Recommended)

SOPHOMORE YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
MATH 261 (4)	MATH 241 (4)
PHYS 214 (4)	PHYS 313 (3)
PHYS 216 (1)	PHYS 313L (1)
GE (6)	PHYS 314 (4)
	GE (3)

JUNIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
PHYS 325 (3)	PHYS 320 (3)
PHYS 381 (2)	PHYS 340 (3)
GE (6)	PHYS 366 (3)
Elective (4)	GE (6)

SENIOR YEAR: 30 Units

Fall Semester (16 Units)	*Spring Semester (14 Units)*
PHYS 450 (2)	PHYS 430 (3)
PHYS 460 (3)	PHYS Capstone (2)
GE (8)	GE (9)
Elective (3)	

TOTAL UNITS: 120

See your advisor to discuss acceptable physics electives and when they will be offered. Nine of the units of GE are met by required courses listed here.

Sample Four-Year Program for Bachelor of Science in Physics with Concentration in Astrophysics

The sequential nature of the physics curriculum necessitates an early start with major requirements and the distribution of general education courses over four years.

FRESHMAN YEAR: 30 Units

Fall Semester (16 Units)	*Spring Semester (14 Units)*
CHEM 115A (5)	MATH 211 (4)
MATH 161 (4)	PHYS 114 (4)
GE (4)	PHYS 116 (1)
ASTR 150 (3)	GE (4)
	PHYS 494 (1) (recommended)

SOPHOMORE YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
MATH 261 (4)	MATH 241 (4)
PHYS 214 (4)	ASTR 331 (2)
PHYS 216 (1)	PHYS 314 (4)
GE (6)	GE (5)

JUNIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
PHYS 325 (3)	ASTR 380 (3)
PHYS 381 (2)	GE (5)
GE (5)	PHYS Elective (3)
Elective (5)	PHYS 340 (3)

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
PHYS 450 (2)	PHYS 430 (3)
PHYS 460 (3)	ASTR Capstone (2)
PHYS Elective (3)	PHYS 491 (1)
GE (3)	PHYS Elective (3)
Elective (4)	GE (6)

TOTAL UNITS: 120

See your advisor to discuss acceptable physics electives and when they will be offered. Nine of the units of GE are met by required courses listed here.

Sample Four-Year Program for Bachelor of Arts in Physics with Advisory Plan C

The sequential nature of the physics curriculum necessitates an early start with major requirements and the distribution of general education courses over four years.

FRESHMAN YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
MATH 161 (4)	MATH 211 (4)
GE (7)	PHYS 114 (4)
PHYS 100 (3) (Recommended)	PHYS 116 (1)
PHYS 494 (1) Recommended)	GE (6)

SOPHOMORE YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
MATH 261 (4)	PHYS 314 (4)
PHYS 214 (4)	Elective (4)
PHYS 216 (1)	GE (7)
GE (6)	

JUNIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
PHYS 381 (2)	PHYS 340 (3)
Area of Concentration (3)*	PHYS Elective (3)
GE (8)	Area of Concentration (3)*
Elective (2)	GE (3)
	Elective (3)

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
PHYS Elective (3)	PHYS Capstone (2)
Area of Concentration (3)*	Area of Concentration (3)*
GE (4)	PHYS Elective (3)
Electives (5)	Electives (7)

TOTAL UNITS: 120

** Area of Concentration = 12 units in one other subject.*

Nine of the units of GE are met by required courses listed here.

Sample Four-Year Program for Bachelor of Arts in Physics with Advisory Plan T

The sequential nature of the physics curriculum necessitates an early start with major requirements and the distribution of general education courses over four years.

FRESHMAN YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
MATH 160 (4)	PHYS 209A (1)
GE (7)	PHYS 210A (3)
PHYS 100 (3) (Recommended)	GE (8)
PHYS 494 (1) (Recommended)	Elective (3)

SOPHOMORE YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
PHYS 209B (1)	PHYS Elective (4)
PHYS 210B (3)	Elective (3)
GE (9)	GE (8)
Elective (2)	

JUNIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
ASTR 305 (3)	PHYS 342 (3)
PHYS 381 (2)	PHYS Elective (3)
Area of Concentration (3)*	Area of Concentration (3)*
GE (3)	GE (3)
Elective (4)	Elective (3)

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
PHYS Electives (6)	PHYS Capstone (2)
Area of Concentration (3)*	Area of Concentration (3)*
Electives (6)	Electives (10)

TOTAL UNITS: 120

**Area of concentration = 12 units in one other subject.*

Nine of the units of GE may be met by required courses listed here.

POLITICAL SCIENCE

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Programs Offered

Bachelor of Arts in Political Science

Master's in Public Administration

Minor in Political Science

Teaching Credential Preparation

Certificate Program in the Administration of Nonprofit Agencies

The Political Science program at Sonoma State University offers excellent opportunities for the study of government, politics, and the exercise of political power. More than 40 courses cover all the major aspects of the discipline. Students develop an understanding of broad, philosophical questions as they relate to politics. They learn to discuss and analyze critically U.S. political institutions and the many public policy issues facing the United States and the world. Students are taught how to analyze and understand world affairs and international relations. They are taught how to evaluate and compare political phenomena across different countries. Students are trained in appropriate research techniques for the study of political actors, institutions and processes in a complex, interdependent and diverse world.

The Political Science major allows students to choose from a wide range of courses and subjects within the political science discipline. A common core of courses provides students with the foundational knowledge and research skills needed to pursue more advanced work at the upper division level. In core courses students study the relationship among values, ideology, and politics (POLS 201); fundamental issues in American politics (POLS 202); the logic of research in political science (POLS 302); comparative political analysis (POLS 303); theory and analysis of international politics (POLS 304); and a senior research seminar (POLS 498). Beyond this common core, as part of the additional 20 units required for the major, each student must complete at least one upper-division course in each of the four major fields of political science: political theory, international relations, comparative government, and American government and politics. Since politics and economics are so closely tied together, the department recommends each student complete a basic course in economics. The Department also strongly recommends that students take SSCI 299 How to Think Like a Social Scientist (fulfills GE Area E). In addition, the Department encourages international study for Political Science students and will arrange for appropriate credits for courses of study at international universities.

A 20-unit minor in Political Science also is available. Although the minor most often is used in conjunction with such majors as communications, history, economics, and sociology, it can be paired with almost any major offered at the University.

Internships

The Department offers several programs through which students may gain practical experience while earning academic credit. A Political Science internship involves working in the office of a public official, on an election campaign, or for an advocacy group or nonprofit organization. Interns have served with State Assembly Members, State Senators, Members of Congress, and in a number of campaigns for local, state, and national office. Students have also worked with advocacy groups and nonprofit organizations to effect change at the local, state, national and international levels. The graduate 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, 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 where they work with members of the Legislature, officers of the executive branch, or lobbyists to gain a fuller understanding of the political process firsthand. Finally, special arrangements also may be made for some students to serve as interns to members of Congress in Washington, D.C., for a semester.

Academic Advising

Each student is assigned a faculty advisor to help plan and carry out an individualized academic program. The Department expects students to seek faculty advice every semester, especially prior to registering for their next semester's courses.

Preparation

Students are encouraged to take English composition and social science courses, including civics, economics, and history. Experience in journalism and debating activities can also be helpful. A foreign language is highly recommended but not required for the degree. Students who plan further study at the graduate level are strongly encouraged to take

courses in an appropriate foreign language, since proficiency in two foreign languages is often required in doctoral programs.

Community college transfer students should contact their advising office, the Sonoma State University Political Science Department or consult the ASSIST.org website to identify appropriate lower-division major/minor preparatory courses. Typically, these would include a basic course in American political institutions, which would fulfill the state code requirements for U.S. Constitution and California state and local government and meet the department core requirement in American Political Systems. 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. The POLS 200/202 requirement can be met by a combination of AP American Government credit and POLS 151. the POLS 201 Ideas and Institutions core requirement can be met if students take both Introduction to Political Theory and Introduction to Comparative Government at a community college.

Teaching Credential Preparation

Political Science majors interested in seeking a general elementary credential may demonstrate subject matter competency by passing the CSET Multiple Subject Assessment for Teachers.* For further information, contact the department office, or School of Social Sciences, (707) 664-2409.

** Or the CSET Single-Subject Assessment for Teachers*

Careers in Political Science

Law and Paralegal Careers

A bachelor's degree in Political Science offers excellent preparation for a wide range of careers in the public, private and non profit sectors. In particular, Political Science majors acquire the broad based knowledge and research, analytical and communications skills desirable to twenty-first century employers. A major in Political Science prepares students for the study and practice of law. The Department offers a number of specialized courses in the field of constitutional law and civil liberties. The degree also provides a foundation for public service careers at the national, state and local levels, including teaching, research, administration, planning, policy analysis and public office holder. Political Science is also an appropriate major for students interested in positions in the overseas agencies of the U.S. government or in international organizations. The major can lead to opportunities in campaign management, speech writing, polling, public relations, lobbying, and voting analysis. Political Science students have also entered journalism careers in television, and social and print media. A Political Science degree also offers excellent preparation for a degree in the private sector, such as labor relations, information analyst, governmental relations or budget analyst.

Bachelor of Arts in Political Science

Degree Requirements	Units
General education (48, 4 units in major)	44
Major requirements	40*
General electives	36
Total units needed for graduation	**120**

** Major requirement units (except internships) must be taken for a letter grade*

Major Core Requirements

Passage of all major core requirements requires a grade of 'C' or better. POLS 302 is a prerequisite for POLS 498.

POLS 201 Ideas and Institutions	4
POLS 202 Issues in Modern American Politics or POLS 200 (3)	4*
POLS 302 Social Science Research Methods	4
POLS 303 Comparative Political Analysis	4
POLS 304 Theory and Analysis of International Relations	4
POLS 498 Senior Seminar	4

**POLS 202 is strongly recommended for POLS majors.*

Major Electives

One course must be taken from each of the following areas: Political Theory, International Relations, Comparative Politics, and American Government and Politics.

Political Theory

Choose one of the following six courses:	*4*
POLS 310 Classical Political Thought	4
POLS 311 Development of Modern Political Thought	4
POLS 312 American Political Thought	4
POLS 313 Critical Theory: Race and Gender	4
POLS 314 Environmental Political Theory	4
POLS 315 Modern Political Ideologies	4
POLS 415 Explorations in Political Theory	4

International Relations

Choose one of the following seven courses:	*4*
POLS 345 Model United Nations (MUN)	4
POLS 444 United States Foreign Policy	4
POLS 445 International Organizations	4
POLS 446 International Relations of the Middle East, Israel, the Palestinians and the United States	4
POLS 447 Non-violent Strategies in International Relations	4
POLS 448 Political Violence, Terrorism, and Law	4
POLS 449 Gender and Geopolotics in Science Fiction and Fantasy	4
POLS 486 Selected Issues in International Politics	4

Comparative Politics

Choose one of the following nine courses:	*4*
POLS 350 European Parliamentary Democracies	4
POLS 351 Politics of Russia	4
POLS 352 Politics of Eastern Europe	4
POLS 354 Comparative Political Parties	4
POLS 450 Politics of Asia	4
POLS 452 Politics of the Developing World	4
POLS 453 Politics of Latin America	4

POLS 458 Comparative Social Policy	4
POLS 487 Selected Topics in Comparative Politics	4
American Government And Politics	
Choose one of the following twenty courses:	*4*
POLS 320 State, City, and County Government	4
POLS 330 Race, Ethnicity, and Politics	4
POLS 391 Gender and Politics	4
POLS 420 American Political Development	4
POLS 421 Federalism and Intergovernmental Relations	4
POLS 423 Introduction to Constitutional Law	4
POLS 424 the Bill of Rights, Civil Liberties, and the Constitution	4
POLS 425 the American Party System	4
POLS 426 the Legislative Process	4
POLS 427 the American Presidency	4
POLS 428 Seminar in California Politics and Government	4
POLS 429 Interest Groups	4
POLS 430 Introduction to Public Administration	4
POLS 431 Politics and the Media	4
POLS 466 Political Psychology	4
POLS 475 Urban Politics and Policy	4
POLS 481 Politics of Regulation and Land Use	4
POLS 483 Politics of Wealth and Poverty	4
POLS 484 Elections and Voter Behavior	4
POLS 485 Political Power and Social Isolation	4
POLS 488 Selected Topics in American Government and Politics	4
Total units in the major core	**40**

Minor in Political Science

Passage of POLS 200 or 202, and Pols 201 for the minor requires a grade of 'C' or better.

POLS 200 American Political System (3) or POLS 202 Issues in Modern American Politics (4)	3-4
POLS 201 Ideas and Institutions	4
Upper-division courses in political science	12-13
Total units in the minor	**20**

Code Requirements

POLS 200 The American Political System or POLS 202 Issues in Modern American Politics fulfills state code requirements in U.S. Constitution and California state and local government. Upper-division courses may also be used to satisfy certain of these code requirements upon approval by the department chair.

Master's in Public Administration

www.sonoma.edu/polisci/masters/

Offered primarily as an evening program, the master's degree in public administration provides a rigorous 40-unit curriculum that emphasizes the education required to effectively analyze, formulate, and implement public policy in local, state, and national government, and to achieve similar goals in nonprofit agencies. The program recognizes the need for a strong combination of theoretical and practical learning. Students choose from two concentrations: public management or nonprofit agency management.

Each student is required to complete a 20-unit analytic core, a 16-unit concentration, and 4 units of graduate-level electives. Courses are based upon the professional curriculum established for public administration programs by the National Association of Schools of Public Affairs and Administration (NASPAA). Concentrations include specialized courses oriented toward the operation and management of public and nonprofit agencies and typically include fiscal management, personnel administration, legal issues, public policy, labor relations, marketing and resource development for nonprofits, and grants and contract management. Electives cover a wide range of important topics, including ethics, leadership, organizational computer usage, internships, and special studies.

Up to 9 units of comparable graduate course work may be transferred into this program per CSU policy.

If at any time it is determined that the candidate has an English deficiency, extra courses in English will be required in addition to the regular course of study.

Admission Requirements

Students apply to **both** the University and to the M.P.A. program.

A. A bachelor's degree with a major from an accredited college or university with a grade point average of at least 3.00 for the last 60 units of college-level work attempted;

B. **Prerequisites:** To ensure adequate background, a candidate for admission should have **experience** or **course preparation** in the following areas:

1. State and local government,
2. Federalism and intergovernmental relations,
3. Influences on domestic policy making.

- **Recommended:** One year experience working in a nonprofit organization or a course in introduction to nonprofit organizations (example: through Sonoma County Volunteer Center).

Candidates without such experience or course preparation can be admitted to the program but must make up deficiencies during the first three semesters of study. Prerequisites do not count toward the 40-unit degree. Acceptability of experience or previous coursework as prerequisites will be determined in consultation with the program's graduate coordinator;

C. Completion of **both** University and departmental applications. Included in the departmental application are three letters of recommendation. Only three letters will be considered; and

D. Recommendation of the program by the graduate coordinator for entrance to the program.

Graduation Requirements for the Master's Degree

A. A grade point average of at least 3.00;

B. Satisfactory completion of required coursework, including elective units. No courses for which a grade less than B

is earned will be acceptable in meeting the 40-unit M.P.A. requirement. Students earning a B- or lower in a course will be required to repeat the course with a grade of B or better;

C. Completion of a master's thesis and oral defense, two comprehensive written examinations or a capstone project.

D. Recommendation of the program graduate coordinator; and

E. Successful completion of the WEPT (or its equivalent), or waiver by the University of this requirement. This waiver is granted by the program graduate coordinator.

Course Work

Common Core Requirements - 20 Units

POLS 502 Organizational Theory and Analysis	4
POLS 503 Budget and Fiscal Administration	2
POLS 505 Research Methods	4
POLS 539 Program Implementation	4
POLS 550 Planning and Evaluation	4
POLS 580 Nonprofit Dynamics: Politics and Community Environment	2

Public Management Concentration Requirements - 16 Units

POLS 501 The Administrative State	4
POLS 503A Public Finance	2
POLS 504A Public Personnel Administration	2
POLS 506 Public Policy Process	4
POLS 511 Labor Relations	2
POLS 538 Administrative Law	2

Nonprofit Concentration Requirements - 16 Units

POLS 503B Fiscal Management Nonprofits	2
POLS 504B Personnel for Nonprofits	2
POLS 581 Nonprofit Governance and Legal Issues	2
POLS 582 Planning and Nonprofit Agencies	2
POLS 583 Resource Development	4
POLS 585 Marketing and PR for Nonprofits	2
POLS 587 Grants/Contract Management	2

Electives - 4 Units Total, can include:

POLS 507 Ethics in Administration	4
POLS 508 Comparative Public Policy	4
POLS 509 Politics of Health Care and Aging	4
POLS 512 Organizational Development	4
POLS 513 Leadership and Supervision	4
POLS 537 Bargaining, Politics, and Administration	4
POLS 551 Organizational Computer Usage	4
POLS 560 Special Issues in Public Policy	4
POLS 564 Aging Services Administration	4
POLS 588 Issues in Nonprofit Administration	4
POLS 597 Internship (max. 4 units)	4
POLS 598 Capstone Project	4
POLS 599 Thesis	4

Culminating Experience

All students in the M.P.A. program are required to complete either a thesis, a comprehensive examination, or a capstone project prior to award of the degree. Those opting for a thesis as their culminating experience are required to complete 40 units of coursework, exclusive of prerequisites, and can include 4 units of 599 (Thesis Prep) as an elective. Students electing to take the comprehensive exam must complete 40 units of total coursework exclusive of prerequisites and POLS 596 (exam preparation). Students choosing a capstone project must complete 40 units of coursework, exclusive of prerequisits, and can include 4 units POLS 598 (Capstone Project) as an elective.

Sample Four-Year Program for Bachelor of Arts in Political Science

FRESHMAN YEAR: 30 Units

POLS 201 (GE D5) (4)
POLS 202 (GE D4) (4)
GE (22)

SOPHOMORE YEAR: 30 Units

POLS 302 (4)
POLS 303 (4)
POLS 304 (4)
GE (18)

JUNIOR YEAR: 29 Units

Comparative Government (4)*
International Relations (4)*
GE (19)

SENIOR YEAR: 31 Units

Political Theory (4)*
American Government (4)*
Senior Seminar (4)
Electives (19)

TOTAL UNITS: 120

** Distribute these upper-division area courses across Junior/Senior years, according to Department offerings and/or your own personal schedule.*

Note: It is recommended that majors consider taking history and economic courses as part of their elective options. Nine units of the GE requisite must be filled with upper-division courses, taken no sooner than the term in which upper-division standing (60 units) is attained. POLS 315 (Democracy, Capitalism, & Socialism) counts as both an upper-division GE course (D5) as well as an upper-division political theory course for the major.

PSYCHOLOGY

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Gerryann Olson*
Matthew Paolucci-Callahan
Heather Smith
Elisa Velásquez-Andrade
**Faculty Early Retirement Program*

Programs Offered

Bachelor of Arts in Psychology

Minor in Psychology (see info at www.sonoma.edu/psychology/degree/minor.html)

Master of Arts in Psychology with an emphasis in Depth Psychology, offered through the school of Extended and International Education.

What is Psychology?

Psychology is the study of mind, behavior and experience. From this foundation, psychologists have developed sub-disciplines that address many diverse aspects of human experience. Psychology is a field that requires one to apply focused knowledge, abilities, and skills in order to solve human problems. It is an extremely diverse field that attracts people with a wide variety of backgrounds, interests, and skills.

The Psychology Department

From its founding in 1960, the department was allied with the humanistic and existential traditions in psychology. The department offered the first graduate program in humanistic psychology and also helped to pioneer that field, with four faculty having served as president of the Association for Humanistic Psychology. The department has been distinctive for its pioneering work in such areas as somatics, client-centered therapy, expressive arts, biofeedback, health psychology, organization development, ecopsychology, Jungian and archetypal psychology, transpersonal psychology, interdisciplinary learning, student-directed learning, experiential learning, and learning-community approaches. This distinctiveness has led to widespread recognition.

We currently offer a diverse array of traditional and contemporary approaches to studying human experience. Faculty teach, conduct research, author books and articles, pioneer community projects, and consult with organizations and groups. Current faculty interests include social justice, multicultural psychology, health psychology, depth psychology, clinical practice and mental health counseling, spirituality and mindfulness, community service, ecopsychology, creativity, and child development. Our goal is to empower students with psychological knowledge and practical skills that will enable them to be effective agents of change in the world.

The department's five Breadth areas address central subfields in the discipline of psychology. These subfields are: holistic, clinical/counseling, developmental, social/personality, and cognitive/physiological.

Holistic: focuses on the essential wholeness of persons by developing knowledge and skills integral to health and growth, such as self-reflection, self-awareness and creativity.

Clinical / Counseling: develops knowledge and skills in understanding and helping others, and in health-promoting behaviors.

Developmental: investigates changes in persons over the life span, and explores how this knowledge may be used in applied settings such as in parenting, education, and community life.

Social / Personality: focuses on how individual differences among people and the social context in which they live shape their emotions, thoughts and behavior.

Cognitive / Physiological: explores the physiological foundations of human experience, as well as the mental processes involved in learning, memory, perception, and problem solving.

The department strongly recommends that students take courses in psychology and other disciplines to gain competence in diversity areas of culture, race and ethnicity, gender, sexual orientation, disability, age, religion, and social class. While all psychology faculty are committed to including diversity in their courses, specific courses focus on diversity issues and students' development of multicultural

competence. These courses are identified in the course descriptions and the semester course schedule.

Graduate program Offered through School of Extended and International Education: This Master of Arts in psychology has an emphasis in depth psychology. Depth psychology cultivates specific methods and skills designed to explore the inner life, give form to it, understand it, and apply it to persons, groups, art forms, and cultures. Therapists, counselors, psychologists, teachers—anyone who works closely with people—may apply the knowledge of depth psychology to their work.

Department Learning Goals and Objectives

The Psychology Department curriculum is designed to develop the following skills in each student by graduation time. The courses are devised to enable each student to:

- Understand the major concepts, theories, and perspectives in psychology;
- Apply psychological theories, concepts, and principles to individual experience as well as to social issues and social systems;
- Reflect on personal experience in light of psychological knowledge;
- Recognize and understand the complexity of cultural diversity, in light of psychological knowledge;
- Understand and apply basic research methods in psychology and the social sciences; and
- Demonstrate skills that promote behavioral change at the individual, organizational, and community levels.

Careers in Psychology

A career in psychology gives opportunities to break new ground in science, to better understand yourself and others, to help people live richer and more productive lives, and to establish ongoing personal and intellectual growth in school and throughout your career.

Many people with psychology training find it rewarding to work directly with people—for example, helping them to overcome depression, or to stop smoking, training people on health behaviors, parenting, skills, etc. Others are excited by research questions on topics such as health and well being, decision-making, eating disorders, brain functioning, parenting skills, forensic work, and child development.

Careers: Bachelor's Degree in Psychology

A bachelor's degree in psychology means that you graduate with a strong liberal arts education and adequate preparation for entry-level employment in one of many career paths, including:

- Administration and management
- Aging, human services, and advocacy
- Behavior change consulting
- Behavioral Specialist
- Childhood Education
- Counseling
- Health services
- Marketing and public relations
- Human Resources
- Research Assistant
- Not-for-Profit Organizations
- Organizational consulting
- Probation and parole
- Psychiatric assistant
- Social service casework and advocacy
- Teaching

Careers: Graduate Work and Further Training

Students are encouraged to search graduate programs in their fields of interest to identify graduate prerequisites. Students should consult the psychology department website which has some career information and web links to graduate schools and programs.

Most master's and doctoral programs and employers prefer applicants who, in addition to their academic background, have some kind of applied internship or research assistantship that provides hands-on experience in their field.

Traditionally, with a master's or doctoral degree, people are employed in different settings such as education, government, private industry, non-profit organizations, research institutes, hospitals, and clinics. They work as professors teaching within their discipline at universities, community colleges, or high schools. Licensed psychologists provide individual or group therapy in private clinics, hospitals, the military, or schools. School counselors/psychologists work with students and their families to support healthy social, cognitive, and emotional development. People with advanced degrees are often hired as consultants to work on a variety of tasks related to their specific area of expertise-e.g., Designing marketing surveys, providing training to executives and other professionals, etc.

Bachelor of Arts in Psychology

For first-time freshmen	**Units**
General education (48, 7 units in major)	41
Major requirements	44*
Electives	35
For transfer students	
General education	48
Major requirements	40*
Electives	32
Total units needed for graduation:	**120**

***(40 units in Psychology major and 4 units in statistics.)**

Admission to the Psychology Major:

First-Time Freshman

- Cummulative high school college prep (A-G) 10th-12th grade GPA 3.0

Transfer Students

- Cumulative CSU transferable GPA 3.0
- Completion of 60 CSU transferable units
- Out of the 60 CSU transferable units, 30 units completed must be General Education (GE) Units
- Area A1 Oral Communication (Speech), A3 Critical Thinking and B4 General Education Math completed with a C or better
- Completion of Area A2 Written Communication (English Compostion) with a letter grade of "C-" or better (English 101)
- Completion of PSY 250 (Introduction of Psychology) or equivalent with a grade of "C" or better
- Recommend completion of Sonoma State equivalent MATH 165 (Statistics) with a letter grade of "C" or better, it can be completed at SSU. BUS 211 or ECON 217 can fill this requirement as well.
- Recommend completion of PSY 280 (Research Methods) or equivalent with "C" better. It can be completed at SSU, as well as other campuses.

In-House Transfer Students

- Cumulative **GPA 3.0**
- Completion of PSY 250 (Introduction to Psychology) or equivalent with a grade of "C" or better
- Completion of at least 45 units at a time of application.

Note: that PSY 270, PSYCH of self-discovery must be taken at Sonoma State.

Major Requirements

The Psychology major consists of 40 units in the major, plus a 4-unit course in statistics. Many psychology majors take more than 40 major units, and add a second major or a minor in another discipline. Students are encouraged to work in community internships and to expand their knowledge of diversity issues with coursework within the department and the university.

Lower Division Courses

PSY 250, Introduction to Psychology or equivalent (GE Area D1)	3
MATH 165, Statistics or equivalent (GE Area B4)	4
PSY 270, Psychology of Self-Discovery	4
PSY 280, Introduction to Research Methods (or equivalent)	4

Upper Division Courses:

Complete one course from 4 out of 5 Breadth Areas	15-16
Electives drawn from Breadth Areas or Electives	13-14
Total	44

In addition to statistics, no more than 11 units in the major may be lower-division psychology units. At least 29 units must be upper-division psychology (SSU courses numbered 300 or higher).

Required Grades for Psychology Major Classes:

All courses for the major must be taken for a grade if this is offered, and must be passed with **a grade of C or better.** A maximum of 8 units may be taken credit / no credit in the major—this includes internships and special studies courses. See Psychology website for new GE classes.

Required Courses for the Major

Psy 250, Introduction to Psychology, gives students a broad overview of the diverse theories and methods that psychologists use to investigate questions about human behavior and experience. An equivalent course may be taken at other colleges and universities. An AP exam score of 3 or a pass in the CLEP test of introductory psychology meets this course requirement.

Math 165, Statistics, provides the foundation to understand how psychologists and social scientists evaluate the evidence obtained in empirical studies. An equivalent course in Math or Psychology may be taken at other colleges or universities, or ECON 217, BUS 211, or MATH 165X, may be used to fill the statistics requirement. Most students use this course to meet the GE Area B4 requirement.

Psy 270, Psychology of Self-Discovery, develops skills characteristic of healthy, engaged, growth-oriented persons in areas such as mindfulness, emotional intelligence, interpersonal relationships, dreamwork, and self-reflection.

Psy 280, Introduction to Research Methods, provides foundational knowledge and skills in psychological research methods, data collection and data interpretation. An equivalent course may be taken at other colleges and universities.

Upper-Division Breadth Areas

Students must complete one upper-division course from 4 out of 5 Breadth areas: Holistic, Clinical / Counseling, Developmental, Social / Personality, and Cognitive / Physiological. Courses marked with (Diversity) represent courses that focus on Diversity issues.

Holistic

PSY 307 Humanistic, Existential & Transpersonal Psychology
PSY 322 Myth, Dream & Symbol
PSY 335 Memoir & Autobiography
PSY 338 Psychology of Creativity
PSY 342 Psychology of Meditation
PSY 352 Psychology of Yoga
PSY 358 Health Psychology
PSY 360 Peak Performance Psychology
PSY 466 Jungian Psychology
PSY 470 Psychology of Film
PSY 471 Psychology of Religion
PSY 485 Ecopsychology
PSY 490 Seminar: Holistic

Clinical / Counseling

PSY 411 Behavioral & Emotional Problems of Children
PSY 425 Psychopathology
PSY 428 Introduction to Counseling
PSY 430 Depth-Oriented Psychotherapies
PSY 431 Introduction to Art Therapy
PSY 490 Seminar: Clinical / Counseling

Developmental

PSY 302 Life Span Development (GE Area E)
PSY 408 Transitions in Adult Development
PSY 409 Social & Emotional Development
PSY 410 Child Development
PSY 412 Adolescent Development
PSY 413 Adolescent Development Through Film
PSY 414 Infant Development
PSY 418 Psychology of Family
PSY 448 Cognitive Development
PSY 490 Seminar: Developmental

Social / Personality

PSY 325 Social Psychology (GE Area D1)
PSY 327 Psychology in Organizations
PSY 328 Multicultural Psychology (Diversity)
PSY 405 Psychology of Gender (Diversity)
PSY 438 Psychological Aspects of Disability (Diversity)
PSY 461 Personality
PSY 490 Seminar: Social / Personality

Cognitive / Physiological

PSY 362 Human Sexuality
PSY 415 Sensation & Perception
PSY 446 Cognitive Psychology
PSY 447 Learning & Behavior
PSY 450 Physiological Psychology
PSY 454 Biofeedback, Somatics & Stress Management
PSY 490 Seminar: Cognitive / Physiological

Upper-Division Additional Courses

Students must complete a total of 40 units in psychology (11 lower division and 29 upper division). After taking the required 11 lower division units AND one upper division course from 4 out of the 5 Breadth areas (15 to 16 units), students complete the remaining units (13 to 14 units) by taking ANY other upper division psychology courses. A maximum of 8 Credit/No Credit (C/NC) units may count toward the major.)

306 History of Modern Psychology
311 Dialogue Series (C/NC)
313 Careers in Psychology
399 Graduate-Student Instructed Course
445 Advanced Research Design & Analysis
481 Research Internship (C/NC)
482 Teaching Internship (C/NC)
495 Special Studies (C/NC)
499 Internship (C/NC)
490 Seminar: Elective

Advising

Starting Fall 2018, all psychology students have assigned academic advisors by the students' last names, in alphabetical order. The name of the psychology student's assigned advisor is listed under People Soft/Student Center. Students can come for drop-in advising during their assigned advisor's office hours and attend group-advising sessions before graduation and registration deadlines. For further information, students may consult the SSU advising policy at https://www.sonoma.edu/policies/instructional-faculty-office-hours-and-availability. To make the most of their education, students are encouraged to consult the psychology department website, which has extensive career information and web links to graduate schools and programs. Students are encouraged to do their own research on graduate programs and course prerequisites.

GE Advising

The School of Social Sciences GE academic advisor provides information on GE lower-division course selection. Check office hours for the GE advisor at: http://web.sonoma.edu/socsci/.

Freshman Advising

During the first two years at SSU, students take the lower division major requirements: Psy 250, Psy 270, Psy 280 and lower division GE courses. Students should meet with their assigned psychology academic advisor no later than the second semester of their sophomore year. Please see the Psychology Department website (www.sonoma.edu/psychology) to identify the department's academic advisors and their office hours and locations.

Transfer Advising

Transfer students must attend summer transfer orientation, group advising, and meet with their psychology advisor during their first semester. Please note that Psy 270, Psychology of Self-Discovery is the only required class that must be taken at SSU. We *strongly* advise students to complete Psy 270 their first semester and no later than their junior year.

Internships

All internships are credit/ no credit. A minimum of 8 credit/ no credit units may count toward the 40 psychology-major units (psych 499).

The Psychology Department strongly recommends community internship experience, particularly for the student going on to counseling clinical/psychology master's and doctoral degrees.

Each semester students may participate in field placements and internship work experiences in organizations and agencies. These internships involve on-the-job training by the agency as well as academic work under the supervision of the psychology Internship coordinator, Dr. Mary Schinder. This experience forms an important base for academic credit and helps students to obtain a range of learning experiences not otherwise found in the department. Students must begin the internship process the semester prior to starting their actual internship. This includes: attending an internship informational meeting, obtaining a PSY 499 syllabus, setting up internship placement, completing an internship agreement form and providing the agency supervisor with our supervision information letter. See internships updates on our Internships webpage http://web.sonoma.edu/psychology/internships/. Students planning on graduate work in clinical or counseling psychology are encouraged to gain internship

experience well before applying to graduate school.

Check the psychology department for updates on Teaching Assistantships.

Research and Teaching Internships

The Psychology Department strongly recommends research assistant for those students going on to graduate work in psychology at the master's or doctoral levels. Many university graduate programs require students to have experience in conducting psychological research, as well as in analyzing data and writing up the results. In order to find out more about these research opportunities, students should consult with individual faculty members who are mentoring students in faculty research projects.

Some Psychology Department instructors offer teaching internships to advanced students who have taken and excelled in a course. Duties include working with the classroom instructor in class preparation and classroom tasks, and facilitating small group work. Teaching Assistants register for Psy 482, Teaching Internship (C/NC).

Check the psychology department for updates on Teaching Assistantships.

Special Studies

Students who wish to carry out independent study and research are encouraged to contact an individual faculty member of their choice.

Minor in Psychology

Please consult the department's webpage www.sonoma.edu/psychology/degree/minor.html. for current minor availability.

Master of Arts in Psychology, Depth Psychology Emphasis

The Psychology Department, working in conjunction with the School of Extended and International Education, offers a Masters of Arts in Psychology with a depth psychology emphasis. This Special Sessions program is a partnership between the School of Social Sciences and the School of Extended & International Education (SEIE). Academic criteria for the program are set by the department and are determined in accordance with all applicable SSU and CSU policies. As a tuition, self-supported program, unique and separate fees are charged on a per-unit basis for all courses required for this program. These fees are set annually by the SSU President. Information about fees, financial aid and scholarships are available through SEIE. Degrees are awarded by the School of Social Sciences.

Curriculum in Depth Psychology

The curriculum offers a strong, supportive small-group learning environment within a structured 36-unit two-year curriculum. In the first year, the 12-15 students take four foundational courses. The Theories course explores the basic concepts of Jungian psychology, which is an in-depth language for understanding psychological development and creative expression. The Methods and Applications course teaches the techniques of depth inquiry, which are methods for accessing, exploring and understanding the hidden parts of the self. This is accomplished through intensive work with different symbolic forms, such as dreams, art, active imagination, sandplay, movement, myth, nature, and the body. The Cross-Cultural Mythology and Symbolism course focuses on common archetypal motifs across cultures as expressed in image, myth, fairy tale, ritual, rites of passage, and indigenous practices. The Research Methods course explores depth inquiry methodologies and develops skills in reviewing the literature, conducting a study, and interpreting the findings.

In the second year, students develop a research proposal for their culminating Master's requirement and begin implementing their study in the fall Culminating Paper Tutorial. In the spring students complete their study and prepare for the public presentation of their work in the Article Evening in May. Students have a choice of completing an article of publishable quality or a master's thesis focused on an area of passionate interest. Students choose seminars in depth psychology oriented around student interests. Past seminars have explored individuation; earth-based rites of passage; expressive arts; trauma; transformational teaching; neuropsychology; typology; and object relations.

The second year internship offers students community work experience in their field of interest, such as teaching, the arts, mental health, ecopsychology, and rights rites of passage. Students may apply to teach an undergraduate course in their field of expertise in the SSU Psychology Department as an internship. Past student- taught courses include cross-cultural rites of passage; myth and narrative; and indigenous wisdom. The Program coordinator assists students in developing curriculum and supervises the teaching internship.

Students also have the option, at additional expense, of enrolling in University courses that meet their specific learning needs. After completion of coursework, university policy requires students in master's programs to maintain continuous enrolment until completion of the M.A. program. A maximum of 10 academic units may be taken post-coursework. Students may sign up for 3 semesters of PSY 578, Project Continuation, and then renew thesis units with 3 units of PSY 599, Masters Thesis, at the current tuition rate. There is a 7-year limit on coursework for the M.A.

The Master's program sponsors a monthly Saturday lecture series open to the public that invites noted authors, therapists, and practitioners to come and discuss their work. Past presentations have included discussions of emotion and the archetypal imagination; spirituality; archetypal masculine and feminine; sandplay case studies; images of enlightenment; and psychological initiation.

Prerequisites for Admission

Course prerequisites are required for admission and are designed to give students a foundation in the field of psychology and in symbolic exploration. The criteria for application and acceptance into the program are the following:

1. B.A. or B.S. from an accredited institution;
2. Minimum GPA of 3.0 in the last 60 units of coursework;
3. Competency in written and oral expression, as demon-

strated by the coherence of the personal statement and oral interview;

4. Emotional maturity, as demonstrated in the personal written statement, life experiences, and oral interview;
5. Four area prerequisites: child, adult or lifespan development; abnormal/psychopathology; personality; and research methods. A maximum of 9 units may be lower division courses completed at a Community College;
6. Readiness for graduate work, as evidenced through three (3) letters of recommendation; and
7. Self-Reflectiveness, as evidenced in the discussion of symbolic work.

Fees and Financial Aid

Fees are set by the president in consultation with the School of Extended and International Education. Because of the self-support nature of the program, students are eligible for University and federal financial aid in the shape of scholarships, grants and loans, but are not eligible for state-funded financial awards.

Program Information

For information about the program, visit the website www.sonoma.edu/depth. For information on the program and academic prerequisites, contact the program coordinator, Laurel McCabe laurel.mccabe@sonoma.edu. Online applications are through Cal State Apply. Application information may be found at http://web.sonoma.edu/exed/admissions/gradapp.

Sample Program for Master of Arts Psychology-Depth Psychology Emphasis

Year One

Fall Semester (9 Units)	*Spring Semester (9 Units)*
PSY 511A (3)	PSY 511B (3)
PSY 542A (3)	PSY 542B (3)
PSY 543A (3)	PSY 575 (3)

Year Two

Fall Semester (9 Units)	*Spring Semester (9 Units)*
PSY 543 B (3)	PSY 581 (2)
PSY 575 (3)	PSY 597 (3)
PSY 576 (3)	PSY 576 (4)

Year three and Post-Coursework (Optional)*

PSY 515 (optional) (1-4)	PSY 583 (optional) (1-4)
PSY 551 (optional) (1-4)	PSY 584 (optional) (1-4)
PSY 578 (optional) (1)	PSY 595 (optional) (1-4)
PSY 582 (optional) (1-4)	PSY 599 (3)

TOTAL UNITS: 36

**Students have the option to register for 1-3 semesters of project continuation following their two years of coursework in order to complete their article or master's thesis.*

Sample Four-Year Program for Bachelor of Arts in Psychology

FRESHMAN YEAR: 28 Units

Fall Semester (14 Units)	*Spring Semester (14 Units)*
PSY 250 (3)	Elective (4)
GE (11)	GE (10)

SOPHOMORE YEAR: 28 Units

Fall Semester (14 Units)	*Spring Semester (14 Units)*
PSY 270 (4)	PSY 280 (4)
MATH 165 (4)	
ECON 201 (4)	
OR BUS 211 (4)	GE (10)
GE (3)	
Elective (3)	

JUNIOR YEAR: 32 Units

Fall Semester (16 Units)	*Spring Semester (15-16 Units)*
PSY Breadth Area Requirement (4)	PSY Breadth Area Requirement (4)
PSY Breadth Area Requirement (4)	PSY Elective (4)
PSY Breadth Area Requirement (4)	PSY Elective (4)
PSY Elective (4)	Upper-Division GE (4)

SENIOR YEAR: 32 Units

Fall Semester (16 Units)	*Spring Semester (16 Units)*
PSY Elective (4)	Elective (4)
Elective (4)	Elective (4)
Upper-Division GE (4)	Upper-Division GE (4)
PSY 499 (4)	PSY Elective (4)

TOTAL UNITS: 120

SOCIOLOGY

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Melinda Milligan
Debora Paterniti
Peter Phillips
Juan Salinas
Kayla Walters
Soo-Yeon Yoon
** Faculty Early Retirement Program*

Programs Offered

Bachelor of Arts in Sociology

Minor in Sociology

Sociological research attempts to improve the human condition within the context of a strong tradition of social justice and human equality. Society shapes attitudes, goals, hopes and aspirations, and personal preferences. Society affects individuals, groups, and entire nations. Yet at the same time that society is shaping the individual, the individual is shaping society. In order to understand oneself and others, the world, and 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, and the media, are also explored in detail. To develop skills for studying society, students are introduced to valuable techniques such as survey research, sampling, observational methods, content analysis, experimentation, interviewing, and computer applications in research.

Because sociology is a core subject for any liberal arts education, the department offers a variety of courses of interest to non-majors. These concern such current social issues as the problems of aging, drugs and society, social inequities, media, education, globalization, and the information revolution.

The major has been designed to allow each student, in consultation with an advisor, to develop an individualized program of study. The required courses ensure a solid grounding in sociological concepts, theories, and research methods.

By the time students graduate, they will:

- Create clear, succinct analysis in writing and speaking;
- Understand the structure and logic of the full range of the discipline;
- Formulate critical and analytic questions about society and be able to investigate them through original research;
- Demonstrate competence in handling databases and in using appropriate technical tools; and
- Apply theory and methods in sustained independent inquiry.

Careers in Sociology

Sociology provides an excellent preparation for a wide range of careers. A bachelor's degree in sociology qualifies one for opportunities in national, state, and local government, including research, public administration, personnel, and planning. The major can lead to positions in human services and social advocacy, including alcohol and drug rehabilitation, health agency administration, counseling, recreation, senior services, social welfare, vocational, and rehabilitation counseling. Applications of sociology in business include organizational management, human relations, union organization, industrial relations, communication consulting, public relations, and marketing. Sociology constitutes valuable coursework in preparation for graduate study in law, business, and a variety of human services professions, as well as doctoral programs in sociology and related academic fields. Before graduation, sociology majors can establish internships that lead to valuable professional contacts and provide practical experience in pursuing these and additional career paths.

The department has a chapter of the national sociology honor society Alpha Kappa Delta, and it awards a C. Wright Mills Award for Sociological Imagination on an annual basis for the best original research paper produced by a student in the department.

Every year the Joseph J. Byrne Memorial Scholarship is awarded to an outstanding student majoring in sociology.

The Robert Holzapfel Scholarship is awarded to a student majoring in sociology or counseling.

Bachelor of Arts in Sociology

Degree Requirements	Units
General education (48, 3-7 in major)	41-45
Major Requirements	43
Electives	32-36
Total units needed for graduation	**120**

Major Requirements

Required Core Courses

SOCI 201 Introduction to Sociology (GE D1)	3
SOCI 300 Sociological Research Methods	4
SOCI 375 Sociological Theory (GE D1)	4
Math 165 (GE B4) or SOCI 301	4
Sociological Experience Course (see below)	2-5
SOCI 498 Senior Seminar	4
Total core units	**21-24**
SOCI Electives to reach minimum 43 units	**19-22**
Total units in the Major	**43**

In order to petition to declare the major, students must have a minimum overall GPA of 2.5 and have completed a sociology course with a minimum grade of C-.

Students must complete SOCI 201 with minimum grade of C- before taking SOCI 300.

Students must complete SOCI 201, SOCI 300, SOCI 375, and MATH 165/SOCI 301 (each with a minimum grade of C-), and 12 additional sociology units applicable toward the major requirements before taking SOCI 498. This is a minimum of 31 of the 43 units required for the major. Also, to be eligible to take SOCI 498, students must have filed to graduate in the semester in which they wish to take the course.

Students must earn a minimum grade of C- or better in each of the six required core courses. See a faculty advisor in the department for details on these minimum grade requirements.

Statistics Requirement

The statistics course requirement provides an opportunity for students to strengthen their quantitative data analysis abilities and to enhance related job skills. Majors must take one of the following courses or another course designated by a sociology advisor as meeting the statistics requirement.

Math 165 (GE B4) (or its equivalent)
SOCI 301 Statistics for Sociologists

Sociological Experience Requirement

The sociological experience requirement provides students with curricular opportunities to develop awareness of social issues, use sociological perspectives and methods to address social problems, engage with the community outside of the university, develop experiences that provide job skills, and enhance their knowledge about careers. Majors must take one of the following courses or another course designated as meeting the sociological experience requirement.

SOCI 306 Career Planning for Sociology Majors
SOCI 336 Investigative Sociology
SOCI 460 Social Work in the Social World
SOCI 482 Sociology of the Environment
SOCI 488 Selected Topics in Service Learning
SOCI 496 Internship Practicum (concurrent with SOCI 499)

Lower and Upper Division Units

Majors may apply up to 8 units of lower division coursework towards the requirements. Of these 8 units, no more than 4 units may be non-SSU transfer credit. Any lower division units used to meet the major's statistics requirement will not be included in either of these limits.

Minor in Sociology

SOCI 201 Introduction to Sociology	3
Elective courses in sociology chosen in consultation with an advisor	16
Total units in the minor	**19**

In order to petition to declare the minor, students must have a minimum overall GPA of 2.5 and have completed a sociology course with a minimum grade of C-.

Students must complete SOCI 201 with a minimum grade of C- for it to apply toward the minor requirements.

Minors may apply up to 8 units of lower division coursework towards the requirements. Of these 8 units, no more than 4 may be non-SSU transfer credit.

Sample Four-Year Program for Bachelor of Arts in Sociology

The following is a sample study plan only. The sequence and specific courses given are suggestive; please see an advisor each semester to plan your personal program.

FRESHMAN YEAR: 31 Units

Fall Semester (15 Units)	*Spring Semester (16 Units)*
ENGL 101 (4)	PHIL 101 (4)
GE Mathematics (3)	GE Physical Science (3)
GE BIOL 115 (3)	GE World History (3)
UNIV 102 First Year Experience (3)	SOCI 201 (3)
Electives (2)	CS 101 (3)

SOPHOMORE YEAR: 30 Units

Fall Semester (14 Units)	*Spring Semester (16 Units)*
GE Comp. Perspectives & Foreign Lang. (3)	GE Social Sciences (6)
GE History/Political Science (6)	History of the Fine Arts (4)
Electives (5)	GE World Literature (3)
	Elective (3)

JUNIOR YEAR: 31 Units

Fall Semester (16 Units)	*Spring Semester (15 Units)*
SOCI 300 (4)	SOCI 375 (4)
Sociology Elective Area (4)	Sociology Elective (4)
Sociology Elective (4)	UD GE Integrated Person (4)
UD GE Philosophy and Values (4)	Elective (3)

SENIOR YEAR: 28 Units

Fall Semester (16 Units)	*Spring Semester (12 Units)*
Statistics Course (4)	SOCI 498 (4)
Sociology Elective (4)	SOCI Experience Course (4)
UD GE Contemporary Int. Perspectives (4)	Electives (4)
Elective (4)	

TOTAL UNITS: 120

STATISTICS

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Programs Offered

Bachelor of Science in Statistics

Bachelor of Arts in Applied Statistics

Minor in Applied Statistics

Minor in Statistics

Preparation for Actuarial Examinations

Mathematics and statistics are rapidly growing disciplines whose concepts and applications play an ever-increasing part in modern life. Statistics has long 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 economics. Our basic curriculum is designed to give students the skills necessary for success in business, industry, government, and teaching. In addition, these degrees will provide a sound background for continuation of study toward advanced degrees in statistics, or a quantitative foundation for graduate school in disciplines such as business, economics, biology, or other fields.

The B.A. in applied statistics is intended for students pursuing a degree in another discipline such as economics, psychology, biology, or others. These students may be interested in taking more statistics classes to prepare themselves for jobs in industry or success in graduate school in another field. The B.A. allows upper-division units from another major to count as part of the "area of concentration," and is focused on developing practical skills such as regression analysis and ANOVA, and on gaining proficiency with statistical software packages commonly used in industry and research. Students are strongly encouraged to earn the B.A. as part of a double major in a complementary field.

The B.S. in statistics is a rigorous program for students who intend to pursue a career as a statistician or who wish to go to graduate school in statistics or mathematics. Students earning the B.S. will learn the same practical skills as those taking the B.A. Additionally, they will take theoretical courses in linear algebra, analysis, mathematical statistics, and stochastic processes. This program follows the guidelines proposed by the American Statistical Association in the Curriculum Guidelines for Undergraduate Programs in Statistical Science.

Both programs prepare students for work in areas including government and industry, biostatistics, actuarial work, and consultative problem-solving in modern industry.

Careers in Statistics and Actuarial Sciences

According to the American Statistical Association the demand for statisticians in the workforce is dramatically increasing. Statisticians can find employment in a variety of fields. Biomedical, pharmaceutical, engineering and marketing companies, and government agencies seek employees with statistical skills to analyze large data sets. Many students find lucrative jobs as SAS programmers.

In addition, statistics students with an interest in finance or economics will be interested in pursuing a career as an actuary. The courses in both the B.A. and B.S. provide a solid preparation for the first actuarial exam and the Applied Statistical Methods educational experience credit. Actuaries have been ranked in the top 5 careers in the US for salary and job satisfaction since 1988.

Learning Objectives for the B.A. and B.S.

- Describe data sets using appropriate numerical and graphical techniques;
- Develop mathematical tools necessary to perform statistical calculations and to understand distributions and statistical theory;
- Design experiments and survey sampling methods that allow results to be statistically analyzed to test hypotheses;
- Determine which statistical analyses are suitable, perform the analyses using technology, and assess the validity of necessary assumptions and interpret the results;

- Construct and apply probability models for both discrete and continuous random variables; and
- Communicate with non-statisticians in written and oral formats to learn what a client is interested in ascertaining and to present the results from a statistical analysis.

Additionally, for the B.S. in statistics:

- Construct and verify mathematical proofs;
- Discuss properties of estimators and explain the rationale and assumptions behind statistical procedures; and
- Apply stochastic models to solve real-world problems.

B.S. in Statistics

Degree Requirements	Units
General education (48 units, 6 units covered by major requirements)	42
Major (includes 6 units in GE)	52
Electives	26
Total units needed for graduation	**120**

MATH 161 Differential and Integral Calculus I (B4)	4
MATH 165 Elementary Applied Statistics	4
MATH 211 Differential and Integral Calculus II	4
MATH 220 Reasoning and Proof (A3)	4
MATH 241 Linear Algebra with Applications in Differential Equations	4
MATH 261 Multivariable Calculus	4
MATH 265 Intermediate Applied Statistics with SPSS	4
MATH 322 Linear Algebra	4
MATH 340 Real Analysis I	4
MATH 345 Probability Theory	4
MATH 367 Statistical Consulting and Communication	2
MATH 381 Computing for Statistics: SAS Programming Language	2
MATH 445 Mathematical Statistics and Operations Research	4
MATH 465 Experimental Design and Regression Analysis	4
Total units in B.S. program	**52**

B.A. in Applied Statistics

Degree Requirements	Units
General education (48 units, 3 units covered by major requirements)	45
Major (includes 3 units in GE)	38
Required Area of Concentration	12
Electives	25
Total units needed for graduation	**120**

MATH 161 Differential and Integral Calculus I (B4)	4
MATH 165 Elementary Applied Statistics	4
MATH 211 Differential and Integral Calculus II	4
MATH 241 Linear Algebra with Applications in Differential Equations	4
MATH 261 Multivariable Calculus	4
MATH 265 Intermediate Applied Statistics with SPSS	4
MATH 345 Probability Theory	4
MATH 367 Statistical Consulting and Communication	2
MATH 381 Computing for Statistics: SAS Programming Language	2
MATH 465 Experimental Design and Regression Analysis	4
MATH 467 Statistical Consulting, Communication, and Project Management	2
Total units in applied statistics program	**38**

Required Area of Concentration:

Upper-division courses in one other field chosen in consultation with and approved by an advisor in the Department of Mathematics and Statistics	**12**
Total units in B.A. program	**50**

Minor in Applied Statistics

Twenty units are required. These must include MATH 165, MATH 265, MATH 367, MATH 381, MATH 467, and at least 6 units from statistically relevant courses in the department or elsewhere at Sonoma State University chosen in consultation with and approved by an advisor in the Department of Mathematics and Statistics.

Minor in Statistics

Twenty units of mathematics or statistics are required, at least 6 of which must be at the upper-division level, not including MATH 300A, 300B, 330, 375, 395, or 399. Courses required for the minor are MATH 165, MATH 265, either MATH 367 or MATH 381, and either MATH 445 or MATH 465. Note that both MATH 445 and MATH 465 have multiple semesters of calculus as pre-requisites. Also note that students pursuing more than one minor offered by the Department of Mathematics and Statistics may not apply the units earned in a given course towards satisfying the requirements of more than one minor. Anyone who plans to pursue the minor in Statistics should consult with an advisor no later than the end of the sophomore year in order to plan properly.

Actuarial Science Career Preparation

Students interested in a career in actuarial science can prepare for the first two actuarial examinations by taking the following courses:

1. For Actuarial Exam 1: MATH 161, MATH 211, MATH 261, and MATH 345.
2. For Actuarial Exam 2: MATH 303, BUS 370, BUS 470, and ECON 375.

Grading Policy in the Department of Mathematics and Statistics

Non-majors

All mathematics and statistics courses except MATH, 103, 104, 105, 111, 131, 141, 150, 160, 161, 161X, 165, 165X are available in the Cr/NC grading mode to non-mathematics majors.

All Students

MATH 131A, 150A, 161A, 165A, 160W, 161W, 175, 210, 211W, 295, 330, 390, 395, and 499 are available only as Cr/NC.

Mathematics and Statistics Majors and Minors

A statistics major or minor must take all mathematics and statistics courses in the traditional grading mode, with the exceptions of courses offered only in the Cr/NC modes and any course taken as credit by challenge examination (please see more information on this in the Admissions section of this catalog).

Statistics Courses

Please see course titles and descriptions under the Mathematics section of this catalog.

Sample Four-Year Program for Bachelor of Science in Statistics

FRESHMAN YEAR: 31 Units

Fall Semester (16 Units)	*Spring Semester (15 Units)*
MATH 161 (B4) (4)	MATH 211 (4)
MATH 165 (4)	MATH 265 (4)
Freshman Learning Community (GE) (5)	Freshman Learning Community (GE) (5)
GE (3)	GE (3)

SOPHOMORE YEAR: 31 Units

Fall Semester (16 Units)	*Spring Semester (15 Units)*
MATH 241 (4)	MATH 261 (4)
MATH 367 (2)	MATH 322 (4)
MATH 220 (A3) (4)	GE (4)
GE (6)	Elective (3)

JUNIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
MATH 345 (4)	MATH 381 (2)
Elective (4)	MATH 445 (4)
GE (4)	Elective (6)
UD GE (3)	UD GE (3)

SENIOR YEAR: 28 Units

Fall Semester (14 Units)	*Spring Semester (14 Units)*
MATH 340 (4)	MATH 465 (4)
UD GE (3)	Elective (6)
Elective (7)	GE (4)

TOTAL UNITS: 120

Sample Four-Year Program for Bachelor of Arts in Applied Statistics

FRESHMAN YEAR: 28 Units

Fall Semester (13 Units)	*Spring Semester (15 Units)*
MATH 161 (B4) (4)	MATH 211 (4)
MATH 165 (4)	MATH 265 (4)
Freshman Learning Community (GE) (5)	Freshman Learning Community (GE) (4)
GE (3)	GE (3)

SOPHOMORE YEAR: 31 Units

Fall Semester (15 Units)	*Spring Semester (16 Units)*
MATH 241 (4)	MATH 261 (4)
MATH 367 (2)	GE (9)
GE (6)	Elective (3)
Elective (3)	

JUNIOR YEAR: 31 Units

Fall Semester (16 Units)	*Spring Semester (15 Units)*
MATH 345 (4)	MATH 381 (2)
Area of Concentration (3)	MATH 465 (4)
Electives (6)	Area of Concentration (3)
UD GE (3)	GE (3)
	UD GE (3)

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
MATH 467 (2)	Area of Concentration (3)
Area of Concentration (3)	GE (7)
UD GE (3)	Electives (5)
Electives (7)	

TOTAL UNITS: 120

THEATRE ARTS & DANCE

Acting / Dance / Technical Theatre / Theatre Studies

DEPARTMENT OFFICE
Ives Hall 205
(707) 664-2474
www.sonoma.edu/theatreanddance/

DEPARTMENT CHAIR
Scott Horstein

PERFORMING ARTS PROGRAM SPECIALIST
Douangta Sorensen

Faculty

Acting: Paul Draper, Alexis Macnab, Danielle Cain, Doyle Ott, Jody Banks, Ken Sonkin.

Dance: Kristen Daley, Christine Cali, Jennifer Jaffe, Molly Lynch-Seaver, Nancy Lyons*, Farrah McAdam, Scott Wells, Jennifer Meek Satoh.

Theatre Studies: Scott Horstein, Dubravka Knezevic, Judy Navas.

Technical Theatre: Anthony Bish, Peter Crompton, Mary Nagler, Juliet Pokorny, Theo Bridont, Martha Clarke, Maggie Whitaker.

**Professor Emeritus*

Guest Artists

Sonia Alvarez, Theo Bridant, Danielle Cain, Adam Chanzit, Martha Clark, John Connole, Lindsay Gauthier, Alex de Grassi, Mark Haim, Rob Brent Hamilton, Jane Hammett, Eric Handmon, Risa Jaroslow, Pamela Johnson, Jennifer King, Julia Kwitchoff, Liz Lerman, Carter Lewis, Brent Lindsay, Chris Littman, Cassie Meador, Mathew Cumbie, Rogelio Lopez, Nancy Lyons, Will McCandless, Amanda McTigue,Jennifer Meek-Satoh, Jesse Olsen-Bay, Kyoungil Ong/Ong Dance Company, Maureen O'Sullivan, Doyle Ott, John Ross, Greg Sarris, Ken Sonkin, Dario Tangelson, Tori Truss, Mark Valdez, Nichele Van Portfleet, Jorge Vasquez, Wade Madsen, Sylvia Waters and Ana Marie Forsythe (The Ailey Legacy Residency), Scott Wells, Russ Wigglesworth, Urban Bush Women, Harry Waters Jr., Erin Landry, Monica Bill Barnes, Laura "Larry" Arington, RyeOn it wa Yeo, Cali & Co dance, Ayana Yonesaka, Matt El.

Programs Offered

Bachelor of Arts in Theatre Arts with a
- Concentration in Acting
- Concentration in Dance
- Concentration in Technical Theatre
- Concentration in Theatre Studies

Minor in Theatre Arts (with acting, dance, theatre studies, technical emphases)

Vision

We believe in a world where the artist is transformative, essential and engaged.

Mission

The Department of Theatre Arts and Dance offers students a home where they can seek their potential and develop their voices as artists, through the study and collaborative making of live performance.

Core Values

Student Centered
We believe first and foremost in creating experiences that serve our students' needs and passions.

Rigor
We believe that performance training can inspire us to the highest standards of professionalism and personal achievement.

Full Engagement
We believe in making work that has value beyond the dance and theatre world and directly engages our campus and local community.

Theatre Arts and Dance majors and minors gain professional training for a career in the arts; a deep impression of ensemble and individual creativity; key academic and critical thinking skills; and a lasting sense of community. We feature a rich set of courses; a wide range of performance styles and opportunities; personal contact with faculty and guest artists, with particular connections to the contemporary Bay Area scene; focused and comprehensive individual advising; and a supportive and caring staff.

Students of theatre and dance develop artistic skill and kinesthetic intelligence while growing in human understanding and empathy. They learn to embody and project their own beliefs and to explore the cultures and beliefs of people who are different from them. Our theatre and dance faculty cultivate innovative approaches to theatre and dance, while respecting and learning from the past.

The department offers numerous performance opportunities and actively encourages and supports the development of new work by both students and faculty. The Department of Theatre Arts & Dance program is closely associated with SSU's Department of Music in the area of voice and musical theatre. Together, the Department of Theatre Arts & Dance and the Department of Music form the Center of Performing Arts which offers over 200 student performances of theatre, dance, and music each year.

Bachelor of Arts in Theatre Arts with Concentration in Acting

The concentration offers intensive training in acting, with supporting courses in voice, movement, scene study, theatre production, theatre history, dramatic literature, directing, technical theatre, and special topics. The program offers numerous performance opportunities

including new works, contemporary and modern plays, Shakespeare and other classics.

Degree Requirements	Units
General Education	50 (18 possible within Theatre Arts)
Theatre Arts/Acting	48
Theatre General Electives	22
TOTAL units needed for graduation	**120**

Phase I, required for Acting Concentration (freshman and sophomore years)

Students must complete Phase I before Phase II.

Recommended General Education Area A3 and C3 courses

THAR 160A Humanities Learning Community (fall semester)	4
THAR 160B Humanities Learning Community (spring semester)	4

Required History/ Literature Courses

THAR 202 Introduction to the History of Drama and Dance: Origins to 1800	4
THAR 203 Introduction to the History of Drama and Dance: 1800 to present	4

Required Acting Courses

THAR 120 Fundamentals of Acting (spring)	2
THAR 145A Voice for the Actor (fall)	1
THAR 145B Speech for the Actor (spring) (Recommended)	1
THAR 220A Text & Scene Study (fall)	2
THAR 220B Characterization (spring) (Recommended) (2)	2

Required Technical Theatre Courses

THAR 143A Stagecraft (Fall & spring)	2
One of the following courses:	
THAR 143B Costumes (variable)	2
THAR 144A Lighting (variable)	2
THAR 144B Scenery (variable)	2
Total Phase I	17

Phase II, required for the Acting Concentration (junior & senior years)

THAR 300 Theatre in Action	3
THAR 324 On-Camera (Spring) (recommended)	2
THAR 325 Audition Workshop (Spring)	2
THAR 350 Directing Workshop	2
THAR 379 Research Practice for Theatre & Dance	3
THAR 400 Theatre of Today	1
A minimum of Upper Division Acting Courses (see below)	20
Theatre Arts Electives	

Upper Division Acting Courses (20 Units required)

Foundation Upper Division Acting courses (1 WTU each; 4 units required)

THAR 311 Dance / Actor Collaboration I - Core Technique and Practice - Block Requirement

THAR 312 Dance / Actor Collaboration II: Movement Improvisation- Block Requirement

THAR Ballroom & Social Dance – Block Option

THAR Connection, Communication and Collaboration – Block Option

THAR Approaches to Comedy (cross-listed as THAR 116) – Block Option

THAR Circus Technique – Block Option

THAR Stage Combat – Block Option

THAR IPA / Accents / Dialects - Block Requirement

Core Upper Division Acting courses (2 WTU each; 16 units required)

THAR 320A Shakespeare I: Verse and Paraphrase - Block Requirement

THAR 320B Shakespeare II: Scene Study – Block Option

THAR 320C Physical Theatre Workshop

THAR 320D Commedia dell 'Arte and masks

THAR 324 On-Camera: Acting and Production 1 – Block Option

THAR 420A Approaches to Anti-Realism (Buchner, Brecht, Beckett)

THAR 420B Comedy of Manners (Wycherley, Congreve, Shaw, Wilde)

THAR 420C Chekhov Workshop

THAR 420D Devised project/residency

Total Phase II	31
Total units in the acting concentration	48

Bachelor of Arts in Theatre Arts with Concentration in Dance

The dance concentration offers dance and movement studies with an emphasis on choreography, performance, and somatic approaches to dancing, with supporting courses in dance and theatre history, technical theatre, and special topics.

Degree Requirements	Units
General education (50, 3 units in major)	47
Theatre Arts requirements	37-49
Electives	24-36
Total units needed for graduation	**120**

Phase I, Required (freshman and sophomore years)

Students must complete Phase I before Phase II.

THAR 202 Intro to the History of Drama and Dance Origins to 1800 or THAR 203 Intro to History of Drama and Dance: 1800 to present	4
THAR 210 Contemporary Dance I	2
THAR 211 Contemporary Dance II	2
THAR 240 Choreography I	2

Choose two from the following technical theatre courses:

THAR 143B Costumes	2*
THAR 144A Scenery	2*
THAR 144B Lighting	2*
Total units in Phase I	14

** Prerequisite or concurrent enrollment in THAR 143A.*

Phase II, Required (junior and senior years)

THAR 300 Theatre in Action	3
THAR 310A Intermediate Dance Block A	5
THAR 310B Intermediate Dance Block B	5

THAR 340 Choreography II	2
THAR 345 Choreography III	2
THAR 371A History of Dance A	3
THAR 371B History of Dance B	3
THAR 400 Theatre of Today	1
THAR 410A Advanced Dance Block A	5
THAR 410B Advanced Dance Block B	5
Elective - Dance	1
Total units in Phase II	**35**
Total units in the dance concentration	**49**

Bachelor of Arts in Theatre Arts with Concentration in Technical Theatre

The technical theatre concentration offers intensive work in design, theatre technology, and stage management, with supporting courses in acting and movement, theatre and dance history, and special topics.

Degree Requirements	Units
General Education (50, 3 units in major)	47
Theatre Arts requirements	48
Electives	25
Total units needed for graduation	**120**

Phase I, Required (freshman and sophomore years)

Students must complete Phase I before Phase II.

THAR 202 Intro to the History of Drama and Dance: Origins to 1800 or THAR 203 Intro to the History of Drama and Dance: 1800 to Present (strongly recommended)	4
THAR 143B Costumes	2*
THAR 144A Scenery	2*
THAR 144B Lighting	2*
THAR 230 Stage Management	2
THAR 231 Stage Management Practicum	1
ART 101 Art Fundamentals (strongly recommended)	3
ART 102 Art Fundamentals (strongly recommended)	3
Choose 3 units from the following dance/drama courses:	*3*
THAR 120A or B Acting: Fundamentals	2
THAR 110 Dance Fundamentals	1
THAR 210A Contemporary Dance I	2
THAR 116 Comedy and Improvisation	1
Total units in Phase I	**16**

** Prerequisite or concurrent enrollment in THAR 143A.*

Phase II, Required (junior and senior years)

THAR 300 Theatre in Action	3
THAR 344A Design for the Stage	3
THAR 344B Design for the Stage	3
THAR 321A Intermediate Technical Block	2
THAR 321B Intermediate Technical Block	2
THAR 350 Directing Workshop	2
THAR 370A Early Plays: Evolution and Innovation	3
THAR 370B Modern Plays: Evolution and Innovation	3
THAR 400 Theatre of Today	1
THAR 421A Advanced Technical Block	2
THAR 421B Advanced Technical Block	2
THAR 444 History of Ornament	2
Electives - Theatre	4
Total units in Phase II	**32**
Total units in the technical theatre concentration	**48**

Bachelor of Arts in Theatre Arts with Concentration in Theatre Studies

`The Theatre Studies concentration in the Theatre Arts & Dance program provides equal parts professional theatre training and liberal arts education. Students prepare to pursue theatre careers in directing, playwriting, criticism, teaching, scholarship, arts management, dramaturgy, and other careers that may not have performance or theatre technology at their centers. Regardless of eventual profession, the concentration provides the intellectual rigor and imaginative excitement necessary to any liberal arts degree. Students learn to make theatre as a fundamentally collaborative story told among artists and community. We believe that this kind of training prepares the student to become the ideal global good citizen, engaged with theatre as a means of ritual and democratic conversation focused on full inclusion of all cultures and identities.

Degree Requirements	Units
General Education (50, 12 units in major)	38
Theatre Arts Requirements	52
Electives	30
Total units needed for graduation	**120**

*THAR 160 Theatre, Dance, the Artistic Process, and You is one **strongly recommended** First-year Learning Community (FLC) through which Theatre Arts & Dance majors receive 8 units in the General Education (GE) requirements. GE areas covered are A3 (Critical Thinking) and C3 (Comparative Perspectives).*

Phase I, Required (freshman and sophomore years)

Students must complete Phase I before Phase II.

All of the following requirements:	
THAR 120B Acting Fundamentals	2
THAR 202 Intro to the History of Drama and Dance: Origins to 1800	4
THAR 203 Intro to the History of Drama and Dance: 1800 to the Present	4
THAR 230 Stage Management	2
THAR 231 Stage Management Practicum	1
THAR 275 Contemporary Plays and Playwrights	3
Subtotal	**16**
Any one of the following three technical theatre classes:	*2*
THAR 143B Costumes	2*
THAR 144A Lighting	2*
THAR 144B Scenery	2*
Subtotal	**2**
Total units in Phase I	**18**

** Prerequisite or concurrent enrollment in THAR 143A.*

Phase II, Required Upper-Division Core (junior and senior years)

THAR 370A Early Plays: Evolution and Innovation	3
THAR 370B Modern Plays: Evolution and Innovation	3
THAR 374 World Theatre	4
THAR 375 Race, Gender, and Performance	3
THAR 379 Research Practice for Theatre Arts & Dance	3
THAR 400 Theatre of Today	1
Subtotal	17

Phase II, Required Theatre Arts Electives (junior and senior years)

At least 17 total credits from the following electives, which may include one of the Mini-Blocks listed below. Students may also propose other mini blocks that reflect their own goals.

THAR 110 Dance Fundamentals	1
THAR 115 Dance Styles	1
THAR 145A Voice for the Actor	1
THAR 145B Speech for the Actor	1
THAR 210 Contemporary Dance	2
THAR 220A Acting: Text and Scene Study	2
THAR 220B Acting: Characterization	2
THAR 300 Theatre in Action (UD GE C1)	3
THAR 301, 302, 303, or 304 Production Workshops	3
THAR 350 Directing	2
THAR 371A or 371B History of Dance	
or THAR 373 Dances of the World (UD GE C3)	3-4
THAR 376 Playwriting I	3
THAR 377 Playwriting II	3
THAR 378 Story Analysis	3
THAR 460 Drama for Children	
or THAR 470 Dance for Children	2
ENGL 339 Introduction to Shakespeare	
or ENGL 439 Studies in Shakespeare	4
CALS 365/THAR 365 Chicano/Latino Theatre	1-2
THAR 455 Mission and Collaboration	1

Production Mini-Block

(for students interested in directing, play writing, dramaturgy, arts management, and scholarship)

THAR 220A Acting: Text and Scene Study	2
THAR 350 Directing	2
THAR 301, 302, 303, or 304 Production Workshops	3
Subtotal	7

Teaching Mini-Block

(for students interested in primary education, secondary education, and scholarship)

THAR 301, 302, 303, or 304 Production Workshops	3
THAR 460 Drama for Children	2
THAR 470 Dance for Children	2
Subtotal	7

Minor Core Requirements

THAR 203 Intro to the History of Drama and Dance: 1800 to present	4
THAR 300 Theatre in Action	3
THAR 301 Dance Ensemble OR	
THAR 302 Drama Ensemble Workshop OR	
THAR 303 Technical Theatre Workshop	
THAR 304 Production Dramaturgy	3
Total units in the minor core	**10**

Minor Electives

Electives must include at least 6 upper-division units and should be chosen in consultation with an advisor. (For dance emphasis, students may choose THAR 203, Intro to History of Drama and Dance, or THAR 371A or 371B, History of Dance. THAR 240, Choreaography is a core requirement for a dance emphasis.)

Total units in the minor electives	14
Total units in the minor	24

Sample Four-Year Program for Bachelor of Arts in Theatre Arts — Acting Concentration

FRESHMAN YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
THAR 143A (2)	THAR 120 (2)
THAR 145A (1)	THAR 144A (2)
THAR 160A (A3, C3) (4)	THAR 145B (1)
Additional GE (8)	THAR 160B (4)
	Additional GE (6)

ALTERNATE FRESHMAN YEAR: 31 Units

Fall Semester (15 Units)	*Spring Semester (16 Units)*
THAR 110 (1)	THAR120 (2)
THAR 105 (1)	THAR 143B (2)
THAR 143A (2)	THAR 145B (1)
THAR 145A (1)	THAR 160B (4)
THAR 160A (A3,C3) ()	THAR 302 (3)
Additional GE (6)	Additional GE (4)

SOPHOMORE YEAR: 32 Units

Fall Semester (17 Units)	*Spring Semester (15 Units)*
THAR 202 (C1) (4)	THAR 203 (C1) (4)
THAR 220A (2)	THAR 220B (2)
THAR143B (2)	THAR 325 (2)
THAR 302 (3)	ENGL 339 (3)
Additional GE (6)	THAR 327 (1)
	Additional GE (3)

ALTERNATE SOPHOMORE YEAR: 33 Units

Fall Semester (16 Units)	*Spring Semester (17 Units)*
THAR 143B (2)	THAR 110 (1)
THAR 202 (C1) (4)	THAR 220B (2)
THAR 220A (2)	THAR 302 (3)
THAR 316 (1)	ENGL 339 (4)
GE (7)	GE (6)

JUNIOR YEAR: 31 Units

Fall Semester (16 Units)	*Spring Semester (15 Units)*
THAR 302 (3)	THAR 302 (3)
THAR 311 (1)	THAR 313 (1)
THAR 320A (2)	THAR 327 (1)
THAR 320C (2)	THAR 320B (2)
THAR 326 (2)	THAR 320D (2)
THAR 350 (2)	THAR 324 (2)
UD GE (3)	UD GE (4)

Continued in next column

SENIOR YEAR: 31Units

Fall Semester (17 Units)	*Spring Semester (14 Units)*
THAR 300 UD GE (3)	THAR 302 (3)
THAR 312 (1)	THAR 313 (1)
THAR 379 (3)	THAR 316 (1)
THAR 420A (2)	THAR 392 (2)
THAR 420C (2)	THAR 420C (2)
THAR 376 (3)	THAR 420D (2)
Electives (4)	Electives (4)
	THAR UD GE (3)

TOTAL UNITS: 120

Sample Four-Year Program for Bachelor of Arts in Theatre Arts — Dance Concentration

FRESHMAN YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
THAR 210 (2)	THAR 211 (2)
THAR 143A (2)	THAR 144 (2)
THAR 240 (2)	THAR 340 (2)
THAR 160A (4)	THAR 160B (4)
GE (5)	GE (5)

SOPHOMORE YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
THAR 212 (2)	THAR 213 (2)
THAR 143B (2)	THAR 203 (C1) (4)
THAR 202 (C1) (4)	GE (4)
GE (4)	Electives (5)
THAR 345 (2)	
Elective (1)	

JUNIOR YEAR: 31 Units

Fall Semester (16 Units)	*Spring Semester (15 Units)*
THAR 310A (2 or 5)	THAR 310B (2 or 5)
THAR 345 (2)	THAR 300 GE UD (C1) (3)
THAR 371A (3)	GE UD (4)
GE UD (4)	Elective (3)
Elective (2)	

SENIOR YEAR: 29 Units

Fall Semester (15 Units)	*Spring Semester (14 Units)*
THAR 410A (2 or 5)	THAR 410B (2 or 5)
GE (4)	THAR 371B (3)
THAR 400 (1)	Elective (3)
Electives (5)	GE (3)

TOTAL UNITS: 120

Sample Four-Year Program for Bachelor of Arts in Theatre Arts — Technical Theatre Concentration

FRESHMAN YEAR: 30 Units

Fall Semester (16 Units)	*Spring Semester (14 Units)*
THAR 143A (2)	THAR 144A (2)
THAR 143B (2)	GE (12)
GE (12)	

SOPHOMORE YEAR: 32 Units

Fall Semester (16 Units)	*Spring Semester (16 Units)*
THAR 110 or 116 (1)	THAR 110 (1)
THAR 144B (2)	THAR 120 (2)
THAR 202 (C1) (4)	GE (9)
THAR 230 (2)	Elective (4)
THAR 231 (1)	
GE (6)	

JUNIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
THAR 321A (2)	THAR 300 (GE UD) (3)
THAR 344A (3)	THAR 321B (2)
THAR 350 (2)	THAR 344B (3)
THAR 370A (3)	GE UD (4)
GE UD (3)	Elective (3)
Elective (2)	

SENIOR YEAR: 30 Units

Fall Semester (15 Units)	*Spring Semester (15 Units)*
THAR 400 (1)	THAR 370B (3)
THAR 421A (2)	THAR 421B (2)
THAR 444 (2)	GE (4)
GE (4)	Electives (6)
Theatre Elective (2)	
Elective (4)	

TOTAL UNITS: 120

Sample Four-Year Program for Bachelor of Arts in Theatre Arts — Theatre Studies Concentration

FRESHMAN YEAR: 31 Units

Fall Semester (15 Units)	*Spring Semester (16 Units)*
THAR 120B (2)	THAR 144B (2)
THAR 143A (2)	THAR 160B (A3, C3) (4)
THAR 160A (A3, C3) (4)	THAR 301/302/303/304 (3)
THAR 230 (2)	GE (7)
THAR 231 (1)	
GE (4)	

SOPHOMORE YEAR: 31 Units

Fall Semester (15 Units)	*Spring Semester (16 Units)*
THAR 110 (1)	THAR 203 (C1) (4)
THAR 202 (C1) (4)	THAR 275 (3)
THAR 220A (2)	GE (9)
THAR 376 (3)	
GE (5)	

JUNIOR YEAR: 29 Units

Fall Semester (15 Units)	*Spring Semester (14 Units)*
THAR 350 (2)	THAR 365 (1)
THAR 370A (3)	THAR 370B (1)
THAR 379 (3)	THAR 375 (3)
ENGL 339 (4)	THAR 301/302/303/304 Elective (3)
GE UD (3)	GE UD (6)

SENIOR YEAR: 29 Units

Fall Semester (15 Units)	*Spring Semester (14 Units)*
THAR 300 GE UD (C1) (3)	THAR 371A (3)
THAR 378 (3)	THAR 374 (3)
THAR 400 (1)	THAR 455 (1)
GE UD (3)	THAR 460 or 470 (2)
Electives (5)	Electives (5)

TOTAL UNITS: 120

WOMEN'S AND GENDER STUDIES

DEPARTMENT OFFICE
Stevenson Hall 3016
(707) 664-2840
www.sonoma.edu/wgs

DEPARTMENT CHAIR
Lena McQuade

ADMINISTRATIVE STAFF
Kimberly Kaido-Alvarez

FACULTY
Lena McQuade
Don Romesburg
Charlene Tung

Programs Offered

Major in Women's and Gender Studies

Minor in Women's and Gender Studies

Minor in Queer Studies

Major in Women's and Gender Studies

A major in Women's and Gender Studies (WGS) enables students to explore the social, political, and cultural dimensions of gender and inequity. WGS is the study of how gender structures everything from our innermost sense of self to transnational circuits of society and economy. WGS uses an intersectional perspective, which means that we understand gender to be co-constituted with race, ethnicity, sexuality, nation, ability, and other forms of social power. We use an interdisciplinary approach that examines social structures, institutions, and ideologies of gender through social, historical, political, legal, and cultural lenses.

Emphasizing the connections between theory and practice, Women's and Gender Studies encourages applied learning through internships, service learning, cultural production, and research. The WGS Department's general education courses and lecture series produce campus-wide transformative consciousness, while our major courses further depth and engagement. WGS classes are places where students can strengthen critical awareness and build community.

A major in WGS empowers students to understand and engage in building a more equitable world. An intersectional feminist analysis facilitates critical exploration of power, difference, and the production of knowledge. It also compels us to envision more just alternatives and commit to transformative action.

Careers in Women's and Gender Studies

Women's and Gender Studies graduates hold tools – knowledge of gender issues, critical thinking skills, and breadth of perspective- that public service organizations, private industry, government, and graduate schools want and need. The Women's and Gender Studies major or minor provides excellent preparation for students going into social work, counseling, teaching, public relations, public policy and management, advocacy work, human resources, and other fields. WGS graduates also pursue advanced degrees in social work, counseling, law, public policy, psychology, public health, education, history, sociology, WGS and other areas.

Bachelor of Arts in Women's and Gender Studies

Degree Requirements	Units
General education (48, 7-10 units in major)	38-41
Major core requirements	27
Major Pathway	12
Major Electives	4
Electives	29
Total units needed for graduation	**120**

I. Core Requirements

WGS 200 Intro to WGS (E)	3
WGS 301 Feminist Lecture Series or WGS 302 Queer Studies Lecture Series (C2)	1
WGS 375 Gender, Race & Class (D1, Eth.)	3
WGS 385 Transnational Feminisms	4
WGS 425 Feminist Research Methods	4
WGS 474 Foundations of Feminist Thought or WGS 475 Contemporary Feminist Theory	4
WGS 485 Senior Seminar	4
WGS 498 Careers in WGS	1
WGS 499 Internship	3
Total Core Units	**27**

II. Pathways

WGS students will choose to specialize in one of the following two pathways: 1) Community/Clinical or, 2) Cultural/Critical

1) **Community/Clinical**: Students interested in community organizing, social work, health care, education, and/or counseling will consider this pathway. Courses emphasize community and identity development, social transformation and justice movements, institutions and organizations, bodies and health, and service learning.

or

2) **Cultural/Critical:** Students interested in the arts and art activism, cultural work and activism, education, and/or advanced degrees in humanities, critical social sciences, or law will consider this pathway. Courses emphasize critical theories, pedagogies, ideologies and structures, and cultural production, representation, and activism.

The listed courses are eligible toward each pathway. Students are encouraged to consult with their faculty advisor and the

department chair to request approval for unlisted courses to count towards their pathway. Many courses without WGS course designation have home department prerequisites and restrictions. WGS majors seeking to register in such courses must meet these requirements. If WGS majors wish to fulfill their pathway largely with another department's courses, they are encouraged to double major or minor.

Community/Clinical Pathway

WGS 285 Men and Masculinity (E)	4
WGS 300 Gender, Race and Representation (C1, Eth)	3
WGS 301 Feminist Lecture Series	1
WGS 302 Queer Studies Lecture Series (C2) (additional to core lecture series course)	1
WGS 305 LGBTQ U.S. History (D3)	3
WGS 311 Special Topics in WGS	3-4
WGS 325 Youth: Gender Perspectives	4
WGS 335 Reproductive Justice	4
WGS 370 Gender in Asian America	4
WGS 390 Gender and Work	4
WGS 420/AMCS 420 Ethnicity and Gender	4
WGS 405/PSY 405 Psychology of Gender	4
WGS 430/CCJS 430 Women and Crime	4
WGS 440/SOCI 440 Sociology of Reproduction	4
ANTH 302 Biological Basis of Sex Differences	4
ANTH 318HD: Sex & Life Cycle (E)	3
BIOL 220 Human Anatomy (B3/Lab)	4
BIOL 224 Human Physiology (B3/Lab)	4
BIOL 311 Sexually Transmitted Diseases (B3)	3
CALS 405 The Chicano/Latino Family	3-4
EDEC 420 Child Development in Family, School, & Community (E)	3
EDSS 418 Development in Adolescence & Emerging Adulthood (E)	3
GERN 319/SOCI 319 Aging and Society	4
KIN 316 Women in Sport: Issues, Images, & Identities**	3
NURS 480 Health, Sexuality, and Society (E)	3
SOCI 312 Sociology of Gender	4
SOCI 360 Sociology of Sexualities	4

Other courses with advisor permission

Require Double Majoring/Minoring or with Many Prerequisites and/or Restrictions:

EDEC 270 Families & Children in Diverse Societies***	4
EDMS 419 Identity & Agency for Socially Just Classrooms & Communities***	3
NURS 303 Maternity & Women's Health Care***	6
PSY 328 Multicultural Psychology***	4
PSY 362 Human Sexuality***	4
PSY 418 The Psychology of Family***	3-4
SOCI 345 Sociology of Families***	4
SOCI 461 Social Welfare and Social Work***	4

Cultural/Critical Pathway

WGS 255 Intro to Queer Studies (D1)	4
WGS 285 Men and Masculinity (E)	4
WGS 300 Gender, Race and Representation (C1, Eth.)	3
WGS 301 Feminist Lecture Series	1
WGS 302: Queer Studies Lecture Series (C2) (additional to core lecture series course)	1
WGS 305 LGBTQ U.S. History (D3)	3
WGS 311 Special Topics in WGS	3-4
WGS 335 Reproductive Justice	4
WGS 360/THAR 375 Race, Gender, and Performance	3
WGS 370 Gender in Asian America	4
WGS 420/AMCS 420 Ethnicity and Gender	4
WGS 449/HIST 449 Gender & Sexuality in Latin America	4
WGS 451/ENGL 451 Feminist Perspectives in Lit	4
WGS 455 Queer Theory, Queer Lives	4
WGS 474 Foundations of Feminist Thought	4
OR WGS 475: Contemporary Feminist Theory (additional to core theory course)	4
WGS 492 Syllabus Design	1
WGS 493 Teaching Supervision	1
AMCS 480 Research Methodology	4
CALS 442 Race, Class, & Gender Among Latinos	4
ENGL 345 Women Writers (C2)**	4
HIST 414 Gender & Society in Early Modern Europe	4
HIST 445 Topics in American Women's History	4
HIST 446 Women in American History	4
POLS 313 Critical Theory: Race and Gender	4
POLS 391 Gender and Politics	4
SSCI 299 How to Think Like a Social Scientist (E)	3
SOCI 312 Sociology of Gender	4
SOCI 360 Sociology of Sexualities	4
SOCI 370 Sociology of Transgender Studies	4

Other courses with advisor permission

Require Double Majoring/Minoring or with Many Prerequisites and/or Restrictions:

NURS 490 Sexual Imperative: History, Media, Culture, & Imagination (C2)***	4
SOCI 345 Sociology of Families***	4

**Offered infrequently

***Many prerequisites and/or restrictions; May be difficult or impossible to get into without double majoring/minoring in that department. Discuss with WGS advisor.

Total pathway units 12

III. Elective(s)

Additional WGS courses or recognized courses in other departments.

Total Elective(s) Units 4

Total units necessary for major 43

Minor in Women's and Gender Studies

Students will complete 16 units to fulfill the requirements for a minor in Womens and Gender Studies.

Minor Core Requirements (10-11 units)

WGS 200 Intro to WGS (E)	3
WGS 375 Gender, Race & Class (D1, Eth.)	3
WGS 474 Foundations of Feminist Thought or WGS 475 Contemporary Feminist Theory	4
Total Core Requirements	10

Minor Supporting Courses

At least two courses from at least two of the following categories for a total of 6 or more units. Many courses without WGS course designation will have prerequisites and restrictions from their home departments. Minors must meet these requirements.

I.Women & Gender in US Society

WGS 285 Men and Masculinity (E)	4
WGS 305 LGBTQ U.S. History (D3)	3
WGS 325 Youth: Gender Perspectives	4
WGS 370 Gender in Asian America	4
WGS 390 Gender and Work	4
WGS 420/AMCS 420 Ethnicity and Gender	4
WGS 430/CCJS 430 Women and Crime	4
WGS 440/SOCI 440 Sociology of Reproduction	4
WGS 498 Careers in WGS	1
ANTH 302 Biological Basis of Sex Differences	4
CALS 442 Race, Class, & Gender Among Latinos	4
CALS 405 The Chicano/Latino Family	3-4
EDEC 270 Families & Children in Diverse Societies***	4
GERN 319/SOCI 319 Aging and Society***	4
HIST 445 Topics in American Women's History	4
HIST 446 Women in American History	4
SOCI 312 Sociology of Gender	4
SOCI 345 Sociology of Families***	4
SOCI 360 Sociology of Sexualities	4
SOCI 370 Sociology of Transgender Studies	4

II. Women & Gender in the Humanities

WGS 255 Intro to Queer Studies (D1)	4
WGS 300 Gender, Race and Representation (C1,Eth.)	3
WGS 360/THAR 375 Race, Gender, and Performance	3
WGS 451/ENGL 451 Feminist Perspectives in Lit	4
WGS 455 Queer Theory, Queer Lives	4
WGS 474 Foundations of Feminist Thought or WGS 475 Contemporary Feminist Theory (additional to core theory course)	4
ENGL 345 Women Writers (C2)**	4

III. Biological/Psychological Perspectives

WGS 405/PSY 405 Psychology of Gender	4
ANTH 318 Human Development: Sex & Life Cycle (E)	3
BIOL 220 Human Anatomy (B3/Lab) ***	4
BIOL 224 Human Physiology (B3/Lab)***	4
BIOL 311 Sexually Transmitted Diseases (B3)**	3
NURS 490 Sexual Imperative (C2)***	4

IV. Transnational Perspectives on Gender

WGS 335 Reproductive Justice	4
WGS 385 Transnational Feminism	4
WGS 449/HIST 449 Gender & Sexuality in Latin Am	4
HIST 414 Gender & Society in Early Modern Europe	4

V. Special Topics in Women & Gender

WGS 301 Feminist Lecture Series	1
WGS 302 Queer Studies Lecture Series (C2)	1
WGS 311 Special Topics in WGS	3-4
WGS 499 Internship	1-4
HD 365 Topics in HD: Gender and Sexuality***	3-4
KIN 316 Women in Sport: Issues, Images, & Identities**	3
NURS 303 Maternity & Women's Health Care***	6
NURS 480 Health, Sexuality, and Society (E)	3
POLS 313 Critical Theory: Race and Gender	4
POLS 391 Gender and Politics	4
PSY 328 Multicultural Psychology***	4
PSY 362 Human Sexuality***	4
PSY 418 The Psychology of Family***	3-4

Other courses with advisor permission

**Offered infrequently

***Many prerequisites and/or restrictions; may be impossible to get into without double majoring/minoring in that department. Discuss with WGS advisor.

Total supporting units	6
Total units in the WGS minor	16

Minor in Queer Studies

Students will complete 18 units to fulfill the requirements for the Queer Studies minor.

Minor Core Requirements (11-12 units)

WGS 255 Intro to Queer Studies (D1)	4
WGS 302 Queer Studies Lecture Series (C2)	1
WGS 305 LGBTQ US History (D3)	3
WGS 455 Queer Theory/Queer Lives	4
Total core units	12

Minor Electives

Two (or more) course related to LGBTQ and/or sexuality studies, in consultation with Queer Studies minor advisor. Below is a list of all SSU courses that students can consider for their 6-unit Queer Studies minor electives. Many of the courses without WGS course designation will have prerequisites and restrictions (such as "Psychology majors only" or "junior/senior standing") from home departments. Minors seeking such courses must meet these requirements unless otherwise noted.

WGS 285 Men and Masculinity (E)	4
WGS 300 Gender, Race and Representation (C1, Eth.)	3
WGS 302 Queer Studies Lecture Series (C2) (after satisfying initial 1-unit core requirement and can be repeated for credit)	1
WGS 325 Youth: Gender Perspectives	4
WGS 335 Reproductive Justice	4
WGS 370 Gender in Asian America	4
WGS 405 Psychology of Gender (x-list PSY 405)	4
WGS 449/HIST 449 Gender & Sexuality in Latin Am	4
WGS 474 Foundations of Feminist Thought	4
WGS 475 Contemporary Feminist Theory	4
WGS 499 Internship (in LGBTQ-specific context)	1-4
ANTH 302 Biological Basis of Sex Differences	4
ANTH 318 Human Development: Sex & Life Cycle (E)	3
BIOL 311 Sexually Transmitted Diseases (B3)**	3
HD 365 Topics in HD: Gender and Sexuality***	3-4
KIN 316 Women in Sport: Issues, Images, & Identities**	3
NURS 480 Health, Sexuality, and Society (E)	3
NURS 490 Sexual Imperative (C2)***	4
PSY 362 Human Sexuality***	4
SOCI 360 Sociology of Sexualities****	4
SOCI 370 Sociology of Transgender Studies****	4

Other courses with advisor permission

**Offered infrequently

***Many prerequisites and/or restrictions

****Queer studies minors allowed w/SOCI restrictions.

Total supporting units	6
Total units required in queer studies minor	18

Sample Four-Year Plan for Women's and Gender Studies Major Community/Clinical Pathway

Plan to complete the major (43 units) and graduate (120 units) in eight semesters starting in the first year. This major is organized to facilitate a double major or minor in some other disciplines. Hence up to 16 units of the major can potentially be counted toward the double major (e.g., all the career/affinity pathway and possibly the elective requirement can be counted for both majors).

FRESHMAN YEAR: 30-32 Units

Fall Semester (15-16 Units)	*Spring Semester (15-16 Units)*
WGS 200 (E) (3)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)
GE (3-4)	GE (3-4)

SOPHOMORE YEAR: 31-32 Units

Fall Semester (16 Units)	*Spring Semester (15-16 Units)*
WGS Elective (4)	GE (3)
WGS Pathway (4)	GE (3-4)
GE (3)	Electives (6)
GE (3)	WGS 498 (1)
WGS 301 (1)	WGS 499 (1)

JUNIOR YEAR: 31 Units

Fall Semester (15 Units)	*Spring Semester (16 Units)*
WGS 375 (D1) (UD) (Eth) (3)	WGS 474 (4)
WGS 385 (4)	WGS 499 (2)
Upper-Division Pathway Course (4)	WGS 300 (C1) (UD) (Eth) (3)
Upper Division Pathway Course (4)	Upper-Division GE (3)
	Elective (3)

SENIOR YEAR: 26-28 Units

Fall Semester (13-14 Units)	*Spring Semester (13 -14Units)*
WGS 425 (4)	WGS 485 (4)
Electives (9-10)	Any SSU Electives (9-10)

TOTAL UNITS: 120

Sample Four-Semester Plan for Women's and Gender Studies Major (Transfer Students and Upperclassman Entry to Program)

Plan for transfer students and those who declare a major in women's and gender studies at the start of their junior year. (This plan assumes the student has completed 62 units toward graduation and all lower-division GE.) This plan is organized to facilitate a minor in another discipline.

JUNIOR YEAR: 30 Units

Fall Semester (14 Units)	*Spring Semester (16 Units)*
WGS 350 (3)	WGS 375 (3-4)
WGS Elective (3)	WGS 390 (4)
Gender Course in Concentration (4)	WGS 499 (2)
Course in Concentration (4)	Disciplinary Course (4)
	Upper-Division GE (3)

SENIOR YEAR: 30-32 Units

Fall Semester (16 Units)	*Spring Semester (15 Units)*
WGS 425 (3-4)	WGS 485 (4)
WGS 475 (4)	WGS 499 (2)
Disciplinary Course (4)	WGS Elective (3)
Course to Complete Minor (4)	Upper-Division GE (3)
	Elective (3)

TOTAL UNITS: 120

COURSE DESCRIPTIONS

American Multicultural Studies (AMCS)

AMCS 125 Multicultural Conversations: Listening, Speaking, and Presentation (3)
This course is designed to teach students to develop the verbal and non-verbal skills required to give compelling oral presentations based on their own research and composition, as well as the active listening skills necessary to hear another's oral communication. Emphasis will be placed on the racial and ethnic experiences of lives in the United States. Fulfills GE Area A1 (Written & Oral Analysis).

AMCS 165A Humanities Learning Community (4)
AMCS 165 A/B is a year long course, which features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking) and C3 (Comparative Perspectives and/or Foreign Languages) GE Areas, and fulfills GE Ethnic Studies. C- or better required in the second semester for A3 credit.

AMCS 165B Humanities Learning Community (4)
AMCS 165 A/B is a year long course, which features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking) and C3 (Comparative Perspectives and/or Foreign Languages) GE Areas, and fulfills GE Ethnic Studies. C- or better required in the second semester for A3 credit.

AMCS 200 Written and Oral Analysis (3)
Students practice the techniques of critical reading and thinking, of expository writing, and of oral expression through an in-depth examination of race, ethnicity, and multiculturalism and its impact on American cultural, political, and social institutions. They examine the principles of thinking, speaking, and writing with a view to the multiple purposes for which these activities are crucial. Satisfies GE Area A1. Prerequisites: Completion of GE Categories A2 and A3. Students who received a passing grade in AMCS 225 may not enroll in AMCS 200 without instructor consent.

AMCS 210 Ethnic Groups in America (4)
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 Area D1. This course satisfies one of the core requirements of the AMCS major.

AMCS 225 How Racism Works: America in Black and White (4)
Students analyze the ideological aspects and material conditions of American life through an in-depth examination of the impact of race and ethnicity on U.S. history and its cultural, political, and social institutions. The course will concentrate particularly on investigating how racism works in the 21st century through the study of literature and values. Fulfills GE Area C2 and the Ethnic Studies requirement. Students who received a passing grade in AMCS 200 may not enroll in AMCS 225 without instructor consent.

AMCS 260 Ethnicity in the Arts, Culture, and Media (4)
Students will explore the impact that the arts, media, and humanities have had on perceptions of race, ethnicity, and identity in the United States. The course will integrate a wide variety of forms -- including film, theater, and music -- to encour age student appreciation of artistic endeavors. Fulfills GE Area C1 and the Ethnic Studies requirement.

AMCS 273 American Diversity: Past, Present, Future (4)
This course explores the relationships between race, ethnicity, and identity through close readings of social, historical, and cultural texts. At the heart of the course is an exploration of how race and ethnicity have impacted collective understandings of this nation's morals and values. Satisfies GE Area C2. Only one course numbered 273 in the Arts & Humanities will be considered for credit. Prerequisite: completion of GE Category A2 (Engl 101 or ENGL 100B) required.

AMCS 301 Africana Lecture Series (1)
A weekly lecture series offering presentations and discussions that focus on historical and contemporary topics relating to people of African descent. This includes, but is not limited to, African Americans, Continental Africans, Afro-Caribbeans, and Afro-Latinos. This lecture series is in honor of Dr. LeVell Holmes and his contributions to the Sonoma State University community. Lectures are open to the community. May be repeated for credit.

AMCS 339 Ethnic Groups and American Social Policy (3)
The impact of American social policies on ethnic minorities. Topics include public policy issues related to employment, immigration, education, mental health, and minority children and families. The impact of major court decisions affecting public policy and ethnic minorities will also be examined. Course might be taught from single ethnic group's perspectives. Satisfies upper-division Ethnic Studies in GE Area D1.

AMCS 350 Ethics, Values, and Multiculturalism (4)
This course examines theories and discourses of race, ethnicity, and multiculturalism and their impact on American thought and practice. Students will explore questions of ethics and values that shape the U.S. as a multicultural society and learn about conceptual tools they can apply in thinking critically about these issues in the various contexts they live in. Satisfies GE Area C2, and the Ethnic Studies requirement. This course can be taught in on-line or hybrid modes during the summer and/or intersession only.

AMCS 355 Language and Ethnicity (4)
An interdisciplinary approach to understanding the interrelationships between language, ethnicity, and the symbolic conflicts over language issues in the U.S.. Explores the politics of language -- e.g. the English-Only debates, bilingual education issues, and minority language rights and cultural issues -- and their impact on different ethnic groups. Examines the responses of affected groups through their literary and creative expressions. Satisfies the Ethnic Studies requirement and GE Area C3.

AMCS 360 Ethnic Literature (4)
A survey of representative novels, short stories, essays, biographies, and poetry of various ethnic authors in the United States. This course may also provide an in-depth study of one or more specific ethnicities (e.g. Asian American, African American, the poetic tradition in ethnic literature, women in ethnic literature, etc.) and may include multimedia instruction such as film, music, and visual art. Satisfies GE Area C2. Satisfies the upper-division Ethnic Studies requirement. Taught in face-to-face, hybrid and online modes.

AMCS 370 Gender in Asian America (4)
This course originates in WGS 370. This interdisciplinary course examines gender, race, class, and sexuality in Asian America. We consider how Asian American women and men fit into debates about sexism and racism in the United States - historically and contemporarily. Topics include Asian American participation in women's/civil right movements as well as popular culture representations. Cross-listed as WGS 370.

AMCS 374 The Multiracial Experience (4)
A general survey of the historical and contemporary experience of people claiming more than one racial or ethnic background. Emphasis will be given to inter-racial relations, the impact of political and social factors, and the cultural expressions of the multiracial experience.

AMCS 377 Asian American Experience (4)

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

AMCS 385 Facilitation Training (2-4)

Facilitation pedagogy training in active learning situations within established courses. Prerequisite: junior- or senior-level standing with satisfactory completion of either AMCS 210 or 255. By individual arrangement with instructor. Can be repeated up to 3 times for a total of 12 units.

AMCS 390 SFI Film Study (1-2)

Students enrolled in this course will attend Sonoma Film Institute (SFI) screenings. Students are also required to complete weekly reading assignments and submit a written film analysis incorporating these readings following each screening. Students will earn 1 unit of credit for every 6 film screenings attended. Repeatable for up to 4 units. Cross-listed with LIBS 390. Satisfies GE, category C1. Teaching mode of Online.

AMCS 392 Ethnic Images in Film and Media (4)

An examination of representative and significant works in film and other visual media tracing the evolution of racial and ethnic images from their earliest to latest manifestations. Examines how systems of representation shape the racial and ethnic discourses in U.S. society. Satisfies GE Area C1 and the Ethnic Studies requirement. Taught in face-to-face, hybrid and online modes.

AMCS 395 Community Involvement Program (1-4)

Course provides students with practical experience in various community organizations and health and social service agencies and educational settings. Includes schools, recreation programs, tutoring programs, day care centers, cultural arts organizations, civic promotion organizations, etc. A total of six units of CIP can be counted towards a degree.

AMCS 399 Student-Initiated Course (1-4)

Student-initiated and instructed course on topics that enrich or extend current departmental offerings. Students may take up to 4 units of AMCS 399 courses for major credit.

AMCS 420 Gender and Ethnicity (4)

A historical overview of racism and sexism as they affect women of color, focusing on issues in which racism and sexism intersect, e.g. affirmative action, abortion, sterilization, violence against women, and other issues. Cross-listed with WGS 420

AMCS 445 Multi-Culturalism and Education (4)

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

AMCS 475 Globalization and Race in the United States (4)

The United States, as one of the destination countries of diasporic peoples in this era of globalization, has often responded to the crises of globalization through racialization. This course emphasizes the importance of understanding this crisis and explores the possibilities of creating anti-racist strategies and new social movements.

AMCS 476 Selected Topics in African American Studies (4)

Subjects will vary by semester, but this course will concentrate on topics and periods in African American History. Students will be required to do a research project in this course. Students will also be asked to review primary documents in African American history. Topics subject to change.

AMCS 480 Research and Methodology (4)

Survey of research and methodological tools used in the study of American ethnic groups. A brief history of the field and an overview of current debates in Ethnic Studies will also be presented. Students engage in semester-long research projects. Students can substitute CALS 458 Research and Methodology for this course.

AMCS 481 Special Topics (1-4)

Please refer to the current Schedule of Classes.

AMCS 495 Special Studies (1-4)

Independent study. Prerequisites: AMCS 210 or 255, a core upper-division course, approval of the supervising faculty member, and approval of the department chair. May be repeated for credit up to 8 units.

AMCS 499 Service Learning Internship (1-4)

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

Anthropology (ANTH)

ANTH 200 Introduction to Linguistic Anthropology (3)

This introduction to the anthropological study of language surveys core topics in linguistics (e.g., phonetics, morphology, syntax, semantics, and pragmatics) and the relationship of language to social, cultural, and psychological factors. Nonverbal communication, evolution of language abilities, and historical linguistics are included, with linkages to the other subfields of anthropology. Satisfies GE Area D5.

ANTH 201 Introduction to Biological Anthropology (3)

This course is an introduction to the evolutionary biology of human and nonhuman primates. The course focuses on evolutionary perspectives on form and function, behavior, population, and social structure to reconstruct human evolution and explain human adaptations. Satisfies GE Area B2 (Biological Sciences).

ANTH 202 Introduction to Archaeology (3)

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

ANTH 203 Introduction to Cultural Anthropology (3)

Examination of the anthropological approach to the study of human behavior. Exploration of human dependence on learned, socially transmitted behavior through consideration of ways of life in a broad range of societies. Satisfies GE, Area D1 (Individual and Society). Taught in face-to-face, hybrid and online modes.

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

The nature of science, disciplinary inquiry, and the changing intellectual, institutional, and material context of the development of anthropology and its four major subfields in the contemporary world. Identification of significant issues, schools of thought, and historic persons. Training in the analysis of primary sources, scholarly procedure, library research, bibliography, and professional format and style. Prerequisites: at least one of the following: ANTH 200, 201, 202, or 203. Restricted to Anthropology juniors, seniors, and graduate students only.

ANTH 301 Human Fossils and Evolution (4)

This course reviews the fossil evidence for human evolution in Africa, Asia, and Europe during the Pliocene-Pleistocene epochs. The fossil evidence is treated in temporal, geological, and geographic contexts. The primary focus is on the evolutionary implications of the fossil evidence for understanding the evolution of human morphology and behavior. Implications for the emergence of modern human races are also considered. Prerequisites: completion of GE Area B2 and upper-division or graduate standing, or consent of instructor.

ANTH 302 The Evolution of Males and Females (4)

The reproductive and survival dilemmas faced by our ancestors have shaped our morphology and behavior in complex ways. This course examines the current theoretical frameworks for exploring human sexuality in evolutionary perspective. This course is taught face-to-face. Prerequisites: completion of GE Area B2 and upper-division or graduate standing, or consent of instructor.

ANTH 303 Human Behavioral Ecology (4)

This course is an introduction to human behavioral ecology, the application of evolutionary and biological models to the study of human behavioral variation. Topics of discussion will include optimal foraging theory, kin selection, resource transfer, mate choice, and parental investment. Prerequisites: completion of GE Area B2 and upper-division or graduate standing, or consent of instructor.

ANTH 305 Topics in Biological Anthropology (4)

In-depth examination of a specific topic within biological anthropology. Topics vary with each offering. May be repeated for credit if topic differs. Prerequisites: completion of GE Area B2 and upper-division or graduate standing, or consent of instructor.

ANTH 313 Primate Behavioral Ecology (4)

This course will familiarize students with our closest living relatives, the primates. Topics include taxonomy, diets & dietary adaptations, ranging behavior, cooperation & competition, community ecology, and conservation. Prerequisites: completion of GE Area B2 and upper-division or graduate standing, or consent of instructor. This course is strongly recommended in preparation for ANTH 414.

ANTH 315 Forensic Anthropology Theory and Practice (4)

This course explores the theories underlying forensic anthropology and how they are put into practice. Topics include a history of the discipline; professional responsibilities in the autopsy suite and courtroom; taphonomy and the estimation of time since death; techniques and contexts for positive identification; and depictions of forensic anthropologists in popular culture. Examination of case studies at local, national, and international scales. Prerequisite: completion of GE Area B2 and upper-division standing, or consent of instructor.

ANTH 318 Human Development: Sex and the Life Cycle (3)

An examination of developmental and evolutionary aspects of human reproductive biology and behavior from fetal through adult stages. Sexual selection and life history perspectives on fetal sex differentiation, gender identity, sex role development, puberty and secondary sexual characteristics, and mate choice. Satisfies GE Area E (The Integrated Person). Prerequisite: completion of GE Area B2 and open to juniors, seniors, and graduate students only. Taught in face-to-face, hybrid and online modes.

ANTH 322 Historical Archaeology (4)

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

ANTH 324 Archaeology and the Bible (4)

An exploration of the archaeology and history of the ancient Near East, from the earliest human settlements through the Persian empire (ca. 10,500-332 BCE). Societies described in the Hebrew Bible are emphasized, with topics ranging from the rise of the state and international trade, to the identities and everyday lives of men, women, and children. The history and socio-political impacts of "Biblical Archaeology" are also examined. Prerequisites: upper-division standing or consent of instructor. Cross-listed with HIST 324 & JWST 324.

ANTH 325 World Prehistory (4)

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

ANTH 326 Topics in Archaeology (4)

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

ANTH 327 Archaeology of North America (4)

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

ANTH 329 Bioarchaeology (4)

Bioarchaeologists use human remains obtained from archaeological settings to reconstruct past lifeways. Key concepts include recovery and analysis of human remains, human skeletal anatomy, disciplinary ethics, bodily expressions of disease and behavior, social complexity and population affinity, and embodied identity. Use of case studies reveals how bioarchaeological methods and theories are implemented around the world. Prerequisite: upper-division standing or consent of instructor.

ANTH 340 Living in our Globalized World (3)

This course explores differences in human cultures primarily as highlighted through cultural interactions. Focus is on learning to perceive how cultural differences influence the dynamics of human interactions and relationships at the level of the individual, the community, the nation, and the world. This will contribute to an understanding of the processes and patterns shaping our lives allowing students to develop the skills and perspectives necessary to live in the global community. Not applicable to the Cultural Anthropology subfield requirement for the Anthropology major. Satisfies upper-division GE, Area E (The Integrated Person). Prerequisite: upper-division standing or consent of instructor. Taught in face-to-face, hybrid and online modes.

ANTH 341 Emergence of Civilizations (3)

A presentation of theory and data related to the development and characteristic features of civilization. Such crucial issues as the domestication of plants and animals, the appearance of stratified societies, the emergence of urban life, the emergence of literacy and its implications for thought, and the emergence of the state will be addressed from a comparative perspective. The course takes a global approach to these topics, covering materials from Southwest Asia; Africa; the Mediterranean; and North, Central, and South America. Not applicable to the Archaeology subfield requirement for the anthropology major. Satisfies upper-division GE Area D2 (World History and Civilization). Prerequisite: upper-division standing or consent of instructor.

ANTH 342 Organization of Societies (4)

Intensive in-class discussions of accounts from several societies, past and present. Discussions address key issues in cultural analysis (e.g., status, kinship, gender and identity, symbolism) by means of cross-cultural comparison and a holistic examination of culture. Students are encouraged to think critically and interpretively about the organization and cultural practices of the societies under review. Prerequisites: ANTH 203 and upper-division standing or consent of instructor.

ANTH 345 Nature and Society: Topics in Anthropology and the Environment (4)

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

ANTH 352 Global Issues (4)

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

ANTH 354 Quest for the Other: Tourism and Culture (4)

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

ANTH 358 Topics in Sociocultural Anthropology (4)

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

ANTH 380 Language, Culture, and Society (4)

A survey of basic issues concerning language as a part of human behavior, the symbolic nature of human communication, language as an interpretive model for culture, the social nature of language, the psychobiological bases of language and its acquisition, human and nonhuman communicative behavior, and verbal and nonverbal communication. Prerequisites: upper-division standing and ANTH 200 or ANTH 203 or ENGL 203, or consent of instructor.

ANTH 382 Language Change (4)

Survey of the distribution of the world's languages and language families, with discussion of language evolution and areal, genetic, and typological classifications of languages. Study of the languages in contact and the processes of language change, with attention given to the history of writing systems and to writing as a source of evidence for the reconstruction of linguistic change. Prerequisites: ANTH 200 or ANTH 203 or ENGL 203 and upper-division standing, or consent of instructor.

ANTH 383 Language in Sociopolitical Context (4)

Focus on such topics as language attitudes, political power and linguistic equality, language and sociopolitical institutions, and language planning. Practical introduction to the insights offered by discourse analysis to the study of language varieties reflected in particular geographical regions, and by members of particular social classes/groups. Prerequisites: ANTH 200 or ANTH 203 or ENGL 203 and upper-division standing or consent of instructor.

ANTH 384 Topics in Linguistic Anthropology (3-4)

Topics may include: language acquisition, ideology, policy, revitalization, evolution, creolization and language contact, semantics and pragmatics, and sociolinguistics. Topics vary with each offering. Prerequisites: ANTH 200 or ANTH 203 or ENGL 203 and upper division standing, or consent or instructor.

ANTH 386 Sign Languages and Signing Communities (4)

Focus is on sign languages used in Deaf communities around the world, with an emphasis on three themes: (a) language as a system, (b) language in cultural and social context, and (c) language relationships in space and time. No previous knowledge of sign language is required. Prerequisites: ANTH 200 or ANTH 203 or ENGL 203, and upper-division standing, or consent of instructor.

ANTH 392 Research in California Prehistory (4)

A seminar offering an introduction and review of a specific topic in California prehistory, emphasizing method and theory. Specific topics -- such as regional culture history, subsistence and settlement, trade and exchange, prehistoric technology and osteology -- will be announced in the semester schedule. Prerequisite: upper-division standing or consent of instructor.

ANTH 396 Topics in Anthropology (1-4)

In-depth examination of a topic within anthropology. Topics vary with each offer-

ing. Maybe repeated for credit if topic differs. Prerequisite: upper-division standing or consent of instructor. Course taught in face-to-face, online, and hybrid modes.

ANTH 400 Anthropology Teaching Praxis (1-3)

Supervision and assessment of curriculum development, course assessment as applicable to students in instructional or faculty-adjunct roles. May be repeated for credit. Instructor consent required.

ANTH 401 Conference Preparation and Organization (3)

Planning, organizing, and implementing undergraduate research forum. Students learn about all aspects of conference organization and proceedings publication. Students will participate in event production, abstract solicitation and selection, publicity, and budgeting for a specific campus research conference. They will also gain valuable skills in journal editing, layout, and publication. May be repeated for credit. Prerequisite: Instructor consent required.

ANTH 412 Human Osteology (4)

Combined lecture/laboratory course on the anatomy and biology of the human skeleton. Students learn to identify the bones and teeth of the human skeleton; the landmarks used for osteological analyses; and how morphological and metric analyses of bones and teeth can reconstruct personal biographies and population histories. Prerequisites: completion of GE Area B2 and upper-division standing, or consent of instructor.

ANTH 414 Observing Primate Behavior (4)

In this research methods course, students will learn how to describe and analyze primate behavior through direct observations of local fauna and captive primates at Bay Area zoos. Prerequisites: completion of GE Area B2 and upper-division or graduate standing, or consent of instructor. Completion of ANTH 313 is strongly recommended.

ANTH 415 Forensic Anthropology Methods (4)

Combined lecture/laboratory course for students interested in the methods used by forensic anthropologists. Topics include learning the anatomy of the human skeleton; creating a biological profile by estimating age, sex, stature, and ancestry; identifying the effects of trauma and pathology on bone to discover cause and manner of death; and understanding forensic anthropologists' role in crime scene investigation. Prerequisites: completion of GE Area B2 and upper-division standing, or consent of instructor.

ANTH 420 Archaeology Methods (4)

Basic methods of archaeological reconnaissance, excavation and laboratory analysis. Class time is divided between lecture/discussions, survey and excavation on local archaeological sites, and processing and analyzing excavated collections of artifacts. Upper division standing.

ANTH 444 Material Culture Studies (4)

An interdisciplinary examination of the objects, structures, technologies and environments humans create and use. Compares approaches from anthropology, archaeology, folklore, history, vernacular architecture, and cultural landscape studies. Introduces students to material culture study methods, emphasizing techniques of identifying, recording, analyzing and interpreting a wide range of material culture categories. Prerequisites: Class open to Juniors, Seniors, and Graduate Students only, or consent of instructor.

ANTH 451 Applied Ethnographic Methods (4)

This is an applied research course designed to link theory, field research, data collection, and service learning in the local community. This will include research design, data collection and analysis, and final report preparation and presentation. Other topics covered include historic overview of the development of applied anthropology, the uses and roles of anthropology outside academia, survey of professional practice including ethical considerations, state of the job market, techniques for career preparation, and issues of generalization versus specialization. Prerequisites: ANTH 200 or 203 and upper-division standing or consent of instructor.

ANTH 454 Ethnographic Field School (4)

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

ANTH 480 Studies of Language Use (4)

Application of methods and procedures used in the investigation of communication in natural contexts. Topics include research ethics, problem formation, research design, basic data gathering techniques and strategies (with an emphasis on linguistic approaches), quantitative and qualitative data analysis and report writing. Prerequisites: ANTH 200 or ENGL 203 and upper-division standing, or consent of instructor.

ANTH 490 Topical Seminar in Anthropology (1-4)

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

ANTH 491 Senior Seminar (1)

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

ANTH 495 Special Studies (1-4)

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: Upper-division standing, a minimum 3.0 GPA and consent of instructor. May be repeated for credit up to 8 units.

ANTH 496 Agency Internships (1-3)

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

ANTH 496A Internship in Archaeology (2-3)

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

ANTH 497 Anthropology Internships (1-3)

Students in the internship program have an opportunity to apply anthropological theory and methods to a variety of situations in public and private agencies. Internships require faculty approval, a minimum of 45 hours of work per unit per

semester, including regular consultation with and evaluation by the faculty sponsor. Cr/NC only. May be repeated for credit. Prerequisites: Upper-division or graduate standing and consent of instructor.

ANTH 500 Proseminar (4)

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

ANTH 502 Archaeology: History and Theory (3)

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

ANTH 503 Seminar: Cultural Resources Management (3)

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

ANTH 554 Field School in Cultural Heritage Management (4)

A field school designed to introduce graduate students to fieldwork in cultural heritage management. Students will learn how to design and carry out a research project utilizing skills appropriate to the specific focus of their project. Students will be required to write a report based on their research and experiences. Contact department for more information. May be repeated for credit. Prerequisite: graduate status or consent of instructor.

ANTH 578 Project Continuation (1-3)

Designed for students working on their thesis or master's project but who have otherwise completed all graduate coursework toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisite: Open to graduate students only and permission of the graduate coordinator required. Cr/NC only.

ANTH 590 Advanced Seminars in Anthropology (1-3)

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.

ANTH 592 Practicum in National Register of Historic Places (2)

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

ANTH 595 Special Studies (1-4)

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

ANTH 596 Agency Internships (1-3)

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

ANTH 596A Internship in Archaeology (2-3)

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

ANTH 596B Internship in Cultural Resources Management (2-3)

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

ANTH 596C Internship in Information Management (2-3)

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

ANTH 597 Anthropology Internships (1-3)

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. Prerequisites: graduate standing and consent of instructor.

ANTH 598 Teaching Assistant in Anthropology (1-3)

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. May be repeated for credit.

ANTH 599A Thesis (2-3)

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

ANTH 599B Thesis (2-3)

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

Art History (ARTH)

ARTH 160A Humanities Learning Community (4)

ARTH 160 A/B is a year long course, which features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking) and C3 (Comparative Perspectives and/or Foreign Languages) GE Areas. C- or better required in the second semester for A3 credit. Students taking this course can not get credit for ARTH 210.

ARTH 160B Humanities Learning Community (4)

ARTH 160 A/B is a year long course, which features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking) and C3 (Comparative Perspectives and/or Foreign Languages) GE Areas. C- or better required in the second semester for A3 credit. Students taking this course can not get credit for ARTH 210.

ARTH 199 Student-Instructed Course (1-4)

Please see current Schedule of Classes for details. May be repeated for credit.

ARTH 210 Introduction to Art History (3-4)

A survey course covering painting, sculpture, and architecture of prehistoric and primitive cultures, and ancient, classical, and medieval civilizations. Satisfies GE Area C1 (Fine Arts). Students who have taken ARTH 160A will not receive credit for taking ARTH 210. Taught in face-to-face and online modes.

ARTH 211 Introduction to Art History (3-4)

A survey course covering painting, sculpture and architecture from the Renaissance to the present with a global perspective. Satisfies GE Area C1 (Fine Arts). Students who have taken ARTH 160B will not receive credit for taking ARTH 211. Taught in face-to-face and online modes.

ARTH 270A Survey of Islamic Art (3-4)

This course examines the formation, establishment and variations of Islamic artistic culture from its beginnings in the 7th century through the 20th century. Satisfies GE, category C1 (Fine Arts)

ARTH 270B Survey of Asian Art (3-4)

Course examines artistic developments in Asia (including China, Japan and India) from prehistoric periods to the present. Satisfies GE, category C1 (Fine Arts).

ARTH 273 Arts and Literature: Critical and Creative Readings and Renderings (4)

This course explores the relationship between literature and art, paying attention to interrelationships between literary and artistic works and and exploring different aspects of creativity, history and culture found in art and literature. Satisfies GE Area C2. Only one course numbered 273 in the Arts & Humanities will be considered for credit. Prerequisite: completion of GE Category A2 (Engl 101 or ENGL 100B) required.

ARTH 300 Graded Assistance Projects (1-4)

Designed for advanced students to gain practical experience in the functions of art studios, workshops, classroom, visual resources management, or exhibition projects. Work under supervision of faculty or staff. Each unit requires 3 hours of work per week. Grade only. (See also ARTH 499.) May be repeated for credit.

ARTH 301 Assistance Projects (1-4)

Designed for advanced students to gain practical experience in the functions of art studios, workshops, classrooms, or exhibition projects. Work under supervision of faculty or staff. Each unit requires 3 hours of work per week. Cr/NC only. May be repeated for credit.

ARTH 312 Principles of Arts Management (3)

May be offered every three or four semesters. A seminar surveying the management of nonprofit visual arts institutions in the United States and the role of those institutions within society. Topics range from practical information, such as the structure of nonprofit organizations, the role of a board of trustees, fundraising, financial management, marketing, and the growing use of technology in the arts, to theoretical concepts being discussed within the field. Guest lecturers will be featured on a regular basis, and several field trips will be scheduled.

ARTH 399 Student-Instructed Course (1-4)

Please see current Schedule of Classes for details. May be repeated for credit.

ARTH 420 Pre-Classical Art (3-4)

A course exploring topics in the history of the arts and architecture of Egypt, Crete, and/or the Near East before the conquests of Alexander the Great.

ARTH 422 Greek Art (3-4)

This course explores topics in the history of Greek art and architecture from the Bronze Age through the Hellenistic periods (ca. 1000 B.C.-100 A.D.).

ARTH 424 Roman Art (3-4)

A course exploring topics in Etruscan and Roman art and architecture from the early Republic through the age of Constantine, 4th century C.E.

ARTH 430 Medieval Art In and Around the Mediterranean (3-4)

A course examining artistic developments after the Roman Empire. Topics may include Jewish, Christian, and Muslim traditions in the Mediterranean and environs, Byzantium, iconoclasm, Viking culture and explorations, the Carolingian Renaissance, monastic practice. Emphasis on how art, religion, politics, and other aspects of culture were transmitted and shared. Content emphasis may vary.

ARTH 432 Medieval Art: Post-Millennial Issues (3-4)

A thematic course examining critical issues in late medieval art possibly including race, gender, religion, relics, materiality, and magic. Jewish, Christian, and Muslim traditions included. Content emphasis may vary.

ARTH 440 15th C. Renaissance Art: Vision, Representation, Space (3-4)

This class examines fifteenth-century European modes of understanding the nature of art, representation, and viewing. Content emphasis may vary. May be repeated with consent of instructor.

ARTH 442 The Self-Conscious Italian Renaissance (3-4)

A thematically organized course exploring contentious sixteenth-century issues: gender, race, politics, sacred space, and social organization. Local and global concerns are considered in tandem. The beginnings of art history and later notions of periodization are examined critically.

ARTH 444 Northern Renaissance Art (3-4)

A course exploring topics in painting, printmaking, sculpture, and architecture of the 14th-16th centuries in Europe. Content emphasis may vary. May be repeated with consent of instructor

ARTH 450 Baroque: Object to Artwork (3)

A course exploring the fractious debates over the nature of art, the role of the artist, alterity, social class, and global explorations, especially the exchange of images between Europe and the Americas. Content emphasis may vary.

ARTH 452 Art in the Age of Enlightenment (3-4)

This course examines topics in the 18th c art and may include examinations of painting, architecture, sculpture and printmaking. Themes include the relationship between art and social class, influences of enlightenment philosophy, women and the arts, art and revolution. Topics vary. May be repeated for credit with the consent of the instructor.

ARTH 454 Art and the Emergence of Modernity (3-4)

This course explores 19th c art movements such as Impressionism, Neo-impressionism, Symbolism in relation to the changes that marked the Nineteenth Century: the development of the democratic nation state, colonialism, the rise of social movements, the shift from private court patronage to a free market economy, the development the dealer-critic system, the invention of photography, scientific

advances in optics, and the discovery of the unconscious in psychology, shifts in gender roles. Satisfies upper-division GE, category C (Fine Arts). Prerequisite: HUM200 or ENG 101 or ENG 100B or LIBS 101 required.

ARTH 456 The History and Theory of Photography (3-4)

This course examines photography as a cultural object and a form of art from its invention to the digital age. Topics may include: photography as art, photography and the avant-gardes, photography and gender, photography and memory, photography as scientific or juridical proof, documentary and photojournalism, photography and the construction of identities, photography and place, the transformation of photography in the digital age.

ARTH 460 History of American Art (3-4)

A survey of the American experience from pre-Colonial times to the present, with insights into European, non-Western, and native influences. Satisfies upper-division GE Area C1 (History of the Fine Arts). Prerequisite: HUM 200 or ENGL 201.

ARTH 464 Avant-Gardes of the Early 20th Century (3-4)

This course explores topics in the history of art from approximately 1900-1945: Examines avant-garde movements such as Fauvism, Cubism, Expressionism, Primitivism, Constructivism, Dada and Surrealism with relation to the cultural upheavals of the early 20th Century including industrialization, revolution, WWI, shifts in gender roles and the rise of fascism. Satisfies upper-division GE, category C1 (Fine Arts). Prerequisite: HUM 200 or ENGL 101 or ENGL 100B.

ARTH 465 Modern Art from 1945 to 1979 (3-4)

A course exploring European and American developments in late modern and early postmodern art with a focus on work made between 1945 and 1979. Movements such as Abstract Expressionism, Pop, Minimalism, Photo-Realism, Earth Art, and Feminist Art will be discussed in depth, along with the social, economic, and political context within which the work was created. Reading and writing assignments on designated topics will be required. Satisfies upper-division GE Area C1 (Fine Arts). Prerequisite: HUM 200, ENGL 101, or ENGL 100B. Taught in face-to-face and hybrid modes.

ARTH 466 Contemporary Art (3-4)

A course exploring international developments in postmodern and current art with a focus on work made from 1980 and to the present. Movements and styles such as Neo-Expressionism, Appropriation, Graffiti, Body and Identity Art, and the use of new technology will be discussed in depth. In addition, we will examine the critical theories necessary for a thorough understanding of contemporary art and artists. Reading and writing assignments on designated topics will be required.

ARTH 467 Museum Collections Management (3)

A course on the principles and practices of managing and caring for today's museum collections. Classes will relate to different types of collections including art, history, and anthropology, as well as different models of museums: public, private, and corporate. Topics include accessioning, object handling and storage, preventative conservation, collections planning, exhibitions, and loans. Students will gain an overall understanding of the physical, ethical and legal care of museum collections. Guest speakers and off-campus field trips to tour behind the scenes collections at Bay Area museums will be planned.

ARTH 468 Curatorial Practice (3)

A lecture and activity seminar designed to explore the changing role of the curator in relation to contemporary art, both within and beyond traditional presenting institutions. In addition to a historical review of curatorial models, the course will address such subjects as curatorial theory; assessment and interpretation; writing for curators; public speaking; research methodology for curators; and exhibition theory and practice. Students will also participate in at least one exhibition project. Several guest speakers and field trips will be scheduled

ARTH 470A Survey of Islamic Art (3-4)

This course examines the formation, establishment and variations of Islamic artistic culture from its beginnings in the 7th century through the 20th century. May be repeated with consent of instructor. Students who have taken ARTH 270A will not receive credit for taking ARTH 470A.

ARTH 470B Asian Art (3-4)

Course examines artistic developments in Asia (including China, Japan and India) from prehistoric periods to the present. May be repeated with consent of instructor.

ARTH 474 Topics in Islamic Art (3-4)

A course dealing with intensive study of a particular topic of Islamic Art. The topic will vary from semester to semester and may include the Age of Empire, Islamic Spain or other topics. Course may be repeated.

ARTH 480 Selected Topics in Art History (1-4)

A 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.

ARTH 490 Seminar in Visual Art and Culture (4)

Students write a semester long research paper and learn research methods, writing strategies, application of critical theory to analysis of art and visual culture. Open to all majors. Required for art history majors. Prerequisite: Junior or Senior standing. We recommend that non-art history majors have completed two papers in upper division art history courses or connected humanities or social sciences in order to be successful in this class.

ARTH 492 Senior Honors Thesis (1-2)

The honors student prepares an in-depth research paperunder the guidance of members of the art history faculty. The student will utilizescholarly resources and produce an original research paperof extended length. Participation by consent of the art history faculty. Must be taken with two separate advisors. Prerequisites: ARTH 490. Restricted to ARTH majors only. Instructor approval required.

ARTH 493 Museum and Gallery Management (3)

A seminar surveying the management of nonprofit museums and other visual arts organizations in the United States and the role of these institutions within society. Topics range from practical information, such as the structure of nonprofit organizations, the role of a board of trustees, fund-raising, financial management, marketing, and the growing use of technology in the arts, to theoretical concepts being discussed within the field. Guest lecturers and field trips will be scheduled throughout the semester. (Offered every three or four semesters).

ARTH 494 Museum Theory and Practice (3)

An advanced lecture and activity course in methods and techniques of nonprofit gallery and museum practice. Topics include history and philosophy of museums, their structure and purpose, exhibition development, and a museum's relationship to the public. Current issues such as accountability, management of cultural artifacts, censorship, and funding for the arts will also be discussed. Students participate in various functions of the University Art Gallery including exhibition installation and design, opening receptions, publicity, fundraising events, and administration. Two off-campus field trips will be planned.

ARTH 495 Special Studies (1-4)

For upper-division Art History and Film History majors only. Consult department faculty in your area of emphasis. The University contract form with required signatures of student, instructor, faculty advisor, and department chair must be completed before registering for special studies units. Not applicable to the Art History major or minor. May be repeated for credit up to 8 units.

ARTH 496 Directed Field Research Experience (1)

Travel to galleries and museums in various North American cities. Individual and group participation required. Destinations vary; consult semester schedule for specifics. May be repeated and may be applicable to requirements in the major. Fee required at time of registration. Prerequisites: major status and advanced standing

or consent of instructor. Cr/NC only.

ARTH 497 Directed Field Research Experience (1)

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

ARTH 499 Internships (1-4)

Students in the internship program will have an opportunity to gain practical skills by working in a variety of capacities, including gallery and museum situations in the private and public sectors. Credit will be given for completion of 3 hours of work per week per unit, by prior arrangement with department coordinator. Prerequisite: consent of instructor. A-F and Cr/NC. (See also ARTH 300.) May be repeated for credit.

Art Studio (ARTS)

ARTS 101 Art Fundamentals (3)

Basic design. A studio course in the study of form, color, and composition in 2-dimensional art; rendering of 3-dimensional objects from observation using line and values; and principles of perspective. Basic requisite course for studio courses on the 200 level.

ARTS 102 Fundamentals of Three Dimension Design (3)

A studio course introducing the student to the principles of three dimensional design. Sculptural, architectural and design projects are realized through a series of assigned projects exploring form, volume, plane, line, and structure. Traditional and non-traditional sculptural materials are used. Prerequisite course for 200 level studio courses. Laboratory fee due at time of registration.

ARTS 103 Safety and Shop Practices (1)

An activity course required for new or transfer sculpture students, or for any student wishing to have access to the wood shop or use power and hand tools dispensed from the tool crib. Class is recommended for all students majoring in Art Studio. Required for students in the Sculpture emphasis. Examinations required every semester for continued use of power equipment. Laboratory fee payable at registration. May be repeated for credit.

ARTS 104 Studio Art Foundations (4)

This course is designed to encompass the primary learning objectives of ARTS 101 and102 into one intensive studio experience. Geared specifically to incoming Art History and Studio Art majors, students will be asked to participate in a variety of activities and exercises that are designed to break down preconceived notions of art-making and the creative process, introduce a conceptual focus, and apply the basic principles of 2- and 3-dimensional design. Concurrent registration in ARTH 160 A/B is suggested. This course, when taken in conjunction with ARTS 103, meets the basic requisite for studio courses on the 200 level. Laboratory fee payable at registration.

ARTS 105 Media Art Fundamentals (3)

Media Art Fundamentals is a foundation course exposing students to the various software applications used in media art production. Students will gain experience with the creation of still and moving images, sound recording, online presentations and digital printing. Lab fee payable at time of registration.

ARTS 202 Beginning Drawing (1-4)

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

ARTS 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.

ARTS 210 Introduction to Digital Photography (3)

An introduction to the theory, techniques and processes of still photography with a digital camera. Course content will emphasize photography's potential for self-expression and creative problem solving in an artistic context. Image output will include digital prints and on-line presentations. Lab fee payable at time of registration. Prerequisite: ARTS 105 or consent of Photography Director or Department Chair

ARTS 212 Introduction to Analogue / Darkroom Photography (3)

An introduction to black and white analog 35mm photography and darkroom printing. Lab fee payable at time of registration. Prerequisite: ARTS 210 or consent of Photography Director or Department Chair

ARTS 220 Beginning Painting (1-4)

Studio course in painting in a variety of media, with primary concentration in oil. Directed problems. Work from imagination, still life, and the figure. Group and

individual criticism.

ARTS 229 Beginning Ceramics (2-4)

A studio course surveying a wide range of ceramic processes, including a variety of hand building techniques, working on potter's wheel, glazing, and firing. Directed problems cover both traditional/sculptural aspects of ceramics. Course includes lectures, demonstrations, discussion, critiques, and laboratory. Lab fee payable at time of registration.

ARTS 236 Beginning Sculpture (2-4)

A studio course offering a range of traditional and non-traditional sculptural processes and materials. Introduces the beginning student to welding, woodworking, mold-making, and casting. Group critiques, field trips, textbook required. Lab fee due at time of registration.

ARTS 245 Beginning Printmaking (2-4)

A studio course introducing the student to a variety of printmaking media, which may include etching, lithography, woodcut, and linocut. Lecture, demonstration, and laboratory work, which may include proofing, printing, and a small edition. Laboratory fee payable at time of registration.

ARTS 273 Arts and Literature: Critical and Creative Readings and Renderings (4)

This course explores the relationship between literature and art, paying attention to interrelationships between literary and artistic works and and exploring different aspects of creativity, history and culture found in art and literature. Satisfies GE Area C2. Only one course numbered 273 in the Arts & Humanities will be considered for credit. Prerequisite: completion of GE Category A2 (Engl 101 or ENGL 100B) required.

ARTS 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 ARTS 101 and 102.

ARTS 300 Graded Assistance Projects (1-4)

Designed for advanced students to gain practical experience in the functions of art studios, workshops, classrooms or exhibition projects. Work under supervision of faculty or staff. Each unit requires 3 hours of work per week. Grade only. May be repeated for credit.

ARTS 301 Assistance Projects (1-4)

Designed for advanced students to gain practical experience in the functions of art studios, workshops, classrooms, or exhibition projects. Work under supervision of faculty or staff. Each unit requires 3 hours of work per week. Cr/NC only. May be repeated for credit.

ARTS 302 Intermediate Drawing (1-4)

Directed problems in drawing for the intermediate student. Work from both imagination or observational approaches. Prerequisite: ArtS 202 or 204. May be repeated for credit.

ARTS 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: ARTS 204. May be repeated for credit.

ARTS 305 Special Topics in Photography (3)

This is a rotating special topics in Photography studio art course. Course content may include alternative processes, interdisciplinary practices, moving image, sound recording, handmade artist books and other experimental approaches to image making. Lab fee payable at time of registration. Prerequisite: ARTS 212 or consent of Photography Director or Department Chair. May be repeated for credit.

ARTS 310 Intermediate Digital Photography (3)

In this studio course intermediate theory, techniques and processes of digital photography will be explored with an emphasis on quality output. Students gain familiarity with a variety of input and output options and multiple image editing applications with emphasis placed on the creative use of new technology. Lab fee payable at time of registration. Prerequisite: ARTS 210 or consent of Photography Director or Department ChairMay be repeated for credit.

ARTS 312 Studio Lighting (3)

A studio course that introduces concepts and techniques of studio lighting; medium and large format analog camera operation and advanced darkroom printing techniques. Lab fee payable at time of registration. Prerequisite: ARTS 212 or consent of Photography Director or Department Chair. May be repeated for credit.

ARTS 320 Intermediate Painting (1-4)

Intermediate-level studio course in painting. Directed and individual problems. Group and individual criticism. May only be repeated by majors. Prerequisite: ARTS 220. Laboratory fee payable at time of registration. May be repeated once for credit.

ARTS 329 Intermediate Ceramics (2-4)

A studio course concentrating on wheel and hand building techniques to explore formal/functional issues in clay. Emphasis is placed on design issues, content, and developing a personal visual vocabulary through individual and group critiques. Laboratory exercises to develop color/texture in glazes and firing techniques are also covered. Lab fee payable at time of registration. Prerequisite: ARTS 229. May be repeated once for credit. Textbook required.

ARTS 336 Intermediate Sculpture (1-4)

A studio course with directed projects. Emphasis on content and developing a personal sculptural vocabulary through experimentation with traditional and non-traditional materials and processes. Group critiques, field trips, short writing assignments. Textbook required. Laboratory fee due at time of registration. Prerequisite: ARTS 236. May be repeated once for credit.

ARTS 340 Intermediate Etching and Woodcut (1-4)

A studio course on the intermediate level in various printmaking aspects, including woodcut, engraving, photo-engraving, monotype, and etching. Laboratory fee payable at time of registration. Prerequisite: ARTS 245. May be repeated once for credit.

ARTS 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: ARTS 245.

ARTS 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 colle, and multiple manipulated prints. A maximum of 3 upper-division units may be applied toward a printmaking or a painting emphasis. Laboratory fee payable at time of registration. Prerequisite: ARTS 245.

ARTS 395 Community Involvement Program (1-4)

Student-directed creative activities in behalf of nearby off-campus community agencies. One to 4 units of credit, based on 30 hours of contributed effort per unit per semester. Art education assistance and selected private enterprises. Six CIP units may be applied toward a degree. Prerequisite: prearranged program with community host-sponsor and consent of instructor. A total of six units of CIP may be applied towards a degree.

ARTS 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. Prerequisites: at least 4 units of ARTS 202 or 204, and 3 units of 300-series drawing courses, or consent of instructor.

ARTS 404 Advanced Life Drawing (2-4)

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: ARTS 304.

ARTS 420 Advanced Painting (2-4)

Continued studio work in painting in oils and/or acrylics. May be repeated by art majors only for credit up to a maximum of 9 units, more for B.F.A. students. Prerequisite: ARTS 320. Laboratory fee payable at time of registration.

ARTS 429 Advanced Ceramics (2-4)

A studio course addressing advanced throwing and hand building, glazing, and firing techniques. Emphasis is placed on content and development of a personal voice in ceramics. Students are encouraged to create individual project plans and work large scale. Prerequisites: ARTS 229 and 329. Lab fee payable at time of registration. May be repeated once for credit.

ARTS 430 Large Scale Clay and Installation of Ceramic Sculpture (2-4)

Course concentrates on large scale ceramics sculpture/installation. Hand building and wheel throwing techniques utilized. Emphasis placed on project planning, content, and developing a personal visual vocabularly through individual/group critiques. Lab fee payable at registration. Prerequisites: ARTS 229 and 329 or 330. Can replace one semester of Advanced Ceramics.

ARTS 435 Bronze Foundry (2-4)

In-depth instruction of processes involved in producing bronze sculpture. Students explore all aspects of realizing sculpture in bronze, from clay or plaster molds to wax: various methods of wax working/mold making, including ceramic shell, sand, and investment; casting; and patination. Group critiques, fieldtrips. Laboratory fee due at time of registration. Prerequisite: ARTS 236, or consent of instructor. Textbook required.

ARTS 436 Advanced Sculpture (2-4)

Studio and field work that emphasizes the development of individual style. Group critiques, field trips, and short writing assignments. Text book required. May be repeated for credit up to a maximum of 15 units, more for B.F.A. Laboratory fee payable at time of registration. Prerequisite: 6 units of ARTS 336 or consent of instructor.

ARTS 437 COMMENCE: Sculpture Projects (3)

In this intensive studio course, students learn the practical steps of creating public art projects including proposal writing, model building, oral presentations and fabrication. The large-scale sculptures are displayed throughout campus during the final weeks of the spring semester, including commencement. Critiques, field trips and writing assignments. Text book required. Laboratory fee due at time of registration. May be repeated. Prerequisite: ARTS 436, or consent of instructor.

ARTS 440 Advanced Etching and Woodcut (1-4)

Advanced studio problems in relief and intaglio printmaking methods, including relief, engraving, photo-engraving, monotype, and etching. May be repeated for credit up to 12 units. Laboratory fee payable at registration. Prerequisite: ARTS 340.

ARTS 442 Advanced Lithography (2-4)

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: ARTS 342.

ARTS 457 Advanced Photography (3)

Advanced Photography focuses on the development and resolution of a cohesive body of work for use in online and print portfolios. Lab fee payable at time of registration. May be repeated for credit. Prerequisite: ARTS 310 or consent of Photography Director or Department chair

ARTS 458 Advanced Media Arts (3)

Advanced Media Arts is a studio course that introduces concepts and techniques of contemporary extended photographic practice, including basic video, installation and experimental art techniques as well as cross-disciplinary possibilities and contextual issues in the presentation of art works. Lab fee payable at time of registration. May be repeated for credit. Prerequisite: ARTS 310 or consent of Photography Director or Department Chair

ARTS 465 B.F.A. Seminar (1-4)

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

ARTS 466 B.F.A. Portfolio Artists' Practices (3)

Professional issues will be addressed in the preparation and presentation of a B.F.A. exhibition that will be reviewed and critiqued by the studio faculty. Students will be expected to give an oral defense of their work, prepare a statement, a curriculum vitae, and document their work in preparation for graduation. B.F.A. students only.

ARTS 470 Art: Theory and Practice (2-4)

Advanced seminar course combining lecture/activity. Emphasis placed on development of proposals for works of art, in response to slide lectures and assigned readings, and exploration of new methods and materials outside student's usual medium. Participation in group critiques is an essential element of course. Lab fee. Prerequisite: instructor(s) consent.

ARTS 482 Advanced Monotype (1-4)

An advanced studio course emphasizing single and multiple images derived from a variety of original sources, including painting, hand-painted prints, chine colle, and multiple manipulated prints. Up to 3 upper-division units may be applied toward a printmaking or painting emphasis. Laboratory fee payable at registration. Prerequisite: ARTS 382.

ARTS 491 Visiting Artists' Lecture Series (1)

The Visiting Artist Lecture Series is a Credit / No Credit course, which brings prominent contemporary artists to Sonoma State University to present their creative and scholarly work on a weekly basis. Class discussions will occur on weeks a speaker is not scheduled. Attendance to all lectures is mandatory and a paper is required at the end of the semester to receive course credit. Satisfies GE, category C1 (Fine Arts). This course may be repeated for credit but only 1 unit of C1 credit will be awarded.

ARTS 495 Special Studies (1-4)

For upper-division Art majors only. Consult department faculty in your area of emphasis. The University contract form with required signatures of student, instructor, faculty advisor, and department chair must be completed before registering for special studies units. Not applicable to the Art minor or non-art major.May be repeated for credit up to 8 units.

ARTS 496 Directed Field Research Experience (1)

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

ARTS 497 Directed Field Research Experience (1-4)

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

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

A studio course dealing with intensive study of a particular art topic, which may vary by semester. May be repeated and applicable to requirements for a major in Art. Consult advisor and department chair. Prerequisites: major status, advanced standing, and instructor consent.

ARTS 499 Internship (1-4)

Students in the internship program will have an opportunity to gain practical skills by working in a variety of gallery and museum situations in the private and public sectors. Credit will be given for completion of 3 hours of work per week, per unit, by prior arrangement with department coordinator. Prerequisite: consent of instructor. A-F or Cr/NC. Course may be repeated for credit.

Astronomy (ASTR)

ASTR 100 Descriptive Astronomy (3)

Lecture, 3 hours. A survey designed primarily for non-science majors, including an introduction to historic astronomy, Newton's Laws, gravitation, atomic structure, light, and telescopes. Take a tour of the solar system, learn about space flight, stars and stellar evolution, galaxies, and the structure of the universe. Satisfies GE, Area B1 or B3 (Physical Sciences).

ASTR 150 Astronomy for Scientists (3)

Lecture, 3 hours. A survey of astronomy designed primarily for science majors, this course presents the physics and mathematics underlying modern astronomy. The course covers the composition and nature of the universe - from our own solar system, to stars and stellar evolution, interstellar matter, galaxies, and clusters of galaxies. Pre or co-requisite: Math 160, Math 161, MATH 161B or MATH 161X, or consent of instructor. Fulfills GE Area B1 or B3.

ASTR 231 Introduction to Observational Astronomy (2)

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; and techniques in imaging, photometry, and spectroscopy. Satisfies GE, Area B1 or B3 (Physical Sciences) and GE laboratory requirements. Prerequisite: previous or concurrent enrollment in ASTR 100.

ASTR 303 Life in the Universe (3)

Lecture, 3 hours. The course is an appraisal of the possibilities and prospects for life in the universe and travel beyond our Solar System. Topics to be covered include: the nature of life, habitability of Earth and other worlds within our Solar System, detection of planets beyond our Solar System, the search for life beyond Earth, and space travel. This course emphasizes the scientific method, especially the development of scientific theories founded in observational and experimental evidence. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: ASTR 100 or another course in Astronomy.

ASTR 305 Frontiers in Astronomy (3)

Lecture, 3 hours. A survey of recent developments in astronomy and how these breakthroughs are made: the discovery of planets orbiting other stars; the explosive deaths of stars and the creation of neutron stars and black holes; and the study of the origin and fate of the Universe, including the search to understand dark matter and dark energy. Satisfies GE, Area B3 (Specific Emphasis in Natural Sciences). Prerequisite: ASTR 100 or another course in Astronomy.

ASTR 331 Astronomical Imaging (2)

Lecture, 1 hour; laboratory, 3 hours. An introduction to the methods and techniques of astronomical imaging. The course will offer a practical approach to using charged-coupled device (CCD) detectors and computer-controlled telescopes to obtain images of the moon, planets, stars, and nebulae. Topics include telescope control, planning observing programs, identifying astronomical objects, determining image sizes and exposure times, and image processing techniques. Prerequisite: ASTR 231 or consent of instructor.

ASTR 350 Cosmology (3)

Lecture, 3 hours. A survey of what we know about the Universe and how scientists have learned it. Topics include the Big Bang, cosmic inflation, surveys of galaxies, the origin and evolution of structure in the Universe, dark matter, and dark energy. Satisfies GE Area B3 (Specific Emphasis in Natural Sciences). Prerequisite: ASTR 100. Course can be taught in face-to-face, hybrid and online modes.

ASTR 380 Astrophysics: Stars (3)

Lecture, 3 hours. A quantitative study of the structure and evolution of stars, including stellar interiors and atmospheres, nucleosynthesis and late stages of stellar evolution. Prerequisites: PHYS 314 and MATH 211.

ASTR 390 Astrophysics: Galaxies and Cosmology (3)

Lecture, 3 hours. A quantitative study of: the nature of galaxies, their formation and evolution; the extragalactic distance scale; the structure of the Universe; active galaxies; cosmology and the early Universe. Prerequisites: PHYS 314 and MATH 211.

ASTR 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.

ASTR 482 Advanced Observational Astronomy (2)

Lecture, 1 hour; laboratory, 3 hours. A study of advanced observing techniques including imaging and spectroscopy. Emphasis on the use of telescopes, instrumentation, and data processing including photometry and astrometry. Discussion of techniques across the electromagnetic spectrum. Statistical treatment of data and error analysis. Prerequisites: ASTR 231, or PHYS 214 or PHYS 210B, or consent of instructor.

ASTR 492 Instructional Design Project (2)

A directed project to develop at least one laboratory experiment and/or classroom activity that teaches basic concepts in undergraduate Astronomy. Both written and oral presentations (including a demonstration of the experiment or activity) will be required. Prerequisites: PHYS 214 and 216 or PHYS 210B and 209B; ASTR 231. Course may be repeated for credit.

ASTR 495 Special Studies (1-4)

The Department of Physics and Astronomy encourages independent study and considers it to be an educational undertaking. Students wishing to enroll for special studies are required to submit to their supervising faculty members proposals which outline their projects and exhibit specific plans for their successful completion. May be repeated for credit up to 8 units.

ASTR 497 Undergraduate Research in Astronomy (2)

Supervised research in an area of astronomy that is currently under investigation by one or more members of the Physics and Astronomy Department's faculty. This course may be repeated for up to 6 units of credit. Prerequisites: junior-standing and consent of instructor.

Biology (BIOL)

BIOL 110 Biological Inquiry (4)

Lecture, 3 hours; laboratory, 3 hours. A factual and conceptual exploration of the living world through presentation, student inquiry, and laboratory exercises. Topics include the bases of life; organization of living systems, from molecules to ecosystems, and their interactions; and genetics, evolution, and ecology. Satisfies GE, Area B2 and the GE laboratory science requirement. Not applicable to the Biology major.

BIOL 115 Introduction to Biology (3)

Lecture, 3 hours. The unifying concepts of biology. Topics include the chemical and physical basis of life; cellular structure and function; molecular and Mendelian genetics; reproduction, development, structure, and function of representative plants and animals; and evolution and ecology. Satisfies GE, Area B2. Not applicable to the Biology major.

BIOL 130 Introductory Cell Biology and Genetics (4)

Lecture, 3 hours; laboratory 3 hours. One of two courses in the lower-division series required of biology majors. Provides an introduction to structure, molecular processes and physiology of cells, as well as mechanisms of inheritance and evolution. Satisfies GE, category B2 and GE lab requirement. Concurrent enrollment in CHEM 115A is recommended.

BIOL 131 Biological Diversity and Ecology (4)

Lecture, 3 hours; laboratory 3 hours. One of two courses in the lower-division series required for biology majors. Introduces the extraordinary diversity of life, evolutionary relationships between groups of organisms, and principles of ecology. Satisfies GE category B2 and GE lab requirement. Completion of BIOL 130 is recommended.

BIOL 220 Human Anatomy (4)

Lecture, 3 hours; laboratory, 3 hours. Survey of the body systems. Designed for pursuing careers in the allied health professions. Satisfies GE, Area B3 and the GE laboratory requirement.Prerequisite: BIOL 110 or BIOL 115 or BIOL 130 and 131.

BIOL 224 Human Physiology (4)

Lecture, 3 hours; laboratory, 3 hours. An integrated examination of the human body as an efficient system maintained by a complex of interacting, homeostatic mechanisms. Includes fundamental principles of function of major organ systems. Designed for those pursuing careers in the allied health professions. Satisfies GE Area B3 and the GE laboratory requirement. Prerequisites: Prerequisite: BIOL 110 or BIOL 115 or BIOL 130 and 131 and CHEM 115A/B or CHEM 125A/B or CHEM 110 or CHEM 105 required.

BIOL 240 General Microbiology (4)

Lecture, 3 hours; laboratory, 3 hours. Fundamental concepts and general principles of cell structure and function; classification and diversity of microorganisms; biochemical processes; genetic basis of microbial growth and evolution; immunology, and the interactions between microbes and the human host will be emphasized. Prerequisites: BIOL 110 or 115 or BIOL 130 and 131, and CHEM 115A/B or CHEM 105.

BIOL 308 Environmental Toxicology (3)

Lecture, 3 hours. Information needed to formulate a philosophy of chemical use: the nature of the interaction of toxicants and living organisms; categories of toxicological activity; toxicological evaluation and environmental monitoring; and governmental regulations and procedures. Satisfies GE Area B3. Prerequisite: BIOL 110, 115, or 130 and 131. Teaching mode face-to-face, online, or hybrid.

BIOL 309 Biology of Cancer (3)

Lecture, 3 hours. Biological, clinical, environmental, and psychosocial aspects of cancer explored through the perspectives of medical researchers, physicians, patients, and health educators. This lecture series is intended for students of all majors, for those in the health professions, and for the general public. It is de-

signed so that everyone (regardless of scientific background) will benefit. Satisfies GE Area B3. Prerequisite: BIOL 110 or BIOL 115, or BIOL 130 and 131. Taught in face-to-face, online and hybrid modes.

BIOL 311 Sexually Transmitted Diseases (3)

Lecture, 3 hours. Biological, environmental, societal, and psychosocial aspects of sexually transmitted diseases. Satisfies GE Area B3. Prerequisite: BIOL 110 or BIOL 115, or BIOL 130 and 131. Taught in face-to-face, online and hybrid modes.

BIOL 312 Biological Oceanography (3)

Lecture, 3 hours. An introduction to the world?s oceans with emphasis on the way in which their physical properties support life. Satisfies GE category B3. Prerequisite: BIOL 110 or BIOL 115, or BIOL 130 and 131.

BIOL 314 Field Biology (4)

Lecture, 3 hours; laboratory and field, 3 hours. A course emphasizing plant and animal communities of Northern California. Satisfies GE Area B3 and GE laboratory requirement. Prerequisite: BIOL 110 or BIOL 115, or BIOL 130 and 131.

BIOL 318 Biology of Aging (3)

Lecture 3 hours. Examines the biological processes occurring in a cumulative fashion in the course of human senescence, including the medicinal and social consequences. Satisfies GE Area E. Prerequisite: BIOL 110, 115, or 130 and 131 required. Face to face and hybrid teaching mode.

BIOL 320 Ecology and Evolution - An Integrated Approach (4)

Lecture, 3 hours; discussion, 1 hour. An integrated overview of ecological and evolutionary processes focusing on the origins and functioning of biodiversity from genes to ecosystems. Discussions complement lectures with quantitative and written exercises to strengthen knowledge and understanding. One of a two-semester sequence satisfying the upper division core in the Biology major. Prerequisites: BIOL 130 and 131.

BIOL 321 Molecular Biology, Cell Biology & Physiology (4)

Lecture, 3 hours; Discussion, 1 hour. An integrated overview of the key principles of molecular biology, cell biology and organismal physiology with an emphasis on regulatory mechanisms. Discussions complement lectures with quantitative and written exercises to strengthen knowledge and understanding of concepts covered in lecture. Second of a two-semester sequence satisfying the upper division core in the Biology major. Prerequisites: All majors except BIOCHEM: BIOL 130 and 131, MATH 161 or 165, CHEM 115A or CHEM 125A and completion or concurrent enrollment in CHEM 115B or CHEM 125B. BIOCHEM majors: BIOL 130, MATH 161 or 165, CHEM 115A or CHEM 125A and completion or concurrent enrollment in CHEM 115B or CHEM 125B.

BIOL 322 Invertebrate Biology (4)

Lecture, 3 hours; laboratory and field, 3 hours. Exploration of the systematics, functional morphology, behavior, and ecology of invertebrates.Prerequisite: BIOL 130 and 131 required.

BIOL 323 Entomology (4)

Lecture, 3 hours; laboratory and field, 3 hours. A comprehensive foundation in the biology of insects, with emphasis on ecology, behavior, evolution, and classification. Includes field experiences, service learning and development of an insect collection. Prerequisite: BIOL 130 and 131.

BIOL 324 Biology of Marine Mammals (3)

Introduction to the biology of marine mammals, emphasizing evolutionary history, physiology, behavior, ecology, and conservation, with a focus on various factors that influence foraging and reproductive strategies, as well as on the evolution of social systems. Prerequisites: completion of BIOL 130 and 131.

BIOL 325 Molecular and Cellular Lab Techniques (1)

The course focuses on fundamental hands-on skills used in a molecular and cellular laboratory. In addition, emphasis is placed on quantitative aspects of laboratory work as well as data interpretation and scientific writing. Completion or concurrent enrollment in CHEM115B and BIOL 321 or consent of instructor.

BIOL 326 Dinosaurs and Mesozoic Vertebrates (3)

Lecture, 3 hours. The course will examine the rise and fall of the dinosaurs, arguably the most successful terrestrial vertebrates in the history of Earth. We will discuss their evolutionary history and place among the vertebrates, as well as look at the other animals and plants that they shared the Mesozoic world with. Prerequisites: BIOL 130 and 131.

BIOL 327 Vertebrate Biology (4)

Lecture, 3 hours; laboratory and field, 3 hours. Exploration of the systematics, behavioral ecology, biogeography, evolution, and conservation biology of fish, amphibia, reptiles, birds, and mammals. At least one weekend field trip. Prerequisite: BIOL 130 and 131; requires consent of instructor.

BIOL 328 Vertebrate Evolutionary Morphology (4)

Lecture, 3 hours; laboratory, 3 hours. Trends in the evolution of structure and function in the vertebrates. This course focuses on morphological adaptations at the organ system level that have enabled vertebrates to diversify and succeed in a wide range of habitats and environments. Prerequisite: BIOL 320.

BIOL 329 Plant Biology (4)

Lecture, 3 hours; laboratory, 3 hours. An overview of plant biology, with focus on structure, function, reproduction, and evolution. Emphasis is on flowering plants, but a survey of all plant and plant-like organisms, both modern and extinct, is included. Prerequisites: BIOL 130 and 131 required.

BIOL 330 Plant Taxonomy (4)

Lecture, 3 hours; laboratory and field, 3 hours. An introduction to the principles and practices of plant taxonomy, including approaches to classification, data analysis, and a survey of vascular plant families in the California flora. A minimum of two Saturday field trips is required. Prerequisite: BIOL 130 and 131.

BIOL 332 Marine Biology (3)

Lecture, 3 hours. The biology of marine life is examined from an integrated and functional perspective. Near shore, open ocean, and deep sea environments will be covered. Topics include factors that affect marine ecosystems, the relationship between physical processes and biological communities, and the physiology and behavior of marine organisms. Prerequisites: BIOL 130 and 131.

BIOL 333 Ecology (4)

Lecture, 3 hours; laboratory and field, 3 hours. A current overview of this field, with in-depth coverage of ecology at the population, community, and ecosystem level. Emphasis on diverse taxa and habitats, hypothesis testing, and data collection and analysis. Prerequisite: BIOL majors: BIOL 320 and MATH 165; ENSP/GEP Majors: (ENSP 322/GEP341) and MATH 165 or ECON 217.

BIOL 335 Marine Ecology (4)

Lecture, 3 hours; laboratory and field, 3 hours. An overview of current topics in marine ecology and conservation with emphasis on ecology of coastal ecosystems. Extensive focus on field and laboratory research projects. Includes experimental design, data analysis, and presentation. At least three 5-hour field trips outside of scheduled class time. Prerequisite: BIOL majors: BIOL 320 and MATH 165; ENSP/GEP Majors: (ENSP 322/GEP341) and MATH 165 or ECON 217.

BIOL 337 Behavioral Ecology (3)

Lecture, 3 hours; laboratory and field, 3 hours. Examines the evolution and function of the behavior of animals. Explores topics such as social behavior, mating systems, reproductive strategies, foraging, and communication with emphasis on techniques for formulating and testing hypotheses. Prerequisite: BIOL 320 or ENSP 322/GEP341, and MATH 165 or MATH 165B or ECON 217 required.

BIOL 338 Environmental Microbiology and Biotechnology (4)

Lecture, 3 hours; laboratory, 3 hours. Examines microbial ecology and diversity along with biotechnological applications of microbes in agriculture, wastewater treatment, bioremediation, and biofuel production. Prerequisites: BIOL 130 and 131

and CHEM 115AB or CHEM 125A/125B, or consent of instructor.

BIOL 340 General Bacteriology (4)

Lecture, 3 hours; laboratory, 3 hours. An introduction to the Bacteria and Archaea covering cell structure, metabolic diversity, interactions with other organisms, and pivotal roles in biogeochemical cycling. Laboratory projects develop skills essential for studies of bacteria. Prerequisite: BIOL 321, 325 and CHEM 335A.

BIOL 341 Evolution (4)

Lecture, 3 hours; laboratory and field, 3 hours. A broad examination of the patterns and processes involved in the evolution of life on earth. Includes inquiry into the origin of life, microevolutionary processes, systematics, and large-scale evolutionary history. Prerequisite: Prerequisite: BIOL 320.

BIOL 342 Molecular Genetics (4)

Lecture, 3 hours; laboratory, 3 hours. Gene structure and function at the level of DNA, RNA, and protein interactions. Emphasis on molecular analytical techniques used for genetic analysis in a diversity of prokaryotic and eukaryotic organisms. Prerequisite: BIOL 321, 325 and CHEM 335A.

BIOL 344 Cell Biology (4)

Lecture, 3 hours; laboratory, 3 hours. An introduction to structural and molecular organization of eukaryotic cells and tissues. Specific topics will represent the central core of cell biology and are concerned mainly with those properties that are common to most eukaryotic cells. Prerequisite: BIOL 321, 325 and CHEM 335A .

BIOL 347 Environmental Physiology (4)

Lecture, 3 hours; laboratory, 3 hours. Course examines the adaptations and physiological responses that allow animals to live under widely different environmental conditions. Laboratory and field exercises will utilize modern techniques of physiological measurement to examine adaptive strategies among and between species in different environmental conditions. Prerequisite: BIOL 320 and 321.

BIOL 348 Plant Physiology (4)

Lecture, 3 hours; laboratory, 3 hours. Concepts and principles of plant function. The following areas are investigated in detail: photosynthesis, water relations, mineral nutrition, and plant growth regulation. Prerequisite: BIOL 320 and 321.

BIOL 349 Animal Physiology (4)

Lecture, 3 hours; laboratory, 3 hours. Principles and concepts of animal function, with emphasis on cellular and biochemical/molecular bases of physiological activities in tissues and organ systems, environmental adaptations, and comparative homeostatic mechanisms. Prerequisites: All majors except BIOCHEM: BIOL 320 and 321. BIOCHEM majors: BIOL 321

BIOL 350 Plant Physiological Ecology (4)

Lecture, 3 hours; laboratory 3 hours. Investigation of the physiological processes of plants that contribute to understanding their ecological distribution and evolutionary success. Examination of environmental effects on survival within the context of climate change, conservation biology, etc. Prerequisites: BIOL 130 and 131, and completion or concurrent enrollment in BIOL 321.

BIOL 351 Climate Change Biology (4)

Lecture, 3 hours; laboratory 3 hours. Exploration of nature¿s response to climate change. Since the biology of climate change is becoming increasingly well understood, from present observations to models of future change, this course examines biological changes in response to climate and emerging conservation strategies. Topics include species' range shifts, phenology, ecosystem ecology, modeling, and management. Prerequisites: BIOL 130 and 131, and completion or concurrent enrollment in BIOL 320.

BIOL 383 Virology (4)

Lecture, 3 hours; laboratory, 3 hours. The study of viruses: their characteristics, classification, genetics, and host-parasite interactions. Emphasis will be placed on the molecular mechanisms viruses use to replicate and how this can affect the host. Prerequisites: BIOL 321, 325 and CHEM 335A.

BIOL 385 Contemporary Issues in Biology (3)

Lecture, 3 hours. Selected topics related to the quality of life and the search for perspectives on the future. Satisfies GE Area B3 (Specific Emphasis in Natural Sciences). Prerequisite: BIOL 110, 115, or BIOL 130 and 131.

BIOL 390 Biology Colloquium (1)

Lecture, 1 hour. Presentations by visiting scholars, departmental faculty, and master's degree candidates on current research and contemporary issues in biology. May be repeated for credit. All majors are encouraged to enroll each semester, although no more than 2 units are applicable to the Biology major. Cr/NC grading.

BIOL 393 Independent Study in Biology (1-3)

Opportunity for independent research or special projects under the supervision of a Biology faculty member, for developing competency in biological research methods. May be repeated for up to a total of 4 units. Prerequisite: approved petition to enroll.

BIOL 398 Non-Majors Teaching Practicum (1-3)

Application of prior knowledge towards supervised instructional experience in biology courses. Intended for professional growth and lifelong learning for non-major undergraduates in biology. Can be taken in the Cr/NC grading mode only. May be repeated for up to a total of 4 units. Prerequisites: prior completion of the course for which instructional assistance is to be provided, with a grade of B or better, consent of the instructor, and an approved petition to enroll.

BIOL 472 Developmental Biology (4)

Lecture, 3 hours; laboratory, 3 hours. Patterns of animal development. This course is designed to provide students with a comprehensive appreciation of the developmental process, presenting detailed descriptions of developmental mechanisms along with a conceptual framework for understanding how development occurs. Prerequisites: BIOL 320 and 321.

BIOL 480 Immunology (4)

Lecture, 3 hours; laboratory, 3 hours. The cellular and molecular basis of the immune response; topics include innate and adaptive immunity, hypersensitivity, autoimmunity, and cancer immunology. Prerequisites: BIOL 342 or BIOL 344 or BIOL 383 or BIOL 472 and CHEM 335A.

BIOL 485 Biometry (4)

Lecture, 3 hours; laboratory, 3 hours. Introduces students to quantitative analysis of biological data. The nature of biological data, principles of experimental design, and essential statistical tools used by biologists to analyze their results. Examples used in the course will be drawn from physiology, ecology, evolution, and medicine. Laboratory sections will involve computer exercises, discussions, and student presentations. Prerequisite: BIOL 320 and MATH 165 or BIOL 130 and 131 and MATH 165 or 165B.

BIOL 490 Research Experience in Biology (3)

Lecture, 1 hour; laboratory/field, 6 hours. An intensive course designed to provide students training and experience in biological research on topics within faculty area of expertise. Throughout the semester, students will address research questions and generate new knowledge through scientific literature review, hypothesis development, experimental design, data generation and analysis, and presentation of results in scientific format. Prerequisites: Upper division standing in biology and consent of instructor.

BIOL 494 Independent Research (1-3)

Directed study, under the guidance of a Biology faculty member, to design and conduct a research project in biology, including readings in the primary literature and application of information from relevant upper-division course work. Results must be given in a written report or presented in a public forum. May be repeated for up to a total of 4 units. Prerequisites: upper division standing in the major and

approved petition to enroll.

BIOL 495 Special Studies (1-4)

Investigations to meet an advanced specialized study need beyond the department curriculum. The project should be planned and described in written form with consent of the faculty sponsor. Prerequisites: majors or minors in Biology, upper-division standing with a cumulative GPA of 3.0, and approved petition to enroll. May be repeated for credit up to 8 units.

BIOL 496A Honors Thesis I (1-2)

Experimental or observational research for the B.S. degree conducted under the supervision of one or more of the biology faculty members. Prerequisites: senior-standing in the major with a minimum GPA of 3.0 and an approved application.

BIOL 496B Honors Thesis II (2-3)

Completion of research for the B.S. degree conducted under the supervision of one or more biology faculty members. A research paper summarizing the results is required. Prerequisites: senior-standing in the major and completion of BIOL 496A.

BIOL 497 Selected Topics (1-4)

Intensive study of biological topics, which will vary from semester to semester. May be repeated for credit and may be applicable to the requirements for a major in Biology. Prerequisite: BIOL 130 and 131 or consent of instructor.

BIOL 498 Biology Practicum (1-4)

Application of previously studied theory through supervised instructional work experience in biology courses. Intended for professional growth and lifelong growth for undergraduates. Enrollees are required to write an evaluation of their course experience. Can be taken in Cr/NC grading mode only. May be repeated for up to a total of 4 units. Prerequisites: upper division standing in Biology, consent of the instructor in whose course the student will be working, and an approved petition to enroll.

BIOL 499 Internship in Biology (1-4)

Work that provides training in the use of biological skills in the community. Requires written agreement by students, faculty sponsor, on-the-job supervisor, and field experience coordinators; please see department office for details. May be repeated for up to 7 units of credit; 3 hours per week for each unit. Cr/NC grading only.

BIOL 500S Graduate Seminar (1-2)

Advanced seminars exploring diverse topics in biological sciences. Topics vary from semester to semester, depending on faculty interest and expertise. This course may be repeated for credit.

BIOL 510 Selected Topics in Biology (2-4)

Intensive study of biological topics, which will vary from semester to semester. Prerequisites: adequate undergraduate preparation in the topic under consideration and graduate or last-semester-senior standing with consent of instructor.

BIOL 578 Project Continuation (1-3)

Designed for students working on their thesis or master's project but who have otherwise completed all graduate coursework toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisite: permission of the graduate coordinator. Cr/NC grading only.

BIOL 590 Biology Colloquium (1)

Lecture, 1 hour. A series of lectures by faculty, master's degree candidates, and invited guests on current research and contemporary issues in biology. All graduate students are encouraged to enroll each semester, although no more than 2 units are applicable to the M.S. degree. Cr/NC grading only.

BIOL 595 Special Studies in Biology (1-3)

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

BIOL 598 Graduate Practicum (1-4)

Application of previously studied theory to development and delivery of new instructional materials. Intended to provide professional growth for graduate students. Enrollees are required to write an evaluation of their course experience. Prerequisites: graduate standing in Biology, consent of the instructor in whose course the student will be working, and an approved petition to enroll.

BIOL 599 M.S. Thesis (1-3)

Original investigation based on laboratory or field research that meets the department and University standards. Prerequisites: admission to classified standing and advancement to candidacy.

Business Administration (BUS)

BUS 150 Business and Society (3)

A survey of the major fields of management, designed to introduce students to the range of perspectives available in the discipline. Topics will include: accounting, finance, general management, health care management, human resources management, industrial relations, marketing, multinational management, organizational behavior, and systems analysis.

BUS 211 Business Statistics (4)

BUS 211 is an introduction to business statistics in practice. The course focuses on application of statistical methods, interpretation of statistical data, making statistical inferences, and how to use statistical data to aid in decision making or problem solving. Upon successful completion of the course, students would have gained an understanding of a statistician's role and skills in formulating coherent questions, gathering data pertinent to those questions, and addressing those questions using statistical procedures. Fulfills GE Area B4. Taught in face-to-face, hybrid and online modes.

BUS 225 Legal Environment of Business (4)

A study of the legal and ethical framework within which management decisions are made. The course emphasizes the sources, functions, and processes of law. It surveys a number of areas, including negligence, contracts, product liability, and constitutional law, and reviews government regulations in the areas of consumer protection, antitrust, labor, and employment law.

BUS 230A Financial 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. Taught in face-to-face, hybrid and online modes.

BUS 230B Managerial Accounting (4)

A foundation course designed to provide a basic understanding of the theory and practice of accounting, with emphasis upon basic principles, concepts, and controls in relation to internal reporting. Prerequisite: BUS 230A. This course is taught in face-to-face, hybrid and online modes.

BUS 270 Personal Financial Planning (3)

This course provides comprehensive coverage of personal financial planning in the areas of money management, career planning, taxes, consumer credit, housing and other consumer decisions, legal protection, insurance, investments, retirements, retirement planning, and estate planning. This course may not be used in the business major.

BUS 290 Sponsored Corporate Training (2)

BUS 290 is designed for a situation in which a corporation will accept a volunteer into their unpaid "internship" program only if the student is enrolled at a university in conjunction with the corporate experience. Programs so offered do not meet department standards for internships, and do not qualify for 499 credit. BUS 290 may be used as free elective units only.

BUS 295 Work Experience (2-4)

Developed for students seeking an internship like experience but lacking the requisite academic experience for BUS 499, Internship. Cr/NC only. A total of six units can be counted towards the degree.

BUS 296 Instructor-Initiated Research Project (1-4)

This course is designed to provide students the opportunity to participate in faculty sponsored research or study projects. It permits the student to pursue an area of interest that s/he would like to develop in close consultation with a faculty member. Cr/NC only. May be repeated for credit up to 7 times for a total of 16 units.

BUS 305W Introduction to Wine Business (4)

An introduction to wine business principles and strategies applicable to the growing of grapes and the making, distribution, and marketing of wine. Additional topics include organizational, human resource, family business and financial management, government regulation, and social responsibility. For students not familiar with wine industry terminology, BUS 305W is recommended prior to enrollment in wine concentration or wine focus classes. Prerequisites: completion of all Pre-Business requirements.

BUS 316 Operations and Supply Chain Management (4)

Operations and Supply Chain Management is the study of the processes, principles, and procedures required for the manufacturing of goods as well as the provision of goods and services. This includes total quality management concepts such as statistical process control; forecasting methods to determine sales and production needs; inventory management techniques such as economic order quantity, material requirements planning, and just-in-time; supply chain management; logistics; business processes; and project management. Prerequisites: completion of all Pre-Business requirements. Taught in face-to-face, hybrid and online modes.

BUS 319 Introduction to MIS (4)

Study of characteristics of computer-based information systems in organizations. Topics include MIS theory, concepts and issues; systems analysis and design; database design using the relational database model; data communications and networks; and information systems deployed in various functional areas to support workgroup and organizational goals. Prerequisites: completion of all Pre-Business requirements. Taught in face-to-face, hybrid and online modes.

BUS 320 Business Data Analysis and Interpretation (4)

This course builds upon knowledge acquired from lower-division Statistics coursework. It exposes students to the research and data analysis practices executed in the business world. Students will learn methods of research design, conduct research, and critically analyze data for making informed business decisions. Application of computer software packages is required. Prerequisites: completion of all Pre-Business requirements.

BUS 330A Intermediate Accounting (4)

The course covers financial accounting topics related to the income statement, balance sheet, and statement of cash flows. Topics include accounting for recognition, measurement and disclosure of cash, receivables, inventories, property, plant, equipment, intangible assets and investments. Prerequisites: completion of all Pre-Business requirements. Teaching modes: face-to-face, hybrid and online.

BUS 330B Intermediate Accounting (4)

The course covers financial accounting topics related to the income statement, balance sheet, and statement of cash flows. Topics include accounting for recognition, measurement and disclosure of liabilities, pensions, accounting changes, leases, income taxes and stockholders' equity accounts. Prerequisites: BUS 330A. Teaching modes: face-to-face, hybrid and online.

BUS 334 Accounting Information Systems (4)

This course will present a thorough introduction to basic information systems theory, provide a working knowledge of systems analysis and design techniques, and introduce several fundamental accounting information flow patterns. In addition, it will examine the need for adequate systems controls, risks inherent in the controls, and refined systems output to support management decision-making processes. Prerequisites: completion of all Pre-Business requirements.

BUS 335 Ethical Reasoning in Accounting (4)

This course introduces students to ethical theory and its relevancy to accounting. It specifically covers topics such as the profession¿s code of conduct, fraud, earnings management, and international reporting. Students use cases and accountingsituations to obtain practical experience in the application of these theories for decision making. Prerequisite: Business administration major status and BUS 330A (may be

taken concurrently). Teaching modes: face-to-face, hybrid, and online.

BUS 340 Survey of Human Resource Management (4)

Comprehensive introduction to the management of human resources. Topics include assessing human resource needs, job analysis, recruitment and selection, orientation and training, performance evaluation, compensation and benefits, safety and health, career development, labor relations, and government regulation. Prerequisites: completion of all Pre-Business requirements.

BUS 344 Organizational Behavior (4)

The role of the individual and of groups in the organization is examined. Attention is directed to individual level characteristics such as learning and personality, to processes that affect attitudes, perceptions and judgment, to applied theories of motivation, and to career development and stress. Further, the issues of group formation, organizational structure, leadership, and power and conflict are examined. Includes international, societal, and organizational issues and development of managerial skills. Prerequisites: completion of all Pre-Business requirements. Course taught in face-to-face, hybrid, and online modes.

BUS 350 Management (4)

A management survey course will provide students with a framework for understanding the focus, function and relevance of specific disciplines in business administration. The course will illustrate the integrative nature of business organizations, exemplifying the interdependence of functional areas in pursuing organizational goals. Prerequisites: completion of all Pre-Business requirements. Taught in face-to-face, hybrid and online modes.

BUS 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 consumer orientation and managing the marketing function within an uncertain environment. Marketing information systems and other marketing foundations are applied to the consumer. Course can be taught in Face to Face, Hybrid and Online modes. Prerequisites: completion of all Pre-Business requirements.

BUS 361 Marketing Graphics (4)

This course teaches students how to apply theories and concepts, from fields such as marketing, graphic design, and photography, to create marketing promotional materials using image editing software. Prerequisites: BUS 360 and Junior standing.

BUS 362 Services Marketing (4)

This course is designed to acquaint the student with the principles of service marketing and their application in a variety of service sectors ranging from banking to hospital services. Services marketing theory and principles will be applied to a firm's strategic marketing planning and the development of its service operation process within the service industry. Specifically, the course encompasses a) developing a competitive service model, b) managing the customer interface, and c) implementing sustainable service marketing strategies. Course Prerequisites: BUS 360 and Junior Standing. Taught in face-to-face, hybrid and online modes.

BUS 364 Sports Marketing (4)

This course examines the integration of product, pricing, promotion, distribution, sales, sponsorship, advertising and brand in the marketing and management of sporting teams/leagues/events and sporting goods. Also considers the use of sports by non-sports businesses to reach their target markets. Prerequisite: BUS 360

BUS 365 Introduction to Hospitality and Event Management (4)

This course provides an overview of hospitality and event planning management, the industry, and its theoretical foundations. In addition, the course identifies the emerging issues related to hospitality and event management, such as social media and sustainability. Career development opportunities in the hospitality management and event planning industry will be discussed. The course also highlights the application of hospitality and event planning in the wine industry. Prerequisites: completion of all Pre-Business requirements. Restricted to marketing and wine business concentrations only.

BUS 366 Retail Management (4)

Studies business activities that involve the sales of goods and services in the marketplace including retail institutions, merchandising, site selection, market information, and retail strategy and planning. Prerequisite: BUS 360.

BUS 367 Consumer Behavior (4)

Analysis of the cultural, social, and psychological factors that influence the consumer's decision-making processes, including learning, perception, information search and information processing, personality, lifestyle, motivation, and attitudes. Prerequisite: BUS 360. Taught in face-to-face, hybrid and online modes.

BUS 368 International Marketing (4)

Examines the marketing practices and customs, and the cultural, social, legal,, and ethical differences, of international markets. Emphasis on developing and adjusting the marketing mix of product, price, promotion, and distribution to compete in international settings. Prerequisite: BUS 360.

BUS 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: completion of all Pre-Business requirements. Taught in face-to-face, hybrid and online modes.

BUS 385 Special Topics in Business Administration (1-4)

This course provides for the teaching of special topics in business administration. Consult your advisor regarding application to your concentration. May be repeated up to 3 times for a total of 8 units.

BUS 385A Special Topics in Accounting (3-4)

This course provides for the teaching of special topics in business administration, accounting. Consult your advisor regarding application to your concentration.

BUS 385F Special Topics in Finance (3-4)

This course provides for the teaching of special topics in business administration, finance. Consult your advisor regarding application to your concentration.

BUS 385MG Special Topics in Management (3-4)

This course provides for the teaching of special topics in business administration, management. Consult your advisor regarding application to your concentration.

BUS 385MK Special Topics in Marketing (3-4)

This course provides for the teaching of special topics in business administration, marketing. Consult your advisor regarding application to your concentration.

BUS 385W Special Topics in Wine (3-4)

This course provides for the teaching of special topics in business administration, wine. Consult your advisor regarding application to your concentration.

BUS 391 Cross-cultural Communication and Negotiation (4)

The course provides students with techniques for becoming skillful cross-cultural communicators and negotiators. Topics include dimensions of culture and their implications in organizations, successful international business negotiation tactics, and managing cultural diversity in the workplace. Prerequisites: completion of all Pre-Business requirements.

BUS 393 Introduction to International Business (4)

A survey of theoretical and institutional aspects of international trade and investment. The course will address topics including international trade theory, the international money market, balance of payments, international sourcing, and management of international enterprises. Prerequisites: completion of all Pre-Business requirements.

BUS 394 International Business Strategy (4)

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

BUS 396W The Global Wine Industry (3-4)

This survey course provides an overview of the global wine industry. Topics include the analysis of global trends affecting wineries, the nature of international competition, the importing and exporting of wine, and joint ventures and acquisitions in the wine industry involving partners from different countries. The course will discuss both consumption and production of wine around the world, with special emphasis placed on the impact of emerging new world wine producers. Because a two-week overseas field trip is a part of this course, it will be offered only during intersession or between semester breaks. Prerequisite: BUS 360.

BUS 397W Global Marketplace for Wine (4)

The course provides an in-depth look at the global trends affecting the wine industry. Topics include the changes taking place in wine consumption in both established and emerging wine markets. The role played by imported wine in key markets will be discussed. Industry dynamics will be analyzed with a focus on the export strategy of wine firms and wine producing nations, the formation of joint ventures with international partners, and the potential for investment in foreign firms and vineyards. Topics related to the workings of the bulk market for wine will also be presented. Prerequisites: BUS 305W and BUS 360.

BUS 399A Advanced Work Experience in Accounting (3-4)

Designed for upper-division students in business administration with a concentration in accounting who have an opportunity for an extraordinary on-the-job educational experience but are prohibited by the internship policy from taking BUS 499 (Internship) because of the prohibition against students turning existing jobs into internships. GPA in major of 2.0 is required and a student must have successfully completed either at least two courses in the area or at least sixteen (16) units of upper-division business courses prior to enrolling. Requests for BUS 399 must be approved by the student's faculty advisor and the department chair. A student may not receive credit for both BUS 499 (Internship) and BUS 399 (Advanced Work Experience) in a given concentration. A student may receive credit for BUS 499 in one concentration and credit for BUS 399 in another concentration based on a different work experience. No more than 8 units of BUS 399 and BUS 499 in total may be applied to the Business major. Cr/NC only. May be repeated 3 times for credit for a total of 16 units.

BUS 399F Advanced Work Experience in Finance (3-4)

Designed for upper-division students in business administration with a concentration in finance who have an opportunity for an extraordinary on-the-job educational experience but are prohibited by the internship policy from taking BUS 499 (Internship) because of the prohibition against students turning existing jobs into internships. GPA in major of 2.0 is required and a student must have successfully completed either at least two courses in the area or at least sixteen (16) units of upper-division business courses prior to enrolling. Requests for BUS 399 must be approved by the student's faculty advisor and the department chair. A student may not receive credit for both BUS 499 (Internship) and BUS 399 (Advanced Work Experience) in a given concentration. A student may receive credit for BUS 499 in one concentration and credit for BUS 399 in another concentration based on a different work experience. No more than 8 units of BUS 399 and BUS 499 in total may be applied to the Business major. Cr/NC only. May be repeated 3 times for credit for a total of 16 units.

BUS 399FM Advanced Work Experience in Financial Management (3-4)

Designed for upper-division students in business administration with a concentration in financial management who have an opportunity for an extraordinary on-the-job educational experience but are prohibited by the internship policy from taking BUS 499 (Internship) because of the prohibition against students turning existing jobs into internships. GPA in major of 2.0 is required and a student must have successfully completed either at least two courses in the area or at least sixteen (16) units of upper-division business courses prior to enrolling. Requests for BUS 399 must be approved by the student¿s faculty advisor and the department chair. A student may not receive credit for both BUS 499 (Internship) and BUS 399 (Advanced Work Experience) in a given concentration. A student may receive credit for BUS 499 in one concentration and credit for BUS 399 in another concentration based on a different work experience. No more than 8 units of BUS 399 and BUS 499 in total may be applied to the Business major. Cr/NC only. May be repeated 3 times for credit for a total of 16 units.

BUS 399MG Advanced Work Experience in Management (3-4)

Designed for upper-division students in business administration with a concentration in management who have an opportunity for an extraordinary on-the-job educational experience but are prohibited by the internship policy from taking BUS 499 (Internship) because of the prohibition against students turning existing jobs into internships. GPA in major of 2.0 is required and a student must have successfully completed either at least two courses in the area or at least sixteen (16) units of upper-division business courses prior to enrolling. Requests for BUS 399 must be approved by the student's faculty advisor and the department chair. A student may not receive credit for both BUS 499 (Internship) and BUS 399 (Advanced Work Experience) in a given concentration. A student may receive credit for BUS 499 in one concentration and credit for BUS 399 in another concentration based on a different work experience. No more than 8 units of BUS 399 and BUS 499 in total may be applied to the Business major. Cr/NC only. May be repeated 3 times for credit for a total of 16 units.

BUS 399MK Advanced Work Experience in Marketing (3-4)

Designed for upper-division students in business administration with a concentration in marketing who have an opportunity for an extraordinary on-the-job educational experience but are prohibited by the internship policy from taking BUS 499 (Internship) because of the prohibition against students turning existing jobs into internships. GPA in major of 2.0 is required and a student must have successfully completed either at least two courses in the area or at least sixteen (16) units of upper-division business courses prior to enrolling. Requests for BUS 399 must be approved by the student's faculty advisor and the department chair. A student may not receive credit for both BUS 499 (Internship) and BUS 399 (Advanced Work Experience) in a given concentration. A student may receive credit for BUS 499 in one concentration and credit for BUS 399 in another concentration based on a different work experience. No more than 8 units of BUS 399 and BUS 499 in total may be applied to the Business major. Cr/NC only. May be repeated 3 times for credit for a total of 16 units.

BUS 399W Advanced Work Experience in Wine Business Strategies (3-4)

Designed for upper-division students in business administration with a concentration in wine business strategies who have an opportunity for an extraordinary on-the-job educational experience but are prohibited by the internship policy from taking BUS 499 (Internship) because of the prohibition against students turning existing jobs into internships. GPA in major of 2.0 is required and a student must have successfully completed either at least two courses in the area or at least sixteen (16) units of upper-division business courses prior to enrolling. Requests for BUS 399 must be approved by the student's faculty advisor and the department chair. A student may not receive credit for both BUS 499 (Internship) and BUS 399 (Advanced Work Experience) in a given concentration. A student may receive credit for BUS 499 in one concentration and credit for BUS 399 in another concentration based on a different work experience. No more than 8 units of BUS 399 and BUS 499 in total may be applied to the Business major. Cr/NC only. May be repeated 3 times for credit for a total of 16 units.

BUS 430 Advanced Accounting (4)

Advanced accounting topics including business combinations, consolidations, foreign currency transactions and translations, segment and interim reporting. Prerequisites: BUS 330A and 330B, or consent of instructor. Teaching modes: face-to face, hybrid and online.

BUS 433A Individual Taxation (4)

Analysis of the Internal Revenue Code pertaining to individual and corporate income taxes. Topics include determination of taxable income, deductions and exemptions, accounting records, returns, computation of taxes, and tax planning. Subject matter to reflect the most recent tax law changes. Prerequisites: BUS 330A (may be taken concurrently).

BUS 433B Corporation and Estate Taxation (4)

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

BUS 434 Auditing (4)

Study of generally accepted auditing standards and procedures followed in the examination of financial statements and operating control reviews. Topics include evaluation and analysis of internal control, nature of and procedures for gathering audit evidence, professional ethics and legal liability, the standards of reporting financial information, and statistical sampling applications. Prerequisites: BUS 330A, BUS 330B, and BUS 334 or BUS 319.

BUS 435 Cost Accounting (4)

This intermediate course focuses on cost analysis and advanced topics such as activity-based costing, indirect cost allocations, transfer pricing and capital budgeting and how cost information help managers to make better decisions for effective planning and management control. Prerequisites: BUS 230B, 330A (330A may be taken concurrently). Taught in face-to-face, hybrid and online modes.

BUS 436 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. Prerequisites: completion of all Pre-Business requirements.

BUS 437 Governmental Accounting (4)

This course deals with intricacies and peculiarities of fund accounting as it relates to governmental units, including preparing and recording the budget, the use of the encumbrances accounting, and the year-end closing of the budgetary accounts. Students will be exposed to GASB (Government Accounting Standards Board) standards, governmental financial statement requirements, and learn the different objectives and purposes of financial statements for nonprofit versus profit entities. Prerequisite: BUS 330A. Taught in face-to-face, hybrid and online modes.

BUS 446 Government Regulation and Human Resources (4)

An examination of current legislation and executive orders affecting the human resource function. Laws, orders, guidelines, and regulations will be examined within the framework of the regulatory model, which presents an integrated framework for understanding the relation of societal problems, laws, agencies, guidelines, the courts, and management responses. Prerequisite: BUS 340.

BUS 451 Entrepreneurship / Small Business Management (4)

Intended for prospective entrepreneurs wishing to start a new business and/or participate in the management of a small, ongoing company during its early months. Also appropriate for students interested in consulting, banking, or investing in small companies. Emphasis on the preparation of realistic, action-oriented business plans necessary for presentations in organizing and financing. Prerequisite: BUS 360 or consent of the instructor. Taught in face-to-face, hybrid and online modes.

BUS 452 Leadership (4)

The focus of this course is a comprehensive review of the writings and theories of leadership. Students will evaluate leadership traits and behavior, the effects of reciprocal influence, transformational leadership, the role of power versus authority, followership, and related matters. Applications of theory to practice will be emphasized. Prerequisites: BUS 344 and BUS 350.

BUS 453 Small Business Analysis (4)

This course focuses on decision making in functional areas of marketing, production and finance. Students, working in teams with faculty and professional supervision, consult with businesses to solve managerial problems. Prerequisites: BUS 360 or consent of the instructor.

BUS 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: BUS 360.

BUS 462 Marketing Research (4)

The theory and application of marketing research as a tool for management decision making. Emphasis is on problem identification and definition, research design, sampling procedure, primary and secondary data collection, statistical analysis, interpretation of data, and reporting of research findings. Prerequisites: BUS 360 and junior-level standing.

BUS 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: BUS 360.

BUS 464W Production,Operations, and Distribution (Wine) (4)

The study of effective operations management techniques and strategies from the perspective of the California wine industry. The course emphasizes the basic concepts of purchasing, operations, logistics, and supply chain management as they apply to the wine industry. More specific topics include value analysis, total quality management, make/buy decisions, negotiation, and supplier development. Prerequisites: completion of all Pre-Business requirements.

BUS 465W Wine Marketing (4)

An in-depth study of marketing from the perspective of the California wine industry. The course emphasizes wine marketing planning, including an analysis of wine consumer segments. The wine industry's economic, legal, social, and competitive environment, industry trends, major problems and opportunities, and strategic alternatives as related to wine varieties and brands, pricing, promotion, and distribution. Prerequisites: BUS 305W, BUS 360, and junior-level standing.

BUS 467W Wine E-Commerce and Direct Sales (4)

An in-depth study of electronic commerce aspects from the perspective of the California wine industry. Topics include opportunities and challenges associated with electronic commerce (e-commerce/e-business), and impacts of e-commerce with meeting strategic objectives of an organization in the wine industry. The course includes topics on database management, direct-to-consumer and government oversight/compliance issues, wine club management, and winery management software as they apply to the wine industry. Prerequisite: BUS 319.

BUS 468 Marketing Decision-Making (4)

Data analysis and "what if" marketing decision-making, using computer models and computer simulation. Emphasizes developing computer and analytical marketing skills. Prerequisites: BUS 360 and 367 (BUS 367 may be taken concurrently).

BUS 469 Marketing Management (4)

Advanced study of marketing management, strategy, and decision-making through the use of marketing cases. Requires the integration of marketing concepts and theories from previous marketing course work. Prerequisites: BUS 360 and 367. Taught in face-to-face, hybrid and online modes.

BUS 470 Managerial Finance (4)

Theory of managerial decision making in its financial and economic context. Topics include the decision-making environment, financial planning, budgeting and

control, long-term investment decisions and capital budgeting techniques, working capital management, the cost of capital, valuation, rates of return, and choosing among alternative sources of funds. Prerequisite: BUS 370.

BUS 471 Case Studies in Finance (4)

This course utilizes the case study method in the context of modern financial theory. Small groups of students present cases to the class on topics such as investments, risk and return, capital budgeting, capital structure, and the firm's cost of capital. The role of the instructor is to facilitate discussion among the students, rather than to provide explicit answers. Prerequisite: BUS 370. Can be taught in face-to-face, hybrid, & online modes.

BUS 472 Investments (4)

A study of the characteristics of securities: valuation, sources, selection strategies, and theory of portfolio management. Stocks, bonds, options, and futures markets will be included. A major term project is required. Prerequisite: BUS 370.

BUS 473 International Finance (4)

The foundations of financial theory (capital budgeting, capital markets, EMH/CAPM/portfolio theory, capital structure, short term financing) are set in an international/MNC context where currency exchange rates, differences in accounting procedures, international trade, political risk, investments, and financing are examined. Prerequisite: BUS 370. Taught in face-to-face, hybrid and online modes.

BUS 474 Computer Applications in Finance (4)

A course in financial modeling, analysis, and research using computers. Emphasis is placed on the development of models required for the evaluation of financial alternatives. Prerequisite: BUS 370.

BUS 475W Wine Accounting and Finance (4)

This course focuses on financing, investing, and accounting decisions facing managers of wine businesses. It explores the financial reporting issues that are unique to wine businesses and how these issues affect valuation. This course is directed to those interested in careers in accounting and finance as well as those interested in understanding relevant accounting and finance issues for wine business. Prerequisite: BUS 370.

BUS 476 Risk Management and Insurance (4)

This course focuses on identifying and evaluating risk exposures for individuals and firms. Insurance products or financial products can mitigate the effects of risk related losses, and this course introduces students to a range of insurance products sold or used in financial markets. The course provides an integrated approach to Enterprise Risk Management (ERM), which analyzes traditional business risks together with financial risks as a part of overall risk management of the firm. Prerequisite: BUS 370 or permission of the instructor. Taught in face-to-face, hybrid and online modes.

BUS 491 Seminar in Management Strategy and Policy (4)

Seminar covering current issues in managerial strategy and corporate policy that integrates concepts of organization theory and behavior, marketing, finance, human resources, production/operations, information systems, entrepreneurship, accounting, economics, and international business. This is the capstone for the business administration major and would be expected to be taken in the last semester prior to graduation. Prerequisites: completion of all business core requirements and submission of graduation application. Course taught in face-to-face, hybrid and online modes.

BUS 491W Seminar in Management Strategy and Policy in the Wine Industry (4)

Seminar covering current issues in managerial strategy and corporate policy that integrates concepts of organization theory and behavior, marketing, finance, human resources, production/operations, information systems in the wine industry, entrepreneurship, accounting, economics, and international business in the wine industry. This is the capstone for the business administration major and should be taken in the last semester prior to graduation. Prerequisites: completion of all business core requirements and submission of graduation application.

BUS 493 Advanced Topics in Professional Sales (2)

This course offers students hands-on experiences in all aspects of the sales process, including prospecting, face-to-face or phone meetings with stakeholders, information gathering, and formal sales presentations. Students will practice persuasive communication and effective sales strategies that create valuable and viable solutions for organizations seeking products/services. Prerequisite: BUS 360.

BUS 495 Special Studies (1-4)

Student-designed and instructor-guided projects, to be arranged individually. Independent study credit will be granted only to students who have: 1) attained senior status, 2) minimum GPA in business administration of 3.0, and 3) substantial background in the field involved in the petitioned study. A maximum of 4 units are applicable to the business administration major. May be repeated once for credit.

BUS 499A Internship in Accounting (3-4)

Field experience, for upper-division students, in management and administration with an emphasis in accounting. All internships that may be used in a concentration shall be either 3 or 4 units. No internship may be counted in more than one concentration. No more than two internships may be used for credit in the B.S. in Business Administration program and BUS 499A may not be used as a concentration elective. GPA of 2.0 is required in major plus two courses in the field of concentration. Cr/NC only. The internship requires a minimum of three hours per week per semester unit. Prerequisite: prior arrangement with internship coordinator.

BUS 499F Internship in Finance (3-4)

Field experience, for upper-division students, in management and administration with an emphasis in finance. All internships that may be used in a concentration shall be either 3 or 4 units. No internship may be counted in more than one concentration. No more than two internships may be used for credit in the B.S. in Business Administration program and only one in any single concentration. GPA of 2.0 is required in major plus two courses in the field of concentration. Cr/NC only. The internship requires a minimum of three hours per week per semester unit. Prerequisite: prior arrangement with internship coordinator.

BUS 499FM Internship in Financial Management (3-4)

Field experience, for upper-division students, in management and administration with an emphasis in financial management. All internships that may be used in a concentration shall be either 3 or 4 units. No internship may be counted in more than one concentration. No more than two internships may be used for credit in the B.S. in Business Administration program and only one in any single concentration. GPA of 2.0 is required in major plus two courses in the field of concentration. Cr/NC only. The internship requires a minimum of three hours per week per semester unit. Prerequisite: prior arrangement with internship coordinator.

BUS 499MG Internship in Management (3-4)

Field experience, for upper-division students, in management and administration with an emphasis in management. All internships that may be used in a concentration shall be either 3 or 4 units. No internship may be counted in more than one concentration. No more than two internships may be used for credit in the B.S. in Business Administration program and only one in any single concentration. GPA of 2.0 is required in major plus two courses in the field of concentration. Cr/NC only. The internship requires a minimum of three hours per week per semester unit. Prerequisite: prior arrangement with internship coordinator.

BUS 499MK Internship in Marketing (3-4)

Field experience, for upper-division students, in management and administration with an emphasis in marketing. All internships that may be used in a concentration shall be either 3 or 4 units. No internship may be counted in more than one concentration. No more than two internships may be used for credit in the B.S. in Business Administration program and only one in any single concentration. GPA of 2.0 is required in major plus two courses in the field of concentration. Cr/NC only. The internship requires a minimum of three hours per week per semester unit.

Prerequisite: prior arrangement with internship coordinator.

BUS 499W Internship in Wine Business Strategies (3-4)

Field experience, for upper-division students, in management and administration with an emphasis in wine business strategies. All internships that may be used in a concentration shall be either 3 or 4 units. No internship may be counted in more than one concentration. No more than two internships may be used for credit in the B.S. in Business Administration program and only one in any single concentration. GPA of 2.0 is required in major plus two courses in the field of concentration. Cr/NC only. The internship requires a minimum of three hours per week per semester unit. Prerequisite: prior arrangement with internship coordinator.

BUS 501 Foundations of Accounting (2-3)

A foundation course designed to provide a basic understanding of the theory and practice of accounting with emphasis upon basic principles, concepts, and controls in relation to external and internal reporting. Prerequisites: computer competency and a B.A or B.S. degree.

BUS 504 Foundations of Organizational Behavior (2-3)

BUS 504 is an accelerated version of BUS 344 that is intended to prepare students for M.B.A. level coursework. The course examines the roles of individuals and of groups in organizations. Attention is directed to individual level characteristics such as learning and personality; to processes that affect attitudes, perceptions, and judgment; to applied theories of motivation; and to emotions and stress. At the group level, topics include group formation, development, structure, leadership, and dynamics, as well as the processes of communication, decision-making, power, and conflict. Organizational level characteristics such as structure, culture, and change management are also addressed. Prerequisite: a B.A. or B.S. degree.

BUS 506 Foundations of Marketing (2-3)

BUS 506 is an abbreviated version of BUS 360 that is intended to prepare students for M.B.A. level coursework. The course provides the terminology and concepts of marketing including segmentation, product development, pricing, promotion, and distribution. Prerequisite: a B.A. or B.S. degree.

BUS 507 Foundations of Managerial Finance (2-3)

BUS 507 is an abbreviated version of BUS 370 that is intended to prepare students for the M.B.A. level course BUS 570 Seminar in Managerial Finance. It provides an introduction to the conceptual and analytical framework guiding financial decision-making within the business firm. Emphasis is placed on time value of money and discounted cash flow calculations, valuation of stocks and bonds, the evaluation of investment opportunities available to the firm, the essentials of the risk return trade-off, and estimation of the firm's cost of capital. Prerequisite: a B.A. or B.S. degree.

BUS 509 eMBArk (1-2)

This course is required for all incoming MBA students as orientation for masters level studies. Students will gain overview knowledge of case study approaches to learning. A study of each student's communication and learning profile will allow them to better understand how to communicate most effectively with fellow cohorts.

BUS 516 Operations Management (3)

Production/operations management of manufacturing and service operations. Topics include forecasting and scheduling, material requirements planning, and quality assurance. Additional tools include inventory control, project management, and product development. Modern techniques such as Supply Chain Management, e-business, Just-in-Time, and Total Quality Management are illuminated. Prerequisite: classified graduate status.

BUS 516E Operations and Supply Chain Strategies (1-3)

This course explores major decision areas involved in managing manufacturing and service organization operations. Topics include process selection and design, planning and control systems, quality management, inventory management and control, independent demand management, supply chain management, operations strategies, and developing world-class operations. Prerequisite: admission to the E.M.B.A. Program. Taught in face-to-face, hybrid and online modes.

BUS 519 Management Information Systems (3)

Study of the fundamental role information systems and technologies play in organizations and management issues they raise. Topics include IS/IT'S strategic importance; technology, legislative, and industry trends; systems development issues and practices; project management; database design and management; management of IS/IT assets.

BUS 519E Innovation, Design, and Technology Leadership (1-3)

This course prepares students to lead and manage innovative, entrepreneurial, and new technological approaches to business issues required for organizations to remain competitive in today's and tomorrow's business environment. By applying theory through experiential learning, students will generate and investigate creative approaches to addressing issues; develop new business models for bringing ideas to market; and evaluate the types of risks required to advance entrepreneurial and technological initiatives. This course also provides current and future senior executives with the insights and frameworks necessary to make strategic decisions about implementing new technologies. Prerequisite: Admission to the Sonoma Executive MBA in Wine Business (Wine EMBA) program. Taught in face-to-face, hybrid and online modes.

BUS 525WB Wine Business Experience B (1-3)

This course expands the elective courses available to M.B.A.-Wine Business students and allows graduate students a for-credit opportunity to participate in an experiential learning activity in wine business packaging, marketing, and selling a brand, including gaining event planning and wine industry software sales technology experience. Prerequisites: BUS 540, BUS 570, BUS 580, BUS 535 and BUS 525W A.

BUS 530 Financial Statement Analysis (3)

Students learn to analyze financial statements for the purpose of valuing the firm. The course takes a user perspective, not a preparer's perspective. The course is an inter-disciplinary accounting and finance course. Students learn the limitations and complexities of the numbers used in valuing major components of the financial statements. Significant emphasis is placed on the current American regulatory environment, impending changes within that environment, as well as on international and global regulatory issues. Prerequisite: classified graduate status.

BUS 530E Financial Statement Analysis (1-3)

This course provides a critical analysis of the role of regulation in the measurement and reporting of the results of economic activities to enable a more effective and efficient use of financial information for decision-making purposes. This course explains the "management assertions" embodied in the financial statements and its relationship with an independent audit of financial information. There is also discussion of strategic cost concepts and ethics in recordkeeping; methodology of short and long-term decision analysis; planning and control of organizational activities, transfer pricing methods, and performance evaluation and their related behavioral implications; and critical analysis of long term decisions. Prerequisite: admission to the E.M.B.A. Program. Taught in face-to-face, hybrid and online modes.

BUS 535 Cost Analysis and Control (3)

The course focuses on concepts and managerial uses of financial information with a strong emphasis on management decision-making and the strategic effects of decisions, ethics, and new management accounting trends to prepare students for the challenges of today's workplace. Prerequisite: classified graduate status.

BUS 540 Managing and Motivating Employees (3)

This course develops students¿ managerial acumen so they can effectively manage direct reports and positively influence employee motivation in any type of organization. The course will cover skills in areas such as negotiation, giving

and receiving feedback, meeting facilitation, persuasion, and communication with employees who have diverse backgrounds and personalities. This hands-on course also includes a strategic approach to understanding foundational concepts of human resource management (HRM), including workforce planning and the development, implementation, and assessment of HRM policies and processes. The examination of ethical and legal implications of managerial behavior will be addressed as well. Prerequisite: classified graduate status.

BUS 540E Talent Management (1-3)

This course examines human resources with an emphasis on the role of the top executives and leadership to establish an effective HR system. Specific topics include: strategic human resources in a globally competitive environment; financial implications of HR; strategic staffing and interviewing; training and development; creating a motivational work environment for employees; designing an effective compensation and benefits systems; safety and environmental issues in the workplace; and a review of ethical, legal and international HR issues. Prerequisite: admission to the E.M.B.A. Program. Taught in face-to-face, hybrid and online modes.

BUS 545W Global Wine Business (3)

Current theory and practice of how wine businesses have evolved to become a global industry. Students analyze and debate cutting-edge issues in strategic management, leadership, organization, human resources, entrepreneurship, family business, government regulation, management of technology, financial management, and socially responsible practices. Prerequisite: classified graduate status in the Wine M.B.A. Concentration.

BUS 546E Global Business Environment (1-3)

This course integrates international economics and global issues to expand the scope of business students¿ inquiry to cover the economics of a nation in a global economy. The class discusses theoretical tools which economists and policy-makers use to analyze economic events. Prerequisite: admission to the E.M.B.A. Program. Course taught in face-to-face and hybrid modes.

BUS 547W Wine Legal and Regulatory Issues (3)

This course covers current theory and practice of key legal and regulatory issues in the global wine industry. Major topics include ethical considerations with regards to alcohol sales and consumption, as well as an historical overview of legal and compliance issues with alcohol in the U.S. and in other countries. Specific areas include legal and regulatory issues related to trademarks, appellations of origin, establishing a winery, permits, advertising, distribution, direct shipping, compliance, public health, social responsibility, environmental regulations, international trade, e-commerce and social media, counterfeit wines, vineyard development, land use, conservation, and other relevant ethical and legal issues related to wine. Prerequisite: classified graduate status in the Wine MBA concentration.

BUS 552 Leadership and Innovation (3)

This course provides a combination of skill building and theoretical foundation in leadership and innovation. Topic areas include: 1) self-assessment and review of leadership theory, 2) vision, strategy formulation, and planning, 3) interpersonal leadership skills including motivation, performance management, and teamwork, and 4) technical leadership competencies in the areas of innovation, creativity, change and stress management, and decision-making. Prerequisite: classified graduate status.

BUS 552E Leadership Intelligence (1-3)

Leadership is about making a difference for the organizations in which we work, and for the communities in which we work and live. The focus is on building a core of three critical skill sets: a foundation of financial, operational, and strategic business acumen; the emotional intelligence to effectively engage people; and the execution discipline to deliver results and get things done. This course is connected to BUS 554E and includes the orientation weekend and team-building experiences. Prerequisite: admission to the EMBA Program. Taught in face-to-face, hybrid and online modes.

BUS 554 Social Entrepreneurship In Theory and Practice (3)

This course examines the theory and practices of social entrepreneurship. The course will examine how entrepreneurial solutions can be fashioned and applied to job creation, workforce development, and meeting other social needs. Specific topics include: social responsibility, venture philanthropy, opportunity assessment, market analysis, financial principles of sustainability, micro enterprises, and nonprofit organizations. Prerequisite: classified graduate status.

BUS 554E Leading Sustainable Enterprises (1-3)

When business results are measured by long-term profitability, the creation of vibrant communities, and the sustainable use of natural resources, how do executive leaders achieve success? Leading Sustainable Enterprises is an intensive leadership development experience which provides executives with the tools and strategies necessary for delivering results in a complex multi-stakeholder business environment. Course topics encompass leading for results, business intelligence, leadership intelligence, execution competence, and sustainability strategies. This course includes an offsite leadership development program and the completion of a sustainability plan for a business. Prerequisite: admission to the E.M.B.A. Program. Taught in face-to-face, hybrid and online modes.

BUS 555W Sustainability in the Wine Hospitality Industry (3)

Current theory and practice of how wine and hospitality businesses can become sustainable business. Course content includes business rationale for adopting environment and social equity practices for improved business performance and success. Students analyze and debate cutting-edge issues in sustainability including a review of global wine and hospitality businesses using sustainable practices, audit and compliance, energy management systems, ISO standards, creation of sustainable business strategies, development of policies and practices for sustainable practices for operations, success measures, and cost-benefit analysis. Prerequisite: classified graduate status in the Wine M.B.A. Concentration.

BUS 559 Seminar in Advanced Management Topics (3)

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

BUS 559E Leadership North Bay (1-3)

This course gives students an opportunity to review case studies of local firms and analyze what unique challenges exist for businesses in the North Bay. Discussion of local government, labor force, and other business environment factors adds to the analysis. Further, economic trends in the North Bay are discussed in the context of what business opportunities exist within those trends. Prerequisite: admission to the E.M.B.A. Program. Taught in face-to-face, hybrid and online modes.

BUS 559W Seminar in Advanced Wine Business Topics (3)

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

BUS 560 Seminar in Marketing Management (3)

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

BUS 560E Strategic Marketing (1-3)

Study of the current marketing environment, analysis of cutting-edge marketing programs, and the development of strategic marketing plans. Careful consideration of the conceptual background of marketing including trends and emerging developments. The integration of digital and social media into marketing strategies is also discussed. Prerequisite: admission to the E.M.B.A. Program. Taught in face-to-face, hybrid and online modes.

BUS 563 Strategic Branding (3)

This course offers a solid, proven theoretical foundation with practical insights to

assist managers in their day-to-day and long-term brand decisions. Specifically, a number of key concepts related to brand management, such as brand equity and brand positioning, are incorporated with a series of case studies to optimize students' learning. Prerequisites: completion of the four core M.B.A. courses: BUS 540, BUS 570, BUS 535, and BUS 580.

BUS 565W Marketing and Sales Strategies for Wine (3)

Study of wine marketing and sales on a global basis. Focus on branding, research, positioning, and promotion of wine. Consideration of distribution alternatives and sales strategies for wine. Development of marketing plans for wine products. Prerequisite: classified graduate status in the Wine M.B.A. concentration.

BUS 570 Seminar in Managerial Finance (3)

Financial theory and applied financial analysis. Topics may include security analysis, portfolio management, financial accounting, corporate financial policy, investment banking, and international finance. Prerequisite: classified graduate status.

BUS 570E Financial Markets and Business Strategy (1-3)

This course examines the relationship between corporate finance theory and business strategy employed by corporate executives. The intent of the course is to improve executive decision-making by applying modern corporate finance theory to current business issues. Topics to be covered include time value of money analysis, capital budgeting techniques such as net present value and internal rate of return, cost of capital, capital structure, market efficiency, and international finance. The course will be blend theory and practice by employing a combination of lecture and discussion of corporate finance theory with case studies to emphasize practical application. Prerequisite: admission to the E.M.B.A. Program. Course taught in face-to-face and hybrid modes.

BUS 578 Project Continuation (1-3)

Designed for students working on their thesis or master's project but who have otherwise completed all graduate coursework toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisite: permission of the M.B.A. graduate coordinator. Cr/NC only.

BUS 580 Business Intelligence (3)

The course introduces students to methods of data-driven decision-making. This is a hands-on data intensive course where we analyze topics related to management, marketing, and finance such as pricing, promotion, branding, estimating return on investments, and forecasting. The course will make extensive use of modern data-driven analytical methods, including simple and multiple regression models. Prerequisite: classified graduate status.

BUS 581 Research Methods for Managers (3)

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

BUS 581E Research in Strategic Planning (1-3)

This course explores the business professional¿s role in obtaining and incorporating data into the strategic planning process. It delves into the research options of today¿s business environment, as well as the research process, and discusses current issues in business research, from global to ethical concerns. This class guides executives through identifying their greatest information needs and directs them how to best address their strategic questions. Prerequisite: admission to the E.M.B.A. Program. Course taught in face-to-face, hybrid and online modes.

BUS 582 Advanced Business Analytics (3)

This hands-on, data-intensive course focuses on the practical applications of econometrics and makes extensive use of modern data-driven analytical methods. The course addresses issues of time series data for measuring marketing effectiveness and forecasting, as well as limited dependent variable data for evaluating purchasing decisions. Prerequisites: BUS 535, BUS 540, BUS 570, and BUS 580.

BUS 590E Leading Change in Organizations (1-3)

This course explores change management theories and practical methods to implement change within organizations. Specific topics include: overview of major change management models, building a case for change; evoking change leadership and the role of the change agent, building commitment to change, analyzing processes, designing and implementing the change plan, establishing measures, managing transitions, and developing a learning organization that embraces change. The role of leaders in implementing successful change efforts in different sized organization is a main theme of this course. Prerequisite: admission to the E.M.B.A. Program. Taught in face-to-face, hybrid and online modes.

BUS 591 Seminar in Strategic Management (3)

A consideration of the entire organization from the viewpoint of the chief executive officer. Topics to be covered include strategy formulation, the development of competitive advantage, strategy implementation, and the management of strategic change. Course Prerequisite: BUS 535, 540, 570 and 580 and three theme area courses; MBA or Wine MBA students only.

BUS 591E Strategy in Practice (1-3)

This is a seminar requiring active contribution of participants to identify and evaluate decisions determining the long-range future of a business or nonprofit organization. Strategic management entails generating choices to be made among competing alternatives to produce a competitive advantage and earn above-average returns. Rapid technological change, mergers and acquisitions, increasing pressures for globalization, and changing local environments for organizations have heightened the urgency to ask the right questions about the future, such as: (1) Which distinctive competencies should we be developing for our businesses? (2) Where and how should we compete? (3) How do we balance among competing priorities of and communicate our strategy to our stakeholders? Prerequisite: admission to the E.M.B.A. Program. Taught in face-to-face, hybrid and online modes.

BUS 592 Entrepreneurship and New Venture Creation (3)

Entrepreneurship focuses on new venture creation and venture feasibility analysis. Working in teams, students will learn to identify, conceptualize, plan, finance, launch, manage, and harvest new ventures. Entrepreneurship, the application of entrepreneurial methods of management to established organizations, will also be discussed. Course Prerequisite: BUS 535, 540, 570, 580 and MBA students only.

BUS 592E Business Plan (1-3)

This is primarily a field-study course in which students describe, evaluate, and recommend a well-supported strategy to the top management team and/or board of directors of an organization. Working in teams, participants will observe how strategic opportunities are identified, conceptualized, planned, financed, implemented, managed and harvested. Learning tools include field research, compilation of primary and secondary data, class dialogues, readings, sample case analyses, guest lectures from local business leaders, and a final project that involves writing a case study and analysis describing the evolution of an organization's strategy, how resources and capabilities will be acquired to implement the strategy, and how results may be monitored and controlled. The ultimate output of this course is a business plan that students may use in future business ventures. Prerequisite: admission to the E.M.B.A. Program. Taught in face-to-face, hybrid and online modes.

BUS 593 Seminar in International Business (3)

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

BUS 595 Special Studies in Business Administration (1-3)

Supervised independent study. A maximum of 3 units may be applied toward the requirements for the M.B.A. degree. Prerequisites: consent of faculty member under whom the individual work is to be conducted, consent of the M.B.A.director,

and approved "Application for Special Study 495/595."

BUS 596 Graduate Internship (1-3)

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

BUS 597W Country Intensive Wine Business Analysis (3)

This course provides in-depth analyses of a foreign country's wine industry. Topics may include general business and economic issues as well as wine-specific issues focusing on production, sales, and marketing (within country and for export); human resource management; environmental concerns; and regulations. This course includes a required international field trip.

BUS 599 Master's Degree Directed Research (1-3)

Research directed by the student's committee on a project. An Advancement to Candidacy Form GSO 1 must be filed with the M.B.A. Coordinator before the student registers for this course.

Chemistry (CHEM)

CHEM 102 Chemistry and Society (3)

Lecture, 2 hours; laboratory, 3 hours. An introductory course in chemistry for non-majors. Covers the basics of chemistry related to everyday life. The laboratory will consist of experiments covering chemical principles and phenomena discussed in the lecture. Satisfies GE Area B1 (Physical Sciences) and the GE laboratory requirement.)

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

Lecture, 4 hours; laboratory, 3 hours. A survey of the principles of chemistry, with emphasis placed on those that apply to living organisms. The course is designed for students in Nursing and majors that do not require further courses in Chemistry. Course is not a prerequisite for any chemistry course. Satisfies GE, Area B1 (Physical Sciences) and the GE laboratory requirement. Fall only.)

CHEM 107 Introduction to Physical Science for Teachers (3)

Lecture, 3 hours. A non-mathematical course designed to introduce students to a range of topics in physics and chemistry that are required by the California Science Standards for grades K-8, including the laws of motion, energy, the structure of matter, the states of matter, electricity and magnetism, and light and optics. Lectures include many demonstrations to illustrate physical science principles and students will be asked to think about how they would demonstrate or explain various concepts.)

CHEM 110 Introductory General Chemistry (3)

Lecture, 3 hours. Develop fundamental knowledge and necessary skills in General Chemistry for students who plan to major in science or pre-health programs. Recommended for students with no prior chemistry background or as a refresher course to enhance an insufficient chemistry background. Topics covered include the scientific method, word problem analysis, significant figures, scientific notation, unit conversion, periodic table, chemical equations, fundamental laws of matter and energy, the mole concept and stoichiometry. Satisfies GE Area B1. Fall only.)

CHEM 115A General Chemistry (5)

Lecture, 3 hours; discussion, 1 hour; laboratory, 3 hours. Principles of chemistry for students in science, pre-health, and related areas of study. This course will introduce students to science and scientific thought by using problem-solving strategies in both a conceptual and mathematical manner. First semester topics include atomic and molecular structure, states of matter, chemical reactions, stoichiometry, and thermodynamics. Second semester topics include kinetics, equilibrium, buffers, and electrochemistry. Satisfies GE Area B1 (Physical Sciences), and laboratory requirements.)

CHEM 115B General Chemistry (5)

Lecture, 3 hours; discussion, 1 hour; laboratory, 3 hours. Continuation of CHEM 115A. Prerequisite: CHEM 115A. Satisfies GE Area B1 (Physical Sciences), and laboratory requirements.)

CHEM 120A Thinking Like a Scientist (2)

First course of a two-course series. Topics include logic, critical thinking, the scientific method, data analysis, statistics, ethics, science and society, problem solving, and college transition elements. Students must be of Freshman status, GE math eligible and be concurrently enrolled in CHEM 125A and either Math 160, Math 161, or Math 161X. Upon completion of CHEM 120B in the spring with a C- or better, the course will satisfy the category A3 GE requirement.)

CHEM 120B Thinking Like a Scientist (2)

Second course of a two course series. Topics include logic, critical thinking, the scientific method, data analysis, statistics, ethics, science and society, problem solving, and college transition elements. Students should be concurrently enrolled in CHEM 125B. Upon completion of CHEM 120B with a C- or better, the course will satisfy the category A3 GE requirement.. Pre-req: CHEM120A.)

CHEM 125A Quantitative General Chemistry (5)

Lecture, 3 hours; discussion 1 hour; laboratory 3 hours (5 units). This one-year analytical general chemistry course is designed for freshmen Chemistry majors, Biochemistry majors, or others interested in chemical fields who have taken High School Chemistry or equivalent. This first semester course (CHEM 125A) will focus on: statistics, atomic structure, stoichiometry, gas laws, redox reactions, equilibrium, and acid/base reactions. Prerequisites: high school chemistry or equivalent and GE math placement. Taken concurrently with CHEM 120A. Satisfies GE Area B1 (Physical Sciences), and laboratory requirements.)

CHEM 125B Quantitative General Chemistry (5)

Lecture, 3 hours; discussion, 1 hour; laboratory, 3 hours (5 units). The second semester (CHEM 125B) starts by applying the topics covered in the first semester to chemical literature, chromatography, spectroscopy, biological chemistry, thermodynamics, electrochemistry, quantum mechanics, bonding, and kinetics. After completion of this course students will receive credit for the full year of general chemistry and one semester of quantitative analysis (CHEM 255). Prerequisite: CHEM 125A and concurrent enrollment in CHEM 120B. Satisfies GE Area B1 (Physical Sciences), and laboratory requirements.)

CHEM 255 Quantitative Analysis (4)

Lecture, 2 hours; laboratory, 6 hours. Theory and practice of methods of analysis, including volumetric, gravimetric, and selected instrumental techniques. Prerequisite: CHEM 115B.)

CHEM 275 Instrumental Analysis (2)

This course focuses on the theory behind commonly used chemistry instruments. Lecture will focus on analysis of spectroscopic data (molecular transitions), an overview of instrumental hardware, and principles of chromatography. Topics include basic electronics, statistics, optics, signal to noise detectors, IR, optical, NMR and fluorescence spectroscopy, mass spectrometry, atomic absorption, and chromatography. Prerequisite: CHEM 335B and CHEM 255 or 125B.)

CHEM 310A Fundamentals of Physical Chemistry (3)

Lecture, 3 hours. Development and applications of the concepts of thermodynamics, equilibrium, and kinetics. Prerequisites: CHEM 115B or CHEM 125B; MATH 211; PHYS 210 B or PHYS 214.)

CHEM 310B Fundamentals of Physical Chemistry (3)

Lecture, 3 hours. Introduction to the concepts of quantum mechanics and its application to chemical bonding and spectroscopy. Prerequisites: CHEM 115B or CHEM 125B; MATH 211, or consent of instructor.)

CHEM 315 Introduction to Research Methods in Chemistry (1)

Chemistry 315 is designed for Chemistry majors but may be taken by others. Students will learn about research in Chemistry at SSU and then will choose a research project with a faculty mentor. This course will focus on preparation of a proposal to be performed in the subsequent semester. Topics such as scientific ethics, literature, and writing will also be covered. Prerequisite: CHEM 335B.)

CHEM 316 Research Methods in Chemistry (2)

Chemistry 316 is the second part of a year-long course designed for Chemistry majors. Students will execute the research proposal developed in CHEM 315. Research will be done under the mentorship of faculty. Students will meet weekly to discuss research progress. Students will conclude the semester with a research manuscript. Prerequisite: CHEM 315.)

CHEM 325 Inorganic Chemistry (3)

Lecture, 3 hours; Atomic structure, symmetry, and group theory of small molecules and the relationship of these concepts to bonding theory and molecular spectroscopy. Applications of symmetry and group theory to coordination chemistry of transition metal complexes in organometallic, environmental, bioinorganic, and materials chemistry. Other topics include kinetics and reaction mechanisms of inorganic and organometallic compounds including electron transfer. Prerequisite: CHEM 310B and CHEM 401, or concurrent enrollment.)

CHEM 335A Organic Chemistry (3)

Lecture, 3 hours. A study of the fundamental principles of organic chemistry including bonding, electrophilicity, nucleophilicity, and molecular shapes and geometry for organic compounds. Applies these concepts to the study of the properties, syntheses, and reactions of major classes of organic compounds. A special emphasis is given to reaction mechanisms. Prerequisite: CHEM 115B or CHEM 125A (with department consent), or consent of instructor.)

CHEM 335B Organic Chemistry (3)

Lecture, 3 hours. Continuation of CHEM 335A. Prerequisite: CHEM 335A.)

CHEM 336A Organic Chemistry Lab I (2)

Laboratory lecture, 1 hour; laboratory, 3 hours. Fundamental techniques in organic chemistry, emphasizing separation techniques, modern instrumental methods, and qualitative organic analysis. Designed to complement CHEM 335A. Prerequisite/co-requisite: CHEM 335A.)

CHEM 336B Organic Chemistry Lab II (2)

Laboratory lecture, 1 hour; laboratory, 3 hours. Fundamental techniques of organic chemistry, emphasizing synthetic organic chemistry, modern instrumental methods, and qualitative organic analysis. Designed to complement CHEM 335B. Prerequisite: CHEM 336A. Prerequisite or corequisite of CHEM 335B required.)

CHEM 397 Chemistry Practicum (1-6)

Supervised chemistry work experiences that involve practical application of previously studied theory. Intended for professional growth and/or collection of data for future theoretical interpretation. Not applicable toward the Chemistry major or minor. May be repeated for up to a total of 6 units. Two hours of work per week for each unit of credit. Cr/NC only. Prerequisite: consent of instructor.)

CHEM 401 Senior Integrated Lab (3)

This course focuses on making connections between the sub-disciplines of chemistry by performing experiments that cross over between these sub-disciplines in this capstone course. Students will perform experiments independently. Students will learn to properly write up their results in a format similar to published papers. This course is for graduating seniors and is the capstone for B.A. Chemistry majors.Prerequisite: CHEM 255, CHEM 275 and CHEM310B. CHEM 275 and CHEM 310B may also be taken concurrently.)

CHEM 402 Advanced Synthesis and Instrumental Analysis (3)

Lecture, 1 hour; laboratory, 6 hours. Project-based synthesis, purification, and characterization of inorganic, organic, and organometallic molecules. Capstone course for the B.S. chemistry degree. Topics will include air-sensitive syntheses, standard Schlenk line techniques, characterization through IR, optical and NMR spectroscopy, mass spectrometry, and electrochemistry. This course is for graduating seniors and is the capstone for BS Chemistry majors. Prerequisite: CHEM 401.)

CHEM 441 Biochemical Methods (3)

Project based course involving characterization of proteins from natural sources utilizing biochemical methods and experimental design techniques common in biotechnology and research. This course is for graduating seniors and is the capstone for B.S. Biochemistry majors. Offered in spring only. Prerequisites: CHEM 445 or 446 (may be concurrent), CHEM 255, and a foundation in spectroscopy; kinetics strongly recommended. Spring Only.)

CHEM 445 Structural Biochemistry (3)

Lecture, 3 hours. A study of the structure-function relationships of amino acids, proteins, enzymes, carbohydrates, lipids, and nucleic acids. Also includes topics such as enzyme kinetics, membrane transport, and signaling. Only offered in the fall. Prerequisites: CHEM 335B, and a foundation in kinetics and thermodynamics, or consent of instructor.)

CHEM 446 Metabolic Biochemistry (3)

Lecture, 3 hours. A study of bioenergetics and the metabolism of biological

molecules including carbohydrates, lipids, nucleic acids, and proteins. This course is only offered in the spring. Prerequisites: CHEM 335B or CHEM 232; CHEM 445 or BIOL 130; and a foundation in kinetics and thermodynamics, or consent of instructor.)

CHEM 492 Chemistry Seminar Series (1)

Invited speakers from universities and industry will present on current topics in the chemical and biochemical fields. May be repeated; does not count towards the major.)

CHEM 494 Undergraduate Research (1-6)

Under supervision by the Chemistry faculty, students will participate in individual investigations of student- or faculty-initiated chemical problems. May be taken only by petition to the Chemistry Department. May be repeated. Prerequisite: consent of instructor.)

CHEM 495 Special Studies (1-3)

Investigation of existing information on a specific or general topic of interest to the student. Prerequisites: consent of instructor; upper-division standing in chemistry or closely related science. May be repeated for credit up to 8 units.)

CHEM 496 Selected Topics in Chemistry (1-6)

A study of an advanced topic in chemistry. May be repeated for credit with new subject matter. Prerequisites: CHEM 335B; may vary by subject matter.)

CHEM 497 Research Seminar (1)

Laboratory, 3 hours. Capstone course for B.A. and B.S. degrees. The course will focus on techniques involved in the preparation and delivery of technical seminars. This final project will be a formal oral presentation to the Chemistry department on a research paper from the chemical literature or the student's undergraduate research project. Instruction includes the appropriate coverage of the selected topic, use of the chemical literature, and the reparation and use of PowerPoint, graphic, and web-based applications to create an informative talk. Prerequisite or corequisite: CHEM 401 required, or consent of instructor.)

CHEM 499 Internship (1-4)

Chemistry field experience in industrial, hospital, or similar laboratory settings. Enrollment by prior arrangement with supervising faculty member and community sponsor. Please see department advisor for details. Three hours of work per week for each unit of credit. Internship assignments may be paid. Cr/NC only. May be repeated.)

Chicano & Latino Studies (CALS)

CALS 165A Humanities Learning Community (4)

CALS 165 A/B is a year long course, which features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking) and C3 (Comparative Perspectives and/or Foreign Languages) GE Areas along with meeting Ethnic Studies requirements. C- or better required in the second semester for A3 credit.

CALS 165B Humanities Learning Community (4)

CALS 165 A/B is a year long course, which features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking) and C3 (Comparative Perspectives and/or Foreign Languages) GE Areas along with meeting Ethnic Studies requirements. C- or better required in the second semester for A3 credit.

CALS 219 The Latino Experience (3)

A survey of the Chicano and Latino experience in the United States. The course serves as an introduction to Chicano and Latino studies through the social sciences in order to explain the individual's status and place within the group and society. This includes how Chicano Latinos and other Latinos have adapted to the various cultural, social, economic, and political elements of U.S. society as compared to other groups. Satisfies the Ethnic Studies requirement in GE Area D1 (Individual and Society).

CALS 220 Latina/o Arts and Humanities (4)

This course considers how individuals and communities define and are defined by their cultural practices by focusing on the ways these dynamics play out in Latina/o communities. It surveys Latina/o contributions to literature, drama, theater, cinema, mass media, popular and fine art, music, and dance and considers how these contributions reflect and challenge the nature and meaning of race and ethnicity in the United States. This course satisfies the C3 and Ethnic Studies GE requirements.

CALS 225 Spanish for Bilinguals (4)

This course is designed to systematically develop a confidence in native speakers' ability to write and communicate effectively in the Spanish language. The class will be conducted entirely in Spanish. Prerequisite: native fluency in Spanish. Satisfies GE Area C3 (Comparative Perspectives and/or Foreign Languages). This course does not satisfy the GE Ethnic Studies requirement.

CALS 225L Language Laboratory/Field Work (1)

At least two hours per week of practice in the language laboratory or in an approved fieldwork setting such as a Spanish-speaking organization, community agency, or bilingual classroom. Cr/NC only. Prerequisite: concurrent enrollment in CALS 225.

CALS 273 Latinos and Performance: Critical and Creative Readings (4)

This course explores the relationship between identity and performance, reading and rendition, the interaction between the skills of close reading, embodied reading, and possible productions of these readings on the page, stage or screen. This course is part of the University's Second Year Research and Creative Experience (SYRCE) and its theme will vary from semester to semester. Satisfies GE Area C2. Only one course numbered 273 in the Arts & Humanities will be considered for credit. Prerequisite: completion of GE Category A2 (Engl 101 or ENGL 100B) required.

CALS 301 CALS Leadership and Mentoring (1)

A supervised, guided process where senior-level majors in CALS coach and mentor newly declared majors after having been coached by a senior student the previous semesters. Elective units. May be enrolled more than once.

CALS 310 Chicano/Latino Arts and Crafts Workshop (1)

Analysis of and workshop on providing Chicano Mexican and other Latino arts and crafts. Includes village and folk arts, with particular emphasis toward adapting these arts to the public school curriculum. Course projects require a public exhibit.

CALS 314 Literature in Translation (4)

This course is designed for students who have studied little or no Latin American literature previously, and are interested in exploring the rich and diverse make-up of a people of both indigenous and Hispanic background, to understand how it is a part of their everyday lives. Students will develop an understanding of regional areas through the readings, and study the manner in which writers from Latin America weave struggles related to ethnicity, cultural traditions, and historical events into their creative works with a focus on important figures of Latin American narrative. Satisfies upper-division GE Area C2 (Literatures, Philosophies, and Values) and the Ethnic Studies requirement.

CALS 339 Latinos and the U.S. Labor Market (3-4)

This course is designed as an overview of major theories, trends, and debates on the topic of Latinos and labor market inequality in the United States. Topics include urban poverty, discrimination in employment, how jobs and workers are matched, and over-arching issues as globalization and place affects the labor force. Particular attention is given to the interaction between race and class as determinants of the life chances of minorities and specifically Latinos in the United States. Satisfies upper-division Ethnic Studies in GE Area D1 (Individual and Society).

CALS 350 Latino Cultural Studies (4)

This course focuses on the theoretical debates that have shaped the field of Chicano and Latino studies. We will explore the relationship between dominant racial formations and cultural production. Cross-listed with WGS 351.

CALS 352 Chicano/Latino Philosophy (4)

This course addresses the development of Chicano/a and Latina/o thought from a materialist perspective. We will endeavor to contextualize the rise of different attitudes, definitions and worldviews concerning Chicano/Latino identity and politics within the specific historical conditions in which they developed. Satisfies Ethnic Studies and upper-division GE Area C2 (Literatures, Philosophies, and Values).

CALS 365 Chicano/Latino Theatre (2)

A review of the development of drama in literary Chicano/Latino culture from a variety of sources: anthropological, sociological, and historical as well as contemporary developments. Course includes a workshop leading to the performance of a term play, along the lines of the Teatro Campesino. May be repeated once for credit.

CALS 368 Chicano/Latino Music (4)

This course explores Chicano/Latino musical practices with a special focus on their historical origins. The social, cultural, and political significance of Chicano/Latino musical forms will also be addressed in this class. The class will acquaint students with Chicano/Latino musical traditions and an understanding of their significance within a multicultural society. Satisfies Ethnic Studies and upper-division GE Area C1 (Fine Arts).

CALS 374 Latino Literature (4)

A course designed to identify, analyze, and appreciate current literary themes and forms in works focusing on the experiences of Latinas/os in the United States. The course includes analyses of distinct ethnic, national, racial, regional, and gendered voices through the study of novels, short stories, essays, poetry, and plays. Satisfies upper-division GE Area C2 (Literatures, Philosophies, and Values) and the Ethnic Studies requirement.

CALS 393 Chicano/Latino Cinema (4)

An introduction to Chicano/Latino cinema, this course also introduces students to the politics of representation while offerint an overview of Latina/o stereotypes in mainstream films. . Special attention will be given to the emergence of Latina/o-produced films, tracing the evolution of alternative aesthetic and narrative strategies. Satisfies ethnic studies and upper-division GE, category C1. Depending on the instructor this course may be offered in a face-to-face, hybrid or online teaching mode.

CALS 395 Community Involvement Program (CIP) (1-4)

Provides students with practical experience in school classrooms, various ethnic community organizations, and health and social service agencies, including recreation programs, day care centers, and senior citizen centers. One unit is equivalent to 30 hours of volunteer work per semester. Units are not applicable to the CALS major. Meets field experience requirements for the CALS waiver program. May be repeated for credit. A total of six units of CIP may be applied towards a degree.

CALS 398 MEChA (1-2)

Movimiento Estudiantil Chicano de Aztlan involves students in experimental projects that will orient them to problems faced by the Chicano/Latino student community and the greater Hispanic community in the campus service area. May be repeated for credit.

CALS 400 Selected Topics in Chicano Studies (1-4)

A seminar course that is offered occasionally, based on student interest and faculty availability. Courses offered in recent years featured topics such as the Mexican American Borderlands, Latina Feminisms, and Chicano Small Business Development. May be repeated once for credit with a different topic.

CALS 403 Chicano/Latino Youth and Adolescents (3-4)

General psychological principles and theories of growth and human development as they apply to Chicano/Latino youth. Course will focus on Latino adolescents and their adjustment to the life cycle and American society and its impact on the self, peer group relations, family life, and other sources of conflict. Satisfies Ethnic Studies and upper-division GE Area E.

CALS 405 The Chicano/Latino Family (3-4)

Examines the Latina/o family in a psychological and sociological context. The role of international and internal migration and acculturation on Latino family structure and functioning, contemporary gender roles and sexualities, variations in family structure, race and class identity, and the impact of economic and cultural dislocation are examined. Family violence, addiction, mental and physical health, family resilience, and coping strategies are also examined. The class is designed to prepare students to work in social service environments (including family and individual therapy, public policy, social welfare, health services, community advocacy, and education), with applicable understandings of the contemporary Latino family.

CALS 426 Chicano/Latino Sociolinguistic (4)

A seminar that examines the role language plays in structuring the social interactions of Latino populations. The class includes an overview of multiple varieties of Spanish and English, and explores issues such as language maintenance, policy planning, and bilingual education. Satisfies GE Area C3 (Comparative Perspectives) and the Ethnic Studies requirement.

CALS 432 Latinas/os and Globalization (4)

This class will explore the effect that late-stage capitalist globalization has upon Latino workers. How do changes in the world economic system, including the advent of global free trade regions (NAFTA, FTZs) affect the composition and opportunities open to Latino populations in the United States? Examines the development of transnational economic and cultural networks as a result of globalization. Satisfies the Ethnic Studies requirement in GE Area D5 (Contemporary International Perspectives).

CALS 442 Race, Class, and Gender Among Latinos (4)

A course centered on the institutional, cultural, and psychological components of race, class, and gender relations among Latinos and their effect on different communities. Institutional inequality, questions of assimilation and identity, attitudes, and effects of inequality on community activism and politics will be explored.

CALS 445 Chicano/Latino History (4)

An analysis of Chicano/Latino history, from the exploration and settlement of the Southwest to the present. To include an examination of such themes and topics as: the Chicano heritage, the Mexican War and Treaty of Guadalupe Hidalgo, the land question, social banditry and other forms of resistance, the Chicano in the 20th century, and contemporary Chicano/Latino issues, organizations, and movements.

CALS 450 Chicano/Latino Children's Literature (3-4)

An analysis of children's literature written about and for Chicano/Latino children both in the U.S. and abroad. Students will review and analyze the literature for style and content. Includes the study of nontraditional literature collections from the Spanish-speaking community. Prerequisite: functional Spanish language skills.

CALS 451 Latina/o Humanisms (4)

A comparative analysis of the nature and meaning of race and ethnicities in the United States from its origins in Latin America to its cultural manifestations and social concepts. Discussion and study will be focused from interdisciplinary perspectives. Satisfies GE Area C3 (Comparative Perspectives) and Ethnic Studies categories. Prerequisite: upper-division standing. Depending on the instructor this course may be offered in a face-to-face, hybrid or online mode.

CALS 456 Sociology of Education/Latinos and Education (4)

This course introduces students to some key theoretical and empirical work in the sociology of education and Latinos. Because this is such a large field of research, the course will focus on the question of stratification and how systems of schooling maintain or alleviate inequality among Latino communities. We will examine classical approaches to schooling; schools as organizations; schools and their effects on social mobility; class, race, and gender stratification in achievement and attainment; tracking/ability grouping; theories and empirical work on social and cultural capital; school choice; and cross-national expansion of education. Our readings will cover both qualitative and quantitative studies in the field. Note: restricted to upper-division students. Prerequisite: CALS 458.

CALS 456 Sociology of Education/Latinos and Education (4)

This course introduces students to some key theoretical and empirical work in the sociology of education and Latinos. Because this is such a large field of research, the course will focus on the question of stratification and how systems of schooling maintain or alleviate inequality among Latino communities. We will examine classical approaches to schooling; schools as organizations; schools and their effects on social mobility; class, race, and gender stratification in achievement and attainment; tracking/ability grouping; theories and empirical work on social and cultural capital; school choice; and cross-national expansion of education. Our readings will cover both qualitative and quantitative studies in the field. Note: restricted to upper-division students. Prerequisite: CALS 458.

CALS 458 CALS Research and Methodology (4)

This course introduces students to advanced research theories and methodologies. Students will develop and refine their research and information literacy competencies as they complete a semester-long original research project. This course can be substituted for AMCS 480 Research and Methodology.

CALS 460 Cross-Cultural Math and Science for Teachers (3)

Taught in bilingual format, this course helps prospective teachers prepare for the classroom, providing linguistic and cultural depth and strategies in basic science areas and math concepts including number systems and problem-solving, metrics, geometry, probability, and statistics. Prerequisites: functional Spanish language skills and completion of GE math and science (GE Areas B1 and B2) requirements.

CALS 474 Major Authors in Chicano and Latino Literature (4)

A detailed study of representative authors, genre, period, or region, in consideration of socio-economic, political, and cultural contexts. Requires critical discussion in class, annotated bibliography, and senior-level term paper. Not in core.

CALS 479 Chicano/Latino Art History (4)

An analysis of art as expressed in the historical culture of Chicanos and Latinos, from ancient times to the present. A cultural art history approach. Field trips. Includes a studio practicum when offered for 4 units. Satisfies Ethnic Studies in GE Area C1 (Ethnic Studies in the Fine Arts).

CALS 480 Latin American Migration to the United States (4)

This course provides a broad overview of international migration to the United States, paying particular attention to Latin American migrants. The course attempts to understand what life is like for Latinos involved in migration to and from the United States. Attention is given to the diversity of today's Latin American migrants, their social origins, their adaptation experiences and exits, and contexts of incorporation. The course also analyzes the experiences of different Latin American immigrant groups in the state of California.

CALS 495 Special Studies (1-4)

Independent study on a special topic for upper-division students. Prerequisite: completion and approval of a special studies form. May be repeated for credit up to 8 units.

CALS 499 Internship (1-4)

An internship in Chicano and Latino Studies must combine: 1) service in a school or an agency where activity is related to the Latino community; 2) the selection of a topic for observation and study; 3) preparation of a bibliography and a reading list related to the internship activity; 4) a term paper that reflects both the internship work experience and appropriate research. The internship must be proposed and arranged ahead of time with the professor in CALS who will supervise the internship. Prerequisites: senior-level standing and completion of most CALS core classes. This course may be repeated once for credit.

Communcation Studies (COMS)

COMS 160A Humanities Learning Community (4)

COMS 160 A/B is a year long course, which features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking) and C3 (Comparative Perspectives and/or Foreign Languages) GE Areas. C- or better required in the second semester for A3 credit.

COMS 160B Humanities Learning Community (4)

COMS 160 A/B is a year long course, which features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking) and C3 (Comparative Perspectives and/or Foreign Languages) GE Areas. C- or better required in the second semester for A3 credit.

COMS 162A Humanities Learning Community Media Literacy (4)

COMS 162 A/B is a year long course, which, features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking and C3 (Comparative Perspectives and/or Foreign Languages) GE categories. C- or better required in the second semester for A3 credit.

COMS 162B Humanities Learning Community Media Literacy (4)

COMS 162 A/B is a year long course, which, features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking and C3 (Comparative Perspectives and/or Foreign Languages) GE categories. C- or better required in the second semester for A3 credit.

COMS 200 Principles of Media Communication (4)

An introduction to the history of mass communication, the mechanics of the mass communication industries, and theories of mass communication as a social, cultural, and political phenomenon.

COMS 201 Video Production (4)

A course for beginning video students. Assignments include: creation of skits and music videos; and conducting interviews using DV camcorders. Students also do a final creative project of their own.

COMS 202 Methods of Media Criticism (4)

A survey of ways to analyze mediated texts, with a focus on film, television, magazines, music, news, and advertising. Methods and concepts include semiotics, structuralism, ideology, psychoanalysis, feminism, and postmodernism.

COMS 210 Web and Print Journalism (4)

Introduction to a wide range of writing styles and formats, from hard news to features. Students learn to write for newspapers, magazines, television, radio, and the internet.

COMS 240 Public Relations (4)

An overview of the history, structure, and organization of public relations. Students also learn the basic public relations tactics of writing, presentation, event organization, and web communication (taught face-to-face during the semester, hybrid during winter and summer session).

COMS 265 Radio and Audio Production (4)

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.

COMS 273 SYRCE: Topics in COMS (4)

This course examines seminal moments in history that shaped the future of news reporting by identifying key tropes in the encoding and decoding of content. The course critiques traditional values, ethics and philosophies in order to portray the truth of the times as viewed through the lens of mediated communications. Satisfies GE Area C2. Only one course numbered 273 in the Arts & Humanities will be considered for credit. Prerequisite: completion of GE Category A2 (Engl 101 or ENGL 100B) required.

COMS 275 21st Century Television As Art (4)

This course explores the "New Golden Age" of TV that arguably began with The Sopranos and which may, perhaps, be considered "art." Students will weigh relevant social and technological changes, study debates over subjectivity, taste, and cultural hierarchies, and assess what might distinguish these new shows from TV of old. Non-Majors Need Dept, Approval. Satisfies GE Area C1 (Fine Arts, Theatre, Dance, Music, and Film).

COMS 301 Media Theory and Research (4)

Intermediate-level study of the key research events that contributed to the development of communication theories, government policy, and the emergence of communication as an academic discipline. Prerequisites: COMS 200, 202, and COMS majors with junior-level standing. The course will be taught hybrid or online during winter and summer intersession only.

COMS 302 Media Ethics and Law (4)

The course will examine controversial ethical issues related to the media including sensationalism, bias, and deception. It will also cover how the media is regulated, as well as legal issues related to the First Amendment, libel, privacy, copyright, confidentially, obscenity, the right to a fair trial, advertising law the Freedom of Information and Open Meetings Acts. Prerequisites: COMS 200, 202, and COMS majors with junior-level standing. May be offered as Hybrid course (Face-to-Face and Online) The course will be taught in hybrid mode only during winter and summer intercession.

COMS 320 Selected Topics in COMS (4)

Intensive study of various topics and trends in the mass media, including advertising, propaganda and persuasion; children and the media; technical and scriptwriting; environmental and international communication; and film. May be repeated for additional credit with new subject matter. Course restricted to COMS majors. Taught face to face and online modes.

COMS 321 International Communication (4)

Course develops a basic understanding of current issues related to the field of international communication. Surveys readings and videos on global media (MTV, CNN, ESPN, theme parks, video games, advertising, media campaigns for social change, computer hackers, Sesame Street, etc.). Overseas job and volunteer opportunities discussed.

COMS 322 Broadcast Journalism (4)

Introductory class on the art and craft of Journalism, print, video, and radio, by career professionals. Designed to give students a taste of real world media experience.

COMS 323 Health Science and Environmental Journalism (4)

Course will focus on research, reporting skills to produce magazine articles, or video/radio documentaries on health, science, and the environment. Other assignments include press releases, profiles, and memos. Lecture, videos, and field trips help to critique news, public relations, advertisements, PSAs, campaigns, film, television, music, and the internet on related issues. Junior-level standing required.

COMS 324 Scriptwriting for TV (4)

Course focuses on fundamentals of writing professional-level scripts for video, television, and film productions. Assignments include lab work and homework producing scripts and storyboards for Public Service Announcements (PSAs), commercials, news packages, documentaries, corporate and educational training programs, and dramatic screenplays.

COMS 325 New Media (4)

This course introduces students to new communication technology, its influence on society, and how to write for the new media environment. This course will focus on examining new communication technologies including the different ways in which these technologies are used, the theoretical models that are relevant to new communication technology as well as the practical applications and implications of new communication technology on communication.

COMS 326 Advanced Presentation Techniques (4)

Course involves intensive self-evaluation of both verbal and non-verbal elements of presentation. Interviews, group communications, and presenting with multimedia are covered. Theories of communication are discussed as they relate to presentation styles. Junior-level standing required.

COMS 328 America at the Movies (4)

An examination of the sociopolitical meanings and significance of American film from the silent era to the present. To better understand how films can potentially reflect and affect society, students read about American history and analyze dozens of films in their particular historical contexts.

COMS 329 "Reality" TV and Film (4)

How is "reality" mediated in film and television? In this course students examine the truthfulness, ethics, and sociopolitical implications of such forms and genres as the documentary, neorealism, Dogme 95, tabloid talk shows, voyeurism/confession shows, crime shows, freak shows, and contest/game shows.

COMS 340 Public Relations Firm (4)

This is a hands-on class for students who are planning to work in the field of public relations. The class is run as a public relations firm with students working as consultants with clients to develop plans and projects for public relations campaigns. Prerequisite: Consent of Instructor Required. Open to Juniors, Seniors and Graduates only. Non major needs Dept. approval

COMS 368 Newspaper Writing/Editing (STAR) (4)

The faculty advisor offers a comprehensive evaluation -- oral and written -- of the most recent edition of the campus newspaper, the STAR. Instruction is provided on a wide variety of journalism topics, from editing and reporting to ethics and law. Students are required to read the STAR and the written evaluation by the advisor. May be repeated for up to 12 units.

COMS 369 Studio Blue (4)

This is an essential class for students who will work in the Broadcasting Industry. Students will learn about the history, structure, and operations of local broadcasting. Students will be expected to work in a specific department of Studio Blue during the semester. May be repeated for credit up to 12 units.

COMS 385 Media Lab: Radio (KSUN) (4)

A media lab to develop a range of skills in the production of radio programs. Work focuses on the production of live and prerecorded pieces for KSUN, SSU's internet radio station (www.sonoma.edu/ksun). The lab also serves as the staff meeting of the radio station. May be repeated for up to 12 units.

COMS 402 Senior Seminar (4)

Students will share at least one critical analysis of a specific media message and complete a senior-level project/portfolio/study, which is the culmination of their major experience. Prerequisites: COMS 301 and 302; seniors only. Cannot be repeated for credit. Course is taught face to face during the semester and may also be offered Hybrid or Online during winter and summer session.This course may occasionally be offered as a Writing Intensive Course (WIC). To check, go to "Schedule of Classes" and click on each section of COMS 402 being offered. If the course is offered as a WIC course, it will be denoted under "Class Attributes" with "Writing Intensive Course". Students may also check with their advisors with questions on course offerings each semester.

COMS 435 Seminar in 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 communication in contemporary society. Emphasis is on exploring, through a major research project, social issues that should be, but are not, fully covered by the mass media. Prerequisite: COMS 301, SOCI 300, SOCI 331, or consent of instructor. Cross-listed as SOCI 435.

COMS 460 Teaching Assistant in Communication Studies (1-4)

Intended to give students experience assisting instructors. Teaching Assistants help teach, do research, and tutor students in classes. Consent of instructor and department contract required. May be repeated for credit.

COMS 470 Research Assistant in Communication Studies (1-4)

Intended to give selected students experience in the construction and implementation of a professor's research project. Consent of instructor and department contract required.

COMS 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. Meetings will be arranged for discussions and progress evaluations. May be repeated for credit up to 8 units. Consent of instructor and Special Study 495 contract required.

COMS 499 Media Internship (1-4)

This class provides students with an opportunity to discover how to make an effective transition from the classroom to the workplace. For a semester, individuals work in a media firm, business, newspaper, radio, or TV station. On the job, students learn networking and negotiating skills. Assignments for class include: a resume, workplace lingo, self-evaluation, profile of supervisor, and album with photos and text that describe the experience. There is also an interview for a job. Seniors only. Consent of instructor, internship agreement form, and department contracts required. Can be taken for up to 12 units only.

Computer Science (CS)

CS 101 Introduction to Computers and Computing (3)

Lecture, 2 hours; laboratory, 2 hours. This course is an introduction to the concepts, techniques, uses, applications, and terminology of computers, computing, and networking. Emphasis is on the possibilities and limitations of computers and computing in a wide range of personal, commercial, and organizational activities. Topics include computer types, history of computing, computer organization and operation, computer languages, program development, computer applications (word processing, database, graphics, spreadsheets, etc.), basic networking, and computers in society. Weekly hands-on experience with a variety of operating systems, applications, and computer programming. Not applicable to the CS major. Recommended for all students. Satisfies GE Area B3.

CS 115 Programming I (4)

Lecture, 3 hours; laboratory, 3 hours. This course gives an overview of computer organization; arithmetic and logical expressions, decision and iteration, simple I/O; subprograms; principles of good programming style, readability, documentation, structured programming concepts; top-down design and refinements; techniques of debugging and testing. Use of the above concepts will be implemented in a standard high-level programming language. Satisfies GE Area B3.

CS 115W Programming I Workshop (1)

A workshop designed to be taken with CS 115. Exploration of programming concepts through problem solving in a group setting. Co-requisite: CS 115.

CS 210 Introduction to Unix (1)

Laboratory, 3 hours. This course is an introduction to the use of Linux/Unix as a programming environment. Communicating with a Linux host, shells and shell commands, files and directories, Gnome desktop, jobs and processes, scripting, programming utilities (compiler, linker, debugger, make, hex dump, etc.). Prerequisites: Grade of C- or better in CS 115 and previous or concurrent enrollment in CS 215, or consent of instructor.

CS 215 Programming II (4)

Lecture, 3 hours; laboratory, 3 hours. This course is the sequel to CS 115. Topics include: pointers and dynamic allocation of storage, linked lists, an introduction to the object oriented programming (OOP) paradigm, classes and objects, encapsulation, member variables and member functions, inheritance and polymorphism, scoping, templates, iterators, and error handling techniques. Prerequisites: Grade of C- or better in CS 115 and previous or concurrent enrollment in CS 210, or consent of instructor.

CS 242 Discrete Structures for Computer Science (4)

Lecture, 4 hours. This course covers fundamental mathematical concepts blended with their applications in Computer Science. Topics include: sets, functions and relations, Boolean algebra, normal forms., Karnaugh map and other minimization techniques, predicate logic, formal and informal proof techniques, relational algebra, basic counting techniques, recurrence relations, and an introduction to graph theory. Prerequisites: Grade of C- or better in CS 115 and MATH 161, or consent of instructor.

CS 252 Introduction to Computer Organization (4)

Lecture, 3 hours; laboratory 3 hours. This course looks at the interface between computer hardware and software by introducing computer architecture and low-level programming. Topics to be covered include: data representations, digital logic, combinational and sequential circuits, computer system organization from the machine language point of view, and assembly language implementation of high-level constructs. Prerequisites: Grade of C- or better in CS 215 and CS 242, or consent of instructor.

CS 285 Selected Topics in Computer Science (1-4)

This lower-division course may be repeated with different subject matter. Content will be indicated by the specific topic. Prerequisite: as indicated in the specific topic description or consent of instructor.

CS 315 Data Structures (4)

Lecture, 3 hours; laboratory, 3 hours. This course introduces the concept of the organization of data into different structures to support the efficient implementation of computer algorithms. The emphasis of the course is on the internal representation of the elementary and intermediate data structures, their time and space requirements, and their applications. A second component of the course is the study of more advanced features of object-oriented programming. Prerequisite: Grade of C- or better in CS 210, CS 215, and CS 242, or consent of instructor.

CS 330 Introduction to Game Programming (3)

Lecture, 2 hours; laboratory, 2 hours. This course is an introduction to the theory and practice of video game design and programming. Video games combine, in real-time, concepts in computer graphics, human-computer interaction, networking, artificial intelligence, computer aided instruction, computer architecture, and databases. This course introduces students to a variety of game engines and frameworks and explores artificially intelligent agents. Students will work as part of a team to create a complete description document for a computer game and implement a prototype of the game. Prerequisite: Grade of C- or better in CS 315 or instructor consent.

CS 340 Computer Security and Malware (3)

Lecture, 2 hours; laboratory, 2 hours. Current methods for increasing security, protecting privacy, and guaranteeing degrees of confidentiality of computer records; ensuring computer installation safety; protecting software products; preventing and dealing with crime; value systems, ethics, and human factors affecting use and misuse of computers. Discussion of recent technical, legal, and sociopolitical issues influencing computer security problems, with an emphasis on malware. Prerequisites:Grade of C- or better in CS 215 and CS 252, or consent of instructor.

CS 349 Problem Solving in a Team Environment (1)

Laboratory, 2 hours. This course focuses on problem solving and program development in a team programming environment. Topics include: techniques for problem analysis and algorithm design, rapid implementation and pair programming methods, use of standard container classes and library functions. Different types of problems will be selected each semester. May be repeated for credit. A maximum of 3 units can be applied to the Computer Science major. Prerequisite: Grade of C- or better in CS 315 or consent of instructor. SSU students taking this course participate in regional and national programming competitions.

CS 351 Computer Architecture (4)

Lecture, 4 hours. This course is the sequel to CS 252 and includes the following topics: instruction set design; stages of instruction execution: data, and control path design; pipelining; program optimization techniques; memory hierarchy; cache models and design issues; virtual memory and secondary storage; I/O interfacing. Advanced topics to include some of the following: parallel architectures, DSP or other special purpose architecture, FPGA, reconfigurable architecture, and asynchronous circuit design. Prerequisites: Grade of C- or better in CS 215 and CS 252, or consent of instructor.

CS 355 Database Management Systems Design (4)

Lecture, 4 hours. This course focuses on the theoretical as well as the practical aspects of modern database systems.Topics include the study of the entity-relationship (E/R) model, relational algebra, data normalization, XML as a semi-structured data model, data integrity, and database administration. Current tools and technologies are used to create and manipulate sample databases. Prerequisite: Grade of C- or better in CS 215 or consent of instructor.

CS 360 Object-Oriented Programming (3)

Lecture, 2 hours; laboratory, 3 hours. Principles of object-oriented programming, including encapsulation, inheritance, polymorphism, and design patterns. Specific applications are developed in one or more object-oriented programming languages and will cover the use of application frameworks and graphical user interfaces

based on object-oriented principles. Prerequisites: Grade of C- or better in CS 315, or consent of instructor.

CS 365 Computer Networking and the Internet (3)

Lecture, 2 hours; laboratory, 3 hours. This course introduces the theory and practice of computer networking, with coverage of key theories in data communication and how these theories relate to current practices and will drive future practices. Network hardware implementations of local area networks, wide area networks, telephone networks, and wireless networks are investigated. Network software implementations of switches and routers, peer-to-peer networking, and hosted applications are investigated with exercises in writing and debugging network protocols in the laboratory. Prerequisites: Grade of C- or better in CS 215 and CS 252, or consent of instructor.

CS 370 Software Design and Development (4)

Lecture, 4 hours. Techniques of software design and development. Software lifecycle, requirements, formal specification, metrics, design, functional and structural testing, rapid prototyping, complexity, version control, and team management. Software metrics, tools for component-based software development. Team-based, agile, and scrum methodologies emphasized. Prerequisite: Grade of C- or better in CS 215 or consent of instructor.

CS 375 Computer Graphics (3)

Lecture, 2 hours; Laboratory, 2 hours. An introduction to computer graphics. Survey of the fundamental algorithms and methodologies, including, but not limited to, polygon fill, line-drawing, antialiasing, geometric transformations, viewing and clipping, spline representation, occlusion and visible surface detection, illumination, texturing, color models, rendering, shaders, animation, and emerging techniques. Prerequisites: Grade of C- or better in CS 215 and MATH 161 or 161B, or consent of instructor.

CS 380 ETS Major Field Test (1)

The focus of this course is preparation for the Major Field Test in Computer Science. Students will review material in the basic knowledge areas of computer science including: discrete structures, programming, algorithms and complexity, systems, software engineering, and information management. The course will culminate with students taking the Major Field Test in Computer Science administered through Educational Testing Services. This course is intended for students whom have completed the majority of required coursework in the CS major and are within one semester of graduation.)

CS 385 Selected Topics in Computer Science (1-4)

This course may be repeated with different subject matter for credit in the CS major. Prerequisites: upper-division standing with consent of a CS advisor and consent of instructor.

CS 386 Selected Topics in CS with Lab (3)

Lecture, 2 hours; laboratory, 3 hours. This course may be repeated with different subject matter for credit in the CS major. Prerequisites: upper-division standing or consent of a CS advisor and consent of instructor.

CS 390 Computer Science Colloquium (1)

Series of lectures on current developments in computer science. May be repeated for credit; a maximum of 3 units can be applied to the CS major; students will be required to attend all presentations, take notes, and research each of these presentations. Contact the department for specific information. Cr/NC only.

CS 415 Algorithm Analysis (4)

Lecture, 4 hours. This course provides a systematic approach to the design and analysis of algorithms with an emphasis on efficiency. Topics include algorithms for searching and sorting, hashing, exploring graphs, and integer and polynomial arithmetic. Foundations in recurrence relations, combinatorics, probability, and graph theory as used in algorithm analysis are covered. Standard design techniques such as divide-and-conquer, greedy method, dynamic programming, heuristics, and probabilistic algorithms along with NP-completeness and approximation algorithms are included. Prerequisite: Grade of C- or better in CS 315, or consent of instructor.

CS 425 Parallel Computing (3)

Lecture, 3 hours. Overview of parallel patterns, programming models, and hardware. Topics include parallel performance analysis; types of parallelism; parallel decomposition of tasks; shared vs. distributed memory; synchronization; hands-on experience with multiple parallel programming models; and architectural support for parallelism. Prerequisites: Grade of C- or better in CS 252 and CS 315, or consent of instructor.

CS 450 Operating Systems (4)

Lecture, 4 hours. This course covers the fundamental concepts of operating system design and implementation; the study of problems, goals, and methods of concurrent programming; and the fundamentals of systems programming. Topics include resource-management, process and thread scheduling algorithms, inter-process communication, I/O subsystems and device-drivers, memory management including virtual memory, segmentation, and page-replacement policies. These topics will be covered in theory and in practice through the study of the source-code of a working operating system. Prerequisites: Grade of C- or better in CS 252 and CS 315, or consent of instructor.

CS 452 Compiler Design and Construction (3)

Lecture, 2 hours; laboratory, 2 hours. Application of language and automata theory to the design and construction of compilers. Lexical scanning, top-down and bottom-up parsing; semantic analysis, code generation; optimization. Design and construction of parts of a simple compiler using compiler generation tools. Prerequisites: Grade of C- or better in CS 315 and 252, or consent of instructor.

CS 454 Theory of Computation (4)

Lecture, 4 hours. Overview of various kinds of computability, unsolvability, and decidability. The P versus NP problem. Abstract mathematical models of computing devices and language specification systems with focus on regular and context-free languages. Classification of computer-solvable problems. Prerequisite: Grade of C- or better in CS 315, or consent of instructor.)

CS 460 Programming Languages (4)

Lecture, 4 hours. This course provides a survey of the syntactic, semantic, and implementation features of functional, procedural, object-oriented, logic, and concurrent programming languages. Prerequisites: Grade of C- or better in CS 252 and CS 315, or consent of instructor.

CS 465 Data Communications (3)

Lecture, 2 hours; laboratory, 3 hours. The ISO reference model, theoretical basis for data communications, data transmission theory and practice, telephone systems, protocols, networks, internetworks, with examples. Prerequisite: Grade of C- or better in CS 365, or consent of instructor.

CS 470 Advanced Software Design Project (3)

Lecture, 3 hours. This course is a project-based course designed to provide a "real world, team oriented" capstone experience for Computer Science majors. Coursework will be organized around large programming projects. The content of the projects may vary depending on the interests of the instructor and may include industry, government, nonprofit organization, or other affiliations. Prerequisites: Grade of C- or better in CS 315, CS 370, and senior-standing in the major; or consent of instructor.

CS 480 Artificial Intelligence (3)

Lecture, 3 hours. This course is a survey of techniques that simulate human intelligence. Topics may include: pattern recognition, general problem solving, adversarial game-tree search, decision-making, expert systems, neural networks, fuzzy logic, and genetic algorithms. Prerequisite: Grade of C- or better in CS 315 or consent of instructor.

CS 495 Special Studies (1-4)

This course is intended for students who are doing advanced work in an area

of computer science (e.g., a senior project). Prerequisites: an upper-division CS course in the area of interest and consent of instructor. May be repeated for credit.

CS 496 Senior Research Project (3)

Students, under the direction of one or more faculty members, undertake a substantial research project that is based on multiple upper-division CS courses. The result of the research is presented by the students in one of the Colloquium (CS 390) meetings. Senior-standing and approved contract are required.

CS 497 Internship (1-3)

Student projects conceived and designed in conjunction with an off-campus organization or group. The internship is intended to provide on-the-job experience in an area of computer science in which the student has no prior on-the-job experience. Computer hardware or computer time required for the internship, as well as regular supervision of the intern, must be provided by the off-campus organization. Prerequisite: student must be within 30 units of completion of the CS major. May be taken Cr/NC only. No more than 3 units can be applied to the CS major. Course may be repeated for credit.

Computer & Engineering Science (CES)

CES 400 Linear Systems Theory (3)

Lecture, 3 hours. Analysis of linear time-invariant systems, correlation, convolution, impulse response, complex variables, Fourier series and transform, sampling, filtering, modulation, stability and causality, feedback and control systems, Laplace and Z-transform, fast Fourier transforms. Prerequisite: MATH 241 or consent of instructor. Crosslisted as MATH 430 and ES 400.

CES 430 Photonics (3)

Lecture, 3 hours. Lasers, diode lasers and LED's, fiber optics, and optical radiation detectors. Prerequisites: a course in modern Physics (such as PHYS 314) and electromagnetism (such as PHYS 430). Cross-listed with PHYS 445 and ES 445.

CES 432 Physics of Semiconductor Devices (3)

Lecture, 3 hours. Semiconductor materials, crystal structure and growth, energy bands and charge carriers, conductivity and mobility, metal semiconductor and p-n junctions, p-n junction diodes, bipolar junction transistors, field effect transistors, CCD's, and photonic devices and integrated circuits. Projects in photolithography, conductivity and contact resistance measurements, I-V and C-V characteristics of diodes, characterization of transistors may be assigned. Prerequisite: ES 230 or PHYS 314 or consent of instructor. Cross-listed as PHYS 475 and ES 432.

CES 440 Introduction to Networking and Network Management (3)

Lecture, 2 hours; laboratory, 3 hours. The ISO reference model, theoretical basis for data communications, data transmission theory and practice, telephone systems, protocols, networks, internetworks, with examples. Prerequisites: ES 440 or consent of instructor. Cross-listed with ES 465.

CES 490 Selected Topics in CES (1-3)

Special topics to introduce new emerging fields, provide foundation for advanced graduate level courses, or augment other courses in computer and engineering science. Prerequisite: consent of instructor.

CES 494 Directed Readings (1-3)

Independent study under a faculty member. The proposal must be approved by the graduate advisor if the course is to apply towards degree requirements. Prerequsite: consent of instructor.

CES 500 Queuing and Transform Theory (3)

Lecture, 3 hours. Review of probability theory, fundamentals of transform theory, Fourier and Z-transforms. Markovian and discrete time queuing systems, single and multi server queuing networks, and their applications. The course may require significant lab and/or project activity. Prerequisite: ES 314 or consent of instructor.

CES 506 Operations Management (3)

Production/operations management of manufacturing and service operations. Topics include forecasting and scheduling, material requirements planning, and quality assurance. Additional tools include inventory control, project management, and product development. Modern techniques such as Supply Chain Management, e-business, Just-in-Time, and Total Quality Management are illuminated. Cross-listed as BUS 516.

CES 510 Intelligent Systems Design (3)

Lecture, 3 hours. Introduction to adaptive systems: neural networks, genetic algorithms (GAs), fuzzy logic, simulated annealing, tabu search, etc. Specific topics include perceptions, backpropagation, Hopfield nets, neural network theory, simple GAs, parallel GAs, cellular GAs, schema theory, mathematical models of simple GAs, and using GAs to evolve neural networks. Prerequisites: ES 314 and CES 400, or consent of instructor.

CES 512 Theory of Software Systems (3)

Lecture, 3 hours. Review of data structures and basic algorithms for sorting, searching, and string processing. Basics of logic, formal systems, grammars, and automata. Applications to some of the following areas: design of language process-

ing tools (editor, translator etc.), software specification, testing and verification, and non-numerical problem solving. The course may require significant lab and/or project activity. Prerequisite: ES 314 or consent of instructor.

CES 514 Data Mining (3)

Lecture, 3 hours. Introduction to data models, data warehousing, association-rule mining, searching the Web, and Web Mining: Clustering. AI techniques (neural networks, decision trees), applications, and case studies. The course may require significant lab and/or project activity. Prerequisite: ES 314 or consent of instructor.

CES 516 High-Performance Computing (3)

Lecture, 3 hours. Algorithmic tools and techniques for problems hard to solve on a standard uniprocessor model such as problems involving large data sets or real-time constraints; development of computational models to analyze the requirements and solutions and special hardware based solutions; case studies to illustrate the developed models, tools, and techniques. The course may require significant lab and/or project activity. Prerequisite: ES 314 or consent of instructor.

CES 520 Embedded Systems (3)

Lecture, 3 hours. Three major topics covered in this course are: controlling specialized I/O devices with particular attention to bit patterns and priority interrupts; waveshapes and measurement tools, both hardware and software; and real time operating systems. Prerequisites: ES 230, 231, and 310, or consent of instructor.

CES 522 VLSI Design (3)

Lecture, 3 hours. IC technology review, hardware description languages and describing hardware using one of the languages, modern VLSI design flow, circuit partitioning, clustering. Floorplanning, placement, global routing, area efficient design, area-time trade-offs. The course may require significant lab and/or project activity. Prerequisite: CES 530 or consent of instructor.

CES 524 Advanced Computer Architecture (3)

Lecture, 3 hours. Concept of advanced computing architectures, pipelining, multiprocessing, and multiprogramming. Single- and multi-stage interconnection networks, applications/algorithms for parallel computers, local and system business architectures, CPU and computer system performance analysis. The course may require significant lab and/or project activity. Prerequisite: ES 310 or consent of instructor.

CES 530 Analog and Digital Microelectronics (3)

Lecture, 3 hours. Introduction to analog/digital integrated circuits, bipolar and MOS transistor models, analysis and design of monolithic operational amplifiers, frequency response, non-linear circuits and CMOS, and Bipolar Logic Circuits. The course requires lab and/or project activity. Prerequisites: ES 230, ES 231 and CES 432, or consent of instructor.

CES 532 Advanced Photonics Devices (3)

Lecture, 3 hours. Optical resonators, interaction of photons with materials, LEDs, laser diodes, optical amplifiers, optical noise, photoconductors, electrooptic modulators, photonic switches, nonlinear optical materials and devices. The course requires lab and/or project activity. Prerequisite: CES 430 or equivalent.

CES 540 Digital Data Transmission (3)

Characteristics of base-band and bandpass channels, optimum signaling sets, and receivers for digital communications; effect of noise and intersymbol interference on probability of error; channel capacity; introduction to phase-locked loop analysis for timing and carrier synchronization. Prerequisites: CES 400, and CES 440 or consent of instructor.

CES 542 Digital Signal Processing (3)

Lecture, 3 hours. Time/frequency analysis of discrete-time signals and systems. Fast implementations of the DFT and its relatives. IIR and FIR digital filter design, implementation, and quantization error analysis. Decimation, interpolation, and multirate processing. Prerequisite: CES 400 or consent of instructor.

CES 543 Optical Fiber Communications (3)

Lecture, 3 hours. Lightwave fundamentals, optical fiber as transmission media, losses and bandwidth, fiber cables. Optical sources, detectors. Optical components such as switches, access couplers, wavelength multiplexers and demultiplexers. Analog and digital transmission techniques, line coding techniques, optic heterodyne receivers, thermal and shot noise, bit error rates, optical transmission system design. Optical T-carrier systems and SONET, future directions. The course may require significant lab and/or project activity. Prerequisite: PHYS 230, PHYS 231 and CES 440, or consent of instructor.

CES 544 Wireless Communication (3)

Lecture, 3 hours. Introduction to mobile/wireless communication systems, cellular communication, data transmission and signaling, noise and intelligence, analog and digital techniques, multiple-access architecture. The course requires lab and/or project activity. Prerequisites: ES 230-231 and CES 440, or consent of instructor.

CES 546 Data Compression (3)

Lecture, 3 hours. Information theory, models, lossless compression (statistical, dictionary, static, dynamic, huffman, arithmetic, context-modeling), lossy compression (scalar quantization, vector quantization, differential encoding, subband transform, predictive), compression standards (JPEG, MPEG). Prerequisite: ES 314 or consent of instructor.

CES 547 Digital Switching:Techniques and Architectures (3)

Lecture, 3 hours. Review of switching techniques, synchronous and asynchronous transfer modes (i.e., STM and ATM), and various switch architectures. Multirate and multipoint-to-multipoint switching, ATM switching, signaling and call set-up, ATM switch-architectures and their performance evaluation, and multicasting techniques. VLSI implementation considerations, future directions. The course may require significant lab and/or project activity. Prerequisites: MATH 345, ES 230, ES 231, and CES 440, or consent of instructor.

CES 550 Integrated Digital Networks (3)

Lecture, 3 hours. Information types and signals, definitions of services and integration, narrow ISDN and frame relay protocols, broadband ISDN concept and protocol. Integrated environment and ATM, principles of SONET and ATM transmission, broadband ATM networking, future trends. The course may require significant lab and/or project activity. Prerequisite: CES 440 or consent of instructor.

CES 552 Network Architecture and Protocols (3)

Lecture, 3 hours. ISO model, review of the physical and data link layers, network layer and routing including for internet, multicast routing, TCP and UDP protocols and their characteristics, performance and limitations, TCP/IP stack, applications such a FTP, e-mail and DNS, voice over IP. The course may require significant lab and/or project activity. Prerequisite: CES 440 or consent of instructor.)

CES 554 Broadband Access Technology (3)

Lecture, 3 hours. Review of ISDN and B-ISDN Protocols, digital subscriber loops, digital modems. The xDSL technology; xDSL family of protocols; ADSL standardization, its architecture, operation, implementation, and management; ATM; TCP/IP; Ethernet transmissions using ADSL; optical access. The course may require significant lab and/or project activity. Prerequisite: CES 440 or consent of instructor.

CES 558 Multicasting on the Internet (3)

Lecture, 3 hours. Multicasting fundamentals; multicast routing algorithms; IP multicast; architecture and operation of MOSPF, PIM, CBT, OCBT, HDVMRP, HPIM, BGMP; and Mbone protocols. Real-time transport protocol and scalable reliable multicast, reliable multicast transport protocols. Multicasting in ATM networks, IP multicast over ATM, future directions. The course may require significant lab and/or project activity. Prerequisite: CES 552 or consent of instructor.

CES 561 Computational Techniques for Biomolecules (3)

CES 562 Biomedical Instrumentation (3)

CES 563 Biophotonics (3)

CES 564 Medical Image Processing (3)

CES 590 Selected Topics in Communications and Photonics (3)
Special topics to augment regularly scheduled graduate courses in communications and photonics will be presented. Prerequisites depend on subject material.

CES 591 Internship (1)
Internship will be done at an industry, R&D laboratory, government organization, or a laboratory or center at an academic institution to gain professional training, teamwork experience, communication skills, and project opportunities that will prepare students for a successful career in the real world.

CES 592 Selected Topics in Hardware and Software Systems (3)
Special topics to augment regularly scheduled graduate courses in hardware and software systems will be presented. Prerequisites depend on subject material.

CES 592B Selected Topics in Bioengineering (3)
Lecture, 3 hours. Special topics to augment regularly scheduled graduate courses in bioengineering will be presented. Prerequisite: consent of the instructor.

CES 593 Laboratory and Technology Report Experience (3)
Lecture, 1 hour; laboratory, 6 hours. In this course, students will learn to operate state-of-the art equipment in at least 6 laboratories, perform experiments, and write lab reports. In addition, students will write a technical report on a state-of-the art topic within the scope of the master's program of at least 3000 words excluding figures and tables. (The course cannot be taken to meet 30-unit requirement under thesis or project option unless approved by the Program Director.) Prerequisite: permission of student's advisor.

CES 594 Directed Readings (1-3)
Independent study under a faculty member. The proposal must be approved by the graduate advisor if it is to apply towards degree requirements. Prerequisite: consent of instructor.

CES 595 Design Project (1-3)
The project plan, timetable, necessary resources, and the expected outcome must be approved by a faculty project advisor and the program advisor at least one semester before taking the course. Prerequisites: admission of candidacy for the Master's degree and approval of the faculty advisor.

CES 596 Project Continuation (1-3)
Designed for students working on their thesis or design project but who have otherwise completed all graduate coursework toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisite: consent of faculty thesis/project advisor.

CES 597 Graduate Seminar (1)
Series of lectures presented by experts from academia and industries.

CES 598 Comprehensive Examination (1)
In this four-hour examination, the student's overall understanding of important concepts of the core courses and the main subjects of each track will be tested. Prerequisites: advancement to candidacy for the master's degree and approval of the graduate advisor.

CES 599 Research and Thesis (1-6)
Prerequisites: admission of candidacy for the master's degree and approval of the thesis advisor.

Counseling (COUN)

COUN 494 Counseling Experience (1)
Participation in personal counseling conducted by a graduate student in the counseling M.A. program under the direct supervision of a counseling department faculty member. Students generate a written evaluation of the counseling experience. Students compile a weekly journal and write a summary essay. May be repeated once. Cr/NC only. Prerequisite: instructor consent. Upper Division Elective.

COUN 496 Migrant-Education Advisor Program (1-4)
School-based counseling experience supervised by Counseling department faculty. Under the guidance of the instructor, undergraduate students advise, counsel, and mentor K-12 students with a migrant background. Prerequisites: participation in the Migrant Education Advisor Program (MEAP) and consent of the instructor.

COUN 501 Counseling Theories and Professional Orientation (4)
An orientation to professional counseling focusing on standards of practice, major counseling theories, and essential concepts in the practice of counseling including attention to concepts of resilience and recovery-based models. Advocacy, systems of care, services, support for the severely mentally ill, and collaborative treatment are addressed in both counseling and case management. Mental health principles, the history and philosophy of counseling, consultation, self-care, cultural competence, roles of professional organizations and governing bodies, and ethical standards of the discipline are presented. This course also includes focus on 1 unit of special topics toward the CA LPCC license.

COUN 502 Whole Lifespan Development (4)
This course offers a developmental perspective on counseling interventions appropriately undertaken with children, adolescents, and adults. Objectives include: (1) providing students with an introduction to basic intervention strategies for counseling children and adolescents, taking into account cultural and socio-economic influences; (2) familiarizing students with special topics, e.g., impact of divorce on children, child maltreatment, and effects of domestic violence; (3) consideration of family, peer, school, and community contexts in treatment planning (i.e., integrative case formulation) with children and adolescents; (4) identifying basic intervention strategies that facilitate adaptive change in adults' lives, particularly in the context of significant transitions and life events; (5) addressing long term care and elder abuse; (6) consideration of gender, sexual orientation, and ethnicity issues; and (7) examination of changes in career, interpersonal relationships, family structure and dynamics with an emphasis on their interdependence. This course also incorporates focus on 1 unit of special topics toward the CA LPCC license. Course restricted to Counseling M.A. students only.

COUN 503 Clinical Diagnosis and Treatment Planning (4)
A course designed to cover psychopathology and sociopolitical-related issues of diagnosis and treatment. Attention is given to: (1) understanding the variability of psychopathology in community counseling settings; (2) the application of evaluation methods and diagnostic classification systems of the Diagnostic and Statistical Manual of Mental and Emotional Disorders (DSM); (3) development of appropriate treatment plans; (4) the relationship of class, gender, and ethnic background to diagnosis and treatment; (5) mental health recovery-oriented care; (6) principles of collaborative treatment; and (7) the impact of co-occurring disorders. This course also includes a focus on 1 unit of special topics toward the CA LPCC license. Course restricted to Counseling M.A. students only.

COUN 510A Applied Counseling Techniques and Assessment (4)
This course helps students to develop necessary basic multiculturally competent assessment and counseling skills to prepare them for field based training experiences in a wide variety of settings. Students will learn interview and assessment methodologies including intake interviewing, crisis assessment, and suicide assessment. Training is done through the use of videotape feedback and in-class practice demonstrations involving personal disclosure, role-play, and group and instructor feedback. This course is normally taken in the first semester by new

students. This course also includes focus on 2 units of special topics toward the California LPCC license. Course restricted to Counseling M.A. students only.

COUN 510B Applied Counseling Practicum and Advanced Techniques (4)
This course provides students with an opportunity to continue the development of multiculturally-competent counseling skills necessary for advanced field training during the 514A/B Supervised Field Experience sequence. There are different sections for CMHC (MFT & LPCC) and School Counseling (PPS) students: CMHC students see clients in a structured fashion on campus and School Counseling students work in school settings under the instructor's supervision. This course also expands on principles of counseling clients in crisis and clients who have experienced trauma. Cr/NC only. Prerequisite: COUN 510A.

COUN 511F Career Counseling: Foundations, Measurement and Assessment, and Issues Throughout the Lifespan (3)
Counseling 511F focuses on academic and career awareness and support for individuals and families throughout the lifespan, including the following objectives: (1) coverage of learning and career development theory, system support, K-12 academic and career guidance, and career information resources; (2) overview of major theoretical career models and practice guidelines; (3) study of the impact of diversity issues and counselor personal needs/values on ultimate career and educational choices; (4) exploration of interrelationships among and between work, family, and other life roles and factors; (5) development of hands-on career assessment and interviewing skills including skills for group and individual clients; (6) skills with print and computer-based career counseling materials; (7) familiarizing students with available information resources; and (8) coverage of career issues of adult development, including job maintenance, advancement, retirement, job-loss, avocation and leisure, and secondary career status.)

COUN 511G Academic and Career Planning and Counseling Issues of K-12 Populations (1)
COUN 511G is an introductory course in K-12 academic counseling and career development. Course content includes the foundations of learning theory, cradle to career development and academic guidance models, and print/internet based academic/career counseling materials. The course explores the impact of personal needs, values, cultural variables, aptitudes, abilities, and interests on academic progress and career/vocational choices.

COUN 512 Theory and Practice of Group Counseling (4)
This didactic and experiential course provides students with an introduction to the concepts and practices of group counseling, supplemented by lectures and readings. The dynamics and procedures involved in working with groups will be examined with students functioning as both group participants as well as group leaders. The course also examines basic group counseling skills, stages of group formation, confidentially, trust issues, co-counseling in groups, group dynamics and structure, groupwork with families, and groupwork from a systemic perspective. Cultural factors related to group work are identified didactically and experientially. Practical approaches to group counseling include psycho-educational groups, interpersonal problem-solving groups, and task/work groups, among others. This course also includes focus on 1 unit of special topics toward the CA LPCC license. Prerequisite: course restricted to Counseling M.A. students only.

COUN 513 Research, Evaluation, and Assessment in Counseling (4)
A survey of the principles of research design, program evaluation, and assessment as applied to counseling in school and community settings, with a focus on using these skills to improve individual and programmatic counseling efficacy. Students will develop an understanding of key issues in assessment, including test development, administration and scoring, test reporting and interpretation, and test evaluation and selection. In addition, students will develop an understanding of research design and how it can be utilized for data-based counseling program planning and evaluation. The course will increase students' awareness of the ethical and cultural dilemmas that are inherent in assessment, research, and evaluation. Prerequisites: Counseling M.A. students only; demonstrated competence in basic statistical analysis.

COUN 514A School Counseling Supervised Field Experience I (4)
This seminar provides a group discussion and supervision format in conjunction with advanced field based training, in school settings. The class meetings are designed to supplement the individual and group supervision provided by site supervisors, and the goal of the seminar is to help students develop a model of professional functioning through the integration of theory, pragmatic strategies, and personal development. Aspects of cultural diversity that influence counseling practice in school settings will be addressed. Integral to this experience is the exchange of feedback and support among seminar participants. This course also addresses techniques for working with clients and situations involving crisis/trauma. Prerequisites: 510A, 510B and 520; 501 is highly recommended. Evaluations are by letter grade. Course restricted to Counseling M.A. students only.

COUN 514B School Counseling Supervised Field Experience II (4)
This seminar provides opportunities to build upon and consolidate the field based training skills addressed in COUN 514A. A group discussion and supervision format continues to provide supplemental support relative to counseling field work in school settings. The class meetings are designed to supplement the individual and group supervision received from site supervisors, and the goal of the seminar is to help students develop a model of professional functioning through the integration of theory, pragmatic strategies, and personal development. Aspects of cultural diversity that influence counseling practice in school settings will be addressed, along with working with clients in crisis, experiencing trauma, and how to respond as part of a crisis team. Students will complete a culminating case study project, with both oral and written components. Prerequisites: 510A, 510B, 514A, 520, and 501 is highly recommended. This is a graded course. Course restricted to Counseling M.A. students only.

COUN 515A CMHC Supervised Field Experience I (4)
This seminar provides a group discussion and supervision format in conjunction with advanced field based training, which may be in community counseling settings (CMHC students). The class meetings are designed to supplement the individual and group supervision provided by site supervisors, and the goal of the seminar is to help students develop a model of professional functioning through the integration of theory, pragmatic strategies, and personal development. Aspects of cultural diversity that influence counseling practice in community and school settings will be addressed didactically and experientially. Integral to this experience is the exchange of feedback and support among seminar participants. This course also addresses techniques for working with clients and situations involving crisis/trauma. Students will initiate a culminating case study project, with both oral and written components. Prerequisites: 510A, 510B, and additional coursework in the M.A. program. Course restricted to Counseling M.A. students only.

COUN 515B CMHC Supervised Field Experience II (4)
This course finalizes the CMHC sequence. Practicing fieldwork-focused group consultation, students develop a model of professional practice via integration of theory and skills. Students must complete a capstone written and oral case study, pass the CMHC Exit Exam, and receive satisfactory evaluations. Prerequisites: 510A, 510B, 515A. Restricted to CMHC students.

COUN 520 Introduction to School Counseling (4)
This course provides a conceptual overview and orientation to the practice of school counseling. Emphasis will be placed on school counseling programs as critical components of the education enterprise, the ASCA national model of school counseling, and the expanding and changing role of the school counselor with respect to school climate, student and family issues.

COUN 521 Seminar: Pupil Personnel Services - Concepts and Organization (4)
A seminar in organizing, supervising, and administering comprehensive service-based and data-driven Pupil Personnel Programs in elementary and secondary schools; legal and financial aspects, as well as laws affecting children and child welfare are covered. Students learn how to create a developmental school

counseling program that is an integral part of the entire educational program in a school. Prerequisite: COUN 520.

COUN 523 Working with Families in School Setting (4)

This course has as its focus a study of family systems and how they impact and interact with all the systems that involve the child including educational and cultural systems. Basic to this is the study of the pre-service school counselor's own family of origin and its impact on their development as a student. Attention is devoted to important issues impacting families including family structures and lifecycle; domestic violence; poverty; and the roles of families and systems in substance abuse and dependence. Each student is required to take a leadership role in a field based parent involvement activity in a school setting as part of this course. Prerequisite: COUN 510A and restricted to Counseling MA students only.

COUN 524 Counseling Children and Adolescents (4)

This course provides an overview of the theories and techniques of child and adolescent counseling with a focus on youth development in a socio-cultural context. Counseling interventions used in schools and common concerns of school-aged students are emphasized (including substance abuse). Methods for establishing rapport, goal setting, and case formulation are highlighted. Special emphasis will be placed on applying theory to practice in a developmentally appropriate manner.

COUN 526 Group Counseling in the Schools (4)

This didactic and experimental course examines the concepts and practices unique to group counseling in the schools. Psycho-educational strategies in the school settings are emphasized. Particular attention is given to processes and challenges involved in the implementation of these strategies; cultural context, effectiveness, and evaluation issues will be explored. The dynamics and procedures involved in working with small and large groups will be studied with members as participants and as leaders. Prerequisites: COUN 510A (Pre-practicum) and COUN 520 and restricted to Counseling MA students only.

COUN 527 Law and Ethics for School Counselors (4)

This course examines the legal and ethical responsibilities of the school counselor. Course topics include: educational counseling, child abuse reporting, confidentiality, record keeping, and attendance and truancy laws. This course also provides an overview of special education law, including: the different federal categories of disability, Individualized Educational Program (IEP) procedures, suspension and expulsion of students with disabilities, and Section 504 Accommodation Plans.

COUN 528A Consultation (3)

This course provides a general framework for understanding and practicing culturally and contextually sensitive consultation, collaborative problem solving, and systems level intervention in educational settings. An exploration of the stages of consultation and the major models of consultation are covered. Students will gain experience in the delivery of consultation services.

COUN 528B Crisis Intervention (1)

This course focuses on prevention, response, and recovery during a crisis, and the counselor's role as part of a school-based crisis intervention team. Crises include school violence, accidents, and the death or suicide of a student or faculty member. Maintaining the safety and security of the school community emphasized.

COUN 540 Counseling Diverse Couples and Families (4)

This course offers theoretical, principle, and methodological foundations for understanding diverse couple and family relationships by providing an overview of historical and contemporary models of conceptualization, assessment, and intervention. Attention is devoted to important legal, ethical, and clinical considerations unique to working with families and couples, including partner abuse assessment, intervention, and dynamics; child abuse reporting; and roles of families and systems in substance abuse and dependence. Throughout, cultural factors such as the role of poverty, sexual identity, blended families/step-parenting, and multiracial families are addressed. This course also includes focus on 3 units of special topics toward the CA LPCC license.

COUN 545 Counseling Orientation, Law and Ethics, and Case Management Practices (4)

This course is designed to clarify the legal and ethical responsibilities of the Clinical Mental Health Counselor (CMHC). Legal standards related to counseling practice will be surveyed, including issues related to dissolution; child care, custody, and abuse; confidentiality; involuntary hospitalization; mandatory reporting requirements; detection, assessment, and treatment of domestic violence; and other issues related to the relationship between law and counseling. Ethical standards, which often overlap with legal standards, will be surveyed. This course also addresses case management practices commonly employed by clinicians. Cultural considerations will be examined as they impact counseling and case management practices. This course satisfies the educational requirements for licensure as a Marriage and Family Therapist and as a Licensed Professional Clinical Counselor in California. It also includes focus on 1 unit of special topics toward the CA LPCC license. Course restricted to Counseling M.A. students only.

COUN 570 Seminar Multicultural Counseling (4)

This course is designed to provide students with an understanding of how different forms of diversity (ethnicity, culture, sexual orientation, socioeconomic status, age, disability, religion, and gender) can affect counseling processes. Students will identify and explore their own unique ethnic and cultural worldview and see how it affects their counseling approaches in both community and school counseling settings. Students will explore theories of multicultural counseling and development. Students will also become knowledgeable about various minority groups in California and in the United States and how majority culture influences the minority individuals' daily lives and their responses to counseling. The seminar will address multicultural aspects of counseling children, youth, and adults including advocacy and use of culturally appropriate counseling modalities. This course includes focus on 4 units of special topics toward the CA LPCC license. Course restricted to Counseling M.A. students only.

COUN 580 Couples and Sexuality Counseling (4)

This course provides students with theoretically-based knowledge about and skills in conducting counseling for couples, including addressing sexuality issues. Assessment and counseling interventions covered will reflect the pluralistic needs of couples who are embedded in complex social systems (e.g., legal, health). Issues such as intimate partner violence, infertility, gender roles, and sexual function/dysfunction will be addressed, and cross-cultural considerations will be incorporated throughout all topics. Students will also have opportunities to explore their own world-views as they relate to coupling and sexuality, to increase their effectiveness with a diversity of clients. This course also includes 4 units of special topics and populations toward the California LPCC license.

COUN 582 Psychopharmacology for Counselors (3)

This didactic course explores basic principles and applications of psychopharmacology in the mental health field. Emphasis is paid to neurotransmitter systems in the nervous system, principles of drug action, and clinical pharmacology (the use of medications to treat behavioral, psychological, and psychiatric conditions such as eating disorders, depressive disorders, hyperactivity, anxiety disorders, psychotic disorders, and dementia). Attention will be paid to the community counselor's role in the effective, multiculturally-competent, and ethical use of psycho-active medications (e.g., referral, consultation, monitoring) when psychopharmacological interventions are part of treatment as well as to the historical and sociopolitical contextual issues surrounding the prescription of psychiatric medication.

COUN 583 Substance Abuse and Dependence (2)

A didactic course designed to provide a broad conceptual base regarding major dimensions of alcohol and drug abuse and dependence disorders. The course explores theories of addiction; co-occurring disorders; and medical aspects, effects, and approaches to prevention, assessment, and treatment of alcohol and drug abuse/dependence disorders. The contextual role of the family and larger systems, including the legal system, are addressed. Risk factors, community resources,

referral, and prevention information is discussed from developmental and cross-cultural perspectives.

COUN 595 Special Studies (1-4)

COUN 596 Clinical Consultation Seminar (1-2)

This seminar will provide a group discussion and supervision format in conjunction with the pre-M.A. Field Experience/Traineeship. This seminar's weekly small group meetings (max of 8 students) are designed to provide campus-based consultation surrounding the Pre-M.A. clinical Traineeship, using case presentation and group discussion. A key aim of the seminar is the development of a model of professional functioning through the integration of theoretical, practice and personal material. Integral to this experience is the exchange of feedback and support among group members. The course is designed to provide an opportunity for continuing evaluation of student growth and counseling efficacy. This component will include evaluation from faculty and site-supervisors, as well as student¿s ongoing self-assessment. This course is designed to meet California Board of Behavioral Science requirements that allow Pre-M.A. Trainees to earn hours toward MFT licensure.

Criminology & Criminal Justice Studies (CCJS)

CCJS 201 Criminal Justice and Public Policy (4)

A systematic analysis of the effectiveness and influence of criminal justice policy and practice throughout the criminal justice system. The focus is on the development and implementation of crime control policy. Satisfies GE Area D1 (Individual and Society).

CCJS 330 Government and the Rule of Law (4)

Nature and development of law and legal institutions from philosophical, historical, comparative, and contemporary perspectives; interrelationships of law, morality, and custom; social control, legal change, and social change; and the legal profession.

CCJS 340 Law Enforcement and Drug Legislation (4)

An examination of issues and problems posed by the licit and illicit use of drugs for the administration of justice and corrections. It critically examines social theories and social policies in relation to drugs. Topics to be covered include: the origins of the contemporary drug crisis in the United States; the development of criminal justice policies regarding drug use; and the varieties of drugs and the destructive problem created by each for law enforcement, adjudication, and corrections. Some emphasis will be placed on economics, politics, and international relations as a factor in enforcement policies.

CCJS 350 Drugs and Society (4)

Analyzes drug use, misuse, and abuse in society using sociological theories. Explores drug policies and control of drug use, current sociological drug research, and how the media shapes drug perceptions. Highlights various legal and illegal drugs and their societal consequences. Cross-listed as SOCI 340.

CCJS 370 Seminar in Research Methods (4)

A consideration of the methods used by criminal justice researchers in a variety of basic and applied settings. Topics include the choice of a problem, ethical issues, the logic of science, measurement, sampling procedures, surveys, coding, experimentation, observation, and summarizing findings.

CCJS 375 Current Issues in Criminology and Criminal Justice (4)

An in-depth examination of selected topics and issues in criminal justice. Specific course topic varies by semester. May be repeated for credit.

CCJS 399 Lecture Series (2)

A weekly meeting or meetings offering presentations and discussions by guest lecturers on issues of current interest and importance. May be repeated for a total of 4 units.

CCJS 404 Introduction to Constitutional Law (4)

A survey of selected areas of constitutional law and Supreme Court decision-making, considering the political and social influences as well as doctrinal forces which have produced various policies and interpretations. Cross-listed as POLS 423.

CCJS 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. Cross-listed with POLS 422.

CCJS 407 Police, Courts, and Community Relations (4)

Provides a comprehensive introduction to policing in the United States. Examines the process of policing, police behavior, organization, operations, and their historical perspectives. Covers the relationship between the police and the public as well as the role of courts in controlling and guiding police behavior. Reviews critical issues confronting the police and the best policies and practices in policing.

CCJS 420 Seminar in Criminology (4)

An in-depth analysis of theories of criminal behavior; psychological, sociological, and biological factors; professional criminals, white collar crimes, and other

selected examples of deviant behavior and their relationship to agencies of social control.

CCJS 430 Women and Crime (4)

An in-depth analysis of women/girls and crime in the field of criminology and criminal justice. The class examines the significance of gender in pathways to crime as well as the nature and extent of female offending, victimization, and incarceration. The course focuses on feminist theory and methodology.

CCJS 441 Deviant Behavior (4)

The social causes and consequences of delinquency, criminality, addiction, insanity, social unconventionality, and other "deviant" behavior. Examines the conversion and commitment to deviant worldviews, and the social processes involved in the transformation to a deviant identity. Cross-listed as SOCI 314.

CCJS 450 Punishments and Corrections (4)

Provides an in-depth analysis of the correctional system, including prisons, jails, probation, parole, and community corrections. Examines the history and purpose of punishment and the goals of corrections. Reviews contemporary issues and policies affecting corrections. Cross-listed as SOCI 450.

CCJS 470 Media, Crime, and Criminal Justice (4)

Examines the role and significance of mass media in the field of criminology and criminal justice, including lawmaking, law breaking, and the responses to rule violations. The course covers the historical and contemporary media coverage of crime and criminal justice; the structure and content of media coverage of crime and related information; as well as the role and importance of media in the formation of citizen attitudes and behavior, decision-making, and public policy.

CCJS 480 White Collar Crime (4)

Examines the various forms, causes, and consequences of white collar crime compared to other crime; reviews relevant theory and research; considers the reason for the difficulties in detection and prosecution and issues surrounding punishment; and examines the efficacy of prevention strategies.

CCJS 489 Civil Liberties and the Constitution (4)

An examination of fundamental principles of constitutional law that govern and constrain the powers and operations of criminal justice agencies and their personnel. The rights and immunities guaranteed by the Constitution in general, and the civil liberties, rights, and freedoms protected by the Bill of Rights will be covered. Rights of the accused will also be considered. Cross-listed as POLS 424.

CCJS 490 Senior Seminar in Criminology and Criminal Justice Studies (4)

A comprehensive synthesis and examination of the theoretical concepts and empirical findings of other courses in the major curriculum. Areas of special interest to the instructor and the students will be closely studied. Prerequisites: senior-level standing and/or consent of instructor. Graduation Application submitted to Admissions and Records.

CCJS 494 Interdisciplinary Seminar (1-4)

An exploration of selected criminal justice topics from an interdisciplinary perspective. Themes and topics may vary. May be repeated for credit.

CCJS 495 Special Studies (1-4)

The supervised study of a particular problem or area of interest selected by the student in consultation with a sponsoring faculty member. Regular meetings will be arranged for discussions and progress evaluations, and a term paper is required. May be repeated for credit up to 8 units.

CCJS 497 Juvenile Justice (4)

An exploration of the nature and extent of juvenile delinquency, including serious or violent crime. The major theories of delinquency causation are reviewed. The course will be devoted to the juvenile justice system and how it processes youths accused of crime. The nature and function of all major segments of the juvenile justice system will be discussed, including law enforcement, juvenile court, and corrections. The legal rights of juveniles will also be reviewed. Finally, the current policy issues in juvenile justice will be explored. Cross-listed as SOCI 366.

CCJS 499 Internship (4)

In consultation with the internship coordinator, the students selects a public, private, or community agency; gains field experience under the supervision of agency heads; and meets with the internship coordinator to discuss progress. Cr/NC only. May be repeated for a total of 8 units.

Economics (ECON)

ECON 204 Introduction to Macroeconomics (4)

An examination of the basic characteristics of the American economy and the principles that determine its performance. Emphasis is given to those factors that determine the levels of production, employment, prices, interest rates, and inflation. Satisfies GE Area D5 (Contemporary International Perspectives). Taught in face-to-face, hybrid, and online modes.

ECON 205 Introduction to Microeconomics (4)

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 204. Satisfies GE Area D1 (Individual and Society). Taught in face-to-face, hybrid, and online modes.

ECON 217 Statistics for Economics and Business (4)

Microsoft Excel based statistics. Topics include the collection and presentation of data, discrete and continuous distributions, probability and sampling theory, statistical inference and hypothesis testing. Parametric and nonparametric statistical tests will be examined, including t-tests, Chi-square, and ANOVA. Additional topics include regression, time series analysis and applications in business forecasting.

ECON 303 International Economics (4)

A study of issues, theories, and policies regarding international trade and finances, international movements of capital and labor, economic development, external debt, and foreign aid. Prerequisites: ECON 204 and 205.

ECON 304 Intermediate Macroeconomic Theory (4)

A study of economic theories that explain the levels and fluctuations in production, employment, income, money, and prices in an economic system, with an emphasis on the macroeconomic framework of the U.S. economy. Topics include national income accounting, models of short-run equilibrium and long-run growth, macroeconomic aspects of international economics, labor markets, monetary policy, and fiscal policy. Prerequisites: ECON 204, ECON 205, and ECON 217 or equivalent.

ECON 305 Intermediate Microeconomic Theory (4)

A study of theories that explain consumer behavior and managerial decision-making in organizations and firms in the economy. Deals with theories of demand, pricing, production, cost analysis, and competition. Prerequisites: ECON 204, ECON 205, and ECON 217 or equivalent.

ECON 311 Public Economy (4)

A basic introduction to the economics of the public sector designed to give the student a broad overview of the economic roles of government in our society. Emphasis will be on understanding current public policy issues and the effects of government policies on resource allocation (efficiency) and income distribution (equity). Prerequisites: ECON 205 and ECON 317.

ECON 317 Introduction to Econometrics (4)

Statistical techniques, based on linear regression, most frequently employed in economics. Topics include multiple regression, Gauss-Markov Theorem and its violations, cross-sectional techniques, time series analysis, simultaneous equation modeling, and forecasting. Applying widely-used computer programs to economic phenomena is emphasized. Prerequisites: ECON 204, ECON 205, and ECON 217 or equivalent.

ECON 319 Managerial Economics (4)

Economic analysis applied to the management decisions of public or private firms. The course is oriented to case studies that illuminate the content and applicability of such basic economic concepts as marginality, opportunity costs, and market structure. Topics include: demand analysis, resource allocation, production economics, and cost analysis; profitability analysis; price and nonprice competition; capital budgeting; and long-range strategy formulation. Prerequisites: ECON 305 and 317, or consent of instructor.

ECON 321 Labor Economics (4)

A study of economic and social issues in U.S. labor markets. Topics will include U.S. labor history, market structure, labor laws, gender and race, education and training, and collective bargaining. Prerequisite: ECON 205.

ECON 322 Urban Economics (4)

An exploration of issues facing communities and regions in their attempts to manage growth and enhance the quality of life. Microeconomic tools are applied in a spatial context to solve problems associated with land use, firm location, transportation, housing, congestion, open space, and environmental protection. Prerequisite: ECON 204 and 205.

ECON 330 Game Theory (4)

Analytical approach to studying rational behavior in interactive situations. This course develops basic theory, inlcuding Nash equilibrium, mixed strategies, credibility, coalitional games, and the core. Applications may include public goods, voting, auction design, bargaining, and the competitive market mechanism. Prerequisites: ECON 204, ECON 204, and ECON 217 or equivalent. MATH 161 recommended.

ECON 375 Money and Banking (4)

An examination of financial institutions, monetary theory, and the rapidly changing domestic and international banking system. Topics will include alternative theories of monetary policy, the determination of interest rates and price levels, and the influence of financial institutions on inflation, recession, and growth. Prerequisites: ECON 204 and ECON 205.

ECON 381 Natural Resource and Environmental Economics (4)

A study of public and private sector strategies for achieving the optimal use of natural resources and the control of pollution. Topics include: energy, water, minerals, forests, air pollution, climate change, and the valuation of environmental benefit and costs. Prerequisites: ECON 204 and 205.

ECON 403A Seminar in International Economic Development (4)

Review of current issues and study of conceptual frameworks for thinking about economic development with a global perspective. Focuses on sources of economic growth, poverty alleviation, resource sustainability, and reform of economic institutions in Latin America, Africa, Asia, and ex-socialist economies. Prerequisites: ECON 303, 304, 305 and 317.

ECON 403B Seminar in International Trade (4)

This course covers international trade, foreign direct investment, and immigration. Topics include international trade under imperfect competition and policies to regulate international trade. Vertical and horizontal foreign direct investment models and the relationships among direct foreign investment, immigration, and international trade will be examined. Prerequisites: ECON 303, 304,305 and 317.

ECON 403C Seminar in International Finance (4)

The goal of this course is to explain movements in the trade balance, exchange rates, national output, and inflation. The first portion of the course develops building blocks regarding these movements. The second part of the course develops a theoretical framework which we will use to analyze policy issues such as the sustainability of the U.S. trade deficit, the Asian currency crisis, the Argentine crisis, the European Monetary Union and the Euro, the debt crisis, the international monetary system, and capital market integration. Prerequisites: ECON 303, 304, 305 and 317 or equivalents. Do not take this class without these prerequisites.

ECON 404 Seminar in Macroeconomic Theory (4)

A study of theories dealing with inflation, unemployment, macro-economic policies, equilibrium, and disequilibrium. Topics may include: investment, growth theory, monetary theory, international trade, aggregate demand and supply, comparative statics, post-Keynesian economics, and recent theoretical developments and policy issues. Prerequisites: ECON 304, 305, and 317.

ECON 405 Seminar in Microeconomic Theory (4)

This course is devoted to explorations of economic theory and policy issues and is designed to deepen student understanding of economic theory learned in ECON 305. Prerequisites: ECON 304, 305, and 317.

ECON 408 Seminar in Math Applications in Economics (4)

Applications of mathematical techniques in economics. Construction of micro- and macroeconomic models using calculus and linear algebra. Topics include: optimization, competition, supply and demand, national income, growth theory, general equilibrium, disequilibrium, and dynamics. Recommended for students considering graduate study in economics or business. Prerequisites: ECON 304, 305, 317 and MATH 161 or 161B, or equivalents.

ECON 411 Seminar in Public Economics (4)

Applications of economic theory to public project analysis for students seeking careers in the public sector. Topics include: resource allocation, modeling and simulation, decision theory, fiscal impact analysis, benefit-cost analysis, government investment criteria, and project evaluation. Prerequisite: ECON 304, 305 and 317.

ECON 417 Seminar in Econometrics and Forecasting (4)

This course is devoted to explorations of statistical applications and theory used to analyze economic phenomena and is designed to deepen the student's understanding of econometric and forecasting techniques learned at a basic level in ECON 317. Prerequisites: ECON 317, 304 and 305.

ECON 419 Seminar in Managerial Economics (4)

An exploration of the problems facing American firms in competing in a global economy. Topics include: product markets, production efficiency, technology, competitive markets, generic industry environments, and competitive strategies. Students will write and present case studies of firms and industries. Prerequisites: ECON 304, 305, 317.

ECON 421 Seminar in Labor Economics (4)

An analysis of the theory of labor supply and demand. Topics include: wage determination and the theory of human capital, labor force participation, antipoverty programs, the causes and consequences of wage inequality, theories of race and gender discrimination, the role and effects of labor unions, and the effects of the minimum wage on employment and income. Prerequisites: Econ 304, 305 and 317.

ECON 426 Seminar in History of Economic Thought (4)

The interaction of economic thought, economic policy, and political ideology from mercantilism to the present day. The works of Smith, Malthus, Ricardo, Marx, Marshall, Keynes, and the post-Keynesians are discussed in the context of the economic problems of their times. Satisfies GE Area D5 (Contemporary International Perspectives). Prerequisites: ECON 204, 205. Teaching Mode: Face-to-Face, Hybrid and Online.

ECON 440 Seminar in Industrial Organization (4)

Economists understand firm behavior by applying a simple rule for profit maximization: Marginal Revenue equals Marginal Cost. Models of perfect competition and monopoly are the simplest applications of this rule, but fail to explain many of the things firms do in real markets. Industrial Organization (IO) is motivated by observed deviations from the classical models of perfect competition and monopoly. Topics include models of price discrimination, product differentiation, oligopoly, entry deterrence, collusion, etc. in order to understand how different market institutions lead to different restatements of the profit maximization rule. Prerequisites: ECON 304, 305, and 317.

ECON 447 Seminar in Gender and Economics (4)

The course explores feminist and neoclassical economic contributions to gender analysis. The main focus will be on work, development, and globalization. Topics explored in depth will include the environment, the family, and methodological issues. The diversity of women's experience, due to their differing racial, class, geographical, and cultural positions will also be emphasized. Prerequisites: ECON 304, 305 and 317.

ECON 449 Seminar in Program Evaluation (4)

This class aims to teach students to apply and interpret the counterfactual model and associated methods in answering policy-relevant questions. The primary focus will be on study design: identifying causal questions and variables of interest, how the question would be answered, necessary assumptions, and potential sources of bias. Prerequisite: ECON 304, 305 and 317.

ECON 454 Seminar in Behavioral and Experimental Economics (4)

Economics is the study of how people make choices in a world with constraints. In Neoclassical models, behavior is based on assumptions that may or may not be true. Behavioral economics, on the other hand, takes as its starting point actual behavior (observed either experimentally or in naturally occurring situations), using observations to incorporate more realistic psychological foundations. Typically this means enriching the theory rather than replacing it. Experimental methods are particularly useful in this kind of research. Prerequisites: Econ 304, 305 and Econ 317.

ECON 461 Seminar in Quantitative Marketing: Limited Dependent Variables (4)

This course covers quantitative methods in marketing research. In the course we analyze data on topics relevant to marketing such as pricing, promotion, branding and purchasing behavior. The course will make extensive use of advanced econometrics methods beginning with the multiple regression model and covering binary dependent variable models, unordered and ordered multinomial dependent variable models, limited dependent variable models and duration dependent variable models. Prerequisite: Econ 304, 305, and 317.

ECON 462 Seminar in Quantitative Marketing: Time Series Econometrics (4)

This course covers quantitative methods in marketing analytics. The course will concentrate on theory and application of time series econometrics to marketing topics such as pricing, promotion, branding and marketing return on investment. The course will make extensive use of advanced time series econometrics methods beginning with the multiple regression model. Prerequisite: ECON 304, 305, and 317.

ECON 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.

ECON 495 Special Studies (1-4)

Open to economics majors only. Prerequisite: consent of the instructor. May be repeated once for credit.

ECON 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.

ECON 497 Seminar in Teaching Economics (2)

A faculty-directed seminar in teaching methods and concepts for students tutoring in economics. Cr/NC only. May be repeated up to 8 times for credit.

ECON 499 Internship (1-4)

May be repeated twice for credit.

ECON 501 Foundations of Economics (2-3)

This introductory course will focus on using economic models for business decisions. The course will cover the fundamental components of profit maximization as well as macroeconomic analysis and the underlying variables that determine the performance of the economy. Statistical methods required for estimating and forecasting demand will be explored. Prerequisite: a B.A. or B.S. degree.

ECON 595 Special Studies (1-4)

Independent study designed in consultation with instructor. Subject matter variable. Students must complete the standard SSU form. Prerequisite: consent of instructor.

Education (EDUC)

EDUC 150 Prospective Teachers (3)

Focuses on realities of the classroom from the teacher's point of view. Includes child development, teachers' roles and responsibilities, and the culture of schools in a changing society. Includes an apprenticeship with a teacher. Grade only. Prerequisite: consent of instructor.

EDUC 250 Teaching in a Changing World (3)

This course is designed to provide an introduction to the classroom from teachers' points of view. Areas of content include child and adolescent development, teachers' roles and responsibilities, the culture of schools in a changing society, as well as an apprenticeship with a practicing teacher. Particular emphasis will be on teacher decision-making. Institutional changes that could improve teacher and student performance will also be explored. Each student will spend 30 hours observing and participating in an assigned public school classroom. Grade only.

EDUC 295 Community Involvement Program (1-4)

CIP involves students in the community, performing such tasks as tutoring. Students receive 1 to 4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. Cr/NC only. Recommend to have EDUC 250 as prerequisite, but not required. Forty five hours of fieldwork ismandatory per unit. May be repeated for credit.

EDUC 390 Selected Topics in Education (1-4)

May be repeated for credit under different topic.

EDUC 417 School and Society (3)

A critical examination of current issues in today's schools and future directions in education through the perspectives of history, philosophy, sociology, anthropology, and the politics of education. Content includes: trends, movements, and issues of the development of our present-day school systems and current educational practice; development of an individual philosophy of education through examination and evaluation of educational philosophies from early Greek through modern/post-modern thought; analysis of American society and its effect on the functioning of schools; the role of explicit and implicit cultural assumptions in educational contexts; and the influence of federal, state, and local governing agencies, the knowledge industry, and special-interest groups on education. Grade only. Satisfies GE, Area D1 (Individual and Society). Restricted to: juniors, seniors CRED, CREDC, CREDP, CRED2, plan of EDUC-MA and to credential student group (RUCR).

EDUC 443A Observation/Participation in Multicultural Settings (2)

EDUC 490 Selected Topics in Education (1-4)

A course designed according to the interest of a particular faculty member, providing opportunities for diversification in content and reading. Grade only. May be repeated for credit under different topic.

EDUC 495 Special Studies (1-4)

May be repeated for credit up to 8 units.

EDUC 570 The Reflective Educator (3)

Students should take this course at the beginning of the M.A. program. The focus of this course is on philosophical, historical, social, and psychological perspectives in education. Students will examine these perspectives while being encouraged to examine and reflect upon their own professional practices in education. In this course, students will have assignments that can be part of a reflective portfolio that they will continue to modify throughout their M.A. program. The portfolio is intended to be cumulative throughout the graduate core courses. Grade only. Prerequisite: admission to M.A. in Education Program.

EDUC 571 Research Paradigms in Education (3)

This course is designed to be taken midway in the Master of Arts degree program. This course focuses on becoming a critical consumer of research and includes among its goals the development of skills in the analysis and critique of educa-

tional research. The course serves to acquaint students with basic principles and techniques of educational research. It also provides students with an opportunity to integrate knowledge of these principles through analyses of action research projects that may serve as the foundation for the culminating master of arts degree project. Grade only. Prerequisite: EDUC 570 or other MA courses.

EDUC 572 Supervised Study for Cognate Project (3)

EDUC 573 Supervised Study: Individual Exam (3)

EDUC 578 Project Continuation (1-3)

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

EDUC 588 Educational Curriculum (3)

EDUC 595 Special Studies (1-4)

Independent study designed in consultation with an instructor. Grade only. Prerequisites: students must complete the standard SSU form and secure the required approvals during the first week of classes.

EDUC 598 Developing a Thesis/Project (3)

This is the final course in the graduate core courses in Education. This course develops students' abilities to carry out a thesis or project and provides basic information for planning and implementing the master of arts degree proposal. The main goal is to provide students with knowledge to begin their thesis or project. Time is provided for students to assess progress in the program and to complete portfolio development. Grade only. Prerequisites: completion of all M.A. coursework or taken in final semester of M.A. coursework.

EDUC 599 Supervised Research for Thesis/Project (3)

Supervised Research provides students with guidance in the completion of their research project. Under the direction of the committee chair, and in consultation with all committee members, students will complete the thesis or project that was developed in EDUC 598 Developing a Thesis/Project. Following completion of the research project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: completion of EDUC 598. Advancement to candidacy approved.

Education: Curriculum & Teaching (EDCT)

EDCT 544 Curiculum, Teaching, and Learning in the Content Areas (3)

Examination of curriculum, teaching, and learning in the context of a particular content area as taught in K-12 schools. This course extends and applies the more general theories, practices, and research in curriculum, teaching, and learning established in EDCT 585 and 586. Intended for students in the appropriate Subject Area Cohort Track in the Curriculum, Teaching, and Learning M.A. program. Prerequisites: EDCT 585 and 586. Open to grad students only.

EDCT 552 Educational Technology Praxis (3)

Educational Technology Praxis requires students to take a reflexive stance towards the initiation and integration of technological skills and knowledge in authentic instructional contexts and settings. The practical application of technology will be grounded within current perspectives and trends of new media technologies and take into account educational frameworks of learning, design, and pedagogical practice.

EDCT 556 Technology, Pedagogy, and Society (3)

This course relates pedagogical theories to technology integration strategies at various levels of education. The content is focused on how technology and learning are situated, how socio-cultural issues relate to and influence technological access and use, and power and privilege. Age, gender, race/ethnicity, social class, sexual orientation, language, and social capital and its intersections will also be analyzed.

EDCT 557 Project Management for Educational Technology (3)

This course considers how a small-scale Educational Technology research project can be conducted in an education environment. Case studies will be reviewed to offer practical tools and applied research strategies to students prior to conducting their own Educational Technology thesis or cognate project.

EDCT 559 Educational Media and Information Literacy (3)

This course focuses on critical media and information literacy and issues related to researching, creating, and evaluating media in the Internet and Information Age. The course also highlights the origins and threads of cultural studies, media education, and digital literacy in an effort to better map and analyze both the field of digital media and learning and the evolution of digital participation and citizenship.

EDCT 560 Instructional Design and Technology (3)

Instructional Design and Technology is a practical course that offers participants training in advanced instructional design methods and relates these to learning theories and pedagogical practices introduced in other Educational Technology courses. Advanced techniques will concentrate on evaluating and using a range of interactive instructional design authoring tools.

EDCT 562 Educational Technology Mentorship (3)

Students will apply educational technology theory and methods through mentorship experiences. Such experiences may include working in the School of Education, Faculty Center, University Library, as well as with public or private partners in an educational or training capacity that utilizes technology. Mentorships require faculty approval, and a minimum of 45 hours of work per unit per semester, including regular consultation with, and evaluation by, the faculty sponsor. Cr/NC only. May be repeated for credit.

EDCT 585 Curriculum Development: Theory, Practice, and Evaluation (3)

Analyses of sociopolitical, economic, and cultural influences on curriculum development, instructional processes, and learner achievement in a variety of instructional settings. Study of the structures of various disciplines, the roles of participants, and other variables in staff and curriculum development. Evaluation of alternative theoretical models for constructing and changing curricula. Grade only. This course is required in the Curriculum, Teaching, and Learning and the Preliminary Administrative Services Credential programs. Prerequisites: consent of instructor and approval of the School of Education.

EDCT 586 Teaching and Learning: Research and Application-Classroom (3)

An analysis of teaching and learning strategies and instructional variables as they relate to diverse groups of learners. Research will be analyzed in terms of the major paradigms of the field of education. Also included is a review of recent developments in the evaluation of classroom performance and achievement. Grade only. This course is required for the Curriculum, Teaching, and Learning program. Prerequisites: consent of instructor and approval of the School of Education.

EDCT 595 Special Studies (1-4)

Education: Early Childhood Education (EDEC)

EDEC 178 Introduction to ECS Major and Digital Portfolio (1)

In this course students learn about the requirements and responsibilities of the Early Childhood Studies (ECS) major, and learn about ethical and legal requirements in field placements and professional life. They will understand the purpose of the senior portfolio in the ECS major, learn about different types of portfolios, and practice building a digital portfolio. Grading: Credit/No Credit only. Course is not repeatable.

EDEC 201 Foundations of Early Care and Education (4)

This course provides an introduction to the theory and research that underlie professional work with young children. Topics include: historical views on childhood and play, influential theorists, historical and contemporary models of early childhood education, principles of developmentally and culturally appropriate practice, contemporary issues in early care and education, professional ethics, and professional career development.

EDEC 220 Observing Child Development in the First 8 Years (4)

Students will learn the major developmental milestones, research findings, and theories covering the social, emotional, physical, and cognitive development of children from conception through eight years old. Students will concurrently study observation techniques for documenting and assessing children's growth and development. Includes 24 hours of field work in an Early Childhood setting. Students must sign the School of Education Field Experience Agreement before starting at their field site. Co-requisite: EDEC 178 or ECS minor, and open to sophomores and above. Course taught in face-to-face and hybrid modes.

EDEC 237 Creating Environments for Young Children (4)

This course presents an overview of knowledge and skills related to planning and implementing developmentally and culturally appropriate curriculum and environments for young children from birth to eight years old. Students examine how to create and use the physical environment as the foundation for promoting activities that support learning and development, with an emphasis on language and literacy development and the essential role of play. Includes 24 hours of field work in an infant/toddler, preschool, transitional kindergarten, or kindergarten classroom that has been approved by the instructor. Students must sign the School of Education Field Experience Agreement before starting at their field site. Course open to sophomores and above. Prerequisite: EDEC 220. Course taught in face-to-face and hybrid modes.

EDEC 247 Physical Development and Health in Childhood (3)

In this course, students will study the factors that promote optimal physical development and health in childhood. Students will consider practical applications of this knowledge in a variety of organizations that serve young children. Students will also study the basics of parent education, so that they can work effectively with parents to keep children safe and to see that children receive needed health services. Pre-requisite: ECS majors and minors only. Grade only. Course is not repeatable.

EDEC 270 Families and Children in Diverse Societies (4)

Class participants will study the dynamic interactions of race, culture, gender, socioeconomic status, and other factors as they relate to the care and education of children from diverse populations. Students will explore the diversity of family systems, sociocultural factors affecting the child's development, and the socializing influences of community. The coursework helps students becomes more informed and effective professionals and community members by promoting the development of the knowledge, dispositions, and skills needed to work effectively with families and children in a pluralistic society.

EDEC 347 Community Services for Children and Families (2)

Students will complete a field placement (at least 45 hours) in an approved agency or organization that serves children in a non-education/non-child care setting.

Students will perform tasks set by the placement agency, attend weekly class meetings, and complete readings and assignments related to working effectively with diverse children and families. Students must sign the School of Education Field Experience Agreement before starting at their field site. Prerequisite: EDEC 220. This course can be taken one time only. Grade only. Course taught in face-to-face and hybrid modes.

EDEC 405 iPlay: Child Development in the Digital Age (3)

Students will study theories and research in child development and early childhood education to answer questions about how adults should use technology with children, how to judge when technology use by children might be inappropriate or harmful, and how to find resources for supporting the use of technology with young children. Course taught in face-to-face and hybrid modes.

EDEC 406 Positive Guidance (3)

Students will study principles and strategies of positive guidance for children with and without special needs from birth to age eight. Topics include: development of pro-social skills, the art of encouragement, understanding and preventing challenging behaviors, bullying prevention, and family involvement. Course taught in face-to-face and hybrid modes.

EDEC 407 Multicultural Children's Literature (3)

This course surveys multicultural literature for children (infancy-middle childhood). It addresses the use of literature to promote children.s cognitive, socio-emotional, language, and literacy development in a variety of early childhood settings. Special attention is given to diverse children, including dual language learners. Class open to sophomores, juniors and seniors only. Course taught in face-to-face and hybrid modes.

EDEC 408 Science, Literacy, and Play: Exploring the Natural World with Young Children (3)

Students will study content and pedagogical strategies for working with children in natural/outdoor environments through integrating the sciences, emergent and early literacy, and play. Course emphasis is on the inter-related nature of living systems and teaching the sciences using a play-based approach. Topics include: the role of the adult in teaching the natural sciences, issues and trends in exploring nature with children, and creating developmentally and culturally appropriate environmental science and literacy experiences for young children. Course taught in face-to-face and hybrid modes.

EDEC 409 Play in Early Childhood (3)

In this course, students will explore the variety and importance of play in early childhood development. Topics will include: defining play and types of play; play in different developmental stages (infants, toddlers, early and middle childhood); the benefits of play for physical, socio-emotional, cognitive and language development; traditional and digital toys and games; play in school; and play in relation to gender, culture, and special needs. Class open to sophomores, juniors and seniors only. Course taught in face-to-face and hybrid modes.

EDEC 410 Language Development (3)

This course explores language development from 0-8 years of age, covering the main language acquisition theories of how children construct meaning, build grammar(s), and use language as social practice. Course includes a focus on meeting the needs of Dual Language Learners with developmentally, culturally and linguistically appropriate practices. Class open to sophomores, juniors and seniors only. Course taught in face-to-face and hybrid modes.

EDEC 411 Infant and Toddler Development (3)

Students will learn theory and research in infant and toddler development and will consider the implications for agencies and programs that serve children under the age of three. Course topics include attachment theory, stage theories of infant and toddler development, developmental growth and milestones, early brain development, ACES, resilience, and positive guidance. Course taught in face-to-face and hybrid modes.

EDEC 412 Brain Development (3)

Students will learn theory and research on brain development and will consider the implications for early childhood professionals who work with young children. Course topics include brain architecture, gene-environment interaction, toxic stress, executive function, and self-regulation, resilience, and the importance of play for healthy brain development. Course taught in face-to-face and hybrid modes.

EDEC 420 Child Development in Family, School, and Community (3)

Students will explore the physical, cognitive, social, emotional, moral, and language development of children from birth through adolescence. The course covers major theories of child development, including critiques and application of the theoriesas they relate to children from a variety of cultural and family backgrounds. The impact of child-rearing beliefs, poverty, gender issues, and language development are studied as they relate to developmentally-based practices in educational settings. Students will learn effective school-family communication practices for a diverse society, individualized curriculum to meet the needs of diverse learners, and community resources available to support families. This course can be applied to the Child Development Permit and satisfies GE Area E (the Integrated Person). Grade only. Course taught in face-to-face, hybrid, and online modes.

EDEC 435 Leadership on Behalf of Children and Families (4)

In this course, students will study and apply the principles and strategies that underlie effective administration of programs for young children and families and effective advocacy on behalf of young children and families. Students will build and use leadership skills in the areas of identifying priorities, organizational planning, guiding staff, communicating clearly, and working collaboratively with community partners. Present-day early childhood advocacy issues will be explored and students will engage in leadership efforts that engage their newly developed understandings and skills.

EDEC 437 Integrated Curriculum in Early Childhood Classrooms (4)

In this course, students will learn to plan and implement developmentally and culturally appropriate curriculum for children in early elementary classrooms. Through study of professional resources and participation in an instructor-approved classroom, students will create learning and assessment opportunities that enable young children to construct knowledge through an integrated approach that includes all curriculum areas and that aligns with relevant state and professional standards. Includes 24 hours of fieldwork in an early elementary setting. Students must sign the School of Education Field Experience Agreement before starting at their field site. Prerequisite: EDEC 237 and EDEC 220.

EDEC 447 Children's Emotional Development and Mental Health (3)

In this course, students will deepen their understanding of children's emotional development from birth through age eight, and learn about common mental health problems in early childhood. Topics include the role of sociocultural context, risk and protective factors, attachment and temperament, resilience, common mental health problems, and mental health observation and screening tools. Pre-requisite: Junior or senior standing. Grade only. Course is not repeatable.

EDEC 460 Introduction to Research in Early Childhood Studies (4)

This course provides an overview of quantitative and qualitative research methods commonly used to study young children. Topics will include research methods, the role of context in research, common early childhood psychological measurement tools, observational techniques, research ethics, library research strategies, and evaluating research reports. Prerequisite: Juniors and Seniors only.

EDEC 478 ECS Senior Portfolio (1)

In this seminar, students will compile and reflect upon their academic experiences at Sonoma State University and in the Early Childhood Studies major. Final portfolios will be presented to faculty and students in the Early Childhood Studies program. Students must be in their final semester in order to enroll. Prerequisite: Senior in the Early Childhood Studies major.

EDEC 480 Teaching Assistant and Leadership in Early Childhood Studies (3)

Students will be introduced to topics related to teaching in higher education as they become more effective teaching assistants. Topics include principles and techniques of student engagement, reliable and effective assessment of students' work, strategies to support a diverse body of students including those are non-native English speakers. Prerequisite: consent of instructor. Taught in hybrid mode. Course may be repeated once for credit.

EDEC 490 Special Topics in Early Childhood Studies (1-4)

A course designed according to the interests of a particular faculty member, providing opportunities for diversification in content and reading. Grade only. May be repeated for credit under a different topic. Only one topic per semester. Class open to sophomores, juniors and seniors only.

EDEC 495 Special Studies (1-4)

Independent study completed under the supervision of a faculty member. May be repeated for credit up to 8 units.

EDEC 531 The Role of Play in Development and Learning (3)

Students will examine theories from developmental psychology, education, and anthropology to look at the role of play in human experience, from infancy to adulthood. Topics include play's relationship to learning in all areas of development and academic disciplines, history of play, effects of technology and culture on children's play, gender development and play, play environments, play therapy, and play as a tool for developmentally and culturally sensitive curriculum and assessment. Grade only. Prerequisite: graduate student in Education or permission of instructor. Taught fall semester of odd years.

EDEC 532 Social-Moral Development in ECE (3)

Students will explore theories and research addressing social and moral development from infancy through middle childhood. Topics include: attachment and its role in social and moral development, research on the development of prosocial behavior and the ability to take the perspective of others, cultural value differences, gender identity and gender role socialization, development of friendships, resiliency and at-risk children, curriculum that promotes children's social and emotional development, and working with parents to promote children's social and emotional development. Students will plan, implement, and report on action research projects that answer specific questions dealing with social, moral, and emotional development in early childhood education. Grade only. Prerequisite: graduate student in Education or permission of instructor. Taught fall semester of even years.

EDEC 535 Lead Adv for Children and Families (3)

Students will critically examine research, theories, and policies related to administration of programs that serve children and families. Students will develop leadership skills in the areas of teaching adults, administering programs, and advocating effectively for children and families within and outside of early care and education programs. Taught spring semester of odd years.

EDEC 538 Cognitive and Language Development in Early and Middle Childhood (3)

This course addresses the development of children from birth through middle childhood with emphasis on the relationships between language development and cognitive development. We will study the ideas of major theorists -- Piaget, Erikson, Bruner, Vygotsky, Mead, and others -- who address the development of children's representational thinking, language, and cross-cultural and family influences on development and learning. We will also explore current research on brain development in the first five years of life from a critical perspective and with an emphasis on practical implications. We will study current research and theories of cognitive, social, and emotional development as related to oral, written, and spoken language development in home and in school/care environments, including in environments where children are learning more than one language. Grade only. Prerequisite: graduate student in Education or permission of instructor. Taught spring semester of even years.

EDEC 547 Advanced Field Experience (3)

In this online course, students participate in Moodle learning activities and arrange to do 60 hours of fieldwork in an Early Care and Education setting (birth to age 8). Field experiences include observations, designing and implementing educational activity plans, and collaboration with parents and other ECE professionals. The focus of the course is integrated curriculum, with an emphasis on project-based learning. In addition to field experiences, students complete academic and professional readings and reflective assignments. Pre-requisite: Admission to ECE Certificate Program. Offered in online teaching mode.

EDEC 578 Project Continuation (1-3)

EDEC 590 Special Topics in Early Childhood Education (3)

Special topics in the field of Early Childhood Education will be offered on a rotating basis. Students engage in advanced study of theory and research with applications to early childhood education settings. Depending on student and department needs, courses are offered face-to-face, online, or in hybrid format. Prerequisite: admission to the School of Education M.A. program.

EDEC 595 Special Studies (1-4)

Education: Leadership (EDEL)

EDEL 580A Introduction to Educational Leadership and School Management (3)
This course is the introductory course for the Sonoma State University Preliminary Administrative Services Credential program. Candidates examine concepts of leadership, school culture, the dynamics involved in change, democratic decision-making and school governance, diversity, frames of reference, and the roles of an educational leader. Current practices are examined with a view of rethinking schools for the 21st century based on developing educational leadership values. Grade only. Prerequisite: admission to the Preliminary Administrative Services Credential Program.

EDEL 580B Advanced Educational Leadership and School Management (3)
This course is designed as the culminating course in the Preliminary Administrative Services Credential Program. The goal of the course is to learn successful strategies and approaches involved in school improvement and ways to develop the school as an organization. Candidates engage in a self-assessment of their skills and abilities and personal theory of leadership in preparation for administrative positions. Grade only. Prerequisites: admission to the Preliminary Administrative Services Credential Program and EDEL 580A.

EDEL 581 Management of Educational Personnel: Policies and Procedures (3)
Candidates examine human resource administration as it relates to educational leadership and develop an understanding of the importance and dimensions of issues related to human resources that lead to positive and productive educational settings. Grade only. Prerequisite: admission to the Preliminary Administrative Services Credential Program.

EDEL 582 Educational Policy and Politics (3)
This course is an examination of federal, state, and local politics and policy and their effects on school districts and schools. Emphasis is placed on the issues of educational reform, accountability, and finance. Grade only. Prerequisite: admission to the Preliminary Administrative Services Credential Program.

EDEL 583 School Law (4)
This course is a study of the governance of schools and the various sources of regulation and allocation of resources impacting education and learning. Case studies and application of various sources of law are explored, including student rights, torts, first amendment issues, special education law, teacher rights, contracts, church and state issues and discipline. School finance leadership and regulations governing budgets are also examined. Prerequisite: admission to the Preliminary Administrative Services Credential Program.

EDEL 584 Leadership: Community and Family Engagement (1)
This course is part of the requirements for the preliminary administrative credential program. Candidates will examine conceptsthe role of leaders in promoting genuine and meaningful community and family involvement in the educational process of programs, schools and districts. It includes involving families and other stakeholders in formulating a school vision; methods of building trust, communicating effectively with the community and families, accessing of community services in creating a more holistic approach to education, and the mental health needs of students in schools.Pre-requisite: Admission to the Educational Leadership Credential Program

EDEL 587A Beginning Field Experience in Administration (3)
Intensive field experience in school administration that extends learnings and competencies in program coursework. Prerequisites: admission to the Preliminary Administrative Services Credential program and consent of instructor.

EDEL 587B Advanced Field Experience in Administration (3)
This course is the completion of the fieldwork requirement for the program. Candidates provide evidence that they have successfully met all six administrative standards in their fieldwork experiences. Each student completes field assignments and projects that apply learning to educational settings. Cr/NC. Prerequisites: admission to the Preliminary Administrative Services Credential Program and EDEL 587A.

EDEL 588 Curricular Leadership: Learning and Assessment (4)
In this course, candidates study the relationship between curriculum and learning theory. Three interrelated areas of schooling will be explored. These are the purposes and goals of schooling, learning and cognition, and the role ofassessment. Utilizing this information the candidates will assess a curricular aspect within their school setting and develop curricular guides for use in program evaluation.Grade only. Prerequisite: Admission to the Preliminary Administrative Services Credential Program.

EDEL 589 Leadership for Diverse Populations and Communities (2)
This course allows candidates to reflect on their own culture and to better understand and the values, points of view from a variety of cultures, ethnic groups, and individuals with special needs. The goals include learning successful strategies and approaches involved in working with diverse communities and how a leader can move their school or district to higher levels of cultural proficiency. The course also looks at the leaders role in promoting learning for all students including those receiving special education services.Grade only. Prerequisite: admission to the Preliminary Administrative Services Credential Program.

EDEL 590A Induction Plan (2)
Students develop, in consultation with their employer and SSU program faculty, an induction plan that meets the Professional Administrative Services Credential requirements. The plan reflects an assessment of the administrator's strengths and needs, future professional goals, and requirements of the position in which the student works. Cr/NC. Prerequisite: admission to the Professional Administrative Services Credential Program.

EDEL 590B Assessment of Completion of the Induction Plan (2)
During the final seminar the Professional Administrative Services Credential (PASC II), the candidate, in conjunction with program faculty and the employing school district, evaluates the degree of completion of the induction plan proposed in EDEL 590A. The competency review includes the development of an on-going future professional development plan that reflects student strengths and areas of need identified during the PASC II Program. Cr/NC. Prerequisites: admission to the Professional Administrative Services Credential Program and EDEL 590A.

EDEL 595 Special Studies (1-4)

EDEL 596A Introduction to Advanced Educational Problems (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, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

EDEL 596B Completion of Advanced Educational Problems (2)
Same as EDUC 596A. Cr/NC only. Prerequisites: EDUC 590A, a Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

EDEL 596C Introduction to Collaborative Action Research (2)
Same as EDUC 596A. Cr/NC only. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

EDEL 596D Completion of Collaborative Action Research (2)
Same as EDUC 596A. Cr/NC only. Prerequisites: EDUC 590A, possession of Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

Education: Multiple Subject (EDMS)

EDMS 100 Explorations in Teaching (2)

This seminar is designed as a reflection space for students who are considering the teaching profession. They will observe and interact with children and teachers in elementary schools, as well as read about forces that shape teachers and issues they confront in our educational system. They will analyze what it means to be a teacher today in our elementary schools, facing the challenges of diversity, equity, and quality of education.

EDMS 200 Being a Teacher in Today's Schools (2)

This seminar continues the process of exploration, building on ED/LIBS 100, where students discussed what it means to be a teacher in our schools today. Here the focus is on the student in elementary education. From an educational perspective, students will consider what it means to be a student; what forces and circumstances shape their identity and their journey as students in elementary education. Students will elaborate their teaching philosophy throughout the semester, interweaving information from their own lives as students, from the readings, and from their field observations.

EDMS 419 Identity and Agency for Socially Just Classrooms and Communities (3)

Students examine ways in which culture, ethnicity, race, class, gender identity, language, physical/cognitive ability, religion, sexuality, and family structure intersect and impact students' identity and agency in classrooms and communities. Funds of knowledge, cultural bias, power, and perceptions provide lenses through which students examine social justice and equity. Students identify resources dedicated to these issues. Face-to-Face.

EDMS 463 Teaching Language and Literacy in the Elementary School Grades TK-2 (3-4)

Philosophy, goals, and pedagogy for language and (bi)literacy development in Grades TK-2. Approaching language and (bi)literacy from the combined perspectives of theory, research, and practice, participants will study, apply, and develop instruction and assessment tools and strategies to build and support phonemic awareness, phonics skills, vocabulary knowledge, comprehension, and composition. Course content is aligned with California ELD/ELA Framework and state standards. Face-to-Face. Prerequisite: Admission to a Preliminary credential program or permission of the program coordinator. Variable Credit.

EDMS 464 Teaching Language and Literacy in the Elementary School Grades 3-6 (4)

Candidates develop, refine and extend their knowledge of language and literacy instruction for grades 3-6 based on theory, research, and practice. They take a comprehensive approach in supporting children¿s development of language, (bi) literacy skills, and academic language proficiency. Course content is aligned with California ELD/ELA Framework and state standards. Face-to-Face. Prerequisite: Admission to Multiple Subject Credential Program.

EDMS 465 Introduction to Dual-Language Education: Policies, Methods, and Inquiry for Teachers (3)

This course is designed for current teachers and student teachers in dual-language/bilingual contexts in order to refine their practice as educators of dual-language students to: 1) Develop an understanding of the history of bilingual education in the United States; 2)Reinforce understandings of the background and models of bilingual/dual-language education; 3) Develop current research-based-best practices for teaching dual-language learners in grades tk-12; 4) Introduce theories, issues, and methodologies related to multilingual language acquisition. This is a face-to-face class. Pre-requisites: Admission in a teaching credential program or MA program

EDMS 471 Teaching Social Studies in the Elementary School (4)

Teacher candidates develop pedagogical content knowledge in social studies, exploring K-8 educational practices that promote civic responsibility and cultural understanding. They gain experience with integrating literature, primary documents, secondary resources, technology, hands-on activities, and the arts into social studies curriculum using state/ national standards to inform curricular decisions. Face-to-Face. Prerequisites: One successful semester in MS Program.

EDMS 474 Teaching Mathematics in the Elementary School (3-4)

Teacher candidates develop effective strategies and techniques for planning, teaching, assessing, and adapting TK-grade 6 mathematics instruction aligned with California¿s standards. They develop understandings of children¿s mathematical thinking, language and cognitive development, and diversity in order to teach all students effectively. Learner-centered pedagogy is modeled and analyzed throughout. Face-to-Face. Prerequisite: Credential Program admission. Variable Credit.

EDMS 475 Teaching Science and Visual and Performing Arts in the Elementary School (3-4)

Teacher candidates develop effective strategies and techniques for planning, teaching, assessing, and adapting instruction in all aspects of STEAM (science, technology, engineering, art, mathematics) based on the Next Generation Science Standards (NGSS) and visual and performing arts standards, as well as current research. Assessment in both content areas are explored. Face-to-Face. Prerequisite: Credential Program admission. Variable Credit.

EDMS 476S Multiple Subject Credential Phase 1 Seminar (2)

On-campus seminar. Components include lesson planning, peer observation, digital portfolio, physical education, and classroom management. Prerequisite: Full Admission to the Multiple Subject Credential Program. All post-baccalaureate Multiple Subject candidates must take the course in their first semester in the program. Face-to-Face. Grade only.

EDMS 481A Intern Supervision (3)

This multiple-session supervision and seminar topics address professional issues faced by MS interns. Issues in education are examined through the perspectives of theoretical and practice-based research and the educational foundations of history, philosophy, sociology, anthropology, and politics of education. Interns will analyze their current classroom practices and influences on their teaching, conduct teacher research, and develop a professional portfolio consistent with their district professional growth plan and intern individual learning plan. Cr/NC only.

EDMS 481B Intern Supervision (3)

This multiple-session supervision and seminar topics address professional issues faced by MS interns. Issues in education are examined through the perspectives of theoretical and practice-based research and the educational foundations of history, philosophy, sociology, anthropology, and politics of education. Interns will analyze their current classroom practices and influences on their teaching, conduct teacher research, and develop a professional portfolio consistent with their district professional growth plan and intern individual learning plan. Cr/NC only.

EDMS 481C Intern Supervision (3)

This multiple-session supervision and seminar topics address professional issues faced by MS interns. Issues in education are examined through the perspectives of theoretical and practice-based research and the educational foundations of history, philosophy, sociology, anthropology, and politics of education. Interns will analyze their current classroom practices and influences on their teaching, conduct teacher research, and develop a professional portfolio consistent with their district professional growth plan and intern individual learning plan. Cr/NC only.

EDMS 481D Intern Supervision (3)

This multiple-session supervision and seminar topics address professional issues faced by MS interns. Issues in education are examined through the perspectives of theoretical and practice-based research and the educational foundations of history, philosophy, sociology, anthropology, and politics of education. Interns will analyze their current classroom practices and influences on their teaching, conduct teacher research, and develop a professional portfolio consistent with their district professional growth plan and intern individual learning plan. Cr/NC only.

EDMS 482F Full-Time Student Teaching (10)

Fifteen week supervised student teaching (4.5 days per week) in a diverse elementary school setting. Candidates actively engage in planning, co-teaching, solo-teaching, and assessment in all subject areas, managing the school day for a 2-week take over and completing a state-approved Teacher Performance Assessment and program portfolio. Candidates collaborate with and are observed by mentor teacher, university supervisor and peers. Prerequisites: Documented subject-matter competence and all Phase 1 courses. Prerequisite: EDMS 482P. Co-requisite: EDMS 463 or EDMS 464. Cr/NC only.

EDMS 482P Part-Time Student Teaching (3)

Fifteen week supervised clinical practice (2 days per week) in a diverse elementary school setting. Candidates observe and participate in classroom routines, planning, co-teaching, solo teaching, and assessment in all subject areas in small and whole group setting. Candidates collaborate with and are observed by mentor teacher, university supervisor and peers, managing the school day for a 2-day take over and completing the program portfolio. Prerequisites: Full admission to the Multiple Subject Teacher Credential Program including:Certificate of Clearance, negative TB, exams,and prerequisite courses. Cr/NC only.

EDMS 482S Student Teaching Seminar (2)

On-site student teaching seminar that covers all aspects of student teaching including the digital portfolio and becoming a reflective educator. Students meet with their supervisors every week on-site. Taken concurrently with EDMS 482F.

EDMS 495 Special Studies (1-4)

May be repeated for credit up to 8 units.

Education: Reading & Language (EDRL)

EDRL 507 Research in Language and Literacy (3)

Critical analysis and evaluation of theory and research in reading and language and the implications for curriculum. A focus of the course is literacy. Students may pursue projects on literacy at any age. Grade only. Prerequisite: admission to the Reading/Language or Early Childhood Education M.A. program.

EDRL 521A Language Development in First and Second Languages (3)

Research and theory in oral and written language development in home and subsequent languages, and the relationship between literacy learning and teaching. Special attention is given to factors that promote concept development and confident, effective language use. Attention to the structure of the English language, including phonology, orthography, morphology, syntax, and semantics. Contributions from many fields, (e.g., psycholinguistics, sociolinguistics, anthropology, and developmental psychology) provide perspectives for analysis of language acquisition and learning, evaluation of current educational practice, and planning for effective classroom experiences. Transfer strategies from primary language reading skills into English language reading skills are presented based on the tenets of effective language acquisition.

EDRL 521B Reading and Language Arts in First and Second Languages (3)

Research, theory, and practice focused on written language development in home and subsequent languages. Students read, discuss, and critique theory and research into processes of reading and writing, with an emphasis on writing and written communication. Includes the theoretical foundation of assessment approaches for documenting reading and language arts progress and the relationship between literacy learning and teaching. Topics include sociolinguistic and psycholinguistic factors in reading and writing development, assessment-based reading and writing instruction for English language learners and struggling readers, emergent literacy at all ages, comprehension and study strategies, instructional planning, and evaluation and intervention approaches. Students develop a comprehensive set of strategies for promoting fluent reading, confident writing, and purposeful conversation for diverse student populations. Grade only. Applicable to the Reading/Language program. Prerequisite: approval of the program.

EDRL 522 Assessment and Teaching in Reading and Language Arts (3)

Principles and procedures for literacy and content learning in English in classrooms with bilingual/bicultural students, as well as the design and selection of materials, methods, and contexts for literacy and content instruction at all ages. This course also focuses a variety of strategies for Specially Designed Academic Instruction in English (SDAIE) Field Studies. Applies to the concentration in Reading/Language. Grade only. Prerequisite: approval of the program.

EDRL 523 Curriculum Development in Language and Literacy (3)

Critical analysis and development of learning-centered language and literacy curriculum. Evaluation and selection of materials for instruction. Grade only. Applicable to the Reading/Language program. Prerequisite: approval of the program.

EDRL 524 Literature and Literacy (3)

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 program.

EDRL 525 Leadership and Policy in Literacy Programs (3)

An investigation of decision-making and policies for teaching reading and writing and program coordination; current influences, such as cross-cultural and multilingual classrooms, testing, technology, and community involvement. Extensive field experience. Grade only. Applicable to the Reading/Language program. Prerequisite: approval of the program.

EDRL 527A Clinical Field Experience in Reading and Language Arts (3-6)

Supervised practicum for Certificate candidates. In a Reading and Writing Workshop format, candidates work with K-12 students under the supervision of and

in collaboration with clinical faculty and Reading and Language Arts Specialist Credential candidates. Certificate candidates are assigned to students based on the candidate's prior program coursework and professional background, in order to assure diversity of experience with readers and writers of varying ages and abilities. Certificate candidates conduct formal and informal assessments and plan instruction and intervention for students in the clinic. Based on assessment findings, candidates collaborate in the delivery of appropriate instruction and interventions that utilize learners' strengths in order to address their needs. Candidates participate in clinical conferences and write reports in which they summarize and critique assessment findings and the success of the instruction. Opportunities will be available for candidates to work with beginning readers, struggling readers at different levels, English language learners, and successful readers and writers.

EDRL 527B Advanced Clinical Field Experience in Reading and Language Arts (3-6)
Supervised practicum for Reading and Language Arts Specialist Credential candidates. In a Reading and Writing Workshop format, Credential candidates supervise Certificate candidates as they work with K-12 students. In turn, Credential candidates are supervised by University and clinical faculty. In collaboration with clinical faculty and other Credential candidates, they assume leadership roles, overseeing all assessment and instructional practices of Certificate candidates and directing all clinic activities. Specialist Credential candidates play a major role in clinical conferences and in the preparation of clinical reports. They also work directly with students in the clinic, providing demonstration of appropriate assessment and intervention strategies and to extend their experience with readers and writers of varying ages and abilities. Opportunities will be available for candidates to work with beginning readers, struggling readers at different levels, English language learners, and successful readers and writers.

EDRL 529 Evaluation in Reading and Language Arts Programs (3)
Philosophy, purposes, and procedures for evaluation of reading, writing, and oral language. Students examine a variety of evaluation tools and procedures (formal and informal, group and individual) with respect to how teachers can use these instruments and procedures to inform literacy instruction and intervention for diverse populations. Selected procedures are used with struggling readers to identify their reading and writing strengths and needs. Topics include the role of the literacy environment in evaluation results, methods of reporting progress to students, parents, and administrators, and the role of standardized testing in schools. Students develop criteria for reading and language arts program evaluation, maintenance, and enhancement.

EDRL 595 Special Studies (1-4)

Education: Special Education (EDSP)

EDSP 421A Effective Practices that Support Students with Diverse Learning Needs (3)
EDCU 421A represents a first course in the study of theoretical orientations, instructional strategies and classroom management to provide inclusive educational support for students with disabilities. The course is designed for Educational Specialist credential candidates in the Mild/Moderate, Moderate/Severe, and Communication Disabilities programs. Course content offers theoretical and conceptual underpinnings of the development of academic skills of students and the development of positive classroom ecologies to support students with special needs. Theoretical and conceptual foundations from a variety of paradigms are developed into applied techniques of instruction and classroom management through a series of readings, exercises, and assignments throughout the course. Prerequisite: Admission to the Education Specialist credential program or permission of the instructor.

EDSP 421B Early Field Placement (1)
EDSP 421B is an Early Field Placement during which candidates spend approximately 60 hours observing and participating in three special education classrooms or placements. In conjunction with EDSP 421A and the introduction on specific topics, the candidate will observe the teacher and students in the observation classrooms/settings to understand how these topics are operationalized in special education settings. These observations will be discussed further during class and via online discussion forums. The guided exploration of the work of a special education teacher and the ecology of the classroom will enrich the candidate's understanding of the profession and help to build the foundational knowledge and skills needed to be an effective special education teacher.

EDSP 421C Using Educational and Assistive Technology (1)
EDSP 421C surveys the use of technology to enhance teaching and learning in special education classrooms. A variety of topics are considered including the roles of technology in teaching and learning, designing lessons that incorporate the effective use of technology and using technology to support special populations. Both theory and practice in the use of educational and assistive technology will be examined through readings, discussions and activities in an online environment. Prerequisite: Admission to the Education Specialist credential program or permission of the instructor.

EDSP 421D Healthy Learners & School Environment (1)
In this course, personal, family, school, and community health are the framework for presenting coordinated health education in K-12 schools to teaching credential candidates. Subject matter includes school health laws, universal precautions, common diseases and prevention, drugs, alcohol and tobacco, sexuality, nutrition, fitness, pregnancy, special populations, child abuse, bullying, gender issues, community, diversity, and human ecology. Based upon California Health Framework, meets state credential requirements. Prerequisite: admission to the Education Specialist Credential Program or permission of the instructor.

EDSP 422A Case Management and Transition Planning in Special Education (3)
In this course and accompanying seminar, students will explore the communication and collaboration skills necessary for effective case management and transition planning for individuals with exceptional needs. Emphasis is placed on examining the skills, models, and strategies for successful collaboration in the context of special education service delivery requirements and models. Additional emphasis is placed on developing a comprehensive case management system as well as planning, implementing, and evaluating transition services across the lifespan for all learners. Class readings, course assignments, and specific fieldwork activities (422B) are integrated within these classes to establish the connection from theory to practice culminating in the development of a case management notebook. Concurrent enrollment in EDSP 422A and 422B is expected.

EDSP 422B Participant Observation/Fieldwork (1)

In this course and accompanying seminar, students will explore the communication and collaboration skills necessary for effective case management and transition planning for individuals with exceptional needs. Emphasis is placed on examining the skills, models, and strategies for successful collaboration in the context of special education service delivery requirements and models. Additional emphasis is placed on developing a comprehensive case management system as well as planning, implementing, and evaluating transition services across the lifespan for all learners. Class readings, course assignments, and specific fieldwork activities (422B) are integrated within these classes to establish the connection from theory to practice culminating in the development of a case management notebook. Concurrent enrollment in EDSP 422A and 422B is expected. Class open to student programs of CRED, CREDC, CRED2, or Group RUCR (admitted to credential).

EDSP 423 Assessment of Students with Disabilities (3)

In EDSP 423, candidates explore the basic principles and strategies of assessment and the ways that assessment informs curricular and instructional decisions for individuals with diverse special education needs. Candidates learn to use a variety of formal and informal assessments, linking these with progress monitoring to analyze student performance and develop appropriate goals based on findings. Legal, ethical, and diversity issues related to assessment are explored. Eligibility criteria and characteristics of students with disabilities are also a focus of this course. Grade only. Prerequisite: Admission to Education Specialist Credential program or by permission of the instructor.

EDSP 424 Positive Behavior Supports for Students with Disabilities (3)

Functional assessment and analysis are used to develop positive behavior support plans for children with more significant behavior needs. The goal of this course is to help candidates learn to promote the social competence, self-management, and communication skills of students with special needs through behavior support. Grade only. Prerequisite: Admission to the Education Specialist Credential Program or by permission of the instructor.

EDSP 425 Developing Academic Performance-Mild/Moderate (4)

EDSP 425 is designed to provide candidates in the Education Specialist Mild to Moderate Disabilities Credential Program with a research-based perspective on developing academic performance for students with mild to moderate disabilities. The relationship among assessment, curriculum, and instruction is investigated through the examination and application of a variety of informal assessments, instructional strategies, and curricula within the context of access to the core curriculum and content standards. Curricular modifications and instructional strategies that support students with mild/moderate disabilities in inclusive settings are explored. Coursework follows a "theory into practice" format consisting of classroom simulations, visitations, guided activities, and student projects using field-based lessons. Grade only. Prerequisite: admission to the Education Special Credential Program or permission of the instructor.

EDSP 426 Communication Development: Assessment and Instruction (4)

In this course, students are presented with an overview of typical and atypical communication development in special populations. Evaluation measures, evidence based practices and effective instructional strategies related to the implementation of special education services for students with communication disorders and their families are addressed. Foundational knowledge on intervention techniques, AAC, and second language development is provided. Additional emphasis is placed on the communication and collaboration skills useful in forming productive partnerships with families, school personnel and community service providers. Class readings and course assignments are integrated within this class to establish the connection from special education theory to practice culminating in the development of a communication report.

EDSP 428 Education of Students with Moderate/Severe Disabilities (4)

EDSP 428 provides candidates in the Education Specialist Moderate to Severe Disabilities Credential Program with a research-based perspective on developing skills that are functionally tied to real world demands and that are required for successful inclusion in school, community, and workplace. Grade only. Prerequisite: admission to the Education Special Credential program or permission of the instructor.

EDSP 430 Introduction to Special Education (3)

Students with disabilities are members of school communities around the nation and must be educated to the extent possible with their peers. Special education theory, pedagogy, legislation, public policy, and advocacy related to the education and inclusion of students with special needs into the least restrictive environment are introduced. Eligibility categories in special education, characteristics of students with disabilities, and implications for teaching are discussed. Evidence-based practices, such as Universal Design for Learning, Multi-tiered systems of support, and assistive technology will be introduced. Thirty hours of required field experience. May be taught as hybrid. Students in credential programs only. Grade only.

EDSP 432 Young Children with Special Needs (4)

An introduction to theories, research, and practices related to providing appropriate services for young children with special needs (birth through 8). Topics include: early identification of exceptional needs; collaborative partnerships for inclusive education; the role of parents; strategies and resources for supporting the educational, social, behavioral, and/or medical needs of young children; and the requirements of special education laws. Grade only. Prerequisite: Sophomores, Junior or Senior standing.

EDSP 433 Teaching Adolescents with Special Education Needs (3)

Effective teaching practices for secondary-aged students with special needs and giftedness, with emphasis on academic and social needs, as well as teachers¿ responsibilities in the Individual Education Program (IEP) process. Candidates develop strategies for collaborating with families and other educators. Course includes field experiences and online activities. Prerequisite: Concurrent enrollment in EDSS 458/Student Teaching or consent of the instructor.

EDSP 460 Teaching Event Seminar (2)

This seminar accompanying the student teaching experience (EDSP 465 or 467) is designed to support student teachers as they apply the skills and knowledge they've learned in coursework to the teaching of individuals with special needs. Through the seminar, they will also complete a teaching event demonstrating their competence as special educators as well as receive guidance and support aimed at a successful student teaching experience. Graded..rerequisites: Admission to the Education Specialist Mild/Moderate Disabilities Credential program, Corequisite: EDSP 465 or 467.

EDSP 465 Practicum: Mild/Moderate Disabilities (11)

EDSP 465 represents the student teaching component of the Mild/Moderate Disabilities credential program. Credential candidates student teach for 12 or more weeks under the guidance and supervision of a master teacher in the schools as well as a University supervisor from SSU. Cr/NC only. Prerequisites: Admission to the Education Specialist Mild/Moderate Disabilities Credential Program, completion of requirements described in handbook. Co-requisite: EDSP 460.)

EDSP 467 Practicum:Moderate/Severe Disability (11)

EDSP 467 represents the student teaching component of the Moderate/Severe Disabilities credential program. Credential candidates student teach for 12 or more weeks under the guidance and supervision of a master teacher in the schools as well as a University supervisor from SSU. Cr/NC only. Prerequisites: Admission to the Education Specialist Mild/Moderate Disabilities Credential Program, completion of requirements described in handbook. Co-requisite: EDSP 460.

EDSP 480 PIP/STP Practicum/Seminar (4)

This seminar and practicum connects the California Teaching Performance Expectations with university coursework and the candidate's special education teaching experience. Seminar involves learning from and supporting other teachers by sharing individual teaching experiences. Field-based practicum provides support and guidance to candidates in their K-12 classrooms from university faculty who

conference with teachers about their needs, observe and provide feedback on classroom practices. Hybrid format.

EDSP 481 Internship Practicum/Seminar (4)

Seminar and practicum connecting the California Standardsfor the Teaching Profession with university coursework and the candidate¿s special education teaching experience. Seminar involves learning from and supporting other teachers by sharing individual teaching experiences. Practicum provides support and guidance to candidates in their classrooms from university faculty who conference with teachers about their needs, observe and provide feedback on classroom practices. Restricted to students accepted to Education SpecialistPreliminary Credential program. Hybrid format. Repeatable for credit

EDSP 490A Educating Students with Autism Spectrum Disorders (3)

This course intends to provide class participants with an overview of characteristics, etiology, and prevalence of autism spectrum disorders. An additional aim of this course is to supply participants with the knowledge and skills necessary to support the learning of children with autism spectrum disorders including instructional strategies, classroom organization, and teaming with families and professionals.

EDSP 490B Autism Spectrum Disorders: Seminar and Fieldwork (2)

This practicum and attached seminar will provide candidates with the opportunity to implement evidence-based practices with students diagnosed on the autism spectrum. Candidates will also engage in progress monitoring and the selection and administration of appropriate assessment measures. The seminar will extend candidate understanding of the service delivery options available to students with Autism Spectrum Disorders.

EDSP 495 Special Studies (1-4)

May be repeated for credit up to 8 units.

EDSP 501 Formative Assessment and Induction into Teaching (3)

Education 501 is the initial course in the Professional Induction Credential Program for the Educational Specialist Credential Program. This course offers (1) a forum for the development of an individualized plan for the induction of new special education teachers into the profession of Special Education, (2) a format for self reflection and evaluation of teaching practices through the analysis of teaching videos, (3) the development of an applied field project developed in response to the teachers' areas of professional needs and interests, and (4) opportunities to participate in a Professional Learning Community. The Individual Learning Plan or similar Induction Plans developed during Preliminary Level I program forms the basis of the development of the Professional Induction activities. The candidates develop the Induction Activities with support and approval of their University instructor and school district mentor/support provider and within a research-based perspective. Class restricted to students of the Clear Induction Ed Spec Cred subplan.

EDSP 502 Advanced Pedagogy in SPED (3)

Candidates will deepen their understanding of pedagogies most effectively and equitably used to support the learning and behavioral needs of children with disabilities as well as children with disabilities who are also English language learners. Multiple assessment measures, including progress monitoring tools, will be linked to instructional planning to differentiate lessons according to student needs within the context of grade level standards and curriculum frameworks.

EDSP 504 Formative Assessment and Induction Culmination (3)

EDSP 513 Current and Emerging Research and Practice in Special Education (3)

EDSP 513 is part of the Level II Education Specialist Credential Program. The course will critically examine emerging research on varied issues impacting special educational policy and practice. The value of empiricism as a philosophy, and data-based teaching practices will be explored. The issues surrounding quantitative and qualitative measurement along with varied conceptualizations of validity, reliability, and accountable practice will be explored via assigned readings and individual projects. These projects will require students to assess the research-based merits of selected special educational practices. Candidates will be required to triangulate various quantitative and qualitative measures of educational and policy effectiveness in order to render empirically informed conclusions about differential effects of various practices in the field of special education. Prerequisite: admission into the Professional Level II Education Specialist Credential Program.

EDSP 514 Advanced Communication, Collaboration, and Consultation in Special Education (3)

EDUC 514 is a required course for the Professional Level II Education Specialist Credential Program. EDUC 514 explores advanced issues surrounding communication, collaboration, and consultation in special education. The effective performance of educational leadership, advocacy, and team management, as well as methods for positively representing special education to parents, administrators, and other educators are addressed in the course. Additionally, skills and methods of collaborating and communicating with professionals and paraprofessionals about students' complex emotional and behavioral needs are addressed. The area of cross-agency transitional services and individualized transitional experiences are explored with emphasis on communication and collaboration across human service agencies. The development of collaborative planning, evaluation and refinement of instructional strategies, curriculum, adaptations, and behavioral support are also required of candidates taking EDUC 514. Prerequisite: admission into the Professional Level II Education Specialist Credential Program.

EDSP 515 Advanced Legal Issues in Special Education (3)

EDSP 515 is part of the Professional Level II Education Specialist Credential Program. Advanced legal issues faced by teachers, administrators, and parents in special education are addressed. Topics include entitlement to services, procedural due process, complaint resolution, least-restrictive environment, provision of related services, parent participation, shared decision-making, and other related legal issues. Candidates review federal legislation, case law, and statutory requirements within the context of understanding the legal framework underlying special education and providing services, which are legally, as well as programmatically, sound. Prerequisite: admission into the Professional Level II Education Specialist Credential Program as well as EDUC-MA students.

EDSP 522A Family Partnerships in Early Childhood Special Education (3)

Build collaborative partnerships with the families of young children with disabilities. Develop the knowledge and skills to engage in culturally competent practices and be responsive to the needs, priorities and concerns of families. Collaborate with families to implement routines based interventions. Emphasis on family systems theory and family centered practice. Prerequisites: Admission to Early Childhood Special Education Added Authorization (ECSE-AA) program OR MA program; Concurrent enrollment in EDSP 522B for students in ECSE-AA. Face-to-face and hybrid modes.

EDSP 522B Early Intervention Program Fieldwork (1)

Students will participate in an early intervention program for infants and toddlers. Practicum activities are linked to instruction and assignments in EDSP 522a: Family Partnerships in Early Childhood Special Education. Students are required to observe, implement assessments, design and deliver instruction, work closely with families and early childhood professionals and engage in reflection. Prerequisites: Admission to ECSE-AA certificate; Concurrent enrollment in EDSP 522A. Not for MA credit. Face-to-face and hybrid modes.

EDSP 523A Assessment and Instruction in Early Childhood Special Education (3)

Overview of assessment and instructional practices utilized in early childhood special education. Conduct developmentally appropriate assessments. Acquire a repertoire of developmentally appropriate instructional strategies, assistive technologies, and other supports for young children in natural and inclusive environments. Design andimplement interventions that address specific learning needs, are developmentally, culturally, and individually appropriate and reflect family concerns and priorities. Prerequisites: Admission to Early Childhood Special Education

Added Authorization (ECSE-AA) program OR MA program; Concurrent enrollment in EDSP 523B for students in ECSE-AA. Face-to-face and hybrid modes.

EDSP 523B Preschool Students with Disabilities Program Fieldwork (1)
Students will observe and work with preschool aged (ages 3-5) students with a disability in an early childhood classroom. Practicum activities are linked to instruction and assignments in EDSP 523a: Assessment and Instruction in Early Childhood Special Education. Students are required to observe, implement assessments, design and deliver instruction, work closely with families and early childhood professionals and engage in reflection. Prerequisites: Admission to ECSE-AA certificate; Concurrent enrollment in EDSP 523A. Not for MA credit. Face-to-face and hybrid modes.

EDSP 590 Critical Issues in Special Education (3)
Education 590 examines advanced issues surrounding current and critical issues in special education. Students will engage in self-directed inquiry exploring emerging theories and research in the field of special education. Further, the course will focus on the importance of understanding and respecting differing perspectives and positions related to special education theory and research. Prerequisite: admissions to the Professional Level II program, M.A. program, or consent of the instructor.

EDSP 595 Special Studies (1-4)
Course may be repeated for credit.

Education: Single Subject (EDSS)

EDSS 410 Fieldwork and Seminar in Science Teaching and Learning (3)
45 hours of observation in middle/high school science classrooms, plus a weekly seminar. Students begin to view school science from the vantage point of a teacher. Intended primarily for students completing the Foundational Level General Science subject matter preparation program or considering a career in science teaching.

EDSS 418 Development in Adolescence and Emerging Adulthood (3)
An analysis of adolescent development and contemporary adolescent experiences as it addresses the central question of how adolescents differ from adults and children in terms of development. Examination of specific dimensions of adolescent development include physical, cognitive, psychological, social, sexual, moral, and spiritual. Course content is appropriate for those planning to pursue careers in psychology, counseling, social work, and education. Restricted to: juniors, seniors CRED, CREDC, CREDP, CRED2, plan of EDUC-MA and to credential student group (RUCR).

EDSS 442 Equity and Agency in Teaching and Learning (3)
Course explores theory, research and pedagogy related to teaching and learning in heterogeneous, secondary classroom settings. Concerns and experiences common to all teachers are addressed. The course focuses on issues of social justice and ways to implement equitable practices within teaching and the institution of education as a whole. Grade only. Prerequisites: admission to the Single Subject Credential Program, EDUC 417, and EDUC 418.

EDSS 443A Creating Effective Learning Communities: Field Settings (4)
Focused and systematic observation and structured participation, including co-teaching and limited solo teaching, in heterogeneous, secondary classroom settings leading to a supervised student teaching experience. Cr/NC only. Prerequisites: admission to the Single Subject Credential Program, EDUC 417, EDSS 418. Must be taken concurrently with EDUC 443B.

EDSS 443B Creating Effective Learning Communities: Seminar (3)
Emphasizes positive approaches to discipline consistent with restorative justice and trauma-sensitive approaches. Guides students¿ observations with emphasis on classroom management and provides continuity between the Single Subject program and observation placements. Prepares students for successful student teaching via classroom management plans. Prerequisites: EDUC 417, EDSS 418. Concurrent with EDSS 443A.

EDSS 444 Curriculum, Instruction and Assessment (1-4)
Students learn to organize curriculum, plan instruction and engage in formative assessment using appropriate content and language/literacy standards. Practices that support diverse learners in secondary classrooms are experienced, analyzed and approximated. Prerequisites: EDUC 417, EDSS 418; admission to the Single Subject Credential Program. Grade only. May be repeated for credit.

EDSS 446 Language and Literacy Development in Secondary Classrooms (4)
Principles, methods, and materials for guiding disciplinary and digital literacy in secondary classroom settings. Includes development theory and current issues in reading/language pedagogy for first and second language learners. Grade only. Prerequisites: admission to the Single Subject or Education Specialist Credential Program, EDUC 417, EDSS 418, or permission of instructor.

EDSS 458 Student Teaching in Multicultural Settings (12)
A supervised teaching experience in a multicultural middle, junior high, or senior high school setting under the guidance of a resident teacher and a University supervisor. Assignment consists of three teaching periods and two preparation periods daily. Two periods entail full student teaching responsibility as outlined in the Single Subject Handbook. The third period consists of assisting the resident teacher and/or limited teaching responsibilities in a supplemental authorization subject area. Student teachers may team teach in some or all of the classes. Cr/

NC only. Prerequisites: successful completion of all Phase I courses and successful presentation of a program portfolio. Must be taken concurrently with EDSS 459.

EDSS 459 Seminar for Secondary Student Teachers (4)

This seminar supports student teacher candidates during their student teaching semester. The course provides opportunities for candidates to exhibit and examine their teaching competence in regard to classroom management, curricular planning, instructional strategies for diverse learners, assessment, and professional development. Candidates assemble a teaching portfolio. In addition, the weekly seminar prepares candidates for the PACT Teaching Event, a summative performance assessment of the candidate's demonstrated ability to plan, implement, and assess a significant segment of teaching. Successful completion of the Teaching Event will be required to earn a California Preliminary Single Subject Credential. Prerequisite: successful completion of all Phase I courses. Must be taken concurrently with EDSS 458.

EDSS 495 Special Studies (1-4)

May be repeated for credit up to 8 units.

Education: Teaching English to Speakers of Other Languages (EDTE)

EDTE 540 Theories and Research in Second Language Acquisition (3)

This course provides an overview and critical examination of the theories and research in second language acquisition (SLA) and explores relationships between this work and second language teaching and learning. Major theories examined will include those from cognitive, psycholinguistic, sociolinguistic, and sociocultural perspectives. Prerequisite: admission to the SOE M.A. Program.

EDTE 541 Advanced Pedagogical Grammar (3)

In this course you will gain an understanding of the grammar of English and how to use this understanding in teaching English as a second or foreign language. We will explore a variety of current perspectives and approaches to describing and teaching grammar. Prerequisites: admission to SOE M.A. Program, EDTE 544.

EDTE 542 Teaching Multilingual Writers (3)

This course investigates the theory and practice of learning to write in a second language from an applied linguistics perspective. Topics will include the theoretical developments in L1 and L2 composition, current research issues, and pedagogical concerns, among others. Prerequisite: Admission to the SOE M.A. Program, EDTE 544.

EDTE 543 Practicum in Teaching ESL (3)

The practicum is designed to provide students with an opportunity to ovserve an ESL teacher(s) and to have a supervised experience in teaching English learners. A sem,inar accompanies the field experience. Prerequisites: admission to the SOE M.A. Program, EDTE 544.

EDTE 544 Advanced Methods of Teaching English as a Second/Foreign Language (3)

This course is designed to provide an in-depth study of methods for teaching English to non-native speakers at various levels. Students will link theory to practice through the study of current methods for teaching and developing speaking, listening, reading, and writing processes in English. Prerequisite: admission to the SOE M.A. Program.

EDTE 545 Special Topics in Teaching ESL/EFL (3)

Special Topics in the fields of applied and sociolinguistics related to teaching English as a second or foreign language will be offered on a rotating basis. Prerequisite: admission to the SOE M.A. Program.

Electrical Engineering (EE)

EE 110 Introduction to Engineering and Laboratory Experience (1)

Laboratory, 3 hours. This course is designed to introduce principles of engineering to the students and expose them to the electronics and computer lab environment. The students are given opportunity to design and build some simple analog and digital circuits and make measurements using various types of lab equipment. Prerequisite: Must be eligible to enroll in MATH 45 or MATH 161. Instructor's consent required for co-enrollment with EE 112.

EE 112 Fundamentals of Digital Logic Design (1)

Laboratory, 3 hours. Review of set theory and binary system, digital logic, Venn diagram, logic gates, minimization techniques, combinatorial logic and design of simple combinatorial logic circuits such as 1-bit adder; concept of coders, decoders, and integrated circuits. Must be eligible to enroll in MATH 45 or MATH 161. Instructor's consent is required for co-enrollment in EE 110.

EE 220 Electric Circuits (3)

Lecture, 3 hours. Review of Kirchhoff's laws, circuit design, node and mesh analysis, etc.; Thevenin's theorem, Norton's theorem, steady state and transient analysis, transfer function. AC power and three-phase circuits, Y-Delta equivalents. Multi-port networks, two-port networks with energy storage, ideal transformers. Amplifiers and frequency response, filters.Prerequisites: EE 110 with a C or better, CS 115 and MATH 211 with a C- or better; Co-requisite: EE 221 and PHYS 214; or consent of instructor.

EE 221 Electric Circuits Laboratory (1)

Laboratory, 3 hours. Laboratory work on material treated in EE 220 emphasizing elementary design principles.Prerequisites: EE 110 with a C or better, CS 115 and MATH 211 with a C- or better; Co-requisite: EE 220 and PHYS 214; or consent of instructor.

EE 230 Electronics I (3)

Lecture, 3 hours. Theory, characteristics, and operation of diodes, bipolar junction transistors, and MOSFET transistors; analog and digital electronic circuits; design and analysis of analog electronic circuits such as filters, operational amplifiers, and single and multistage amplifiers; modeling and simulation using spice/multisim software. Prerequisites: EE 220 and EE 221 with a C or better, MATH 211 and CS 115 with C- or better.

EE 231 Electronics I Laboratory (1)

Laboratory, 3 hours. Laboratory work to accompany EE 230. Computer-assisted design of electronic circuits involving devices such as diodes and transistors. Design, building, and testing of electronic circuits such as filters, oscillator, amplifiers, etc. Prerequisites: EE 220 and EE 221 with a C or better, MATH 211 and CS 115 with a C- or better.

EE 310 Microprocessors and System Design (3)

Hardware architecture of a general-purpose microprocessor and a micro-controller , memory hierarchy and supporting peripherals in micro controllers, comparison of various micro-controller architectures and capabilities, embedded system design using a micro-controller,data transfer protocols supported by a micro-controller , process of code writing, compiling, and executing programs using an IDE and a simulator. Prerequisites: ES 210, and EE 230 with a C or better;,co-requisite EE 310L, or consent of instructor

EE 310L Microprocessors & System Design Lab (1)

Laboratory work includes building and programming a microcontroller-based system and interfacing it to various external peripherals. Prerequisites: ES 210 and EE 230 with a C or better. Co-requisite: EE 310, or consent of instructor

EE 314 Advanced Programming, Modeling, and Simulation (4)

Lecture, 4 hours. Pointers and dynamic allocation of storage, linked lists, an introduction to the object oriented programming (OOP) paradigm, classes and objects, encapsulation, member variables and member functions. Static arrays, dynamic arrays, stacks and queues, linked lists, trees, binary search trees, balanced trees (AVL, red-black, B-trees), heaps, hashing, and graphs. System modeling techniques and applications such as generation of noise (random numbers) and correlated signal with different pdfs, measurement of statistical parameters like moments, queuing systems, and system simulation. Prerequisite: CS 115 with a C- or better and EE 220 with a C or better, or consent of instructor.

EE 330 Electronics II (2)

Lecture, 1 hour, lab, 3 hours. Output stage design of the amplifiers, non-linear op-amp circuits, differential amplifiers, common mode and differential mode circuit analysis, half-circuit analysis, study of current mirrors and active load design, analysis of two stage active load CMOS op-amp, high frequency models of BJT and MOSFET, analysis of low and high frequency responses of amplifiers, open circuit time constant (OTC) and short circuit time constant (STC), study of tuned amplifier. Prerequisite: EE 230 with a C or better and MATH 241 with a C- or better or consent of instructor.

EE 345 Probability and Statistics for Engineers (3)

Probability and its axioms, conditional probability, sequential experiments, independence, counting, discrete, continuous and mixed random variables and distributions, functions of random variables, expectations, multiple randomvariables and joint distributions, central limit theorem, weak law of large numbers, estimation of random variables, random processes and their characterization.Prerequisite: MATH 241 with a C- or better, or consent of instructor.

EE 400 Linear Systems Theory (3)

Lecture, 3 hours. Analysis of linear time-invariant systems, correlation, convolution, impulse response, complex variables, Fourier series and transform, sampling, filtering, modulation, stability and causality, feedback and control systems, Laplace and Z-transform, and fast Fourier transforms.Prerequisite: Prerequisite: MATH 241 and MATH 211 with a C- or better, or consent of instructor. Cross-listed as MATH 430 and CES 400.

EE 430 Electromagnetic Theory and Applications (3)

Lecture, 3 hours. Electrostatics, magnetostatics, electric currents, electromagnetic induction, electric and magnetic fields in matter, Maxwell's equations, retarded potentials radiation reaction, light emission, simple scattering and antenna theory, properties of waveguides, relativistic formulation of electrodynamics, Fourier decomposition of fields. Prerequisites:PHYS 214, MATH 241 and MATH 261 with a C- or better. Cross-listed as PHYS 430.

EE 432 Physical Electronics (3)

Lecture, 3 hours. Semiconductor materials, crystal structure and growth; energy bands and charge carriers, conductivity, and mobility; metal-semiconductor and p-n junctions; p-n junction diodes, bipolar junction transistors, field-effect transistors, CCD's, photonic devices, and integrated circuits. Projects in photolithography; conductivity and contact resistance measurements; I-V and C-V characteristics of diodes and characterization of transistors may be assigned. Prerequisite: EE 230 or consent of Instructor. Cross-listed as PHYS 475 and CES 432.

EE 440 Analog and Digital Communications I (3)

Lecture, 2 hours; laboratory, 3 hours. Mathematical modeling of signals, time and frequency domain concepts, spectral density, components of a communications system, and analog signal transmission. AM, FM, and PM modulation and demodulation techniques; noise and bandwidth; link analysis. Laboratory work. Prerequisites: EE 230 with a C or better, or consent of instructor.

EE 441 Analog and Digital Communications II (3)

Lecture, 2 hours; laboratory, 3 hours. Digital signals and their transmission, PCM, log-PCM, ADPCM and DM, and other low bit rate coders. Digital data transmission, data encoding, clock recovery and BER, data modulation techniques, ASK, FSK, PSK, and QAM. Link budgets for satellite, cellular, and cable systems; the effects of noise and bandwidth. Laboratory work. Prerequisites: EE 230 and EE 440 with a C

or better, or consent of instructor.

EE 442 Analog and Digital Communications (3)

Lecture, 3 hours; laboratory, 3 hours. Mathematical modeling of signals, time and frequency domain concepts, spectral density, components of a communications system, and analog signal transmission. Analog modulation and demodulation techniques, FDM, noise and bandwidth; Digital signals and their transmission, PCM and low bit rate coders, TDM, data encoding for efficient baseband digital transmission, digital data modulation and demodulation, bit errors. Prerequisite: EE 230 and EE 400 with a C or better, co-requisite EE 442L or consent of instructor.

EE 442L Analog and Digital Communications Lab (1)

Laboratory work covers various analog and digital communication elements, and modulation, and demodulation techniques. Prerequisite: EE 230 and EE 400 with a C or better. Co-requisite: EE 442, or consent of instructor

EE 443 Introduction Optical Fiber Communications (3)

Lecture, 3 hours. Principles of light wave propagation, and propagation in an optical fiber, fiber characteristics, O/E and E/O conversions, coupling, WDM, modulation techniques for efficient information transmission, and system design. Prerequisite: EE 430 with a C or better; Co-requisite: EE 442 or consent of the instructor.

EE 444 Introduction to RF Communications (3)

Principles of transmission line theory, scattering matrix methods, impedance matching, waveguides, microstrip, coplanar lines, couplers, detectors, antennas, RF filters, RF amplifiers, passive RF/ microwave devices (mixers, diplexers, etc.), RF/microwave communications link design, system noise and distortion, common wireless protocols. Prerequisites: (EE 442 and EE 442L with a C or better) or EE 430 with a C or better, or consent of instructor.

EE 445 Photonics (3)

Lecture, 3 hours. Gaussian beams; guided-wave optics; fiber optics; optical resonators; resonant cavities; laser oscillation and amplification; laser excitation; optical pumping; solid state, gas, dye, chemical, excimer, and free electron lasers; semiconductor lasers; laser spectroscopy; fiber optic communication; photomultiplier and semiconductor radiation detectors including photoconductors and junction photodiodes; p-i-n diodes and avalanche photodiodes; detector noise. Prerequisite: EE 430 or EE 330 with a C or better, or consent of Instructor. Cross-listed with PHYS 445 and CES 430.

EE 465 Introduction to Networking and Network Management (2)

This course offers a working knowledge of IP addressing, TCP and UDP, the ISO reference model, MAC and Ethernet , LAN, MAN, WAN, routing protocols, application protocols , including, client-server model, web protocols ,file transfer protocol, and email, and network elements such as repeaters, bridges, routers, and switches .Prerequisite: EE 442 and EE 442L with a C or better, or consent of instructor (Cross-listed with CES 440)

EE 465L Intro. to Networking and Network Management Lab (1)

This laboratory emphasizes on network concepts and protocols through configuring a network using networking elements and PCs, observing the actual behavior of the overall network, and analyzing and evaluating the results. Prerequisite: EE 442 and EE 442L with a C or better; Corequisite: EE 465, or consent of instructor. (Cross-listed with CES 440)

EE 480 Artificial Intelligence (3)

A survey of techniques that simulate human intelligence. Topics may include: pattern recognition, general problem solving, adversarial game-tree search, decision-making, expert systems, neural networks, fuzzy logic, and genetic algorithms. Prerequisite: EE 314 with a C or better, or consent of Instructor.

EE 486 Selected Laboratory Topics in Electrical Engineering (1)

Laboratory, 3 hours. A laboratory-based course on a single or set of related topics not ordinarily covered in the engineering science curriculum. Topics include LabVIEW, FPGA, and RF Instruments. The course may be repeated for credit as topics vary. Prerequisite: Upper-division standing and consent of instructor.

EE 492 Senior Design Project Planning (1)

Senior Design Project Planning calls on the professional skills of the discipline; it draws on the core disciplines of the students` major field of study, as well as exploring necessary topics such as scheduling, organization, budgeting,, prototyping, develop teamwork, customer liaison skills, employ creativity in proposing new solutions, and so forth. Hence, by the end of the capstone process students are expected to have a good understanding about various design phases, including analysis phase, a design phase, a validation phase and a production phase. Prerequisite: EE 310 and 330 with a C or better, and Senior standing, or consent of the instructor.

EE 493 Senior Design Project (3)

This is a capstone course. A major project designed to bring the knowledge gained from various courses together to analyze, design, and implement an electronic and/or communications system in an efficient and economic manner. Prerequisite: EE 492 and Consent of the instructor.

EE 497 Engineering Science Colloquium (1)

Lecture,1 hour. Series of lectures on topics of interest in the relevant fields of engineering. A maximum of 1 unit can be applied to the ES major. The students may not miss more than two presentations. A brief summary of each presentation must be submitted after the presentation. The course grade is decided on evaluation of these reports. Cr/NC only. Prerequisites: Seniors only.

EE 498 Engineering Practicum (1-4)

Under the faculty instructor's supervision, engineering juniors and seniors take this service learning training to further their practical engineering experience. A specific assignment is given by the instructor to each student for assisting the class to learn either in class or labs. Regular meetings with the instructor necessary keep track of progress of the assignment and evaluate the student's learning. The course is CR/NC only. Pre-requisite: junior or senior standing or consent of instructor.

Engineering Science (ES)

ES 101 Disruptive Technologies That Change the World (3)

Lecture: 3 hours. Concept of digital age, technology and modern communications, understanding various routinely used technical terms and commonly known computer and communications components and devices; understanding digital voice, video and data communication, mobile communication and communication through Internet; ill effects such as radiation, invasion of privacy, unethical usages and protection from them; assessment of learning. The course does not apply to EE major. This course meets GE Area B3 requirement. Prerequisite: GE math eligibility. ES 101 is encouraged (but not required) to be taken with ES 102.

ES 102 Introduction to Engineering Technology Laboratory (1)

Laboratory, 2 hours and 40 minutes. Laboratory to demonstrate the concepts in electricity and electronics by hands-on experimentations. The course does not apply to EE major. This course meets the GE science laboratory requirement. ES 102 isencouraged (but not required) to be taken with ES 101.

ES 104 Oral Communications in the Information Age (3)

Lecture, 3 hours. This course explores the importance of oral communication in the modern digital world where we can communicate with anyone, anywhere, anytime. It focuses on enhancing students' ability to orally present technical information andarguments to a wide diverse group of technical and non-technical stakeholders within the context of real-world problem-solving and practical design process. The course also teaches students to listen effectively and critically evaluate oral problem-solving presentations within the realms of humanity and environmental sustainability. No pre-requisites or co-requisites required. Face to Face only. Fulfills GE Area A1 (Written & Oral Analysis).

ES 210 Digital Circuits and Logic Design (4)

Students learn how to analyze and evaluate scientific, inductive and deductive reasoning, through digital logic and its application to logic gates and digital electronic circuits. Laboratory work includes designing, building and testing of digital circuits and designs. Project assignments require students present their own design and the final product in public, making persuasive presentations with efficient verbal and non-verbal skills, and listening to peer¿s critiques for improvement. This course fulfills GE A3. Prerequisites: EE 112 wit a C or better, Co-requisite: EE 230 and EE 231, or consent of instructor.

ES 345E Engineering Applications of Probability Theory (1)

Lecture, 1 hour. This is a one-unit course introducing how to apply probability theory to model engineering problems, particularly in communications and networking areas. Topics covered include application of probability to measure of information and redundancy, moments to measure power, correlation to determine correlation function, power spectrum and linear prediction, and estimation of statistical parameters. Co-requisite: math 345E or consent of instructor.

English (ENGL)

ENGL 099T Basic Composition-Tutoring (1)

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.

ENGL 100A First-Year Composition (3)

Study and practice in the expression of facts and ideas and principles of investigation, of organization, and of effective writing style, with emphasis upon expository writing and upon developing analytical reading ability. Students must successfully complete both English 100A and English 100B; English 100B may not be taken alone. Satisfies GE Area A2 (Fundamentals of Communication). Grade only. Three units each semester. English 100A is a prerequisite for English 100B.

ENGL 100B First-Year Composition (3)

Study and practice in the expression of facts and ideas and principles of investigation, of organization, and of effective writing style, with emphasis upon expository writing and upon developing analytical reading ability. Students must successfully complete both English 100A and English 100B; English 100B may not be taken alone. Satisfies GE Area A2 (Fundamentals of Communication). Grade only. Three units each semester.English 100A is a prerequisite for English 100B. C- or better required in the second semester for A2 credit.

ENGL 101 Expository Writing and Analytical Reading (4)

Study and practice in the expression of facts and ideas and principles of investigation, of organization, and of effective writing style, with emphasis upon expository writing and upon developing analytical reading ability. Practice in the oral analysis and expression of ideas. Individual sections may be designated as Freshman Interest Group (FIG) courses and course material linked with companion FIG courses in other departments. Satisfies GE Area A2 (Fundamentals of Communication). C- or better required A2 credit.

ENGL 160A Humanities Learning Community (4)

ENGL 160 A/B is a year long course, which features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking) and C3 (Comparative Perspectives and/or Foreign Languages) GE Areas. C- or better required in the second semester for A3 credit.

ENGL 160B Humanities Learning Community (4)

ENGL 160 A/B is a year long course, which features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking) and C3 (Comparative Perspectives and/or Foreign Languages) GE Areas. C- or better required in the second semester for A3 credit.

ENGL 199 Student-Instructed Course (1-3)

A course taught by graduate students under the supervision of a department faculty member. The course content will not be one covered by the regular course offerings.

ENGL 201 Literary Analysis: Seminar (4)

The art of critical writing on each genre, and the application of traditional and modern criticism to the study of literature.

ENGL 203 Introduction to Linguistic Studies (4)

The nature and structure of natural language; language variation; child first and second language acquisition; the 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; introduction to techniques used in the scientific study of language. Satisfies GE Area D1 (Individual and Society).

ENGL 207 Introduction to Creative Writing (4)

An introduction to a variety of forms of creative writing, poetry and prose poems, the personal essay, vignettes, short stories, drama, and experimental fiction. Students will explore each form with in-class exercises and discussion. Satisfies GE Area C1 (Fine Arts, Theatre, Dance, Music, and Film).

ENGL 214 Literature of the World (4)

An introduction to the study of literature. Literature drawn from a worldwide range of cultures and historical periods will provide the basis for oral discussion and written analysis. The course promotes global awareness or cross-cultural perspectives while developing basic analytical skills necessary for appreciating literary texts in diverse contexts and traditions. Emphasis will be placed on written analysis of literary form and meaning. Satisfies GE Area C2 (World Literature).

ENGL 235 Early British & American Literature (4)

Study of literary history and significant works in the British and American traditions from the Anglo Saxon through the end of the 18th century.

ENGL 236 Later British & American Lit. (4)

Study of literary history and significant works in the British and American traditions in the 19th and 20th centuries.

ENGL 237 Survey: Early American Literature (4)

Survey of American Literature from the 17th century through the middle decades of the 19th century, concluding with a study of Whitman and Dickinson. In addition to major authors, major themes of the periods will be explored, including a story of Puritanism, transcendentalism, and American romanticism.

ENGL 238 Survey: Later American Literature (4)

Begins with Whitman and covers most major writers of the late 19th century and of the 20th century. Dickinson, Twain, H. James, Faulkner, Eliot, Kate Chopin, Baldwin. Realism, naturalism, and modernism.

ENGL 239 Survey: Early British Literature (4)

Survey of British Literature from the Anglo-Saxon period to the end of the 18th century. Focus is on major authors in their cultural context.

ENGL 240 Survey: Later British Literature (4)

Survey of British literature from the late 18th century to the present. Focus is on major authors in their cultural context.

ENGL 273 Critical and Creative Readings of Literary Texts (4)

This course investigates the literary expressions of a particular era or theme. Through critical reading and research, students will develop the skills of synthesis, analysis, and creative representation of ideas. Satisfies GE Area C2. Only one course numbered 273 in the Arts & Humanities will be considered for credit. Prerequisite: completion of GE Category A2 (Engl 101 or ENGL 100B) required.

ENGL 292 Library and Information Research: Humanities (4)

An introduction to the use of Humanities resources in the Schulz Library. Students learn how to satisfy information needs, how to construct search strategies, how to find and retrieve information, and how to critically evaluate information sources. Includes lectures, demonstrations, and online research practice. Electronic and print sources are covered.

ENGL 295 Community Involvement Program (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.

ENGL 303 Special Studies in Composition (2-4)

Expository writing, with a specific emphasis that varies from semester to semester; reports, grants, proposals, technical writing, and general business writing. Please see Schedule of Classes for current title. This course is repeatable for credit.

ENGL 304 War and Peace Lecture Series (4)

Students attend the public War and Peace Lecture Series and meet in discussion groups weekly to address a broad range of issues relating to the problem of war and prospects for peace. Lecturers represent diverse disciplines - e.g., economics, physics, peace studies, political science, sociology ~ and institutions. Discussion sessions synthesize material presented in lectures and outside readings and elicit students' personal responses to the issues raised. Reading and writing assignments required. Satisfies GE, category C2 (Literatures, Philosophies and Values). Prerequisite: Upper-Division standing.

ENGL 307 Introduction to Fiction Writing (4)

A writing workshop which focuses on crafting the short story. This course is repeatable for credit.

ENGL 313 Classical Literature and Myth (4)

Study of major works of the ancient world in cultural context. Consult Schedule of Classes for current listing.

ENGL 314 Modern World Literature in English (4)

Explorations and analysis of modern world literature in translation as well as works written originally in English. The course may offer a survey of world literature or provide a more in-depth study of one or more non-Western traditions in a global context (check course schedule for particular topics). Satisfies GE Area C2 (World Literature). This course will be taught online during winter and summer sessions.

ENGL 315 California Ethnic Literature (4)

An introduction to representative California writers from 1900 to the present. Includes an examination of the theoretical, regional, multicultural, and multiethnic foundations of California literature. This course focuses upon both inter-ethnic and intra-ethnic literary relationships. Satisfies GE Area C2 (World Literature). Satisfies the Ethnic Studies requirement. Prerequisite: completion of ENGL 101.

ENGL 315L Curriculum Laboratory (1)

Workshop in curriculum development for Teachers Preparation Candidates only. Concurrent enrollment in ENGL 315 is required.

ENGL 318 Introduction to Poetry Writing (4)

This course is designed for the beginning student in poetry writing. Through creative exercises and the reading of contemporary poetry, we'll focus on the basic elements of writing poetry: individual voice, image, line, language, form, sound, and process. While there will be reading and much discussion of the reading, the central focus will remain on student work. May be repeated for credit.

ENGL 321C Studies in Contemporary American Literatures & Cultures (3)

A course in literary explorations that will include subjects not normally offered in the regular curriculum. Please see Schedule of Classes for current titles. May be repeated for credit. Cross-listed with LIBS 321C.

ENGL 339 Introduction to Shakespeare (3-4)

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.

ENGL 341 Explorations in Language (4)

This course introduces a series of linguistic topics that meet the content requirements of the English waiver program for future teachers. Topics include history of the English language, semantics, language and/or literacy acquisition, or classroom discourse analysis. See Schedule of Classes for current offering.

ENGL 342 Children's Literature (4)

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.

ENGL 343 Youth and Literature (4)

A survey course focusing on the genre of young adult fiction and non-fiction, with emphasis on its use in the teaching of secondary school English.

ENGL 345 Women Writers (4)

A survey that, with a varying focus from semester to semester, considers women

writers in a number of different periods, countries, and genres. This course emphasizes the comparative analysis of gender and literary practice, including, for example, intersections with ethnicity, sexuality, and social class. Suitable for non-majors. May be repeated for credit. Satisfies GE Area C2 (World Literature).

ENGL 350 Survey in a Distinct Ethnic Tradition (4)

Survey of literature in a distinct tradition of ethnic/cultural literature. Study of the literary & cultural history of movements, authors and topics in a distinct tradition (for example, African-American Literature, Chicano/Chicana literature).Topics will vary from semester to semester. May be repeated for credit under new topics. Satisfies junior survey requirement for Creative Writing and Literature concentrations. Prerequisite: ENGL101 or 100B.

ENGL 352 Personal Essay (4)

Intended for the general student who wishes to practice expository writing. Provides students with an opportunity to explore personal experience through writing and to examine elements of prose style in an informal, workshop atmosphere. May be repeated for credit. Prerequisites: upper-division standing and completion of the WEPT requirement, or consent of instructor.

ENGL 367 Introduction to Short Story (4)

An introductory course on the study of the short story as a genre. This course will survey the development of the short story over time. Specific offerings of this course may focus on particular traditions within the history of the short story.

ENGL 368 Small Press Editing: ZAUM (4)

This course offers experience in editing and publishing a student literary journal as well as working on a national literary journal. Activities include editing, layout and graphics, marketing, and distribution. May be repeated for credit.

ENGL 369 Introduction to Poetry (4)

An introductory course on the study of poetry as a genre. This course will survey the development of poetry over time. Specific offerings of this course may focus on particular traditions within the history of poetry.

ENGL 375 Advanced Composition (4)

An advanced writing course, emphasizing organization of essays, style, usage, rhetorical techniques, and rewriting and editing. Course includes discussion of effective prose, review of students' work, and individual consultations. Prerequisite: ENGL 101. Completion of ENGL 375 with a grade of C or better satisfies the University WEPT requirement. ENGL 375 does not count towards Creative Writing concentration units.

ENGL 377 Topics in Film Studies (1-4)

This course investigates major topics in film studies. Subjects vary and may include: the intersection of text and visuality, studies of authors/directors, script analysis, genres, historical movements and themes, and critical and theoretical approaches. The course may be repeated for credit up to a maximum of 6 units. This class may be offered as a stand-alone or in conjunction with other courses. Enrollment in linked sections will be limited to students in linked courses.

ENGL 379 Structure of English: Pedagogical Grammar (4)

This course is designed to develop an understanding of basic principles of linguistic analysis as well as the forms and functions of English grammar and sentence structure. Applications to classroom practices are also explored.

ENGL 385 Junior Seminar (4)

Seminar leading students in focused and writing-intensive study of particular periods, authors, genre or topics. Course topics address various explorations in literature, such as genre study, film and literature, sub topics within larger periods of study, and special topics. Emphasis is on developing students writing and research skills around a particular topic. Prerequisite: ENGL101 or 100B. Recommended: ENGL 201. May be repeated once for credit with a different topic.

ENGL 395 Community Involvement Program (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. May be repeated for a total of 6 units toward a degree.

ENGL 399 Student-Instructed Course (1-4)

A course taught by graduate students under the supervision of a department faculty member. The course content will not be one covered by the regular course offerings.

ENGL 400 English Lecture Series (1-4)

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.

ENGL 401 Introduction to Modern Critical Theory (4)

An introduction to a range of critical theories and practices related to modern literary criticism. The course aims to introduce students to the contemporary forms of critical theory and their antecedents, and to show their effects upon reading practices. This course may be repeated for credit. Pre-requisite: ENGL 201

ENGL 402 Introduction to Digital Humanities (4)

Introduction to the theory and practice of the digital humanities. Course includes instruction in a variety of digital applications suitable for text analysis, data visualization, web design, and digital exhibits. Specific course topics may vary from semester to semester. Prerequisites: English 101 or 100B and English 201.

ENGL 403 Contemporary World Literature: Form and Practice (4)

Introduction to contemporary writers' aesthetic strategies. The course will explore questions of style and craft from the inside out. Discussions will introduce students to writers' specific choices, and through writing exercises they will learn to imitate and apply them in their own, original writing. Prerequisites: English 101 or 100B and English 201.

ENGL 407 Advanced Fiction Writing (1-4)

An advanced-level fiction writing workshop. May be repeated once for credit.

ENGL 409 Master Class-Fiction Writing (4)

Fiction writing workshop with a published writer. Enrollment limited to 15. Prerequisite: previous enrollment or consent of instructor.

ENGL 418 Advanced Poetry Writing (4)

This course is designed for the more advanced student in poetry writing. It is recommended that the student have prior instruction or approval by the instructor. While the focus is on student writing, students can also expect to obtain a strong sense of American poetics over the last 50 years. This course is repeatable for credit.

ENGL 430 Creative Writing: Select Genres (1-4)

A workshop in the writing of a selected genre such as: memoir, autobiography, screenplay, stage play, novel, etc. May be repeated for credit.

ENGL 435 Directed Writing (2-8)

Individualized instruction in poetry, fiction, or creative non-fiction writing, one-on-one with a published writer. Prerequisite: consent of the instructor. No more than eight units of ENGL 435 may be counted toward the English major. May be repeated for credit.

ENGL 436 Studies in Postcolonial Literature (4)

Study of contemporary Anglophone and translated literary works with emphasis on transnational contexts and encounters between the First and Third Worlds. May be repeated once for credit.

ENGL 439 Studies in Shakespeare (4)

An advanced course in Shakespeare that focuses on the plays in the sub-genres through the context of history, sources, criticism, and theatrical reception. Fulfills Shakespeare requirement for English majors.

ENGL 447 Studies in Comparative Literature (3-4)

The study of literary themes and movements. Includes the various literatures that relate to a particular topic, such as decadence and symbolism, and modern European literature. Please see Schedule of Classes for current offering. May be repeated for credit. Normally offered through Special Sessions in Extended Education.

ENGL 448 Periods in British Literature (4)

Study of British authors in their historical periods, including Middle English, Renaissance, 17th century, Restoration and 18th century, Romantic, Victorian, and 20th century. Please see Schedule of Classes for current offering. May be repeated for credit under different subtitles.

ENGL 450 Periods in American Literature (4)

Selections from the 17th through the 20th century, inclusive of contemporary American literature, will comprise the Period offerings. Please see Schedule of Classes for current offering. May be repeated for credit.

ENGL 451 Feminist Perspectives in Literature (4)

Feminist Perspectives is an advanced course in reading, writing, and research that will engage feminist perspectives in literature. This course is interdisciplinary in approach and is conducted in a seminar format. May be repeated once for credit. Course is cross-listed with WGS 451

ENGL 460 Teaching Assistant in English (1-4)

Provides students experience in assisting an instructor in an English course by doing course-related research and tutoring. Prerequisite: consent of the instructor. May be repeated for credit. No more than eight units of ENGL 460 may be counted toward the English major.

ENGL 462 Research Assistant in English (1-4)

Provides selected students the opportunity to participate in the construction and execution of a faculty research project. Prerequisite: faculty invitation.

ENGL 472 Studies in the Novel (4)

In-depth studies of a particular kind of novel: English, 20th century American, political (offered jointly with the department of political science), war novel, etc. Please see Schedule of Classes for current offering. May be repeated for credit with a different topic.

ENGL 474 Studies in Drama (4)

Study of representative plays of a particular period: Medieval, Renaissance, Neoclassic, 19th century, or Modern. Please see Schedule of Classes for current offering. May be repeated for credit with a different topic.

ENGL 475 Master Class in Nonfiction (4)

An advanced workshop in creative nonfiction, focused on the writing of publishable essays and the art of the book proposal. Prerequisite: ENGL 375, 352, 430 (Creative Nonfiction), or consent of instructor. May be repeated once for credit.

ENGL 480 Studies in California Literature (4)

Study of a topic unique to California literature (e.g. Beats, LA/SF detective fiction, California immigrant and autobiographical literature). Emphasis on the historical, cultural, and regional character of the selected writings. Please see Schedule of Classes for the topic studied. Fulfills the core requirement of the California Cultural Studies special major. May be repeated once for credit.

ENGL 481 Studies in British Literature (4)

Studies of topics in British as well as related literatures including colonial, postcolonial, and Anglophone literatures. Please see Schedule of Classes for current offering. May be repeated for credit under different subtitles.

ENGL 482 Studies in American Literature (4)

Close study of topics unique to American literature (e.g., transcendentalism, Western American literature). Please see Schedule of Classes for current offering. May be repeated for credit under different topic.

ENGL 483 Individual Authors: American (4)

One or more authors will be selected for study in depth. Please see Schedule of Classes for the author(s) to be studied. May be repeated for credit under different topics.

ENGL 484 Individual Authors: English (4)

Each semester one or more authors will be selected for study in depth. Please see Schedule of Classes for the authors to be studied. May be repeated for credit under different topics.

ENGL 485 Senior Seminar (4)

Seminar in advanced study of literature. Provides students close mentoring in research and presentation methods in the instructor's area of scholarly expertise. Reserved for lit concentration students, for whom it serves as a culminating capstone for those students. Prerequisites: ENGL101 or 100B, 201 and 385. Recommended: At least one 400-level literature class.

ENGL 487 Studies in Rhetoric (4)

Specialized study of topics in rhetoric (including the history of rhetoric from classical to modern and post-modern rhetoricians), specific problems in rhetoric, and nontraditional rhetorical strategies. Content varies from semester to semester.

ENGL 489 Topics in Linguistics (4)

Individual and small-group study in specialized topics in the field of linguistics or literacy studies. Can be used to meet the Single Subject elective requirement. Offered every two years.

ENGL 491 Seminar in Teaching Composition (4)

This course will focus on composition theory, course design, instructional methods, and assessment in the teaching of writing in multicultural settings. Students will also write extensively to improve their own writing. A school-based practicum is a required component of this course.

ENGL 492 Reading and Responding to Literature (4)

This course will focus on the links between literacy studies and the teaching of literature, with an emphasis on understanding current approaches to supporting adolescent reading in multicultural classrooms. The course explores books, both modern and traditional, that are of particular interest to adolescent and young adult readers. Through extensive reading and writing, students will build an understanding of how to develop effective English Language Arts curriculum at the secondary level.

ENGL 494 Advanced Survey (4)

This course offers academic support for the review of English and American literature that Master's candidates undertake in preparation for the graduate qualifying exam. Offered Cr/NC only.

ENGL 495 Special Studies (1-4)

To register for ENGL 495, not only must the student have the consent of the instructor, but the material and course of study should satisfy student needs not covered by regularly offered courses. In addition, the amount and level of work proposed should be at the appropriate academic level. Prerequisites: consent of instructor and department chair. May be repeated for credit up to 8 units.

ENGL 496 English Education Capstone Seminar (4)

This course engages senior-level English education majors in discussion and activities which review, synthesize, and assess the breadth and depth of their subject matter competence.

ENGL 499 Internship (1-4)

For upper-division majors who wish to work off-campus in job-learning situations that relate to their major emphasis. Excludes student teaching. Written contract and faculty sponsorship required.

ENGL 500 Research and Critical Writing (4)

Required for M.A. candidates in English. Advanced use of reference materials and library resources, and the techniques of critical and scholarly writing. The course should be taken during the first semester of classified status. May be repeated for up to eight units. Prerequisite: graduate status or consent of instructor.

ENGL 501 Literary Theory and Criticism (4)

Advanced study of the major texts in critical theory from Plato and Aristotle to the theoretical pluralism of the present. This course should be taken in the second semester of classified status. Prerequisite: graduate status or consent of instructor.

ENGL 530 Graduate Workshop in Creative Writing (4)

An advanced workshop in creative writing with in-depth discussions of individual work. Please see Schedule of Classes for current offering. May be repeated up to 8 units. Prerequisite: graduate status or consent of instructor.

ENGL 535 Directed Writing (2-6)

Individualized instruction in the development of an extended creative writing project. Prerequisite: consent of instructor. The M.A. completion option in creative writing is fulfilled through taking a total of 6 units of 535 to successfully produce the final creative project. This project must be approved by the creative project chair and second reader. Prerequisites: ENGL 500, classified status, and an authorized Advancement to Candidacy (GS01) form. Students in other M.A. emphases may count no more than 4 units of 535 toward the degree; creative writing students may count no more than 4 units in addition to the 6 creative project units of 535 toward the degree. Prerequisite: consent of instructor.

ENGL 536 World/Postcolonial Literature (4)

Studies related to different aspects of world and/or postcolonial literature. Emphasis on historical and social contexts and contemporary theoretical models. Course content varies from semester to semester. Course may be taken more than once for credit under different subtitles. Prerequisite: graduate status or consent of instructor.

ENGL 539 Seminar: Shakespeare (4)

Critical reading and in-depth analysis of representative modes such as tragedy and comedy in Shakespeare. Prerequisite: graduate status or consent of instructor.

ENGL 578 Project Continuation (1-4)

Designed for students working on their thesis or master's project but who have otherwise completed all graduate coursework toward their degree. Once students have begun final project units, they must remain continuously enrolled; these units allow them to do this and provide services such as access to the library during this time. These units may also be taken through Extension. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. May be repeated for credit. Cr/NC only.

ENGL 581 Seminar: British Literature (4)

A topic of English literature will be selected for study in depth. In addition to the literature of Britain, the topic may cover related colonial and postcolonial literatures. Please see Schedule of Classes for current offering. Course may be repeated for credit under different subtitles. Prerequisite: consent of instructor.

ENGL 582 Seminar: American Literature (4)

A topic of American Literature will be selected for study in depth. In addition to the literature of America, the topic may cover colonial, postcolonial, and/or Anglophone literatures of the Americas. Please see Schedule of Classes for current offering. Course may be repeated for credit under different subtitles. Prerequisite: consent of instructor.

ENGL 583 Individual Authors: American (4)

In-depth study of an individual author and related criticism. Please see Schedule of Classes for current offering. May be repeated for credit under different subtitles. Prerequisite: graduate status or consent of instructor.

ENGL 584 Individual Authors: British (4)

In-depth study of an individual author and related criticism. Please see Schedule of Classes for current offering. May be repeated for credit under different subtitles. Prerequisite: graduate status or consent of instructor.

ENGL 587 Seminar: Rhetorical Theory (4)

Study of topics in recent rhetorical theory specifically as it applies to the teaching of writing at the college level. Course content varies from semester to semester. Course may be repeated for credit under different subtitles. Prerequisite: consent of instructor.

ENGL 588 Seminar: Study of Language (4)

Study of current theories in linguistics and literacy studies and their applications to English, with emphasis on original research and analysis in the study of oral and/or written language. Course may be repeated for credit under different subtitles. Prerequisite: consent of instructor.

ENGL 595 Special Studies (1-4)

Individualized study on a student-designed topic. The material and course of study should only cover topics not available in currently offered courses. Students must complete the standard SSU form and secure the required written approvals. May be repeated once for credit toward the M.A. Prerequisites: consent of instructor and department chair.

ENGL 597 Directed Reading (3)

Focused reading on a relatively narrow topic validated by a written and an oral examination. To be taken by students choosing the directed reading option to complete the M.A. Topic to be approved by the directed reading chair and second reader. Prerequisites: ENGL 500, classified status, and an authorized Advancement to Candidacy (GS01) form.

ENGL 599 Thesis and Accompanying Directed Reading (3-6)

To be taken by students writing a traditional thesis, an extended research topic approved and guided by the thesis chair and second reader. Prerequisites: ENGL 500, classified status, and an authorized Advancement to Candidacy (GS01) form.

Film (FILM)

FILM 500 Introduction to Film and Media Theory (4)

Required for M.A. candidates in Film Studies. An overview of key concepts and theorists in the study of film and media. Advanced use of reference materials and library resources, as well as the techniques of critical and scholarly writing. The course should be taken during the first semester of matriculation.

FILM 501 Film and Narrative (4)

Required for M.A. candidates in Film Studies. Intensive study of filmmaking practices of Hollywood, independent and foreign cinemas and their varying uses of narrative to address social issues. Course content varies from semester to semester.

FILM 502 Documentary Film and Social Advocacy (4)

Required for M.A. candidates in Film Studies. Intensive study of a wide range of documentary filmmaking practices and the different approaches taken towards a broad range of social issues. Course content varies from semester to semester.

FILM 503 Film and Cultural Studies (4)

Intensive study of a particular theme and its interrelationships with film and media. Emphasis on specific historical and social contexts and ensuing representations in both popular and alternative forms of media. Course content varies from semester to semester. Courses may be taken more than once for credit under different themes.

FILM 510 Digital Storytelling I (4)

Required for M.A. candidates pursuing Digital Media track. An introductory workshop explaining new media tools used by mediamakers to create content. The course also examines new delivery platforms and release strategies in a post-TV era as well as new methods of advocacy provided by these contemporary tools and platforms. Course taught in face-to-face and hybrid modes.

FILM 515 Digital Storytelling II (4)

Required for M.A. candidates pursuing the Digital Media track. An advanced workshop in how to use new media tools to make short films focused on social issues. Provides students with tools to create and distribute socially engaged films via new delivery platforms. Prerequisite: completion of Film 510.

FILM 535 Directed Film or Creative Project (6)

This completion course comprises individualized instruction in the development of an extended creative film/video project for the Film MA. This project must be approved by the creative project chair and second reader. Prerequisites: FILM 500, classified status, and an authorized advancement to candidacy form.

FILM 578 Project Continuation (1-3)

Directed study designed for students working on their thesis or master's project who have otherwise completed all graduate coursework toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisite: permission of the graduate coordinator. CR/NC only.

FILM 595 Special Studies (1-4)

Directed, individual study on a particular topic. May require completion of an upper-division undergraduate course in film or related discipline relevant to the student's program of study and will include additional readings, assignments, or projects as determined by the instructor. May be repeated once for credit when topics vary.

FILM 599 Thesis and Accompanying Directed Reading (6)

This course is to be taken by students writing a traditional thesis for the Film MA, in which they will develop an extended research topic approved and guided by the thesis chair and second reader. Prerequisites: FILM 500, classified status, and an authorized advancement to candidacy form.

French (FR)

FR 101 First-Semester French (4)

Assumes no prior experience in French. Moves from simple, everyday greetings to basic vocabulary and phrases describing people, places, clothing, food, travel, studies, sports, and professions. Competency-based testing of listening, speaking, reading, writing, and cultural skills. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

FR 102 Second-Semester French (4)

Students progress through increasingly complex sentence structures. Competency-based testing of listening, speaking, reading, writing, and cultural skills. Grammatical content includes past tenses, future, conditional, subjunctive, object pronouns, etc. Prerequisite: FR 101 or by examination. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

FR 201 Third-Semester French (4)

A thorough and detailed review of all French grammar, augmented by more sophisticated elements of syntax, presented within the context of French cinema and francophone cultural materials. Prerequisite: FR 102 or by examination. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

FR 202 Oral French (4)

Required of majors. Extensive use of oral group activities and discussion of global issues and events based on reading of up-to-date articles (online). Practical work in listening comprehension, phonetics, pronunciation and intonation. Speaking and listening competence at intermediate level. Prerequisite: FR 201 or by examination. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

FR 300 Introduction to Literary Analysis and Critical Writing (4)

Study of advanced aspects of French grammar and stylistics with a focus on introducing students to literary analysis, including poetry, theater, and narrative prose. Oral and written presentations. May be repeated for credit when course content is different. Prerequisites: FR 201 or equivalent, and FR 202. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages). May be repeated for credit.

FR 314 French Literature in English Translation (4)

Studies in French-speaking Caribbean, African, Near Eastern, Asian, and/or North American literatures in English translation. Topics may include non-Western cultural and religious values, colonialism versus emerging nationalisms, and the quest for identity, personal, cultural, and national. May qualify as a Writing Intensive Course (WIC). Satisfies GE Area C2 (Literature, Philosophies and Values). Prerequisite: completion of GE Area A. May be repeated for credit.

FR 320 France Yesterday (4)

French civilization -- history, social and political institutions, and the arts -- as revealed in written documents and visual media (architecture, painting, graphics, etc.), from the medieval period to the Revolution. Readings, discussion, and oral and written reports in French. Prerequisite: FR 300 or equivalent (may be taken concurrently). Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

FR 321 France Today (4)

French civilization -- history, social and political institutions, and the arts -- as revealed in written documents and visual media (architecture, painting, graphics, etc.), from the Revolution to the present. Readings, discussion, and oral and written reports in French. Prerequisite: FR 300 (may be taken concurrently). Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

FR 410 French Literature (4)

Readings in theatre, prose, and poetry representing major writers and movements from the Middle Ages, the Renaissance, Classical, and the pre-Romantic periods. May be organized around themes or genres or by aesthetic movements. Readings, discussion, and oral and written reports in French. Prerequisite: FR 320. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

FR 411 French Literature (4)

Readings in theatre, prose, and poetry representing major writers and movements from the 19th and 20th centuries. May be organized around themes or genres or by aesthetic movements. Readings, discussion, and oral and written reports in French. Prerequisite: FR 321. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

FR 415 Special Topics in French Culture (4)

Topics vary according to current interests and issues, e.g. the Francophone world, Paris, the French film, French feminism, French impressionism, Theatre and society, etc. Readings, discussions, and oral and written reports. May be repeated for credit when topics change. Prerequisite: FR 320 or 321 (may be taken concurrently). Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

FR 475 Senior Seminar (4)

An advanced writing course, culminating in a research paper on a literary topic, or a substantial piece of creative writing. This course may only be taken at SSU. It may not be taken abroad or at another U.S. university. Prerequisite: FR 321 or 411 (may be taken concurrently). Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

FR 495 Special Studies (1-4)

Directed individual study. Prerequisite: consent of instructor. May be repeated once for credit.

FR 499 Internship (1-4)

Students in the internship program apply skills and methods mastered in their course work in French in a variety of situations in public and private agencies. Credit is awarded for completion of 3 hours of work (weekly average) per unit, participation in a seminar or conferences, and a final report. Placement must be arranged in advance with department coordinator. May be repeated once for credit.

Geography, Environment and Planning (GEP)

GEP 200 Global Environmental Issues (3)

Lecture/discussion, 3 hours. An introduction to environmental studies and planning, including: humans in relation to the global ecosystem; an overview of problems of energy use, pollution, resource depletion, population growth, food supply, urbanization, climate change, and biodiversity; and the search for solutions and future prospects. Satisfies GE Area D5 (Contemporary International Perspectives).

GEP 201 Global Environmental Systems (4)

This course presents a broad survey of how the earth works. It focuses on the processes within, and the relationships between, the four global sub-systems: the atmosphere, biosphere, hydrosphere, and lithosphere. The course examines how physical, chemical, and biological functions create local, regional, and global climate and landscape patterns. It also explores the links between human activities and changes in climate, vegetation patterns, and landform processes. The course includes weekly two-hour lab sessions in which students participate in field-based data collection exercises and conduct scientific analyses. Satisfies GE Area B1 (Physical Science).

GEP 202 Quantitative Methods (4)

Lectures and workshop designed to enhance students' confidence in analytical problem solving. Essential techniques emphasizing environmental applications: translating knowledge into abstract and mathematical models, numerical estimates, basic geometry and trigonometry, dimensional analysis, unit conversions, interpreting statistical data, and graphic display of information. Conceptual introduction to calculus, differential equations, and complex numbers. Prerequisites: Completion or concurrent enrollment in GE Area B4 (Math Concepts).

GEP 203 Human Geography (3)

The course introduces students to a spatial perspective of cultural, economic, political, demographic, and environmental processes. We review the deep historical origins of many social processes and examine how they continue to influence our contemporary experience. We also study how these processes change as they move across geographic space and encounter other cultures and places. Satisfies GE Area D2 (World History and Civilization).

GEP 205 World Regional Geography (3)

This course explores 4-5 world regions from a holistic perspective, examining their economic, political, demographic, cultural, and environmental landscapes with considerable historic depth. The course also considers how each region fits within a larger global political and economic system, and how their roles have changed, particularly with globalization. Satisfies GE Area D5 (Contemporary International Perspectives).

GEP 206 Society, Environment, and Sustainable Development (3)

The course brings an historical perspective to critical analyses of changing relationships between civilizations and their environments. Following an introduction to Earth's environmental systems, course critiques several modes of understanding specific environmental problems caused by development. Course concludes with extended study of one globally important human-environment-development nexus. Meets GE Area D2 (World History & Civilization).

GEP 215 GEP Forum (1)

Regular weekly departmental lecture series. Outside professional speakers and GEP alumni and faculty report on topics and opportunities relating to careers in Geography, Environment, and Planning. Cr/NC only.

GEP 305 World Regions in Global Context (4)

Selected regions of the world form the basis of study. Economic development, political problems, man-land relationships, and global issues are covered. The course uses geographical methodologies and concepts and is interdisciplinary in its observations of world regions. Satisfies GE Area D5 (Contemporary International Perspectives).

GEP 310 Professional Preparation (1-2)

This seminar covers topics essential for professional preparation in the fields of geography and environmental studies. Topics include discussions with guest speakers on career options in governmental, private, and non-profit settings; writing highly effective resumes, CVs, and cover letters; and techniques for successful interviewing. The course will also cover preparation for future training in professional and academic fields. Cr/NC only. Prerequisites: GEP majors, juniors or seniors.

GEP 312 Professional Conferences (1-2)

Students learn about professional research, presentation, and discourse, and attend research presentations at a professional conference. Conference and travel may include professionally led field trips. The course requires an additional fee. Course may be repeated for credit. Up to 2 units of GEP 312 in total may be counted towards the major.

GEP 313 Field Experience (1-2)

Field experience is provided in a variety of topical areas. The course titles and contents will vary and may be repeated for credit. Please see the current Schedule of Classes for the particular topic offered. A fee will be charged for this course. Up to 2 units of GEP 313 in total may be counted toward the major

GEP 314 Field Experience Abroad (2-3)

Field Experience outside the United States (2-3). Cultural and physical studies of people and laces through travel, observation and interaction, and oral and written analysis. Destinations include Central and south American countries. Course contents and locations will vary; may be repeated for credit. Check with instructor regarding destination and cost. Offered during Intersession or Summer Session. Prerequisite: consent of the instructor.

GEP 317 Internship (1-4)

Students in the internship program will be given the opportunity to gain practical experience in their area of study by working in a variety of county and city agencies and organizations in the Sonoma State University service area. Credit is given for three hours per unit work per week as arranged with the internship coordinator. Must have junior- or senior-level standing and a minimum GPA of 2.75, or permission from the Department Chair. May be repeated once for credit.

GEP 320 Geopolitics (4)

In this course we dig deep into the field of geopolitics, the struggle for control over territory, transportation corridors, and natural resources. We analyze the origin of the discipline, its historical development, and key contemporary issues, including the Iraq War, the U.S. missile defense shield and the expansion of NATO, the promotion of democracy as a security strategy, Iranian nuclear ambitions, and Chinese military expansion. We will also examine the upsurge of nationalism since the end of the Cold War, and examine ethno-national rebellion from multiple perspectives, including the failure of nation-building, the failure of economic development, and competition over scarce natural resources.

GEP 322 Globalization and Environments (4)

This course critically analyzes the practices and ideas that underlie economic development and the resultant degradation of environments. The class attends to ways that specific people and places have either resisted environmental impoverishment, or alternatively worked together to create different, environmentally and socially sustainable paths to empowerment and well-being.

GEP 323 Resource Management & Development in Global Perspective (4)

This class explores the use and management of natural resources. Each year, it focuses on a different set of renewable and non-renewable resources, such as water, oil, diamonds, rangeland, and others. It addresses topics such as distribution, scarcity, substitution, access and use-rights, resource cartels, regulation, and sustainability. It also looks at how these issues are changing under globalization and the rise of transnational corporations.

GEP 324 Climate Change and Society (4)

This course briefly reviews climate change mechanisms and models. It then turns to its main topics: attempts and failures to mitigate greenhouse gas production, specific predicted challenges, and current and future attempts to adapt to the environmental and social impacts related to changing climates. The course compliments GEP 356.

GEP 325 Global Food Systems: Scarcity and Sustainability (3-4)

This course explores the development of agriculture from its origins to its modern forms. It discusses the historical development and current structure of five agricultural systems: small and large corporate farms in the development of the world, as well as traditional peasant production systems, plantations, and green revolution forms in the developing world. It then considers issues such as world hunger, food aid, global commodity trade, and the affect of biotechnology in both the developed and developing world.

GEP 327 Latin America and the Caribbean (4)

From an environmental history perspective, the class begins with an investigation of pre-Columbian and post-contact social ecologies. This leads to analysis of more contemporary processes such as rural modernization, the rapid growth of cities and migration, the role of identity and women, and the dynamics of free-trade globalization and international relations.

GEP 328 Africa South of the Sahara (4)

Students explore various historical and contemporary processes that have created Africa's diverse and complex geography. The course begins with a historical survey of the continent, starting with its great civilizations and continuing through its experiences through colonialism, independence, the cold war, and globalization. This section of the class examines how these major events have played out throughout the different regions of Africa, south of the Sahara. The class then turns directly to thematic issues that are central to a human-geographic perspective of the continent: population, rural/urban dynamics, education and health issues, and human-environment interactions including agricultural systems and conservation issues. Finally, with a deeper understanding of the region, the course addresses present-day political hot spots of post-cold war Africa, and the critical development problems plaguing the continent.

GEP 330 Environmental History (4)

Environmental history offers an earth's-eye view of the past, by addressing the many ways in which humans have interacted with the natural environment over time. How has the environment shaped the course of human history, and how have human actions and attitudes shaped the environment? And how does studying past environments help us understand our present-day challenges? All too often, historians study the human past without considering nature; similarly, all too often, scientists study nature without considering human history. We will explore the value of integrating these different perspectives, and argue that a historical perspective is absolutely crucial if one hopes to understand contemporary environmental issues. Prerequisite: Completion of GE Area A (Communication and Critical Thinking).

GEP 331 Restoration and Society (4)

This capstone course focuses on the ideas and theories behind environmental restoration work and asks some critical questions about the field: where did the idea of restoration come from? What are the goals of environmental restorations, and how do you know if a project is meeting those goals? What do we mean by the terms "wilderness", "native", "diversity", and so forth? Do environmental mitigation projects really work? We will also look at several specific case studies through the semester. Prerequisite: Seniors and Graduate students only, consent of instructor.

GEP 332 Environmental Literature (3)

A survey of great American environmental books, including H. D. Thoreau's Walden, John Muir's Mountains of California, and works by other environmental authors. The course considers the natural, political, cultural, and historical environment of the writers. Prerequisites: Junior- or senior-level standing.

GEP 335 U.S. Environmental Policy (4)

This class starts with the idea that institutions of government are not a fixed inheritance but choices that are constantly being revised. The goal of the course is to sort out that assertion while providing a basic introduction to both American political institutions and major environmental issues. We will look at choices shaping the structure of governance and tools of environmental policy. Where are we heading in terms of democratic decision-making, responsibility, and accountability? How does the realm of international policy dovetail with national-level governance? Prerequisite: Completion of GE Area D4.

GEP 336 U.S. Environmental Law (3)

Review of environmental law and regulation in the United States generally and California in particular. Overview of federal and California legal systems with emphasis on their role in environmental protection. Evolution of environmental law in the United States, including property rights and environmental justice. Prerequisite: junior- or senior-level standing.

GEP 337 Landscape History of the American West (3)

Use of and interactions with natural resources have transformed the American West over time, and greatly affected the western environment as we know it today. This seminar takes a historical look at the settlement, development, and management of the western landscape, both in terms of natural resources (timber, water, grazing, parks etc.) but also in terms of cultural settlement and use - and considers landscape as a tool for understanding the cultural/social/political history of a place. Students can expect to do some serious reading, writing, and thinking about how and why the West has become such a distinctive natural and cultural landscape. Open to juniors, seniors, and graduate students only or consent of instructor. Prerequisite: juniors, seniors, or graduate students. Cross-listed as HIST 467.

GEP 339 Special Topics in Society, Environment, & Development (2-4)

Intensive study of selected topics related to Society, Environment, and Development. Topics vary from semester to semester. May be repeated for credit with consent of instructor.

GEP 340 Applied Ecology (3-4)

This course explores major concepts of ecology and examines current environmental issues in light of these concepts. Topics include: relationship between organisms and the physical environment, community-level ecological processes, the structure and function of ecosystems and their distribution on the planet, evolutionary processes, and population ecology. Environmental issues include loss of biodiversity, global climate change, invasive species, and others. Development of speaking and writing skills is a significant element of the course. Field trip required. Prerequisite: completion of GE Area B2 or consent of instructor.

GEP 341 Conservation Biology (3-4)

Interdisciplinary investigation into biological, management, economic, and ethical issues associated with the current extinction of species. Course will cover principles and applications of ecology, population biology and genetics, biogeography, and social sciences for protection and management of biodiversity in the face of current widespread alteration of the environment. At least one field trip required. Prerequisites: GEP 340 or BIOL 122 or BIOL 131 (can be taken concurrently), junior- or senior-level standing only.

GEP 343 Biogeography (4)

Biogeography is the study of plant and animals distributions at local to global spatial scales, and seeks to understand the physical, biological and human processes that determine these patterns through time. This is a highly integrative field of inquiry, pulling on concepts, theories and data from general ecology, evolutionary biology, geology, physical and human geography, and geospatial science. With its perspective on broad spatial and temporal scales, Biogeography is particularly relevant for designing viable long-term strategies for nature conservation in the face of modern human-induced changes, such as global warming and habitat conversion. This course uses lectures, reading assignments and an individual student project to explore past and present biota at regional to global scales, and a field trip to understand our local northern California ecosystems. Prerequisite: GEP 201, or consent of instructor.

GEP 350 Geomorphology (4)

Lecture, 3 hours; laboratory, 3 hours. Explores the relationships between surface processes such as weathering, mass movements, running water, wind, waves, and glacial ice, and the landforms these processes create. The course looks at geomorphic systems and the role of tectonics and climate in changing the balance of these systems. Actual research projects are presented to demonstrate geomorphic approaches to environmental questions. Students are exposed to research methods in the field and lab. Field trips and field reports, use of maps, and hands-on labs are included. A fee will be charged for this course. Prerequisites: GEP 201, GEOL 102, or consent of instructor.

GEP 351 Natural Hazards (3-4)

This course examines natural hazards in relation to human populations and activities around the world. It focuses on disasters generated by weather, climate, and geomorphic processes (such as hurricanes, landslides, tsunamis, and earthquakes) as well as global climate change. It considers risk assessment, hazard perception, population change, and impact on the built environment. Prerequisite: GEP 201 or consent of instructor.

GEP 352 Soil Science (3-4)

An introduction to soil science emphasizing applications to agronomy, archaeology, botany, ecology, engineering, geography, geology, land use planning, hazardous materials management, and water quality. Technical exercises emphasize low-cost scientific analytical equipment.

GEP 354 Watershed Hydrology and Management (4)

This course focuses on the flow of water between Earth¿s atmosphere, surface and the root zone of the soil, with a focus on the watershed unit. The hydrologic processes affecting surface and groundwater resources in a watershed, including precipitation, evapotranspiration, infiltration, and runoff will be examined in lectures and labs. Prerequisite: GEP 201, or consent of instructor.

GEP 355 Weather and Climate (4)

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. Prerequisite: GEP 201 or consent of instructor.

GEP 356 Global Climate Change: Past, Present, and Future (4)

An advanced course focusing on evidence of past climate change and predicted future change. Research methods used to reconstruct past climates are explored. Climate dynamics and the response of the environment will be examined. Prerequisites: GEP 201 or GEOL 102 or consent of instructor, and juniors, seniors and graduate students only.

GEP 359 Special Topics in Environmental Systems (1-4)

Intensive study of selected topics related to Environmental Systems. Topics vary from semester to semester. May be repeated for credit with consent of instructor.

GEP 360 Introduction to Planning (3)

An overview of land use planning and associated concerns, such as environmental protection, transportation, open space preservation, housing, economic development, urban design, and public finance. Consideration of the evolving forms and functions of cities, towns, and rural areas and society's attitudes toward development, environmental concerns, and the appropriate role of government in regulating land use. Course addresses general plans, zoning, growth management, environmental impact assessment, and the local political process relating to planning. Current trends in planning and sustainable community development.

GEP 361 Planning Theory and Methodology (3-4)

Exploration of evolving planning thought and processes as a basis for understanding planning practice. Comprehensive planning, incremental, and communicative action models. Planning and local politics. The values and ethics of the professional planner. Mediating environmental and land use disputes. Basic analytical, methodological, and communication skills utilized in urban, environmental, and business planning. Prerequisites: GEP 360 or can be taken concurrently, junior- or senior-level standing,

GEP 362 Environmental Impact Assessment (2-3)

The theory and practice of environmental impact assessment ("EIA"). The role of EIA and impact mitigation in policy development and implementation. The practice of preparing environmental review documents as mandated by state and federal law. The relationship between environmental review and comprehensive planning. Prerequisite: Junior- or senior-level standing.

GEP 363 Land Use Law (3)

Overview of the law governing land use in California. Fundamentals of the legal system and legal analysis. Substantive law regarding planning and zoning, subdivision, development conditions, growth management, land use initiatives, vested rights, and design review. Constitutional protection of property rights. Prerequisites: Juniors, seniors and grad students only; GEP 360 recommended.

GEP 364 Environmental Planning (3-4)

This course focuses on the relationship between land use planning and environmental and natural resources concerns, using property and landscape as our primary lenses. We will consider how ideas regarding resource management, open space, biodiversity, "sustainability", etc., are reflected in land use planning processes and practices. The course will examine broad planning and regulatory tools, such as EISs, regional planning, and resource management planning, and more specific applications such as Habitat Conservation Plans and open space planning. Prerequisite: GEP 335 recommended.

GEP 365 Healthy Communities Planning (3-4)

Introduces students to the field of planning for healthy communities, including the relationship of the built environment and land conservation to healthy eating, bicycling and other forms of active transportation, walkability and active living, mental health, crime and violence, access to health care, health equity, etc. Students will evaluate the rapidly evolving thinking on these topics. Prerequisites: juniors, seniors, graduate students; Introduction to Planning (GEP 360) recommended.

GEP 366 Planning for Sustainable Communities (3)

Sustainability as a concept in environmental and land use planning. Definitions and models of sustainability. Evaluation of sustainable development on global, national, regional, and local levels. Practical experience with city and county planning for sustainability. Prerequisites: Juniors and seniors only; GEP 360 recommended.

GEP 367 Transportation Planning (3)

Theory, methods, and tools related to the systematic analysis of city, regional, and rural transportation problems. The focus is on fundamental land use and transportation interrelationships. Transportation as an integrated system composed of automobiles, public transit, bicycles, and pedestrian travel modes. Transportation impact assessment. Congestion management, energy conservation, sustainability, and environmental impact considerations. Prerequisite: GEP 360 recommended.

GEP 368 Urban Design I: The Urban Form (3)

An exploration 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. Meaning of "sense of place." The effects of public policy and regulations on urban form. The scale, pattern, and image of urban form elements. Planning for new communities, historic preservation, urban plazas, and public art. Prerequisite: Junior- or senior-level standing; Introduction to Planning (GEP 360) is recommended.

GEP 369 Urban Design II: Placemaking (3)

Course focus is on the process of designing urban places where public life and a sense of community can thrive. Many critics of American cities have lamented the fact that these urban areas have lost their uniqueness; the urban landscape has come to be visually characterized by a dispiriting "sameness". Considered most offensive are standardized development of chain and "big box" stores with their corporate "logo" signs, and "cookie cutter" residential subdivisions. The course explores efforts of communities to retain their uniqueness and enhance civic pride, including the creation of vibrant public spaces, lively pedestrian environments, and comfortable and safe streets and neighborhoods. The meaning, purposes, and techniques of "contextual design" are explored, especially those designed to protect local historical heritage and regional distinctiveness. Prerequisites: sophomores, juniors, seniors, or graduate students; GEP 360 recommended.

GEP 370 Globalization and the City (4)

This course examines the evolution of cities as local and global political, economic and social centers. It explore the forces that drove urban growth and change in the 20th century, with a focus on how these forces shape contemporary issues such as inequality, cultural change, and segregation.

GEP 371 Social Geography (3)

Studies aspects of demography, migration, and the spatial dimension of social organization. Included in the course are the spatial perspectives of social well-being, poverty, crime, and ethnicity. The spatial structure of human settlement, as well as political, religious, and social values will be discussed. Satisfies upper-division GE Area E (Integrated Person).

GEP 373 Energy, Technology, and Society (4)

A lecture/discussion course designed to assist students in understanding energy as a fundamental measure of organization, structure, and transformation in society. Principal topics include: energy history; thermodynamics; energy resources and conversion technologies; global issues and trends; environmental impacts; energy economics, institutions, and politics. Elementary quantitative analysis. Prerequisites: Junior- or senior-level standing, and completion of GE Area B4 (Mathematical Concepts) or prior or concurrent enrollment in GEP 202.

GEP 379 Special Topics in Sustainable Communities (2-4)

Intensive study of selected topics related to Sustainable Communities. Topics vary from semester to semester. May be repeated for credit with consent of instructor.

GEP 380 Environmental Remote Sensing (4)

Environmental remote sensing uses imagery from satellite and airborne sensors to map properties of the Earth over broad spatial scales. This course develops an understanding of physical principles behind remote sensing, explores a range of sensors, spatial scales, and locations, and uses image processing techniques for extracting useful environmental information.

GEP 385 Cartographic Visualization (3-4)

Lecture, 2 hours; laboratory, 3 hours. Map and graphic methods in geography: history, design, theory, and construction. Topics include selection of map projections, use of scales, generalization, data input and processing, color, visualization of spatial data, and map production. Emphasis is placed on effective communication through graphic design. Covers the increasing role of geographic information systems (GIS) in cartography. Also examines the collection of geographic data, such as with global positioning systems (GPS). Exercises guide students through increasingly complex methods of data collection and cartographic construction. Laboratory fee may be charged; see current Schedule of Classes.

GEP 387 Introduction to Geographic Information Systems (4)

Geographic information system (GIS) technologies provide researchers and policy-makers with a powerful analytical framework for making decisions and predictions. As with any technology, the appropriate use of GIS depends greatly on the knowledge and skills of the user. This course addresses the scientific and technical aspects of working with geographical data, so that GIS users understand the general principles, opportunities, and pitfalls of recording, collecting, storing, retrieving, analyzing, and presenting spatial information. Both fundamental con-

cepts and “hands on” experience with state-of-the-art software are incorporated through readings, lecture discussion, and laboratory assignments. The first half of the course focuses on the “nuts and bolts” of how a GIS works, while the second half concentrates on methods for spatial analysis and modeling. Prerequisite: Course requires a basic competency with Microsoft operating system and Office applications.

GEP 388 Environmental Geographic Information Systems (3-4)

Environmental issues typically involve a range of physical, ecological and socio-economic factors with complex interactions that span multiple spatial and temporal scales. Computer-based Geographic Information Systems (GIS) are particularly well-suited for describing, analyzing and modeling environmental problems and datasets, and the technology is widely used for local- to global-scale research, impact assessment, conservation planning and natural resource management. This course investigates a range of environmental problems through the unique perspective afforded by geospatial data analysis within a GIS. Lectures introduce the ecological, scientific and societal issues associated with major environmental issues of our time, such as land-use change, biodiversity loss, and global carbon emissions. These issues are then quantitatively analyzed with real-world spatial datasets using GIS-based methods and tools in coordinated laboratory exercises. In the process, students extend and strengthen GIS skills and concepts acquired through GEP 387. Prerequisites: GEP 387, basic college-level math, statistics helpful.

GEP 389 Advanced Geographic Information Systems (3)

This course provides greater depth in Geographic Information Systems (GIS). Through lab exercises, students build GIS databases, perform geospatial analyses, and create maps. Students conduct an independent research project on a topic of their choice, gather the appropriate spatial data, conduct GIS analyses, and present their results. Prerequisite: GEP 387.

GEP 390 Environmental Data Analysis (4)

This course will introduce students to environmental data (Atmospheric, Oceanic and Earth¿s surface). Students will learn how to access, pre-process and analyze data using different statistical methods and geographic information systems (GIS). The course will also examine research questions that can be answered using these types of data and analyses. Lecture/Lab. Prerequisite: Course requires a basic competency with Microsoft operating system and Office applications.

GEP 411 Seminar in Planning Professional Practice (1-2)

Discussion of situations and challenges new planners are likely to encounter early in their professional careers. Seminars include discussions with professional planners on such topics as working with the public, elected officials, and otherprofessionals; maintaining relations with the press; ethical dilemmas; and other matters of current concern. Discussion of students¿ internship experiences. Must be taken within two semesters of graduation. Cr/NC only. Prerequisites: GEP majors, senior-level standing.

GEP 416 Energy Forum (1-2)

Speakers, including community professionals, program alumni and University faculty, cover a wide variety of energy issues with formal presentations followed by discussion period. May be repeated for credit. Prerequisites: Junior- or senior-level standing.

GEP 418 Lab Assistant in GEP (2)

Open only to advanced students who have been invited by the faculty member to serve as a Lab Assistant for GEP 201 Global Environmental Systems. Intended to give students experience in assisting the instructor in the laboratory. Prerequisite:consent of instructor. May be repeated once for credit.

GEP 419 Teaching Assistant in GEP (1-4)

Open only to advanced students. Intended to give students experience in assisting the instructor in a Geography, Environment, and Planning (GEP) course by doing research and tutoring students in the class. Prerequisite: Consent of instructor. This may be repeated for credit.

GEP 440 Field Methods (2)

This course provides hands-on experience with field sampling techniques commonly used in biophysical data collection and spatial inquiry. Course topics include sample design, field measurements, statistical data analysis, report writing, and the use of field equipment. Field work will be conducted mainly in the Fairfield Osborn Preserve and surrounding area. Data collected from vegetation sampling, soil descriptions, microclimate measurements, and geomorphologic observations will be used to interpret the natural and anthropogenic landscape. Throughout the course, students will work with Global Positioning System (GPS) units to accurately locate their field samples on the Earth, allowing for subsequent spatial analysis. Laboratory fee may be charged; see current Schedule of Classes. Prerequisite: GEP 201, or consent of instructor.

GEP 441 Lab Methods (2)

This course provides hands-on experience with laboratory analysis techniques commonly used in physical geography. Topics include stratigraphic and laboratory analyses, report writing, and data presentation. Data collected from soil and sediment profiles and tree rings will be used to interpret environmental conditions. Students will follow laboratory methods, protocols, and use analytical equipment. Laboratory fee may be charged; see current Schedule of Classes. Prerequisites: GEP 201 or consent of instructor.

GEP 442 Conservation Research Methods (3)

This research seminar emphasizes a current topic of applied and theoretical interest in the field of conservation biology. Students investigate the topic through a field research project, along with readings and discussions. Students contribute to all phases of the research, from generating hypotheses and collecting data in the field, to analyzing the data and writing a scientific paper based on the results. Each class focuses on a different topic and related set of field methods.

GEP 443 Introduction to Agroecology (2)

This course provides a broad introduction to the design and management of agro-ecosystems. Students explore the theory and practice of agroecology and how it’s principles address social and environmental problems in the global food system. Students are introduced to agroecological production methods, including soil management, water systems, biodiversity development, integrated pest management, flower production and urban gardening methods, and applications of these methods in a student garden. Approximately half of this course is classroom-based instruction while the other half is hands-on garden-based work.

GEP 444 Native Plants in Restoration (2)

This field and lab course focuses on the applied aspects of plant propagation and the appropriate placement of native plants in landscape and restoration settings in California. Topics include native plants and plant communities, techniques for selecting, collecting and replicating plants for production, and restoration site preparation and maintenance. Addition topics may include ethnobotany, career opportunities, restoration principals, botany, plant disease and sanitation, invasive plant removal, wildcrafting, guest speakers and fieldtrips.

GEP 445 Restoration Ecology (4)

Lecture and field course introducing major concepts and practical aspects of restoration ecology and land management. Topics include: the conservation context of restoration, restoration goals, measuring success, experimental approaches, dynamic systems and change over time, disturbance, restoring animal populations and the role of animals in ecosystem restoration, and educational elements of restoration. Practical techniques covered include: seed collection, ex-situ seed and plant management and propagation, invasive species removal, planting native species, and others. Topics are addressed in a variety of diverse local systems. Prerequisites: BIOL 130 and 131. Course fee.

GEP 473 Thermal Energy Management (3-4)

An introduction to energy management in residential and commercial buildings, focusing on space heating and cooling, and hot water. Fundamentals of heat transfer, thermal properties of building materials, building load calculations, and energy economics. Prerequisites: MATH 160, MATH 161, or GEP 202; and PHYS 114 or PHYS 210A or equivalent.

GEP 474 Electrical Energy Management (3-4)

An overview of energy management approaches in residential and commercial settings that involve electrical devices, including lighting, motors, and HVAC. Fundamentals of electricity, electric power delivery, and the workings of common appliances; energy economics. Strong algebra background and PHYS 210 recommended. Prerequisites: MATH 160, MATH 161, or GEP 202; and PHYS 114 or PHYS 210A required.

GEP 475 Passive Solar Design (3-4)

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. Prerequisites: GEP 473, junior- or senior-level standing or consent of instructor.

GEP 476 Small Scale Energy Sources (3-4)

Course will focus on functional design of small-scale wind, photovoltaic, biomass, and hydroelectric energy sources. Siting, evaluating potentially available power, design of fully operable installation, and by-products and waste streams will be discussed. Energy storage mechanisms, interconnections to existing energy networks, and energy cost comparisons will be examined. Prerequisite: GEP 474, junior- or senior-level standing, or consent of instructor.

GEP 477 Computer Applications in Energy Management Laboratory (4)

Applications laboratory addressing state-of-the-art computer programs in this field. Focus on simulation-and-design programs utilized in residential and commercial building compliance. Student projects and presentations. Prerequisites: GEP 473, junior- or senior-level standing.

GEP 490A Human-Environment Capstone Pre-Seminar (1)

This field-based course is meant to help seniors prepare for original research associated with the Human-Environment Capstone Seminar the following semester. Through field practice, students learn how to formulate research hypotheses and/or questions. The course meets six times. Four meetings are four hours in duration and involve off-campus exercises. Prerequisite: Class open to GEP majors and seniors and graduate students only.

GEP 490B Human-Environment Capstone Seminar (4)

In this writing-intensive seminar, seniors formulate, propose, and conduct an original research project. Students then write a concise and professional report on their analysis and findings. We will also address professional development. Prerequisite: GEP 490A; Class open to GEP majors and seniors and graduate students only.

GEP 491A Environmental Systems Capstone Pre-Seminar (1)

This field-based course is meant to help seniors prepare for original research associated with the Environmental Systems Capstone Seminar the following semester. Through field practice, students learn how to formulate research hypotheses and/or questions. The course meets six times. Four meetings are four hours in duration and involve off-campus exercises. Prerequisite: Class open to GEP majors and seniors and graduate students only.

GEP 491B Environmental Systems Capstone Seminar (4)

In this writing-intensive seminar, seniors formulate, propose, and conduct an original research project. Students then write a concise and professional report on their analysis and findings. We will also address professional development. Prerequisite: GEP 491A; Class open to GEP majors and seniors and graduate students only.

GEP 492A Global Issues Capstone Pre-seminar (3)

Students develop the methodological skills they need to produce a group research and writing project in the Senior Capstone course for a focus on Global Issues. They formulate research questions, conduct literature reviews and evaluate analytical frameworks. Students are also introduced to software and techniques that are specific to the group research and writing process. Fall only. This is a prerequisite for GEP 492B. Cross-lists with GLBL 496.

GEP 492B Global Issues Capstone Seminar (4)

Students will produce a qualitative social science research project on a globally-relevant issue. Students will form several groups. Each group will conduct a different research project and produce a group-written capstone paper. Spring only. Prerequisite: GEP 492A. Cross-lists with GLBL 498.

GEP 493A Planning Workshop (4)

The first semester of an intensive, year-long project that provides practical experience in preparation of a general (comprehensive) plan for an actual community or geographic area. The fall semester focuses on background studies and field surveys of land use, public opinion, transportation, economic base, and environmental conditions. Class fee required at time of registration. Prerequisites: GEP 360 and 361, GEP seniors in Planning Concentration required. Course fee.

GEP 493B Planning Workshop (4)

Continuation of GEP 493A. Spring semester focuses on preparation of the plan, including implementation programs, following state guidelines. Public presentations of class project. Class fee required at time of registration. Prerequisite: completion of GEP 493A.

GEP 494 Capstone: Internship (4)

Students produce a capstone project in their area of study while working in a county or city agency, or other organization. Credit is given with completion of three components, all pre-arranged in consultation with the internship coordinator. 1. Students will work 135 hours, verified through their direct supervisor. 2. Students will formulate, propose and conduct a research project in the context of that experience and write a concise and professional report on their analysis and findings. 3. Students will present that research orally. Must have senior-level standing and permission from the student advisor and the internship coordinator.

GEP 495 Special Studies (1-4)

Independent study designed in consultation with an instructor. Requires prior approval of GEP faculty member and department chair. Prerequisites: successful completion of at least two GEP courses and submission of a completed SSUspecial studies form; GEP majors or minors or consent of instructor. Course may be repeated for credit for up to 8 units.

GEP 496 Selected Topics (1-4)

Intensive study of selected topics related to geography, environment, and/or planning. Topics vary from semester to semester. May be repeated for credit with consent of instructor.

GEP 497 Special Topics: Lab (2-4)

A single subject or set of related subjects not ordinarily covered by the GEP Department. Offerings will vary depending on visiting faculty, experimental courses, and educational needs.

GEP 595 Graduate Special Studies (1-6)

Advanced research and writing. Students work under close supervision of faculty members. Subject matter variable. May be repeated for credit. Prerequisites: consent of instructor and completed special studies form.

Geology (GEOL)

GEOL 102 Our Dynamic Earth: Introduction to Geology (3)

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 weekend field trip. Fee required. Satisfies GE Area B1 (Physical Sciences) and GE laboratory requirements.

GEOL 105 The Age of Dinosaurs (3)

Lecture, 3 hours. The life and death of dinosaurs as evidenced by the fossil record will be studied to show how geology and biology combine in the discipline of paleontology. The evolution of dinosaurs over a 150-million- year time span sets the stage to investigate several interesting and ongoing controversies surrounding dinosaurs, including: why dinosaurs became extinct, the metabolism of dinosaurs, and the relationship between birds and dinosaurs. Satisfies GE Area B1 (Physical Sciences).

GEOL 107 Introduction to Earth Science (3)

This course studies the operation of the Earth system and its solar system home. It introduces the fundamental aspects of 4 major areas: astronomy; geology, including plate tectonics, and the planetary history of the Earth and its moon; physical oceanography; and weather and climate. There is no lab. The course is designed to prepare students for the earth science and astronomy parts of the SET examination. The prerequisite is that the student must be enrolled in the AMCS, LIBS, CALS, or ENSP credential program.

GEOL 110 Natural Disasters (3)

A course to examine the interaction between natural processes and human activities and the often costly and fatal results. Course emphasis will be on the principles underlying natural disasters such as earthquakes, volcanic eruptions, landslides, floods, severe weather, coastal processes, asteroid impacts, fires, great dyings, and population growth. Many examples will be drawn from the northern California area. Course content may vary with instructor. Satisfies GE Area B3 (Physical Sciences, Specific Emphasis).

GEOL 120 Regional Field Geology (3)

Lecture, 1 hour. The heart of geology is in the field. The course is an examination of rocks, minerals, and landforms, and the processes that form them. This course includes a 10-day field trip taken during spring vacation, or multiple weekend field trips in the fall semester, where the natural world becomes our classroom. Prerequisite or co-requisite: any 100-level Geology course or instructor consent; students must be in good physical condition. Satisfies GE Area B3 (Specific Emphasis).

GEOL 205 Mineralogy (4)

Lecture, 3 hours; laboratory, 3 hours. Principles of crystal chemistry, crystallography, and properties and origins of common rock-forming minerals. Laboratory sessions emphasize hand specimen and petrographic mineral identification characterization. Prerequisites: completion of or concurrent enrollment in GEOL 303 and CHEM 115A.

GEOL 205A Mineralogy, Optics (2)

Supplementary course to be held concurrently with GEOL 205. For students who already have taken a mineralogy course but have not gained sufficient experience in optical mineralogy. Consists of the lecture and laboratory portion of GEOL 205 relevant to optical mineralogy. Prerequisite or co-requisites: GEOL 303 and CHEM 115A.

GEOL 301 Natural History of the Hawaiian Islands (3)

Lecture, 3 hours. The origin and evolution of the flora and fauna of the most isolated archipelago in the world; geologic history and context of volcanic oceanic islands; conservation biology efforts to save the rare and endangered species of Hawaii. Satisfies GE Are B3 (Specific Emphasis in Natural Sciences). Prerequisite: BIOL 115 or 130A and 130B.

GEOL 302 Climate Change: Discerning Fact from Fiction (3)

Lecture, 3 hours. This course prepares students majoring in any discipline to understand the science behind climate change and the impacts of global warming on themselves and on society. They will also learn how to discern fact from fiction in the media, and how to communicate these facts to those around them. Prerequisites: One of the following: GEOL 102, 105, 107, 110, or 120; ANTH 201, ENSP 309, BIOL 130, GEOG 204 or GEP 201 or any other instructor approved natural science course.

GEOL 303 Advanced Principles of Geology (4)

Lecture, 3 hours; laboratory, 3 hours. Advanced treatment of the principles, methods, and tools within the geological sciences. We will discuss topics such as: plate tectonics, Earth materials and resources, Earth surface processes, geological hazards, how to read geological and topographic maps, how we decipher geological history, and much more. Prerequisite: one of the following: GEOL 102, 105, 107,110, or 120; ANTH 201, ENSP 303, ENSP 309, BIOL 310, or GEOG 204. Satisfies GE Area B3 (Specific Emphasis).

GEOL 304 Geologic Mapping and Report Writing (1)

Field studies and report preparation done in conjunction with GEOL 303. Required weekend field trips. Prerequisite: concurrent enrollment in GEOL 303. Students must be in good physical condition.

GEOL 306 Environmental Geology (3)

Lecture, 3 hours. Study of geological principles and processes as they relate to our natural environment emphasizing interaction between human activities and the geological environment. Major topics include the nature and behavior of rocks and soils; earthquakes and their associated hazards; landslides, slope stability, and building construction; groundwater and pollution; stream processes and flooding; shoreline processes and coastal development; engineering geology and construction of highways and dams; and development of natural resources and conservation and ecology. Specific content varies year to year, depending on instructor. Prerequisite: GEOL 102 or consent of instructor.

GEOL 307 Igneous and Metamorphic Petrology (4)

Lecture, 3 hours; laboratory, 3 hours. A study of the origin, properties, classification, and occurrence of igneous and metamorphic rocks. Laboratory exercises in the classification and description of minerals, textures, and structures of the more common rock types. Laboratory work will emphasize both hand specimen analysis and microscopic petrography. Prerequisites: GEOL 205, and GEOL 102 or GEOL 303.

GEOL 308 Igneous and Metamorphic Petrology Field Course (1)

Field studies done in conjunction with GEOL 307. Required weekend field trips. Fee required. Prerequisite: concurrent enrollment in GEOL 307. Students must be in good physical condition.

GEOL 309 Computer Applications in Geology (4)

Lecture; 3 hours; Laboratory, 3 hours. This course aims to provide our majors with some fundamental skills for manipulating and representing geological data using computer applications. Applications include using digitizing field maps and data into GIS format, creating figures in computer aided drawing programs, using basic functions computational software and generating histograms, and rose diagrams. Prerequisite or co-requisite: GEOL 303 and GEOL 304.

GEOL 310 Geophysics (4)

Lecture, 3 hours; laboratory, 3 hours. This course will cover the basic principles underlying various geophysical methods, field procedures, and data collection, and how to interpret geophysical data. Topics include seismic reflection and refraction, paleomagnetism, gravity and magnetic surveying, and how geophysical methods have augmented our overall understanding of the Earth's structure and Earth processes. Prerequisite: GEOL 303.

GEOL 311 Sedimentary Geology (4)

Lecture, 3 hours; laboratory, 3 hours. The description, classification, and origin of sedimentary rocks. Discussion of weathering and origin of sediment, sediment transportation and sedimentary structures, clastic and nonclastic classification; and petrology. Prerequisites: GEOL 303 and 304.

GEOL 312 Sedimentary Geology Field Course (1)

Lecture, 1 hour. Field studies done in conjunction with GEOL 311. The course includes a particular focus on local sedimentary geology and issues of environmental importance. Required weekend field trips. Prerequisites: GEOL 303 and concurrent enrollment in GEOL 311. Students must be in good physical condition.

GEOL 313 Paleontology (4)

Lecture, 3 hours; laboratory, 3 hours. The study of fossils in their geological context. Topics include taxonomy, morphology, evolution, biogeography, extinction, and biostratigraphy of the main groups of invertebrate fossils. Laboratory work will include becoming familiar with stratigraphically important fossil groups and the use of fossils in solving both geological and biological problems. Prerequisites: GEOL 303 for majors, GEOL 102 for non-majors, or instructor consent.

GEOL 314 Paleontology Field Course (1)

Lecture, 1 hour. Field studies done in conjunction with GEOL 313. Required weekend field trips. Prerequisites: GEOL 303 for majors, GEOL 102 for non-majors, and concurrent enrollment in GEOL 313. Students must be in good physical condition.

GEOL 317 Structural Geology (4)

Lecture, 3 hours; laboratory, 3 hours. An introduction to deformation processes within the Earth's crust and the geological strudtures that result from these processes. We will examine deformation running the gamut of scales (from atomic scale to tectonic scale).Prerequisites: GEOL 303, GEOL 304.

GEOL 318 Structural Geology Field (1)

Lecture, 1 hour. Field studies done in conjunction with GEOL 317. Required weekend field trips. Prerequisite or co-requisite: GEOL 317. Students must be in good physical condition.

GEOL 320 Basin Analysis (4)

Lecture, 3 hours; laboratory, 3 hours. Origin and evolution of sedimentary basins; tectonic settings and significance; subsidence and thermal histories; basin-scale depositional systems; paleocurrent, provenance, and paleogeographic analysis; basin types; paleoclimatic influences; resources.

GEOL 321 Burgess Shale Paleontology (3)

Lecture, 2 hours;laboratory, 3 hours. Advanced examination of the Cambrian Burgess Shale fossil deposits in British Columbia, Canada. Field work supplements lecture sessions on campus. Consent of instructor. Students must be in good physical condition.

GEOL 323 Hydrology (3)

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 160.

GEOL 326 Stratigraphy and Earth History (4)

Lecture, 3 hours; laboratory, 3 hours. The principles of stratigraphy and historical geology will be discussed, with special emphasis given to the application of these principles to the geologic development of North America. The geologic history of California will be treated in detail. The use of sedimentary rocks, fossils, and structural and tectonic principles will be discussed, especially as they relate to our understanding of historical geology. Laboratory work will include a study of sedimentary rocks and their properties, fossils and their occurrence and distribution, the construction and interpretation of various types of stratigraphic maps, and detailed studies of selected maps representative of the various geologic provinces of North America. Required field trip. Prerequisite: GEOL 303 or consent of instructor.

GEOL 395 Community Involvement Program (1-4)

CIP involves students in community problems such as tutoring, aiding in school science classes, and advisement of county agencies. A total of 6 units of CIP credit may be applied toward a degree. May be taken by petition only. Not applicable to the Geology major.

GEOL 396 Internship in Geology (1-4)

Professional geologic work for a geologic firm or agency. Forty-five hours of work per unit. Not applicable to the Geology major. Prerequisites: GEOL 303 and consent of instructor.

GEOL 406 X-ray Mineralogy (2)

Lecture, 1 hour; laboratory, 3 hours. Introduction to the use of x-ray diffraction techniques. Prerequisites: CHEM 115A and GEOL 205 or concurrent enrollment, and consent of instructor.

GEOL 420 Integrative Field Experience (4)

Lecture, 2 hours. This course is a synthesis of the Geology major core courses. This course aims to hone our students' abilities to make valid geologic field interpretations through detailed field mapping and report writing. Twelve days of fieldwork are required. Prerequisites: GEOL 308, GEOL 309, GEOL 312, and GEOL 318. Students must be in good physical condition.

GEOL 422 Geochemistry (3)

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. Prerequisites: GEOL 303, CHEM 115AB/116AB, MATH 161, or consent of instructor.

GEOL 425 Economic Geology (3)

Lecture, 3 hours. Classification, origin, and alteration of metallic ore deposits. Laboratory sessions on hand sample identification of ore and alteration minerals and petrographic analysis of selected ore suites. Prerequisites: previous or concurrent enrollment in GEOL 307 and CHEM 115B/116B.

GEOL 426A Senior Thesis I (3)

426A is the first semester of a senior thesis project. A senior thesis is an opportunity for students to engage in primary research. Students must write a proposal, defining the scope of their project. Thesis projects must be a two-semester project. Students will be required to present their projects at the Geology Colloquium. Prerequisite: thesis advisor consent.

GEOL 426B Senior Thesis II (3)

426B is the second semester of a senior thesis project. A senior thesis is an opportunity for students to engage in primary research. Students must write a proposal, defining the scope of their project. Thesis projects must be a two-semester project. Students will be required to present their projects at the Geology Colloquium. Prerequisites: thesis-advisor consent and GEOL 426A.

GEOL 427 Advanced Field Geology (4)

A minimum of five weeks of detailed mapping in igneous, metamorphic and sedimentary rocks, and the preparation of field reports and geological maps. Students may also complete this course at another university, but should do so only in consultation with the Geology Department. Students must demonstrate equivalence in terms of field hours and course content to GEOL 427. Prerequisite: senior-level standing in Geology. GEOL 420 strongly recommended.

GEOL 495 Special Studies (1-4)

Individual study, under guidance of an advisor, of an advanced field, laboratory, or literature problem. The student must have demonstrated ability to work independently and do quality work. 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. May

be repeated for credit.

GEOL 496 Selected Topics in Geology (1-3)

An intensive study of an advanced topic in geology. May be repeated for additional credit with new subject matter. Prerequisite: adequate preparation for topic under consideration. Additional fee may be required.

GEOL 498 Geology Practicum (1-4)

Application of previously studied theory through supervised instructional work experience in geology, generally as a teaching assistant in geology laboratoryclasses. Intended for professional growth. May be repeated for up to a total of 4 units. Not applicable for the Geology major or minor. Prerequisites: upper-divisionstanding in Geology and consent of instructor. Student needs to have passed the course that he/she will be a teaching assistant in with a grade of B or better. To be a teaching assistant in GEOL 102 laboratory student needs to have received a grade of B or better in GEOL 303.

German (GER)

GER 101 First Semester - The Personal World (4)

German for beginners. Through communicative activities covering the four language skills (listening, speaking, reading, and writing), students learn to ask and answer questions and share information about themselves, their families, and their daily activities. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

GER 102 Second Semester - Contemporary Germany (4)

Expansion of the skills acquired in GER 101. Students build on their knowledge of German culture. They improve their communicative competence, and develop skills needed to negotiate a variety of everyday situations in Germany. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages). Prerequisite: GER 101 or consent of instructor.

GER 195 Elementary Special Studies (1-4)

Directed individual study.

GER 200 Intermediate German: The German-Speaking World Today (4)

This course introduces various cities and regions that provide the context to review first-year German. Students develop ability to communicate in German and their understanding of Germany, Austria, and Switzerland by engaging with increasingly complex topics (i.e. education, environmental issues, politics, history). Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages). Prerequisite: GER 102 or consent of instructor.

GER 210 Intermediate German through Film (4)

This course uses films to expand students' knowledge of the history and culture of the German-speaking world. Films promote vocabulary enhancement, grammar review as well as improvement of speaking and writing skills. Cross-cultural comparisons encourage critical thinking skills. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages). Prerequisite: GER 102. This course may be taken before GER 200.

GER 300 Advanced German Studies (4)

Prepares students for the Goethe-Certificate B1 proficiency examination (Zertifikat Deutsch). Students acquire differentiated vocabulary, greater grammatical accuracy, and improve their speaking and writing skills by focusing on varied language use in different contexts. Content may include: issues of gender or multiculturalism, the continued influence of the Nazi past, and German reunification. Satisfies GE Area C3 (Comparative Perspectives and/or Foreign Languages). Prerequisites: GER 200 and GER 210, or consent of instructor. Course may be taken before GER 314. May be repeated for credit under different subtitles. Must be taken in residence at SSU.

GER 314 Love and Desire in German Literature (4)

Taught in English. Studies of literature, including film, art, and the cultural history of German-speaking countries. Satisfies GE Area C2. Prerequisite: ENGL 101. May be repeated for credit under different title.

GER 315 German Language and Literature (1)

Readings and discussion of selected literary works in German. Review of vocabulary and grammar. Includes practice of pronunciation. Students pursuing the minor or special major in German must take this course concurrently with GER 314. Also open to other German students. Prerequisite: GER 102 or consent of instructor.

GER 395 Community Involvement Program (1-4)

CIP involves students in basic community projects, performing such tasks as tutoring, coaching, and assisting others in the process of learning. Students receive 1 to 4 units, depending on the specific tasks performed. Prerequisite: consent of instructor. May be repeated for credit. A total of six units of CIP may be applied towards a degree.

GER 495 Special Studies (1-4)

Directed individual study. Prerequisite: consent of instructor. May be repeated for credit up to 8 units.

GER 499 Internship (1-4)

Gerontology (GERN)

GERN 300 The Journey of Adulthood (3)

Introduces the study of aging from biological, psychological, sociological, and environmental perspectives. Aging is presented as a normal state of development with both positive and negative aspects. Specific issues discussed include: health care, housing, income maintenance, and advocacy. Satisfies GE Area E (The Integrated Person).

GERN 317 Emotions and Adult Life (4)

Emphasizes the social context and social development of emotional responses throughout adulthood. Analyzes the reciprocal relations between social definitions and subjective feelings in connection with life events throughout adulthood. Addresses both basic emotions, such as fear, anger, pleasure, and excitement, and more complex emotions, such as love, jealousy, grief, sympathy, pride, shame, and despair. Cross-listed as SOCI 317. Satisfies GE Area E (The Integrated Person).

GERN 319 Aging and Society (4)

Examination of aging throughout adulthood. Analysis of theories of aging, their foundations in social science theory, and their policy implications. Exploration of the meanings and consequences of increasing longevity for society and the individual, with emphasis on the social psychological implications for women, minorities, and those who are poor. Satisfies GE Area D1 (Individual and Society). Cross-listed as SOCI 319.

GERN 332 Death and American Culture (4)

The relation of cultural values to practices, attitudes, and views about death. Application of sociological and psychological theories to topics on death and dying, such as death conceptions, terminal care, suicide, war, and grief. Emphasis on the social psychology of dying, caregiving, grieving, and being suicidal. Cross-listed as SOCI 332.

GERN 399 Student-Initiated 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.

GERN 408 Transitions in Adult Development (4)

This course explores how women and men experience and shape the transitions that occur as they mature socially and psychologically. Inquiry includes normative life cycle transitions as well as unexpected, unusual, or “off-time” transitions and develops understandings of how these transitions shape the development of an individual through adulthood and later life. Cross-listed as PSY 408. Prerequisite: junior-level standing.

GERN 421 Psychology of Aging (4)

Analysis of psychological development as a lifelong process. Examination of theories of psychological growth in later life. Exploration of the role of memory for learning and psychological functioning. Study of issues in mental health in adulthood . Cross-listed as PSY 421. Prerequisite: Junior-level standing or instructor permission.

GERN 422 Living and Dying (4)

Explores personal values and attitudes about life and death and seeks to understand them in relation to our own psychology and to the larger social context. Topics of separation and loss, loss as a transformative process, aging, the dying process, bereavement, suicide, homicide, near-death experiences, mythology, and immortality will be addressed. Cross-listed as PSY 422. Prerequisite: Junior-level standing.

GERN 438 Psychological Aspects of Disability (3-4)

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. Crosslisted with PSY 438.

GERN 482 Teaching Internship (1-4)

Students learn the skills of organization and communication of psychological theory and research under the supervision of a faculty mentor. Prerequisites: GERN 300 and consent of instructor.

GERN 490 Internship Seminar (1)

In this optional seminar, students report on the progress of their internships and discuss institutional procedures and interactional processes particular to their intern sites. Case and data management techniques will be discussed. The seminar allows opportunity for group problem-solving, objective analysis of internship issues, and enhancement of professional networks. Prerequisites: concurrent enrollment in GERN 499 and consent of instructor.

GERN 493 Narrative: Theories and Methods (4)

The course examines the role of narrative, or life storying, in human development research. Students will develop a protocol, conduct research in the community using interview methodologies appropriate to the narrative perspective, analyze transcriptions for theoretical and life themes, and develop a final project based on the analysis of the data. Cross-listed as PSY 493.

GERN 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 up to 8 units.

GERN 499 Gerontology Practicum (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. May be repeated for credit.

GERN 500 Social and Psychological Issues in Aging (2-4)

Analysis of the aging process and it's social implications. Selected issues provide exploration of relationships between psychological and social development in later life. Developmental, historical, cultural, psychological, and policy perspectives may be offered. Consult Schedule of Classes for specific topic. Cross-listed as PSY 500. Prerequisite: graduate standing or permission of instructor. May be repeated for credit.

GERN 515 Graduate Research Seminar (1-4)

Intensive review of literature in specific areas of concentration. Emphasis is on individual student's research interests. Includes research design and implementation. Prerequisite: graduate standing or permission of instructor.

GERN 561 Politics of Health and Aging (4)

An examination of U.S. state and local health care and aging policy and administration. Cross-listed as POLS 509.

GERN 582 Teaching College Gerontology (1-4)

Practical experience of supervised teaching in a college gerontology classroom. Prerequisite: consent of instructor.

GERN 583 Graduate Research Assistant (1-4)

Students learn advanced research methods and practical research skills under the supervision of a faculty member. Prerequisite: consent of instructor.

GERN 595 Special Studies for Graduate Students (1-4)

Students should formulate plans for a project and present them to a faculty member for sponsorship. Special forms for this purpose are available in the department office. Prerequisites: graduate standing and consent of instructor.

Global Studies (GLBL)

GLBL 300 Local Responses to Global Issues: Case Studies from Around the World (3)

This class examines various ways in which individuals take action to solve global social problems in their own local cultural, political, and economic contexts. Students explore the social structures that create social problems, such as human trafficking and political oppression, and how local people adapt to, and seek to change, those structures. Satisfies GE Area D1 (Individual and Society). Prerequisite: a GE Area D5 course.

GLBL 350A Serving the Global Community (1)

Students will read a text, such as Arthur Kleinman's "What Really Matters," and discuss what it means to live in a world that cries out for human involvement and service. All people, both in developed and developing countries, live on the edge of survival, at constant risk of going under (due to disease, economic collapse, societal chaos, or simply the aging process itself). In the class, we will discuss the importance of being of service in the global effort to live a quality existence. And we will read about individuals who have taken it upon themselves to serve humanity in one way or another. A few examples include: Muhammed Yunus, founder of the Grameen Bank; Paul Farmer's work with patients with infectious diseases; Al Gore's commitment to the environment; and Millard Fuller, founder of Habitat for Humanity. Cr/NC only.

GLBL 495 Special Studies (1-4)

Directed individual study. Prerequisite: consent of instructor. May be repeated for credit up to 8 units.

GLBL 496 Senior Capstone Pre-Seminar (3)

Students develop the methodological skills they need to produce a group research and writing project in the Senior Capstone course. They formulate research questions, conduct literature reviews and evaluate analytical frameworks. Students are also introduced to software and techniques that are specific to the group research and writing process. Fall only. This is a prerequisite for GLBL 498. Cross-lists with GEP 492A.

GLBL 497 Cross-Cultural Community Service Internship (3)

A three-unit community service internship is required of all students. This is a supervised program of cross-cultural community service work and study for a governmental or non-governmental agency, completed either at home or abroad. A minimum of 135 hours of supervised work is required. Students will keep a daily journal of their experiences, and upon completion will submit 1) a formal letter from their internship supervisor, verifying hours worked and duties performed; and 2) a four-page essay summarizing their experience in rich personal detail. Information about a broad spectrum of internship options is available from the Global Studies coordinator, whose approval is required for all service internship proposals. Cr/NC only.

GLBL 498 Capstone Seminar (4)

Students will produce a qualitative social science research project on a globally-relevant issue. Students will form several groups. Each group will conduct a different research project and produce a group-written capstone paper. Spring only. Prerequisite: GLBL 496. Cross-lists with GEP 492B.

Hebrew (HEBR)

HEBR 101 Elementary Modern Hebrew - First Semester (4)

This course offered as the first semester course in Hebrew Program. As such it addresses appropriate material for the beginning level. The course requires no prior Hebrew background. Students are exposed to spoken Hebrew during each class; they are expected to communicate in Hebrew with one another as well as with the instructor.

HEBR 102 Elementary Modern Hebrew - Second Semester (4)

Hebrew for beginners, second level. Elementary oral expression and fundamentals of grammar, cultural readings, and beginning practice in composition. Prerequisite: JWST 101 or equivalent, or instructor permission.

History (HIST)

HIST 150 History: Credit by Examination (3)

Challenge Examination - The state code requirement in world or U.S. history may be satisfied by passing the department's challenge examination. (Dates and times are published at the beginning of each semester.) Instructor consent required.

HIST 201 Foundations of World Civilization (3)

An introduction to the early, classical, and medieval civilizations that have most influenced the modern world. Developments (from prehistory to 1500 C.E.) 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. Required of all history majors. Satisfies GE Area D2 (World History and Civilization).

HIST 202 Development of the Modern World (3)

An introduction to modern and contemporary history from 1500 C.E. to the present. Course material includes the impact of world expansion on the Americas, Africa and Asia; the growth of nationalism and the national state; industrial, political, and social revolutions worldwide; the wars of the 20th century; and decolonization and the conclusion of the Cold War. Required of all history majors. Satisfies GE Area D2 (World History and Civilization).

HIST 242 History of the Americas Since Independence (3)

A comparison of the development of the United States after independence with that of Latin America. Topics include: colonial legacies, political leadership, expansion and conflict, regionalism, economic development, reform and revolution, church and state, race relations, education, and inter-American relations. Satisfies GE Area D3.

HIST 251 History of the United States to 1877 (3)

A general survey of the major developments in U.S. history from the European discovery and colonization of the Western Hemisphere through Reconstruction. Required of all history majors. Satisfies GE Area D3 (U.S. History), and the state code requirement in history.

HIST 252 History of the United States Since 1865 (3)

A general survey of the major developments in U.S. history from the end of Reconstruction to the present day. Satisfies GE Area D3 (U.S. History) and the state code requirement in history.

HIST 305 Warfare in the Pre-Modern Era (4)

This course will examine warfare in the ancient and medieval Near East, Mediterranean, and European worlds. Particular emphases will be placed on the development of new military technologies and strategies and their social, economic, and political ramifications. The class will also investigate the consequences of war and its impact on non-combatants.

HIST 324 Archaeology and the Bible (4)

An exploration of the archaeology and history of the ancient Near East, from the earliest human settlements through the Persian empire (ca. 10,500-332 BCE). Societies described in the Hebrew Bible are emphasized, with topics ranging fromthe rise of the state and international trade, to the identities and everyday lives of men, women, and children. The history and socio-political impacts of "Biblical Archaeology" are also examined. Prerequisites: upper-division standing or consent of instructor. Cross-listed with ANTH 324 and JWST 324.

HIST 335 Early China to 1500 (4)

This course is designed to introduce students to the intellectual, political, social and economic traditions that helped make the 16th century Chinese state the greatest bureaucratic empire in the world. From the great intellectual efflorescence of the "100 School" period to the far-ranging ocean voyages of the eunuch admiral Zheng He, the course will examine a broad spectrum of topics, including folk religion, gender roles, imperial politics, medicine, art, and literature, among others. The relationship between social, economic, and political developments will

be emphasized.

HIST 338 Early Japan to 1650 (4)
This course is designed to introduce students to the intellectual, political, social, and economic traditions that underlay the creation of the Japanese emperor system and the rise of warrior government. From the unique aristocratic culture of Heian Japan to the legendary conquests of Hideyoshi, the course will look at a broad range of topics, including religion, gender, politics, art, and philosophy. The course also examines the influence on Japan of Tang China and early modern Europe. The emphasis will be on the relationship between social, economic, political, and cultural forces.

HIST 339 Ancient and Colonial Latin America (4)
An inquiry into the indigenous cultures of Central and South America and an examination of Spanish, Portuguese, and other European empires in America. Areas of study may include land, labor, religion, culture, slavery, race, gender, trade and economic development, art and literature, and resistance and revolt.

HIST 342 Modern Latin America (4)
A study of the major political, economic, social, and cultural developments in Latin America since independence, with an emphasis on political movements in the 20th century, including revolutions in Mexico, Guatemala, Cuba, and Nicaragua; socialism in Chile, peronismo in Argentina; and modernization in Brazil. The role of the United States in Latin America and modern Latin American art and literature will also be emphasized.

HIST 345 Women's History and Women's Activism (3-4)
This course (originates in WGS) will take an activist-historical perspective on the history of American women. We will study historical figures, events, and movements central to the history of feminist activism for equality and social justice. The class will address the politics of writing women into history and documenting the diversity of women's activism. Cross-listed as WGS 365.

HIST 349 Historical Themes (2-4)
Studies of particular themes, issues, and topics of special interest to general students as well as to majors. May be repeated for credit with different topic.

HIST 351 American Thought and Society to 1865 (4)
An introduction to the major ideas, values, and beliefs operative in American history up to the Civil War. Topics include Puritan religion and culture, the revolutionary and constitutional debates, Transcendentalism, and slavery controversies.

HIST 352 American Thought and Society, 1865 to the Present (4)
An introduction to the major ideas, values, and beliefs operative in American history from the Civil War to the turn of the 21st century. Topics include the Social Gospel, pragmatism, socialism, the New Left, feminism, and conservative thought.

HIST 355 America at War: Oral History and Performance (4)
This course examines warfare in modern American history, using the methods of oral history. After reading oral history interviews relating to American military history, the class conducts original interviews and translates those interviews into a performance for the campus community.

HIST 370 History Forum (1-4)
A semester lecture series on a specific theme or topic presented by members of the department, other SSU faculty, and guest speakers. May be audited. Open to the public. May be repeated for credit with different topic.

HIST 371 Special Topics and Themes in European History (2-4)
Studies of particular themes, issues, and topics of special interest pertaining to European History. May be repeated for credit with different topic.

HIST 372 Special Topics and Themes in Latin American History (4)
Studies of particular themes, issues, and topics of special interest pertaining to Latin American history. May be repeated for credit with different topic.

HIST 373 Special Topics and Themes in World/Regional History (4)
Studies of particular themes, issues, and topics of special interest pertaining to World/Regional history. May be repeated for credit with different topic.

HIST 375 Special Topics and Themes in American History (1-4)
Studies of particular themes, issues, and topics of special interest pertaining to American History. May be repeated for credit with different topic.

HIST 376 Special Topics and Themes in World History (2-4)
Studies of particular themes, issues, and topics of special interest pertaining to World History. May be repeated for credit with different topic.

HIST 377 Special Topics and Themes in Asian and Pacific History (4)
Studies of particular themes, issues, and topics of special interest pertaining to Asian and Pacific History. May be repeated for credit with different topic.

HIST 378 Special Topics and Themes in Comparative/Thematic/Global History (4)
Studies of particular themes, issues, and topics of special interest pertaining to Comparative/Thematic/Global history. May be repeated for credit with different topic. Face to Face.

HIST 380 Twentieth Century World (3)
An exploration of the origins and development of 20th century ideas, institutions, and systems in global perspective. Forces that have united and divided the contemporary world community are examined: imperialism, science, democracy, communism, nationalism, militarism, racism, cultural traditionalism, and technological disparities. Satisfies upper-division GE Area D2 (World History and Civilization). Prerequisite: juniors and seniors only.

HIST 381 The Black Sea World, 1500-2000 (4)
A study of the Black Sea region in the early-modern and modern eras. Major themes include Russian expansion into the Pontic-Caspian Steppe, the Crimean Khanate, the incorporation of Georgia and Crimea into the Russian Empire, the fall of the Ottoman Empire and the formation of modern Turkey , Balkan nationalism, and secessionist wars in the Caucasus and Ukraine

HIST 382 The Mediterranean World, 1400-1700 (4)
A study of the Mediterranean region in the early modern era. Among other topics, the course considers issues of empire and empire building; religion, conversion, and renegades; naval warfare and piracy; and the historiography of the region from Braudel forward.

HIST 383 The Atlantic World, 1450-1800 (4)
Focusing on the development of institutions and spread of movements that connected Western Africa, Northern Europe, North America, the Caribbean, and South America in a transatlantic context from 1500-1800, this course considers the topics of state formation, revolutions, empire, migration, religion, economy, race, class and gender in an Atlantic framework. Although the course emphasizes the early modern period, additional consideration is given to the issues facing the Atlantic community in the modern era.

HIST 384 Empires and Colonies (4)
A comparative study of empires and their colonies throughout history. Problems in colonial history, decolonization and the writing of imperial history are considered.

HIST 391 The Study of History (4)
An examination of various philosophies and methodologies that have shaped historiography. Consideration is given to the relationship between the historian and the climate of opinion, to varying interpretations of historical events, to the place of history as a literary art, and to the techniques of historical research and writing.

HIST 392 Story and History (4)
The relationship between literary narrative and history in late medieval and early modern Italy . Dante's Inferno, Boccaccio's Decameron, Machiavelli's Discourses, and other works as documents of a particular historical time.

HIST 400 The Roman Republic (4)
A history of the Roman people from prehistory through Julius Caesar. The course

covers political, economic, social and cultural change in Rome's transition from a village of mud huts to Mediterranean empire.

HIST 401 The Roman Empire (4)

A history of the Roman Empire from Octavian to 476 C.E., covering political, economic, social, and cultural change in Rome's transition from Mediterranean and European empire to the collapse of the empire in the West.

HIST 402 The Fall of the Roman Empire (4)

More than 1500 years after the end of Roman political authority in Western Europe, the so-called 'Fall of Rome' continues to fascinate us. This class will attempt to problematize the 'Fall of Rome' and evaluate the various reasons advanced by scholars, from Edward Gibbon to modern historians , to explain it.

HIST 406 The Crusades (4)

A study of the Crusades provides a microcosm of trends and assumptions in the Europe of the High Middle Ages. The course will focus on interrelationships of church, political structures, economy, and military structures, with special attention on the First, Fourth, and Sixth Crusades (1095-1270).

HIST 407 Love, Sex, and Death in the Pre-Modern World (4)

This course will examine love, sex ,and the end of life in the pre-modern world with a primary focus on Europe in Late Antiquity and the Middle Ages. Topics include courtship and marriage, prostitution, gender and sexuality ,attitudes towards the body, death and the memorialization of the dead.

HIST 408 Late Antiquity and the Early Middle Ages in Europe, 300-1000 (4)

In this course ,students will examine late antique and early medieval history from the late Roman period to the year 1000.Topics include the end of Roman imperial rule in the west, the advent of the barbarian successor kingdoms ,the Byzantine Empire, and the spread of Christianity.

HIST 409 The High Middle Ages (4)

Medieval civilization from 1000-1400. The course includes the conflict of church and state, growth of national monarchies, the agricultural revolution and growth of commerce, the flowering of medieval culture, and the devastations of the 14th century.

HIST 410 Early Modern Europe, 1350-1789 (4)

This course offers a comparative study of states and society in Western Europe from the Renaissance to the French Revolution. Topics include the persistence of the humanist tradition, European exploration and conquest, religious reform and ideology, the rise of science, and the crisis of culture and social relations. The emphasis in these centuries that shaped the modern world is social and cultural, but political and intellectual issues are also considered in depth.

HIST 411 The Enlightenment to World War I (4)

A political, social, and cultural history that explores the origins of modern Europe. Topics include the Scientific Revolution, the Enlightenment, the French Revolution, the Industrial Revolution, the impact of Europe on the world, the growth of liberalism and socialism, and the causes of World War I.

HIST 412 Europe Since 1914 (4)

An overview of 20th century European history and culture. Topics include: the impact of World War I; the appeal of totalitarian systems: communism, fascism, Nazism; Europe's "suicide" during World War II; the reconstruction of Europe; the Cold War; economic integration; and Europe's cultural impact since 1914.

HIST 414 Gender and Society in Early Modern Europe (4)

This course examines the role of gender in early modern Europe from the late Middle Ages to the end of the 18th century. Topics include religion, law, labor, social and family relations. The course also considers the impact of major historical developments such as the Renaissance, Reformation, Scientific Revolution, industrialization, and the rise of the modern state on gender relations. Cross-listed with WGS 414

HIST 415 Eastern Europe, 1815-1918 (4)

A survey of Eastern European history from the end of the Napoleonic Wars to World War I. Major topics include the collapse of the Austro-Hungarian, Russian, and Ottoman Empires; nationalism; industrialization; fin-de-siecle cultural ferment; and the origins and impact of the Great War.

HIST 416 Eastern Europe, 1918-1989 (4)

A survey of Eastern Europe from the end of World War I to the collapse of communism. Major topics include the creation of the new states; nationalism; socialism; the Holocaust; Stalinism; the anti-Soviet uprisings in Warsaw, Budepest, and Prague; and the revolutions of 1989.

HIST 417 Russian Empire (4)

A survey of Russian history from the origins of Kievan Rus in the 9th century to the Russian Revolution of 1917. Major topics include the Mongols; the development of the Russian autocracy; Orthodoxy; serfdom; the exploration and colonization of Siberia, Central Asia, and Alaska; and Russia's alleged peculiarity vis-à-vis the West.

HIST 418 Fall of European Communism (4)

A survey of Eastern European and Russian history from Prague Spring in 1968 to the election of Vladimir Putin in 2000. Major topics include the dissident movement, the economic failures of communism, the East German Stasi and the Soviet KGB, the political upheaval of 1989 and 1991, and the ethnic conflict in the Balkans.

HIST 419 Soviet Union (4)

A survey of Soviet history from the Russian Revolution of 1917 to the collapse of communism in 1991. Major topics include the revolutionary upheaval of 1917, Soviet policies toward national minorities and religious groups, Stalinism, socialist realism, World War II, the "developed socialism' of the Khrushchev and Brezhnev years, the Cold War, and Gorbachev's glasnost and perestroika reforms.

HIST 420 The French Revolution (4)

A consideration of the causes, events, and results of a key event in French history. The course also examines conditions in 18th century France and the historiography of the French Revolution.

HIST 422 Imperial Spain (4)

Examines Spain and the Spanish world from 1400 to 1700. Includes Spanish expansion and empire building worldwide, as well as the economic, political, and social history of Spain itself.

HIST 423 Spanish Civil War (4)

This course provides an overview of the political, economic, and social circumstances of Spain's late 19th and early 20th century, as well as a detailed examination of the war years and their immediate aftermath. It also examines the significance of the war within the larger context of European history.

HIST 424 Tolerance and Intolerance in Europe, 500-1500 (4)

What are the roots of tolerance, and intolerance, in Western Europe? This course is a survey of the philosophical, ecclesiastical, legal, cultural, and social attitudes toward and treatment of minorities in Western Europe from the end of the Roman Empire forward.

HIST 426 Britain and Ireland, 1399-1714 (4)

This course considers the social, political, religious and cultural development of Britain and Ireland from the late Middle Ages to the beginning of empire and industrialization. Topics include the Tudor revolutions in government and religion, relations between kings and parliaments, the evolution of toleration, and ideas about rights and liberty. Special consideration is given to the interaction of the three kingdoms (England, Ireland and Scotland) in the formation of Great Britain and the role of that interaction in the emergence of the British Empire.

HIST 428 Modern Britain, 1714-Present (4)

The study of the evolution of British society from the beginning of the 18th century to the present. Major political, economic, social, and cultural developments are covered including industrialization and the rise of the working class; the emergence of imperial Britain; the Irish Question; the rise of welfare state; and the

role of decolonization, diversity, and devolution in the emergence of contemporary Britain as well as its place in a united (or divided) Europe.

HIST 433 History of Mexico (4)

A study of the Mexican people from the early native cultures to the present, with particular emphasis on the Mexican Revolution of 1910 and the major political, social, economic, and cultural developments of modern Mexico. Includes major Indian cultures, the Conquest, religion and the Catholic church, literary and artistic expressions, machismo and women, and relations between Mexico and the United States.

HIST 435 History of Modern China (4)

Explores the profound changes that have taken place in China from around 1600 to the present, including the apogee and decline of the imperial system, the encroachments of the West, the failure of Republicanism, the rise and eventual victory of the Chinese communists, and the consequences of China's adoption of a market-based economy in the 1980s.

HIST 438 Modern Japan (4)

Traces the development of Japanese society from earliest times to the present. While some attention will be given to early aristocratic culture and the emergence of the warrior elite, emphasis will be on the period after 1600, particularly the emergence of Japan as an international power after 1868 and economic success since World War II.

HIST 445 Topics in American Women's History (4)

Course will address the history of women in America from one of several topical or regional perspectives. Topics may include law, women, and family in American history; women and work in American history; or women in the American West. When the class is offered, prospective students should consult the departmental descriptions for the periods and topics to be covered. May be repeated for credit with different topic.

HIST 446 Women in American History (4)

A study of the status and role of women in America from the pre-colonial period to the present. Special attention will be given to the educational, labor, and political reforms of the 19th century, women's associations, and the various "waves" of women's rights and feminist activism. Cross-listed as WGS 446.

HIST 447 Queer Theory, Queer Lives (4)

This interdisciplinary course (originates in WGS) offers advanced work in queer studies by looking at the production of theories about same-sex sexualities in history, culture, and politics. The course presents queer theory in conjunction with critical race theory, feminist theory, and post-colonial studies.

HIST 449 Gender and Sexuality in Latin America (4)

This course examines the changing definitions, institutions, and behaviors related to gender, sexuality, and the formation of families in Latin America from indigenous civilizations to contemporary societies. The course explores how women handled the transition from European colonies to nation-states and how various Latin American men and women in the 20th century were able to position themselves in "traditional" nation-states. The course concludes by evaluating the social, economic, and political changes in Latin America and contemporary social movements. This course is cross-listed as WGS 449.

HIST 450 Colonial America (4)

A study of the European derived societies and cultures in those parts of North America that later became the United States from the beginnings of European expansion until 1763. Topics may include European backgrounds, relations with native peoples, cultural mixing, labor systems, gender relations, and political, social, and economic characteristics and changes.

HIST 451 The American Revolution and the Early Republic (4)

A study of the political, economic, and social institutions and conditions during the long period that included the War of American Independence, the contest between federalism and anti-federalism in the newly-independent United States before 1789, and the emergence of a paradoxical American nation notable for a devotion to chattel slavery and to liberty as well as for technological achievements represented by the Erie Canal.

HIST 452 Antebellum America (4)

A study of 19th century American society and politics before the Civil War. Topics may include the market revolution, the commercialization of agriculture, territorial expansion and its implications for chattel slavery and Indian policies, the religious movements, reform movements, the emergence of the women's rights movement, and the lure of the West.

HIST 454 Civil War and Reconstruction (4)

A study of the causes and consequences of the Civil War, the struggles of the Reconstruction era, and the transformation of American soceity and politics in the period between 1850 and the end of Reconstruction.

HIST 456 The Emergence of Modern America (4)

A study of the major intellectual, cultural, religious, and social developments in the late 19th and early 20th century United States. Explores how what materialized in this era -- particularly the consumer revolution, professionalization, and secularization -- created a modern American culture and a particular set of problems we still deal with today. This is a reading-intensive course that requires students to have a basic working knowledge of the period.

HIST 457 America through Depression and War (4)

A study of the causes and consequences of the Great Depression, U.S. involvement in World War II, and the advent of the Cold War. Explores the extent to which the challenges of the first half of the 20th century reshaped the United States socially, politically, economically, and culturally, particularly in regard to education, race, ethnicity, gender, and international political participation.

HIST 458 Modern America since World War II (3-4)

A study of political, social, economic, diplomatic, and cultural change at home and in international affairs as the United States took on a greater role as a global superpower after 1960. Topics may include the Vietnam War, civil rights, student protest, environmental issues, international regional military interventions, feminism, the end of the Cold War, the new conservatism of the 1980s, and the concerns of terrorism.

HIST 467 Landscapes of the American West (3)

Use of and interactions with natural resources have transformed the American West over time, and greatly affected the western environment as we know it today. This seminar takes a historical look at the settlement, development, and management of the western landscape, both in terms of natural resources (timber, water, grazing, parks etc.) and in terms of cultural settlement and use - and considers landscape as a tool for understanding the cultural/social/political history of a place. Students can expect to do some serious reading, writing, and thinking about how and why the West has become such a distinctive natural and cultural landscape. (Course originates in GEP.) Prerequisite: juniors, seniors, and graduate students only or consent of instructor. Cross-listed as GEP 337.

HIST 468 Blacks in American History (4)

A study of African culture, social philosophy and political influences in the United States from the pre-Colonial period through the present day. Major emphasis will be placed on black political philosophies and strategies during the periods of Reconstruction, WWI and WWII, the civil revolts of the 1960s, and the contemporary period of political activism.

HIST 469 Religion in America (4)

An overview of religious beliefs, institutions, and practices from 1630 to the present. Covers major trends in American religion as well as fringe movements, examining the central questions of church and state, religious freedom, and the impact of democracy, science, consumer culture, and professionalization on religious life in America.

HIST 470 The American South (4)

A regional history of the southeastern United States. The course examines the South from its Native American origins to its antebellum opulence, from the devastation of the Civil War to the development of the modern Sun Belt. An important sub-theme of the class is the journey of African Americans.

HIST 471 The American West (4)

A regional history of the trans-Mississippi west. Major political, social, and economic events relating to the Western United States are explored.

HIST 472 California History I (4)

Study of California history from the period of European contact through the early years of the 20th century. Special attention is given to the origins, means, and consequences of Spanish expansion into Alta California, to the emergence of Mexican California and to its accelerated Americanization after the Treaty of Guadalupe-Hidalgo. The closing weeks of the course will include attention to themes that, though rooted in the earlier period, continue to shape present-day California. Among those themes are water policies, immigrations, and the consequences of California's great size and of its location on the Pacific.

HIST 473 California History II (4)

Develops a historical perspective on major political, economic and social issues from the early 20th century "invention of California" through depression, war, and prosperity to the challenges of continuing growth and declining resources today.

HIST 476 History of San Francisco (4)

This course explores the modern history of San Francisco, with particular emphasis on the period from the late 19th century to the present, covering the city's political, economic, cultural, and social evolution.

HIST 477 American Social History (3-4)

Selected review of the social history of the American peoples. Topics may include social mobility, class structure, social movements, gender roles, race and ethnicity, generational differences, the "American Dream," and individualism.

HIST 482 Judaism and Christianity in the Formative Period (4)

This course considers the history of Judaism and Christianity to the Council of Nicaea in 325 CE. Topics include: the diversity of ancient Judaism, the emergence of early Christianity ;the rise of Rabbinic Judaism and the organized Church ;and the Jewish-Christian debate in the first centuries after the death of Jesus.

HIST 483 Jews, Christians, and Muslims in the Medieval World, 300-1500 (4)

This class will introduce the history of the relationships between Jews, Christians, and Muslims in the Middle Ages. Students will investigate the circumstances in which these groups interacted and consider related historical issues including the perception of minorities, migration and diaspora, acculturation and assimilation, religious violence, and war and peace.

HIST 491 Dual Language Historical Research (1)

History 491 is required for the Dual Language Historical Research Certificate. DLHRC students must take History 491 twice, Cr/NC, both times with a co-requisite 4-unit DLHRC elective course (see History Department website for courses) where a portion of the readings and research will be done in a language other than English.

HIST 495 Special Studies (1-4)

Individualized studies in historical topics, themes, periods and/or areas beyond the scope of the established curriculum. Open from 1 to 4 units as determined by the department faculty sponsor. Not to be used as a substitute for HIST 498 Senior Seminar. For additional information, please refer to the catalog. May be repeated for credit up to 8 units.

HIST 496 History Journal (2)

This class will cover all aspects of scholarly journal publication, including management, editing, setting up and implementing an anonymous review system, selection of manuscripts, layout, budgeting, production, sales, and distribution. Students will publish the department student history journal as the final result. May be repeated for credit. Cr/NC only.

HIST 497 Internship in History (1-6)

Field experience in city, county, state, and federal agencies and with private business and community organizations. May be repeated for credit. Prerequisite: prior arrangement with instructor.

HIST 498 Senior Seminar (4)

Directed studies in a seminar setting on a particular topic or theme (please see Schedule of Classes for the specific topic selected by the instructor). Combines secondary reading and original research leading to the completion of a research project. Course open to juniors and seniors who have applied for graduation and graduate students only. May be repeated for credit.

HIST 499 History Honors Seminar (4)

Individualized studies for advanced undergraduates with at least a 3.50 GPA who want graduate-level academic experience and the honors designation at graduation. Students develop a critical research project in cooperation with a faculty advisor, present their findings, and write a critique of another research paper. Prerequisites: 3.50 GPA, completion of specific major courses, proficiency in a second language, and permission of instructor and advisor. This course is not part of major requirements. Consent of department required.

HIST 500 Historical Methods (4)

Workshop course providing practice in archival research, oral history, descriptive statistics, cultural material analysis, and other historical techniques. Recommended for new graduate students, including ITDS.

HIST 510 Graduate Pro-Seminar (4)

Readings and projects on topics within a common frame of reference, as arranged by instructor and participating students.

HIST 578 Project Continuation (1-3)

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

HIST 593 Graduate Internship (2-4)

Experience in professional history, typically in museums, historical societies, and other public history settings, as well as junior college internship programs. Students will produce a professional product, such as a curated exhibit; a research report; a course syllabus; or finding aid. Cr/NC

HIST 595 Special Studies (1-4)

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.

HIST 596 Research and Teaching Assistant (1-2)

Directed participation and experience in developing teaching methods, course organization, and research techniques. Prerequisites: advanced graduate status and consent of instructor and graduate coordinator.

HIST 597 Graduate Seminar: Historical Themes and Issues (3-4)

Advanced studies and/or research projects relating to students' theses or field exam topics. Emphasis upon professional historical writing. Prerequisites: completion of 15 graduate course units and admission to candidacy. Non-majors only with permission of instructor.

HIST 598 Comprehensive Examination Reading and Research (3-6)

Directed reading and research activities. Open only to graduate students with classified standing in history who have selected the comprehensive examination option for the M.A. degree. Preferably taken for credit during the semester in which

the comprehensive examinations are scheduled. Prerequisite: classified graduate standing in the history comprehensive option for the M.A. Should be taken for each of the two comprehensive examination fields for a total of 6 units.

HIST 599 Masters Degree Thesis Research (6)

Extensive individual research and writing project under the direction of the student's thesis committee chair. Preferably taken for credit during the semester in which the M.A. thesis is scheduled for submission in final form. Prerequisites: classified graduate standing in the history thesis option for the M.A. and an authorized Advancement to Candidacy form.

Human Development (HD)

HD 320 Culture and the Life Course (4)

This course explores how culture shapes the human experience of the life course. Possible topics include the role of culture in human development (including its impact on interventions designed to facilitate development), the significance of institutions such as the school for processes of socialization, the way that language facilitates processes of human development, and the sociocultural context of developmental disabilities. Topics vary with each offering; may be repeated for credit with consent of program coordinator. Prerequisite: open to upper division Human Development Majors only. Taught in face-to-face and online modes.

HD 321 Human Development Core Concepts (4)

This course offers an introduction to the social scientific theories that influence the study of human development. We consider theorists who examine the influence of political economy, culture, psychology, and biology on the life course. The course emphasizes the close reading, analysis, and discussion of texts representative of major approaches. Prerequisite: open to upper division Human Development Majors only.

HD 322 Applied Human Development (4)

This capstone course considers some of the essential characteristics of what we might refer to as "applied human development." We take up four topics: 1) the politics and ethics of what it means to do applied work; 2) the challenges of applying divergent theoretical perspectives to practical problems; 3) the practical challenges of working on a specific applied project; and 4) the institutional characteristics of some of the career contexts in which human development knowledge gets applied. With these last two topics, we will engage with community partners in ways that help us to understand applied human development work. Prerequisites:enrollment in or completion of HD 450 and either HD 320 or 321; open to Human Development Majors with senior standing only. Course taught in face-to-face and online modes.

HD 325 Topics in Human Development: Childhood and Adolescence (3-4)

This seminar deals with current topics in the development of humans during childhood and adolescence. Topics vary with each offering. May be repeated for credit if topic differs. Possible topics include: child growth and development; adolescent development; brain and behavioral development; children with special needs; and diversity in early childcare and education. Open to upper-division Human Development majors only.

HD 335 Topics in Human Development: Adulthood and Lifespan (3-4)

This seminar deals with current topics in the development of humans during adulthood or across the lifespan. Topics vary with each offering. May be repeated for credit if topic differs. Possible topics include: evolution of human life history traits; theories of lifespan development; family dynamics and aging; issues of adulthood and aging; and aging: social and health policy issues. Open to upper-division Human Development majors only.

HD 350 Topics in Human Development (3-4)

A seminar dealing with current topics in human development. Topics vary with each offering. May be repeated for credit if topic differs. Possible topics include: autism across the lifespan; child, adolescent, and adult development in sociocultural context; human difference across the lifespan; language and learning; culturally-shaped conceptions of childhood and development; interventions in human development. Open to upper-division Human Development majors only.

HD 365 Topics in Human Development: Gender and Sexuality (3-4)

This seminar deals with current topics in gender and sexuality across the lifespan. Topics vary with each offering. May be repeated for credit if topic differs. Possible topics include: sex in adulthood and old age; sex, gender and development; gendered relations; and gender, sexuality and popular culture. Open to upper-division Human Development majors only.

HD 375 Topics in Human Development: Society, Culture and Language (3-4)

This seminar deals with current topics of human development in social, cultural and linguistic perspectives. Topics vary with each offering. May be repeated for credit if topic differs. Possible topics include: schooling in cultural context; language acquisition; rituals and celebrations; communication disorders in children and adults; language development; sociocultural foundations of human development; and language, society and development. Open to upper-division Human Development majors only.

HD 450 Qualitative Research Design (4)

This course introduces students to the tasks of designing and conducting qualitative research on the human life course. Students will develop, carry out, and present on a collaborative research project, understood as an opportunity to put into practice basic concepts on qualitative research design. Prerequisite: open to upper division Human Development majors only.

HD 490 Senior Project (1)

A senior capstone course devoted to senior projects required of Human Development students. Open to Human Development students only. Prerequisites: admission to the Human Development major, senior standing.

HD 495 Special Studies (1-4)

The Human Development major encourages independent study as preparation and practice for life-long self-directed learning. Students should formulate plans in consultation with a faculty member. Special forms for this purpose are available in the department office. These should be completed and filed during the add/drop period. Prerequisite: upper-division Human Development majors with a minimum 3.0 GPA and consent of instructor. May be repeated for credit up to 8 units.

HD 496 Agency Internships (1-4)

Agency Internship to allow students in Human Development to do supervised internships in a variety of educational and social service settings. Prerequisites: upper division Human Development majors and consent of instructor. CR/NC only.

Liberal Studies: Hutchins School (LIBS)

LIBS 100 The Craft of Writing (1-2)

A course designed to support study and practice in the craft of writing. This includes expression of facts, ideas and principles of investigation, of organization and effective writing style, while developing analytical reading ability. The course will also address how the craft of writing can become the art of persuasion and self-expression. Pre-requisites: Course restricted to LIBS majors and minors Co-requisite: Enrollment in LIBS 101: The Human Enigma or LIBS 102: In Search of Self. Teaching Mode: Face to Face

LIBS 101 The Human Enigma (12)

Drawing on materials about small-scale societies, ancient cultures and contemporary civilizations, this course concentrates, within a comparative framework, on the development of cultural values, the concept of human nature, the growth of self-awareness, and the emergence of ethical and political thought. Prerequisite: a passing score on the EPT. This course fulfills GE Area C1 (Fine Arts, Theatre, Dance, Music, Film) and A2 (Fundamentals ofCommunication)

LIBS 102 In Search of Self (12)

This course focuses on the individual, exploring how personal history, unconscious processes, and political and historical environments shape the concept of the self. This course develops a fuller understanding of these influences through scientific investigation, historical exploration and creative expression, employing materials drawn from biology, psychology, sociology, literature, history, politics and the arts. This course fulfills GE Areas B2 (Biological Sciences), D3 (United States History) and E (The Integrated Person).

LIBS 160A Humanities Learning Community (4)

LIBS 160 A/B is a year long course, which features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking) and C3 (Comparative Perspectives and/or Foreign Languages) GE Areas. C- or better required in the second semester for A3 credit.

LIBS 160B Humanities Learning Community (4)

LIBS 160 A/B is a year long course, which features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking) and C3 (Comparative Perspectives and/or Foreign Languages) GE Areas. C- or better required in the second semester for A3 credit.

LIBS 201 Exploring the Unknown (12)

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 religion, and science. The course considers Newtonian and quantum mechanical theories of physical reality, the religions of various cultures, and the functions of myth. The term includes a section focusing on the nature of human creativity. This course fulfills GE Areas A3 (Critical Thinking), B1 (Physical Sciences), C2 (Literature, Philosophies, Values) , D1 (Individual and Society) and A1 (Written & Oral Communication).

LIBS 202 Challenge and Response in the Modern World (12)

An examination of modern accomplishments and problems that have derived from several sources: the 18th century mechanical models, the Scientific and Industrial Revolutions, and the rise of modern economic theories. Asking how it is possible in the 21st century to live a moral life, the course examines the rise of individualism, the tension between personal and social values, the problems of poverty and the distribution of wealth, and the multiple consequences of modern technology upon the human and natural environments. This course fulfills GE Areas B3 w/lab (Specific Emphasis), C3 (Comparative Perspectives and/or Foreign Languages), D2 (World History), D4 (U.S. Constitution & California State & Local Government), D5

(Contemporary International Perspectives) and Ethic Studies.

LIBS 204 Minorities in American Cinema (4)

This course is designed to examine the fundamental beliefs, assumptions, and "self-evident" truths that serve as the foundation for American culture, and then to consider those truths in light of challenges provided by multicultural perspectives. Our primary focus will be the representations of racial minorities in American cinema from the beginning of the 20th century up to the present day. Applying an interdisciplinary and multicultural approach, we will investigate the depictions of race, racial identity, and interracial relationships in both mainstream (Hollywood) and alternative cinemas. We will supplement our inquiry through related works of literature and drama, in addition to readings in film theory, film history, and critical cultural studies. Thus, even as we consider the historical truths of American culture, these "truths" will be consistently interrogated and reformulated by examining the representations of minority figures and groups in American cinema. This course fulfills GE Area C1 (Fine Arts, Theatre, Dance, Music, Film) and Ethnic Studies.

LIBS 205 Topics in American Culture (4)

This course introduces students to important themes in American culture, literature, ethics, and values past and present, using the tools of interdisciplinary inquiry. We will explore a diverse range of textual representations and perspectives and integrate diverse disciplinary approaches together in order to reach a broad-based, humanistic understanding of the subject. Topics vary by instructor. This course fulfills GE area C2 (Literature, Philosophy and Values).

LIBS 208 Practices of Culture (4)

This course surveys practices of culture through film and/or the visual arts, raising critical questions regarding the intersections of socio-cultural practices and the creative arts in a variety of geographical settings. Topics include artistic and documentary representations of self and other, global politics, popular cultures, and cross-cultural challenges. This course fulfills GE area C1 (Fine Arts, Theatre, Music, Dance, and Film).

LIBS 209 Bollywood and Globalization (4)

This course will examine some of the major social and economic changes that have occurred in India since the period of liberalization (1990s), and assess the ensuing representations of these shifts in contemporary Bollywood and Bollywood-inspired films. This course fulfills GE area C1 (Fine Arts, Theatre, Dance, Music, Film).

LIBS 302 Introduction to Liberal Studies (3)

An interdisciplinary 'gateway course' examining the meaning of a liberal education, emphasizing seminar skills, oral and written communication, and introducing the portfolio. It is taken with LIBS 204, 205, or 304 (fall) or LIBS 208, 209 or 308 (spring) in the first semester of upper-division study. Students must earn a grade of C or higher to continue in Hutchins.

LIBS 304 We Hold These Truths (3)

This course covers the US history content required for multiple subject teacher preparation. It is designed to examine fundamental beliefs, assumptions, and "self-evident" truths that serve as the foundation for American culture and politics, and then to consider those truths in light of challenges provided by multicultural perspectives.

LIBS 308 The Practice of Culture (3)

This courseis designed to raise critical questions regarding cultural practices in a variety of settings. Topics may include non-Western cultures, cross-cultural issues, popular culture, and global politics.

LIBS 312 Schools in American Society (3)

Students will explore basic issues inside the American educational system while fulfilling the state-mandated classroom experience requirement for admission to the credential program.

LIBS 320A Elective Seminar Core A (3)

Courses under this core area focus on the relationship between the individual human societies. The moral and ethical underpinnings of our patterns of social interaction are investigated with special attention paid to how these affect race, gender, and class relations. Of particular importance to social scientists are questions concerning whether the goals of human dignity, political justice, economic opportunity, and cultural expression are being enhanced or destroyed by specific historical developments, cultural practices, economic arrangements, and political institutions. Examples of seminars in Core A: Postmodernism, Quest for Democracy, and Conspiracy Theories. Prerequisite: LIBS 302 or LIBS 202 prior. May be repeated for credit.

LIBS 320B Elective Seminar Core B (3)

Included in this core area are courses that deal with science and technology and their relationship to the individual and society. Students build upon their understanding of the sciences and come to grips with some of the crucial issues posed by our culture's applications of science and technology. Students write on topics which address scientific aspects of social issues, the contribution science makes to understanding issues of personal concern, and science as a social endeavor. Examples of seminars in Core B: Health and Healing, Machine as Metaphor, Global Food Web, and The Future of Energy. Prerequisite: LIBS 302 or LIBS 202 prior. May be repeated for credit.

LIBS 320C Elective Seminar Core C (3)

Through the arts and humanities we explore what and why humans create. Courses focus on the broad range of experiences in novels, poetry, drama and other literary forms; the visual arts; languages; architecture; music; dance; the writings of philosophers; and the thought and literature of the world's religions. Study in the arts and humanities explores the inner world of creativity and individual values as well as the questions about how we arrive at a sense of meaning and purpose, ethical behavior, and a sense of beauty and order in the world. Examples of seminars in Core C: Earth Art, African Art, Memoir, Countercultures, and Minorities in American Cinema. Prerequisite: LIBS 302 or LIBS 202 prior. May be repeated for credit. Course taught in face-to-face and hybrid modes.

LIBS 320D Elective Seminar Core D (3)

Courses in this core area deal with such issues as the study of biology as it relates to psychology, consciousness and perceptions of reality, meaning-making as a necessary human achievement, and identity formation as it is understood in the light of developmental psychology. Examples of seminars in Core D: Madness and Civilization, Death and Dying, Personal Geographies, and Empathy. This course fulfills GE Area E (The Integrated Person). Prerequisite: LIBS 302 or LIBS 202 prior. May be repeated for credit.

LIBS 321A Elective Course in Core A (3)

Courses in this area satisfy seminar requirement. Cross-lists with ENGL 374.

LIBS 321B Elective Course in Core B (3)

Courses in this area satisfy seminar requirement.

LIBS 321C Studies in Contemporary American Literatures&Cultures (3)

A course in literary explorations that will include subjects not normally offered in the regular curriculum. Please see Schedule of Classes for current titles. May be repeated for credit. Cross listed with ENGL 321C.

LIBS 321D Elective Course in Core D (3)

Courses in this area satisfy seminar requirement.

LIBS 327 Literacy, Language, and Pedagogy (3)

This course for pre-credential multiple subject students looks at the importance of literacy and language arts in the contemporary world, including the value of writing and literature in the classroom, as well as the significance of literacy as a broader educational and social issue. Students will develop a pedagogy of grammar, examine the use of literature and the written word in the classroom, and create and teach a classroom grammar lesson.

LIBS 330 The Child in Question (3)

A close inspection of child development and elementary school pedagogy, 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 observations. Readings from Erikson, Freud, Hall, Goodall, and others.

LIBS 336 Special Topic Workshops (1-4)

Topics will vary from semester to semester. Course may be repeated for credit. Topics can only be repeated with permission. May be offered through Special Sessions in a hybrid or online teaching mode.

LIBS 341 Zephyr Publication (1)

In this course we will be putting together a Volume of Zephyr, the Hutchins Literary Journal. Students will create the thematic structure and recruit written and visual work from the entire Hutchins Community (including lower- and upper-division students, faculty, staff, degree completion students, masters students, and alumni). Students will also make all decisions regarding selection and editing, as well as organization and layout. The semester will culminate with the publication and distribution of Zephyr and the organization of a public reading for the Hutchins community. This course is repeatable.

LIBS 342 Hutchins Community Art Show Preparation (1)

This course will give students a forum to create a Hutchins Community Art Showing. During class time, students will choose the dates and venue for the art showing, secure the necessary venue, publicize the event, create a call for entries, process the entries, decide which entries will be shown, hang show, plan and conduct reception, take down show. This course may be repeated for credit.

LIBS 361 Hutchins Pedagogy Project (2)

The Hutchins Pedagogy Project workshop will combine project-based learning, Web CT, and in-class training to teach Hutchins students (future teachers) how to implement seminars and/or act as tutors in elementary, AVID, and high school classrooms. Hutchins students will use individual and small group work in addition to whole-class seminar discussions to increase critical thinking and collaboration skills of students in local Sonoma County classrooms.

LIBS 390 SFI Film Study (1-2)

Students will attend Sonoma Film Institute screenings or other film-related lectures or events on campus. Students will earn 1 unit of credit for every 6 film screenings attended. Students are also required to complete weekly reading assignments and submit a written film analysis incorporating these readings following each screening. Repeatable for up to 4 units. Crosslisted with AMCS 390. Satisfies GE, category C1. Teaching mode of Online.

LIBS 392 Performing Arts for Children (2)

Dance, music, and theatre are essential components of elementary education. Through hands-on studio work and lesson planning assignments, this course familiarizes undergraduates who intend to pursue a multiple subject teaching credential with the content knowledge necessary to prepare them to lead instruction in these subject areas. Cross-listed with THAR 392. Course restricted to LIBS Track II and Track III students.

LIBS 396 Field Study (1-4)

Field Study for juniors and seniors is a project conducted outside of the University classroom setting that is taken for credit/no credit. It may include work that is literally outside in the field, or other hands on experience (e.g., a research study). Field Study projects are co-designed by a student and a sponsoring faculty member; or a faculty member may design a project, with student participation solicited. A student consults with a faculty member on the project, develops a plan of study, including number of units, project outcomes, number of meetings with the faculty sponsor and deadline for completion. A Project Contract is submitted to Admissions after the beginning of the semester and before the last day to add classes. Consent of instructor. Cr/NC only.

LIBS 399 Student-Instructed Course (1-2)

The Hutchins faculty welcome proposals from students in the final stages of the major who, in consultation with a faculty advisor, would like to design and offer an interdisciplinary seminar on a topic of special interest to them. Guidelines for student-instructed courses are available in the Hutchins office. Students may count two student-instructed courses as elective units in the Hutchins major. Cr/NC only.

LIBS 402 Senior Synthesis (4)

A capstone course required for the Hutchins major. Drawing on the papers collected for his or her portfolio, the student prepares a major paper and a Senior Project synthesizing aspects of that individual's own intellectual development. Each student makes an oral presentation of his or her project at the end of the semester. Must be taken in the student's final semester in the major.

LIBS 403 Senior Synthesis-Study Away (4)

A capstone course required for the Hutchins major. Drawing on the papers collected for his or her portfolio, the student prepares a major paper synthesizing aspects of that individual's own intellectual development. This is done in a study away situation. Also available for students choosing a minor in Hutchins. Department Permission Required.

LIBS 410 Independent Study (1-4)

Independent Study for seniors is an individualized program of study taken for a letter grade with a Hutchins faculty sponsor who is willing to supervise it. A student consults with a faculty member on a topic and develops a plan of study, including number of units, project outcomes, number of meetings with the faculty, and deadline for completion. A Project Contract is submitted to Admissions after the beginning of the semester and before the last day to add classes. May be repeated for credit. Prerequisites: LIBS 302 and consent of instructor.

LIBS 480 Seminar Facilitation (1-3)

This course provides students with an opportunity to enhance their facilitation skills through serving as a seminar leader in large lecture/discussion courses. Requires consent of course instructor. Course may be repeated for credit.

LIBS 497 Modern Media Dialogue Series (1)

The Modern Media Dialogue Series will provide students the opportunity to learn about the many aspects and consequences of our media age, from journalism and censorship, to new forms of communication and information. Students will participate in a weekly dialogue with an invited guest and community members to deepen their understanding of modern media forms and practice.

LIBS 499 Internship (1-5)

All Track 1 students develop an internship working outside the classroom. Students also prepare a portfolio project based upon a larger topic implicit in their internship. They participate with other interns in an internship class once a week to discuss their internship experience and issues related to the larger society. Grade only. May be repeated for credit.

Interdisciplinary Studies (ITDS)

ITDS 498 Internship (1-4)

An internship is a supervised program of work and study in a governmental, community service, technical, business, or educational setting. ITDS 498 (or 598) is designed for students in the Special Major/Interdisciplinary Studies program or in one of the faculty-initiated special majors. Forty-five hours of on-the-job work are required for each unit of credit. For grade or Cr/NC, as determined by the student's program. May be repeated for credit.

ITDS 499 Senior 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.

ITDS 578 Project Continuation (1-3)

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

ITDS 595 Special Studies (1-4)

Prerequisite: approved status as a classified major in Interdisciplinary Studies.

ITDS 598 Internship (1-4)

An internship is a supervised program of work and study in a governmental, community service, technical, business, or educational setting. ITDS 498 (or 598) is designed for students in the Special Major/Interdisciplinary Studies program or in one of the faculty-initiated special majors. Forty-five hours of on-the-job work are required for each unit of credit. For grade or Cr/NC, as determined by the student's program.

ITDS 599 Master's Project (6)

For M.A. action for a viable future students only. Design and implementation of culminating project and written component. Prerequisites: completion of individual study plan coursework and consent of student's graduate committee chair.

ITDS 599 Master's Project (6)

For M.A. action for a viable future students only. Design and implementation of culminating project and written component. Prerequisites: completion of individual study plan coursework and consent of student's graduate committee chair.

ITDS 599A Thesis and ITDS Research (2-4)

ITDS 599B Thesis and ITDS Research (2-4)

Jewish Studies (JWST)

JWST 200 Introduction to Jewish Studies (4)

Introduction to Jewish Studies is an interdisciplinary survey course that introduces students to the culture, literature, history, philosophy, religion, and academic traditions of Jewish people from antiquity to the present. In this course, we will analyze how Jewish people have deployed a wide range of intellectual discourse to gain an understanding of the meaning of their identify as Jews. The course will also provide a historical overview of the Jewish Diaspora, from the Middle East to Africa to Europe to the Americas. The readings and class discussions will divide into three parts covering the ancient, medieval, and modern periods. GE Area C2.

JWST 241 Jewish History I-From Biblical History to Diaspora Jews (4)

The course will explore the history of Jewish people from biblical times to the eve of modernity, and identify the key elements of their transformations from "biblical Israelites" to "Jews". It will address Jewish life and history, and readings will consist mostly of historical sources on Jewish culture, politics, economic activities, social and legal status, and the Jews' relations with non-Jews-Christians and Muslims.

JWST 242 Jewish History II-From the 16th Century to Modern Times (4)

The course will explore the history of Jewish people from late medieval/early modem times to modernity. It will address Jewish life and history, and readings will consist mostly of historical sources on Jewish culture, politics, economic activities, social and legal status, and the Jews' relations with non-Jews-Christians and Muslims. It will explore such issues in Jewish history as the Enlightenment, embourgeoisment, modem anti-Semitism etc. in both east and west. The course will require regular attendance and intensive reading of both primary and secondary sources.

JWST 250 Introduction to Judaism (4)

A survey of Jewish religious traditions from the Bible through the present day. Evolution of major religious ideas through classical texts.

JWST 251 Topics in Jewish Biblical Studies (3-4)

Introduction to the academic study of the Hebrew Bible (Old Testament) through a variety of scholarly approaches to the Bible, including historical and literary analysis. Emphasis is on developing skills in critical thinking, reading, and writing about the Bible. Students can repeat course for credit; topics will vary per semester.

JWST 255 Evolution of Anti-Semitism: through history, literature, religion and art (4)

This course will introduce the origins and background of anti-Semitism and the Jewish response over the last two-and-a-half millennia. It has been referred to as "the longest hatred." The long history of anti-Semitism can serve as a case study of and cautionary tale for how societies deal with xenophobia, bias and prejudice toward "the other." GE Area C3.

JWST 324 Archaeology and the Bible (4)

An exploration of the archaeology and history of the ancient Near East, from the earliest human settlements through the Persian empire (ca. 10,500-332 BCE). Societies described in the Hebrew Bible are emphasized, with topics ranging fromthe rise of the state and international trade, to the identities and everyday lives of men, women, and children. The history and socio-political impacts of "Biblical Archaeology" are also examined. Prerequisites: upper-division standing orconsent of instructor. Cross-listed with ANTH 324 & HIST 324.

JWST 330 American Jewish Experience (4)

The United States has been an extraordinarily hospitable place for Jews, and they quickly came to perceive it as a place unlike any other in the Diaspora. This course introduces students to the major events and issues in American Jewish history, exploring the creation and evolution of the American Jewish community through successive waves of immigration and examining the ways in which these immigrants constructed their American Jewish identities and the reactions of others

to their entrance into American life.

JWST 331 Topics in Jewish American Studies (3-4)

An in-depth study of a particular aspect of the Jewish American experience. Course activities will include lecture, readings, and oral presentations.

JWST 341 Topics in Jewish History: Judaism and Christianity of the Greco-Roman Period (4)

Course will explore various topics in Jewish History. Content will vary per semester. Topics may include: History of Anti-Semitism, History of Judaism and Christianity, and Jewish World Cultural History.

JWST 342 The Jewish Diaspora (4)

Jews across the world are connected to one another through the religious tradition they hold in common and through a shared sense of identity as a people. Yet, over the past two millennia, Jewish peoples have also been shaped by their diaspora experiences. Scattered across the globe, their diverse histories and environments have given rise to a variety of Jewish religious, cultural and social forms. This course compares on Jewish life in Eastern Europe, North Africa, Central Asia, Israel and the United States. These select case studies will not provide a comprehensive view of the great range of Jewish diaspora life. They will, however, provide a framework for understanding some of the critical issues at stake in the discussion of the Jewish Diaspora experience, including: cultural and religious adaptability, social boundary flexibility and maintenance, and ambivalence surrounding the question of where home is.

JWST 350 Jewish Religion and Biblical Values (3)

This course explores the ideas -- religious and political -- and texts that have shaped Jewish thought and practice from its formation to the present.

JWST 351 Topics in Jewish Religion-Jewish Holidays (4)

This course is an in-depth study of the biblical and cultural significance of the major Jewish holidays and their practice around the world and throughout history. We will organize the course historically, beginning with the ancient legends that helped create the holidays before exploring their deployment over time, geography, and cultures. We will also look at the holidays as they have been interpreted by important Jewish thinkers throughout history and analyze the way ancient traditions both change and remain the same over time.

JWST 352 Topics in Jewish Thought-Good and Evil in Jewish Law (4)

The timeless problem of Good and Evil, a subject which has engaged philosophers, theologians, politicians, lawmakers, artists and lay people throughout human history, shall be examined in this course by various Jewish texts and thinkers. Commencing with biblical texts, we shall focus on people, customs and laws, proceeding with segments from the wisdom literature while carefully analyzing challenging issues of good and evil. Readings of rabbinical, medieval and modern texts on the subject of morality and evil will follow. The class will look at contemporary moral problems and relate them to the presented Jewish texts while attempting to apply and relate these texts to our present times.

JWST 355 Modern European Jewish History (4)

Since the fifteenth century, Europe has been the major cradle of Jewish civilization and culture. This class, beginning in 1492 and ending in the present, will focus on and examine Jews' place in European history and how Europe has functioned in Jewish history. Examining Jews communities and cultures in Germany, France, Spain, England, Eastern Europe, Russia, The Ottoman Empire and Turkey, and Greece. This course ends with an exploration of Jewish life and culture in Western, Central and Eastern Europe over the past sixty-five years. GE Area D2.

JWST 360 Jewish Literature (3)

This course is a survey of Jewish literature with a strong emphasis on the historical and sociological trends informing the fiction. Through a wide variety of short stories and novels we will explore topics such as acculturation, family values, and anti-Semitism. The course begins with selections from writers who wrote in Yiddish, then turns to immigrant writers, and then finally to modem Diasporic writers.

JWST 361 Topics in Jewish Literature-Jewish Literature in Eastern Europe (4)

The emergence of a modem literary consciousness among the Jews was one of the results of the breakup of traditional Jewish society and the attempt to transform the Jews from a religious and cultural community that transcended national boundaries into citizens of the different countries in which they lived. This course explores these emerging forms as they were manifested in various languages including Hebrew, Yiddish, Polish and Russian. These works will be studies in English translation.

JWST 371 Topics in Jewish Studies-The Jewish Experience in the American South ("Shalom Y'all") (3-4)

This course explores ethnicity in the South and focuses on the experience of Jewish southerners. Since the arrival of Sephardic Jews in the late seventeenth and early eighteenth centuries, southern Jews have blended their regional identity as Jews and as Southerners. This course explores the "braided identity" of Jews in the South---their relationships with white and black Gentile southerners, their loyalty to the South as a region, and their embrace of southern culture through foodways and religious observance.

JWST 381 Topics in Jewish Art, Film, Music, Culture, and Society - Jews on Screen in the 20th Century (3-4)

This is a survey course focusing on motion picture images of Jews and Jewish life in 20th century America and the world. This course includes films made by Jews for Jewish audiences, films made by Jews for general audiences and films made by non-Jews for general audiences. This course explores the meanings of depictions of Jews in a diverse body of film material including feature films, documentaries, newsreels, travelogues, institutional films, and home movies.

JWST 391 Topics in Comp. Religion-Judaism, Christianity, and Islam (4)

This course is a comparative study of three important monotheistic religious traditions: Judaism, Christianity, and Islam. Readings and assignments focus on how each understood its origin and evolution and their similarities and differences in matters of scripture, worship, authority, community, theology, and mysticism. Although rooted in religious studies, this interdisciplinary course also explores the cultural and political elements that have framed relations between and within the three groups.

JWST 421 Topics in Israeli Art, Film, Music, Culture, & Society - Jerusalem in Israeli Cinema and Literature (3-4)

This course is aimed at students who are interested in studying Israeli society as expressed in literature and cinema. Jerusalem is prominently figured in the stories, poems, essays, and films of Israeli writers and filmmakers. The course will address the multifaceted, ambivalent, and at times, schizophrenic depiction of the city, not only in the overall body of Israeli literature and cinema, but, often, within a single work. The course will employ various literary and cinematic theories to expand our critical framework in the analysis of the works we will study. The course will explore the following topics: war and peace, religion and spirituality, symbolism and iconography, the Jerusalem Syndrome, home and exile, belonging and alienation.

JWST 431 Advanced Topics in Jewish American Studies-Orthodoxy in America (4)

This course will analyze the history of orthodox Jewry in America with a particular focus on how the Ashkenazic and Sephardic communities were formed in the United States and how these communities affected Jewish identity both here and abroad. We will focus on the personalities and the movements that were central to the creation of these communities.

Kinesiology (KIN)

KIN 101 Physical Education Activities (1-2)

Activities classes. Classes are conducted in the following activities: aquatics (e.g., swimming, physical conditioning swimming, water polo, and scuba), individual sports (e.g., adapted activities, martial arts, tennis, indoor rock climbing), fitness (e.g., aerobics, conditioning, pilates, jogging/running and weight training), dance (e.g., recreational dance, yoga), outdoor activities, or team sports (e.g., basketball, soccer, softball, volleyball). 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 3 times for credit up to 8 units. Cr/NC only.

KIN 201 Foundations of Kinesiology (3)

This course is designed to orient students to kinesiology as a field of study. Students will be exposed to multiple disciplines within kinesiology. By engaging in discussions, activities, and field observations, students will explore and become prepared to select a career path within the field. Prerequisite: class open to Kinesiology majors only.

KIN 217 Personal Fitness and Wellness (3)

Designed to introduce the concepts and practices involved in creating a personal life-long fitness and wellness program. General health topics will be emphasized, specifically cardiovascular fitness, nutrition, stress management, disease prevention, and current health trends and topics. Students will develop personal action plans for enhancing personal health and well-being. Satisfies GE Area E. Course restricted to freshmen and sophomore students only.

KIN 230 Introduction to Field Experience (1-2)

Provides lower-division students an opportunity to sample work experiences in a variety of settings in physical education, adapted physical education, athletic training, or exercise science. Thirty hours of supervised field work for each unit of credit. This course does not meet the field work requirement in the Kinesiology major concentrations. Prerequisites: overall 2.0 GPA and departmental approval. Course may be repeated for credit.

KIN 241 Emergency Response (3)

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. Prerequisite: Kinesiology majors, BIOL 220.

KIN 242 Principles of Musculoskeletal Injuries (3)

Lecture; laboratory. Designed to show students the proper methods of recognition, evaluation, and treatment of musculoskeletal injuries to the upper and lower extremities. Comprehension of anatomy, mechanism-of-injury, and pathology are stressed. Fee of $10 required for this course. Prerequisites: Kinesiology majors, BIOL 220.

KIN 301 History and Philosophy of Human Movement (4)

An introduction to significant historical and philosophical considerations in the development of human movement. Contemporary philosophical issues as well as active physical participation with an experiential emphasis will be studied. Prerequisites: Kinesiology majors, BIOL 220 and BIOL 224 and Junior standing, and consent of instructor for non-Kinesiology majors.

KIN 305 Psychological Bases of Human Movement (4)

Introduction to psychological factors influencing learning and performing motor skills and the psycho-social influences of sport, exercise, and physical activity on the developing individual. Emphasis will be on the application of current motor learning and sport and exercise psychology theories on such topics as learning, motivation, goal setting, stress, anxiety, group dynamics, leadership, moral development, and exercise adherence. Prerequisites: Kinesiology majors, BIOL 220 and BIOL 224, upper-division standing, and consent of instructor for non-Kinesiology majors.

KIN 311 Selected Topics (1-4)

Selected upper-division courses that are taught on a one-time basis. May be repeated for credit. Course taught in face-to-face, hybrid, and online modes.

KIN 315 Sociology of Sport (3)

Examines and utilizes basic sociological concepts and demonstrates their manifestations in the teaching of physical education and sports. Prerequisite: Kinesiology Majors, BIOL 220 and BIOL 224, ENGL 101 or 100B, Junior Standing, and consent of instructor for non-Kinesiology majors.

KIN 316 Women in Sport: Issues, Images, and Identities (3)

This course is designed to introduce students to an overview of issues, images, and identities of women participating at various levels of sport in the United States. Attention will be given to the historical, social, political, and economic contexts that have influenced the American woman's experiences in sport. Satisfies GE Area E. Prerequisite: junior- or senior-standing or consent of instructor.

KIN 317 Nutrition for Physical Activity and Health (3)

This course examines the digestion, absorption, and metabolism of carbohydrates, lipids, proteins, vitamins and minerals. The role of energy balance, exercise and nutrition on body weight management, nutritional recommendations for the physically active person,eating disorders, nutritional ergogenic aids, and supplementations are examined. Prerequisite: BIOL 224.

KIN 350 Biomechanics (4)

Lecture; laboratory. Presents the quantitative and qualitative analysis of human movement and the anatomic concepts needed for understanding human movement in relation to mechanical effects such as application of force in relation to center of mass, displacement, velocity, acceleration of bodies, and buoyancy. Emphasis is on understanding and application of principles to any movement pattern. Prerequisites: Kinesiology majors, BIOL 220, BIOL 224, GE (B4) math, and Junior Standing. Consent of instructor for non-Kinesiology majors required.

KIN 360 Physiology of Exercise (4)

Lecture; laboratory. Study of the acute and chronic effects of human activity and exercise. Laboratory and field experiences in selected areas, including exercise metabolism, skeletal muscle and cardiopulmonary physiology, body composition estimation, and nutrition as they pertain to clinical, fitness, and sports settings. Prerequisites: Kinesiology majors, GE math, Biol 220 and 224, and upper-division standing.

KIN 371 Intercollegiate Baseball, Men (1-2)

Participation on intercollegiate baseball, men. May be repeated for credit.

KIN 372 Intercollegiate Basketball, Men (1-2)

Participation on intercollegiate Basketball men. May be repeated for credit.

KIN 375 Intercollegiate Soccer, Men (1-2)

Participation on intercollegiate Soccer,men. May be repeated for credit.

KIN 376 Intercollegiate Tennis, Men (1-2)

Participation on intercollegiate tennis, men. May be repeated for credit.

KIN 377 Intercollegiate Track and Field, Women (1-2)

Participation on Intercollegiate Track and Field ,Women. May be repeated for credit.

KIN 378 Intercollegiate Golf Men (1-2)

Participation on intercollegiate golf, men. May be repeated for credit.

KIN 381 Intercollegiate Basketball, Women (1-2)

Participation on intercollegiate Basketball, Women. May be repeated for credit.

KIN 382 Intercollegiate Cross Country, Women (1-2)

Participation on intercollegiate Cross Country, Women. May be repeated for credit.

KIN 383 Intercollegiate Soccer, Women (1-2)

Participation on intercollegiate Soccer, Women. May be repeated for credit.

KIN 384 Intercollegiate Softball, Women (1-2)
Participation on intercollegiate softball, women. May be repeated for credit.

KIN 385 Intercollegiate Tennis, Women (1-2)
Participation on intercollegiate tennis, women. May be repeated for credit.

KIN 386 Intercollegiate Golf, Women (1-2)
Participation on intercollegiate golf, women. May be repeated for credit.

KIN 387 Intercollegiate Volleyball, Women (1-2)
Participation on intercollegiate Volleyball, Women. May be repeated for credit.

KIN 388 Intercollegiate Women Water Polo (1-2)
Participation on intercollegiate women's water polo. May be repeated for credit.

KIN 395 Community Involvement Program (1-4)
Provides majors and non-majors the opportunity to gain volunteer experience working with individuals with disabilities in designated on-campus and community placements involving physical activity. Thirty hours of verified, supervised work and scheduled meetings with the instructor are required for each unit of credit. Requirements include a daily journal and portfolio. Prerequisite: permission of instructor. Course may be repeated for credit. A total of six units of CIP may be applied towards a degree.

KIN 400 Elementary School Physical Education (3)
An introduction to and practice in applying the concepts and principles of developmentally appropriate physical education for children. Prerequisite: upper-division Kinesiology majors or multiple-subject credential preparation candidates or by consent of instructor.

KIN 403 Ethics, Inclusion, and Equity in Coaching (3)
This course educates future coaches on the moral and ethical dilemmas typically encountered in competitive athletics. Students will also develop strategies to address various forms of exclusion and inequity in sports and athletics. Prerequisite: upper-division standing.

KIN 404C Theory of Coaching (3)
A survey of issues encountered by coaches in all sports. Topics will include, but are not limited to, communication with players, colleagues, and administration; ethical issues and responsibilities; coaching philosophies; relations with media and community; time management; coach and athlete motivation; mental training skills; and equipment and facilities management. Prerequisite: Kinesiology majors, ENGL 101, upper-division standing, and consent of instructor for non-Kinesiology majors.

KIN 410 Lifespan Motor Development (3)
Survey of the development of perceptual-motor function from birth through aging, with emphasis on gross motor performance. Prerequisite: upper-division standing.

KIN 426 Individualized Assessment and Program Design (4)
Selection, administration, and interpretation of motor assessment instruments. Planning and developing appropriate activities and programs to meet individual needs for children and adults with disabilities. Prerequisites: KIN 410 and MATH 165 or 165B or consent of instructor.

KIN 427 Individuals with Disabilities in Educational and Recreational Settings (3)
Exploration of the role of psychosocial context in the design and implementation of effective learning environments for youth and adults with disabilities, using service-learning pedagogy. Class open to juniors, seniors, and graduate students only.

KIN 430A Field Experience in Physical Education (1-3)
Provides upper-division Kinesiology majors experiences in teaching in K-12 public or private school settings. Course requirements include, but are not limited to a daily journal describing experiences and duties, development of a personal portfolio, log of completed hours and verification of completion by immediate supervisor. Prerequisites: Kinesiology majors, upper-division standing, and a C average in major and support courses. May be repeated for credit.

KIN 430B Field Experience in Interdisciplinary Studies (1-3)
Provides qualified upper-division students experience in an area related to their interdisciplinary concentration. Course requirements include but are not limited to the development of a personal portfolio, a log of completed hours, a daily journal describing experiences and duties, and verification of completion by immediate supervisor. Prerequisites: completion of a minimum of three support and/or core courses related to the field experience; C average in major and support courses.

KIN 430C Field Experience in Adapted Physical Education (1-3)
Provides upper-division kinesiology majors specializing in adapted physical education an opportunity to work with individuals with disabilities in school or other settings. Course requirements include but are not limited to a daily journal describing experiences and duties, development of a personal portfolio, a log of completed hours and verification of completion by immediate supervisor. Prerequisites: KIN 325; C average in major and support courses. May be repeated for credit.

KIN 430D Field Experience in Exercise Science (1-3)
Provides qualified upper-division students an opportunity to gain experience in either applied exercise physiology, biomechanics, or physical therapy. Course requirements include, but are not limited to the development of a personal portfolio, a log of completed hours, a daily journal describing experiences and duties and verification of completion by immediate supervisor. Prerequisites: completion of a minimum of three support and/or core courses related to the field experience; C average in major and support courses. May be repeated for credit.

KIN 430E Field Experience in Lifetime Fitness (1-3)
Provide qualified upper-division students an opportunity to gain experience in private and public fitness settings. Course requirements include, but are not limited to a daily journal describing experiences and duties, the development of a personal portfolio, a log of completed hours, and verification of completion by an immediate supervisor. Prerequisites: completion of a minimum of three support courses and/or core courses related to the field experience; C average in major and support courses. May be repeated for credit.

KIN 446 Exercise Instruction (3)
This course provides each student with practical learning experiences designed to develop the skills needed to be a competent exercise instructor/leader. The course allows students to put into practice their knowledge of exercise from their previous major coursework in biomechanics, exercise physiology, and conditioning for performance and health. Students will be involved in group-centered instruction, field observation, laboratory experiences, and skill execution practicals. Prerequisites: Kinesiology majors, BIOL 220, and BIOL 224 required.

KIN 495A Special Studies in Physical Education (1-4)
Includes completion of a project designed to meet a specialized advanced study need. The student should have prerequisite skills. The project should be planned and described in writing, in consultation with and with the consent of the faculty advisor. May be repeated for credit up to 8 units.

KIN 495C Special Studies in Adapted Physical Education (1-4)
Includes completion of a project designed to meet a specialized advanced study need. The student should have prerequisite skills. The project should be planned and described in writing, in consultation with and with the consent of the faculty advisor. May be repeated for credit up to 8 units.

KIN 495D Special Studies: Exercise Science (1-4)
Includes completion of a project designed to meet a specialized advanced study need. The student should have prerequisite skills. The project should be planned and described in writing, in consultation with and with the consent of the faculty advisor. May be repeated for credit up to 8 units.

KIN 495E Special Studies: Lifetime Fitness (1-4)

Includes completion of a project designed to meet a specialized advanced study need. The student should have prerequisite skills. The project should be planned and described in writing, in consultation with and with the consent of the faculty advisor. May be repeated for credit up to 8 units.

KIN 578 Project Continuation (1-3)

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

KIN 595 Special Studies (1-4)

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.

KIN 599 Culminating Project (3)

KIN 599 Culminating Project is a scholarly investigation based on the students' concentration area. Students will complete one of the following: project, thesis, scholarly article, clinical project, or business/curriculum plan. Prerequisites: KIN 590 and an authorized Advancement to Candidacy form.

Mathematics (MATH)

MATH 035 Elementary Algebra (4)

Real numbers, linear equations and inequalities, quadratic equations, polynomial operations, radical and exponential expressions. Prerequisite: placement based on ELM examination taken within the past two years. Course credit is not applicable toward graduation.

MATH 045 Intermediate Algebra (4)

Linear, quadratic, radical, rational, exponential, and logarithmic functions and their graphs. Conic sections. Prerequisite: MATH 35 or equivalent, or placement based on ELM examination taken within the past two years. Course credit is not applicable toward graduation.

MATH 100 Explorations in Mathematical Thinking (4)

A 4-unit course focusing on mathematical practices, concepts and tools used across disciplines, and mathematical mindset and study habits. It includes proportional reasoning (working with percents and unit conversion), algebraic thinking, mathematical modeling (number sense, problem analysis, linear and exponential models), data analysis (collecting, organizing, and graphing data), and logic.

MATH 103 Ethnomathematics (3)

This course examines the mathematics of many indigenous cultures, especially those of North and South America, Africa, and Oceania. It will examine the use of mathematics in commerce, land measure and surveying, games, kinship, measurement of time, navigation, data storage, and other topics. The mathematics involved includes number bases, probability, geometry, number theory, lattice theory, and many other topics of interest in modern mathematics. This class is recommended for liberal arts students who are interested in studying other cultures. Satisfies the Area B4 GE requirement for mathematics.

MATH 104 Introduction to Modern Mathematics (3)

A class designed to explore the beauty and relevance of mathematics. Topics may include puzzles, paradoxes, and logic; axiomatic systems; biographies; infinity of the counting numbers and higher infinities; historical crises and breakthroughs in mathematics; and uncertainty. This class is recommended for liberal arts students. Satisfies the GE Area B4 requirement for mathematics.

MATH 105 Mathematics and Politics (3)

This course will explore mathematical achievements in the theory of politics. Topics may include: escalation, conflict, yes-no voting, political power, and social choice. This course has an enormous cultural content, while at the same time dealing with important mathematical ideas. This class is especially suitable for social science students. Satisfies the GE Area B4 requirement for mathematics.

MATH 111 Symmetry in the Arts and Sciences (3)

This class explores the symmetries that exist in art as well as the natural world around us, and how symmetry can be described in terms of mathematics. A central theme is the contribution of mathematics to other fields, such as architecture and decorative art, engineering of mechanical devices, music and dance, evolution and anatomy, crystallography, chemical bonding and atomic structure, philosophy, and mathematical proofs. Satisfies the GE Area B4 requirement for mathematics.

MATH 131 Introduction to Finite Mathematics (3)

Designed to give students an understanding of finite mathematics applied in the modern world to social sciences, economic analysis, statistical analysis, and decision making. Topics include linear models, linear programming, financial mathematics, sets, combinatorics, probability, and statistics. Recommended for students with interests in the social sciences and management. Satisfies the GE Area B4 requirement for mathematics.

MATH 131A Finite Math for Business (3)

The first half of a two-semester sequence that in two semesters covers the same material covered by the current one-semester Math 131 (Finite Math) course, as well as providing just-in-time instruction in the algebra skills required in the

course. Prerequisite: Successful completion of the two-semester sequence satisfies the GE requirement for mathematics, category B4. C- or better required in the second semester for B4 credit.

MATH 131B Finite Math for Business (3)

The second half of a two-semester sequence that in two semesters covers the same material covered by the current one-semester Math 131 (Finite Math) course, as well as providing just-in-time instruction in the algebra skills required in the course. Prerequisite: Math 131A. Successful completion of the two-semester sequence satisfies the GE requirement for mathematics, category B4. C- or better required in the second semester for B4 credit.

MATH 141 Studies in . . . (3)

Topics and approaches may vary. Please consult the current Schedule of Classes for details. Satisfies the GE Area B4requirement for mathematics.

MATH 142 Discrete Structures I (3)

A study of discrete structures that have applications in computer science. Topics may include logic, introduction to number theory, methods of proof, mathematical induction, set theory, relations, functions, directed graphs, Boolean algebras, and combinatorics. Prerequisite: MATH 160, or consent of instructor.

MATH 142E Discrete Mathematics for Engineering (2)

The first portion of MATH 142: a study of discrete structures needed for electronics and communications engineering. Topics may include logic, proofs, mathematical induction, set theory, Boolean algebra, and combinatorics.

MATH 150 Modern Geometry (3)

A study of Euclidean geometry. It will cover topics such as compass and straightedge constructions, proofs, parallel and perpendicular lines, triangles, circles, polygons, measurement, solids, transformations, tessellations, and the use of geometry software. Satisfies the GE Area B4 requirement for mathematics.

MATH 150A Transformational Geometry (3)

The first half of a two-semester sequence that in two semesters covers the same material covered by the current one-semester Math 150 (Modern Geometry) course, as well as providing just-in-time instruction in the algebra skills required in the course. Successful completion of the two-semester sequence satisfies the GE requirement for mathematics, category B4. C- or better required in the second semester for B4 credit.

MATH 150B Transformational Geometry (3)

The second half of a two-semester sequence that in two semesters covers the same material covered by the current one-semester Math 150 (Modern Geometry) course, as well as providing just-in-time instruction in the algebra skills required in the course. Prerequisite: Math 150A. Successful completion of the two-semester sequence satisfies the GE requirement for mathematics, category B4. C- or better required in the second semester for B4 credit.

MATH 160 Precalculus Mathematics (4)

Covers a brief review of college algebra; functional notation, composition, and decomposition of functions and inverse functions; behavior of families of functions such as polynomial, rational, exponential, and logarithmic; trigonometric functions, equations, and identities and some mathematical modeling. Emphasis on problem solving. Satisfies the GE Area B4 requirement for mathematics.

MATH 160W Precalculus (1)

A workshop designed to be taken with MATH 160. Exploration of precalculus concepts through problem solving in a group setting. Cr/NC only. Co-requisite: MATH 160.

MATH 161 Differential and Integral Calculus I (4)

Calculus I includes limits, continuity, the concept of the derivative, differentiation rules, and applications of the derivative, including curve sketching, extremum problems, L'Hopital's rule, implicit differentiation, related rates, Mean Value Theorem, introduction to integration, fundamental theorem of calculus, and substitution. Satisfies the GE Area B4 requirement for mathematics. Prerequisite: Precalculus mastery.

MATH 161A Functions and Rates of Change (4)

The first half of a two-semester sequence that in two semesters covers the same material covered by the current one-semester Math 161 (Differential and Integral Calculus 1) course, as well as providing just-in-time instruction in the algebra skills required in the course. Successful completion of the two-semester sequence satisfies the GE requirement for mathematics, category B4. C- or better required in the second semester for B4 credit.

MATH 161B Functions and Rates of Change (4)

The second half of a two-semester sequence that in two semesters covers the same material covered by the current one-semester Math 161 (Differential and Integral Calculus 1) course, as well as providing just-in-time instruction in the algebra skills required in the course. Prerequisite: Math 161A. Successful completion of the two-semester sequence satisfies the GE requirement for mathematics, category B4. C- or better required in the second semester for B4 credit.

MATH 161W Calculus I Workshop (1)

A workshop designed to be taken with MATH 161. Exploration of first-semester calculus concepts through problem solving in a group setting. Cr/NC only. Co-requisite: MATH 161.

MATH 161X Differential and Integral Calculus 1 Extended (6)

A 6-unit version of Math 161 for students who feel that they need to refresh their algebra skills. Satisfies the GE Area B4 requirement for mathematics. Prerequisite: Satisfaction of ELM requirement.

MATH 165 Elementary Applied Statistics (4)

This course is a technology-intensive introduction to elementary statistics. Topics include: elementary descriptive and inferential statistics and their application to the behavioral, natural, and social sciences; sampling; special distributions; central limit theorem; estimation; tests of hypothesis; analysis of variance; linear regression; and correlation. Satisfies the GE Area B4 requirement for mathematics.

MATH 165A Data Visualization and Analysis (4)

The first half of a two-semester sequence that in two semesters covers the same material covered by the current one-semester Math 165 (Elementary Applied Statistics) course, as well as providing just-in-time instruction in the algebra skills required in the course. Successful completion of the two-semester sequence satisfies the GE requirement for mathematics, category B4. C- or better required in the second semester for B4 credit.

MATH 165B Data Visualization and Analysis (4)

The second half of a two-semester sequence that in two semesters covers the same material covered by the current one-semester Math 165 (Elementary Applied Statistics) course, as well as providing just-in-time instruction in the algebra skills required in the course. Prerequisite: Math 165A. Successful completion of the two-semester sequence satisfies the GE requirement for mathematics, category B4. C- or better required in the second semester for B4 credit.

MATH 165X Elementary Applied Statistics Extended (6)

A 6-unit version of Math 165 for first-time freshmen with an ELM score of 44, 46 or 48. Students who pass this class will receive credit for Math 165 and will also satisfy their developmental mathematics requirement, without taking Math 45. Satisfies the GE Area B4requirement for mathematics. Prerequisite: A score of 44, 46, or 48 on the ELM and first-time freshman status. The course will not be open to students who have satisfied the ELM requirement.

MATH 175 Mathematics 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.

MATH 180 Computing for Mathematics and Science (2)

This course will utilize a software system, such as Mathematica, to implement numerical, symbolic, and graphical computations useful in mathematics and science. It will also introduce students to procedural programming in that system. Prerequisite: Grade of C- or better in MATH 161 or 161X or 161B or consent of instructor.

MATH 185 Selected Topics in Math (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.

MATH 195 Special Studies (1-4)

Special Studies may be arranged to cover an area of interest not covered in the lower-division courses offered by the department. Prerequisites: a college-level math course and consent of instructor.

MATH 200 Discrete Mathematics (3)

Designed for elementary and middle school teachers, this course is a study of discrete mathematics with emphasis on its use in other areas of mathematics and in real world problems. Topics include selections from logic, proof, coding and cryptography, set theory, sequences, mathematical induction, combinatorics, graphs, and others as selected by the instructor. Prerequisite: Grade of C- or better in a GE mathematics class or consent of the instructor.

MATH 210 Introduction to Proof (1)

Introduction to propositional logic and methods of proof, including direct proof, indirect proof, proof by "pick-a-point," and proof by mathematical induction. Students construct and analyze conjectures and counterexamples, and analyze and write proofs. Topics will include basic set theory, function theory, and equivalence relations, and may include examples from elementary number theory, algebra, and geometry. Does not count toward the Mathematics major, but satisfies the MATH 220 prerequisite for certain upper-division mathematics courses. Cr/NC only. Prerequisites: GE math and consent of instructor.

MATH 211 Differential and Integral Calculus II (4)

Calculus II includes the calculus of exponential and logarithmic functions, trigonometric and inverse trigonometric functions, numerical integration, techniques of integration, introduction to applications of integration including volumes and probability distributions, differential equations, Taylor polynomials, L'Hopital's rules, improper integrals, series, and introduction to partial derivatives. Prerequisite: Grade of C- or better in MATH 161 or 161X or 161B or consent of instructor.

MATH 211S Calculus II-S (2)

First half of MATH 211. Prerequisites: Grade of C- or better in MATH 161 or 161X or 161B or consent of instructor. Open only to students enrolled in programs that require MATH 211S.

MATH 211SW Calculus II-S Workshop (1)

First half of MATH 211W. A workshop designed to be taken with MATH 211S. Exploration of second-semester calculus concepts through problem solving in a group setting. Cr/NC only. Co-requisite: MATH 211S.

MATH 211W Calculus II Workshop (1)

A workshop designed to be taken with MATH 211. Exploration of second semester calculus concepts through problem solving in a group setting. Cr/NC only. Co-requisite: MATH 211.

MATH 220 Reasoning and Proof (4)

This course will teach students to analyze and evaluate scientific and rhetorical reasoning, with emphasis on the reasoning used in Mathematical proofs. Students will identify and evaluate unstated assumptions in statistical tables and charts from real-world media, submit coherent and original proofs of theorems, and develop verbal and non-verbal skills for making persuasive oral arguments and presentations on mathematical topics. Satisfies GE area A3. Prerequisite: Grade of C- or better in (MATH 161 or 161X or 161B and a Math/Stats course numbered 200 or above) or CS 242, or consent of instructor. Not repeatable for credit.

MATH 222 Elementary Applied Linear Algebra (3)

A course in vector and matrix algebra applied to science and computing. Topics include systems of linear equations, determinants, Euclidean and general vector spaces, eigenvalues and eigenvectors, linear transformations. Prerequisite: Grade of C- or better in MATH 160 or consent of instructor.

MATH 241 Linear Algebra with Applications in Differential Equations (4)

A course in vector and matrix algebra applied to the study of differential equations. Topics include vectors and matrices, linear independence, spanning, bases, linear transformations, first order differential equations and linear systems, phase planes, geometric and numerical methods. Prerequisite: Grade of C- or better in MATH 211 or equivalent, or consent of instructor. Not repeatable for credit.

MATH 250 Probability and Statistics for Future Teachers (2)

A study of elementary probability and statistics and their real-world contexts. Topics include the binomial distribution, conditional probability, expected value, data collection and sampling, measures of location and variability, estimation and simple hypothesis testing. The course is designed for teachers and may not be substituted for MATH 165. Prerequisite: Grade of C- or better in Math 300B or Math 161, Math 161B or Math 161X or consent of instructor. Not repeatable for credit.

MATH 261 Multivariable Calculus (4)

Multivariable calculus includes partial derivatives, multiple integrals, alternative coordinate systems, vector functions and their derivatives, line integrals, Green's Theorem, Stokes' Theorem, and Divergence Theorem. Prerequisite: Grade of C- or better in MATH 241 or equivalent, or MATH 211, or consent of instructor.

MATH 265 Intermediate Applied Statistics with SPSS (4)

This course is a technology-intensive examination of the application of statistical techniques to the real world using SPSS. The course extends the concepts learned in an elementary statistic course and introduces new topics; it is suitable for students with an interest in applying statistics to their field of interest. Topics selected from: theory of estimation, ANOVA (analysis of variance), multiple regression, principles of experimental design, sampling theory, time series analysis, non-parametric statistics, and multivariate analysis. Prerequisite: Grade of C- or better in MATH 165 or 165X or 165B or MATH 250, or instructor consent.

MATH 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. No more than 3 units of credit in CIP may be applied toward any Mathematics degree. Cr/NC only.

MATH 300A Elementary Number Systems (3)

This course, designed for prospective elementary and middle school teachers, explores numerical ideas underlying the K-8 mathematics curriculum. The emphasis is on understanding the mathematical ideas and procedures, and on representing them in ways that children can understand. Alternative ways of representing and solving problems are encouraged. Problem solving and logical thinking are emphasized throughout. Prerequisite: Grade of C- or better in any course that meets GE Area B4 (Mathematical Concepts and Quantitative Reasoning),

MATH 300B Data, Chance, and Algebra (3)

This course is designed for prospective elementary and middle school teachers. The focus in algebra is on patterns and functions, algebraic structure, representations and connections, and reasoning and problem solving. The focus in data and chance is on developing solid understanding of fundamental concepts and skills in statistics and probability, and on enhancing students' understanding and skills in number and computation proportional reasoning, and algebra. Prerequisite: Grade of C- or better in MATH 300A.

MATH 303 Interest Theory (3)

Basic interest theory, including patterns of growth, interest operations, basic applications, level payment annuities, non-level payment annuities, yield rates, amortization and sinking funds, and bonds. Prerequisite: Grade of C- or better in MATH 161 or 161B or 161X or equivalent, or consent of instructor.

MATH 306 Number Theory (4)

Topics include mathematical induction, Euclidean algorithm, congruences, primes, fundamental theorem of arithmetic, Fermat's little theorem, Euler's theorem, primitive roots, quadratic reciprocity, and polynomials over the real numbers. Additional topics may include Pythagorean triples, the Goldbach conjecture, perfect numbers, amicable numbers, Chinese remainder theorem, Fibonacci numbers, cryptography, prime number theorem, Möbius inversion. Prerequisite: Grade of C- or better in MATH 220 or MATH 142 or CS 242. Not repeatable for credit.

MATH 308 College Geometry (4)

Topics include neutral geometry, plane and solid Euclidean geometry, isometries in the Euclidean plane (transformational geometry), and hyperbolic geometry. Additional topics may include the Hilbert postulates, construction of geometries from fields, and projective geometry. Prerequisite: Grade of C- or better in MATH 220 or MATH 142 or CS 242. Not repeatable for credit.

MATH 310 History of Mathematics (4)

Mathematics from ancient times to the present. The student learns how to solve problems of the past using only the tools of the past. Students will complete a major project using adaptations of historical sources to link the history of mathematics to the teaching of mathematics. Prerequisite: Grade of C- or better in MATH 161 or 161X or 161B or consent of instructor. Not repeatable for credit.

MATH 316 Graph Theory and Combinatorics (4)

A study of combinatorics, probability, and graph theory. Topics will include the elements of set theory, counting techniques such as permutations and combinations, discrete probability, Hamiltonian and Eulerian properties of graphs, graph isomorphism, coloring and planarity. Additional topics may include the pigeonhole principle, the inclusion-exclusion principle, generating functions, partitions and recurrence relations, Polya's theorem, matching, and trees, with applications in many disciplines. Students may not earn credit for both Math 316 and Math 416. Prerequisite: Grade of C- or better in Math 142 or Math 220 or CS 242 or consent of instructor. Not repeatable for credit.

MATH 320 Modern Algebra I (4)

An introduction to the theory of groups, rings, and fields. Topics covered include permutation and cyclic groups, factor groups, ideals and factor rings, and isomorphism and homomorphism theory of groups and rings. Prerequisite: Grade of C- or better in MATH 220 or consent of instructor.

MATH 322 Linear Algebra (4)

Topics include vector spaces, linear transformations, matrices, linear equations, determinants, diagonalization, inner product spaces, and additional topics such as the Cayley-Hamilton Theorem, Singular Value Decomposition, or Canonical Forms. Prerequisite: Grade of C- or better in MATH 220 and (MATH 241 or MATH 222) or consent of instructor. Not repeatable for credit.

MATH 330 Techniques of Problem Solving (1)

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: Grade of C- or better in MATH 161 or 161X or 161B or consent of instructor.

MATH 340 Real Analysis I (4)

Topics may include construction of the real numbers, sequences, topology of the real numbers, metric spaces, continuity, the derivative, and the Riemann integral. Prerequisites: Grade of C- or better in MATH 220 and (MATH 241 or MATH 261), or consent of instructor.

MATH 342 Discrete Structures II (3)

A study of discrete structures that have applications in computer science. Topics will include combinatorics and counting, probability and statistics, matrices, recurrence relations, generating functions, and graph theory. Throughout the course, applications to computer science will be discussed. Prerequisites: Grade of C- or better in MATH 211 and one of the following: MATH 142, MATH 200, or MATH 220, or consent of instructor.

MATH 345 Probability Theory (4)

Topics include probability spaces, discrete and continuous random variables, selected probability distributions for random phenomena, distributions of functions of random variables, moment generating functions, expected value, covariance and correlation, conditional expectation, law of large numbers and central limit theorem, and sampling distribution of estimators. Prerequisite: Grade of C- or better in MATH 261; can be taken concurrently, or consent of instructor.

MATH 345E Probability Theory for Engineering (2)

Lecture, 2 hours. This is a two-unit one-half semester introduction to probability theory for Engineering students. Topics covered include basic set theory, probability, combatorics, discrete and continuous random variables, probability distribution and density functions, first and second moments, and functions of random variables. Prerequisite: Math 211 or consent of instructor.

MATH 352 Numerical Analysis (4)

Selected numerical and iterative processes for solving mathematical problems and their applications. Topics include finding roots with bisection and Newton's method; solving systems of linear equations using LU decomposition and Gauss-Seidel methods; polynomial approximation using Taylor's Theorem, Lagrange interpolations, and the theory of spline functions; numerical integration using Simpson's rule and Gaussian integration; numerical solutions to ODEs using Euler's and modified Euler's method. Prerequisites: Grade of C- or better in MATH 241 (may take concurrently) , MATH 180 or CS 115, or consent of instructor. Not repeatable for credit..

MATH 367 Statistical Consulting and Communication (2)

This course is a blending of theoretical and practical aspects of statistical consulting. Students learn how to consult with professionals in various fields, find creative statistical solutions to real-world problems, and present results in oral and written form. Students also learn about research and statistical software packages. Prerequisite: Grade of C- or better in MATH 265 or consent of instructor.

MATH 375 M*A*T*H Colloquium (1)

Students will be required to attend presentations, keep a journal, and write a significant paper on one of the presentations. May be taken three times for credit. No more than 3 units may be applied to the upper-division major or minor requirements. May not be taken concurrently with MATH 175. Prerequisites: consent of instructor and upper-division standing.

MATH 381 Computing for Statistics: SAS Programming Language (2)

Students will learn how to write SAS programs in order to perform data management tasks, statistical analysis, and to generate summary graphs and SAS reports. Topics include essential programming concepts (the environment and steps); typical data processing tasks; data management techniques (working with SAS libraries and different types of data, data set input and output, validation, merging, and subsets); statistical analyses (descriptive statistics, histograms and bar charts,k analysis of variance, regression analysis); and generation of SAS reports. Prerequisite: Grade of C- or better in MATH 265 or concurrent enrollment, or consent of instructor.

MATH 390 Fieldwork and Seminar: Secondary Mathematics Teaching (2)

Forty-five hours of observation in middle school, junior high, and/or high school

mathematics classrooms, plus a weekly seminar. Students begin to view school mathematics from the vantage point of a teacher. Intended primarily for Mathematics majors in the secondary teaching track or students considering a career in this field. This course satisfies the 45 hours of field observation required for acceptance into SSU's Single Subject Credential Program, and initiates the development of the Mathematics Portfolio required for Mathematics majors in the secondary teaching track. Cr/NC only. Prerequisite: Grade of C- or better in MATH 161 or 161X or 161B or consent of instructor.

MATH 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.

MATH 399 Practicum in Mathematics (1-4)

Supervised unpaid instructional work experience in Mathematics. May include tutoring, assisting with classroom activities, and leading supplementary course workshops. Thirty hours of contact time is required for each unit. Does not count for credit in the major or the minor, except for one unit in the Integrated Program. May be repeated for up to 4 units of credit. Prerequisites: requires previous or concurrent enrollment in an upper-division mathematics course and consent of instructor. Cr/NC only.

MATH 416 Graph Theory and Combinatorics (4)

A study of combinatorics, probability, and graph theory. Math 416 covers the same topics as Math 316. Students taking Math 416 will work advanced problems from these topics and do a special research project which requires a significant paper and an oral presentation. Students may not earn credit for both Math 316 and Math 416. Prerequisite: Grade of C- or better in Math 142 or Math 220 or CS 242 consent of instructor. Not repeatable for credit.

MATH 418 Topology (4)

Topics include definition of a topology, open & closed sets, continuous mappings, subspaces, bases and subbases of a topology, compact topological spaces, separation axioms, connected, path connected, normal spaces, regular spaces, metric spaces, product spaces, and quotient spaces. Will also include homotopy, the fundamental group, and covering spaces as time permits. Theorems include the Urysohn lemma, Tietze Extension Theorem, and the Tychonoff Theorem. Prerequisite: Grade of C- or better in MATH 340 or consent of instructor. MATH 320 is recommended. Not repeatable for credit.

MATH 420 Modern Algebra II (4)

A continuation of MATH 320. Advanced topics in the theory of groups, rings, and fields. Depth in Algebra at a level expected of entering graduate students. Coverage will include topics such as the direct product of groups, finite Abelian groups, Sylow Theorems, unique factorization domains, field extensions, and Galois Theory. Prerequisites: Grade of C- or better in Math 320 or equivalent. Not repeatable for credit.

MATH 430 Linear Systems Theory (3)

Topics may include correlation, convolution, Fourier, Laplace and z-transform, difference equations, fast Fourier transforms, and state variable theory. Prerequisite: Grade of C- or better in one semester of differential equations (such as MATH 241), or consent of instructor. Cross-listed as EE 400 and CES 400.

MATH 431 Applied Partial Differential Equations (4)

Topics covered in this course will include Introduction and Classification of PDEs, Mathematical models in physics and engineering, Theory and solution of quasi-linear first-order PDEs, Power series solutions of an ODE, The Sturm separation theorem for second-order linear equations, Second-order linear and nonlinear PDEs including applications, Fourier series, boundary-value problems, Fourier and Laplace transforms, numerical methods and solutions, and approximation of solutions using the finite-difference method. Prerequisites: Grade of C- or better in Math 241 and (Math 180 or CS 115), or consent of instructor. Not repeatable for credit.

MATH 440 Real Analysis II (4)

Topics include sequences and series of functions, pointwise versus uniform convergence, power and Taylor series, Lebesgue measure, Lebesgue measurable functions and the Lebesgue integral. Additional topics may include the Weierstrass approximation theorem, orthogonal functions, Fourier series, square-integrable functions, sigma algebras of subsets, and general measure spaces. Prerequisite: Grade of C- or better in Math 340 or consent of instructor. Not repeatable for credit.

MATH 441 Operations Research (3)

A course in operations research and industrial problem solving. Topics may include optimization, simplex algorithm for linear programming, queueing theory, game theory, PERT least time path analysis, and mathematical modeling of industrial problems. Prerequisites: Grade of C- or better in MATH 345 and either MATH 241 or MATH 222, or consent of instructor.

MATH 445 Mathematical Statistics and Operations Research (4)

Topics include: properties of statistics, convergence in probability, theory of estimation and confidence intervals, Bayesian statistics, tests of significance, power and uniformly most powerful tests, random processes (with emphasis on queuing theory), and stationarity. Prerequisite: Grade of C- or better in MATH 345 or consent of instructor.

MATH 460 Complex Analysis (4)

Topics will include the complex field, functions, limits, continuity, differentiation, the Cauchy-Riemann equations, conformal mappings, path integration, Cauchy's Integral Theorem and Integral Formulas, the Liouville Theorems, the Laurent Expansion, singularities, poles, residues, contour integration. Additional topics may include topics such as Mittag-Leffler's Partial-fractions Theorem, and Riemann surfaces. Prerequisite: Grade of C- or better in MATH 340 or consent of instructor. Not repeatable for credit.

MATH 465 Experimental Design and Regression Analysis (4)

Advanced course in simple and multiple linear regression analysis; nonlinear and nonparametric regression analysis. Design of experiments and analysis of variance including one-way, two-way and block design; nonparametric techniques and multiple comparison methods. Prerequisite: Grade of C- of better in (MATH 241 or MATH 222) and in MATH 265 and MATH 345 or consent of instructor.

MATH 467 Statistical Consulting, Communication, and Project Management (2)

This course is a blending of theoretical and practical aspects of statistical consulting. Students learn how to consult with professionals in various fields, find creative statistical solutions to real-world problems and present results in oral and written form. Students also learn about research and statistical software packages. MATH 467 covers the same topics as MATH 367. In addition, students taking MATH 467 will also learn how to oversee a statistical project completed by a team. Prerequisite: Grade of C- or better in MATH 367 or consent of instructor.

MATH 470 Mathematical and Statistical Modeling (4)

The process of expressing scientific principles, experiments, and conjectures in mathematical terms. Topics include: gathering reliable data, exposing underlying assumptions, variables, relationships, levels, refining of models, and stochastic models. Deterministic vs. stochastic, discrete vs continuous, and deductive vs statistical models. Applications to biology, physics, chemistry, geology, social science and environmental sciences. Prerequisite: Grade of C- or better in MATH 211 or consent of instructor. Not repeatable for credit.

MATH 485 Selected Topics in . . . (1-3)

Subject matter and number of units to be determined by the instructor and may differ from semester to semester. Some of the possible areas of study are multivariable analysis, calculus of variations, convex geometry, differentiable manifolds, graph theory, Galois theory, algebraic topology, and integral equations. This course

may be repeated for up to 6 units. The course title will appear on the student's transcript. Prerequisite: consent of instructor.

MATH 490 Capstone Seminar: Secondary Mathematics Teaching (1)
Seminar focusing on connections among undergraduate coursework, secondary school curriculum, and learning and teaching mathematics. Students present their completed Mathematics Subject Matter Program portfolios for final evaluation. Students draw upon their portfolios, experiences, and readings in mathematics education to present information and engage fellow students in discussion of relevant issues. Prerequisite: senior-level standing or consent of instructor.

MATH 495 Special Studies (1-4)
Prerequisites: a lower-division math course and consent of instructor. May be repeated for credit up to 8 units.

MATH 496 Proseminar in Mathematics (1-3)
A mutual exploration of selected current issues in mathematics by members of the Mathematics faculty and Mathematics majors. Non-majors may enroll by permission of the instructors. Prerequisite: upper-division standing.

MATH 499 Internship in Mathematics (1-3)
Field experience in mathematics, computer science, or statistics. Cr/NC only. Prerequisite: prior arrangement with instructor.

MATH 595 Special Studies in Mathematics (1-4)
Subject matter and number of units to be determined by instructor and may differ from semester to semester. This course may be repeated with different subject matter for up to 12 units. The course title will appear on the student's transcript. Prerequisite: consent of instructor.

Modern languages and Literatures (MLL)

MLL 161A Behind the Scenes: Global Perspectives through Film (2)
MLL 161 A/B is a year long course, which, combined with FR 101, GER 101, or SPAN 201, features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy GEA3 (Critical Thinking) from MLL 161A/B and GEC3 (Comparative Perspectives and/or Foreign Languages) from the language course. C- or better required in the second semester for A3 credit.

MLL 161B Behind the Scenes: Global Perspectives through Film (2)
MLL 161 A/B is a year long course, which, combined with FR 101, GER 101, or SPAN 201, features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy GEA3 (Critical Thinking) from MLL 161A/B and GEC3 (Comparative Perspectives and/or Foreign Languages) from the language course. C- or better required in the second semester for A3 credit.

MLL 214 World Literatures in English (4)
Introduction to selected works of world literature from Asia, Africa, Europe, North America, Latin America and Mexico, and from the classic literatures of Greece and Rome. Background lectures on literature, literary genres, and the different cultural histories will be given. Basic techniques of reading, analysis, and composition will be emphasized. Satisfies GE Area C2 (Literatures, Philosophies, and Values). Prerequisite: ENGL 101. May be repeated for credit.

MLL 273 World Literatures: Critical and Creative Readings (4)
This course explores world literature and its relationship to the history, culture, and society from which it originates. Topics may include western and non-western cultural and religious values, colonialism versus emerging nationalisms, and the quest for personal, cultural, and national identities. Techniques of reading, analysis, research and creativity will be emphasized. Satisfies GE Area C2. Only one course numbered 273 in the Arts & Humanities will be considered for credit. Prerequisite: completion of GE Category A2 (Engl 101 or ENGL 100B) required.

MLL 314 World Literatures in English Translation (4)
Studies in French-speaking Caribbean, African, Near Eastern, Asian, and/or North American literatures in English translation. Topics may include non-Western cultural and religious values, colonialism versus emerging nationalisms, and the quest for identity, personal, cultural, and national. May qualify as a Writing Intensive Course (WIC). Satisfies GE Area C2 (Literature, Philosophies and Values). Prerequisite: completion of GE Area A. May be repeated for credit.

MLL 450 Foreign Language Teaching Seminar (2-4)
This course is designed as a seminar and Practicum to teach students to facilitate intensive language learning in a small-group setting. Students study the theory and practice of language learning and teaching while serving as a Peer Language Facilitator (PLF) for language learners enrolled in lower division classes. Prerequisite: instructor consent.

Music (MUS)

MUS 101 Introduction to Music (3-4)

What does music mean? Why does music matter? These questions will shape the development of listening tools and cultural perspectives appropriate to the diverse and changing roles music plays in different times and places. No prior background in music is required. Satisfies GE Area C3 (Comparative Perspectives and/orForeign Languages).

MUS 105 Music Theory for Non-Majors (4)

Through writing and analysis, this course incorporates the following concepts: rhythm and meter, basic properties of sound, intervals, diatonic scales and triads, diatonic chord progressions, basic cadential formulas, melodic and phrase structure, dominant seventh, and the use of music notation software. Not open to Music majors. Satisfies GE Area C1 (Applied Arts Combining Studio and Theory).

MUS 106 Fundamentals of Music Theory (3)

Intensive practice in developing skill and fluency reading music notation. Aural and written practice recognizing, writing, and using intervals, scales, and key signatures. Beginning sight-singing and dictation using simple pitch and rhythmic materials. Should be taken concurrently with MUS 109. Restricted to Music majors and minors; open to non-majors only with consent of instructor.

MUS 109 Intensive Keyboard Lab I (2)

Beginning class piano studies for Music Majors. Prerequisites: open to Music majors and minors only and recommendation of a music advisor.

MUS 110 Theory I: Diatonicism (3)

This course incorporates the concepts from MUS 105. In addition, through writing and analysis, the course will include: introduction to sequence, secondary dominants, modulation to closely related keys, secondary leading tones, diminished seventh and non-dominant 7th chords, and borrowed chords will be addressed. Figured bass, non-harmonic tones, melodic and phrase structure, and voice leading involving 4 part choral writing. Use of music notation software. A concurrent laboratory experience in ear training and sight-singing including melodic, harmonic, and rhythmic dictation is required. See Ear Training I. Prerequisite: MUS 105 or 106, or consent of instructor.

MUS 115 Vocal Methods (1)

Group and individual explorations of the fundamental techniques of singing. Develop strategies to address tone production, breath control, diction, repertory, and interpretation. Music Education students learn basic vocal pedagogy. Offered for upper-division credit as MUS 415 with additional course requirements. May be repeated for credit with consent of instructor.

MUS 118 Guitar Methods (1)

An exploration of basic performance techniques, and pedagogy and teaching strategies for guitar. Offered for upper-division credit as MUS 418. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

MUS 120 Musicianship I (2)

Development of sight-singing and dictation skills using pentatonic and diatonic materials. Techniques include moveable-do solfa, drills in intervals, triads, and dictation, augmented by computer software and group work. Also emphasizes development of broad listening skills, using examples of great works based upon simple diatonic melodies. Prerequisite: MUS 106 or equivalent.

MUS 122 Strings Methods I (Violin/Viola) (1)

An exploration of basic performance techniques, instrumental pedagogy and teaching strategies associated with teaching violin and viola in the public schools. Prerequisite: MUS 106 or the equivalent and/or consent of the Instructor and Director of Music Education. May be repeated for credit with consent of instructor.

MUS 123 Woodwinds Methods I (Clarinet/Saxophone) (1)

An exploration of basic performance techniques, instrumental pedagogy and teaching strategies associated with teaching clarinet and saxophone in the public schools. Prerequisite: MUS 106 or the equivalent and/or consent of the Instructor and Director of Music Education. May be repeated for credit with consent of instructor.

MUS 124 Brass Methods I (Trumpet/Trombone) (1)

An exploration of basic performance techniques, instrumental pedagogy and teaching strategies associated with teaching trumpet and trombone in the public schools. Prerequisite: MUS 106 or the equivalent and/or consent of the Instructor and Director of Music Education. May be repeated for credit with consent of instructor.

MUS 129 Percussion Methods (1)

An exploration of basic performance techniques, and pedagogy and teaching strategies associated with standard percussion instruments. Offered for upper-division credit as MUS 429. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

MUS 133 Private Instruction-Strings (1)

Private instruction on one instrument. May be repeated for credit. Prerequisite: audition.

MUS 134 Private Instruction-Woodwinds (1)

Private instruction on one instrument. May be repeated for credit. Prerequisite: audition.

MUS 137 Private Instruction-Brass (1)

Private instruction on one instrument. May be repeated for credit. Prerequisite: audition.

MUS 138 Private Instruction-Percussion (1)

Private instruction on percussion instruments. May be repeated for credit. Prerequisite: audition.

MUS 139 Private Instruction-Keyboard (1)

Private instruction on one keyboard instrument. May be repeated for credit. Prerequisite: audition.

MUS 141 Private Instruction-Voice (1)

Private voice instruction. Advanced individual study of voice. May be repeated for credit. Prerequisite: audition.

MUS 143 Private Instruction-Guitar (1)

Private guitar instruction. May be repeated for credit. Prerequisite: audition.

MUS 147 Applied Music Studies (1)

Advanced individual study of instrument or voice. Instructor permission required. May be repeated for credit.

MUS 149 Rehearsal Observation Series (1)

The Rehearsal Observation Series is a Credit / No Credit course, which brings students to the forefront of the music making process. It corroborates the "doing/experiencing" philosophy of the music department, linking that directly to curriculum. It helps non-musicians particularly understand how this mystery that is music actually works. Rehearsal observations occur on a regular basis. Attendance is mandatory and a required Rehearsal Observation Form is submitted after each rehearsal. Satisfies GE, category C1.

MUS 150 Survey of U.S. 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 Area C1 (History of the Fine Arts).

MUS 151 Repertory Class (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 and classical instrumental.

Also offered for upper-division credit as MUS 451. May be repeated for credit. Prerequisite: concurrent enrollment in appropriate private instruction course.

MUS 159 Audio and Recording Production I (1)

Fundamentals of audio and recording production in a studio and of live performances. Discussion and demonstrations of major types of software and/or hardware used in the production of music including creative and innovative methods. Students will develop skills in all phases of studio and live performance operation and will complete a number of individual projects. Strongly recommended for music composition students.

MUS 160A Humanities Learning Community (4)

MUS 160 A/B is a year long course, which features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking) and C3 (Comparative Perspectives and/or Foreign Languages) GE Areas. C- or better required in the second semester for A3 credit.

MUS 160B Humanities Learning Community (4)

MUS 160 A/B is a year long course, which features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking) and C3 (Comparative Perspectives and/or Foreign Languages) GE Areas. C- or better required in the second semester for A3 credit.

MUS 189 Jazz Improvisation I (2)

An exploration and development of basic jazz vocabulary, including scales, chords, rhythm, and techniques used in melodic improvisation. May be repeated once for credit with consent of instructor. Prerequisites: MUS 105, MUS 106, and consent of instructor.

MUS 199 Student-Instructed Course (1-3)

Topic will differ each semester. Cr/NC only.

MUS 201 Music in Action (4)

Experience live classical, jazz, and world music performances created by today's musicians, students, and professionals. In-class discussions allow students to build a vocabulary about the performances they will review. The capstone experience is a small group presentation on an area of music mutually chosen. Attendance is required at seven on-campus, free-admission performances. Satisfies GE Area C3.

MUS 209 Intensive Keyboard Lab II (2)

A continuation of work begun in MUS 109. Prerequisite: MUS 109, or consent of the instructor.

MUS 210 Theory II: Chromaticism (3)

This course incorporates the concepts from Music Theory II. IN addition, through writing and analysis, the course will include: Neapolitan and augmented sixth chords; chromatic harmony; altered chords and dominants; mixture chords; modulation to distantly related keys; 9th, 11th, and 13th chords; melodic, phrase, and theme structure; and voice leading involving 4 part choral writing. Use of music notation software. A concurrent laboratory experience in ear training and sight-singing including melodic, harmonic, and rhythmic dictation is required. See Ear Training II. Prerequisite: MUS 110 or consent of instructor.

MUS 212 Jazz Harmony and Arranging I (3)

Study of basic melodic and harmonic materials commonly used in jazz. Application through arranging projects for small jazz groups. Prerequisite: MUS 110 or consent of instructor.

MUS 220 Musicianship II (2)

Continuation of Ear Training I. Sight-singing progresses to two-, three-, and four-part music, incorporating the most common chromatic tones. Dictation focuses upon triad inversions and seventh chords, continuing development of melodic and rhythmic dictation skills, and the introduction of polyphonic dictation. Listening skills are pursued using great works. Prerequisite: MUS 120 or equivalent.

MUS 227 Concert Band (1-2)

The Concert Band is an intermediate level ensemble that provides students with opportunities to continue performing on woodwind, brass or percussion instruments. Enrollment is open to all SSU students and community members, regardless of skill level. No audition is required. The ensemble typically performs 1-2 concerts per semester. May be repeated for credit.

MUS 250 Survey of European Music (3)

An introductory course with lectures and demonstrations dealing with classical European music from the Middle Ages to contemporary music. Satisfies GE Area C1 (History of the Fine Arts).

MUS 251 History of Western Music, Ancient World to 1750 (3)

History of Western music from the ancient world to 1750. The course examines the evolution of musical genres and styles, from the ancient Greeks and the earliest plainchant of the Medieval church to the intricate polyphony of the High Baroque including the music of Bach and Handel. Listening and analytical study of specific compositions requires the student to have a working knowledge of musical notation and theory. Prerequisite: MUS 110, or consent of the instructor.

MUS 259 Music Technology: Tools and Applications (2-3)

A hands-on survey of hardware and software resources for music notation, midi sequencing, digital recording and synthesizer operation. The focus will be on building basic skills for using these tools in real-world situations. Required for Music Education students; open only to Music majors.

MUS 273 Music and Society: Critical Readings and Reception (4)

This course explores the connections between music and the sociopolitical and cultural trends of a given era, or theme involving the consideration of musical compositions, historical texts, and performance practice. Satisfies GE Area C2. Only one course numbered 273 in the Arts & Humanities will be considered for credit. Prerequisite: completion of GE Category A2 (Engl 101 or ENGL 100B) required.

MUS 289 Jazz Improvisation II (3)

Basic voiceleading techniques for improvising on common functional chord progressions: blues, "Rhythm" changes, and various "standards." Prerequisites: MUS 110 and MUS 189, or consent of instructor.

MUS 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 209 or consent of instructor.

MUS 300 Seminar (3)

An intensive study, for Music majors, of the history, theory, or research methodology of a specific topic in music. May be repeated for credit under different subtitles. Prerequisites: 9 units of theory and concurrent enrollment in MUS 320, or consent of instructor.

MUS 309A Keyboard Proficiency Lab (1)

Intermediate Level class in piano with emphasis on classical music.

MUS 309B Keyboard Proficiency Lab (1)

Continuation of 309A with more advanced studies of keyboard classical music.

MUS 310 Theory III: Form and Analysis (3)

This course incorporates the concepts from Music Theory I and II. In addition, through analysis from the macro to the micro large-scale form, orchestration, motive identification and tracking, detailed harmonic progression (sonorities, functions, and modulation types) are studied. Variation techniques, binary and ternary forms, sonata forms, and contrapuntal forms are included in the study of such composers as Bach, Mozart, Beethoven, and Mahler. Use of music notation software. A concurrent laboratory experience in ear training and sight-singing including melodic, harmonic, and rhythmic dictation is required. See Ear Training III.

MUS 312 Jazz Harmony and Arranging II (3)

A continuation of MUS 212. Study of advanced melodic and harmonic materials commonly used in jazz. Application through arranging projects for small (saxophone ensemble) and large (big band) jazz groups. Prerequisite: MUS 212.

MUS 313 Choral Arranging (2)

An exploration of the fundamental practices or arranging for choral ensembles. Students will create arrangements for a variety of choral settings with and without accompaniment.

MUS 314 Orchestration (2)

An exploration of fundamental techniques of instrumental and choral arranging. Students will develop familiarity with instrumental and vocal ranges, transpositions, the characteristic sounds of different families of instruments, and various tone color combinations. Students will create arrangements for a variety of ensembles. Prerequisites: MUS 210, MUS 220. Familiarity with woodwind, brass, and/or string instruments is recommended. Consent of instructor.

MUS 315 Diction - English/Italian (1-2)

This hands-on course complements vocal instruction and theatre arts classes through diction training. Students will learn to use the "International Phonetic Alphabet" to help them analyze and transliterate English and dialects for the stage, Italian and English songs, and arias.

MUS 316 Diction - French and German (1-2)

A continuation of MUS 315. Students will learn to use the "International Phonetic Alphabet" to help them analyze and transliterate songs and texts in French and German.

MUS 320 Musicianship III (2)

Continued development of sight-singing and dictation skills. Techniques include solfa using moveable do and drills in rhythm and meter, intervals, triads, and full melodies. Emphasizes broad listening skills and memory through frequent melodic and harmonic dictation exercises. Through examples from the 18th and 19th centuries the course will explore modes, chromatic melodies and harmonic progressions, secondary dominants, and modulation. Prerequisite: MUS 220 or equivalent.

MUS 323 Concert Choir (1-2)

Repertoire includes a variety of short and medium length choral compositions, including a capella music and/or works accompanied by light instrumentation, and represents all historical periods and styles from early classics to significant contemporary works.

MUS 325 Symphonic Chorus (1-2)

Large chorus featuring a wide range of accompanied and a cappella literature. Emphasis placed on development of vocal technique, musicianship skills, and preparation of repertoire. Includes public performances. No previous choral experience required; singers will be given a placement audition after enrolling. May be repeated for credit.

MUS 326 Guitar Ensemble (1-2)

The course focuses on all aspects of the literature for multiple guitars -- performance, listening, sight-reading and technique. A wide variety of repertory is covered and a public performance is required. Project proposals from class members are welcomed. Prerequisite: consent of instructor.

MUS 327 Symphonic Wind Ensemble (1-2)

The SSU Symphonic Wind Ensemble is a large wind band dedicated to the study and performance of a wide variety of wind band literature. Membership is open to all University students. Auditions for part assignments are held at the beginning of each semester. The SWE performs 2-4 concerts each semester. This course has a mandatory concert performance requirement. May be repeated for credit.

MUS 328 Symphony Orchestra (1-2)

The Symphony Orchestra performs a diverse array of orchestral literature, ranging from the Baroque period to world premieres and from classical repertoire to film, opera, and educational works. In addition to performing 2-4 concerts each year in the beautiful confines of Weill Hall, the Symphony Orchestra performs regularly on tour throughout California and beyond.

MUS 329 Chamber Music Ensembles (1-2)

Enrolled students will be assigned to various ensembles according to instrumentation and expertise. During each semester outstanding musicians from the Bay Area will coach each ensemble. Course culminates in a series of public performances. Admission by audition. May be repeated for credit.

MUS 330 Musical Theatre Production (1-3)

A course devoted to the student and public performance of major works of operatic and musical theatre literature. Designed for singers, actors, and others interested in music theatre. The capstone is a fully staged, orchestrally accompanied performance. May be repeated for credit. Prerequisite: by audition, in August only.

MUS 340 Opera and Music Theater Scenes (1-3)

A performance course designed to broaden student's familiarity with the opera and musical theatre repertoire. Students have input regarding literature and often write their own scenes. The class is open to all students. May be repeated for credit.

MUS 342 History of Jazz (1-3)

The study of jazz from its origins to the present. Listening to music is the core of the class; emphasis is on developing skill in recognizing and describing what happens in classic performances. The changing styles of jazz are related to the social and cultural context of the music in each style period.

MUS 343 Studies in Musical Genres (3)

An in-depth study of a particular type of music. Course activities will include lecture, listening, and in-class performances. Satisfies GE Area C1. May be repeated for credit. Course may be taught in online and hybrid modes during Intercession and Summer.

MUS 344 Studies-Specific Composers (3)

An in-depth study of the life and works of a single composer. Course activities will include lecture, listening, and in-class performances. May be repeated for credit. Satisfies GE Area C1.

MUS 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.

MUS 347 Studies in World Music (1-3)

The detailed study of the music of a particular country or area outside the Western European musical tradition.

MUS 350 Survey of World Music (4)

This class examines the world's musical cultures with an emphasis on musical repertoires and how they relate to social, cultural, and religious contexts. Students are encouraged to show their musical talents and participate in learning a few melodies and rhythms. Satisfies GE Area C3 (Comparative Perspectives).

MUS 351 History of Western Music, 1750-present (3) (3)

History of music in the Western tradition, dating from 1750 to the present. The course includes the study of representative composers such as C.P.E. Bach, Mozart, Beethoven, Brahms, Stravinsky, and Cage, as well as analytical studies of their works. This course requires a working knowledge of musical notation and theory. Prerequisite: MUS 251, or consent of instructor.

MUS 353 Indian Singing Ensemble (1-2)

Experience the joy of Indian singing as we explore the philosophical and spiritual concept of Nada Brahma (the universe is sound, music being eternal bliss). No requirements; bring your throat. May be repeated for credit.

MUS 359 Audio and Recording Production II (1)

Continuation of MUS 159. Fundamentals of audio and recording production in a studio and of live performances. Discussion and demonstrations of major types of software and/or hardware used in the production of music including creative and

innovative methods. Students will develop skills in all phases of studio and live performance operation and will complete a number of individual projects. Strongly recommended for music composition students.

MUS 377 Brass Ensemble (1)

This ensemble is a vibrant group of interested trumpet, horn, baritone, trombone, and tuba players who perform a wide array of pieces from Gabrieli antiphonal music to jazz works as well as music in the Philip Nones brass repertory. The group meets weekly and plays concerts on and off campus.

MUS 378 Percussion Ensemble (1)

An outgrowth of the Symphonic Wind Ensemble, the Percussion Ensemble performs a mixture of historically relevant repertoire as well as pieces of the modern repertory. The ensemble affords its members the chance to cultivate sensitive chamber music skills and to explore performance techniques on all the various percussion instruments. May be repeated for credit.

MUS 379 Latin Jazz Band (1-2)

Rehearsal and performance of literature from the Latin diaspora, focusing on the music of the Carribean and South America. May be repeated for credit. Prerequisite: consent of instructor.

MUS 389 Jazz Improvisation III (3)

A continuation of MUS 289. Advanced chord-scale and chord substitution techniques for improvising on functional chord progressions. Prerequisite: MUS 289.

MUS 390 Jazz Orchestra (1-2)

An 18-20 piece Big Band that performs the best literature from the traditional Swing Era to the present day. May be repeated for credit.

MUS 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.

MUS 392 Jazz Piano II (1)

Continuation of MUS 292. Prerequisite: MUS 292 or consent of instructor. May be repeated for credit.

MUS 399 Student-Instructed Course (1-3)

Topic differs each semester. Cr/NC only. May be repeated for credit.

MUS 400 Music for the Classroom (2)

Philosophy, concepts, and materials for music teaching in the classroom. The structure, nature, and function of music in children's lives. Prerequisite: MUS 105 or equivalent, or consent of instructor. Mandatory 15 hours of observation outside of class.

MUS 401 Conducting Technique (2)

An introduction to the basics of conducting with an emphasis on conducting patterns, baton technique, and the development of effective rehearsal procedures common to instrumental and vocal ensembles. Prerequisites: MUS 110, MUS 120, and at least two of the following: MUS 115/415, MUS 122/422, MUS 123/423, MUS 124/424, and MUS 129/429.

MUS 402 Choral Conducting (3)

Advanced choral conducting techniques. Students will further develop expressive conducting skills necessary for leading and rehearsing choral ensembles. Prerequisites: MUS 401 and consent of instructor.

MUS 403 Instrumental Conducting and Methods (3)

Advanced instrumental conducting techniques. Students will further develop expressive conducting skills necessary for leading and rehearsing instrumental ensembles. Prerequisites: MUS 401 and consent of instructor.

MUS 404 Choral Methods and Repertoire (2)

An exploration of teaching methods, materials and repertoire necessary for teaching choral music in the public schools. This course has a mandatory requirement of 15 hours of observation outside of class of choral ensembles in the public schools. Prerequisites: MUS 401, 402 and consent of instructor.

MUS 405 Instrumental Methods and Repertoire (2)

An exploration of teaching methods, materials and repertoire necessary for teaching band and orchestra in the public schools. This course has a mandatory requirement of 15 hours of observation outside of class of choral ensembles in the public schools. Prerequisites: MUS 401, 403 and consent of instructor.

MUS 410 Theory IV: 20th Century Techniques (3)

A study of melodic, rhythmic, harmonic, and formal organization of 20th century music. Prerequisites: MUS 210, 220, 150, and 250 or consent of instructor.

MUS 412 Jazz Composition (3)

Study of form and techniques for jazz composition. Students will compose 5 tunes. Prerequisite: MUS 312 or 389.

MUS 415 Vocal Methods (1)

Group and individual explorations of the fundamental techniques of singing. Develop strategies to address tone production, breath control, diction, repertory, and interpretation. Music Education students learn basic vocal pedagogy. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

MUS 418 Guitar Methods (1)

An exploration of basic performance techniques, and pedagogy and teaching strategies for guitar. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

MUS 420 Musicianship IV (2)

Continuation of Ear Training III. Begins with Mozart, and proceeds through Beethoven and the Romantics into music of the 20th century. Emphasizes accurately singing and hearing music of increasing chromatic complexity, using an intervallic approach to augment tonal hearing. Listening and analysis activities focus upon selection of great works from Mozart to Stravinsky. Prerequisite: MUS 320 or equivalent.

MUS 422 Strings Methods II (Cello/Bass) (1)

An exploration of basic performance techniques, instrumental pedagogy and teaching strategies associated with teaching cello and bass in the public schools. Prerequisite: MUS 106 or the equivalent and/or consent of the Instructor and Director of Music Education. May be repeated for credit with consent of instructor.

MUS 423 Woodwinds Methods II (Flute/Double Reeds) (1)

An exploration of basic performance techniques, instrumental pedagogy and teaching strategies associated with teaching flute, oboe and bassoon in the public schools. Prerequisite: MUS 106 or the equivalent and/or consent of the Instructor and Director of Music Education. May be repeated for credit with consent of instructor.

MUS 424 Brass Methods II (Horn/Tuba) (1)

An exploration of basic performance techniques, instrumental pedagogy and teaching strategies associated with teaching horn and tuba in the public schools. Prerequisite: MUS 106 or the equivalent and/or consent of the Instructor and Director of Music Education. May be repeated for credit with consent of instructor.

MUS 425 Composers Forum (1)

Individual projects in creative work. Individual projects in jazz performance. May be repeated for credit.

MUS 426 Jazz Forum (1)

Required for Jazz Performance majors every semester. Students interact with guest artists and clinicians from around the world. May be repeated for credit.

MUS 429 Percussion Methods (1)

An exploration of basic performance techniques, and pedagogy and teaching strategies associated with standard percussion instruments. May be repeated for

credit with consent of instructor. Prerequisite: consent of instructor.

MUS 433 Private Instruction-Strings (1)
Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 133 and audition.

MUS 434 Private Instruction-Woodwinds (1)
Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 134 and audition.

MUS 437 Private Instruction-Brass (1)
Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 137 and audition.

MUS 438 Private Instruction-Percussion (1)
Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 138 and audition.

MUS 439 Private Instruction-Keyboard (1)
Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 139 and audition.

MUS 440 Vocal/Instrumental Proficiency Jury (1)
A performance illustrating proficiency as well as knowledge of the technique and tone production in voice, on guitar, and on string, woodwind, brass, and percussion instruments. For students in the Music Education concentration or the California Music Subject Matter Competency Program. Cr/NC only. Prerequisites: MUS 415, 418, 422, 423, 424, and 429.

MUS 441 Private Instruction-Voice (1)
Advanced individual study of voice. May be repeated for credit. Prerequisites: MUS 141 and audition.

MUS 443 Private Instruction-Guitar (1)
Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 143 and audition.

MUS 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.

MUS 446 Private Instruction-Conducting (1-2)
Private instruction in conducting for advanced students. May be repeated for credit. Prerequisite: audition.

MUS 447 Applied Music Studies (1)
Advanced individual study of instrument or voice. Instructor permission required. May be repeated for credit.

MUS 448 Choral and Vocal Accompanying (1-2)
An exploration of piano techniques necessary for accompanying a variety of vocal ensembles. Emphasis will be placed on the development of communication skills between performers and on sight-reading proficiency. May be repeated for credit with consent of instructor.

MUS 451 Repertory Class (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 and classical instrumental. May be repeated for credit. Prerequisite: concurrent enrollment in the appropriate private instruction course.

MUS 460 Teaching Assistant in Music (1-4)
May be repeated for credit.

MUS 480 Special Topics (1-4)
Topic will vary from semester to semester. Consult Schedule of Classes for current offering. May be repeated for credit.

MUS 481 Special Topics Workshop (1-3)
Activity will vary from semester to semester. Consult Schedule of Classes for current offering. May be repeated for credit.

MUS 489 Jazz Improvisation IV (3)
Continuation of MUS 389. Advanced thythmic concepts and techniques for improvising on contemporary modal and free-form compositions. Prerequisite: MUS 389.

MUS 490 Senior Project (1-3)
A course in which the work of the Music major reaches culmination. Group or individual projects in research, analysis, theory, or performance that bring together all the skills and proficiencies developed by the student. For the Music Education Concentration the project is a summative portfolio. Prerequisites: completion of all music major requirements or consent of instructor.

MUS 491 Senior Recital (1-3)
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.

MUS 495 Special Studies (1-4)
Individualized studies in topics beyond the scope of the regular curriculum. Contract with an instructor, specifying work to be completed. A regular schedule of contract hours is necessary. Prerequisite: consent of instructor. May be repeated for credit up to 8 units.

MUS 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. May be repeated for credit.

MUS 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.

MUS 595 Special Studies (1-4)
Individualized studies in topics beyond the scope of the regular curriculum. Contract with an instructor, specifying work to be completed. A regular schedule of contract hours is necessary. Prerequisite: consent of instructor.

Native American Studies (NAMS)

NAMS 160A Humanities Learning Community (4)

NAMS 160 A/B is a year long course, which features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking) and C3 (Comparative Perspectives and/or Foreign Languages) GE Areas. C- or better required in the second semester for A3 credit.

NAMS 160B Humanities Learning Community (4)

NAMS 160 A/B is a year long course, which features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking) and C3 (Comparative Perspectives and/or Foreign Languages) GE Areas. C- or better required in the second semester for A3 credit.

NAMS 165 Native Cultures of Northern California (4)

An introduction to the local and regional diversity of American Indian communities. Through the local and regional lenses, students will gain an understanding of the broader perspectives on Native American history, experience, and contemporary issues. This is a large lecture format with discussion sub-sections. Fulfills GE Area C2 and the Ethnic Studies requirement.

NAMS 200 Introduction to Native Americans (3)

A survey of the various geographical environments of tribes living in North America. The emphasis is upon precontact cultures, but includes cultural and historical changes to tribes during the settling of this country by Europeans. Satisfies GE Area D1 (Individual and Society) and the Ethnic Studies requirement.

NAMS 205 Introduction to Native American Arts (4)

NAMS 205 is a general introduction to traditional and contemporary American Indian arts in the U.S. The course is a survey of Native American art in major indigenous cultural regions from pre-Colonial times to the present. Includes information on the culture that produced the art forms and will explore the interplay between tradition and innovation. Satisfies GE Area C1 and the Ethnic Studies requirement.

NAMS 273 American Diversity (4)

This course explores and analyzes European and American historical events from a Native American perspective. Three Native culture areas will be used as examples: the Great Plains, the Southwest, and Northern California. Special emphasis will be placed on the events that shaped the lives of American Indians in these areas. Native philosophical perspectives and values will be illuminated in contrast to Euro-American philosophy and values. Satisfies GE Area C2. Only one course numbered 273 in the Arts & Humanities will be considered for credit. Prerequisite: ENGL 101.

NAMS 338 Native Americans and The Cinema (4)

This course examines and critiques the depiction of American Indians in American cinema, including Hollywood movies, independent films, and documentaries. These works are analyzed through an exploration of the social construction of stereotypes, film theory, and historical and cultural contexts. Films by American Indians and non-Indians will be examined and analyzed. Satisfies GE Area C1 and the Ethnic Studies requirement. This course can be taught in on-line or hybrid modes during the summer and/or intersession only.

NAMS 346 Philosophic Systems and Sacred Movements in Native North America (4)

NAMS 346 is designed to give students an overview of a broad range of topics arising in the study of diverse Native American philosophical systems and sacred movements, pre-contact to the present. Regional and historical approaches are utilized in the analysis of American Indian religious movements and philosophic systems; archeoastronomy, art forms, ceremonies, and a variety of literary genres are investigated as expressions of religious belief and activity. Satisfies GE Area C2 and the Ethnic Studies Requirement. This course can be taught in on-line or hybrid modes during the summer and/or intersession only.

NAMS 354 Native American Literatures (4)

A general introduction to American Indian literatures that includes early translations, oral literatures, autobiographies, and contemporary poetry and fiction. The course also focuses on the American Indian writers' connection to a "home landscape." The study of the scope and nature of various representations of American Indians in literary texts are explored. Satisfies GE Area C2 and the Ethnic Studies requirement.

NAMS 495 Special Studies (1-4)

Prerequisites: an upper-division core course; approval of supervising faculty member, and approval of program coordinator. May be repeated for credit up to 8 units.

Nursing (NURS)

NURS 301 Nursing Care of the Adult Client I (9)

Seminar, 5 hours; practicum, 4 hours. This course is an introduction to nursing therapeutics underlying the basic skills and concepts in the practice of professional nursing. The focus is on concepts related to physical, emotional, spiritual, social and cultural needs and mechanisms for maximizing health. Basic pharmacology is included. Emphasis is placed on the application of the nursing process in maintaining health for adults. Prerequisites: Nursing majors only.

NURS 302 Nursing Care of Adult Client II (6)

Seminar, 4 hours; practicum, 2 hours. This course continues the application of nursing therapeutics underlying the basic skills and concepts in the practice of professional nursing. The focus is on concepts related to physical, emotional, spiritual, social, and cultural needs and mechanisms for maximizing health. Basic pharmacology is included. Emphasis is placed on the application of the nursing process in maintaining health and older adult populations. Prerequisites: NURS 301, NURS 303, and Nursing majors only.

NURS 303 Maternity & Women's Health Care (6)

Seminar, 4 hours; practicum, 2 hours. Principles and concepts of health and illness in childbearing and childrearing families are covered with an emphasis on preventive and therapeutic aspects for the pregnant and postpartum client. Use of community resources is introduced. Clinical experiences apply the caring process to childbearing and childrearing families with a focus on the principles and concepts of health promotion and maintenance to families in various phases of the health and illness continuum. Prerequisites: Nursing majors only.

NURS 304 Psychiatric and Mental Heatlh Nursing (6)

Seminar, 4 hours; practicum, 2 hours. Students are introduced to the principles of mental health and illness. Nursing care therapeutics with populations experiencing mental health, stresses, and psychiatric illnesses are examined and applied. Prerequisites: NURS 301, NURS 303, and Nursing majors only.

NURS 310 Nursing Research and Evidence-Based Practice (3)

Seminar, 3 hours. This course examines sources of evidence, the nature of inquiry, basic research concepts, language, and processes. Approaches to research and ways of knowing in nursing and related sciences are explored. Qualitative and quantitative research methods are compared. Students critically appraise and interpret studies in order to enhance their understanding of the research process. Theoretical frameworks for research are explored. Levels of evidence are explored and the evidence-based practice brief is created. Prerequisite: course restricted to Nursing majors only.

NURS 312 Baccalaureate Nursing Perspectives I (4)

This course provides the foundation for critically examining the current healthcare system, evidenced-based nursing practice, safety and quality standards in healthcare delivery and interdisciplinary communication and collaboration. Prerequisites are admission to the nursing major.

NURS 313 Baccalaureate Nursing Perspectives II (4)

This course expands knowledge about the role of the professional nurse in society by exploring leadership and advocacy as integral components of professional nursing. It examines goals of current health care system reform including nursing's expanded professional role in promoting health and mitigating health care disparities and inequities. Prerequisites: Course restricted to Nursing majors only.

NURS 370 Health Promotion for Racially Diverse Populations (3)

An understanding of how health promotion activities can foster health equity in racial minorities in the US with an introduction to health promotion, disease prevention, risk reduction strategies and measuring effective interventions. Learners will explore unique and effective health promotion approaches for individuals and populations from diverse racial and ethnic backgrounds. Online delivery.

NURS 396 Selected Topics in Nursing (1-3)

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). Prerequisite: consent of instructor.

NURS 407 Nursing Care of the Adult Client III (6)

This course continues the application of nursing therapeutics underlying the basic skills and concepts in the practice of professional nursing. The focus is on concepts related to physical, emotional, spiritual, social, and cultural needs and mechanisms for maximizing health. Advanced pharmacology is included. Emphasis is placed on the application of the nursing process in maintaining health for complex adults and older adult population. Prerequisites: NURS 301, 302, 303, 304 & 310 and Nursing majors only.

NURS 409 Nursing Care of the Child in the Family (6)

This course continues the application of nursing therapeutics, skills, and concepts in the practice of professional nursing specific to the care of the child. The focus is on concepts related to physical, emotional, spiritual, social, and cultural needs and mechanisms for maximizing health. Basic pharmacology is included. Emphasis is placed on the application of the nursing process in maintaining health for children and families. Prerequisites: NURS 301, 302, 303, 304, and Nursing majors only.

NURS 410 Nursing Power, Policy, and Politics (5)

This course examines the role of nursing in influencing health care from an economic, legal/ethical, political, interdisciplinary, and multicultural framework. Topics for discussion are based on current issues and trends in nursing practice, leadership, and the socio-political landscape. Prerequisites: Completion of NURS 310 and Nursing majors only.

NURS 412 Community/Public Health Nursing (3)

This course explores populations focused nursing the context of health promotion and protection for individuals, families, and communities. Determinants of health such as epidemiology, environmental health, and public health science will be addressed along with a focus on social cultural factors which impact health of communities. Prerequisites: Nursing majors only.

NURS 412P Community/Public Health Nursing Practicum (2)

This clinical course explores populations focused nursing the context of health promotion and protection for individuals, families, and communities. The practicum will involve enhancing the health promotion efforts of individuals, communities, and families. Nursing majors only.

NURS 414 Clinical Nursing Preceptorship (5)

Clinical application of theories and concepts from nursing and related sciences is applied in the nursing care of selected populations. Evidence-based knowledge and pertinent theoretical frameworks are utilized to respond to complex and specific health care needs of these populations. Integration and synthesis of concepts, personal development, and leadership/management abilities are expanded through professional nursing practice. Prerequisites: Completion of NURS 310 and Nursing majors only.

NURS 416 Application of Baccalaureate Perspectives (3)

Application of theories and concepts from nursing and related sciences is applied in the nursing care of selected populations for the post-licensure B.S.N. student. Evidence-based knowledge and pertinent theoretical frameworks are utilized to respond to complex and specific health care needs of self-selected populations. Integration and synthesis of concepts, personal development, and leadership/management abilities are expanded through professional nursing practice. Prerequisites: completion of all 300 level nursing courses, R.N. licensure, and Nursing majors only.

NURS 480 Health, Sexuality, and Society (3)

Seminar, 3 hours. Examines issues in human sexuality as they relate to the health and well-being of self and others. A range of human sexual experience will be explored. Satisfies GE Area E. Open to non-nursing majors. Prerequisite: upper-division standing.

NURS 490 The Sexual Imperative: History, Media, Culture, and Imagination. (4)
This course examines historical, cultural, philosophical and artistic influences on relationships, gender expressions and sexuality among various lifestyles within the United States and the world. Specific perspectives within these foci include historical events and philosophies as they have influenced cultural mores, artistic expression and literature shaping human sexual health, values, beliefs and behaviors. Satisfies GE Area C2. Course taught in online mode.

NURS 495 Special Studies (1-4)
Individual or group study, under guidance of an advisor, of special issues in nursing. Prerequisites: admission to the nursing major and/or consent of instructor and department chair. Specific guidelines available from the Nursing department. May be repeated for credit up to 8 units.

NURS 498 Teaching Assistant Practicum (1-4)
Supervised unpaid instructional work experience in Nursing. May include tutoring, assisting with classroom activities, and leading clinical skills laboratory activities. Intended for professional growth for undergraduates. May be repeated for up to 4 units. Prerequisites: consent of instructor whose course the student will be working, and an approved petition to enroll.

NURS 501 Health Promotion: Righting Disparities (4)
Online course. Advanced concepts to assess and promote the behaviors that enhance the health of clients across the lifespan, taking into account the multiple dimensions of and the attendant risks unique to the dimension of Person. Principles and theories of the behavioral sciences, epidemiology, family health, psychology, sociology, genomics, and ethical decision-making are investigated. Prerequisite: Admission to the F.N.P. Program.**Students must adhere to the curriculum of the progression noted in admission letter. Exceptions are permitted only with petition approved by FNP Director

NURS 509 Advanced Health Assessment (4)
This hybrid course reviews and expands upon concepts and skills of human assessment basic to advanced practice clinical decision-making and the caring process. Lab Fee. Prerequisite: Admission to the F.N.P. Program.**Students must adhere to the curriculum of the progression noted in admission letter. Exceptions are permitted only with petition approved by FNP Director

NURS 540A Pathophysiological Concepts in Primary Care I (3)
Hybrid course. Develops a foundation for the diagnosis and management of common acute and chronic illnesses in advanced primary care nursing practice. Research and theory from various disciplines are used to evaluate unique interaction patterns of person and environment as a basis for selecting strategies to promote health and minimize the effects of illness. Emphasizes interdisciplinary aspects of primary health care through partnerships with patients as a basis for collaboration, consultation, and referral. Prerequisites: NURS 501, NURS 509, NURS 549. Co-requisite: NURS 552, NURS 550A.

NURS 540B Pathophysiologic Concepts in Primary Care II (3)
Hybrid course. Continue to develop a pathophysiological conceptual foundation for the diagnosis and management of common acute and chronic illnesses in advanced primary care nursing practice. Research and theory from various disciplines are used to evaluate unique interaction patterns of the person and environment as a basis for selecting strategies to promote health and minimize the effects of illness. Emphasized interdisciplinary aspects of primary health care through partnerships with patients as a basis for collaboration, consultation and referral. Prerequisites: N501, N509, N549, N552, N540A, N550A and concurrently enrolled in N550B.

NURS 549 Health Promotion Practice in Primary Care (3)
This clinical course correlates with and supports the student in applying the theoretical concepts in NURS 501. The course provides the student with a comprehensive understanding of health promotion and disease prevention in clients across the life span. The course provides the students with the skills to evaluate the health status of a client, taking into account the unique dimensions of a person including culture, ethnicity, socioeconomic status, educational status, and religious and spiritual status when developing a health promotion plan. Prerequisite: Admission to the F.N.P. Program.**Students must adhere to the curriculum of the progression noted in admission letter. Exceptions are permitted only with petition approved by FNP Director

NURS 550A Clinical Practice in Primary Care I (4)
Beginning clinical practice in primary care settings is implemented. Specialized knowledge and skills are utilized to assess physical, emotional, social, cultural and spiritual needs of patients. Concepts from various disciplines are integrated to provide a framework for developing and applying strategies for health promotion and illness management. Begin to develop advanced nursing role identity as FNP. Prerequisites: NURS 549, NURS 501, NURS 509. Co-requisites: NURS 540A, NURS 552. Laboratory fee payable at time of registration.

NURS 550B Clinical Practice in Primary Care II (4)
Continued implementation of clinical practice in primary care settings. Further develops and expands FNP clinical judgment and practice skills in family primary care. Research findings and theory-based knowledge are applied to formulating diagnosis and management plans. Personal and professional parameters of the nurse practitioner role are examined. Prerequisite: NURS 501, NURS 509, NURS 549, NURS 550A, NURS 540A, NURS 552. Corequisite: NURS 540B; NURS 560 can be a prerequisite or corequisite.

NURS 550C Clinical Practice in Primary Care III (4)
Expanded clinical practice in primary and extended care settings. Facilitates the integration of nursing and other theories and research in providing health care to individuals, families, and groups. Conceptual perspectives are applied as a foundation for complex decision-making in advanced nursing practice. Professional identity is expanded to integrate the multiple aspects of the nurse practitioner role. Prerequisites: NURS 501, NURS 509, NURS 540A/B, NURS 549, NURS 550A/B, NURS 552, NURS560. Corequisite: NURS 562, NURS 564, NURS 566.

NURS 552 Pharmacology in Primary Care (3)
This online course develops a foundation for safe and effective management of client's pharmacological needs in the care of common acute and chronic illnesses. Research findings and theory-based knowledge are applied in assessing the needs of the individual client for medications and patient education. Parameters of legal practice, including the prescribing of schedule II drugs, and community standards of care are addressed. Meets state educational requirement for NP furnishing license. Prerequisites: NURS 509, NURS 549, NURS 501, or permission of instructor. Co-requisites: NURS 540A, NURS 550A, or permission of instructor required.

NURS 555 FNP Expanded Clinical Practice (2-4)
To enhance and expand clinical decision-making skills via extended clinical practice in preceptorship for Family Nurse Practitioner students. To synthesize and concisely report clinical findings via written or dictated chart notes and verbal presentation to preceptor. May be repeated for credit.

NURS 560 Research and Theory Applied to Primary Care (4)
Online course. Linkages between theory, research, and advanced practice are developed to provide the student with the necessary skills to critically analyze and apply research in primary care.**Students must adhere to the curriculum of the progression noted in admission letter. Exceptions are permitted only with petition approved by FNP Director

NURS 562 Advanced Practice in Primary Care Systems (4)
Online course. Nurse Practitioner practice issues are examined with a focus on quality assurance, safe delivery, and ethical patient care within the legal parameters of Nurse Practitioner practice from a local, state, and national perspective. Organization and management theory are analyzed in relation to primary care and Nurse Practitioner role and practice. Prerequisites: NURS 501, NURS 509, NURS 549, NURS 540AB, NURS 552, NURS 550AB, NURS 560.**Students must adhere

to the curriculum of the progression noted in admission letter. Exceptions are permitted only with petition approved by FNP Director

NURS 564 Health Policy and Advocacy in Primary Care (4)

Online course. Course reviews the principal way health care and specifically primary care is organized and financed, and identifies current issues in health care organizations and financing.**Students must adhere to the curriculum of the progression noted in admission letter. Exceptions are permitted only with petition approved by FNP Director

NURS 566 Culminating Experience (2)

The Culminating Experience will be the capstone course for the FNP student. The Culminating Experience is in the form of a Clinical Simulated Exam (CSE) and will be based on a standardized client. There are three parts to the Experience that will simulate a clinical encounter with a client: the student must demonstrate the ability to 1) gather subjective and objective data from a client, 2) develop and present a logical assessment and plan for a client, and 3) in a scholarly manner apply theoretical principles to client care. Prerequisites: NURS 501, NURS 509, NURS 540AB, NURS 549, NURS 550AB, NURS 552, NURS 560 . Co-requisites: NURS 550C, NURS 562 NURS 564.**Students must adhere to the curriculum of the progression noted in admission letter. Exceptions are permitted only with petition approved by FNP Director

NURS 595 Special Studies (1-4)

Individually arranged course for one or more students who wish to pursue academic interests beyond the scope of the regular curriculum. Prerequisites: acceptance into the master's program in Nursing, and consent of instructor and department chair. May be repeated for credit.

NURS 596 Selected Topics In Nursing (1-5)

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.

Organization Development (OD)

OD 513 Facilitation and Training (3-4)

Theories of adult development, learning styles, and experience-based training. In-class practice in assessing needs, defining objectives, designing and planning training experiences, presentation methods and skills, and evaluating outcomes. Students apply emerging methods for managing meetings and facilitating groups for effective planning, problem-solving, and communication. Limited to students in the Organization Development Program.

OD 514 Organization and Team Development (3-4)

Contributions of systems theory and organization development practice for guiding constructive change and self-renewal in groups, organizations, and communities. Students integrate theory and practice of process-oriented leadership and consultation, in the context of a supervised field experience with an actual organization. Prerequisite: OD 513.

OD 518A Advanced Intervention Methods in Organization Development (2)

Intensive workshops and short seminars on advanced topics and methods for guiding change such as: open systems planning, future search conference, dialogue, open space, participative redesign, conflict resolution, and strategic planning. Two semesters. Limited to students in the Organization Development program.

OD 518B Advanced Intervention Methods in Organization Development (2)

Intensive workshops and short seminars on advanced topics and methods for guiding change such as: open systems planning, future search conference, dialogue, open space, participative redesign, conflict resolution, and strategic planning. Two semesters. Limited to students in the Organization Development program.

OD 533A Interpersonal Dynamics in Organization Development (1-3)

Experiential and conceptual study of group and interpersonal interaction processes, with an emphasis on the unfolding dynamics within the class group itself. Interpersonal feedback in the service of personal and professional development. Developmental models of group behavior. Intervention and facilitation methods and skills. Limited to students in the Organization Development program. (Three semesters.)

OD 533B Interpersonal Dynamics in Organization Development (1-3)

Experiential and conceptual study of group and interpersonal interaction processes, with an emphasis on the unfolding dynamics within the class group itself. Interpersonal feedback in the service of personal and professional development. Developmental models of group behavior. Intervention and facilitation methods and skills. Limited to students in the Organization Development program. (Three semesters.)

OD 544A Qualitative Research in Organizations (1-3)

This course introduces the principles and techniques of qualitative research that are relevant for designing and carrying out research in organizations. Topics may include phenomenology, action research, social construction, grounded theory, and discourse analysis. The course goal is to facilitate the design, analysis, and reporting of research projects relevant to the practice of organization development. Open to students in the Organization Development Program only.

OD 544B Qualitative Research in Organization (1-3)

This course introduces the principles and techniques of qualitative research that are relevant for designing and carrying out research in organizations. Topics may include phenomenology, action research, social construction, grounded theory, and discourse analysis. The course goal is to facilitate the design, analysis, and reporting of research projects relevant to the practice of organization development. Open to students in the Organization Development Program only.

OD 554 Organizational Systems Inquiry (3-4)

Study of human systems and organizations based on core and emerging theories and research. Emphasis on application of systemic perspectives for understanding the functioning and dynamics of organizations, including structure, culture, technology, leadership, environment, and change. Limited to students in the Organization Development Program.

OD 556 Socio-Technic Systems Redesign (2-4)

A seminar in the design or redesign of work organizations to increase productive effectiveness while enhancing the quality of the human work experience. Emphasis on the application of systems concepts and methods for understanding and jointly optimizing the social and technical aspects of work environments. Both classical and emerging models for addressing whole system change are considered. Prerequisite: PSY 554. Limited to students in the Organization Development Program.

OD 557A Human Systems Redesign (1-4)

The social construction of meaning in the context of interrelated human systems, including individuals, relationships, teams, families, organizations, communities, and the global society. This course considers analytical perspectives as well as their application to the practice of change facilitation and leadership. Open only to students in the Organization Development Program.

OD 557B Human Systems Redesign (1-4)

The social construction of meaning in the context of interrelated human systems, including individuals, relationships, teams, families, organizations, communities, and the global society. This course considers analytical perspectives as well as their application to the practice of change facilitation and leadership. Open only to students in the Organization Development Program.

OD 572A Internship and Professional Practice in Organization Development (4)

Seminar in current and emerging topics related to professional practice as an internal consultant, external consultant, or change leader. Students carry out 180 hours of approved supervised field projects applying Organization Development concepts and methods with groups, organizations, or communities. Two semesters. Limited to students in the Organization Development program.

OD 572B Internship in Organization Development (4)

Supervised practical experience applying organization development concepts and methods in profit or nonprofit settings. Limited to students in the Organization Development Program only.

OD 578 Project Continuation (1-3)

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

OD 596 Graduate Tutorial (1-4)

Seminar in selected topics. Consult semester class schedule for current offerings.

OD 598 Culminating Paper Tutorial (1-4)

This tutorial provides specific guidance and consultation at each phase of the students' work on the culminating paper for the Psychology M.A. in Organization Development.

Philosophy (PHIL)

PHIL 101 Critical Thinking (4)

Critical Thinking is the best defense against intellectual trickery and self-delusion. It provides specific techniques and tools whereby we en avoid basic fallacies in our own thinking and detect them in the thought of others. Reasoning is a highlycomplicated human activity and cannot be satisfactorily studied in an intellectual vacuum. Hence, in this course, critical thinking 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. Some basic works of world philosophers will be studied to substantiate and contextualize the technical focus of the course. This course may be taught online only during the winter and summer intersession. Satisfies GE A3 (Critical Thinking).

PHIL 101A Critical Thinking (2)

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 Area A3 (Critical Thinking). C- or better required in the second semester for A3 credit.

PHIL 101B Critical Thinking (2)

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 Area A3 (Critical Thinking). C- or better required in the second semester for A3 credit. Prerequisite: PHIL 101A.

PHIL 102 Introduction to Logic (4)

An introduction to the nature of contemporary systems of logic and their application. Students will learn how to abbreviate arguments in ordinary language, to deduce conclusions, and to locate fallacies. Recommended for students of the sciences, computer programming, or mathematics, and the general student interested in the structure of arguments. The course will be taught fully online only during winter and summer intersessions. It can be taught as hybrid or face to face during the regular semester.Satisfies GE Area A3 (Critical Thinking).

PHIL 120 Introduction to Philosophy (4)

This course provides an introduction to some of the enduring questions of thinking: What is the nature of knowledge, of morality, of justice, of the self, of religion, of the search for wisdom, of reality? Topics and approaches may vary from section to section. Consult the department office for current information. Satisfies GE Area C2.

PHIL 160A Humanities Learning Community (4)

PHIL 160 A/B is a year long course, which features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking) and C3 (Comparative Perspectives and/or Foreign Languages) GE Areas. C- or better required in the second semester for A3 credit.

PHIL 160B Humanities Learning Community (4)

PHIL 160 A/B is a year long course, which features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking) and C3 (Comparative Perspectives and/or Foreign Languages) GE Areas. C- or better required in the second semester for A3 credit.

PHIL 165A Humanities Learning Community (4)

PHIL 165 A/B is a year long course, which, features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking and C3 (Comparative Perspectives and/or Foreign Languages) GE categories. This course also fulfills the Ethnic Studies requirement. C- or better required in the second semester for A3 credit.

PHIL 165B Humanities Learning Community (4)

PHIL 165 A/B is a year long course, which, features weekly lectures and small seminars. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking and C3 (Comparative Perspectives and/or Foreign Languages) GE categories. This course also fulfills the Ethnic Studies requirement. C- or better required in the second semester for A3 credit.

PHIL 200 Philosophical Issues (3)

Students practice the techniques of reading and thinking critically, of expository writing, and of oral expression as they reflect together on philosophical issues. Recent topics have included Human Consciousness, Foundations of Greek and Chinese Thought, and Philosophical Issues in Global Climate Change. As students read and discuss the semester's topic, they will reflect consciously on the principles of thinking, speaking, and writing. This skills-oriented course reflects the assumption that we master skills more thoroughly when we are working on an interesting set of issues that are significant and relevant to our lives. Prerequisites: completion of GE Areas A2 and A3. May be repeated for credit.

PHIL 201 Buddhism, Philosophy & Culture (4)

This course explores foundational teachings Buddhist philosophy, religion, arts and culture and examines the interactions between those teachings and Western science, philosophy and culture. Students read original writings from the Buddha as well as Buddhist scholars, selections from Western philosophy and contemporary scientific research that deals directly with Buddhism. This coursewill be taught online only during the winter and summer intersession. Satisfies GE Area C3 (Comparative Perspectives/Foreign Languages).

PHIL 202 Proseminar (3)

This course is designed to help students acquire the skills required to successfully major or minor in Philosophy, skills such as making effective oral presentations or critically evaluating demanding philosophical texts. The course will be based on an investigation of important contemporary or historical problems, and attention will be paid to both analytic and continental approaches to these problems. Possible topics of discussion are: postmodern critiques of science, moral relativism, arguments for the existence of God, the good life, the nature of emotions, and the nature of beauty. Topics will vary from year to year depending on the interests of faculty. Prerequisite: current Philosophy major or minor, or permission of instructor.

PHIL 203 Global Justice (4)

This course covers theoretical and practical issues of global justice. Topics may include: what obligations wealthy nations owe to the global poor; responsibility for the costs of climate change; what rules should govern international trade; when going to war is just; whether terrorism is a legitimate means of conducting war; how terrorism may be combated; whether nations have the right to exclude immigrants; whether we should have numerous nation-states or one cosmopolitan society. Satisfies GE, area C2.

PHIL 204 Applied Ethics (4)

The focus of this course is the philosophical examination, from a moral standpoint, of pressing issues that we as human beings face today. For example, depending on the faculty member teaching, the course might focus on the ethics of science and technology, environmental ethics, bioethics, or business ethics. Students will gain an understanding of moral theory in this course but always through a practical field of study. The course is essentially interdisciplinary.

PHIL 205 Ethics, Law, and Society Forum (1)

A series of events focused on current issues in law, ethics, and justice. The events will include visiting lectures, debates, film screenings, and workshops. Satisfies GE, area C2. These events will cover a wide-ranging and evolving range of topics, such as racial identity, climate change, technology and war, human trafficking, gender and sexuality law, distributive justice, privacy, and more. May be repeated for credit.

PHIL 207 Philosophical Movements (4)

A class dedicated to a range of alternative historical movements in philosophy. They can be chosen from ancient, medieval, modern, or contemporary examples. As movements they have some degree of unity or cohesiveness within their historical period, and their study seeks to describe, besides their internal characteristics, this historical context. Previous examples of movements taught have included: existentialism, phenomenology, ordinary language philosophy, American pragmatism, deconstruction, and the Frankfurt School.

PHIL 212 The Good Life (4)

The good life has been a subject of philosophical reflection for centuries. This course looks at how different cultures have addressed a variety of questions concerning the good life from a philosophical perspective. Specific topics may include: what counts as a good life; what happiness is; the relation between morality and the good life; what makes for a life with meaning; whether we really matter in the big picture; whether we can make a difference; whether life is absurd; and whether death is bad for the one who dies.

PHIL 273 Critical and Creative Readings of Philosophical Literature (4)

This course explores a variety of key philosophical concepts such as truth, justice, equality, fairness, the good and beauty within the historical, socio-cultural and political contexts from out of which they developed and continue to do so. Students will gain a deeper understanding of these ideas while learning how to read and write about them in a variety of different contexts.Satisfies GE Area C2. Only one course numbered 273 in the Arts & Humanities will be considered for credit. Prerequisite: completion of GE Category A2 (Engl 101 or ENGL 100B) required.

PHIL 275 Race, Racism, Law, and Society (4)

This course covers theoretical, practical, and legal issues surrounding race and racism. Topics may include: what counts as `racist'; when discrimination is allowable; racial profiling; tolerating cultural differences; whether race-thinking makes sense; and the nature of racial identities like white or Latino. This course fulfills GE category C3 and Ethnic Studies.

PHIL 276 Gender and Social Justice (4)

This course uses philosophy¿s tools to analyze how gender has been implicated in questions of social justice that arise in a multi-cultural, global context. The investigation will be intersectional, in that it looks at how gender identities interact with other socially relevant identities, such as race, sexuality, and culture. It also will be multi-cultural, in that it looks at a variety of perspectives on these questions from around the globe.

PHIL 301 Philosophy of Science and Technology (4)

Recently the scope and speed of scientific discovery and technological change has noticeably accelerated with the advent of information technology. Fantastic claims have been made in regards to our potential to understand through science and control through technology nearly every aspect of the natural world, including our own bodies and minds. We will look at science and technology as a human practice that inherently fosters certain social values at the expense of others.

PHIL 302 Ethics and Value Theory (4)

An overview of the philosophical analysis of ethics, morality and values. Issues to be discussed include: What is the difference between right and wrong actions? Are moral principles universal or relative? Are values real or imagined? How can moraljudgments be justified? This course may be taught online only during winter and summer intersession. Satisfies GE C2

PHIL 303 Social and Political Philosophy (4)

A philosophical examination of the Western tradition of social and political thought. The course will discuss topics such as justice and the ideal society, the question of justified revolution, the role of private property, freedom, individual rights and social welfare, different forms of government, and the role of values in political deliberation.

PHIL 306 Contemporary Topics in Philosophy (3)

This course introduces students to themes, thinkers, and debates within contemporary philosophy. While the specific emphasis may vary, the course engages with the open-ended problems and concerns that currently animate philosophical research. Students will be encouraged to think self-reflexively about the nature of philosophical thinking and the ways in which philosophy participates in public debates today. Topics may include globalization and financial crisis, democracy and violence, post-colonialism, neo-liberalism, market critique, religious pluralism, media and pop culture, law, and social movements.

PHIL 307 Philosophical Figures (4)

This course provides students with an in-depth study of one or more figures from the philosophical literature. Faculty will select the specific figures in light of their current research interests and projects. The course can range over historical and contemporary texts. Possible topics might include Hegel, Kant, Nietzsche, Aristotle, Heidegger, and Habermas. Per faculty interest, students may study philosophical figures from non-Western traditions, such as Buddhism.

PHIL 309 Philosophy and Robotics (4)

3 hrs discussion, 2 hours lab. Robotics stands to transform every aspect of our society. This class explores the values and ethical norms that are Impacted by the development of these technologies as well as the politcal policies that might need to be developed to mitigate those impacts. The course includes lecture and lab sessions so the student can learn the practice, as well as the theories, behind the creation of robotics technologies. The labs utilize the SSU Maker Space and students will engage in hands on interactions with simple robotics systems. Taught in face-to-face and hybrid modes.

PHIL 312 Philosophy of Love and Emotion (4)

Students examine the nature of love and emotion through a philosophically informed interdisciplinary framework. Philosophy provides the means for integrating recent empirical theories of love from psychology, biology and neuroscience. Students read historical and contemporary philosophical writings and selections from work in evolutionary biology, the neurological structure of emotion, attachment theory, positive and developmental psychology and social psychology. Students integrate these diverse theoretical approaches using the tools of philosophy. There are no pre-requisites. This course may be taught online only during winter and summer intersession.

PHIL 370 Advanced Logic (3)

This course is designed for students who have taken an introductory course in logic. The goal of this course is twofold. First, to consider some more complex logical languages and systems, and second, to consider some of the more properly philosophical issues raised by discussion of those systems. Possible topics of discussion include modality and modal propositional languages; probability calculus and its application to problems of induction and confirmation; decision theory, and some of the paradoxes of rationality that it seems to give rise to; and game theory, and its relation to economic and moral reasoning.

PHIL 375 Drugs, Prostitution, Punishment and More: Philosophy of Law (4)

This course will expose students to classical and contemporary issues in Philosophy of Law. Topics may include the following: When can the government use the law to infringe on our liberty? Is it legitimate for the law to force us to act in our own best interests, say by prohibiting drugs or prostitution? When can the law interfere with freedom of expression? In particular, can it prohibit offensive speech, such as racist or sexist speech, or pornography? Should we abolish punishment, so that criminal offenders are never punished for their crimes? This course will also address classical analytic jurisprudence.

PHIL 377 Legal reasoning and the LSAT (4)

This course will expose students to legal reasoning in order to prepare them for the LSAT. It builds skills in the kind of Analytical Reasoning and Logical Reasoning that constitute the core of the LSAT and covers logical concepts, analytical reading, application of legal concepts, oral arguments and reasoning.

PHIL 390 Advanced Topics in Philosophy (1-6)

Topics courses are intended to cover some particular aspect of a philosophical problem, a particular philosopher, or some philosophical issue not normally explored in detail in any of the standard course offerings. Topics include: philosophy in literature, American philosophy, phenomenology, advanced logic, philosophy of science, Eastern world views, and 20th century philosophy. May be repeated (with a different focus) for credit.

PHIL 399 Student-Instructed Course (1-3)

An introductory or advanced course designed by a senior or graduate student and taught under the supervision of faculty sponsor(s).

PHIL 400 Senior Seminar (4)

A capstone research-based seminar for students in their senior year. Students determine topics based on their concentration in the major. May not be repeated for credit. Students must complete 32 units of credit, including all their lower division major unit load before taking this course.

PHIL 450 Senior Thesis (A) (3)

Writing of a paper deemed acceptable by a faculty director and reader. Superior papers nominated for distinction will be defended before the philosophy faculty. Students wishing to be candidates for graduation “with distinction” are urged to write a thesis. Prerequisite to PHIL 452: PHIL 450. Prerequisites: advanced standing and instuctor consent.

PHIL 452 Senior Thesis (B) (3)

Writing of a paper deemed acceptable by a faculty director and reader. Superior papers nominated for distinction will be defended before the philosophy faculty. Students wishing to be candidates for graduation “with distinction” are urged to write a thesis. Prerequisite to PHIL 452: PHIL 450. Prerequisites: advanced standing and instuctor consent.

PHIL 462 Research Assistant in Philosophy (1-6)

Intended to give selected students experience in participating in the construction of a professor’s research project. Prerequisites: advanced standing and a faculty invitation. May be repeated for credit.

PHIL 470 Teaching Assistant in Philosophy (1-6)

Intended to give students experience in assisting the instructor in a philosophy course by doing research and tutoring students in the class. Prerequisites: advanced standing and consent of the instructor. May be repeated for credit.

PHIL 495 Special Studies (1-4)

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. May be repeated for credit up to 8 units.

PHIL 499 Law, Ethics, and Justice Internship (4)

Supervised training and experience in applied philosophy for advanced students in community organizations. Internship contracts are required. Cr/NC only. May be repeated one time for credit. Prerequisite: consent of the instructor.

PHIL 595 Special Studies in Philosophy (1-6)

Advanced research and writing. Students work under close supervision of faculty members. Subject matter variable. May be repeated for credit.

Physics (PHYS)

PHYS 100 Descriptive Physics (3)

Lecture, 3 hours. A descriptive survey of the important principles of physics. Satisfies GE Area B1 or B3 (Physical Sciences). Registration for Chemistry, Physics, or Mathematics majors requires Physics and Astronomy Department consent.

PHYS 102 Descriptive Physics Laboratory (1)

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 Area B1 or B3 (Physical Sciences) and GE laboratory requirements.

PHYS 114 Introduction to Physics I (4)

Lecture, 4 hours. The first of three basic sequential courses in physics for science and mathematics majors. A calculus based introduction to classical mechanics; including vector analysis, laws of motion, conservation laws, and rotational motion. Satisfies GE Area B1 or B3 (Physical Sciences). Prerequisite: MATH 161 or 161B.

PHYS 114W Physics I Workshop (1)

A workshop designed to be taken with PHYS 114. Exploration of first-semester calculus based physics concepts through inquiry based learning and problem solving in a group setting. Cr/NC only. Corequisite: PHYS 114

PHYS 116 Introductory Laboratory Experience (1)

Laboratory, 3 hours. Demonstrations and participatory experiments are used to increase the student's familiarity with classical mechanics. Applications include biological, geophysical, medical, and environmental phenomena. Satisfies GE Area B1 or B3 (Physical Sciences) and GE laboratory requirements. Prerequisite: prior or concurrent enrollment in PHYS 114.

PHYS 209A General Physics Laboratory (1)

Laboratory, 3 hours. Laboratory experiments to accompany PHYS 210A and develop the student's ability to perform measurements of physical phenomena and to increase their appreciation of the sense of the physical universe gained through experimentation. 209A satisfies GE Area B1 or B3 (Physical Sciences) and GE laboratory requirements. Prerequisites: high school algebra and trigonometry and a high school physical science, and previous or concurrent enrollment in PHYS 210A.

PHYS 209B General Physics Laboratory (1)

Laboratory, 3 hours. Laboratory experiments to accompany PHYS 210B and develop the student's ability to perform measurements of physical phenomena and to increase their appreciation of the sense of the physical universe gained through experimentation.Prerequisites: PHYS 209A and PHYS 210A or PHYS 114 and PHYS 116. Concurrent enrollment in PHYS 210B is strongly recommended.

PHYS 210A General Physics (3)

Lecture, 3 hours. A basic course in physics for students majoring in Biology, Geology, or preprofessional programs. Fundamentals of kinematics, Newton's laws, work, momentum, harmonic motion, and an introduction to fluids and concepts of temperature. Registration by Mathematics majors requires Physics and Astronomy Department approval. Satisfies GE Area B1 or B3 (Physical Sciences). Prerequisites: high school algebra and trigonometry or MATH 160.

PHYS 210B General Physics (3)

Lecture, 3 hours. A basic course in physics for students majoring in Biology, Geology, or preprofessional programs. Topics include: electric charges, potentials, fields and currents, magnetism, electromagnetic waves, and optics. Registration by Mathematics majors requires Physics and Astronomy Department approval. Prerequisite: PHYS 210A or PHYS 114.

PHYS 214 Introduction to Physics II (4)

Lecture, 4 hours. The continuation of PHYS 114. Electrostatics, quasistatic fields and currents, magnetostatics; electromagnetic induction; waves; physical and geometric optics. Prerequisites: PHYS 114 and MATH 211.

PHYS 216 Introductory Laboratory (1)

Laboratory, 3 hours. Selected experiments to increase the student's working physical knowledge of the natural world. Prerequisites: PHYS 114 and 116 and MATH 211. Concurrent enrollment in PHYS 214 is strongly recommended.

PHYS 300 Physics of Music (3)

Lecture, 3 hours. Introduction to physical principles encountered in the study of music, applicable laws of mechanics and acoustics, harmonic analysis, musical scales, sound production in musical instruments, elements of electronic music. Satisfies GE Area B3 (Specific Emphasis).

PHYS 313 Electronics (3)

Lecture, 3 hours. A comprehensive review of DC and AC circuit theory, applications of diodes, transistors and operational amplifiers, electronic test instruments, electronic transducers, waveform generators, noise, logic gates and Boolean algebra, number systems and codes, combinational logic circuits, and applications of circuit simulation programs. Concurrent enrollment in PHYS 313L is mandatory. Prerequisites: MATH 160 or MATH 161, MATH 161B or MATH 161X, PHYS 210B or 214; or consent of instructor.

PHYS 313L Electronics Laboratory (1)

Laboratory, 3 hours. Laboratory to accompany PHYS 313. Experiments in this lab are designed to address the major topics of the PHYS 313 lecture course. Students will experiment with physical and simulated circuits. Concurrent enrollment in PHYS 313 is mandatory. Prerequisites: MATH 160 or MATH 161, MATH 161B or MATH 161X, PHYS 209B or 216; or consent of instructor.

PHYS 314 Introduction to Physics III (4)

Lecture, 4 hours. The continuation of PHYS 214. Special relativity, elementary quantum mechanics, the Bohr atom and deBroglie waves, the Schrödinger wave equation with applications to simple one-dimensional problems and to atomic structure, elementary nuclear physics, introduction to thermal physics and equilibrium statistical mechanics, the partition function, Boltzmann statistics. Prerequisites: PHYS 214 and MATH 261.

PHYS 320 Analytical Mechanics (3)

Lecture, 3 hours. This course is an exploration into the principles of Newtonian, Lagrangian, and Hamiltonian mechanics. It also includes a treatment of noninertial reference frames, rigid body rotation, central force problems, and the dynamics of a system of particles. Prerequisites: PHYS 114 and PHYS 325.

PHYS 325 Introduction To Mathematical Physics (3)

Lecture, 3 hours. This course examines advanced mathematical methods and serves as a foundation for future courses. Topics include coordinate systems and vectors, vector calculus, series expansions, differential equations, orthonomal functions, solutions of systems of linear equations, matrices and tensors, complex numbers, eigenvalues and eigenfunctions, Fourier series and Fourier integrals, and use of mathematical symbolic processing software. Prerequisites: PHYS 214 and MATH 261, or consent of instructor.

PHYS 340 Light and Optics (3)

Lecture, 3 hours. An examination of the properties of light from geometric and physical optics perspectives. Topics include: ray optics, refraction, diffraction, coherence, interference, and polarization. The course will present Fermat's principle, Huygens' principle, and Fourier optics. Prerequisite: PHYS 314 or 325.

PHYS 342 Light and Color (3)

Laboratory, 3 hours. A non-mathematical but analytical treatment of the physical properties of light and investigation of its perception and uses. This course includes examining cameras, telescopes and microscopes, the color and depth perception of the human eye; wave optics, holography and current visual reality technology. Satisfies GE Area B3 (Specific Emphasis in Natural Sciences). Prerequisite: any physical science course or consent of instructor.

PHYS 366 Intermediate Experimental Physics (3)

Lecture 2 hours; laboratory 3 hours. An introduction to contemporary techniques and problems in physics. Selected topics in lasers and photonics, materials science (including high-magnetic field measurements and surface analysis using scanning electron and atomic force microscopy), X-ray analysis, and adaptive optics. Prerequisites: PHYS 314 and 216, or consent of instructor.

PHYS 381 Computer Applications for Scientists (2)

Lecture, 1 hour; laboratory, 3 hours. A survey of problem solving techniques including computer modeling and simulation for the physical sciences. The student is introduced to high-level programming languages such as C++ and various mathematical tools such as Excel, Mathematica, and MatLab. Topics include modern programming techniques, use of graphics and mathematical function libraries, linear least squares data fitting techniques, numerical solution of algebraic and differential equations, and error analysis. Prerequisites: PHYS 114 and MATH 211.

PHYS 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. A total of six units of CIP may be applied towards a degree.

PHYS 396 Selected Topics in Physics (1-4)

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.

PHYS 430 Electricity and Magnetism (3)

Lecture, 3 hours. An investigation into the fundamentals of electromagnetic theory and its applications. Topics include vector analysis, electrostatics, method of images, magnetostatics, electric currents, electromagnetic induction, electric and magnetic fields in matter, Maxwell's equations, electromagnetic waves, potentials, and fields. Prerequisites: PHYS 214 and PHYS 325. Cross-listed as EE 430.

PHYS 445 Photonics (3)

Lecture, 3 hours. A practical examination of Gaussian beams; guided-wave optics; fiber optics; optical resonators; resonant cavities; laser oscillation and amplification; laser excitation; optical pumping; solid state, gas, dye, chemical, excimer, and free electron lasers; semiconductor lasers; laser spectroscopy; fiber optic communication; photomultiplier and semiconductor radiation detectors including photoconductors and junction photodiodes; p-i-n diodes and avalanche photodiodes; and detector noise. Prerequisite: PHYS 314 or consent of instructor. Cross-listed as CES 430 and EE 445.

PHYS 450 Statistical Physics (2)

Lecture, 2 hours. An introduction to statistical methods. Topics include ideal gas, heat capacities, entropy, enthalpy, and the laws of thermodynamics; Boltzmann, Bose, and Fermi statistics; and applications such as engines and refrigerators. Prerequisite: PHYS 314.

PHYS 460 Quantum Physics (3)

Lecture, 3 hours. This course examines the Schrödinger equation and its solution for free particles, potential wells, harmonic oscillators, central potentials, and the hydrogen atom. Other topics may include Hilbert space, Hermitian operators, Dirac notation, angular momentum and spin, scattering, wave function symmetry, and elementary perturbation theory. Prerequisites: PHYS 314 and 325.

PHYS 466 Advanced Experimental Physics (3)

Lecture, 2 hours; laboratory, 3 hours. Advanced topics in lasers and photonics, materials science (including high-magnetic field measurements and surface analysis using scanning electron and atomic force microscopy), X-ray analysis, and adaptive optics. Prerequisites: PHYS 314 and 216, or consent of instructor.

PHYS 475 Physics of Semiconductor Devices (3)

Lecture, 3 hours. A detailed study of semiconductors and their applications. Topics include semiconductor materials, crystal structure and growth, energy bands and charge carriers, conductivity and mobility, metal-semiconductor and p-n junctions, p-n junction diodes, bipolar junction transistors, field-effect transistors, CCDs, photonic devices, and integrated circuits. Conductivity and contact resistance measurements, I-V and C-V characteristics of diodes, characterization of transistors. Prerequisite: PHYS 314 or consent of instructor. Cross-listed as CES 432 and EE 432.

PHYS 491 Capstone Preparatory Seminar (1)

A one-hour seminar designed to be taken concurrently with a capstone course. This supports students conducting their capstone, presenting key concepts such as managing and scheduling large projects and presenting research through written, visual, and verbal means. Students share weekly progress reports and the course supports students in their preparation of concluding posters and oral presentations.Co-requisite: PHYS 492, PHYS 493, PHYS 497, ASTR 492, or ASTR 497 or consent of instructor.

PHYS 492 Instructional Design Project (2)

A directed project to develop at least one laboratory experiment and/or classroom activity that teaches basic concepts in undergraduate physics. Both written and oral presentations (including a demonstration of the experiment or activity) will be required. Prerequisites: PHYS 214 and 216 or PHYS 210B and 209B. Course may be repeated for credit.

PHYS 493 Senior Design Project (2)

A directed project to develop either a working prototype or a detailed conceptual design for an operational laboratory device. Both written and oral presentations (including a demonstration) will be required. Prerequisite: PHYS 313L. Application form required prior to enrollment. Course may be repeated for credit.

PHYS 494 Physics Seminar (1)

A series of lectures on topics of interest in physics, astronomy, and related fields. May be repeated for credit up to 3 units maximum. Prerequisite: consent of instructor.

PHYS 495 Special Studies (1-4)

The Physics and Astronomy Department encourages independent study and considers it to be an educational undertaking. Students wishing to enroll for special studies are required to submit proposals to their supervising faculty members that outline their projects and exhibit concrete plans for their successful completion. May be repeated for credit up to 8 units.

PHYS 497 Undergraduate Research in Physics (2)

Supervised research in an area of physics that is currently under investigation by one or more members of the Physics and Astronomy Department's faculty. This course may be repeated for up to 6 units of credit. Both written and oral presentations will be required. Prerequisites: junior-level standing and consent of instructor.

Political Science (POLS)

POLS 151 Credit by Exam: California Government (1)

The state code requirement in California state and local government may be satisfied by passing an examination in the political science department.

POLS 199 Introductory Topics in Political Science (1-4)

A lower division lecture/discussion series on a specific theme or topic presented by members of the department, other SSU faculty, and guest speakers. May be audited (space permitting) or taken for credit. May be repeated for credit with different topic. Mode: Face to Face.

POLS 200 American Political System (3)

An examination of American politics and governmental institutions. Introduces students to the political system and how to participate in it, should the need arise. Satisfies the code requirements in American Constitution and California state and local government. Satisfies GE Area D4 (U.S. Constitution and State and Local Government). Taught face to face and hybrid modes.

POLS 201 Ideas and Institutions (4)

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 Area D5 (Contemporary International Perspectives).

POLS 202 Issues in Modern American Politics (4)

Leaders and issues in American political life considered in relation to major policies and movements, e.g., progressivism, isolationism, the New Deal, and containment. Open to majors and minors in political science. Meets code requirements in American Constitution and California state and local government. Satisfies GE Area D4 (U.S. Constitution and State and Local Government).

POLS 302 Social Science Research Methods (4)

Social science research methods, emphasizing various facets of research design such as hypothesis formulation, literature review and/or computer-based data analysis. May include building data files and engaging in data analysis using quantitative or qualitative methods in a directed research project. Course includes up to a two-hour laboratory.

POLS 303 Comparative Political Analysis (4)

Reviews the principal concepts and theories of comparative politics, and assesses the institutions that comprise varied systems of government. Concrete examples taken from modern systems will be applied throughout the course. Special attention is focused on the political systems of Britain, France, Japan, Russia, and China. Students are assigned research projects on political systems of developing nations.

POLS 304 Theory and Analysis of International Relations (4)

An introductory analysis of the dynamics of the international political system, stressing the roles of supranational organizations, internal and external factors in foreign policy formulation by nation-states. Review of traditional and contemporary theories of international interaction.

POLS 307 Perspectives on the Holocaust and Genocide (4)

This course is a weekly lecture series on the Holocaust, selected genocides and human rights. Guest lecturers and SSU faculty provide a variety of political and interdisciplinary perspectives on the topics. The course explores the intellectual, emotional, and ethical aspects of the Holocaust and genocides and seeks to deepen students' understanding of organized society, political leadership, democratic participation and human nature. Students also attend a weekly discussion group to explore and synthesize information presented in the weekly lectures. Prerequisite: upper division or graduate standing. Satisfies upper-division GE, Category D5, (Contemporary International Perspectives.)

POLS 310 Classical Political Thought (2-4)

A comprehensive look at the foundations of Western political thought, with particular attention to the theories of Plato, Aristotle, and Thomas Aquinas.

POLS 311 Modern Political Thought: Machiavelli to Obama (4)
Examination of the major writings from Machiavelli to the present. Emphasis on original sources and development of student opinions on ideas discussed.

POLS 312 American Political Thought (4)
An examination of the development of American political ideas as reflected in the works and careers of representative writers and political leaders.

POLS 313 Critical Theory: Race and Gender (4)
Using race and gender as analytical tools, we investigate how major authors in the field "deconstruct" concepts such as rights, democracy, the autonomous individual, and freedom. We will evaluate the central proposition of critical theory that these political principles have been used to "disguise" disparities in power and resources in this country. The ultimate question students will answer, is how useful critical theory is in reevaluating our political values as we face an increasingly diverse and interdependent world.

POLS 314 Environmental Political Theory (4)
This course covers contemporary political theory related to the environment, human/nature relations, theories of environmental and social justice and related movements, and theories of sustainability. Texts include works on feminism, justice, sustainability, political ideologies, political economy, and democracy.

POLS 315 Modern Political Ideologies (3-4)
Examination of the major ideas of important theorists about the relationships among democracy, capitalism, and socialism. A consideration of the actual strengths and shortcomings of some of the current world's major political/economic systems that attempt to put these ideas into practice. Satisfies GE Area D5 (Contemporary International Perspectives).

POLS 320 State, City, and County Government (4)
Study of the political structure and process at the state, county, and municipal levels, with emphasis on urban and regional problems. The changing relationships between the state and federal governments will be explored. Political decision making at all three levels will be discussed in depth. Satisfies, by petition, the state code requirement in California state and local government. Can be used to fulfill prerequisite courses for the M.P.A. program for structure of state and local government agencies, as well as the political science requirement for the California cultural studies major.

POLS 330 Race, Ethnicity, and Politics (4)
A survey of the unique impact of race and ethnicity on American politics, including analysis of constitutional, legal, and historical factors affecting the status of persons of color. Attention to the role race and ethnicity play in the media, elections, political participation and representation, public opinion, public policy, and popular culture.

POLS 345 Model United Nations (MUN) (4)
Introduction to the political structure and functions of the United Nations, with emphasis on team participation at the Western MUN or National MUN in New York. Students play decision-maker roles that they research for preparation of position papers on agenda items. Consent of instructor required.

POLS 350 European Parliamentary Democracies (4)
The theory and practice of democratic government in Britain, France, and Germany. Using the United States as a basis for comparison, the course will consider the many important variations in the ways parties, parliaments, bureaucracies, and executives have developed and perform in the European political arena.

POLS 351 Politics of Russia (4)
The political evolution of Russia in the post-Soviet era. Evaluation of Russian political institutions and political culture. Appraisal of the most significant problems affecting democratic transition. Review of Soviet political traditions.

POLS 352 Politics of Eastern Europe (4)
The political development of the East European nations from the interwar period to the present. Special attention is paid to the problems and prospects for democratic transition in the region, with particular concentration on Hungary, the Czech Republic, Poland, and the former Republics of Yugoslavia.

POLS 390 Special Topics (1-4)
A seminar lecture series on a specific theme or topic presented by members of the department, other SSU faculty, and guest speakers. May be audited or taken for credit. May be repeated for credit with different topic.

POLS 391 Gender and Politics (4)
This course explores how gender is used to interpret American politics. Major works in the field are used to investigate the explanatory power of gender as an analytic category. Specific topics include the Constitution, elections, the media, social movements, race, sexuality, and comparative issues. How these aspects of American politics affect, and are affected by, men and women, will be addressed.

POLS 406 Interdisciplinary Seminar (1-4)

POLS 415 Explorations in Political Theory (3-4)
A seminar dealing with selected topics in political theory, including contemporary theories of the political system, the political novel, revolutionary theorists, and socialist theory. A different area of emphasis will be offered each year. Consult Schedule of Classes for current offering.

POLS 420 American Political Development (4)
The development of American Political institutions including the Congress, the Presidency, the Political Party System, the Public Bureaucracy, and Federalism over time from the early years of the republic to the present. Emphasis will be upon explaining stability, critical junctures, and political change on those institutions understood from a development perspective.

POLS 421 Federal and Intergovernmental Relations (3-4)
This course examines how the different levels of government interact in the creation and implementation of public policies at the federal, state and local levels. The class provides students with an understanding of the theory and reality of federalism in the American political system. Can be used to fulfill prerequisite course for M.P.A. program for intergovernmental relations.

POLS 422 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. Cross-listed as CCJS 405.

POLS 423 Introduction to Constitutional Law (4)
Judicial interpretation of the Constitution, with particular emphasis upon separation of powers, presidential powers, relationship between state and national government control of interstate commerce, and jurisdiction of the courts. Cross-listed as CCJS 404.

POLS 424 The Bill of Rights, Civil Liberties, and the Constitution (4)
Judicial interpretation of the Constitution in the areas of civil liberties, freedom of speech, freedom of religion, rights of persons accused of crimes, citizenship, and the government's responsibility to protect persons from discrimination. Cross-listed as CCJS 489.

POLS 425 The American Party System (4)
An examination of political parties in the American system. Comparison with party systems in other democratic countries, Independent voters, third parties, proposed reforms, and the nature of the electorate. Satisfies, with Political Science department chair's signature, the state code requirement in U.S. constitution and California state and local government.

POLS 426 The Legislative Process (4)
An examination of the organization and operation of the American Congress. For

comparative purposes, legislatures in selected American states and Western European democracies will be briefly considered. Satisfies, with Political Science department chair's signature, the state code requirement in U.S. Constitution and California state and local government.

POLS 427 The American Presidency (4)

An examination of the place of the Presidency in the American governmental system. Emphasis will be placed upon the interplay between the president and other elements of the system, particularly the Congress, the bureaucracy, and the media. Satisfies, with Political Science department chair's signature, the state code requirements in U.S. Constitution and California state and local government.

POLS 428 Seminar in California Politics and Government (4)

Analysis of the California political system. Attention is given to governmental institutions, but primary emphasis is upon parties, interest groups, public opinion, ideologies, and leadership. Satisfies, with Political Science department chair's signature, the state code requirement in U.S. Constitution and California state and local government. Can be used to fulfill prerequisite courses for the M.P.A. program for structure of state and local government agencies, as well as the political science requirement for the California Cultural Studies major.

POLS 429 Interest Groups (4)

The role of interest groups in the American policy-making process at both federal and state levels. Group formation, the influence of money and P.A.C.s on election outcomes, and lobbying reform. Satisfies, with Political Science department chair's signature, the state code requirement in U.S. constitution and California state and local government.

POLS 430 Introduction to Public Administration (4)

An introduction to the field of public administration, with emphasis upon bureaucratic life, leadership, and decision-making. Cross-listed as CCJS 365.

POLS 431 Politics and the Media (4)

The role of the mass media in American political life. Emphasis on television, news magazines, major newspapers, and political columnists, and their interrelationship with American political institutions.

POLS 439 Political Science Internship (1-6)

Field experience in city, county, state, and federal agencies. May be repeated three times for credit. Note that no more than a total of 6 internship and special studies units may be counted in the 40-unit major. Prerequisite: prior arrangement with a faculty member.

POLS 444 United States Foreign Policy (4)

An analysis of the forces, governmental and non-governmental, that influence the formulation of U.S. foreign policy. An examination of the organizational structure charged with the formulation and execution of that policy, as well as the content of policy since World War II.

POLS 445 International Organizations (4)

An analysis of the theories and concepts guiding the study of international organizations, followed by an examination of the United Nations, the European Union, NATO, the WTO and other financial institutions, and various non-governmental organizations.

POLS 446 International Relations of the Middle East: Israel, the Palestinians, and the United States (4)

An examination of the evolution of the Palestinian-Israeli conflict with an emphasis on how regional and world power factors have affected, and been affected by, this conflict. The course will cover the historical background of modern European imperialism, the nature and character of the Palestine Mandate period, followed by discussion of the creation of the state of Israel in 1948 and the simultaneous emergence of the Palestinian Problem. The 1956, 1967, and 1973 Arab-Israeli wars and their relation to the rise of the Palestinian Resistance Movement will then be covered, followed by an analysis of the "peace process" of the 1990s and its breakdown.

POLS 447 Nonviolent Strategies in International Relations (4)

The use of force is often considered to be the most effective form of power, yet nonviolent strategies of action can, in many cases, provide more efficient and successful means to achieve one's goals than the ultima ratio of violence. Those who rely on "just war theory" to advocate for the necessity of war should note that in the 20th century (and early 21st century), nonviolent forms of resistance to oppressive authority generated more profound social and political transformations than violence. Most recently, direct nonviolent action has helped facilitate democratic transitions and is proving to be the most promising means to bring justice and overcome oppression in current struggles in Burma, Egypt, Iran, Iraq, Western Sahara, Zimbabwe, and Belarus. This course will draw on a range of literature, theory, and case studies in international relations to examine these and other questions: "When is nonviolence a preferable alternative, both ethically and strategically?", "How does the regime context (e.g., open society vs. dictatorship) influence the menu of nonviolent options?", "Why have some nonviolent movements been successful while others have failed?", and "What insights does the application of nonviolent action provide to the global community?".

POLS 448 Political Violence, Terrorism, and Law (4)

An examination of political violence, terrorism, and legal structures affecting management of conflict. Includes introduction to scientific methodologies used to study political violence and both current and historical conflicts. Course learning objectives include: gaining an understanding of social science conceptions of "terrorism" and "political violence"; increasing knowledge of terrorism actors, motivations, organizations, and forces that mark the use of violence for political gain; gaining knowledge of the historical epochs of political violence and the controversies that result from a response by targeted nations and actors; and creating, examining, and analyzing theories and concepts that inform our understanding of legal structures, terrorism, and political violence.

POLS 449 Gender and Geopolitics in Science Fiction and Fantasy (4)

This course will read gender and power in international relations and other social science theory alongside science fiction and fantasy. Themes will also include race, nationalism, human rights, and cultural imperialism. Texts will include socially and politically relevant graphic novels, film, and television series.

POLS 450 Politics of Asia (4)

A comparative analysis of the political development of Asia. After a review of the legacy of colonialism and those theories related to economic development and democratic transition, this course will examine the political systems of selected countries in the region.

POLS 452 Politics of the Developing World (4)

A comparative analysis of politics and political development of Third World countries. International and domestic obstacles to modernization will be studied. The general analysis will be supplemented by an intensive scrutiny of selected countries and regions.

POLS 453 Politics of Latin America (4)

A comparative analysis of the political development of Latin America. After a review of the major theories related to economic development, revolution, and democratic transition, this course will compare the political systems of selected countries in the region.

POLS 466 Political Psychology (4)

An examination of the psychological sources of political leadership and decision-making. A study of the roots of political belief and extremism, as well as the acquisition of civic outlook in childhood and adolescence.

POLS 475 Urban Politics and Policy (4)

Examination of the structure and process of urban and regional governments within the context of state sovereignty. Such aspects of local government, in both large and small urban areas, as planning, bureaucratic administration, social

services, economic issues, the political policy-making process, and civil rights will be discussed in depth.

POLS 481 Politics of Regulation and Land Use (3-4)
An examination of regulatory policies as they affect business and land use decisions in the United States. Structural, legal, and procedural aspects of the regulatory process are explored along with reform and deregulation. Explores the economic, environmental, and political consequences of land use control.

POLS 483 Politics of Wealth and Poverty (4)
Course focuses upon conditions and causes of poverty; wealth and income inequality in the U.S.; and the variety of economic, social, governmental, and political responses that have occurred in recent decades. Of particular concern are the role of the government's income redistribution and social programs, and the function of values, political interest groups, and social science findings in shaping these policies.

POLS 484 Elections and Voter Behavior (4)
Course examines the impact of the new styles and techniques of political campaigning on both the public decision-making process and control over public policy. Modern techniques of analysis and voter manipulation are discussed, along with the characteristics and behavior of the electorate and their historical patterns of political participation.

POLS 485 Political Power and Social Isolation (4)
The course explores a wide variety of personal, social and political meanings of community, including the decline of social and civic participation, political powerlessness, and theories of social fragmentation and political change. Recent theories link both economic development and community improvement to an ability to increase levels of "social capital." Given its focus, this course will be of particular interest to those concerned with these policy areas, or with a general discussion of the societal milieu of politics and government.

POLS 486 Selected Issues: International Politics (3-4)
An examination of current topics and developments in global politics, such as regional conflicts, North-South issues, economic interdependence, and environmental issues. Title varies to reflect specific content each semester. May be repeated for credit with different topic.

POLS 487 Selected Topics in Comparative Politics (4)
Focus on dynamic political issues and developments in selected regions.

POLS 488 Special Topics in American Government and Politics (4)
An examination of current topics and development in American Government and Politics. Title varies to reflect specific content each semester. May be repeated for credit with different topic.

POLS 494 Selected Topics in Politcal Science (1-4)
May be repeated for credit with different topic.

POLS 495 Special Studies in Political Science (1-4)
A student may be invited by a faculty member to participate in a continuing research project under the faculty member's direction. The research may extend for more than a single semester. Seniors who participate in this course may have their work considered for graduation with honors. May be repeated for credit up to 8 units. Note that no more than a total of 6 special studies and internship units may be counted toward the 40-unit major.

POLS 498 Senior Seminar (4)
An opportunity for senior majors and graduate students to integrate their basic understanding of political science by exploring the interrelationship between the substantive subfields, basic concepts, and the major modes of analysis current in political science today. All Political Science majors must take POLS 302 prior to enrolling in POLS 498.

POLS 501 The Administrative State (4)
This core course examines a variety of public administration literature, including aspects of organizational structure, group behavior, and policy studies. Special attention will focus upon specific topics within the field: organizational behavior, power, leadership, personnel, control and administrative responsibility, and discretion.

POLS 502 Organizational Theory and Analysis (4)
Presents basic analytic tools that can be used in diagnosing political and organizational situations. The nature and use of influence, strategic thinking, and bargaining in organizations.

POLS 503 Budget and Fiscal Administration (2)
An examination of the budgeting process with emphasis upon theories and politics of budgeting, and budgeting process reform. Required for all M.P.A. students.

POLS 503A Public Finance (2)
An examination of applied issues in public budgeting and fiscal management. Public policy formation and evaluation of results as revealed in the budget will be explored. Required for public management track students.

POLS 503B Fiscal Management of Nonprofit Agencies (2)
An examination of applied issues in nonprofit budgeting and fiscal management. Fund accounting, cash flow analysis, expenditure control, long-range financial planning, audits, grants, and contracts in nonprofit agencies are studied. Required for nonprofit track students.

POLS 504A Public Personnel Administration (2)
The evolving character of public personnel administration in the United States will be considered. Topics include civil service, personnel management, work life in organizations, employee participation, diversity, labor-management relations, and the relationship of public personnel to democracy.

POLS 504B Personnel Administration for Nonprofit Organizations (2)
Examination of current issues in the management of employees and volunteers in nonprofit organizations. Topics include board-staff relations; staff recruitment, selection, training, and management; staff development; performance evaluation of paid and unpaid staff; labor-management relations; diversity; and compliance with state/federal regulations.

POLS 505 Research Methods (4)
Lecture and laboratory. An examination of quantitative research techniques required by agency and program managers. Course includes work in data analysis, introduction to computer usage, techniques of needs assessment and program evaluation, and use of simple analytic models.

POLS 506 Public Policy Process (4)
The course will look at the public policy-making process with emphasis on the role of ideas and analysis. Agenda setting, implementation, policy, and design will be discussed.

POLS 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.

POLS 511 Labor Relations (2)
A course that looks at the historical and current development in labor relations in both the public sector and also in the not-for-profit sector. The course looks at changing concepts and their implications for the existing institutions, processes, and values for both sectors of the economy.

POLS 512 Organizational Development (4)
An exploration of values, methodologies, strategies and theories of organization development.

POLS 513 Leadership and Supvervision (4)
Examines the role of leader and of leadership in administrative agencies, together with an examination of techniques of supervision and administrative control.

POLS 538 Administrative Law (2-4)
Introduction to the legal process within the framework of administrative agencies and procedures. The function of administrative law, including the role of legal agencies, delegation of powers, administrative procedures and statutes, and development of the current body of case law.

POLS 539 Program Implementation (4)
Focuses upon the critical movement from statute or authorization to an actual functioning program. The course will concentrate primarily on a series of case studies involving human services, environmental, economic development, and criminal justice programs at the federal, state, and local levels.

POLS 550 Planning and Evaluation (4)
Techniques of administrative analysis and program evaluation. Included are examinations of techniques for assessment of policy impact and effectiveness, analysis of program objectives, evaluation methodologies, and the administration of evaluation systems. Prerequisite: Political Science graduate students.

POLS 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.

POLS 578 Project Continuation (1-3)
Designed for students working on their thesis or master's project but who have otherwise completed all graduate coursework toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the masters degree. Prerequisite: permission of the graduate coordinator. Cr/NC only.

POLS 580 Nonprofit Dynamics: Politics and Community Environment (2)
Introduction to nonprofits and the environment in which they operate. Analysis of nonprofit's role and effectiveness in meeting public and private sector community needs. Topics include organizational models, needs assessment and asset mapping, and trends in intra-sector and cross sector partnerships. Required for all M.P.A. students.

POLS 581 Nonprofit Governance and Legal Issues (2)
Examination of the historical development of the non-profit sector, its changing social contract, and critical legal/tax issues. Topics include board governance, mission, start up, life cycles, executive director-board-staff relationships, legal status, fiscal sponsorship, and IRS status and rulings.

POLS 582 Planning and Nonprofit Agencies (2)
This course addresses techniques of strategic and operational planning appropriate to nonprofit agency operation. Topics include needs and service assessment, marketing analysis, program evaluation, organization development, and strategic management techniques.

POLS 583 Resource Development for Nonprofit Agencies (4)
Course focus is on the techniques and importance of developing and implementing a comprehensive organizational resource development plan for funding, volunteers, and donations, as well as ensuring a diversified agency revenue base. In addition, the course covers fund-raising, major donor development, as well as the legal restrictions for nonprofit agencies and the funding criteria used by corporate, community, and private foundation funding sources.

POLS 585 Marketing and Public Relations for Nonprofit Agencies (2)
An examination of the role of marketing and public relations for nonprofit agencies, together with techniques for designing and implementing realistic marketing and public relations programs. Course will stress adaptation of marketing techniques to not-for-profit organizations, and will explore the types of access to press, electronic, and other media available to nonprofits. Course restricted to Political Science graduates only.

POLS 587 Grant Writing and Administration (2)
Focus upon full process of prospect research, proposal development, application, and contract management and administration of foundation, government, and corporate grants.

POLS 588 Issues in Nonprofit Administration (4)
An investigation of current issues and developments in the operation of nonprofit agencies.

POLS 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.

POLS 596 Graduate Tutorial - Exam (4)
An independent, intensive review of the literature in specific areas of concentration, in Public Administration to include the M.P.A. Core and Track course materials. Prerequisite materials to be included in this review. Prerequisite: completion of all master's degree requirements.

POLS 597 Graduate Internship (1-4)
Intensive field experience in a public or private agency. The student must define a current political problem and a discipline-related strategy for dealing with the problem, and work toward implementing the strategy. Cr/NC only. Repeatable for credit up to 4 units total.

POLS 598 Capstone Project (1-4)
Completion of an approved project with a public agency or non-profit organization. Prerequisite: Completion of required MPA coursework, clear academic record, approval of the MPA Coordinator.

POLS 599 Master's Thesis (2-4)
Prerequisite: submission of an authorized Advancement to Candidacy form.

Portuguese (PORT)

PORT 210 Portuguese for Spanish Speakers (4)

This course provides Spanish speaking students with an accelerated introduction to spoken and written Portuguese.

Psychology (PSY)

PSY 250 Introduction to Psychology (3)

Theories, research, and applications that constitute psychology. An important goal is to help students become informed consumers of psychological knowledge. The role of culture is emphasized. Prerequisite to upper-division courses in the major for first-time freshmen or transfer students. Satisfies GE Area D1 (Individual and Society).

PSY 270 Psychology of Self-Discovery (4)

Introduction to psychological theory, research and practice relevant to developing self-knowledge as it applies to people of diverse backgrounds. Approaches draw from positive psychology and depth psychology. Basic skills and practices in self-reflection, creativity, mindfulness, resilience, and dreamwork. Required for the major. Prerequisites: Admission to the major, PSY 250 and Sophomore standing.

PSY 280 Psychological Research Methods (4)

Introduction to the variety of ways psychologists collect research evidence. Students will be asked to try different research methods -conduct interviews, observe behaviors, write an attitude scale, and design an experiment. Upon completing this course, students should be able to understand and critically evaluate major research methodsin psychology and the social sciences. Prerequisites: PSY 250 and admission to the Psychology major.

PSY 302 Life Span Development (3)

A multidisciplinary examination of the cognitive, social, cultural, emotional, and physical development of the human being. Shows how research and theories relate to and assist individuals in their own self-development. Satisfies upper-division GE Area E (The Integrated Person). Breadth Area: Development. Course taught in face-to-face, hybrid and online modes.

PSY 306 History of Modern Psychology (4)

Perspectives on the field of psychology. Includes past and present understandings of human experience, integrating issues and controversies. Includes epistemology; traditional scientific and clinical methodologies; and behavioral, psychoanalytic, and Gestalt psychologies. Psychology majors only. Upper Division Elective.

PSY 307 Humanistic, Existential, and Transpersonal Psychology (4)

Theories, methods, and research in humanistic, existential, and transpersonal psychology, including cultural variations. Psychology majors only. Breadth Area: Holistic.

PSY 311 Psychology Dialogue Series (1-2)

A lecture series that explores current topics of interest to psychologists. Topics include research, diversity, social justice, clinical, developmental, professional and academic fields in psychology. CR/NC only. Upper Division Elective.

PSY 313 Careers in Psychology (2-4)

Offers students an opportunity to explore and discover their values, skills, interests, lifestyle preferences, and the undertaking of the personal strategies necessary to formulate career paths. Students will also develop a resume for Grad School. Upper Division Elective.

PSY 322 Myth, Dream, and Symbol (3-4)

Exploration of the creative unconscious in individual growth. Myths, dreams, and symbols are explored from the standpoint of theory, symbolic work, art process, guided meditation, group process and culture. Approaches vary by instructor and may draw from texts by Jung, Campbell, Johnson, Hillman, Edinger, Singer, and others. Prerequisite: junior-level standing. Breadth Area: Holistic.

PSY 325 Social Psychology (4)

This course examines how the social situation influences how individual people feel, think, and behave. Topics covered include: attitudes, perceptions of others, helping behavior, the self, attraction, aggression, conformity, prejudice, and cross-cultural variations. Satisfies GE Area D1 (Individual and Society). Breadth Area:

Social/Personality.

PSY 327 Psychology in Organizations (4)

Applies social science methods and principles to organizational behavior. Topics include: teams in organizations, motivation, individual differences, attitudes and emotions relevant to work, stress and well-being, fairness and diversity within organizations, and leadership and organizational change. Prerequisites: PSY 250. Breadth Area: Social/Personality.

PSY 328 Multicultural Psychology (4)

Didactic and experiential in nature, this course introduces students to the field of multicultural psychology as it pertains to concepts, issues, professional practice, and research. The focus is on self-exploration and understanding one's world view regarding race/ethnicity, culture, gender, sexual orientation, age, disability, religion and socio-economic status. Students reflect on the psychological and social implications of prejudice, racism, oppression, and discrimination on identity development, and social justice issues in a multicultural society like the United States. Breadth Area: Social/Personality.

PSY 338 Psychology of Creativity (4)

The study of creative people, processes, and environments. Current and historical theory and research on creativity in personal and professional situations, humanities, science, business, education, everyday life and across cultures. Emphasis on individual and group projects. Service-learning course. Breadth Area: Holistic.

PSY 342 The Psychology of Meditation (4)

An exploration of meditative practice as a means of developing awareness, self-growth, and psychological insight. Basic instruction in various meditation techniques, actual meditation practice, and readings and discussions of the psychodynamics of meditation. Breadth Area: Holistic.

PSY 352 Psychology of Yoga (3-4)

An introduction to the literature and practice of Yoga. The course normally includes separate lecture and practice sessions. Focus on the application of Yoga to enhance well being, prevent psychological problems, and treat psychological conditions. Breadth Area: Holistic.

PSY 358 Health Psychology (3-4)

Focuses on the relationship between the body and the mind in physical health, psychological well being, and personal growth. Students learn to: (1) critically evaluate empirical research reports and popular claims about mind-body practices; (2) develop an individualized long-term mind-body practice that can be used to promote health, well-being, and personal growth; and (3) apply psychological principles and strategies for helping others adopt and maintain health and wellness promoting mind-body practices. Cross-cultural issues are included. Prerequisites: admission to the Psychology major and junior-level standing. Breadth Area: Holistic.

PSY 360 Peak Performance Psychology (4)

Focuses on the mental training techniques used by the most successful women and men around the world to enhance performance at work, in sport, and in life. This highly practical course will teach you how to create the optimal mental state necessary for success and happiness in almost any endeavor. Students learn how to increase concentration, overcome fatigue, create positive emotions, build confidence, and effectively master the mental, emotional, and physical challenges of school, work, sport, and life. This course is for students who wish to learn how to perform at their full potential with poise, calm, and grace. Includes readings, lectures, discussions, presenting to peers, participation in a mental skills training program, and practicing the mind-body arts of Tai Chi and Qigong. Prerequisites: admission to the Psychology major and junior-level standing. Breadth Area: Holistic.

PSY 362 Human Sexuality (4)

Covers the biological, social, developmental (across the life span), behavioral, and cultural dimensions of human sexuality. Examples of issues that will be addressed in the class include: intimacy, sexual expression, gender identity, sexual education, sex and the media, and sexual practices across cultures. Breadth Area: Cognitive/Physiological.

PSY 399 Graduate Student-Instructed Course (1-3)

Each graduate student-instructed course (SIC) 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. The course should address cultural variations or diversity issues. Consult the Schedule of Classes for the topic studied. May be repeated once for credit. Only two SICs may be credited toward the Psychology major. Upper Division Elective.

PSY 405 The Psychology of Gender (4)

Explores gender through a social psychological perspective. Topics include gender socialization, the structure and function of gender stereotypes, masculinity, and gender discrimination. Cross-listed as WGS 405. Breadth Area: Social/Personality.

PSY 408 Transitions in Adult Development (4)

This course explores how women and men experience and shape the transitions that occur as they mature socially and psychologically. Inquiry includes normative life cycle transitions as well as unexpected, unusual, or "off-time" transitions and develops understandings of how these transitions shape the development of an individual through adulthood and later life. Cross-cultural aspects are included. Cross-listed as GERN 408. Prerequisite: junior-level standing. Breadth Area: Developmental.

PSY 409 Social and Emotional Development (4)

This course presents an overview of social-emotional development across the life span. Theory and research will be assessed based on different theoretical models and approaches, including cross-cultural perspectives. Topics included are attachment, moral and personality development, social cognition, gender roles, identity, aggression, achievement, and emotions. Prerequisite: PSY 250, PSY 302 or PSY 410. Breadth Area: Developmental.

PSY 410 Child Development (3-4)

This course introduces students to the social-emotional, cognitive, language, biological, and physical development of children and adolescents. Students learn major developmental theories and current research as applied to relevant issues in today's society. The role that parents, teachers, communities, and cultures play in the healthy growth and development of children is emphasized. Prerequisites: PSY 250 and junior-level standing, or consent of instructor. Breadth Area: Developmental.

PSY 411 Child Psychopathology (4)

An overview of the development of psychological disorders in childhood and adolescence, including neurodevelopmental, emotional, behavioral, and other mental health diagnostic categories. Psychopathology is understood as the interplay among child, family, peer, and cultural influences as well as biological, psychological, and sociocultural factors. Empirically supported approaches to treatment and prevention are included. Breadth Area: Clinical/Counseling. Prerequisites: PSY 410 or PSY 302 or equivalent, and junior-level standing.

PSY 412 Adolescent Psychology (3-4)

An examination of the social, cognitive, and biological theories in adolescent development, including cross-cultural variations. Material is drawn from research and personal interaction with adolescents. Prerequisite: junior-level standing. Breadth Area: Developmental. May not receive credit for both this course and PSY 413.

PSY 413 Adolescent Development through Film (4)

A study of the social, emotional, physical, and cognitive development of adolescence through the exploration of popular films. The course will be comprised of lecture, readings, films, and other media. Breadth Area: Developmental. May not receive credit for both this course and PSY 412.

PSY 414 Infant Development (4)

The course is designed to provide students an in-depth perspective on development from the prenatal period through the third year of life. The specific areas of development, including biological, cognitive, social, emotional, and cultural context will be covered. Additionally, students will become familiar with the major methodologies used to study infant development. The emphasis of the course is on normative development. Prerequisites: Psy 250 and junior-level standing, or instructor consent. Breadth Area: Developmental.

PSY 415 Sensation & Perception (4)

This class is an exploration of how energy is transduced by the sensory system into internal conscious representations of space, time, smell, sight, sound and touch. We will explore the methods used in the study of perception and the biology that supports our experience of everyday life. Breadth area: Cognitive/Physiological.

PSY 418 The Psychology of Family (3-4)

A study of the family as a social-psychological group. Considers family of origin, present families and relationships, and parenting. The role of culture is emphasized. Prerequisite: junior-level standing. Breadth Area: Developmental.

PSY 421 Psychology of Aging (4)

Analysis of psychological development as a life-long process, and examination of patterns of adult learning and ways to facilitate it. Includes the exploration of the role of memory for learning and psychological functioning, as well as cross-cultural variations. Includes the study of issues in mental health in adulthood and later life. Cross-listed as GERN 421. Prerequisite: junior-level standing or instructor permission. Breadth Area: Developmental.

PSY 422 Seminar in Living and Dying (3-4)

This course explores personal values and attitudes about life and death and seeks to understand them in relation to our own psychology and to the larger social context. Topics of separation and loss, loss from homicide, near-death experiences, mythology, immortality, and culture will be addressed. Cross-listed as GERN 422. Breadth Area: Developmental.

PSY 425 Psychopathology (4)

The study of the wide spectrum of mental disorders found in the DSM with applications for community mental health, psychotherapy, and other helping professions. The role of culture is emphasized. Prerequisites: PSY 302, admission to the Psychology major and junior-level standing, or consent of instructor. Breadth Area: Clinical/Counseling. Taught in face-to-face, hybrid and online modes.

PSY 428 Introduction to Counseling (4)

An examination of the counseling process. Various approaches are considered and methods for the development of component skills presented. The role of culture is emphasized. Prerequisites: 6 units of Psychology. Breadth Area: Clinical/Counseling.

PSY 430 Depth Oriented Psychotherapies (4)

This advanced seminar focuses on several modalities used to access the psyche in depth oriented therapies. Dora and Martin Kalff and Sandplay, Jung's Individuation and use of Mandalas, and DW Winnicott and his work with relational space will be the focus of this experiential learning forum. Breadth Area: Clinical/Counseling.

PSY 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. The role of culture is emphasized. Prerequisite: junior-level standing. Breadth Area: Clinical/Counseling.

PSY 438 Psychological Aspects of Disability (3-4)

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 role of culture is emphasized. The class is appropriate for anyone interested in disability, whether for personal or professional reasons. Cross-listed as GERN 438. Breadth Area: Social/Personality.

PSY 445 Advanced Research Design and Analysis (4)

Locate and use relevant research and theory to plan, conduct, and interpret the results of a collaboratively designed study. Topics include research ethics, experimental design, survey design, and tensions between applied and basic research. Upon completing the course, students should be able to use and evaluate the basic research designs most often employed by psychologists. Methodological issues relevant to underrepresented populations area emphasized. Prerequisite: PSY 280 or consent of the instructor. Co-requisite: PSY 445L. Upper Division Elective.

PSY 446 Cognitive Psychology (4)

An introduction to theory and research in human information processing. Topics include attention, memory, mental representation, imagery, problem solving, reasoning, language, higher mental processes and cross-cultural variations. Breadth Area: Cognitive/Physiological.

PSY 447 Learning and Behavior (3-4)

A study of the learning process including major theories of learning and cognition and their application to problem solving behavior. Includes types of conditioning, stimulus controls and reinforcement, social learning, and cognitive mediaton of emotion and behavior. The role of culture will be emphasized. Prerequisite: PSY 250. Breadth Area: Cognitive/Physiological.

PSY 448 Cognitive Development (4)

This course covers theories and research on cognition from infancy through adolescence. Major theorists include Piaget, Vygotsky, Sternberg, Fischer, Case, Bruner, and information-processing perspectives. Special topics include social cognition, theory of mind, concept formation, problem-solving, memory, multiple intelligences, standardized testing, language, and cultural variations. Prerequisite: PSY 410, PSY 302 or consent of instructor. Breadth Area: Developmental.

PSY 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 and the effects of metabolic processes, brain lesions, and various drugs on behavior. Breadth Area: Cognitive/Physiological.

PSY 454 Biofeedback, Somatics, and Stress Management (4)

An introduction to biofeedback, somatic psychology, and stress management through the study of human psychophysiology and psychology. Development of familiarity with the technology related to health and wellness. Breadth Area: Cognitive/Physiological.

PSY 461 Personality (3-4)

Examines individual differences in the ways people behave, think, and feel and the psychological mechanisms that drive these patterns of behavior. Course will examine personality from a variety of perspectives including psycholanalytic, humanistic, trait, biological, learning, and social cognitive theories, as well as contemporary research in personality (e.g., measurement, change, and judgment). Prerequisite: junior-level standing. The role of culture will be emphasized. Breadth Area: Social/Personality.

PSY 466 Jungian Psychology (4)

Exploration of Jung and contemporary Jungian thinkers. Examines individuation, dreams, image, symbol, archetype, self, creativity, imagination, typology, and the transcendent function. Prerequisite: junior-level standing. Breadth Area: Holistic.

PSY 470 Psychology of Film (4)

A study of the contemporary medium of film through the use and application of psychological theory and research. Breadth Area: Holistic.

PSY 471 Psychology of Religion (4)

Explores psychological research, theory, practice, and narratives in religion and

spirituality. Topics include links between religion and: biology, development, personality, creativity, morality, prejudice, health and coping, nature and ecology, community, violence and culture. Breadth Area: Holistic.

PSY 481 Research Internship (1-8)

Students learn applied research methods and practical research skills under the supervision of a faculty mentor. Prerequisite: consent of instructor. May be repeated for credit. A maximum of 8 units of special study and internship may be applied to the psychology major. Cr/NC only. Upper Division Elective.

PSY 482 Teaching Internship (1-8)

Students learn the skills of organization and communication of psychological theory and research under the supervision of a faculty mentor. Prerequisites: Consent of instructor. May be repeated for credit. A maximum of 8 units of special study and internship credit may be applied to the psychology major. Cr/NC only. Upper Division Elective.

PSY 483 Advanced Teaching Internship (1-4)

Advanced skills in teaching internship. May be repeated for credit. A maximum of 8 units of special study and internship credit may be applied to the psychology major. CR/NC only. Prerequisites: PSY 482 and consent of instructor. Upper Division Elective.

PSY 485 Ecopsychology (4)

An exploration of the relationship between nature and the human psyche. The healing power of nature: how nature supports emotional balance, psychological transformation, and deepened well-being. We will engage with nature-based practices such as sensory awareness and rites of passage. How we can bring healing to nature: using psychological knowledge to promote ecological sustainability. Field trips to be arranged. Breadth Area: Holistic.

PSY 490 Psychology Seminar (1-4)

Each semester one or more psychological topics is selected for study in depth. Consult Schedule of Classes for topics to be studied, Breadth Area and current unit offering. May be repeated for credit.

PSY 495 Special Studies (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. Strong preference is placed on projects with cross-cultural perspectives. These should be completed and filed during the add/drop period. May be repeated for credit up to 8 units. A maximum of eight units of Special Study and Internship combined may be credited toward the psychology major. Prerequisite: upper-division Psychology major or consent of instructor. Cr/NC only. Upper Division Elective.

PSY 496 Psychology Tutorial (1-4)

Directed study of a selected psychological topic under the supervision of a faculty member. A plan of study must be developed in consultation with the faculty member prior to registration. CR/NC only. A maximum of 8 units of special study and internship credit may be applied to the psychology major. Prerequisites: upper-division Psychology major and consent of instructor. Upper Division Elective.

PSY 499 Internship (1-4)

Supervised training and experience for advanced students in community agencies throughout the University service area. Special contracts are required and are obtainable in the department office. Internship assignments may be paid. Priority is given to students who apply during the last month of the preceding semester. Students register for PSY 499 during the add/drop period by submitting a completed contract (not online). Prerequisite: consent of instructor. Cr/NC only. May be repeated for credit. A maximum of 8 units of internship credit may be applied to the Psychology major. No more than 4 units of PSY 499 may be earned in one semester. Upper Division Elective.

PSY 511A Theories of Depth Psychology (2-4)

A two-semester sequence that examines Jungian, depth, and archetypal psychology. Readings include Jung, Edinger, Hillman, and post-Jungians. Limited to students in the Depth Psychology Program.

PSY 511B Theories of Depth Psychology (2-4)

Continuation of PSY 511A. Limited to students in the Depth Psychology Program.

PSY 515 Psychological Writing (1-4)

Advanced instruction in the analysis, organization, style, and content of psychological writing, including personal explorations.

PSY 542A Methods and Applications of Depth Psychology (3-4)

A two-semester sequence that surveys the methods and applications used in depth psychological work. Students learn how the symbol contains, mediates, and expresses personal experience. Intensive work with different art forms, dreams, myth, meditation, active imagination, sandplay, and the body. Students learn conceptual approaches for interpreting symbolic experience. Theory and practice are integrated throughout the course. Limited to students in the Depth Psychology Program.

PSY 542B Methods and Applications of Depth Psychology (3-4)

Continuation of Psy 542A. Limited to students in the Depth Psychology Program.

PSY 543A Cross-Cultural Mythology and Symbolism (1-4)

A two-semester sequence that surveys selected mythological, religious, artistic, and cultural symbolic motifs and examines their expression in cultures throughout the world. Earth-based healing traditions and the council process are included. Readings are drawn from depth psychology, mythology, folklore, anthropology, ecopsychology, religion, and art history. Limited to students in the Depth Psychology Program.

PSY 543B Cross-Cultural Mythology and Symbolism (1-4)

Continuation of PSY 543A. Limited to students in the Depth Psychology Program.

PSY 551 Directed Reading (1-4)

PSY 575 Research Seminar (1-4)

Exploration of depth psychological and qualitative research methods. Students design an individual research study.

PSY 576 Seminar in Depth Psychology (1-5)

Selected topics in the field of depth psychology. Limited to Depth Psychology students only.

PSY 578 Project Continuation (1-3)

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

PSY 581 Internship (2)

Supervised on-site training and experience in community settings or with individual mentors. On-campus group supervision with the Internship Coordinator. Internships must be approved by the internship committee, with submission of signed contract. Required for Psychology master's students.

PSY 582 Teaching College Psychology (1-8)

Practical experience of supervised teaching in a college psychology classroom. Prerequisite: consent of instructor.

PSY 583 Graduate Research Assistant (1-4)

Students learn advanced research methods and practical research skills under the supervision of a faculty mentor. Prerequisite: consent of instructor.

PSY 584 Graduate Teaching Assistant (1-4)

Students learn teaching skills by serving as teaching assistants in undergraduate

classes under the supervision of the classroom instructor. Prerequisites: graduate standing, consent of instructor. Cr/NC only.

PSY 595 Special Studies (1-4)

Students formulate plans for a project and present them to a faculty member for sponsorship. Prerequisite: graduate standing and consent of instructor. Cr/NC only.

PSY 597 Culminating Paper Tutorial (1-4)

Provides guidance and feedback in the process of writing a publishable article or thesis in the student's field of expertise. Required for M.A. students.

PSY 599 Master's Thesis (1-3)

A Master's Thesis or investigative project under the guidance of the thesis chair. Prerequisite: advancement to Candidacy.

Science (SCI)

SCI 120A A Watershed Year (6)

Lecture, 5 hours. Laboratory, 3 hours. This is the first semester of a year-long integrated transition course for first-time freshmen, which immerses students in real-world issues of environmental sustainability through hands-on work and outdoor field experiences focusing on Sonoma County's watershed. Prerequisite: GE ready in Mathematics. Completion of SCI 120A earns GE Lab credit and 6 total GE credits in A3 (2 units), B2 (2 units), B4 (2 units). C- or better required in the second semester for A3 credit.

SCI 120B A Watershed Year (6)

This is the second semester of a year-long integrated transition course for first-time freshmen, which immerses students in real-world issues of environmental sustainability through hands-on work and outdoor field experiences focusing on Sonoma County's watershed. Prerequisite: Successful completion of SCI 120A. Completion of SCI 120B earns 6 total GE credits in A3 (2 units), B2 (2 units), and B4 (2 units). C- or better required in the second semester for A3 credit.

SCI 150 Introduction to Careers in Health Professions (1)

Lecture, 1 hour. An introduction to careers and current issues in the health professions. The professions examined generally require a bachelor's degree before being accepted into a graduate-level health professions program such as medicine, osteopathic medicine, dentistry, veterinary medicine, optometry, pharmacy, physician assistant, podiatry, chiropractic medicine, genetic counseling, hospital administration, public health, clinical laboratory scientist, nursing, physical or occupational therapy, etc. Cr/NC only.

SCI 220 Dream, Make and Innovate (3)

Lecture, 2 hours; activity, 2 hours. Building on the philosophy of learning by making, this transformative course empowers students with modern technical and interpersonal skills in the context of the bigger picture. It is a gateway course to high end 3D printing and rapid product design. A key component of the course experience is the incorporation of self-awareness to understand the relationship and importance of the individual to larger social systems. Community partners join the class as project advisors. This class uses the SSU campus makerspace. Course satisfies GE Area E (The Integrated Person).

Sociology (SOCI)

SOCI 201 Introduction to Sociology (3)

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 Level D1 (Individual and Society).

SOCI 263 Sociology of Race and Ethnicity (4)

This course examines race and ethnic relations in the US from a theoretical, historical, and comparative perspective. Explores the emergence of racial and ethnic minorities through such historical processes as colonialism, slavery, and immigration. Studies the current relations among racial and ethnic groups in the US. Satisfies GE Area D1 (Individual and Society), Ethnic Studies.

SOCI 300 Sociological Research Methods (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. Prerequisite: SOCI 201 with a grade of C-. Restricted to SOCI majors & minors only.

SOCI 301 Statistics for Sociologists (4)

An introduction to descriptive and inferential statistics to test hypotheses in the social sciences. Emphasis on data collection techniques, statistical analysis and interpretation using SPSS, as well as written reporting of results. Satisfies the requirement for statistics in the sociology major. Prerequisite: SOCI 300 strongly recommended.

SOCI 306 Career Planning for Sociology Majors (4)

Explores careers related to sociology from a sociological perspective, particularly careers undergraduate students can enter. Careers examined across four areas: private/for-profit sector, nonprofit foundations, public sector (city, county, state and federal government), and academia (including graduate school). Professional skills and portfolio also developed. Meets Sociological Experience requirement for majors.

SOCI 310 Sociology of Immigration (4)

Examines immigration through a sociological lens with attention to the social, political, and historical contexts of immigration and the relationships between migrants and existing institutions and identities. Explores factors shaping migration patterns and compares immigration policies across time and space. Topics include assimilation, immigrant incorporation, and transnationalism.

SOCI 312 Sociology of Gender (4)

Considers gender as a social construction and a product of social life. Analyzes how gender inequalities shape social structures, institutions, and interaction for both women and men. Challenges biological explanations for gender differences and inequalities. Focuses on analysis of gendered experiences as they relate to race/ethnicity, class, and sexualities.

SOCI 314 Deviant Behavior (4)

The social causes and consequences of insanity, delinquency, criminality, addiction, social unconventionality and other "deviant" behavior. Examines the conversion and commitment to deviant world views, and the social processes involved in the transformation to a deviant identity. Cross-listed as CCJS 441.

SOCI 315 Socialization (4)

Analysis of the social processes through which human beings are inducted into social groups, in both childhood and adulthood. Particular attention is given to the socializing effects of schools, work, family, and friends.

SOCI 317 Emotions and Adult Life (4)

Emphasizes the social context and social development of emotional responses throughout adulthood. Analyzes the reciprocal relations between social definitions and subjective feelings in connection with life events. Addresses both basic emotions such as fear, anger, pleasure, and excitement, and the more complex emotions such as love, jealousy, grief, sympathy, pride, shame, and despair. Cross-listed as GERN 317. Satisfies GE Area E (Integrated Person). Taught in Face to Face and Hybrid modes.

SOCI 319 Aging and Society (4)

Examination of aging throughout adulthood. Analysis of theories of aging, their foundations in social science theory, and their policy implications. Exploration of the meanings and consequences of increasing longevity for society and the individual, with emphasis on the social psychological implications for women, minorities, and those who are poor. Cross-listed as GERN 319. Satisfies GE Area D1 (Individual and Society).

SOCI 326 Social Psychology (4)

Introduces relationships between self and society, including the formation and change of attitudes and values, interaction and interpersonal dynamics, and the cultural influences on them. Topics include symbolic interactionism, personal and social identities, motivation, prejudice, and the consequences of ethnicity, class, and gender. Satisfies GE Area D1 (Individual and Society). Taught in face to face and hybrid modes.

SOCI 330 Sociology of Media (4)

This course will conduct an analysis of structural censorship in the United States and the importance of a free press for the maintenance of democratic institutions in society. Students will become familiar with independent/alternative news sources and prepare summaries of news stories for public release.

SOCI 332 Death and American Culture (4)

Examination of the relation of cultural values to practices, attitudes, and views about death. Application of sociological and social psychological theories to topics on death and dying, such as death conceptions, terminal care, suicide, war ,and grief. Emphasis on the social psychology of dying, caregiving, grieving, and being suicidal. Cross-listed as GERN 332.

SOCI 336 Investigative Sociology (4)

A service-learning course emphasizing development of sociological research for popular press publication. Students learn interviewing techniques; review sources of public information; use freedom of information laws; write and investigate social justice news stories using sociological research methods; and prepare reports for popular press publication. Meets Sociological Experience requirement for majors.

SOCI 340 Drugs and Society (4)

Analyzes drug use, misuse, and abuse in society using sociological theories. Explores drug policies and control of drug use, current sociological drug research, and how the media shapes drug perceptions. Highlights various legal and illegal drugs and their societal consequences. Cross-listed as CCJS 350.

SOCI 345 Sociology of Families (4)

Analyzes family as a social institution. Examines the interconnections between families and other institutions, with a focus on family change. Considers how families are affected by structures of race/ethnicity, class, gender, and sexuality. Examines and challenges ideologies about families.

SOCI 347 Social Stratification (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.

SOCI 350 City and Community Life (4)

Examination of the social psychology of urban and community life. Particular attention will be paid to the analysis of the culture of public life, place and place

attachment, patterns of interaction in urban and neighborhood settings, and the sociological debate surrounding loss of community.

SOCI 360 Sociology of Sexualities (4)

An overview of sexuality across institutions of society. Uses theoretical, conceptual, and empirical tools to analyze sexuality as a social fact. Explores the social construction of sexuality and how sexuality is socially created organized and constrained.

SOCI 365 Human Services Administration (4)

Preparation for sociological practice in human service agencies, both public and private nonprofit. Includes training in such skills as organization planning, grant writing, volunteer management, report writing, communication consulting, and group dynamics. Discusses the ethics and professional responsibility of sociologists.

SOCI 366 Juvenile Justice (4)

An exploration of the nature and extent of juvenile delinquency, with emphasis on serious or violent crime. The major theories of delinquency causation will be reviewed. The course will be devoted to the juvenile justice system and how it processes youths accused of crime. The nature and function of all major segments of the juvenile justice system will be discussed, including law enforcement, juvenile court, and corrections. The legal rights of juveniles will also be reviewed. Finally, the current policy issues in juvenile justice will be explored. Cross-listed as CCJS 497.

SOCI 370 Sociology of Transgender Studies (4)

Investigates social life utilizing transgender experiences and identities as analytical frames. Theoretical and historical frameworks explore the socially constructed nature of transgender and cisgender identities and experiences in everyday life and social institutions. Topics include contemporary issues facing transgender persons in transition, embodiment, relationships, and private/public interactions. Course restricted to Sociology Majors, Minors and Queer Studies Minors only.

SOCI 371 Sociology of Conspiracies (4)

A critical analysis of conspiracies in society using Power Elite and State Crimes Against Society theories applied to modern historical events using cultural, social psychological, public propaganda, and power perspectives: topics include political assassinations, election fraud, threats of terrorism, 9/11, and permanent war.

SOCI 375 Sociological Theory (4)

A critical examination of the writings of major classical and contemporary 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). Required for majors.

SOCI 380 Political Sociology (4)

A critical sociological analysis of the political processes in the United States and the world. In-depth coverage of power elite, class dominance and deep state political theories of governmental decision-making. Emphasis on the political globalization of the world including the US/NATO empire of power.

SOCI 381 Population and Society (4)

An introduction to problems of population growth and the interrelationships between population and social organization. Discusses concepts related to the measurement and explanation of historical and contemporary trends in aging, birth rates, marriage, divorce, mortality, and migration/immigration.

SOCI 382 Social Movements and Collective Behavior (4)

Social movements are a significant source of social change in modern societies. This course analyses the structure and dynamics of social movements, with attention to the roles of organizations, resources, leadership, recruitment, commitment, values, ideology, political culture, and countermovements. Case studies will emphasize the civil rights, women's rights, and environmental movements in the United States.

SOCI 383 Science, Technology, and Society (4)

An introduction to the social study of science and technology. Focuses on the transformative impacts of technologies on society, as well as related political and cultural values. Critical examination of innovations such as the industrial revolution, information technology, biotechnology, sustainable development, and the scientific process itself.

SOCI 384 Sociology of Consumption (4)

This course explores how goods, commodities, and market logic have saturated all forms of contemporary social life. Analysis of the theoretical ideas and historical factors that shape and influence modern consumerism are also considered. Explores how the dynamics of globalization and issues of identity politics influence consumer consumption.

SOCI 385 Sociology of Culture (4)

Examines the role culture plays in consensus formation, in domination, in resistance, and as a social force creating meaning in our lives. Culture refers to shared beliefs, values and norms, personal and political identities, ideologies, and the things we consume daily.

SOCI 397 Special Topics (1-4)

Exploration of basic social problems. Resource persons from other disciplines may participate. Themes and topics will vary. May be repeated for credit.

SOCI 414 Social Interaction (4)

Examination of everyday interaction in natural settings. Emphasis will be placed on ethnographic approaches to the understanding of social encounters, situations, identities, and human relationships. Particular attention will be given to the work of Erving Goffman.

SOCI 417 Sociology of Mental Health and Illness (4)

Identifies social sources of emotions and behavior defined as illness. Examines various theories and constructs of mental health and illness through the lens of culture, religion, and medicine. Analyzes mental health and institutions through the lens of social psychology and social policy.

SOCI 425 Urban Sociology (4)

Examines cities and metropolitan areas, including the social consequences of processes of urbanization and urbanism. Emphasis on the social structural, cultural, and social psychological characteristics of urban life; spatial, economic and political trends; and possible solutions to inequalities and planning challenges.

SOCI 431 Sociology of Religion (4)

Study of world religions (Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism), tribal beliefs, and American sects and denominations. Theories of religious development, values, change, and effects on society. Satisfies GE Area C2 (Literature, Philosophies, Values). Taught in face to face and hybrid modes.

SOCI 434 Cinema and Society (4)

A critical application of major sociological concepts, such as race, gender, class, and sexuality to popular and independent film. Includes discussion of how films affect the framing of social issues and societal and cultural norms.

SOCI 440 Sociology of Reproduction (4)

An exploration of sociological perspectives on human reproduction. Topics may include gendered constructions of reproduction, the social implications of reproductive technologies, historical and contemporary perspectives on normal pregnancy, childbirth and infant feeding, and the politics of reproductive justice. Prerequisite: Course restricted to Sociology and WGS majors & minors only. Cross-listed with WGS 440.

SOCI 443 Social Policy in the 21st Century (4)

Examination of social policy issues (poverty, health, employment, and family) and the social, political, and economic contexts that influence the content and pro-

cesses of policy development and implementation. Social policies will be explored at micro-, meso-, and macro- (national, and international) levels.

SOCI 445 Sociology of Childhood and Adolescence (4)

Examines childhood and adolescence in various historical and social contexts. Explores children's agency, how institutions socialize and control youth and social problems confronting young people. Critically evaluates strategies for conducting research about, with and by youth.

SOCI 449 Sociology of Power (4)

A structural analysis of the origins, development and applications of power. A comparative historical analysis of the institutions of power leading to contemporary systems of private capital, the trans-national capitalist class, and police/military states. Included also is a review of community mobilizations by people successfully challenging structures of power.

SOCI 450 Punishments and Corrections (4)

A consideration of the problems created by pressures to punish and control criminals, the politics of control strategies. The use and misuse of probation and parole, the concept of correction, and alternatives to incarceration. Cross-listed as CCJS 450.

SOCI 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.

SOCI 452 Health Care, Illness, and Society (4)

Focus on the experience of health and illness as well as the social organization of health care. Analyses of the illness experience, patient-practitioner relationships, social support, negotiation of care, health disparities and medical dominance over definitions of illness. Examination of medical, non-medical, and community-based interventions as aspects of care.

SOCI 460 Social Work in the Social World (4)

An introduction to the profession of social work and its practice. Uses service learning to explore social issues, such as poverty, access to education, mental health, and welfare reform and the ways that government, social service agencies, volunteer associations, and social workers respond. Meets Sociological Experience requirement for majors.

SOCI 461 Social Welfare and Social Work (4)

Examines contemporary social welfare and services. Discussion of welfare market (government, private sector, nonprofit) and economic market institutions and social services. Overview of social services issues impacting families as well as persons who are unemployed, disabled, sick, or poor. Recommended for students considering social work, counseling, or human services.

SOCI 463 Organizations and Society (4)

Sociological analysis of organizations and their social environment. Introduction to key theories, concepts, methods, and research on organizations in society.

SOCI 480 Sociology of Work (4)

A theoretical and empirical analysis of work in American society. Examines the types of paid work available today, historical changes in occupations and professions, workplace inequalities, and the balancing of work commitments with family and life outside of the workplace.Taught in face to face and hybrid modes.

SOCI 482 Sociology of Environment (4)

This service-learning course examines environmental justice, fairness and equity on local-to-global scales; relationships of society to the nonhuman world and analytical critiques of nature-society dualisms; and environmental policy and impacts of local-to-global economics, including the green economy and jobs. Meets Sociological Experience requirement for majors.

SOCI 485 Organizations and Everyday Life (4)

Use of organizational ethnographies and other qualitative research on organizations to illustrate application of organizational theories and perspectives to settings and circumstances likely to be encountered in everyday social life. Includes assessment of organizational ethnography as a research method.

SOCI 488 Selected Topics in Service Learning (4)

Subject will vary by semester, but course has a required service learning component and concentrates on topics related to aspects of community based research and/or action research. May be repeated for credit with different topics.

SOCI 490 Teaching Assistant in Sociology (1-4)

Open only to advanced students. Intended to give students experience in assisting the instructor in a sociology course by doing research and tutoring students in the class. Cr/NC only. May be repeated for credit for up to 8 units, but only 4 units total of SOCI 490, 493, and 495 may be used toward the major or minor. Prerequisite: consent of instructor.

SOCI 493 Research Assistant in Sociology (1-4)

Open only to advanced students. Gives students experience in assisting faculty with data collection, library research, and/or data analysis linked to sociological research and writing. Grade only. May be repeated for credit for up to 8 units, but only 4 units total of SOCI 490, 493, and 495 may be used toward the major or minor. Prerequisite: consent of instructor.

SOCI 495 Special Studies (1-4)

A supervised study of a particular research question 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. Grade only. May be repeated for credit up to 8 units, but only 4 units total of SOCI 490, 493, and 495 may be used toward the major or minor. Prerequisite: Consent of instructor.

SOCI 496 Internship Practicum (1)

This is a concurrent course for students receiving sociology internship credit. Students will learn to view the internship experience through a sociological lens and as a means to explore workplace issues and career options. Concurrent enrollment with SOCI 499 is required when SOCI 499 is taken for the first time. May not be repeated for credit.

SOCI 498 Senior Seminar (4)

Capstone course for the major that requires advanced sociological research. Several topics are offered each semester. Required for majors. Prerequisites: completion of SOCI 201, SOCI 300, SOCI 375, SOCI 301 or MATH 165 or MATH 165B, each with a minimum grade of C-, and 12 additional sociology units; sociology major; approved graduation application.

SOCI 499 Internship (1-4)

For advanced undergraduates in approved internships in organizational settings. Facilitates application of sociological insights to internship site, while also encouraging contribution to organization's mission. Concurrent enrollment in SOCI 496 required when SOCI 499 taken for first time. May be repeated for credit for up to 8 units, but only 4 units may be used toward the major or minor. Prerequisite: consent of instructor. Cr/NC only.

SOCI 595 Special Studies (1-4)

Advanced research and writing. Students work under close supervision of faculty members. Subject matter can be variable. May be repeated for credit. Prerequisites: graduate status, consent of instructor, and completed special studies form.

Social Science (SSCI)

SSCI 299 Seminar: How to Think Like a Social Scientist (3)

A meta-disciplinary approach to social science literacy for second-year students and first-semester transfer students. Students learn to ask questions, consider evidence, analyze data, and recognize theories and methods used by socialscientists. They also explore individual directions for major and career, developing knowledge of themselves and applying that knowledge as active, engaged citizens. Meets GE Area E.

SSCI 300 Introduction to Portfolio Development and Special Project (1)

Introduces the student to both the Liberal Studies Program and to the subject matter through a broad based, interdisciplinary approach that facilitates the student's need to understand the underlying relationship among all the courses in the program of study. This course may be offered in a face-to-face, hybrid or online teaching mode.

SSCI 320 Special Topics (1-4)

Examination of topics within Social Sciences. Themes and topics will vary.

SSCI 400 Portfolio Evaluation (3)

Contents of each portfolio will reflect the courses students have taken to complete the program, and will include organized examples of their achievement in each of the required areas (Arts & Humanities, Social Science, and Natural Science), and in the courses they have chosen in Electives. This course may be offered in a face-to-face, hybrid or online teaching mode.

SSCI 444 Peer Facilitator (1-4)

Provides students experience in assisting an instructor in SSCI 299 by attending lecture, doing course-related research, working with small groups of students, and assisting the instructor(s) with course administrative tasks. Prerequisite: upper-division or graduate standing and consent of the instructor. May be repeated once for credit. Cr/NC only

SSCI 495 Special Studies (1-4)

A supervised study of an area of interest selected student in consultation with a sponsoring faculty member. Regular meetings will be arranged for discussions and progress evaluations, and a project/paper and/or portfolio will be submitted.

SSCI 499 Internship (1-3)

Allows students to do supervised work in a variety of settings. A maximum of 6 units may be applied the Electives section of the Liberal Studies major. CR/NC only. Prerequisite: Consent of Instructor.

Spanish (SPAN)

SPAN 101 Basic Spanish, First Semester (4)

Spanish for beginners. Elementary oral expression and fundamentals of grammar; cultural readings and beginning practice in composition. May satisfy GE Area C3 (Comparative Perspectives and Foreign Languages).

SPAN 102 Basic Spanish, Second Semester (4)

Spanish for beginners, second level. Elementary oral expression and fundamentals of grammar; cultural readings and practice in composition. Prerequisite: SPAN 101 or equivalent. May satisfy GE Area C3 (Comparative Perspectives and Foreign Languages).

SPAN 150 Elementary Conversation (2)

Directed conversation in Spanish for elementary-level students. Includes individual and class assignments in laboratory. Admission by consent of instructor.

SPAN 201 Intermediate Spanish, 1st Semester (4)

Review of fundamentals and a study of complex structural patterns. Reading of authentic cultural materials used in Spain and Latin America. Weekly compositions. Prerequisite: SPAN 102 or equivalent. Satisfies GE, category C3 (Comparative Perspectives and Foreign Languages).

SPAN 202 Intermediate Spanish, 2nd Semester (4)

Communicative grammar patterns in Spanish. Reading of current authentic cultural materials and weekly practice in composition. Prerequisite: SPAN 201 or equivalent. Satisfies GE, category C3 (Comparative Perspectives and Foreign Languages).

SPAN 250 Intermediate Conversation (2)

Practice in essential communicative fluency in Spanish. Prerequisite: SPAN 102 or equivalent.

SPAN 300 Advanced Spanish Language (4)

Activities in written and spoken Spanish designed to increase students' proficiency to the advanced level. Course will highlight selected points of grammar structure and form in the context of meaningful engagement with the language. Offered each semester. Prerequisite: SPAN 202. Taught face-to-face, hybrid, or online. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

SPAN 300H Advanced Spanish Language for Native/Heritage Speakers (4)

SPAN 300H is designed for native/heritage speakers of Spanish with communicative competence in speaking and understanding Spanish but little formal schooling in the language. SPAN 300H draws on the student's bilingual linguistic and cultural resources to build the knowledge, self-confidence and engagement to successfully use Spanish in academic settings. The course fulfills GE area C3.

SPAN 301 Advanced Composition and Conversation (4)

Compositions to achieve a mastery of the written language. Introduction to the preparation of critical essays and studies. Weekly compositions. Offered each semester. Prerequisite: SPAN 300 or 300H. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

SPAN 304 Introduction to Spanish Linguistics (4)

An introduction to the linguistics structure of Spanish. Overview of core components such as phonetics/phonology, morphology/syntax, and semantics/pragmatics. Prerequisite: SPAN 300 or 300H.

SPAN 305 Introduction to Literature (4)

A study of short forms of literature with the objective of increasing vocabulary, reading for greater understanding, and content analysis. Introduction to concepts and principles of literary analysis (structure, character development, social context, point-of-view, discourse). Offered each Fall semester. Prerequisite: SPAN 300 or 300H, SPAN 301. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

SPAN 306 Cultures of Spain (4)

A study of the development of the cultures and origins of Spain, and the formation of identities in its history, literature, film, and art. A survey course including lectures, readings, discussion, and writing. Offered each Fall semester. Prerequisite: SPAN 300 or 300H. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

SPAN 307 Cultures of Latin America (4)

A study of the development of the cultures and origins of Latin America, and the formation of identities in its history, literature, film, and art. A survey course including lectures, readings, discussion, and writing. Offered each Spring semester. Prerequisite: SPAN 300 or 300H. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

SPAN 400 Special Topics in Linguistics (4)

Topics in Spanish linguistics, which may include sociolinguistics, discourse analysis, historical linguistics, and applied linguistics. Prerequisite: SPAN 304, or permission of instructor. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages). May be repeated for credit.

SPAN 401 Authors of Spain (4)

A detailed study of representative authors, genres, periods, or regions. Requires discussion in class and a term paper. Offered each Fall semester. Prerequisites: SPAN 305 or permission of instructor. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages). May be repeated for credit.

SPAN 402 Latin American Literature (4)

A detailed study of representative authors, genres, periods, or regions. Requires discussion in class and a term paper. Offered each Spring semester. Prerequisites: SPAN 305 or permission of instructor. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages). May be repeated for credit.

SPAN 410 Spanish Translation, Theory, and Practice (4)

Introduction to Translation Theory; service-learning translation project. Survey of principal translation resources, critical evaluation of representative translations, and examination of translation techniques. Collaboration on a translation project with authentic texts provided by agreement with public service agencies representing a wide range of fields. Offered every other Spring semester. Prerequisites: all 300-level classes or permission of instructor. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages).

SPAN 427 Spanish Teaching Methodologies (4)

Practical application of linguistic principles to the teaching of Spanish. Topics include discussion and practice of methods and materials for teaching Spanish, technological resources for the Spanish teacher and learner, and techniques for learner testing and evaluation. Prerequisite: SPAN 304 or consent of instructor.

SPAN 490 Seminar in Linguistics (4)

Capstone seminar focusing on a representative theme in the field of linguistics. Requires completion and presentation of a final project (extensive portfolio or research paper), presented in a public setting or a scheduled class presentation, and serving as an exit assessment for graduation. Offered each Fall semester. Prerequisites: completion of all 300-level classes and one class at the 400-level. May be repeated for credit.

SPAN 491 Seminar in Literature (4)

Capstone seminar focusing on a representative theme in the field of literature. Requires student discussion and participation. Requires completion and presentation of a final project (extensive portfolio or research paper), presented in a public setting or a scheduled class presentation, and serving as an exit assessment for graduation. Offered each Spring semester. Prerequisites: completion of all 300-level classes and one class at the 400-level. Satisfies GE Area C3 (Comparative Perspectives and Foreign Languages). May be repeated for credit.

SPAN 495 Special Studies (1-4)

Directed, individual study on subjects of special interest. Students must prepare a proposal that is subject to the approval of the Spanish program. May be repeated once for credit.

SPAN 499 Internship (1-4)

An internship in Spanish must combine: 1) service in a school or an agency in which Spanish is the operational language; 2) the selection of a topic for observation and study; 3) preparation of a bibliography and a reading list related to the internship activity; 4) a term paper that reflects both the internship work experience and appropriate research. For proposals and placement, please see the program coordinator. May be repeated once for credit.

SPAN 500 Second Language Pedagogy (4)

A course in second language acquisition theory and second language pedagogy in which participants learn to understand and apply models of proficiency-oriented and standards-based language instruction. Grade only.

SPAN 501 Teaching Practicum/Internship (2-4)

Requires Advisor approval. This course is a participatory experience for students in the MA program. Students participate in the instruction of a Spanish class or collaborate with program faculty to design an internship experience that provides a practical dimension to research or learning obtained through the program. Prerequisite: SPAN 500 or Graduate Advisor consent.

SPAN 502 Advanced Linguistics (4)

A course in Spanish linguistics that analyzes the form, meaning, and function of linguistic units; including, but not limited to, phonetics/phonology, morphology, and syntax. Requires completion of a research project. Grade only.

SPAN 503 Practical Linguistics (4)

A course in the significant elements of Spanish linguistics as applied in areas such as translation and interpretation and the pragmatics of oral and written discourse, including literary texts. Required completion of a research project. Grade only.

SPAN 504 Hispanic Literature I (4)

This survey course examines the literature of Spain and the Americas written before 1700 in a variety of genres and styles. Methods of literacy analysis and historical contexts are covered. This course requires the reading of El Quijote, among other texts. Grade only.

SPAN 505 Hispanic Literature II (4)

This survey course examines the literature of Spain and the Americas written in the 18th and 19th centuries. Methods of literary analysis and historical contexts are covered. Course restricted to SPAN MA students. Grade only.

SPAN 506 Hispanic Literature III (4)

This survey course examines the literature of Spain and the Americas written since 1898 in a variety of genres and styles. Methods of literary analusis and historical contexts are covered. Grade only.

SPAN 595 Special Topics (1-4)

Directed, individual study on a particular topic. Students must prepare a proposal that is subject to the approval of the Spanish program. May be repeated for credit.

Theatre Arts (THAR)

THAR 101 Making Theatre (3)

This course is an overview of the art and practice of making theatre. Designed for non-majors, the class examines the various elements involved in creating, developing, performing, and presenting a theatrical event. Through lecture, guest speakers, hands-on projects, video, and demonstrations, students gain an appreciation of the artistry of live theatre performance. Satisfies GE Area C1 (Applied Arts Combining Studio and Theory).

THAR 105 Technical Theatre Workshop (1)

A production class in which students receive credit for backstage and technical work in plays and dance concerts directed by faculty members and guest artists. May be repeated 6 times for credit.

THAR 110 Dance Fundamentals (1)

An introduction to the fundamentals of modern dance designed to develop body awareness, movement skills, and aesthetic sensibilities. Includes improvisation, rhythm, motion and space exploration, and fundamentals of alignment. May be taken 5 times for credit.

THAR 115 Dance Styles (1)

Class may focus on a particular dance style, e.g., contact improvisation, jazz or tap, or on dances of a particular era, e.g., social dance from 1935 to 1960. The emphasis will be on American dance styles. Some styles of dancing require more generalized dance background than others. May be taken five times for credit.

THAR 116 Acting Styles: Comedy Improvisation (1)

Class will focus on a particular acting style, e.g. comedy, commedia del arte, farce, or improvisation. May be taken 4 times for credit.

THAR 120 Acting Fundamentals (2)

Exploration of acting includes group and individual improvisation, physical and vocal exercises, and scene work, leading toward relaxation, physical activity, and believability. Special emphasis is placed on scene study to teach basic acting concepts and stage presence. Recommended for singers. First of a seven-course sequence for Acting Concentration majors. May be taken 3 times for credit.

THAR 120A Acting Fundamentals (1)

Exploration of acting includes group and individual improvisation, physical and vocal exercises, and scene work, leading toward relaxation, physical action, and believability. Class work is designed to stimulate the imagination, build self-confidence and trust, and teach basic concepts for acting. May be taken 3 times for credit.

THAR 125 Intro to Acting (3)

Introduction to acting techniques including physical and vocal exercises, script analysis, activating the imagination, cultivating stage presence, and telling dramatic stories artfully and effectively. Students will gain experience in oral communication, critical thinking, and build self-confidence. Part of the Acting Concentration. Open to majors and non-majors. GE Area A1

THAR 143A Stagecraft (2)

Work in both theory and practice covers scenery construction techniques and drawings for the theatre. Use of tools and materials for scenery, costumes, props, and lighting will be fundamental to the course.

THAR 143B Costumes (2)

An introduction to the fundamentals of costume design and construction. Basic makeup for the stage will be examined and practiced. Prerequisite or concurrent enrollment in THAR 143A.

THAR 144A Scenery (2)

Design principles are applied to scenery and properties for the stage. Includes advanced drafting and rendering techniques used to realize and execute designs for production. Prerequisite: THAR 143A.

THAR 144B Lighting (2)

Basic lighting design, including the drawing of lighting plots, rigging techniques, and the operation of light boards and systems. Work in class affords direct experience in lighting of departmental productions. Prerequisite: THAR 143A.

THAR 145A Voice for the Actor (1)

Fundamentals of voice to free the natural voice and build towards its full use. Exercises in breathing, relaxation and movement, resonance, and power will help the actor discover a direct, spontaneous connection between breath and the impulse to speak; develop greater vocal range; and explore the intricacies, implications, layers, and joys of the spoken text. May be repeated for credit.

THAR 145B Speech for the Actor (1)

Articulate speech and textual clarity are primary skills for the actor. This course will concentrate on the fundamentals of speech, anatomy of good sound production, standard pronunciation techniques through the International Phonetic Alphabet (IPA), and methods for clearly speaking, articulation, vocal muscularity, and phrasing. Prerequisite: THAR 145A. May be repeated once for credit.

THAR 160A Humanities Learning Community (4)

THAR 160 A/B is a year long course, which features weekly lectures and small seminars. It delves deep into the nature of dance, theatre, and live performance, and asks the student to explore the nature of creativity itself. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking) and C3 (Comparative Perspectives and/or Foreign Languages) GE Areas. C- or better required in the second semester for A3 credit.

THAR 160B Humanities Learning Community (4)

THAR 160 A/B is a year long course, which features weekly lectures and small seminars. It delves deep into the nature of dance, theatre, and live performance, and asks the student to explore the nature of creativity itself. It constitutes a Humanities Learning Community (HLC) for any first-year student. The learning objectives of the HLC will satisfy A3 (Critical Thinking) and C3 (Comparative Perspectives and/or Foreign Languages) GE Areas. C- or better required in the second semester for A3 credit.

THAR 161 Ballet I (1-2)

This course is designed to give the modern dancer a foundation for movement in classical tradition. The vocabulary of classical ballet is presented, with emphasis on alignment and placement, with relevance to more contemporary dance forms. Exercises will be given to strengthen and stretch the body. Special attention will be given to turns and fast footwork, again to support work in modern dance. This course may be repeated for credit.

THAR 199 Student-Instructed Course (1-3)

May be repeated for credit.

THAR 202 Introduction to the History of Drama and Dance: Origins to 1800 (4)

First of a two course sequence, this course examines Western theatre traditions of ritual, drama, and dance at their origins, while dramatic tragedy and comedy are traced from the Golden Age of Greece through the Age of Enlightenment, roughly 1800. Added emphasis is placed on traditional Asian theatre forms. May be taken independently from THAR 203. The course relates the theatre's past to how theatre is practiced today. Satisfies GE Area C1 (History of the Fine Arts).

THAR 203 Introduction to the History of Drama and Dance: 1800 to Present (4)

This course examines theatre, drama and dance from the 19th Century to the present, including the rise of Realism and Modernism in Western Culture and forms from non-Western cultures. Also considered are the American Musical, recent-trends in diversity and multiculturalism. The course provides some fundamental instruction in close reading of dramatic text. May be taken independently from THAR 202. Satisfies GE, Category C1 (History of the Fine Arts).Taught in face-to-face and hybrid modes.

THAR 210 Contemporary Dance I (2)

Introduces specific contemporary techniques, with the emphasis on expanding movement range and facility. Alignment, strength, flexibility, and expressiveness are concerns of this course, which is intended for students with some experience in movement fundamentals. May be repeated twice for credit.

THAR 211 Contemporary Dance II (2)

Continuation of THAR 210. Prerequisite: THAR 210. May be repeated twice for credit.

THAR 212 Contemporary Dance Level III (2)

Continuation of THAR 211. Prerequisite THAR 210. May be repeated twice for credit.

THAR 213 Contemporary Dance Level IV (2)

Continuation of THAR 212. Prerequisite: THAR 210. May be repeated twice for credit.

THAR 220A Acting: Text and Scene Study (2)

Text analysis and scoring, rehearsals, and in-class presentation of scenes drawn from realistic dramatic literature. Work with emotional memory and characterization. Core course for Acting Concentration majors. May be taken two times for credit. Prerequisites: THAR 120 or equivalent or consent of Director of the Acting Program. Open to THAR sophomores, juniors and seniors.

THAR 220B Acting: Characterization (2)

The focus of this course is on aiding the actor in developing a process for creating believable dramatic characters, and bringing them truthfully to life in theatrical context. Study of life models support presentations of rehearsed scenes, which are then critiqued and developed in class. Scenes are normally drawn from realistic dramatic literature. This course is the third in the Acting Concentration sequence, and is a core course for acting majors. May be taken two times for credit. Prerequisites: THAR 120 and 220A or equivalent and consent of instructor.

THAR 230 Stage Management (2)

The functions of the stage manager from audition to final performance are examined. Students are trained to organize rehearsals, record actors' movements, create prompt books, and to manage a performance. Students serve as stage managers for Performing Arts productions. Prerequisites: THAR 144A and B.

THAR 231 Stage Management (1)

Stage Management Practicum. Students serve as stage managers for Performing Arts productions. Prerequisite: THAR 230 (or co-requisite) or consent of instructor.

THAR 240 Choreography I (2)

Fundamentals of choreography through a problem-solving approach. Studies deal with aspects of time, space, dynamics and movement, with an emphasis on perceptions of meaning, that is, on "seeing" dancing as well as "making" dancing. May be taken two times for credit. Prerequisite: THAR 210 or consent of instructor.

THAR 244 Scene Painting (2)

Study and practice of the basics of layout and painting of scenery, from rendering to full scale. Students assist in painting scenery used in Theatre and Dance productions. Includes instruction on handling toxic materials safely and on protecting the environment. Prerequisites: THAR 143A and B, 144A and B.

THAR 261 Ballet II (1-2)

Continuation of study of classical ballet. Traditional barre with allegro and adagio center work. Western classical dance skills emphasizing strength, alignment, flexibility, and musicality as a support for contemporary dance styles. May be taken 4 times for credit. Prerequisite: THAR 161 or consent of instructor.

THAR 273 Literature and Performance: Critical and Creative Readings (4)

This course explores the relationship between literature and performance, reading and rendition, the interaction between the literary skills of close reading, embodied reading, and possible productions of these readings on the page, stage or screen. Satisfies GE Area C2. Only one course numbered 273 in the Arts & Humanities will be considered for credit. Prerequisite: completion of GE Category A2 (Engl 101 or ENGL 100B) required.

THAR 275 Contemporary Plays and Playwrights (3)

This class is an exciting and dynamic way to explore contemporary American play writing and its impact of on the current American theatre scene. It offers some of the finest writing that is occurring in this country today. Students will discover theatrical trends of our own era, and how these trends relate to contemporary politics. May be repeated for credit.

THAR 300 Theatre in Action (3)

Required of all Theatre Arts majors. An investigation of technique, form, and content in drama and dance performances. Attendance at oral discussion and written critiques of 7-8 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. Activities fee payable at time of registration. Satisfies upper division GE Area C1 (History of the Fine Arts). For juniors and seniors only. (Also available as periodic trips to New York.) May be taken 2 times for credit.

THAR 301 Dance Ensemble (1-3)

A process-and-product class in which students receive credit for major participation in areas of dance, choreography, or technical work (costumes, light, decor) for presentation in public performance. Dances may be choreographed and directed by faculty, guest artists, or students. May be repeated 6 times for credit. Prerequisite: THAR 240 or consent of instructor.

THAR 302 Drama Ensemble Workshop (1-3)

A production class in which students receive credit for major participation as a partner in plays directed by faculty members and guest artists. Play titles, performance venues, styles, and production approaches vary from semester to semester. May be repeated 6 times for credit. By audition or consent of instructor.

THAR 303 Technical Theatre Workshop (1-3)

A production class in which students receive credit for design, backstage, and technical work in plays directed by faculty members and quest artists. May be repeated 6 times for credit. By audition or consent of instructor.

THAR 304 Production Dramaturgy (1-3)

This course teaches practical, hands-on rehearsal dramaturgy as practiced in the professional theatre. Students are assigned to work closely on a production in the department season, and implement story analysis, in-depth research, and information design to help shape the production. Key elements of dramaturgical work include concept work with the director, research for cast, program notes, outreach talks, study guides, and other possible outcomes based on the production's needs. May be repeated for credit.

THAR 310A Intermediate Dance Block (2-5)

The Dance Block integrates the study of contemporary dance technique with the study of improvisation and anatomy for dancers. The safe and intelligent use of the body, the development of technical and improvisational skills, and artistry are emphasized. Prerequisites: THAR 210, and consent of instructor. May be repeated for credit.

THAR 310B Intermediate Dance Block (2-5)

Continuation of THAR 310A. Prerequisites: THAR 310A and consent of instructor. May be repeated for credit.

THAR 311 Actor / Dancer Collaboration I: Core Technique & Practice (1)
This course introduces somatic-based movement emphasizing functionality, efficiency and body awareness for performance. Pedagogy engages students in experiential training methods such as Yoga, Feldenkrais, Pilates, and Body-Mind Centering focusing on mindfulness, expressivity, longevity and students¿ health. Prerequisite: THAR 22B or consent of Acting or Dance Program advisors. Face-to-face mode.

THAR 312 Actor / Dancer Collaboration II: Movement & Improvisation (1)
In this course, the student will be guided through explorations and exercises to increase mobility, expression, imagination and collaboration. Pedagogy incorporates experiential training and skill building that includes Contact Improvisation, Conditioning, Partnering, Collaboration, and more. Prerequisite: THAR 311 or consent of Acting or Dance Program advisors. Face-to-face mode.

THAR 313 Ballroom & Social Dance (1)
This course teaches American Ballroom Dancing including the Waltz, Fox Trot, Tango, and Viennese Waltz. Students will learn Mechanics, Rhythm, and Style. A main emphasis will be on the duet partnership. No prerequisite. Face-to-face. May be taken once for UD Acting Concentration credit, and a second time as an elective.

THAR 314 Connection, Communication, Collaboration (1)
Actors and Dancers learn to work across disciplines sharing modes of learning, performance techniques to find new ways for mutual engagement. Prerequisite: THAR 311 or Acting or Dance Program Director consent. Face-to-face mode. May be taken once for UD Acting Concentration credit, and a second time as an elective.

THAR 316 25 Elements of Comedy: It¿s All in the Surprise (1)
Comedy is BIG business, and a lot of fun. Actors play with 25 elements of comedy through comic scenes, action, and stage business. Prerequisite: THAR 120 or consent of Acting Program advisors. Face-to-face mode. May be taken once for UD Acting Concentration credit, and a second time as an elective.

THAR 320A Shakespeare I: Verse Scansion & Paraphrase (2)
A course in acting techniques for Shakespeare: scansion, paraphrase, vocal production, monologues and scenes. Prerequisites: THAR 120, 145A, 145B, 220A, 220B, and ENG 339 or consent of Acting Program advisors. Face-to-face mode. Required for Acting Majors. May be repeated once for elective credit. Recommended for Hutchins and English majors.

THAR 320B Shakespeare II: Scene Study (2)
This advanced course builds on Shakespearean acting techniques, deepening analysis of text and introducing rhetorical devices and use of irony. Features advanced scene study of prose scenes and scenes where both verse and prose are employed. Prerequisites: ENG 339 and 320A or consent of Acting Program advisors. Face-to-face mode. It will be offered once every 4 semesters. Most importantly, separating out Block content into discrete courses with individual course titles and descriptions will open content to more students and increase acting course enrollments overall, for majors, minors and other qualified students across campus.

THAR 320C Physical Theatre Workshop (2)
Actors learn to physicalize character through movement fundamentals, stamina, and relaxation. Stage presence is addressed through exploration of scenes that demand a dominant physical approach for their effective realization. Prerequisites: THAR 120, 145A, 145B, 220A, and 220B, or consent of Acting Program advisors. Required for UD Acting Concentration. Face-to-face mode.

THAR 320D Commedia dell `Arte & Masks (2)
The eyes are the windows to the soul and the mask a whole open doorway. Actors literally look through someone else's eyes and find physical transformation and a new way of relating to the audience. Prerequisites: 320C or consent of Acting Program advisors. Required for Acting Concentration. Face-to-face mode.

THAR 321A Intermediate Technical Block/Foundations (2)
Technical concentration students participate in the foundations, script analysis, and design projects. Prerequisites: THAR 143A and B, THAR 144A and B, THAR 244, and consent of instructor.

THAR 321B Intermediate Technical Block (2)
Technical concentration students participate in the foundations, script analysis, and design projects. Prerequisites: THAR 143A and B, THAR 144A and B, THAR 244, THAR 321A, and consent of instructor. May be repeated once for credit.

THAR 322A Advanced Scene Study (2)
Text analysis and scoring, rehearsals, and in-class preparation of scenes drawn from realistic dramatic literature. Work with emotional memory and characterization. Core course for Acting Concentration majors. May be taken twice for credit. Prerequisites: THAR 120B or equivalent and consent of instructor.

THAR 322B Advanced Scene Study (2)
Text analysis and scoring, rehearsals, and in-class preparation of scenes drawn from realistic dramatic literature. Work with emotional memory and characterization. Core course for Acting Concentration majors. May be taken twice for credit. Prerequisites: THAR 120, THAR 220A or 322A or equivalent, and consent of instructor.

THAR 324 On Camera: Acting & Production (2)
Acting and performing in front of the camera, although similar to theater, is distinctive in approach and technique. This course is an introduction to film and TV acting where acting students acquire techniques for working in front of the camera and film students learn to set up camera and audio equipment and work behind the camera. The On- Camera course is intended for advanced actors to furtherdevelop techniques assimilated in the course¿s prerequisites of THAR 120 and 220A. Film production students may enroll with permission of instructor.

THAR 325 Audition for the Theatre (2)
This course is designed to cover the practical aspects of auditioning for the theatre, including 1) selecting appropriate material, e.g., classic/modern, dramatic/comic, musical/revue; 2) preparing audition pieces; 3) giving a winning audition; 4) evaluating performance for future guidance; and 5) resume and headshot needs. Prerequisite: THAR 120, or consent of instructor.

THAR 326 Circus Technique (1)
The course develops circus techniques for theatrical presentation teaching basic circus skills, while providing resources for continued skill development. Prerequisites: THAR 120 or consent of Acting Program advisors. Face-to-face mode. May be taken once for UD Acting Concentration credit, and a second time as an elective.

THAR 327 Stage Combat (1)
Stage Combat introduces safe portrayal of violence onstage to create the illusion of danger to facilitate storytelling, character development, and given circumstances. Modes include swordplay, hand-to-hand combat, among others. No prerequisite. Face-to-face mode. May be taken once for UD Acting Concentration credit, and a second time as an elective.

THAR 328 Accents & Dialects (1)
Actors create believable accents and dialects using the International Phonetic Alphabet (IPA) as a cornerstone. Students also learn how to acquire accents on their own. Prerequisite: THAR 145A and 145B. Face-to-face. May be taken once for UD Acting Concentration credit, and a second time as an elective.

THAR 330 Musical Theatre Production (1-3)
A course devoted to the study and performance of musical theatre literature. Designed for singers, actors, and others interested in musical theatre. This course may be repeated for credit.

THAR 340 Choreography II (2)

Further development of choreographic skills and artistry. Includes problems in group choreography and relationship to fundamentals of rhythm. Prerequisite: THAR 240.

THAR 344A Design for the Stage (3)

An advanced course examining design and rendering techniques for the stage. Students learn advanced drafting techniques. Class works as a team, with students assuming various design responsibilities for selected plays. Prerequisites: THAR 144A and B, and consent of instructor.

THAR 344B Design for the Stage (3)

Continuation of THAR 344A. Prerequisites: THAR 144A and B, THAR 344A, and consent of instructor.

THAR 345 Choreography III (2)

Further development of choreographic skills and artistry, including more extensive group choreography and relationship of movement to sound and music. Prerequisite: THAR 340.

THAR 350 Directing Workshop (2)

A workshop in directing scenes and compositions. Rehearsal and techniques, composition, blocking, characterization, rhythm, style, and script analysis are explored. Approaches of significant directors are examined. May be taken 3 times for credit. Prerequisites: all lower-division Theatre major/minor requirements, or consent of instructor.

THAR 370A Early Plays: Evolution and Innovation (3)

An examination of Western theatre from the Greeks to the Enlightenment. Plays are used as a basis for understanding how theatre reinvents itself to reflect social and historical currents. Emphasis on how dramatic literature and history can be interpreted and re-examined to resonate with today's theatre. The theatre artist is viewed as a voice for humanity as well as a force for social change. Prerequisite: THAR 202 or consent of instructor.

THAR 370B Modern Plays: Evolution and Innovation (3)

Seminar on dramatic literature from the late 19th century to our own time. Continuation of THAR 370A. Prerequisite: THAR 203 or consent of instructor. May be taken out of sequence.

THAR 371A History of Dance A (3)

Survey of the history of Western theatrical dance from ritual roots to 19th century Romantic and Classical ballet. Prerequisite: THAR 202 or consent of instructor.

THAR 371B History of Dance B (3)

Survey of the history of theatrical dance in the 20th century, including global influences on the most recent dance forms. Prerequisite: THAR 371A or consent of instructor.

THAR 373 Dances of the World (4)

Examination of dance as cultural expression in diverse global dance forms. This course focuses on ways in which social, ritual, and theater dance styles create and reflect cultural identity, define tradition and embrace innovation, and intersect in a global world. Satisfies upper-division GE Area C3.

THAR 374 Theatre of the World (4)

This course is an exploration of theatre traditions from around the world. Theatre is examined as the expression of specific cultures. Students learn how theatre practice influences theatre-making in both Western and Eastern Cultures. This course is required for General Theatre Degree majors and also satisfies upper-division GE Area C3.

THAR 375 Race, Gender, and Performance (3)

This course explores how contemporary theater artists construct cultural identity, with a particular focus on gender, sexuality, race, and ethnicity. Students engage in both written analysis and performance work. Topics covered include culturally specific modes of ritual, belief, and performance; representation of mixed-race identities; and oppressive and resistant strategies in casting and production. Cross-listed as WGS 360.

THAR 376 Playwriting I (3)

An introduction to the art and craft of writing for the stage, for writers of diverse levels of experience. Focuses in particular on the development of character, and explores the virtues of both imaginative freedom (the first draft) and structure (the rewrite). Includes in-class writing and performance improvisations, as well as study of plays by contemporary writers. Students create original short plays (ten-minute or one-act) and have selections of their work performed for an audience at the end of the term.

THAR 377 Playwriting II (3)

Stage writing for more experienced playwrights. Students will experiment with lengthier forms and new methods for first drafts. Work is performed in an end-of-term festival. Prerequisite: THAR 376 or permission or instructor.

THAR 379 Research Practice for Theatre and Dance (3)

This course teaches professional research methodology as a means to artistry in the creation of dance and theatre, with applications to performance, design, criticism, history, and dramaturgy. Research avenues include creative and biographical material on key artists, historical and cultural context, locating imagery (print, digital, multimedia), sound/music sourcing, and materials specific to unique production needs. The course addresses best practices in information competence and focuses on research as an art as much as a pragmatic skill. May be taken twice for credit.

THAR 392 Performing Arts for Children (2)

Dance, music, and theatre are essential components of elementary education. Through hands-on studio work and lesson planning assignments, this course familiarizes undergraduates who intend to pursue a multiple subject teaching credential with the content knowledge necessary to prepare them to lead instruction in these subject areas. Cross-listed with LIBS 392.

THAR 400 Career Paths and Planning (1)

This course supports graduating students in their transition to careers and post-college training. Includes subjects vital to the emerging artist: career guidance, resume writing, career-oriented website creation, graduate school application, and post-grad theatre and dance options. Professional guest speakers augment the instructional faculty.

THAR 401 Senior Project Ensemble Workshop (3)

An upper-division Theatre Arts student may petition the Theatre Arts faculty for permission to do a Senior Project. Such a project is the culmination of the student's work, and may be an original work, a performance project, a research paper, a teaching project, or take some other form which represents and reflects the student's interests and accomplishments. The privilege of doing a Senior Project is awarded only to a student deemed exceptional by the department faculty. Students who participate in another student's Senior Project may enroll in Dance or Drama Ensemble to receive credit. Prerequisites: senior-level standing and consent of department faculty.

THAR 410A Advanced Dance Block (2-5)

A continuation of the work begun in 310A and B, with the focus on increasing technical and improvisational skill, and more refined perception of the structure and meaning of movement. Prerequisites: THAR 310A and 310B and consent of instructor. May be repeated for credit.

THAR 410B Advanced Dance Block (1-5)

A continuation of 410A. Prerequisites: THAR 410A and consent of instructor.

THAR 420A Approaches to Anti-Realism (2)

Actors explore Expressionism, Absurdism, Surrealism, Dada, writers such as Brecht, Beckett whose theatre is beyond the boundaries of psychological realism. Prerequisites: THAR 120, 145A, 145B, 220A, and 220B, or Acting Program Director consent. Face-to-face mode. Required for UD Acting Concentration credit, and a second time as an elective.

THAR 420B Comedy of Manners (2)

Comedy of Manners reflects and satirizes the ideals and manners of upper class society. Actors learn to acquire and maintain a mask of artifice while revealing the true character behind it. Prerequisites: THAR 120, 145A, 145B, 220A, and 220B, and THAR 320A. Face-to-face mode. Required for UD Acting Concentration.

THAR 420C Chekhov Workshop (2)

Psychological realism explored through the plays of Chekhov will be the focus for this course. Scenes are explored and presented for discussion and deeper examination. Prerequisites: THAR 120, 145A, 145B, 220A, and 220B or consent of Acting Programs advisors. Face-to-face mode. May be taken once for UD Acting Concentration credit.

THAR 420D Devised Project Workshop (2)

Students will create a new piece of theatre for public presentation guided by a guest artist or resident acting faculty. Material will be developed based on class cohort consensus. Prerequisite: THAR 320A or 420A. or Acting Program Director consent. Face-to-face mode. Required for the UD Acting Concentration.

THAR 421A Advanced Technical Block/Foundations (2)

Technical concentration students participate in the foundations, script analysis, and design projects. Prerequisites: THAR 143A and B, THAR 144A and B, THAR 244, THAR 321A, THAR 321B, and consent of instructor.

THAR 421B Advanced Technical Block/Foundations (2)

Technical concentration students participate in the foundations, script analysis, and design projects. Prerequisites: THAR 143A and B, THAR 144A and B, THAR 244, THAR 321A, THAR 321B, THAR 421A, and consent of instructor.

THAR 430 Special Topics (1-3)

Special topics in theatre arts selected to introduce students to recent theory, research, and practice in the discipline. Consult Schedule of Classes for topic to be studied and current unit offering. Course can be repeated for elective credit. Can be taught in face-to-face and hybrid modes.

THAR 444 History of Ornament (2)

Form and function of props, furniture, and architectural structures produced by humankind through the ages. Examination of ways in which decorations, style, and uses of these objects have evolved under political, cultural, and socioeconomic influences. May include research and construction of properties for Performing Arts productions. Prerequisites: THAR 143A and 143B, THAR 144A and 144B.

THAR 460 Drama for Children (2)

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.

THAR 470 Dance for Children (2)

Developing resources and skills for working with children in creative movement. Class includes participation in rhythmic activities and movement exploration, with observation and student teaching of children's dance classes. May be taken 3 times for credit.

THAR 480 Coordinated Projects (1-3)

Involvement in on- and off-campus dance or drama projects with student directors, actors, designers, and/or technicians, and under faculty supervision. May be repeated 6 times for Cr/NC only. Prerequisite: consent of faculty supervisor.

THAR 485 Teaching Assistant in Theatre Arts (1-4)

Teaching assistantship in Theatre Arts. Open only to upper-division students with knowledge of theatre with special interest in teaching and pedagogy. Intended to give students classroom experience by assisting an instructor in a Theatre Arts and Dance department course, or under the supervision of a faculty member, experience in tutoring students. Prior arrangements with faculty required. Graded only.

THAR 490 Theatre Practicum (1-3)

The use and development of a theatre skill such as acting, dancing, design, lighting, or set or costume construction, in a commercial environment where the evaluation of the work is under professional rather than faculty supervision. Prerequisite: consent of faculty advisor.

THAR 495 Special Studies (1-4)

Individualized studies in topics beyond the scope of the regular curriculum. Contract with an instructor, specifying course expectations, work to be completed, regular schedule of contact hours, and assessment criteria. Prerequisite: consent of faculty advisor. May be repeated for credit up to 8 units.

University Courses (UNIV)

UNIV 102 First Year Experience (1-3)

Designed to foster a supportive learning community, provide mentoring, and enhance academic/personal skills, and knowledge about campus resources to facilitate successful transition from high school to college. Other aspects covered are major/career exploration, health/social issues, and diversity. This course is strongly recommended for first-semester students. May be repeated once for a total of up to 3 units.

UNIV 103S Learning Strategies: Supplemental Instruction (1)

Discipline-specific study skills taught in the context of a designated GE course. Consent of instructor required. May be taken three times. Cr/NC only. Co-requisite: enrollment in designated GE course.

UNIV 150A Freshman Year Experience: Identity and Global Challenges (5)

Designed specifically for first-year students at Sonoma State University, provides an interdisciplinary examination of social, political, scientific, and personal aspects of identity (fall semester) and our global connections and responsibilities (spring semester). Through writing, research, and creative assignments, students develop analysis, research, and communication skills vital to success in college. To satisfy GE Areas A3 and C3, students must take UNIV 150B the following semester. C- or better required in the second semester for A3 credit.

UNIV 150B Freshman Year Experience: Identity and Global Challenges (5)

Designed specifically for first-year students at Sonoma State University, provides an interdisciplinary examination of social, political, scientific, and personal aspects of identity (fall semester) and our global connections and responsibilities (spring semester). Through writing, research, and creative assignments, students develop analysis, research, and communication skills vital to success in college. Satisfies GE Areas A3 and C3 when taken immediately after UNIV 150A. C- or better required in the second semester for A3 credit.

UNIV 237 Career-Life Planning (1-2)

Offers students an opportunity to clarify their interests, values, skills, and lifestyle preferences to provide a foundation for effective career planning. Students use assessment inventories, interactive exercises, and occupational research to expand their understanding of options and plan their education and career paths, and learn job search strategies. Most appropriate for sophomores, juniors, and seniors.

UNIV 238 Foundations of Leadership (3)

This course takes students through an exploration of leadership and students' roles and responsibilities as active citizens. It achieves this goal through an extensive examination of self, working with and understanding others, and ultimately, creating positive change in one's community. The course provides the critical elements of analytical and intellectual thought, and careful examination and reflection of core issues in the practice of leadership. These objectives will be achieved through open discussion, self-assessment, experimental exercises, and analytical observation of real-life leadership practice. Course satisfies GE Area E (The Integrated Person).

UNIV 239 Peer Advising and Mentoring Seminar (1-2)

Seminar and practicum for students holding peer advising and mentoring positions. Students will gain training and experience providing peer-to-peer advising and mentoring in various student support areas, including academic/career advising, academic/college preparedness, campus services/resources, interpersonal communication, leadership/identity development, and student engagement. Enrollment in 1 or 2 units is dependent upon practicum hours required of student leadership position. May be repeated for credit.

UNIV 295 Community Involvement Program (1-4)

CIP provides undeclared students the opportunity to explore career possibilities while providing much needed community service. Students may earn credit for volunteer service in a variety of organizational settings that may help them clarify their career goals and declare a major appropriate for them. Requirements are 30 hours of community service per unit, a minimum of 2 meetings with advisor or faculty sponsor, and a final paper. A maximum of 6 units of CIP may be used toward graduation. Cr/NC only.

UNIV 339 Advanced Peer Advising and Mentoring Seminar (2)

Advanced practicum for students holding peer advising and mentoring positions. Students will be active members in training and sharing experience providing mentoring to first-year Peer Mentors in various areas, including academic/career advising, college preparedness, campus resources, communication, leadership/identity development, and student engagement. Must have completed UNIV 239.

Womens & Gender Studies (WGS)

WGS 200 Introduction to Women's and Gender Studies (3)

Explores social, political, and cultural dimensions of gender in society and culture. This course foregrounds intersectional feminist analyses: how gender is co-constituted with race, sexuality, nation, ability, economy, and other forms of social power. Students learn about the field of WGS, feminist analysis, interdisciplinary methods, and social justice. GE E.

WGS 255 Introduction to Queer Studies (3-4)

This interdisciplinary course offers an introduction to the field of Queer Studies by analyzing the role of race, gender, sexuality, and nationalism in the social construction of modern gay, lesbian, bisexual, transgender, and queer (GLBTQ) identities. Students also learn of queer theoretical approaches to politics, culture, and society. Satisfies GE Area D1. Course taught in face-to-face, hybrid and online modes.

WGS 285 Men and Masculinity (4)

This course examines construction of masculinity across axes of race, sexuality, class, nation, and ability. Utilizing a multidisciplinary perspective, this course addresses various theories of masculinity and masculinity's impact on peoples lives in areas such as relationships, media representation, work, culture, development, and health. Satisfies GE Area E. Course taught in face-to-face, hybrid and online modes.

WGS 300 Gender, Race and Representation (3)

This course uses feminist cultural studies, arts, and media studies methods to explore how intersections of gender and race structure contemporary society. Tracing the production of difference through culture, we foreground the study of race, gender, and representation as a method through which to understand and transform the social world. GE C1, Ethnic Studies. Course taught in face-to-face, hybrid and online modes.

WGS 301 Gender Studies Lecture Series (1-4)

A weekly lecture series (or occasional workshops) offering presentations and discussions of current issues from feminist and/or queer perspectives. There is usually a semester-long focus on a particular topic. The lectures are open to the community. May be repeated for credit.

WGS 302 Queer Studies Lecture Series (1)

A weekly lecture series offering presentations and discussions of ethical, literary, activist, intellectual, and artistic approaches to society and culture from lesbian, gay, bisexual, transgender, and queer perspectives. The lectures are open to the community. May be repeated for credit. Satisfies GE Area C2.

WGS 305 Lesbian, Gay, Bisexual, Transgender, and Queer U.S. History (3)

Historical development of institutions, ideals, social and cultural transformations, and economic and political processes in the U.S. since colonization with a focus on the evolution of sexual and gender diversity. Satisfies GE category D3 and the state history requirement. Core course of Queer Studies Minor.

WGS 311 Special Topics in Women and Gender Studies (1-4)

A variable-topics seminar focusing upon intensive study of issues related to WGS in society. May be repeated for credit with different topic.

WGS 325 Youth: Gender Perspectives (3-4)

This course examines youth, focusing on the complex interconnections of gender, race/ethnicity, social class, sexuality, and other factors in understanding the experiences and social conditions of youth in the U.S., as well as the methodological issues that arise in conducting research on youth. This course requires community service learning.

WGS 335 Reproductive Politics (4)

Interdisciplinary examination of theoretical, historical, political, and popular discourse about reproduction and sexuality. Focuses on how feminist movements, cultural representations, public policies, and laws regarding reproduction have shaped gender norms and racial knowledge. Highlights the role of women, people of color, and LGBTQ people in shaping reproductive and sexual justice. Teaching Mode: Face-to-Face, Hybrid, and Online.

WGS 351 Latino Cultural Studies (4)

This course focuses on the theoretical debates that have shaped the field of Chicano and Latino studies. We will explore the relationship between dominant racial formations and cultural production. Cross-listed with CALS 350.

WGS 360 Race, Gender, and Performance (3)

Cross-List for THAR 375: Race, Gender, and Performance.

WGS 365 Women's History and Women's Activism (3-4)

This course will take an activist-historical perspective on the history of American women. We will study historical figures, events, and movements central to the history of feminist activism for equality and social justice. The class will address the politics of writing women into history and documenting the diversity of women's activism. Cross-listed as HIST 345.

WGS 370 Gender in Asian America (3-4)

This interdisciplinary course examines gender, race, class, and sexuality in Asian America. We consider how Asian American women and men fit into debates about sexism and racism in the United States - historically and contemporarily. Topics include Asian American participation in women's/civil right movements as well as popular culture representations. Teaching Mode: Face-to-Face, Hybrid, and Online. Cross-listed as AMCS 370.

WGS 375 Gender, Race, and Class (3)

An exploration of the intersection of gender, race, and class in the lives of U.S. women and men through a historical approach to the formations of social and political movements, the construction and policing of identity categories, and demands for equality and justice. Teaching Mode: Face-to-Face, Hybrid, and Online. Satisfies GE Area D1 (Individual and Society) Meets Ethnic Studies requirement.

WGS 385 Transnational Feminisms (3-4)

Through feminist analytical lenses, examines transnational movement of goods, bodies, practices, ideologies, and culture. Explores connections between lives and cultures of people in diverse places with those in the U.S. Topics may include labor,migration, cultural production, diasporic literature and art, activism, and state violence. WGS major requirement.

WGS 390 Gender and Work (4)

This course explores intersections of gender, race, class, immigration, and nation within the U.S. labor market. We examine situations facing workers across economic sectors ranging from professionals to service sector labor. Topics may include: juggling work and family, discrimination/harassment, welfare reform, globalization, and activism/resistance to workplace challenges. Prerequisite: WGS 200, 255,280, 285, 300, 375 or instructor consent.

WGS 395 Community Involvement Program (1-4)

The purpose of CIP is to encourage student involvement in the community. Units may be earned for work related to WGS. Cr/NC only. May be repeated for credit. A total of six units of CIP may be applied towards a degree.

WGS 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). Cr/NC only.

WGS 405 Psychology of Gender (4)

Explores gender through a social psychological perspective. Topics include gender socialization, the structural function of gender stereotypes, masculinity, and gender discrimination. Course originates in the Psychology Department and is cross-listed as PSY 405.

WGS 414 Gender and Society in Early Modern Europe (4)

This course examines the role of gender in early modern Europe from the lateMiddle Ages to the end of the 18th century. Topics include religion, law,

labor,social and family relations. The course also considers the impact of major historical developments such as the Renaissance, Reformation, Scientific Revolution, industrialization, and the rise of the modern state on gender relations. Cross list for HIST 414.

WGS 420 Gender and Ethnicity (4)

A historical overview of racism and sexism as they affect women of color, focusingon issues in which racism and sexism intersect, e.g. affirmative action, abortion,sterilization, violence against women, and other issues. Cross list for AMCS 420.

WGS 425 Feminist Research Methods (3-4)

A feminist critique of traditional methods of constructing knowledge and research practices and a discussion of gender-inclusive research strategies. Students will be given instruction in library and electronic information retrieval. Prerequisite: WGS 200, 255, WGS 285, WGS 300, or WGS 375.

WGS 430 Women and Crime (4)

An in-depth analysis of women/girls and crime in the field of criminology and criminal justice. The class examines the significance of gender in pathways to crime as well as the nature and extent of female offending, victimization, and incarceration. The course focuses on feminist theory and methodology. Prerequisites: course restricted to WGS Majors and Minors. Course originates in CCJS, and is cross-listed as CCJS 430.

WGS 440 Sociology of Reproduction (4)

An exploration of sociological perspectives on human reproduction. Topics include reproduction and gender identity, the social implications of reproductive technologies, historical and contemporary perspectives on normal pregnancy and childbirth, the cultural context for breastfeeding, and the politics of reproductive rights and choices in the United States. Prerequisite: Course restricted to WGS Majors and Minors. Cross-listed as SOCI 440.

WGS 446 Women in American History (4)

Cross-List for HIST 446: Women in American History

WGS 449 Gender and Sexuality in Latin America (4)

This course examines changing definitions, institutions, and behaviors related to gender, sexuality, and the family in Latin America from indigenous civilizations to contemporary societies. Topics include the transition from European colonies to nation-states, and the social, economic, and political changes in Latin America. Course originates in History Department and is cross-listed as HIST 449.

WGS 450 Woman of Color Feminisms (4)

Taking an interdisciplinary approach centering theory, writing, and literature by women of color, we examine intersections of race, class, ethnicity, sexuality and other categories of power for U.S. women of color. Key themes include: politics ofrepresentation, stigmatization, state and interpersonal violence, economic justice, reproductive justice, queerness/sexuality, and strategies of empowerment and resistance. Teaching Mode: Face-to-Face, Hybrid, and Online.

WGS 451 Feminist Perspectives in Literature (4)

Feminist Perspectives is an advanced course in reading, writing, and research that will engage feminist perspectives in literature. This course is interdisciplinary in approach and is conducted in a seminar format. May be repeatable once for credit. This course is a cross-list with ENGL 451.

WGS 455 Queer Theory, Queer Lives (4)

This interdisciplinary course offers advanced work in queer studies by looking at the production of theories about same-sex sexualities in history, culture, and politics. The course presents queer theory in conjunction with critical race theory, feminist theory, and post-colonial studies. Prerequisites: WGS 200, 255, 285, 300, 302,or 375, or instructor consent.

WGS 474 Foundations of Feminist Thought (4)

Exploration of concepts and authors in diverse feminist theory and praxis from the past three centuries. Building a base of the foundational strands and tensions, students will develop an engagement in key feminist analytical concepts, terms, and thinkers. WGS majors/minors must take either WGS 474 or 475. Prerequisite: WGS 200.

WGS 475 Contemporary Feminist Theory (4)

Examines contemporary trends in feminist theory, with a focus on one or more major themes. Students examine how feminist theory addresses the complex relationship between gender, the production of knowledge, implementation of theory and practice, and social change/activism. WGS majors/minors must take WGS 474 or 475. Prerequisite: WGS 200.

WGS 485 Senior Seminar (4)

This course provides WGS students an opportunity for advanced study on a special topic each semester (determined by instructor). The seminar format allows students an intensive experience and heightened responsibility for course content. The course should be taken during the student's senior year. Prerequisite: Completion or concurrent enrollment of WGS 475 or 474. Majors and minors only.

WGS 492 Syllabus Design (1)

Students work on an individual basis with a faculty member to develop reading materials, lecture and discussion topics, and assignments appropriate to the teaching of a specific student-taught course in women's and gender studies. Student-taught courses must be approved by the coordinator, and students must follow established procedural guidelines for teaching in the women's and gender studies program. Most student teachers are required to take WGS 492 before teaching, and WGS 493 while teaching. May be repeated for credit.

WGS 493 Teaching Supervision (1)

Students acting as teaching assistants or student-teachers enroll in this to gain professional skills development with a faculty member.

WGS 495 Special Studies (1-4)

Upper-division students may elect to do an independent research or action project under the direction of a women's and gender studies faculty member. May be repeated for credit up to 8 units.

WGS 498 Careers in Women's and Gender Studies (1)

Learn about many WGS career paths, strategize about maximizing coursework, service, and internship experience to prepare for careers, and grapple with some of the gendered challenges and opportunities of the world of work. WGS majors should take alongside internship units. Prerequisite: WGS 200. Fall only. Taught in face-to-face, hybrid and online modes.

WGS 499 Internship (1-4)

Supervised training and experience for advanced students in community agencies concerned with women's and men's issues and gender change. Student teaching of a student-taught University course is another form of internship. At present we offer credit (and not a grade) for student teaching and off-campus projects. Internships may be paid. WGS majors and minors only.

WGS 500 Seminar in Feminist Theory and Research in Social Sciences (3)

A survey of feminist critiques of social science theory and research in various disciplines (depending on student interest) -- anthropology, history, political science, psychology, and sociology. A survey of feminist attempts to reformulate and transform social science theory and methods, including debates and disagreements among feminist scholars. Requirements will include an individual research project and analysis. Prerequisite: at least one course in a social science and at least one course that focuses on women or gender (course may be at graduate or undergraduate level).

ACADEMIC CENTERS, INSTITUTES, AND PROJECTS

Anthropological Studies Center

ASC Building 29
(707) 664-2381
Fax: (707) 664-4155

www.sonoma.edu/asc
Email: thomas.whitley@sonoma.edu

Director
Thomas Whitley

The Anthropological Studies Center undertakes activities that benefit the students of Sonoma State University, scholarship in the field of historic preservation, and the community at large.

The Center fulfills its mission in education, research, and public service by creating the opportunity for SSU students to learn real-world skills in historic preservation through internships and the Center's professional apprenticeship program; by maintaining an Archaeological Collections Facility in which many artifact collections are available for students and scholars to study; and by operating an Office of Interpretive and Outreach Services that provides the public with information about archaeology and historic preservation.

Since 1974, nongovernmental organizations and state and federal agencies have awarded ASC more than $60 million in grants and contracts. The Center, which maintains more than 10,000 square feet of laboratory and administrative office space, has a staff of 15 salaried professionals and 25 part-time student employees. Former CSU Chancellor Charles Reed described the Center as "one of the finest examples in the CSU system of... active learning and student involvement in faculty-directed research."

Center for Community Engagement

1102 Schulz Information Center
(707) 664-2665

http://cce.sonoma.edu
Email: cce@sonoma.edu

Director
Merith Weisman

The Center for Community Engagement (CCE) advances community-based programs on the Sonoma State University campus. CCE supports faculty in developing community-based teaching that integrates academic theory with community service and research that is inclusive of community partners and students to address local problems. By incorporating these projects into the curriculum, we teach students to be active citizens and that the theories taught in the classroom do apply to real-world issues.

Central to the mission of the CCE are several goals:

- To integrate service-learning and community based research into the curriculum
- To support and promote SSU-community collaborative research including community-based participatory research, action research, and research for the common good
- To support and promote faculty community service and advocacy for community interests
- To support and promote high quality, reciprocal community university partnerships that are firmly rooted in the curriculum
- To assist community partners in connecting to opportunities to collaborate with and access the resources of the University
- To foster the development of a civic perspective in education

Center for Ethics, Law, and Society

Rachel Carson Hall 56
(707) 664-3280

www.sonoma.edu/philosophy/cels
Email: cels@sonoma.edu

Director
Joshua Glasgow

Programming Director
John Sullins

Our world increasingly demands attention to pressing matters of moral, legal, and social concern. We continue to struggle with long-standing problems like discrimination and income inequality, and we now face urgent moral and legal challenges involving such crucial areas of life as sustainable resources, revolutionary technology, and heretofore unimaginable biological capabilities. The Center for Ethics, Law, and Society is SSU's established hub for confronting such difficult questions. To this end, the Center has three objectives:

1. Foster student learning: Directly linked with the Pre-Law/Applied Ethics Concentration in the Philosophy Program, the Center addresses, develops, and promotes student learning and interest in the law and applied ethics. The Center also seeks to make connections to appropriate or overlapping curricula in other programs on campus, extending this role to students beyond the Philosophy program.
2. Engage with community: The Center strives to address, in a visible manner, questions of ethical and legal concern for the local community.
3. Promote scholarly development: The Center encourages scholarship concerned with issues related to law and ethics.

Center for International Education

International Hall
(707) 664-2582
Fax: (707) 664-2749
http://www.sonoma.edu/cie/

SSU Senior International Officer
Robert Eyler
Email: eyler@sonoma.edu

The Center for International Education is the dynamic hub for international education on campus. It includes the Sonoma State American Language Institute, international student admissions and advising, Study Abroad, National Student Exchange, and Work, Intern, Volunteer Abroad.

Sonoma State American Language Institute (SSALI)

https://www.sonoma.edu/exed/ssali/

Since 1979, SSALI has been providing intensive instruction to students, professionals, and others who need to learn English quickly to meet academic, job-related, and social needs. The academic program consists of a professionally designed curriculum for students who are high beginners to advanced learners. All students receive instruction in grammar, composition, oral communication, reading, vocabulary, and study skills. Faculty are talented, dedicated professionals, trained and experienced in ESL methodology. Interactive, communicative, and task-based learning strategies are utilized. Class size is 12-15, ensuring maximum individual attention. Students can pursue independent study in reading, listening, and computer labs. Special elective classes include: TOEFL preparation, Pronunciation, Conversation, American Culture, English for Business, English through Video, and Idioms & Slang.

International Student Advising and Admissions

http://www.sonoma.edu/cie

The Center for International Education welcomes students from throughout the world and is committed to serving all of the needs of our international applicants and students. We assist students with every step of the process of becoming an enrolled Sonoma State University student. Once the students arrive, they can expect an in-depth orientation focused on the needs of international students, as well as on-going advising and assistance to assure success at the university. Students can integrate into the community by joining many of the clubs on campus, including the International Education and Exchange Council, a student-run club for those interested in all things international. Students will find a friendly campus community with academic excellence, innovative approaches to learning, and close working relationships between faculty students.

Study Abroad Programs

http://www.sonoma.edu/cie/abroad

SSU provides assistance for students intending to earn part of their degree overseas. The Study Abroad staff hosts workshops to educate students regarding choosing appropriate academic programs. This Center houses International Programs, the official academic program of The California State University system. The Center provides students the opportunity to continue their university studies overseas while gaining the personal experience of living in a new cultural environment. The IP coordinator (with SSU's faculty representative) promotes the program, administers the recruitment, application, and selection of students, and monitors their progress overseas. This Center maintains a resource library of information regarding studying, working and traveling abroad and hosts a Study Abroad Fair each year.

National Student Exchange (NSE)

http://www.sonoma.edu/cie/nse/studyabroad.html

NSE is an agreement between almost 200 colleges and universities in the U.S., Canada, Guam, Puerto Rico, and the U.S. Virgin Islands, which allows students an opportunity to study at another campus while maintaining their enrollment status at their home campus. They avoid out-of-state tuition and can apply financial aid toward their exchange. Students cite academic diversification, the chance to travel, experiencing different geographic and cultural settings, personal growth and becoming more independent as reasons for participating in NSE. International Programs and NSE are valuable ways to travel and study while working toward a degree.

Center for Regional Economic Analysis

Stevenson Hall 1015B
(707) 664-4256

www.sonoma.edu/sbe/sbe-centers-and-institutes/economic-development/

Director
Robert Eyler
Email: eyler@sonoma.edu

The Center for Regional Economic Analysis (CREA) at SSU provides research, data, and analysis for local industry and governments. Its mission is to produce and disseminate new information in the general area of economic research, and in the specific areas of business economics, economic development, regional economics, and policy. The CREA serves the business community; federal, state, and local governments; individuals; and SSU. A special emphasis is placed on businesses and governments in the SSU service area.

Center for Research and Education in Science and Technology

Darwin Hall 115
(707) 664-2171
Fax: (707) 664-3012
www.sonoma.edu/scitech/crest

Director
Saeid Rahimi
Professor, Department of Engineering Science
(707) 664-3390
Email: rahimi@sonoma.edu

The Center for Research and Education in Science and Technology (CREST) was established in 2002 to help the School of Science and Technology engage in research and education activities with the North Bay institutions and industries through the use of Cerent Engineering Complex laboratories and advanced instruments. The Center's goal is to enhance the educational experience for SSU students and to provide faculty in the School of Science and Technology with collaborative research opportunities involving the North Bay community and industries.

Center for the Study of the Holocaust and Genocide

Stevenson Hall 2078
(707) 664-4296
www.sonoma.edu/holocaust/
Email: centerh@sonoma.edu

Director
Myrna Goodman

The Center for the Study of the Holocaust and Genocide is an academic institute constituted in February 1987 to provide education on the origins, nature, and consequences of the Holocaust. Since its founding, the Center has broadened and expanded its focus to include the study of other historical and modern genocides. The primary activities of the Center include assisting in the organization and coordination of the annual, nationally recognized Holocaust and Genocide Lecture Series, which is offered as an upper division GE course, Political Science 307: Perspectives on the Holocaust and Genocide. The Center also develops and distributes resource materials (publications, electronic media, etc.) for campus, school, and public use, and cooperative efforts with a community-based group, the Alliance for the Study of the Holocaust and Genocide, to provide Holocaust education in the SSU service area schools. The Center played an integral part in the establishment of the Holocaust and Genocide Memorial Grove on campus as well as the installation of a heritage sapling from the Anne Frank House in Amsterdam.

The Center promotes research on Holocaust themes and has sponsored conferences, film series, author presentations, and teacher training seminars. In collaboration with the Schulz Information Center and other regional libraries, the Center enhances the collection of books, videos, and other descriptive materials. The Center also supports commemorative events and the presentation of artistic and historical exhibits and offers access to information on the Holocaust and genocide across a broad range of thematic and disciplinary approaches.

Faculty Center

1112 Schulz Information Center
(707) 664-2659
email: faculty.center@sonoma.edu
http://www.sonoma.edu/facultycenter

Faculty Center Director
Justin Lipp

The Faculty Center is located on the first floor of the Schulz Information Center. The Center provides workshops and programs designed to support faculty development in areas such as teaching pedagogy, academic technology, and course assessment and outcome development. The Center also provides meeting spaces for faculty to collaborate with colleagues and develop instructional materials. The Faculty Center is SSU's home for faculty academic technology support and development including the Canvas Learning Management System (and related plugins like TurnItIn), Zoom for web conferencing, and survey development with Qualtrics.

The Center offers faculty the opportunity to meet individually with Instructional Technologists and Pedagogical Consultants to develop effective tools and strategies for the enhancement of teaching, both with and without technology. The Center sponsors a variety of awards, grants, and other opportunities for faculty development. Additionally, consultation is available for individual faculty, departments and schools to employ innovative instructional methods and for consultation in the development of new programs and initiatives in support of faculty professional development of teaching.

Center for Environmental Inquiry

Darwin Hall (Galbreath Lobby) 100A
(707) 664-3416
www.sonoma.edu/cei
Email: ssupreserves@sonoma.edu

Director
Claudia Luke
Email: claudia.luke@sonoma.edu

The current generation faces the greatest environmental challenges in history. *Are they ready to face those challenges?* SSU's Center for Environmental Inquiry is a public-private endeavor that seeks to create an environmentally-ready generation, one where professionals and community members from diverse backgrounds are prepared

and motivated to work together to address both today's and tomorrow's challenges.

The Center uses high-impact educational practices in natural settings to help students in all disciplines understand their connection to the earth. Three preserves, totaling over 4,200 acres, serve as gateways to engagement on regional environmental, economic and social issues. Students get to work on real-world projects that are developed in a partnership with local employers and community partners. In the process, they gain valuable experiences for their resumes and develop highly sought-after job skills such as communication, collaboration and creative problem solving.

Opportunities for participation include projects studying watersheds (Water Collaborative), environmental technology (Nature!Tech Collaborative), education (Nature!Ed Collaborative) and the arts (Nature!Arts Collaborative). The Center works with students, faculty and community to develop new projects all year long, ranging from class assignments to senior thesis projects to semester-long internships. Innovative solutions, created by bringing together people with diverse backgrounds and expertise, are a hallmark of center activities.

In addition to its offered programs, the SSU preserves are open to all persons engaging in education or research. The SSU preserves are owned and managed by Sonoma State University and administered by the center as a campus-wide resource. Staff includes a Director, Reservations and Education Coordinator, student employees, and over 300 dedicated volunteers. Learn more at sonoma.edu/cei.

Fairfield Osborn Preserve: Located 7 miles east of campus on Sonoma Mountain, the 450-acre Fairfield Osborn Preserve is recognized for habitat diversity, highly erosive geology, and the seminal work on aquatic insects and Sudden Oak Death. Preserve facilities include on-site offices, meeting rooms, a staff residence, and weather monitoring equipment. The Preserve was donated to SSU between 1998 and 2004 by the William Roth family and named in honor of the pioneer ecologist Fairfield Osborn Jr.

Los Guilicos Preserve: The 40-acre Preserve is located at the foot of Hood Mountain in the headwaters of the Sonoma Creek Watershed. This state surplus property was accepted by SSU in the mid-1960s. The property is currently operating under a Memorandum of Understanding with the Kenwood Wildlife Center.

Galbreath Wildlands Preserve: The 3,670-acre preserve is located 60 miles north of campus in southern Mendocino County. The rugged slopes of the Galbreath Preserve support mixed hardwood and evergreen woodlands. Rancheria Creek bisects the Preserve and supports steelhead and occasionally coho salmon populations. On-site facilities are on-site facilities include a large camping area with water, food storage and a restroom. The Galbreath Preserve was donated to SSU in 2004 to honor the memory of Fred B. Galbreath, a well-known San Francisco businessman, rancher, and nature enthusiast.

Center for Interdisciplinary Geospatial Analysis

Stevenson Hall 3032
(707) 664-3067
www.sonoma.edu/gep/ciga

Director
Matthew Clark
(707) 664-2558
Email: matthew.clark@sonoma.edu

The mission of the Center for Interdisciplinary Geospatial Analysis (CIGA) is to enable and promote the application of geospatial technology to social and environmental problems through research, education, and community service. The Center seeks interdisciplinary collaboration among campus and external researchers, students, and other organizations in projects that involve geographic information and spatial analysis at local to global scales. To accomplish these goals, the Center provides computer software and data resources; Geographic Information System (GIS) and remote sensing expertise and consulting services; educational courses; and community out- reach. Courses in the Department of Geography, Environment and Planning provide a solid foundation in geospatial science and technology. Students are given a unique opportunity to broaden and refine their education by working on real-world problems in geospatial research projects and service contracts.

The Center has a well-equipped research computer lab for GIS analysis, image processing, and web-based map applications. Example projects conducted by CIGA include: modeling bird species diversity with soundscape analysis and satellite data; mapping California natural vegetation and land use with airborne hyperspectral images; forest biomass estimation with lidar sensors; and, analyzing the impact of the global economy on natural and human systems at multiple spatial scales in Latin America and the Caribbean.

Hutchins Institute for Public Policy Studies and Community Action

Rachel Carson Hall 34
(707) 664-3185
www.sonoma.edu/hutchins/institute/

Director
Francisco H. Vázquez
Email: francisco.vazquez@sonoma.edu

The mission of the Hutchins Institute for Public Policy Studies and Community Action (HIPP) is to promote discussions about environmental and socioeconomic issues on and off campus, and to facilitate research and projects on these topics.

In keeping with this mission the Hutchins Institute collaborates with various profit and non-profit organizations in Sonoma County.

Presently HIPP continues to provide support to Latinos Service Providers (LSP), which has received a five-year (2016-2022), $1.18 million dollar grant from the California Department of Mental Health

designed by Dr. Vázquez, to conduct *Testimonios*, a five-year research project on mental and behavioral health. The objective of the California Reducing Disparities Project (CRDP) is to work with the Latino community to identify cultural-based practices that promote mental health and to develop methods to translate these into evidence-based practices. Dr. Vazquez conceived and co-wrote the proposal for the Testimonios project, which will train up to twenty high school students per year as *promotores de salud mental*. Once trained, these *promotores* will collect and disseminate information from and to their particular communities. The first group of 20 students successfully completed their internship and the second group is well underway. They are supported by a Community Advisory Group made up of SSU and SRJC faculty and students, and community members, such as cultural practitioners, mental health specialists, as well as CRDP and LSP staff.

Previous projects include:

- The implementation of Latino Student Congress (now Youth Congress) within the North Bay Organizing Project of Sonoma County.
- Coalition for Latino Civic Engagement (CLACE): Its mission is to collaborate with Community Action Partnership to organize a coalition of several other organizations with expertise in voter registration to promote "Su Voto es su Voz," a voter registration and education project in the Roseland area of Santa Rosa. See www.clace.org;
- The Association of Hutchins Alumni (AHA): a network of individuals interested in lifelong learning, featuring occasional seminar reunions and the Alumni Book Club;
- Northern California Earth Institute: to promote discussion groups based on a series of five group-study guides on various topics relating to sustainability (on-going); and
- Roseland Redevelopment Project: A project to turn the Roseland Shopping Center located on Sebastopol Road (to Dutton Avenue) into a three-story building with low-income housing on the third floor, offices on the second floor, and businesses on the first floor, and to include in this urban development a multicultural center and a plaza with a kiosk and gardens (on-going).
- On March 30, 2009, HIPP submitted a proposal to the U.S. Department of Energy for a project under the Hutchins Institute: Northern California Alternative Fuels Training Consortium. It was written by Shirley Johnson, a graduate from the Hutchins Master's Program Action for a Viable Future and Dr. Vazquez agreed to serve as the Principal Investigator. It will be resubmitted in 2010;
- College Assistance Migrant Program (CAMP) (2002-2007): recruitment and support of first year college migrant or seasonal students at Sonoma State University, Santa Rosa Junior College, and Napa Valley Community College;
- Center for Information and Research on Civic Learning and Engagement (CIRCLE): a research project to determine the levels of civic engagement among Latino high school students (2002-2003); and
- The Student Congress I-VI: a high school-based project that promotes Socratic seminars among underserved high school students (1994-2997).

HIPP as a clearinghouse: The Hutchins Institute invites the submission of proposals to promote activities that are in keeping with its mission. Anyone interested in participating in any of the listed current activities or wishing to propose new projects should contact the Director.

Center for Sustainable Communities

Stevenson Hall 1032
(707) 664-3145
Fax: (707) 664-4202
www.sonoma.edu/ensp/centers-preserves/

Director
Thomas Jacobson
Email: tom.jacobson@sonoma.edu

The Center for Sustainable Communities (CSC) is a research and community service center sponsored by the Sonoma State's Department of Geography, Environment and Planning.

The CSC's predecessor institution, the Institute for Community Planning Assistance, was established in 1984 to meet the needs of public agencies seeking planning studies, community surveys, public outreach efforts, and other projects suited to the skills and interests of ENSP's students and faculty. ICPA also offered training programs to local governments on a variety of planning topics.

In 2009, the Center for Sustainable Communities emerged as a program of ICPA, utilizing faculty, students, and CSC staff to support a range of state, regional, and local sustainability efforts.

In 2013, ICPA was officially renamed the Center for Sustainable Communities. Its activities are focused on an array of sustainability topics, such as:

- Local and regional government approaches to reducing green house gas emissions and adapting to climate change.
- Land use planning and public health, including general plan documents.
- Integrating water resources and land use planning

The CSC works with a mix of government agencies to develop sustainability policy documents, implementation programs, and provides training on sustainability topics for local governments and other organizations.

Current and recent projects include:

- Preparing a Healthy Community Element for the City of Vallejo's General Plan
- Developing and testing a "return on investment" tool measur-

ing costs and benefits of various low impact development strategies, for the California Department of Water Resources

- Writing and preparing graphics for *Regional Climate Action Plan: Highlights and Summary*, to provide community access to the Regional Climate Protection Authority's Climate Action Plan for Sonoma County
- Researching and writing existing conditions reports, policies, and implementation actions related to climate change, healthy communities, and environmental justice for the City of Rohnert Park's General Plan.

Migrant Education Advisor Program

Counseling Master's Program
Nichols 241
(707) 664-2748
www.sonoma.edu/counseling/files/meap.pdf

School Counseling Specialist Substitute
Ever Flores
Email: eflores@husd.com

Associate Director
Elaine Pearson
Email: epearson@booe.org

An urgent need continues to exist for role models with knowledge of challenges encountered by migrant students and for advocates sensitive to their social and academic needs. Research highlights three critical areas of need:

1. Lack of sufficient school counseling services, particularly ethnically and linguistically diverse counselors;
2. High state and national high school dropout rates among migrant students; and
3. Disproportionately low numbers of migrant students enrolling in four year colleges.

The Migrant Education Advisor Program (MEAP) is a California State University collaborative project in its 20th year of responding to these needs by working with local school districts.

Migrant Education Advisor Program Goals:

- Promote bilingual (bicultural) college undergraduates and Counseling M.A. program graduate students as role models and future school counselors and educators, offering paid work experience and training as paraprofessional school advisors and mentors;
- Provide supplemental academic advising for Migrant/English Learners and at-risk students to ensure high school graduation and attainment of skills for lifelong success and pursuit of postsecondary education or career technical/vocational training;
- Provide career guidance so that Migrant/English Learners and at-risk students develop career and educational goals;
- Support social, emotional, and academic growth of students served through fostering of self-esteem, cultural pride, and leadership development; and
- Act as liaisons for schools in order to provide much-needed outreach and education to migrant and English-Learner parents in order to assist them in their support for the education of their children.

California Global Education Project

Stevenson 3029
(707) 664-3115
ww.cgepssu.com

Director
Nancy Case-Rico
Email: case@sonoma.edu

The California Global Education Project, formerly the California International Studies Project (1985-2018), is one of nine California Subject Matter Projects administered by the University of California Office of the President. CGEP provides on-going quality professional development designed by university faculty, teacher leaders, and teacher practitioners to improve instructional practices and lead to increased achievement for all students. CGEP's statewide office is located in the College of Education at San Diego State University.

Osher Lifelong Learning Institute

Stevenson 1012
(707) 664-3927
www.sonoma.edu/exed/lifelong

Director
Carin Jacobs
Email: carin.jacobs@sonoma.edu

Founded in 2001, the Osher Lifelong Learning Institute (OLLI) at SSU is a unique learning community for adults age 50 and better, offering continuing education with no tests and no grades. The goal of the Institute is to bring high quality educational and social experiences to older adults in Sonoma County.

Distinguished SSU faculty and other Bay Area educators enjoy sharing their expertise with OLLI students, whose life experience and intelligence enrich the exchange of ideas. Subject areas include the arts, world cultures, natural sciences, food and wine, social and political history, and contemporary issues.

OLLI courses take place on the SSU campus, and at the Glaser-Center in downtown Santa Rosa. The second OLLI program established in the country, OLLI at SSU is one of 121 Osher Lifelong Learning Institutes nationwide, all supported in part by the Bernard Osher Foundation.

Sonoma Film Institute

Ives Hall 63
(707) 664-2606
www.sonoma.edu/sfi

Director
Eleanor Nichols

The Sonoma Film Institute brings to the University a broad variety of films—from silent film to the avant-garde, from contemporary American film to films from the third world—designed to expand audience awareness of film. A fun and meaningful forum for education, understanding and awareness, the Sonoma Film Institute introduces audiences to the art of filmmaking and celebrates both the differences and the shared values of the many cultural groups that make up our global community. The program aims to develop media literacy, broaden insights into other cultures, enhance foreign language aptitude, develop critical thinking skills, and inspire a lifelong appreciation of cinema.

Wine Business Institute at Sonoma State University

Wine Spectator Learning Center
(707) 664-3347
www.sonoma.edu/winebiz
email: winebiz@sonoma.edu

Executive Director
Ray Johnson
email: ray.johnson@sonoma.edu

Founded as a public-private partnership between the University and the wine industry, the Wine Business Institute (WBI) is an educational and research institute of the School of Business and Economics. SSU is the first institution of higher learning in the U.S offer professional certificates and MBA degrees specializing in the business of wine, and the first school of business in the world to offer an executive-level wine business degree.

Today, professionals from California and around the world choose SSU as the global leader in Wine Business research and education, to experience firsthand the expertise and wealth of connections among students, alumni, and industry leaders.

More than simply meeting the industry's needs, WBI is helping shape how the industry evolves within the demands of globalization, technology, and changing regulations. Students are equipped with wine business knowledge and industry-specific tools and strategies to deliver results for organizations competing in today's global marketplace. Study alongside industry professionals and advanced practitioners, from wine makers and viticulturists, to brand managers and distributors, to vineyard owners and winery executives.

Wine business faculty research forms public policy and drives important product and service innovations, including recent studies on public perception, economic impact, sustainability, and philanthropy, among other issues. In 2016 WBI launched the online Wine Business Case Research Journal, the first academic case journal dedicated to international wine business issues. The publications founding editorial board includes five past editors for academic journals, wine business researchers, and university scholars from the U.S, France, Germany, Spain, Italy, Australia, Mexico, Argentina, New Zealand, and South Africa.

In 2018, SSU opened the Wine Spectator Learning Center, a state of the art education complex dedicated to training the next generation of business leaders for a dynamic and changing wine industry. The $9.15 million project includes 15.000 square feet, three state of the art classrooms, multimedia venues for production and broadcast of public seminars and events, international-themed gardens, and collaborative space for hands-on learning, including a student commons area, faculty industry hub, and cafe.

UNIVERSITY LIBRARY

Jean and Charles Schulz Information Center
library.sonoma.edu

LIBRARY ADMINISTRATION
(707) 664-2397

LIBRARY HOURS
(707) 664-2595

DEAN
Karen Schneider

Library Faculty

Loretta Esparza
Catherine Fonseca
Laura Krier
Lynn Prime
Rita Premo
Hilary Smith
Kaitlin Springmier
Mary Wegmann

Throughout history, libraries have been at the center of cultural and intellectual life. The University Library in the Jean and Charles Schulz Information Center continues this tradition through the development of innovative instruction, outreach, and cultural programs, access to print and electronic resources, and technology designed to enhance information-seeking.

Completed in August 2000, the Jean and Charles Schulz Information Center offers the Sonoma State community a spacious, well-lit environment for learning, teaching, reflection, reading, collaboration, and innovation. The three-story, 219,000 square foot building features an art gallery and other exhibit spaces, a café, an open terrace, a makerspace, a 24-hour computer lab, hundreds of computers, printing, and scanning. In addition to open shelving, the Schulz Center has an automated retrieval system that provides quick access to hundreds of thousands of books and other materials housed in a computer-managed storage system.

Collections and Services

The University Library has a collection of over 400,000 print books in addition to over 400,000 ebooks. Current periodical subscriptions number over 65,000 print and electronic journals. The multimedia collection, including DVDs, CDs and other media formats, features over 50,000 items. The Regional Collection contains current and historical books, local documents, and materials relating to the North Bay. The library's Special Collections include the Jack London Collection, the papers of Press Democrat columnist Gaye LeBaron, and collections related to North Bay environmental history, including the Bill Kortum Papers. North Bay Digital Collections provide full text and images relating to Sonoma County history, the regional environment, the 1906 earthquake, and other topics. The University Archives are also housed in the Library, and document campus history through materials such as student newspapers, photos, commencement programs, and course catalogs.

The library enjoys extensive borrowing agreements which provide speedy access to materials held by institutions throughout the state and the country. The Information Commons on the first floor is a provides students a unique gathering space for group study, research, writing, and pursuing other academic tasks, and provides extensive access to the types of technology needed by today's students.

Research Help ranges from quick answers for simple questions to advanced research consultations with librarians. Simply ask for assistance at the service desks located on the first and second floors. A 24/7 chat reference service and an email "Ask a Librarian" service provide additional help.

The Learning and Teaching Center on the second floor is home to the library's instruction program. Instruction services include workshops and training (both in person and online) in library research and resources, specialized sessions for specific classes at the request of instructors, and targeted sessions for first-year and second-year students.

The SSU Makerspace is located on the second floor of the library. SSU affiliated students, staff and faculty are welcome to make use of the equipment during regular hours. Attend a workshop to gain access to emerging technology and learn new skills. Hours are Monday-Thursday, 12:00 p.m.-8:00 p.m. and Friday 12:00 p.m. to 5:00 p.m.

The third floor—designated for quiet study — houses most of the University Library's circulating collection, Regional and Special Collections, University Archives, and 12 study rooms.

The Information Center was made possible through a generous gift from Jean and Charles Schulz, the Cotati-Rohnert Park Unified School District, private donations, and the support of California taxpayers.

INFORMATION TECHNOLOGY

Jean and Charles Schulz Information Center 1000
(707) 664-2346

ASSOCIATE VICE PRESIDENT FOR INFORMATION TECHNOLOGY AND CHIEF INFORMATION OFFICER
Lee Krichmar

Information Technology provides the spectrum of services needed to deliver quality academic and administrative technology. SSU/IT works with:

- The faculty and students to provide Academic Computing and Instructional Technology in support of teaching and research; and
- The administration and staff to provide Administrative Information Systems for the management of finances, human resources, student records, and other mission critical needs.

SSU/IT brings together teams of expertise across a range of technologies to provide the necessary guidance and leadership to fully implement successful efforts in instructional and administrative technology. SSU/IT specifies campus-wide standards and provides consulting in order to ensure all technology systems are cost-effective and architecturally sound.

SSU/IT provides email, web pages, multimedia equipment, video production, instructional technology software, and high-tech classrooms. A fully staffed help desk provides consulting in the use of information technology. Consultants are available by phone, 664-HELP; email, helpdesk@sonoma.edu; or in person, Schulz 1063.

Workstation support is provided to faculty and staff for their office-based computers. SSU/IT provides assistance to faculty in developing online, multimedia content.

Computer labs with a wide range of software are available to students, faculty, and staff. Lab consultants may be reached at 664-LABS. The 24-Hour Lab is open continuously during the semester. Other labs may be scheduled for classes. Schedules are posted outside each lab and on the Web at www.sonoma.edu/it/faculty/labs-classrooms.html.

SSU/IT operates a high-speed campus and residential network with more than 20,000 nodes that provide access to resources from the campus and across the Internet.

SSU/IT is responsible for the technical operation of administrative information systems for human resources, finance, and student information systems.

Users of Sonoma State University's network must adhere to the laws and policies governing computer use (see www.sonoma.edu/it/about/policies/responsible-use.html).

For more information see www.sonoma.edu/it.

THE ARTS AT SONOMA STATE UNIVERSITY

Center for Performing Arts

Ives Hall 206 and Green Music Center Education Hall
(707) 664-2235

DEAN
Hollis Robbins
School of Arts and Humanities

PRODUCTION MANAGER
Juliet Pokorny

BOX OFFICE
(707) 664-2353

In addition to its broad spectrum of course offerings in music, dance and theatre, the Center for Performing Arts coordinates the performance activities of the Music and Theatre Arts and Dance departments by providing technical support in scenery, costumes, makeup, lighting, and sound, as well as marketing, facility management, and ticketing services. An estimated 16,000 people attend the Center's annual presentation of more than 140 student and guest-artist workshops and performances.

The Center for Performing Arts is home to a variety of performing ensembles comprised of both students and community members, including Drama Ensemble, Dance Ensemble, Symphony Orchestra, Symphonic Chorus, Chamber Singers, Music Theatre Production, Music Theatre Scenes Workshop, Indian Singing Ensemble, Chamber Music Ensembles, Student Composers, Symphonic Wind Ensemble, Concert Band, Brass Ensemble, Guitar Ensemble, Percussion Ensemble, Concert Jazz Ensembles (2), Latin Jazz Ensemble, Technical Theatre, Theatre Studies, Jazz Orchestra, and Rock Collegium. In addition, a number of student-initiated projects in music, dance, and theatre are presented each semester, including senior recitals and projects.

In addition to the regular performances of its resident ensembles, Performing Arts' departments and programs each year host and present a variety of other special events and activities. The Music Department's Collage Concert, presented each October as part of parent visitation weekend, launches the Music Department's performance season with debut performances by its major ensembles—it is soon followed by the annual Scholarship Showcase for scholarship and endowment donors, and in addition to music, features highlights from the dance and theatre programs. Other fall events include the High School Invitational Choral and Jazz Festivals and the annual vocal teacher's workshop presented by the local chapter of the National Association of Teachers of Singing. Throughout the year, the Jazz and Symphonic Wind programs host a variety of regional clinics and festivals, all of which bring high school and college ensembles to SSU. Trio Navarro, Faculty Jazz Ensemble, and Sonoma Musica Viva the Music Department's resident professional ensembles each presents a concert series. Finally, the Theatre Arts & Dance and Music departments and their many programs present each year a varied season of guest-artist residencies, workshops, and concerts that introduce students to intensive, hands-on creative work with top-ranking artist professionals. The Center's guest artist series and the departments' many talent scholarships are made possible by the Evert B. Person endowment established in 1991.

The center manages a variety of distinct performance venues:

- Schroeder Recital Hall: Designed as part of the Green Music Center, this 240-seat recital hall houses a Magnificent Brombaugh Opus 9 Organ and functions as an intimate venue for choral performance, chamber music, and jazz. It is equipped as a "smart" classroom and functions as a well-appointed lecture hall .
- Evert B. Person Theatre, opened in 1990, a beautiful state-of-the-art, fully equipped and accessible 475-seat proscenium theatre with excellent sight lines, a complete fly system, movable thrust with orchestra lift, large stage, computerized lighting board system, well-equipped scene and costume shops, and actor-friendly dressing rooms and makeup facilities. It is used for most large-scale theatre, dance, and music theatre productions, as well as for concerts, lectures, and special events;
- Warren Auditorium, a 200-seat proscenium auditorium, a venue for jazz concerts and other music and theatre events. Equipped as a "smart classroom" for lecture-style classes and home of the Sonoma Film Institute;
- A 125-seat flexible drama theatre and rehearsal space.
- A 50-seat black box studio theatre suited to small-scale, intimate productions;
- Alumni Amphitheater, a small outdoor space surrounded by trees, used for a variety of performances.
- State of the art Wolford Recording studio allowing for a one-year certificate program.

In addition to its own concerts and productions, the Center provides venues and support for a variety of campus activities, including convocations, lecture and film series, conferences, and events sponsored by Associated Students Productions. Many off-campus groups also rent the Center's performance facilities for meetings, conferences and dance, theatre, and music performances.

Information about performances and tickets is best accessed online at the Music and Theatre Arts and Dance websites: www.sonoma.edu/music/and www.sonoma.edu/theatreanddance/. Tickets to all CPA performances can be reserved or purchased weekdays at the main campus box office located in the University's Student Center and at tickets.sonoma.edu. Tickets can also be obtained at three campus box office outlets 30-60 minutes prior to the perfor-

mance: 1) the Evert B. Person Theatre Box Office; 2) Ives Hall box office (main floor outside Warren Auditorium); and 3) the lobby of Schroeder's Recital Hall at the Green Music Center. Discount rates on all tickets for students, senior citizens, and groups in effect for all performances. Free admission tickets are available to all SSU students.

Green Music Center

Tickets and Information (866) 955-6040
greenmusiccenter@sonoma.edu

The Green Music Center is the performing arts presenter at Sonoma State University, a regionally serving public university committed to educational access and excellence. The mission of the Green Music Center is to present the most compelling artists of our time, to investigate ideas, and to provide access to diverse artistic experiences that educate, connect, and inspire Sonoma State University and neighboring North Bay communities.

Built to bring together artists, students, families, music-lovers, and more, the Green Music Center at Sonoma State University is a gathering place for our diverse communities in Sonoma County to explore and enjoy the things that move and inspire us. The center includes the 1,400-seat Weill Hall, with a rear wall that opens to lawn seating for a unique summertime experience, and the intimate 240-seat Schroeder Hall. As a focal point for the arts and education in the region, the Green Music Center presents artists year-round, serving as home to the Sonoma State University Department of Music, the Santa Rosa Symphony, and Sonoma Bach.

For further information, please visit gmc.sonoma.edu.

University Art Gallery

Art 101
(707) 664-2295

DIRECTOR
Michael Schwager

Opened in 1978 as part of SSU's new art department complex, the University Art Gallery is a large and well-equipped facility with almost 2,500 square feet of exhibition space in two adjoining galleries. The Art Gallery serves the campus and surrounding communities through ongoing presentation of exhibitions, publications, and lectures, featuring work by local, national, and international contemporary artists.

Throughout its existence, the Art Gallery has organized and displayed museum-quality exhibitions, ranging in focus from experimental installations and multimedia works to more traditional styles and techniques. Some of the artists featured in Art Gallery exhibitions are Mari Andrews, Robert Arneson, Chester Arnold, Squeak Carnwath, Laurie Fendrich, John Yoyogi Fortes, Mineko Grimmer, Mildred Howard, Robert Hudson, Marc Katano, Annie Leibovitz, Judith Linhares, Hung Liu, Judy Pfaff, Peter Plagens, Sabine Reckewell, Dana Schutz, Luis Silva, Tomas Vu, and Cate White, among many others.

During each academic year, the Art Gallery presents five exhibitions, including work by graduating Bachelor of Fine Arts students and the annual Juried Student Show, which is open to all SSU students and is selected by two art professionals from off-campus. Work by the SSU Art Department faculty is also shown in the gallery every two to three years. In addition, the Art Gallery hosts a variety of programs and events, chief among them the annual Art from the Heart Auction, featuring affordable works of art by more than 100 local and nationally recognized artists, the proceeds from which directly benefit the gallery's programs.

In addition to its public programs, the Art Gallery serves as a teaching facility, providing art history, art studio, and other students with hands-on experience in the fields of museum and gallery work and arts administration.

The Art Gallery is open 11 a.m. to 4 p.m., Tuesdays through Fridays, and noon to 4 p.m. on Saturdays and Sundays. Admission is free.

University Library Arts and Events Program

University Library Arts and Event Program
(707) 664-2010
library.sonoma.edu/about/artsandlectures

The Arts and Events Program in the University Library enriches the scholarly and cultural life of the Sonoma State community through a year-round program of gallery exhibits, lectures and presentations, and events.

The Library Gallery, on the second floor of the Schulz Information Center, showcases art aligned with the University's mission and core values. Recent exhibits have ranged from *Reflections: After the Fire,* a group exhibit of local artists reflecting on the 2017 North Bay fires, to *HARVESTER: A Portrait of Immigrant Labor* featuring photographs of migrant farm workers in Sonoma County.

Events programming by the library offers a balance of scholarly enrichment and campus engagement. Every summer the library kicks off its annual event series with Love Your Library, a festive event for the University's incoming Summer Bridge students that offers games, displays, and other fun activities. In support of library's commitment to equity and inclusion, recent multicultural and social justice events include the ongoing Pan y Café series, an immigration rights and ally workshop, critical book discussions, film screenings, letter writing to American veterans, a panel on free speech, and celebrations honoring cultural holidays such as Day of the Dead and Chinese New Year. The library also hosts other student-centered programming such as scavenger hunts, library skills Jeopardy, pop-up tea studios, and study marathons during finals week.

REGULATIONS AND POLICIES

Academic Regulations

Office of the Registrar
Salazar Hall
(707) 664-2778

Changes in Rules and Policies

Although every effort has been made to assure the accuracy of the information in this catalog, students and others who use this catalog should note that laws, rules, and policies change from time to time and that these changes 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 campus. It is not possible in a publication of this size to include all of the rules, policies and other information that pertain to students, the institution, and the California State University. More current or complete information may be obtained from the appropriate department, school, or administrative office. Nothing in this catalog shall be construed as, operate as, or have the effect of an abridgment or a limitation of any rights, powers, or privileges of the Board of Trustees of the California State University, the chancellor of the California State University, or the president of the campus. The trustees, the chancellor, and the president are authorized by law to adopt, amend, or repeal rules and policies that apply to students. This catalog does not constitute a contract or the terms and conditions of a contract between the student and the campus or the California State University. The relationship of students to the campus and the California State University is one governed by statute, rules, and policy adopted by the legislature, the trustees, the chancellor, the presidents and their duly authorized designees.

Registration and Enrollment

Continuing Sonoma State Students are eligible to register for classes. Registration is conducted online through the Student Center on MySSU. Eligible students are assigned a registration appointment by class level priority. The Class Schedule is available online in April for fall semesters, November for Spring semesters.

Registration information will be communicated via email to the Seawolf email account to all eligible students in April for fall semesters, November for Spring semesters. There are two to three enrollment periods for students to conduct registration activities. Initially, each semester, students are assigned an enrollment appointment which allows access for students to add and drop classes.

New students must confirm their intention to enroll at Sonoma State by paying an Enrollment Reservation Deposit (ERD). New first time freshmen will register during Summer Orientation. New Transfer student registration periods are contingent on completion of an orientation – either in-person or online.

Carefully read all of the registration information on the Registrars Office website to make the registration process even simpler.

User ID and Password

Access online registration requires the entry of your Seawolf User ID and password. Information on how to obtain your user ID and password can be found at the Registrars Office website.

Registration Fee Payment Deadline

The Seawolf Service Center website at: www.sonoma.edu/seawolfservices/student-charges-fees.html. publishes the fee schedule and payment due dates. Students who fail to pay their fees by the registration fee deadline will be dropped from their classes. Credit will not be granted in any course unless all registration procedures are completed and fees are paid.

Holds

Be sure to clear any holds before registration. Depending on the nature of the hold, access to registration may be blocked, and the student may miss his or her registration appointment. You can view your holds online. For additional information about a financial hold, contact the Seawolf Services Center. For non-financial holds, contact the office that placed the hold.

Categories of Enrollment

With the exception of first-time freshmen who register at Summer Orientation, appointments are assigned by class level in descending order of units earned. The order is:

Status	Units Completed
Classified Graduate and Credential	n/a
Senior	90+
Junior	60-89
Sophomore	30-59
Freshman	0-29
Unclassified Graduate Students	N/A

SSU reserves the right to give priority registration appointments to certain populations of students approved by the Academic Senate.

Academic Load

A minimum of two hours preparation for each hour of regular class work should be expected; in upper-division and graduate-level courses, additional time may be required.

Undergraduate students who need to be registered full-time should note that 12 units is the minimum load to qualify for full-time status. At no time can a student take more than 23 units.

The maximum academic load recommended for graduate students is 12 units.

Graduate students officially accepted into master's degree programs who are taking classes that are part of their approved plan of

study and need to be registered full-time should note that 8 units is the minimum load to qualify for full-time status. Other postbaccalaureate students (e.g. Credential, unclassified, etc.) follow the same rules as Undergraduate students.

Adding Courses

Students can add courses by using MySSU until the end of the second week of the semester. Course adds that require instructor permission must be completed by using a permission number available from the appropriate academic department.

Adds in weeks three and four of the semester require a petition approved by the instructor and department and an administrative fee.

Adds are not approved after week four (the census date) unless students present evidence of University error that prevented their timely registration. University error does not include student failure to meet all payment deadlines. In addition to completing a Petition to Late Add after the deadline, students must state their reason for a late add request, verification of the circumstances, and pay an administrative fee.

Dropping Courses

- Although instructors may exercise their authority to administratively remove any student who fails to attend during the first two weeks of instruction, students should not assume they will be dropped. Students will receive a final grade of "F", "NC" or "WU" in courses they fail to drop officially which could impact the GPA.
- Students wishing to withdraw from all courses must file a Total Withdrawal Form online.
- Through the end of the second week of instruction, students are expected to drop courses by using MySSU.
- Drops during the third and fourth weeks of instruction are done online using MySSU. Students will receive a non-punitive grade of "W".
- Students cannot drop all of their classes, their last class or their only class online. These actions must be done through the Withdrawal form online.

Withdrawal from Courses

In accordance with CSU Executive Order No. 1037, it is the policy of Sonoma State University that:

I. Dropping a Course

Students may drop a course (or courses) online and without penalty until the drop deadline (check Academic Calendar at www.sonoma.edu/academics/calendars.html).

II. Withdrawal from a Course or Courses after the Drop Deadline

A. Unit Limit for Withdrawal from Courses: Undergraduate students may withdraw from no more than 18 total semester units of coursework attempted at Sonoma State University. Withdrawals for "serious and compelling" reasons, which are documented and approved according to the procedures below, will not count toward the maximum of 18 semester units.

For more specific information, please visit the Withdraw website: https://web.sonoma.edu/registration/withdrawals.html

II. Retroactive Withdrawal

After the last day of instruction, students may petition to retroactively withdraw from an entire semester if there are "serious and compelling" reasons for such a withdrawal. The student must file a petition, which must be accompanied by documentation of the "serious and compelling" reasons. The petition must also be supported by the student's department advisor or by an academic advisor if the student is undeclared. The Registrar and the University Standards Committee have the final authority to approve or deny such petitions. Students may withdraw from a single course retroactively if and only if there are "serious and compelling" reasons affecting a single course (such as being unable to finish a PE course due to a broken leg). Retroactive withdrawals for "serious and compelling" reasons will not count against the maximum number of units in Section II, A above.

IV. Documentation

All petitions for withdrawal after census date must be accompanied by documentation of the "serious and compelling" reasons for withdrawal. Documentation may include: verification of accident or illness (such as a letter from the treating physician or copies of medical bills); a letter from a licensed counselor; death certificate; employer verification of change of work status; and other like documentation as appropriate.

Cancellation of Registration or Withdrawal From the Institution

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on canceling registration and withdrawal procedures is available from Admissions & Records Salazar Hall 2030, (707) 664-2778.

Students who receive financial aid funds must consult with the financial aid office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

Information concerning the refund of fees due to complete withdrawal from the University may be obtained from Seawolf Services.

Students who are living in Student Housing must consult with the Director of Housing to make arrangements to vacate.

Leave of Absence

The Leave of Absence allows for leaves of one or two semesters. Continuing students can file a leave form with the Registrars Office indicating the duration of the leave (1 or 2 semesters only) within the first two weeks of the first semester of the requested leave. Students must file a leave form to be eligible for enrollment in the subsequent semesters. New students may not request a Leave for the first semester of enrollment at the University.

A Leave request for health reasons needs to be completed with the appropriate signatures. Documentation from a licensed State of California health professional will normally be required.

A leave for educational reasons permits a student to be absent from regular attendance for one or two terms while maintaining continuing enrollment status. Applicants must have an intention to return to formal study within a specified period and plan for how the time is to be spent in relation to an educational objective.

For students who are on a leave of two semesters, you must participate in registration for the term you are returning for in order to maintain enrollment eligibility. For students returning in a Fall semester, you must register in April. For students returning in a Spring semester, you must register in November. Students failing to register will have their continuous enrollment eligibility cancelled and will need to reapply for admission.

Continuing Student Status

Once you enroll, pay fees, and attend classes at Sonoma State University, you will be in "continuing student status" for the current and subsequent semester. Reapplication to SSU is required if you take a leave of two semesters and are not on an approved Educational Leave of Absence; if you graduate with a baccalaureate from this or any other institution; or if you are a newly admitted student who enrolls, pays registration fees, and then withdraws before Census day, which is the 20th day of the semester.

The term "student" means any person taking courses at a campus, both full-time and part-time, including summer session, special session, and Extended Education.

Continuing: Student is enrolled in regular programs in one or both of the previous two semesters (summer and intersession excluded) or is resuming studies after an approved Educational Leave of Absence of no more than two consecutive semesters.

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

Former: Student who has not registered in two previous consecutive semesters (summer and intersession excluded).

Readmitted: Student who previously attended SSU, broke continuous enrollment status, reapplied, and is readmitted to SSU in a regular program.

State-support matriculated students are permitted to enroll concurrently in SSU self-support courses and pay self-support fees when enrolling voluntarily in self-support courses. Students who have applied and been admitted to the University but who do not pay fees or enroll in state-support University Courses, or who have been disqualified for either academic or administrative reasons are also not eligible to enroll in self-support courses. There will be no exceptions to this policy. Self-support students admitted in state-support classes (through Open University) shall receive the same credit as they would receive in matriculated classes. Concurrent enrollment of self-support students in state-support classes does not constitute admission to the University; nor does it entitle them to student services available to state-support matriculated students with the exception of library privileges. Additional information is available at the Office of the School of Extended and International Education.

CSU Concurrent Enrollment (In Person)

SSU students wishing to enroll concurrently at SSU and any of the other 23 California State University campuses must request permission to do so from the Registrars Office. Concurrent enrollment within the California State University system is limited to students who have completed a minimum of 12 units at SSU, have a minimum 2.0 grade-point average (3.0 for post-baccalaureate students), are in good academic standing and have paid fees at SSU for 7 units or more regardless of the total number of units earned at both campuses. Concurrent Enrollment is subject to space availability and registration priority policies at the host campus.

Conditions for Enrollment - Outgoing SSU Students

- Approval is subject to space availability, registration priority policies and deadlines of the host campus, academic advisement is available only through SSU.
- Overlap in academic terms may not be possible. Check with the host campus.
- Students may be required to provide proof of completion of prerequisites.
- Financial aid is only available through SSU.

Course Match Registration CSU Online Concurrent Enrollment

You now have access to more online courses at other CSU's. To participate in this program, you must meet the following qualifications:

1. Completed at least one term at SSU as a matriculated student and earned at least 12 units here,
2. Earned at least a 2.0 at SSU and are in good standing,
3. Enrolled at SSU during the period of concurrent enrollment, and
4. Paid tuition/fees as a full-time student (7 or more units)

Students are eligible to take one course at one school per semester.

Visitor Enrollment within the CSU (Outgoing SSU students)

Students enrolled at SSU may apply to transfer temporarily to another CSU campus in Visitor status, if they have (1) completed 12 units at home campus, (2) have earned at least a 2.0 cumulative GPA at the home campus, (3) are in good academic standing at the home campus, and (4) are eligible to register under continuing status at the home campus. Approval for visitor enrollment is valid for one term only and is subject to the host campus policies including application deadlines, space availability, and registration priority. Details and Visitor Enrollment Applications are available at the Registrars Office. Students from other CSU campuses seeking visitor status at SSU must also contact their home registration office for additional information.

Graduate students must have (1) completed one semester at SSU, (2) have earned at least a 3.0 cumulative GPA at SSU, and (3) be in good academic standing.

Conditions for Enrollment - Outgoing SSU students:

- Students will be approved for Visitor Enrollment for one term only,
- Approval is subject to space availability, registration priority policies and deadlines of the host campus, academic advisement is available only through SSU,
- Overlap in academic terms may not be possible. Check with the host campus,
- Students may be required to provide proof of completion of prerequisites, and
- Financial aid is available only through SSU.

Enrolling at SSU From Other Institutions

Check your home campus for their eligibility requirements and procedures.

Visitor and Concurrent Enrollment (Incoming Students)

- Approval is subject to space availability, SSU registration priority policies and SSU deadlines.
- Academic advisement is available only through the home campus.
- Overlap in academic terms may not be possible.
- Students will be required to provide proof of completion of prerequisites to the academic department of the course requested.
- Financial aid is available only though the home campus.

In addition to meeting the above conditions, students must satisfy the following CSU criteria at their home campus:

- Have earned at least 12 units.
- Have a 2.0 GPA
- Be in good academic standing.
- Be eligible to register under continuing students status.
- Have paid fees (Concurrent students only).

Concurrent Enrollment is allowed for more than one term, however, students must submit a new Intrasystem Application form for each term of concurrent enrollment. Approval for Visitor enrollment is valid for one (1) term only.

Cross Enrollment (Outgoing Students)

The Cross Enrollment Program is designed to enhance the educational experience of California students by providing them with increased access to courses offered by campuses of other public higher education institutions. Students may speed progress toward meeting degree requirements by investigating course availability at campuses of other systems when they are unable to gain access to required courses at their home campus or are unable to find a course offered at a convenient time. Cross enrollment also expands educational horizons by providing students with opportunities to explore disciplines not offered by the home campus. Cross enrollment opportunities are subject to host school availability.

CSU full-time undergraduate students have an opportunity to enroll without formal admission and without payment of an additional State University Fee in one course each academic term at a campus of the University of California or at participating campuses of the California Community Colleges. The Cross Enrollment Program is open to California residents enrolled for a minimum of six units, who have completed at least one term at their home campus, and who have a cumulative grade point average of at least 2.00. Eligibility for enrollment in a course offered by another segment is based on available space and appropriate academic preparation for the course as determined by the host campus. Although the host campus will not require the regular course fee, a discounted administration fee may be assessed for each term, and students are expected to pay any course-related fees (lab, materials, computer use, etc.).

Sonoma also offers cross-registration for undergraduate students with the University of California. For more information, contact the Registrars Office in Salazar Hall.

Cross Enrollment (Incoming Students)

To attend SSU through the Cross-Enrollment program:

- Obtain an Application for Cross-Enrollment and appropriate approvals from your home campus.

At SSU:

- Obtain registration information and signatures from the appropriate SSU instructor. Attend the first class session and ask the instructor if there is space available to enroll through cross enrollment; if so:
- Follow instructions for adding a class and obtain required approvals.
- Submit the approved Application for Cross Enrollment, and $10 fee to Admissions and Records by the deadlines that are published on our website.

- Approved Cross-Enrollment requests are processed on a space available basis.

Veterans Services

www.sonoma.edu/veterans

Serves student Veterans and dependents of Veterans through the Federal VA and California CalVet programs. Students in the Federal VA program must provide Certificate of Eligibility and submit current enrollment information prior to first semester. Students in the CalVet program must submit the College Fee Waiver Authorization prior to each academic year.

ROTC Programs (Reserve Officer Training Corps)

military.berkeley.edu

ROTC is a training program that prepares college students to become officers in the U.S. Army, Navy, or Air Force. Sonoma State University students wishing to pursue ROTC training may do so by participating in ROTC programs offered at the University of California at Berkeley. For more information on enrollment requirements, procedures, and scholarship information, visit the website listed above.

Special Studies Courses

The University makes arrangements through Special Studies 495 and 595 for advanced or exceptionally talented students who want to pursue academic interests beyond the scope of the regular curriculum. Such course work is subject to the following conditions and restrictions:

1. Special studies courses are limited to upper-division students who have a) a cumulative GPA of 3.00 or better, and b) an appropriate background for undertaking the proposed topic.
2. Special studies are confined principally to on-site academic study and research projects (see internship and research assistant credit courses for other kinds of credited course work).
3. No more than 8 units of special studies work — with a maximum of 4 units per course — may be taken in any department.
4. No more than 12 units of special studies may count toward the baccalaureate.
5. Special studies may not duplicate a course that is listed in the catalog and that is normally offered within a two-year period.
6. Meetings between instructor and student should be scheduled at intervals appropriate to the topic and the number of units assigned.
7. Each unit of credit requires a minimum of 45 hours of academic work.
8. Approval for registration must be obtained from the advisor, instructor, department chair, and dean.

Declaring or Changing a Major

Enrolled SSU undergraduate students in good standing may, with prior departmental approval, change their major. A Change of Major form must be submitted to the Registrars Office with the appropriate departmental approvals. Students should contact their intended department for major change requirements and change of major periods. The same rules apply to adding or changing a minor, 2nd major or concentration.

Catalog Year Requirement

Undergraduate students remaining in continuous attendance and continuing in the same major at Sonoma, at any other California State University, or in any California community college, or any combination of California community and state colleges may elect to meet the Sonoma graduation requirements in effect at the time of their entering the major or at the time of their graduation from Sonoma. Substitutions for discontinued courses may be authorized or required by the proper campus authorities. The continuous attendance policy allows interruptions in enrollment so long as the student is enrolled at least one semester or two quarters each calendar year.

Auditing

At Sonoma State, auditing is an informal arrangement between an auditor and a faculty member. With the permission of the instructor and if space is available, an auditor may attend a course on an informal basis. The auditor and the instructor must agree upon the extent to which the auditor will participate, and whether the auditor's work will be required and evaluated. Students do not register for these classes and no official records are maintained of these informal audits.

Transcripts of SSU Courses

Students may obtain transcripts of their Sonoma State records by following the instructions on the website. Transcripts are ordered online through our partner, Credential Solutions. At the time of printing this catalog, the first two transcripts are free (excluding any additional fees charged by Credential Solutions) for each transcript. After the first two free transcripts, there are fees required. . Orders are not accepted by telephone, fax, or email. Transcript requests will be returned if you owe any financial or administrative obligation to the University. Please refer to the Office of the Registrar's Website, click on Transcripts.

Credit Hour

As of July 1, 2011, federal law (Title 34, Code of Federal Regulations, sections 600.2 and 600.4) requires all accredited institutions to comply with the federal definition of the credit hour. For all CSU degree programs and courses bearing academic credit, the "credit hour" is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of- class student work each week for approximately fifteen weeks for one semester or trimester

hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practice, studio work, and other academic work leading to the award of credit hours."

A credit hour is assumed to be a 50-minute period. In courses in which "seat time" does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement.

Grading

Identification of Grades

The University uses a combination of traditional and nontraditional grading options, as follows:

Traditional Grades (A, B, C, D, F)

Letters A, B, C, and D are passing grades; F means failure. Additional + (plus) and - (minus) supplements add or subtract 0.30 grade points per unit. These apply to the A, B, C, and D grades; there is no A+.

Nontraditional Grades (Cr/NC)

Credit (Cr) may be awarded in undergraduate classes (499 and below) for work equivalent to a letter grade of C- or better, and for graduate-level classes (500) for work equivalent to a B- or better. NC, indicating No Credit, is given for work equivalent to D+ and below for undergraduate classes and C+ and below for graduate-level classes.

In classes in which there is an option between traditional and nontraditional grading modes, the mode must be declared using Web Registration by Census day. (See www.sonoma.edu/admissions/filing.html or the appropriate Schedule of Classes for instructions.) Undergraduate students may count a maximum of 24 units of Cr (credit) grades toward their undergraduate degree.

Only courses graded A-F may be applied toward major and minor requirements, except for courses not available in the A-F mode. Thus, a course taken Cr/NC when the alternative is available can be counted only as an elective or toward the general education requirements. This provision is enforced only when the student applies for graduation rather than upon each class enrollment. Students taking more than the maximum number of Cr units will be required to complete more than the minimum number of units required for the degree.

All 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 course may be taken unless it is offered Cr/NC only and is required for the major.

All lower-division general education units earned in the Hutchins School will be acceptable for graduation, irrespective of their number, up to the 48 units that constitute the Hutchins School general education program. A student who completes at least 24 Cr/NC units in the Hutchins School general education program may not take other Cr/NC courses unless the units are earned in a course that is available only on a Cr/NC grading basis and is required for the major. Graduate students may, at the discretion of the department, take up to one-third of the total units applied to their master's degree in a nontraditional grading mode. Each department will designate those courses that may be graded only in the Cr/NC mode.

Definitions of Grading Symbols

The accompanying grade chart indicates grade symbols and their numerical equivalents for evaluating coursework. In addition, more complete definitions of administrative grades are provided.

Grade	Description	Quality Points
A	Outstanding	4.0 per unit value of course
A-		3.7 per unit value of course
B+		3.3 per unit value of course
B	Very Good	3.0 per unit value of course
B-		2.7 per unit value of course
C+		2.3 per unit value of course
C	Average	2.0 per unit value of course
C-		1.7 per unit value of course
D+		1.3 per unit value of course
D	Barely Passing	1 per unit value of course
D-		0.7 per unit value of course
F	Failure	0 per unit value of course
Cr	Credit	Not applicable
NC	No Credit	Not applicable
I	Incomplete	Not applicable
IC	Incomplete Charged	0 per unit value of course
RP	Report in Progress	Not applicable
W	Withdrawal	Not applicable
WU	Withdrawal Unauthorized	0 per unit value of course
RD	Report Delayed	Not applicable
PRV	Provisional Graduate Credit	Not applicable

Incomplete (I)

The symbol "I" indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements that must be satisfied to remove the Incomplete. A final grade is assigned when the work agreed upon has been completed and evaluated.

An Incomplete shall be converted to the appropriate grade within one year following the end of the term during which it was assigned. Where campus policy requires assignment of final grades on the basis of numerous demonstrations of competency by the student, it may be appropriate for a faculty member to submit a letter grade

to be assigned in the event the Incomplete is not made up within one year. If the Incomplete is not converted within the prescribed time limit, it shall be counted as a failing grade in calculating grade point average and progress points unless the faculty member has assigned a grade in accordance with campus policy.

Incomplete Charged (IC)
This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an "I" being converted to an "IC" symbol, unless the faculty member assigns a specific letter grade at the time the Incomplete is assigned, which would replace the "I" in the student's record at the end of the calendar year deadline. If the Incomplete is not converted within the prescribed time limit, it shall be counted as a failing grade (if the course was registered as a graded course) in calculating grade point average and progress points unless the faculty member has assigned a grade in accordance with campus policy. If the course was registered as CR/NC, a NC will be assigned as the final grade.

Repeat (RPT) (inactive as of Spring 2011)
The "RPT" grade indicates course has been approved as repeat. Units are not used in calculation of grade point. Repeated courses are noted on the transcript as either, replaced or averaged.

Report in Progress (RP)
The "RP" symbol is used in connection with Graduate level courses that extend beyond one academic year. It indicates that work is in progress but that assignment of a final grade must await completion of additional work. Work is to be completed within one year except for graduate degree theses.

Enrollment for more units of credit than the total number of units that can be applied to the fulfillment of the student's educational objective is prohibited. Work is to be completed within a stipulated time. This may not exceed two years, but may not exceed the overall time limit for completion of all master's degree requirements. Any extension of time limits must receive prior authorization by the Associate Vice President for Academic Programs and Graduate Studies.

Report Delayed (RD)
The "RD" symbol is an administrative grade used when a grade has not yet been determined for the student or has been delayed in the grade reporting process and is not used in calculating grade point average.

Withdrawal (W)
"W" indicates that the student withdrew from the course after the end of the add/drop period. It carries no connotation of quality of student performance and is not used in calculating grade point.

Withdrawal Unauthorized (WU)
The symbol "WU" indicates that an enrolled student did not formally withdraw from the course and failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. For purposes of grade point average and progress point computation, this symbol is equivalent to an "F."

Credit (Cr)
"CR" grades are not included in the calculation of grade point average.

No Credit (NC)
"NC" grades are not included in the calculation of grade point average.

Grade Reporting

Grades for Fall and Spring semesters are posted one time per semester in batch. Once grades are posted they will be available to view online. A grade correction is possible only in the case of a confirmed administrative error. A grade correction after the semester following grade award will be allowed only if the course instructor and Dean of the department where the course was offered submit the grade change and an explanation provided.
A grade change may not be made as a result of work completed or presented following the close of a grading period, except for completion of work when an Incomplete grade was issued. Grades cannot be changed to "W" nor can they be changed from a letter grade to Credit/No Credit.

Dean's List

Undergraduate students who earn at least a 3.50 GPA in a minimum of 12 units of letter-graded work will be awarded Dean's List recognition. Courses taken from Extended Education or credit by examination will not be included in this calculation. Only the grades for one semester will be used in the computation of the GPA for purposes of granting this recognition.

Academic Records

Student academic records are maintained by the Registrars Office. These records are considered confidential and, while available to faculty members for advising purposes, the information contained is subject to very strict control. Parents of minor students have authorized access to the academic records of their children. All other persons requesting access to academic records, including governmental investigators and parents of students 18 years old or older, must have the student's written permission.

A student's permanent academic record cannot be changed except where an error in recording has occurred or by approval of the proper University authority. Records will not be changed once a degree has been awarded.

Individuals may have access to review their official records by appointment with the Registrars Office. Records of work done at other institutions cannot be copied; students' files will be kept for no more than five years after the semester last attended.

Diplomas

After students apply for graduation they can go into their MySSU account and review/edit their diploma name and address. The name

must be legally and verifiably their own as it appears on an appropriate form of identification, such as a driver's license or Social Security card. Family names and nicknames cannot be used. The policy applies for reissued diplomas and certificates as well.

Diplomas are mailed approximately ten to twelve weeks after the graduation date so be sure you adjust for this when changing or modifying your diploma address. A replacement copy of a lost diploma may be purchased for $10.

Scholastic Status

Grade point average (GPA), used as a measurement of satisfactory scholarship, is calculated by dividing the number of grade points by the number of units attempted for the grades of A, B, C, D, F, WU, and IC. CR and NC are not used in this calculation.

Academic Standing

Academic standing refers to the quality of a student's academic work at the University. Academic Standing is calculated for all college units attempted (cumulative GPA) and for all units attempted at Sonoma State University (resident GPA). Students falling below acceptable standards are placed on academic probation and become subject to academic disqualification should the quality of their academic work not improve to meet minimum standards.

Good Standing

Undergraduate students who have maintained satisfactory scholarship with at least a 2.00 cumulative grade point average and their SSU resident GPA are in good standing. Graduate and Credential students who have maintained satisfactory scholarship with at least a 3.00 cumulative grade point average are in good standing.

Academic Probation and Academic Disqualification

Academic Standing is computed twice a year - once at the end of the Spring semester, and once at the end of the Fall semester. There are two probationary and disqualification statuses to which students may be subject to: academic or administrative. Grade changes made after the running of academic standing will not be reflected until academic standing is run following the next regular graded semester.

Academic Probation

An undergraduate student is subject to academic probation if at any time the cumulative grade point average in all college work attempted or cumulative grade point average at the campus where enrolled falls below 2.0 (Title 5. *California Code of Regulations,* Section 41300 (a)).

An undergraduate student shall be removed from academic probation when the cumulative grade point average in all college work attempted and the cumulative grade point average at the campus where enrolled is 2.0 or higher.

Probation and Disqualification of post-baccalaureate and graduate students are subject to Section 41300 (d), (e), and (f) of Title 5 and criteria established by the campus.

Undergraduate	2.00
Graduate and Credential Students	3.00

First Semester Academic Probation

Undergraduate students who have completed their first semester at Sonoma State and earn under a 1.0 GPA will be given two options:

1. Continue at Sonoma State on Academic Probation. Students will be required to meet with the Retention Advisor and sign a Probation Contract. Regularly scheduled follow-up visits will be required. A one-unit "probation class" may also be required.

OR

2. Take a one-two semester leave of absence and repeat coursework at a local community college.

Academic Disqualification

As authorized by Section 41300 (b) of Title 5, undergraduate students on academic probation are subject to academic disqualification when they fall below a 2.00 (C) average by the number of grade points indicated either for all units attempted or for all units attempted at Sonoma State University.

Class Level	Minimum GPA
Freshmen (0-29 units completed)	1.50
Sophomores (30-59 units completed)	1.70
Juniors (60-89 units completed)	1.85
Seniors (90 or more units completed)	1.95

Undergraduate students who have been disqualified may not apply for immediate reinstatement. Students who have been disqualified should plan to retake any course(s) for which you received grades of C- or below (including WU and IC); examine the circumstances that led to your unsatisfactory performance and make appropriate adjustments to ensure the circumstances do not recur.

Once a student has been disqualified and who has been separated from the University for at least one full semester, may apply to the University Standards Committee for consideration of reinstatement. The Committee shall take into consideration qualitative and quantitative evidence of the student's ability to overcome his/her grade point deficit (SSU and cumulative). Lower division students shall normally be expected to repeat and complete enough transferable college-level course work elsewhere to raise their GPA to at least 2.0 before applying for reinstatement.

Graduate and credential students: Minimum GPA 3.0. A graduate or credential student on academic probation who fails to earn sufficient grade points for removal from probationary status is subject to academic disqualification.

Notice of Disqualification: Students who are disqualified at the end of an enrollment period under any of the provisions of Executive Order 823 will be notified before the beginning of the next consecutive regular enrollment period. Students disqualified at the beginning of a summer enrollment break should be notified at least one month before the start of the fall term.

Academic Disqualification of Students not on Probation

A student not on probation may be disqualified if a) at the end of any term, the student has a cumulative GPA below 1.0, AND b) the cumulative GPA is so low that, in view of the student's overall educational record, it seems unlikely that the deficiency will be removed within a reasonable period, as determined by the registrar in consultation with the University Standard Committee. Such disqualifications may be appealed to the University Standards Committee.

Administrative-Academic Probation

A student may be placed on administrative-academic probation for 1) withdrawal from a substantial portion of a program in two successive terms; 2) repeated failure to progress toward a degree; 3) repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 units of NC; or 4) failure to comply with an academic requirement or regulation that is routine for all students or for a defined group of students.

Administrative-Academic Disqualification

Students may be placed in administrative-academic disqualified status for continued failure to remedy the condition resulting in their being on administrative academic probation. Additionally, the President may designate a campus official to act for him or her in the disqualification of students not on probation when: 1) a student has, at the end of any term, fewer cumulative grade points than cumulative units attempted; and 2) the cumulative grade point deficiency is so great that, in view of the student's overall educational program, it seems unlikely that the deficiency will be corrected within a reasonable period of time. A student disqualified from the University may be reinstated only by special action.

Reinstatement after Disqualification

Students are not academically disqualified from the University on the basis of a single semester of unsatisfactory work EXCEPT in the case above (Academic Disqualification of Students not on Probation). A student who has been at the University for more than one semester and whose SSU or cumulative grade point average results in disqualification will not be allowed to apply for readmission to the University until he/she has been away from the University for a period of time (generally a minimum of one semester) and has demonstrated academic success (or an equivalent experience) in another environment.

Disqualified students may be considered for reinstatement by petitioning to the University Standards Committee (in care of the Office of Admissions and Records). Petitions must be accompanied by evidence (such as satisfactory academic work elsewhere) that would justify reinstatement and a letter of support from the student's SSU major department. Petitions are reviewed and approved or denied by the University Standards Committee. Disqualified students who are reinstated will be on a probationary basis until all grade point deficiencies have been removed or until they are again disqualified. Students who have been reinstated after disqualification and then disqualified again will not be reinstated except under exceptional circumstances.

Course Repeat

For detailed information on the CSU's Course Repeat Policy, please review the policy at http://web.sonoma.edu/registration/records/course_repeat.html.

Excessive Enrollment and Duplicate Credit

If a student enrolls in the same course beyond catalog limitations, units earned will not be counted toward a baccalaureate. The grades and any grade points earned, however, will be averaged with the student's other grades. The same holds true for students who have taken the same course outside of what Is allowed. Units will only count once, but the two grades will average Into the GPA. The University does not award credit for a course twice.

Academic Renewal

The trustees of the California State University have established a program of academic renewal whereby students who are having difficulty meeting graduation requirements due to a grade point deficiency may petition to have up to two semesters or three quarters of previous college work discounted from all considerations associated with meeting requirements for the baccalaureate. Academic renewal is intended only to facilitate graduation from SSU and is not applicable for individuals who already possess a baccalaureate or who meet graduation requirements without the approval of a petition for academic renewal.

Conditions: To qualify for academic renewal, all of the following conditions established by the trustees must be met:

1. The student must present evidence in the petition that the coursework to be disregarded was substandard (defined as C- and below) and not representative of the student's present scholastic ability and level of performance, because of extenuating circumstances.
2. The student must present evidence that if the petition is denied, it would be necessary for the student to enroll in additional coursework involving one or more additional terms in order to qualify for graduation. The student should include the specific coursework or requirements involved. Normally students should have completed 90 units prior to filing the petition.
3. Five years must have elapsed since the term or terms to be disregarded were completed. Terms taken at any institution may be disregarded.
4. Subsequent to the completion of the term(s) to be disregarded, the student must have completed the following coursework at Sonoma State University: 15 semester units with at least a 3.00 GPA, or 30 semester units with at least a 2.50 GPA, or 45 semester units with at least a 2.00 GPA.

If and when the petition is granted, the student's permanent academic record will be annotated so that it is readily evident to all users of the record that no work taken during the disregarded term(s), even if satisfactory, will apply toward baccalaureate graduation

requirements. However, all work will remain legible on the record to ensure a true and complete academic history.

A final decision on the petition will be made by the University Standards Committee. The Committee will review petitions only if all of the basic requirements (indicated above) are met. Normally, students will be notified of the decision within 30 days after the completed petition is submitted.

Class Attendance

Class attendance is an important part of a student's university experience. However, there are legitimate reasons for missing class, such as illness, accidents, death of a close family member, jury duty, religious observance or representing the University at officially approved University activities. Students should be cautioned that even though absences may be for legitimate reasons, such absences can impair performance and result in a lower grade. Faculty have primary authority for setting class attendance policy according to discipline standards. There are class activities, such as labs, assignments and discussions that cannot reasonably be made up.

When students are absent from classes, it is their responsibility to provide the instructor with due notice and documentation when possible, and to inform the instructor of the reason for absence. Students are also responsible for requesting, in a timely manner, to make up missed assignments and class work if these are reasonably able to be provided.

Instructors are responsible for providing a clear statement on the course outline about the impact of attendance on students' grades. For students who have missed classes for legitimate reasons, instructors are also responsible for providing an opportunity to complete make-up work or grade substitution, if the instructor determines that such is reasonably able to be provided.

Graduate and Postbaccalaureate Regulations

1. No fewer than one-half of the units shall be in graduate (500-level) courses.
2. A classified student must continue to demonstrate, throughout enrollment in the graduate program, the level of competence required to be successful in the completion of the requirements. This evaluation of competence is primarily the responsibility of faculty actively teaching in the program.
3. The master's program contract advances the student to candidacy and must be filed no later than the time the student files for graduation.
4. At least 21 semester units shall be completed in residence.
5. At least 18 semester units shall be completed in the major.
6. No more than 6 semester units shall be allowed for a thesis.
7. No more than 9 units of Extension or transfer credit (or combination of the two) may be allowed, subject to the approval of the department concerned.
8. No credit toward a master's degree will be given for student teaching in a credential program.
9. The candidate must complete a thesis, project, or comprehensive exam as required by the department. Culminating projects that are published by the library require review by the Graduate Studies Office, as well as the student's faculty committee. A public defense of the thesis or project is required.
10. Graduate students at Sonoma State University may, at the discretion of the department, take up to one-third of the total units applied to the master's degree in a nontraditional grading mode.
11. The student may take three semesters to complete the thesis/project following initial enrollment in the units. The SP grade will remain until the student submits the culminating project. Projects taking more than four semesters to complete will require approval by the Associate Vice President for Academic Programs and Graduate Studies, the appropriate campus authority, or re-enrollment in units.

Syllabus Policy

The Syllabus Policy states faculty shall provide students with course outlines that are compatible with course descriptions in the university catalog. Course outlines shall be provided to students that are accessible to each student within the first full week of classes and must include the following items:

I. Preamble

Faculty shall provide students with a syllabus for all university courses that confer academic credit.

II. Definitions

A. For the purposes of this policy, a **syllabus** is defined as course information that

1. Communicates course information and defines expectations and responsibilities for students

2.Describes course content, procedures, materials, and learning outcomes

3.Identifies relevant university resources that support student learning

B. **Student Learning Outcomes** describe the knowledge, skills, attitudes, behaviors, or dispositions that students should be able to demonstrate at the end of the class. Student learning outcomes must be written in such a way that they can be used to assess student attainment of learning outcomes.

III. General Requirements

A. Syllabi shall be compatible with course descriptions in the university catalog.

B. Syllabi shall be compatible with department/program goals and outcomes.

C. Syllabi shall be provided in a format that is accessible to all students. It is recommended that faculty use the Accessible Syllabus Template: http://web.sonoma.edu/it/faculty/syllabus.html. If the accessible syllabus template is not used, faculty members should consult with the Disability Services for Student office to ensure their syllabus is accessible.

D. Syllabi shall be provided to students within the first full week of classes.

E. A stand alone copy of all course syllabi must be maintained in the relevant department office.

IV. Content of Syllabus

A. Required Content Syllabi must include

1. Name of instructor, office location, office hours, office telephone number, and email address.

2. Course number, title, and semester/year.

3 General course information, including classroom, course format, meeting days/times, pre-requisites, fees, and GE category (as applicable).

4.Course description from the catalog or departmental description compatible with description from the university catalog.

5. Student learning outcomes. Student learning outcomes should be written in such a way that

a. Outcomes are measurable, specific, and achievable in the course time frame.

b. Alignment between course requirements and student learning outcomes is clear.

6. SSU General Education Mission, Goals, and Objectives (MGOs), either printed or as URL reference (for GE Courses).

7. Course materials that must be procured by the student, including texts, software, or other equipment

8. Course requirements such as written work, exams, quizzes, projects, labs, fieldwork, and attendance

9. Expected Schedule of topics, readings, assignments, and exams. Specify how students will be notified if changes to the schedule are necessary.

10. Grading policy -- indicate the relative weight of course requirements, expected due dates, and method for determining final grades.

11. Reminder about policies -- for recommended language, see the Accessible Syllabus Template: http://web.sonoma.edu/it/faculty/syllabus.html

12. Clear statement of department or faculty member's policy for assigning attendance and participation credit, responding to cheating and plagiarism, and accepting late work

B. Additional Considerations

1. Recommended content for online and hybrid courses is available in section III.B.12 of the SSU Policy on Online and/or Hybrid Instruction: http://www.sonoma.edu/policies/online-andor-hybrid-instruction.

12. Student learning outcomes in a course must align with program goals and learning outcomes. Where relevant, indicate how the student learning outcomes for this course contribute to department/program goals and assessment activities.

3. Departments may have additional content that is required to support program goals or that supports department policies. Check with your department chair if you have questions about how your syllabus aligns with department expectations.

4. Syllabi support student learning. See the Faculty Center guide for evaluating a syllabus: http://web.sonoma.edu/facultycenter/teaching- services/toolkit/files/evaluating-syllabus.pdf.

5. Faculty rights in relation to syllabi as intellectual property are described in the SSU Intellectual Property Policy: http://www.sonoma.edu/policies/intellectual-property.

V. Student Rights and Responsibilities

A. Changes in the syllabus should be communicated to students in a in a reasonable time frame.

B. Activities scheduled outside of regular class meetings (e.g. field trips) may not be added as required course work after the add/drop deadlines.

C. It is the student's responsibility to read the syllabus and to request any clarification of course policies.

D. Feedback on course assignments and course work must be provided to students within a reasonable time frame and in a manner that is appropriate to the course design.

E. If the student adds the course after the first full week of class, it is the student's responsibility to obtain information about the course.

F. On occasion academic disputes may arise in class. For more information about your rights and responsibilities, visit the Dispute Resolution Board website at http://web.sonoma.edu/senate/committees/drb/drb.html.

Student Policies

Privacy Rights of Students in Education Records (FERPA)

The federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232g) (FERPA) and regulations adopted thereunder (34 C.F.R. 99) set out requirements designed to protect students' privacy in their educational records maintained by the campus. The statute and regulations govern access to certain student records maintained by the campus and the release of those records. FERPA provides that the campus must give students access to most records directly related to the student, and must also provide opportunity for a hear-

ing to correct the records if the student claims they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under this law does not include any right to challenge the appropriateness of a grade determined by the instructor. FERPA generally requires the campus obtain a student's written consent before releasing personally identifiable data pertaining to the student. The campus has adopted a set of policies and procedures governing implementation of FERPA and the regulations. Copies of these policies and procedures may be obtained at Admissions and Records office. Among the information included in the campus statement of policies and procedures is: (1) the student records maintained and the information they contain; (2) the campus official responsible for maintaining each record; (3) the location of access lists indicating persons requesting or receiving information from the record; (4) policies for reviewing and expunging records; (5) student access rights to their records; (6) procedure for challenging the content of student records; and (7) the student's right to file a complaint with the Department of Education. The Department of Education has established an office and review board to investigate complaints and adjudicate violations. The designated office is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920.

FERPA authorizes the campus to release "directory information" pertaining to students. "Directory information" may include the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees, honors, and awards received, and the most recent previous educational agency or institution the student attended. The campus may release this "directory information" at any time unless the campus has received prior written objection from the student specifying the information the student requests not be released. Written objections must be sent to:

Name
Address*
Telephone listing*
Email address*
Photograph*
Major
Dates of attendance
Enrollment status (full time or part time, graduate or undergraduate)
Participation in intercollegiate athletics
Degree received
Most recent educational agency or institution attended

The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons have responsibilities in the campus's academic, administrative or service functions and have reason for accessing student records associated with their campus or other related academic responsibilities. Student records will be disclosed to the CSU Chancellor's Office to conduct research, to analyze trends, or to provide other administrative services. Student records may also be disclosed to other persons or organizations under certain conditions (e.g., as part of the accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; or to other institutions to which the student is transferring).

** *Verify only, and for valid educational reasons. (Note that FERPA allows schools to disclose educational records, including but not limited to directory information, without consent to school officials with legitimate educational interests.)*

For additional information on FERPA, please visit http://web.sonoma.edu/registration/ferpa.html

***Directory information for release only to the union representing Academic Student Employees (Teaching Associates, Graduate Assistants, and Instructional Student Assistants), for students employed in these jobs, includes the information above and also the job title and department in which the student is employed. In addition, for this purpose, address, phone listing, and e-mail address are released to the union. For more information, see http://www.sonoma.edu/aa/fa/uaw_directoryinfo.shtml*

Immunization Requirements: Must Be Completed Prior to First Enrollment

See www.sonoma.edu/SHC/immunization-requirements.html for details of these pre-enrollment requirements.

*Entering Students must present documentation showing that they have received the following immunizations well in advance of the start of their first semester of classes at SSU.****

Measles Mumps and Rubella (MMR)

Required of all entering students born after 12/31/56.
Send photocopies of official immunization records confirming completion of a series of two separate appropriately spaced doses of *MMR* (measles, mumps, rubella) *vaccine.*

Hepatitis B

Required by California state law of entering college students who are under age 19 when their first semester of classes begin.
Send photocopies confirming completion of a series of three separate, appropriately spaced doses of Hepatitis B vaccine. This requirement persists until fully satisfied, regardless of subsequent age.

Those unable to locate proof of previous immunization may send the results of blood tests showing that they are immune to the diseases prevented by the required vaccines.

While prospective students can be accepted for admission to SSU before they have sent the required proof of immunization, *once they have been accepted, students who wish to attend SSU must send SSU this proof at least 6 weeks before their first semester at SSU begins.* Those who don't meet deadlines will incur late penalties and will be prohibited from registering for future classes until the necessary documentation has been received.

The SSU Student Health Center (www.sonoma.edu/SHC) can provide MMR and Hepatitis B immunizations or blood tests to check for immunity for a nominal fee once an entering student has paid his/

her Enrollment Reservation Deposit to SSU.

Individual immunization records or copies of blood tests documenting immunity, labeled with the entering student's full name and birthdate should be sent to:

Sonoma State University
Office of Admissions and Records
ATTN: Immunization Requirements
1801 E. Cotati Avenue
Rohnert Park, CA, 94928

****In order to better protect campus public health and address current CDC and California Health Department guidelines, the California State University system is preparing to add the following pre-enrollment requirements to those currently in existence for MMR and Hepatitis B: screening for tuberculosis, and proof of immunization or immunity to chicken pox, meningococcus, tetanus and whooping cough (Tdap) and Hepatitis B for students of all ages. Although an effective date of the expanded requirements has not been determined, students are strongly advised to ensure that they have received these important vaccines as soon as possible.*

Notification requirements

Meningococcal Vaccine

California law requires that college students who will be living in campus residence halls receive information about meningococcal disease and protective vaccine, and return a signed meningitis information form to the Housing Office confirming that they have received and read information posted on the housing website at http://www.sonoma.edu/housing/docs/publications/Meningococcal0911.pdf . Additional information is available at http://www.sonoma.edu/shc/forms/meningococcal-disease.pdf. Although rare, meningococcal disease is a potentially fatal infection that occurs more frequently in college students than in the general population, especially undergraduates living in Residence Halls or other close living circumstances. Meningococcal vaccine can lower the risk of becoming infected with this organism and *a dose of vaccine at age 16 or older* is strongly recommended for college students by national public health experts, including the Centers for Disease Control (CDC). Documentation of immunization with one dose of Meningococcal conjugate vaccine (MenACWY - either Menveo® or Menactra®) given after age 16 is likely to soon be a pre-enrollment requirement for all entering students under the age of 24.

Student Conduct

(707) 664-2838

The President of the University has authority in disciplinary actions. In compliance with CSU Executive Order 1098 the President may assign a campus official or officials to be the Student Conduct Administrator, whose responsibility is to determine whether to initiate disciplinary action under the Student Conduct Code. The Chief Student Affairs Officer is the designated Student Conduct Administrator for this University.

Purpose Statement

To promote a safe and secure campus environment for learning and growing by serving as the primary source of student conduct and academic integrity.

Student Conduct Procedures

Inappropriate conduct by students or by applicants for admission is subject to disciplinary action by the University as provided in sections 41301 through 41304 of Title 5 of the California Code of Regulations. The purpose of the code is to provide procedures that are fair and just, both to the student charged and to the institution, by which it can be determined whether violations of conduct have occurred. A complaint against a student for an alleged violation of conduct (as defined in Sections 41301 through 41304 of Title 5) may be filed by a student, faculty member, staff member, University police officer, or community member. The complaint should be filed with the Student Conduct Administrator, who will investigate the alleged violation. The administrator will hold a conference with the student to obtain his or her response to the alleged misconduct and to determine if the complaint may be dealt with informally by mutual consent through a student discipline resolution agreement. If the allegations of misconduct have not been resolved informally by conference and the Student Conduct Administrator determines that formal disciplinary action should be taken, the Student Conduct Administrator shall initiate the disciplinary action process by written Notice of Hearing. This notice shall be served in person or served by certified mail return receipt requested to the student charged at the last known address on campus records. For detailed information about the Notice of Hearing process and requirements, please refer to CSU Executive Order 1098. At any point in the process, the student may waive a hearing and accept a sanction without admitting that he or she engaged in the conduct charged. The hearing will be conducted by a hearing officer, who will be an administrative officer of the University appointed by the President. The hearing officer will submit a report and recommendations to the President, who will decide the matter, notify the student, and take action as appropriate. Discipline that may be imposed includes, but is not limited to, probation, suspension, and expulsion.

Student Conduct

Title 5, California Code of Regulations, § 41301. Standards for Student Conduct

s 41301. Standards for Student Conduct

(a) Campus Community Values

The university is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their

university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

(b) Grounds for Student Discipline

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. The following are the grounds upon which student discipline can be based:

(1) Dishonesty, including:

(A) Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.

(B) Furnishing false information to a university official, faculty member, or campus office.

(C) Forgery, alteration, or misuse of a university document, key, or identification instrument.

(D) Misrepresenting one's self to be an authorized agent of the university or one of its auxiliaries.

(2) Unauthorized entry into, presence in, use of, or misuse of university property.

(3) Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.

(4) Participating in an activity that substantially and materially disrupts the normal operations of the university, or infringes on the rights of members of the university community.

(5) Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus university related activity.

(6) Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the university community.

(7) Conduct that threatens or endangers the health or safety of any person within or related to the university community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.

(8) Hazing or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university or other educational institution in this state (Penal Code 245.6), and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm, to any former, current, or prospective student of any school, community college, college, university or other educational institution. The term "hazing" does not include customary athletic events or school sanctioned events.

Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.

(9) Use, possession, manufacture, or distribution of illegal drugs or drug- related paraphernalia, (except as expressly permitted by law and university regulations) or the misuse of legal pharmaceutical drugs.

(10) Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and university regulations), or public intoxication while on campus or at a university related activity.

(11) Theft of property or services from the university community, or misappropriation of university resources.

(12) Unauthorized destruction or damage to university property or other property in the university community.

(13) Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a university related activity.

(14) Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.

(15) Misuse of computer facilities or resources, including:

(A) Unauthorized entry into a file, for any purpose.

(B) Unauthorized transfer of a file.

(C) Use of another's identification or password.

(D) Use of computing facilities, campus network, or other resources to interfere with the work of another member of the university community.

(E) Use of computing facilities and resources or send obscene or intimidating and abusive messages.

(F) Use of computing facilities and resources to interfere with normal university operations.

(G) Use of computing facilities and resources in violation of copyright laws.

(H) Violation of a campus computer use policy.

(16) Violation of any published University policy, rule, regulation, or Presidential order.

(17) Failure to comply with directions or, interference with, any University official or any public safety officer while acting in the performance of his/her duties.

(18) Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well-being

of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.

(19) Violation of the Student Conduct Procedures, including:

(A) Falsification, distortion, or misrepresentation of information related to a student discipline matter.

(B) Disruption or interference with the orderly progress of a student discipline proceeding.

(C) Initiation of a student discipline proceeding in bad faith.

(D) Attempting to discourage another from participating in a student discipline matter.

(E) Attempting to influence the impartiality of any participant in a student discipline matter.

(F) Verbal or physical harassment or intimidation of any participant in a student discipline matter.

(G) Failure to comply with the sanction(s) imposed under a student discipline proceeding.

(20) Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

(c) Procedures for Enforcing This Code

The chancellor shall adopt procedures to ensure students are afforded appropriate notice and an opportunity to be heard before the university imposes any sanction for a violation of the Student Conduct Code. [Note: At the time of publication, such procedures are set forth in California State University Executive Order 1098 (Revised June 23, 2015), available at calstate.edu/eo/EO-1098-rev-6-23-15.html.

Note: At the time of publication, such procedures are set forth in California State University Executive Order 1098 (Revised June 23, 2015), available at http://calstate.edu/eo/EO-1098-rev-6-23-15.html.

(d) Application of This Code

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the university is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with Education Code Section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

Note: Authority cited: Sections 66017, 66452, 66600, 69810, 89030, and 89035, Education Code. Reference: Sections 66450, 69813 et seq. and 89030, Education Code.

Title 5, California Code of Regulations, § 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

Not with standing any provision in this Chapter 1 to the contrary, admission or readmission may be qualified or denied to any person who, while not enrolled as a student, commits acts which, were he enrolled as a student, would be the basis for disciplinary proceedings pursuant to Sections 41301 or 41302. Admission or readmission may be qualified or denied to any person who, while a student, commits acts which are subject to disciplinary action pursuant to Section 41301 or Section 41302. Qualified admission or denial of admission in such cases shall be determined under procedures adopted pursuant to Section 41304.

41304. Student Disciplinary Procedures for the California State University

The Chancellor shall prescribe, and may from time to time revise, a code of student disciplinary procedures for the California State University. Subject to other applicable law, this code shall provide for determinations of fact and sanctions to be applied for conduct which is a ground of discipline under Sections 41301 or 41302, and for qualified admission or denial of admission under Section 41303; the authority of the campus President in such matters; conduct related determinations on financial aid eligibility and termination; alternative kinds of proceedings, including proceedings conducted by a Hearing Officer; time limitations; notice; conduct of hearings, including provisions governing evidence, a record, and review; and such other related matters as may be appropriate. The Chancellor shall report to the Board actions taken under this section.

Compliance

The annual security report for Sonoma State University includes statistics for the previous three calendar years concerning reported crimes that occurred on campus, in certain non-campus buildings

or property owned or controlled by Sonoma State University, and on public property within or immediately adjacent to and accessible from the campus. The report also includes institutional policies concerning campus safety, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters. Crime prevention and personal safety information and pamphlets are available at University Police and on the University Police website.

In 2013, the VAWA/SaVE Act was reauthorized to include broader hate crime definitions and the additional crimes of domestic violence, dating violence and stalking. These statistics are included in this year's report.

You can access this report online at http://www.sonoma.edu/ps/about/jeanneclery.html or you can obtain a paper copy upon request by calling (707) 664-4444 or visiting University Police in the Verdot Village.

In compliance with the Campus Fire Safety Right-to-Know Act, Sonoma State University's annual Fire Safety Report is posted at: http://www.sonoma.edu/housing/general-info/emergency-prep/fire-safety.html. The report is compiled courtesy of the SSU Housing Services office. It includes all on campus student housing fire statistics, a description of fire safety systems, the number of fire drills, procedures for student housing evacuation, fire safety education programs, any planned future improvements in fire safety, and policies and rules regarding use of appliances, smoking, and open flames in student housing. Paper copies of the report are available upon request by visiting the Residential Education and Campus Housing Office in Student Center 3020.

Student Grievance Procedures

Dispute Resolution Board
Stevenson 1027
(707) 664-2801
senate.sonoma.edu/Brms/drb

A grievance may arise out of a decision or action reached or taken in the course of official duty, following a specific policy or procedure, by a member of the faculty, staff, or administration of Sonoma State University. The purpose of the grievance procedures is to provide a process for an impartial review and to ensure that the rights of students are properly recognized and protected. A student who wishes to initiate the grievance process should read the Grievance Policy, the Formal Dispute Resolution Procedures. Informal procedures must be followed before a formal dispute may be filed. The above mentioned policies, procedures and a handbook for students can be found online at senate.sonoma.edu/Brms/drb

Grade Appeal

In order to protect the rights of students and faculty, principles of due process are incorporated into the grade appeal procedures. A student who wishes to initiate a grade appeal procedure should read the Grade Appeal Policy, the Formal Dispute Resolution Procedures and may contact the Senate Analyst in the Academic Senate office. Informal procedures must be followed before a formal dispute may be filed. The above mentioned policies, procedures and a handbook for students can be found online at
www.senate.sonoma.edu/grms/orb.html

Student/Applicant Complaint Procedure

Division of Student Affairs
Student Center 3020
(707) 664-2838

The California State University takes very seriously complaints and concerns regarding the institution. If you have a complaint regarding the CSU, you may present your complaint as follows:

(1) If your complaint concerns CSU's compliance with academic program quality and accrediting standards, you may present your complaint to the Western Association of Schools and Colleges (WASC) at www.wascsenior.org/comments. WASC is the agency that accredits the CSU's academic program.

(2) If your complaint concerns an alleged violation by CSU of any law that prohibits discrimination, harassment or retaliation based on a protected status (such as age, disability, gender (or sex), gender identity, gender expression, nationality, race or ethnicity (including color or ancestry), religion or veteran or military status), you may present your complaint as described in Section XVI (Nondiscrimination Policy).

(3) If your complaint concerns an alleged violation by CSU of a state law, including laws prohibiting fraud and false advertising, you may present your claim to the Vice President of Student Affairs, as the President's designee, at studentaffairs@sonoma.edu or (707) 664-2838.. See Procedure for Student Complaints— See Procedure for Student Complaints—Executive Order No. 1063 for details regarding the complaint requirements and complaint process: www.calstate.edu/eo/eo-1063.html.

(4) Other complaints regarding the CSU may be presented to the campus dean of students [or other appropriate administrator], who will provide guidance on the appropriate campus process for addressing your particular issue.

If you believe that your complaint warrants further attention after you have exhausted all the steps outlined by the campus, or by WASC, you may file an appeal with the Assistant Vice Chancellor, Academic and Student Affairs (or designee) at the CSU Chancellor's Office.

This procedure should not be construed to limit any right that you may have to take legal action to resolve your complaint.

Financial Aid Appeal Policy

Students have the right to appeal their financial aid award or any other financial aid decision that they feel affects them adversely and

that falls outside of the jurisdiction of federal, state, or Chancellor's office regulations. This right includes answers to questions, explanations of financial aid policies and procedures, and a request for reconsideration. The initial appeal is made to the student's financial aid representative. After subsequent review by the Director of Financial Aid, the student's case may ultimately be presented to the Financial Aid Advisory Committee.

Smoking and Tobacco Policy

Sonoma State University has a responsibility to students, employees, and visitors to support and maintain a safe and healthful environment. Research shows that the use of tobacco products, smoking, exposure to second hand smoke, and discarded smoking and tobacco related items constitute significant public and environmental health hazards, and contribute to campus fire risk, cleaning and maintenance expenses and costs associated with absenteeism, medical care for tobacco related illness, and health insurance premiums.

In order to reduce these significant hazards, smoking, as well as the use of chewing tobacco and e-cigarettes are prohibited on the entire Sonoma State University campus. These prohibitions also apply to off-campus sites and vehicles owned, leased, or rented by SSU. Tobacco products may not be disposed of in or on the grounds of all locations covered by this policy. Information, including frequently asked questions, cessation resources, the policy text, etc. is available at:
http://www.sonoma.edu/uaffairs/smokingandtobaccofree

Nondiscrimination and Title IX Policies

Protected Status: Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion or Religious Creed, and Veteran or Military Status.

The California State University does not discriminate on the basis of age, genetic information, marital status, medical condition, nationality, race or ethnicity (including color and ancestry), religion (or religious creed), and veteran or military status – as these terms are defined in CSU Executive Order 1097– in its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Sarah Clegg has been designated to coordinate the efforts of Sonoma State University to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at (707) 664-2480 or find their office in International Hall 207. CSU Executive Order 1097 Revised October 5, 2016 (www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf) (or any successor policy) is the
systemwide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

Disability

The California State University does not discriminate on the basis of disability (physical and mental) – as this term is defined in CSU Executive Order 1097 – in its programs and activities, including admission and access. Federal and state laws, including sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, prohibit such discrimination. Sarah Clegg has been designated to coordinate the efforts of Sonoma State University to comply with all applicable federal and state laws prohibiting discrimination on the basis of disability. Inquiries concerning compliance may be presented to this person at (707) 664-2480 or at their office in International Hall 207. CSU Executive Order 1097 Revised October 5, 2016 (www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf) (or any successor policy) is the systemwide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

Protected Status: Gender (or sex), Gender Identity (including transgender), Gender Expression and Sexual Orientation

The California State University does not discriminate on the basis of gender (or sex), gender identity (including transgender), gender expression or sexual orientation – as these terms are defined in CSU policy – in its programs and activities, including admission and access. Federal and state laws, including Title IX of the Education Amendments of 1972, prohibit such discrimination. Sarah Clegg has been designated to coordinate the efforts of Sonoma State to comply with all applicable federal and state laws prohibiting discrimination on these bases. Inquiries concerning compliance may be presented to this person at (707) 664-2480 or in International Hall 207. The California State University is committed to providing equal opportunities to all CSU students in all campus programs, including intercollegiate athletics. CSU Executive Order 1097 Revised October 5, 2016 (www.calstate.edu/EO/EO-1097-rev-10-5-16.pdf) (or any successor policy) is the systemwide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.
As a matter of federal and state law and California State University policy, the following types of conduct are prohibited:

Sex Discrimination or **Gender Discrimination** means an adverse action taken against a student by the CSU, a CSU employee, or another student because of gender or sex (including sexual harassment, sexual misconduct, domestic violence, dating violence and stalking).

Sexual harassment, a form of sex discrimination, is unwelcome verbal, nonverbal or physical conduct of a sexual nature that includes, but is not limited to, sexual advances, requests for sexual favors, and any other conduct of a sexual nature where:

1. Submission to, or rejection of, the conduct is explicitly or implicitly used as the basis for any decision affecting a complainant's status or progress, or access to benefits and ser-

vices, honors, programs, or activities available at or through the university; or

2. The conduct is sufficiently severe, persistent or pervasive that its effect, whether or not intended, could be considered by a reasonable person in the shoes of the complainant, and is in fact considered by the complainant, as limiting his or her ability to participate in or benefit from the services, activities or opportunities offered by the university; or
3. The conduct is sufficiently severe, persistent or pervasive that its effect, whether or not intended, could be considered by a reasonable person in the shoes of the complainant, and is in fact considered by the complainant, as creating an intimidating, hostile or offensive environment.

Sexual harassment could include being forced to engage in unwanted sexual contact as a condition of membership in a student organization; being subjected to video exploitation or a campaign of sexually explicit graffiti; or frequently being exposed to unwanted images of a sexual nature in a classroom that are unrelated to the coursework.

Sexual harassment also includes acts of verbal, non-verbal or physical aggression, intimidation or hostility based on gender or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

Executive Order 1097 covers unwelcome conduct of a sexual nature. While romantic, sexual, intimate, personal or social relationships between members of the university community may begin as consensual, they may evolve into situations that lead to sexual harassment or sexual misconduct, including dating or domestic violence, or stalking, subject to this policy.

Claiming that the conduct was not motivated by sexual desire is not a defense to a complaint of harassment based on gender.

Sexual misconduct: All sexual activity between members of the university community must be based on affirmative consent. Engaging in any sexual activity without first obtaining affirmative consent to the specific activity is sexual misconduct, whether or not the conduct violates any civil or criminal law. Sexual activity includes, but is not limited to, kissing, touching intimate body parts, fondling, intercourse, penetration of any body part, and oral sex. It also includes any unwelcome physical acts, such as unwelcome sexual touching, sexual assault, sexual battery, rape, and dating violence. When based on gender, domestic violence or stalking also constitute sexual misconduct. Sexual misconduct may include using physical force, violence, threat or intimidation, ignoring the objections of the other person, causing the other person's intoxication or incapacitation through the use of drugs or alcohol, or taking advantage of the other person's incapacitation (including voluntary intoxication) to engage in sexual activity. Men as well as women can be victims of these forms of sexual misconduct. Sexual activity with a minor is never consensual when the complainant is under 18 years old, because the minor is considered incapable of giving legal consent due to age.

Sexual assault i is a form of sexual misconduct and is an attempt, coupled with the ability, to commit a violent injury on the person of another because of that person's gender or sex.

Sexual battery is a form of sexual misconduct and is any willful and unlawful use of force or violence upon the person of another because of that person's gender or sex as well as touching an intimate part of another person against that person's will and for the purpose of sexual arousal, gratification or abuse.

Rape is a form of sexual misconduct and is non-consensual sexual intercourse that may also involve the use of threat of force, violence, or immediate and unlawful bodily injury or threats of future retaliation and duress. Any sexual penetration, however slight, is sufficient to constitute rape. Sexual acts including intercourse are considered non-consensual when a person is incapable of giving consent because s/he is incapacitated from alcohol and/or drugs, is under 18 years old, or if a mental disorder or developmental or physical disability renders the person incapable of giving consent. The respondent's relationship to the person (such as family member, spouse, friend, acquaintance or stranger) is irrelevant.

Acquaintance rape is a form of sexual misconduct committed by an individual known to the victim. This includes a person the victim may have just met; i.e., at a party, introduced through a friend, or on a social networking website.

Affirmative consent means an informed, affirmative, conscious, voluntary, and mutual agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that s/he has the affirmative consent of the other participant(s) to engage in the sexual activity. Lack of protest or resistance does not mean consent nor does silence mean consent. Affirmative consent must be voluntary, and given without coercion, force, threats or intimidation.

- The existence of a dating or social relationship between those involved, or the fact of past sexual activities between them, should never by itself be assumed to be an indicator of affirmative consent. A request for someone to use a condom or birth control does not, in and of itself, constitute affirmative consent.
- Affirmative consent can be withdrawn or revoked. Consent to one form of sexual activity (or sexual act) does not constitute consent to other forms of sexual activity. Consent given to sexual activity on one occasion does not constitute consent on another occasion. There must always be mutual and affirmative consent to engage in sexual activity. Consent must be ongoing throughout a sexual activity and can be revoked at any time, including after penetration. Once consent is withdrawn or revoked, the sexual activity must stop immediately.
- A person who is incapacitated cannot give affirmative consent. A person is unable to consent when s/he is asleep,

unconscious or is incapacitated due to the influence of drugs, alcohol, or medication so that s/he could not understand the fact, nature or extent of the sexual activity. A person is incapacitated if s/he lacks the physical and/or mental ability to make informed, rational decisions.

- Whether an intoxicated person (as a result of using alcohol or other drugs) is incapacitated depends on the extent to which the alcohol or other drugs impact the person's decision-making capacity, awareness of consequences, and ability to make fully informed judgments. A person's own intoxication or incapacitation from drugs or alcohol does not diminish that person's responsibility to obtain affirmative consent before engaging in sexual activity.
- A person with a medical or mental disability may also lack the capacity to give consent.
- Sexual activity with a minor (a person under 18 years old) is not consensual, because a minor is considered incapable of giving legal consent due to age.
- It shall not be a valid excuse that a person affirmatively consented to the sexual activity if the respondent knew or reasonably should have known that the person was unable to consent to the sexual activity under any of the following circumstances:
  - The person was asleep or unconscious;
  - The person was incapacitated due to the influence of drugs, alcohol or medication, so that the person could not understand the fact, nature or extent of the sexual activity;
  - The person was unable to communicate due to a mental or physical condition.
- It shall not be a valid excuse that the respondent believed that the person consented to the sexual activity under either of the following circumstances:
  - The respondent's belief in affirmative consent arose from the intoxication or recklessness of the respondent;
  - The respondent did not take reasonable steps,in the circumstances known to the respondent at the time, to ascertain whether the person affirmatively consented.

Consensual relationships: Consensual relationship means a sexual or romantic relationship between two persons who voluntarily enter into such a relationship. While sexual and/or romantic relationships between members of the university community may begin as consensual, they may evolve into situations that lead to discrimination, harassment, retaliation, sexual misconduct, dating or domestic violence or stalking.

- A university employee shall not enter into a consensual relationship with a student or employee over whom s/he exercises direct or otherwise significant academic, administrative, supervisory, evaluative, counseling, or extracurricular authority. In the event such a relationship already exists, each campus shall develop a procedure to reassign such authority to avoid violations of this policy.
- This prohibition does not limit the right of an employee to make a recommendation on the personnel matters concerning a family or household member where the right to make recommendations on such personnel matters is explicitly provided for in the applicable collective bargaining agreement or MPP/confidential personnel plan.

Domestic violence is abuse committed against someone who is a current or former spouse, current or former cohabitant, someone with whom the respondent has a child, someone with whom the respondent has or had a dating or engagement relationship, or a person similarly situated under California domestic or family violence law. Cohabitant means two unrelated persons living together for a substantial period of time, resulting in some permanency of relationship. It does not include roommates who do not have a romantic, intimate, or sexual relationship. Factors that may determine whether persons are cohabiting include, but are not limited to (1) sexual relations between the parties while sharing the same living quarters, (2) sharing of income or expenses, (3) joint use or ownership of property, (4) whether the parties hold themselves out as spouses, (5) the continuity of the relationship, and (6) the length of the relationship. For purposes of this definition, "abuse" means intentionally or recklessly causing or attempting to cause bodily injury or placing another person in reasonable apprehension of imminent serious bodily injury to himself or herself, or another. Abuse does not include non-physical, emotional distress or injury.

Dating violence is abuse committed by a person who is or has been in a social or dating relationship of a romantic or intimate nature with the victim. This may include someone the victim just met; i.e., at a party, introduced through a friend, or on a social networking website. For purposes of this definition, "abuse" means intentionally or recklessly causing or attempting to cause bodily injury or placing another person in reasonable apprehension of imminent serious bodily injury to himself or herself, or another. Abuse does not include non- physical, emotional distress or injury.

Stalking means engaging in a repeated course of conduct directed at a specific person that would cause a reasonable person to fear for his/her or others' safety or to suffer substantial emotional distress. For purposes of this definition:

- Course of conduct means two or more acts, including but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property;
- Reasonable person means a reasonable person under similar circumstances and with the same protected status(es) as the complainant;

- Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

See further information in SSU's sexual violence prevention and education statement, Title IX Notice of Nondiscrimination (which includes facts and myths about sexual violence), and Victim's Rights and Options Notice, at www.sonoma.edu/hr/files/erc/title-ix-student-notice-of-non-discrimination.pdf.

Who To Contact If You Have Complaints, Questions, or Concerns

Title IX requires the university to designate a Title IX Coordinator to monitor and oversee overall Title IX compliance. The campus Title IX Coordinator is available to explain and discuss the right to file a criminal complaint (for example, in cases of sexual misconduct); the university's complaint process, including the investigation process; how confidentiality is handled; available resources, both on and off campus; and other related matters. If you are in the midst of an emergency, please call the police immediately by dialing 9-1-1.

Campus Title IX Director
Sarah Clegg
International Hall 207
cleggs@sonoma.edu
(707) 664-2480
Monday - Friday, 8 a.m. - 5:00 p.m.

University Police
SSU Police
Verdot Village
Emergency: 9-1-1 from a campus phone or (707) 664-4444
24-hour non-emergency: (707) 664-2143

U.S. Department of Education, Office for Civil Rights
(800) 421-3481 (main office), or (415) 486-5555 (California office), or (800) 877-8339 (TDD) or ocr@ed.gov (main office) or ocr.sanfrancisco@ed.gov (California office)

If you wish to fill out a complaint form online with the OCR, you may do so at: www2.ed.gov/about/offices/list/ocr/complaintintro.html.

Title IX requires the university to adopt and publish complaint procedures that provide for prompt and equitable resolution of gender discrimination complaints, including sexual harassment and misconduct, as well as provide training, education and preventive measures related to sex discrimination. CSU Executive Order 1097 (www.calstate.edu/EO/EO-1097-rev- 10-5-16.pdf) (or any successor policy) is the systemwide procedure for all complaints of discrimination, harassment or retaliation made by students against the CSU, a CSU employee, other CSU students or a third party.

Duty to Report. Except as provided below under confidentiality and sexual misconduct, dating violence, domestic violence, and stalking, any university employee who knows or has reason to know of allegations or acts that violate university policy shall promptly inform the Title IX Coordinator. These employees are required to disclose all information including the names of the parties, even where the person has requested that his/her name remain confidential. The Title IX Coordinator will determine whether confidentiality is appropriate given the circumstances of each such incident. (See confidential reporting options outlined below.)

Regardless of whether an alleged victim of gender discrimination ultimately files a complaint, if the campus knows or has reason to know about possible sexual discrimination, harassment or misconduct, it must review the matter to determine if an investigation is warranted. The campus must then take appropriate steps to eliminate any gender discrimination/harassment/misconduct, prevent its recurrence, and remedy its effects.

Safety of the Campus Community Is Primary

The university's primary concern is the safety of its campus community members. The use of alcohol or drugs never makes the victim at fault for gender discrimination, harassment or misconduct; therefore, victims should not be deterred from reporting incidents of sexual misconduct out of a concern that they might be disciplined for related violations of drug, alcohol or other university policies. Except in extreme circumstances, victims of sexual misconduct shall not be subject to discipline for related violations of the Student Conduct Code.

Information Regarding Campus, Criminal and Civil Consequences of Committing Acts of Sexual Violence

Individuals alleged to have committed sexual misconduct may face criminal prosecution by law enforcement and may incur penalties as a result of civil litigation. In addition, employees and students may face discipline at the university, up to and including suspension or expulsion. Employees may face sanctions up to and including dismissal from employment, pursuant to established CSU policies and provisions of applicable collective bargaining unit agreements.

Students who are charged by the university with gender discrimination, harassment or misconduct will be subject to discipline, pursuant to the California State University Student Conduct Procedures (see Executive Order 1098 at www.calstate.edu/EO/EO-1098-rev-6-23- 15.pdf or any successor executive order) and will be subject to appropriate sanctions. In addition, during any investigation, the university may implement interim measures in order to maintain a safe and non-discriminatory educational environment. Such measures may include but not be limited to: immediate interim suspension from the university; a required move from university-owned or affiliated housing; adjustments to course schedule; and/or prohibition from contact with parties involved in the alleged incident.

Confidentiality and Sexual Misconduct, Dating Violence, Domestic Violence, and Stalking

The university encourages victims of sexual misconduct, dating violence, domestic violence or stalking to talk to someone about

what happened – so they can get the support they need, and so the university can respond appropriately.

Privileged and Confidential Communications

Physicians, Psychotherapists, Professional Licensed Counselors, Licensed Clinical Social Workers, and Clergy

Physicians, psychotherapists, professional, licensed counselors, licensed clinical social workers, and clergy who work or volunteer on or off campus, acting solely in those roles or capacities as part of their employment, and who provide medical or mental health treatment or counseling (and those who act under their supervision, including all individuals who work or volunteer in their centers and offices) may not report any information about an incident of sexual misconduct to anyone else at the university, including the Title IX Coordinator, without the victim's consent. A victim can seek assistance and support from physicians, psychotherapists, professional, licensed counselors, licensed clinical social workers and clergy without triggering a university investigation that could reveal the victim's identity or the fact of the victim's disclosure. However, see limited exceptions below regarding when health care practitioners must report to local law enforcement agencies. Health care practitioners should explain these limited exceptions to victims, if applicable

Sexual Assault and Domestic Violence Counselors and Advocates

Sexual assault and domestic violence counselors and advocates who work or volunteer on or off campus in sexual assault centers, victim advocacy offices, women's centers and health centers (including those who act in that role under their supervision, along with non-professional counselors or advocates who work or volunteer in sexual assault centers, victim advocacy offices, women's centers, gender equity centers, or health centers), may talk to a victim without revealing any information about the victim and the incident of sexual misconduct to anyone else at the university, including the Title IX Coordinator, without the victim's consent. A victim can seek assistance and support from these counselors and advocates without triggering a university investigation that could reveal his/her identity or that a victim disclosed an incident to them. However, see limited exceptions below regarding when sexual assault and domestic violence counselors and advocates must report to local law enforcement agencies. Counselors and advocates should explain these limited exceptions to victims, if applicable.

The university will be unable to conduct an investigation into a particular incident or pursue disciplinary action against a perpetrator if a victim chooses to (1) speak only to a physician, professional licensed counselor, licensed clinical social worker, clergy member, sexual assault counselor, domestic violence counselor or advocate; and (2) maintain complete confidentiality. Even so, these individuals will assist victims in receiving other necessary protection and support, such as victim advocacy, disability, medical/health or mental health services, or legal services, and will advise victims regarding their right to file a Title IX complaint with the university and a separate complaint with local or university police. If a victim insists on confidentiality, such professionals, counselors and advocates will likely not be able to assist the victim with: university academic support or accommodations; changes to university-based living or working schedules; or adjustments to course schedules. A victim who at first requests confidentiality may later decide to file a complaint with the university or report the incident to the police, and thus have the incident fully investigated. These counselors and advocates can provide victims with that assistance if requested by the victim. These counselors and advocates will also explain that Title IX includes protections against retaliation, and that the university will not only take steps to prevent retaliation when it knows or reasonably should know of possible retaliation, but will also take strong responsive action if retaliation occurs.

Exceptions: Under California law, any health practitioner employed in a health facility, clinic, physician's office, or local or state public health department or clinic is required to make a report to local law enforcement if he or she provides medical services for a physical condition to a patient/victim who he or she knows or reasonably suspects is suffering from (1) a wound or physical injury inflicted by a firearm; or (2) any wound or other physical injury inflicted upon a victim where the injury is the result of assaultive or abusive conduct (including sexual misconduct, domestic violence, and dating violence). This exception does not apply to sexual assault and domestic violence counselors and advocates. Health care practitioners should explain this limited exception to victims, if applicable.

Additionally, under California law, all professionals described above (physicians, psychotherapists, professional counselors, licensed clinical social workers, clergy, and sexual assault and domestic violence counselors and advocates) are mandatory child abuse and neglect reporters, and are required to report incidents involving victims under 18 years of age to local law enforcement. These professionals will explain this limited exception to victims, if applicable.

Finally, some or all of these professionals may also have reporting obligations under California law to: (1) local law enforcement in cases involving threats of immediate or imminent harm to self or others where disclosure of the information is necessary to prevent the threatened danger; or (2) to the court if compelled by court order or subpoena in a criminal proceeding related to the sexual misconduct, dating or domestic violence, or stalking incident. If applicable, these professionals will explain this limited exception to victims.

Reporting to University or Local Police

If a victim reports to local or university police about sexual misconduct crimes, the police are required to notify victims that their names will become a matter of public record unless confidentiality is requested. If a victim requests that his/her identity be kept confidential, his/her name will not become a matter of public record and the police will not report the victim's identity to anyone else at the university, including the Title IX Coordinator. University police will, however, report the facts of the incident itself to the Title IX Coordinator being sure not to reveal to the Title IX Coordinator victim names/identities or compromise their

own criminal investigation. The university is required by the federal Clery Act to report certain types of crimes (including certain sex offenses) in statistical reports. However, while the university will report the type of incident in the annual crime statistics report known as the Annual Security Report, victim names/identities will not be revealed.

Reporting to the Title IX Coordinator and Other University Employees

Most university employees have a duty to report incidents of sexual misconduct when they are on notice of it. When a victim tells the Title IX Coordinator or another university employee about an incident of sexual misconduct, the victim has the right to expect the university to take immediate and appropriate steps to investigate what happened and to resolve the matter promptly and equitably. In all cases, the university strongly encourages victims to report incidents of sexual misconduct directly to the campus Title IX Coordinator. As detailed above, in the "Privileged and Confidential Communications" section of this policy, all university employees except physicians, licensed professional counselors, licensed clinical social workers, sexual assault counselors and advocates, must report to the Title IX Coordinator all relevant details about any incidents of sexual misconduct of which they become aware. The university will need to determine what happened – and will need to know the names of the victim(s) and the perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the incident.

To the extent possible, information reported to the Title IX Coordinator or other university employees will be shared only with individuals responsible for handling the university's response to the incident. The university will protect the privacy of individuals involved in a sexual misconduct violence incident except as otherwise required by law or university policy. A report of sexual misconduct may result in the gathering of extremely sensitive information about individuals in the campus community. While such information is considered confidential, university policy regarding access to public records and disclosure of personal information may require disclosure of certain information concerning a report of sexual misconduct. In such cases, efforts will be made to redact the records, as appropriate, in order to protect the victim's identity and privacy and the privacy of other involved individuals. Except as detailed in the section on "Privileged and Confidential Communications" above, no university employee, including the Title IX Coordinator, should disclose the victim's identity to the police without the victim's consent or unless the victim has also reported the incident to the police.

If a victim requests of the Title IX Coordinator or another university employee that his/her identity remain completely confidential, the Title IX Coordinator will explain that the university cannot always honor that request or guarantee complete confidentiality. If a victim wishes to remain confidential or request that no investigation be conducted or disciplinary action taken, the university must weigh that request against the university's obligation to provide a safe, non-discriminatory environment for all students, employees, and third parties, including the victim. Under those circumstances, the Title IX Coordinator will determine whether the victim's request for complete confidentiality and/or no investigation can be honored under the facts and circumstances of the particular case, including whether the university has a legal obligation to report the incident, conduct an investigation or take other appropriate steps. Without information about a victim's identity, the university's ability to meaningfully investigate the incident and pursue disciplinary action against the perpetrator may be severely limited. See Executive Order 1095 (or any successor executive order) for further details around confidential reporting, and other related matters (http://www.calstate.edu/eo/EO-1095-rev-6-23-15.pdf).

Additional Resources

- Sonoma State University's sexual violence prevention and education statement, which includes facts and myths about sexual violence, at www.sonoma.edu/crvd/sexharrass.html;
- U.S. Department of Education, regional office:
  Office for Civil Rights
  50 United Nations
  Plaza San Francisco, CA 94102
  (415) 486-5555
  TDD (877) 521-2172;
- U.S. Department of Education, national office:
  Office for Civil Rights
  (800) 872-5327
- California Coalition Against Sexual Assault
  1215 K. Street, Suite 1850
  Sacramento, CA 95814
  (916) 446-2520
  (www.calcasa.org/)
- Know your rights about Title IX:
- http://www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.html
- Domestic and Family Violence, Office of Justice Programs, United States Department of Justice: https://ovc.ncjrs.gov/topic.aspx?topicid=27
- National Institute of Justice: Intimate Partner Violence, Office of Justice Programs, United States Department of Justice:

http://www.nij.gov/topics/crime/intimate-partner-violence/Pages/welcome.aspx

- National Domestic Violence Hotline: 1-800-799-SAFE (7233):

http://www.thehotline.org/

- Office of Violence against Women, United States Department of Justice:

http://www.justice.gov/ovw

- Centers for Disease Control and Prevention: Intimate Partner Violence: http://www.cdc.gov/ViolencePrevention/intimatepartnerviolence/index.html

- Defending Childhood, United States Department of Justice:

http://www.justice.gov/archives/defendingchildhood

- SSU Police Services
  911 or (707) 664-4444
- SSU Counseling and Psychological Services
  (707) 664-2153
- Verity (24 hour sexual assault crisis line and other victim support services)
  (707) 545-7273
- SSU Student Health Center
  (707) 664-2921

Civil and Criminal Penalties for Violation of Federal Copyright Laws

Anyone who is found to be liable for copyright infringement may be liable for either the owner's actual damages along with any profits of the infringer or statutory damages of up to $30,000 per work infringed. In the case of a willful infringement, a court may award up to $150,000 per work infringed. (See 17 U.S.C. §504.) Courts also have discretion to award costs and attorneys' fees to the prevailing party. (See 17 U.S.C. §505.) Willful copyright infringement can also result in criminal penalties, including imprisonment and fines. (See 17 U.S.C. §506 and 18 U.S.C. §2319.)

UNIVERSITY SUPPORT SERVICES

Alumni Association

Stevenson Hall 1071
(707) 664-2426

SENIOR DIRECTOR OF ANNUAL GIVING AND ALUMNI RELATIONS
Tiffany O'Neil

The Sonoma State University Alumni Association develops and maintains interaction with alumni, students, faculty, staff, and the community. The association provides membership services, programs, and special events for its alumni, and supports the University through direct contributions and the resources of its broad network of alumni. The association awards the Ambrose R. Nichols Scholarship, The Heart of SSU Alumni Scholarship, and the Ronald O. Logsdon Jr. Scholarship. In addition, the association sponsors the annual Distinguished Alumni Awards.

Membership in the Alumni Association is open to any individual who has attended Sonoma State University. New graduates receive 50% off lifetime membership. Membership benefits include: access to group medical, dental, and vision insurance; library borrowing privileges at SSU and all 23 CSU campuses; discounts for auto and home insurance; SSU Alumni Link, an on-line networking community; discounts for SSU athletics and performing arts events; discounts on Lifelong Learning and Excel youth program courses; E-Connection newsletters; special rates at the campus Recreation Center and select Green Music Center events; access and discounted annual fee for Career Services; and much more. Individual and family Life memberships are available. Please visit our website at www.ssualumni.org

Office of Research and Sponsored Programs

Salazar 2058
(707) 664-3175

ASSOCIATE VICE PRESIDENT
Steve Karp

The Office of Research and Sponsored Programs (ORSP) supports faculty, students, and staff engaged in externally and internally funded research, scholarship, and creative activities (RSCA). ORSP provides comprehensive pre- and post-award assistance and compliance oversight covering the entire life cycle of an award, from finding funding and proposal development to accounting, reporting, and close out. The office is responsible for the University's institutional research compliance functions, developing, revising and implementing policies as necessary. ORSP strives to ensure accountability, compliance and good stewardship for sponsored programs and to promote a culture on campus that values RSCA. We welcome your inquiries on how to find and apply for RSCA funding.

Sonoma State Enterprises, Inc.

(707) 664-4068

CHIEF OPERATING OFFICER
Neil Markley

Sonoma State Enterprises, Inc., is a not-for-profit, auxiliary corporation of Sonoma State University, established to provide services that are not eligible for state funding, but are nonetheless crucial to the life of the campus. Sonoma State Enterprises operates retail and dining functions on the campus. Enterprises' net proceeds, after establishment of appropriate reserves, are provided to support the University. The corporation is governed by a policy-making board of directors comprised of faculty, staff, students, administrators, and community members.

Sonoma State University Foundation

CHAIRPERSON OF THE BOARD AND PRESIDENT
Gordon McDougall

CHIEF OPERATING OFFICER AND SECRETARY
Ian Hannah

CHIEF FINANCIAL OFFICER
Amanda Visser

The Sonoma State University Foundation, is a public service, not-for-profit corporation established in 1974 to support the development programs of the University. The foundation's principal mission is to receive and administer endowment gifts and planned giving that enhance and promote Sonoma State University's educational mission. The activities of the foundation are directed by a board of community, student, faculty, and administrative representatives. The foundation is a CSU auxiliary organization, as defined in Title 5 of the *California Code of Regulations*.

University Advancement

Stevenson Hall 1054
(707) 664-2712

VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT
Gordon McDougall

The role of University Advancement is to facilitate and coordinate all private philanthropic support for the University.

Private philanthropy is essential for sustaining quality education for Sonoma State University students — now and in the future. Each generation benefits from the generosity of our alumni, parents, and friends. Donors can give outright or make a planned gift for current or future University priorities. Many donors choose to give unrestricted funds but gifts can also be designated to a specific endowment, campaign, school, department, or program.

THE CALIFORNIA STATE UNIVERSITY

Welcome to the California State University (CSU) – the nation's largest comprehensive higher education system with 23 unique campuses serving approximately 481,000 students with more than 52,000 faculty and staff.

Each year, the university awards more than 125,000 degrees. CSU graduates are serving as leaders in the industries that drive California's economy, including business, agriculture, entertainment, engineering, teaching, hospitality and healthcare. Learn more at www.calstate.edu.

A Tradition of Excellence for More Than Five Decades

Since 1961, the CSU has provided an affordable, accessible and high-quality education to 3.7 million graduates throughout California. While each campus is unique based on its curricular specialties, location and campus culture, every CSU is distinguished for the quality of its educational programs. All campuses are fully accredited, provide a high-quality broad liberal educational program and offer opportunities for students to engage in campus life through the Associated Students, Inc., clubs and service learning. Through leading-edge programs, superior teaching and extensive workforce training opportunities, CSU students graduate with the critical thinking skills, industry knowledge and hands-on experience necessary for employment and career advancement.

Facts

- Today, one of every 20 Americans with a college degree is a CSU graduate.
- 1 in every 10 employees in California is a CSU alumnus.
- The CSU awards 45 percent of the bachelor's degrees earned in California.
- More than half of all the nurses in the state earn their degrees from the CSU.
- The CSU awards 95 percent of the hospitality/tourism degrees in the state.
- Nearly half of all of the state's engineers earn their degrees from the CSU.
- The CSU is the leading provider of teacher preparation programs in the state.
- The CSU offers more than 125 fully online and 100 hybrid degree programs and concentrations.
- The CSU offers more than 4,700 online courses per term, providing more educational options to students who may prefer an online format to a traditional classroom setting.
- The CSU's online concurrent enrollment program gives students the ability to enroll in courses offered by other campuses in the CSU.
- Over a recent four year period, the CSU has issued nearly 50,000 professional development certificates in education, health services, business and technology, leisure and hospitality, manufacturing, international trade and many other industries.
- Nearly half of the CSU's 481,000 students are engaged in some type of community service, totaling 32 million hours of service annually.
- More than 13,000 students participate in STEM (science, technology engineering and mathematics) service-learning courses.
- For every $1 that the state invests in the CSU, the university generates $5.43 for California's economy.

Governance

The CSU is governed by the Board of Trustees, most of whom are appointed by the governor and serve with faculty and student representatives. The CSU chancellor is the chief executive officer, reporting to the board. The campus presidents serve as the campus-level chief executive officers. The trustees, chancellor and presidents develop systemwide educational policy. The presidents, in consultation with the CSU Academic Senate and other campus stakeholder groups, render and implement local policy decisions.

CSU Historical Milestones

The individual California State Colleges were established as a system with a Board of Trustees and a chancellor in 1960 by the Donahoe Higher Education Act. In 1972, the system was designated as the California State University and Colleges, and in 1982 the system became the California State University. Today, the CSU is comprised of 23 campuses, including comprehensive and polytechnic universities and, since July 1995, the California Maritime Academy, a specialized campus.

The oldest campus—San José State University—was founded in 1857 and became the first institution of public higher education in California. The newest—CSU Channel Islands—opened in fall 2002, with freshmen arriving in fall 2003.

In 1963, the CSU's Academic Senate was established to act as the official voice of CSU faculty in systemwide matters. Also, the California State College Student Presidents Association— which was later renamed the California State Students Association—was founded to represent each campus student association on issues affecting students.

Through its many decades of service, the CSU has continued to adapt to address societal changes, student needs and workforce trends. While the CSU's core mission has always focused on providing high-quality, affordable bachelor's and master's degree programs, over time the university has added a wide range of services

and programs to support student success – from adding health centers and special programs for veterans to building student residential facilities to provide a comprehensive educational experience.

To improve degree completion and accommodate students working full- or part-time, the educational paradigm was expanded to give students the ability to complete upper-division and graduate requirements through part-time, late afternoon, and evening study. The university also expanded its programs to include a variety of teaching and school service credential programs, specially designed for working professionals.

The CSU marked another significant educational milestone when it broadened its degree offerings to include doctoral degrees. The CSU independently offers Doctor of Education (Ed.D.), Doctor of Physical Therapy (DPT), Doctor of Audiology (AuD) and Doctor of Nursing Practice (DNP) degree programs. A limited number of other doctoral degrees are offered jointly with the University of California and private institutions in California.

In 2010, in an effort to accommodate community college transfer students, the CSU, in concert with the California Community Colleges (CCC), launched the Associate Degree for Transfer (ADT), which guarantees CCC transfer students with an ADT admission to the CSU with junior status. ADT has since proven to be the most effective path to a CSU for transfer students.

Always adapting to changes in technology and societal trends to support student learning and degree completion, the CSU achieved another milestone in 2013, when it launched Cal State Online, a systemwide collection of services that support the delivery of fully online programs from campuses. Now, full-time students have access to fully online courses offered at other CSU campuses.

By providing an accessible, hands-on education that prepares graduates for career success, the CSU has created a network of alumni that is so extensive and renowned that it spans across the globe. As of 2018-19, more than 3.7 million CSU alumni are making a difference in the lives of the people of California and the world.

The CSU strives to continually develop innovative programs, services and opportunities that will give students the tools they need to meet their full potential. In 2016, the university launched Graduation Initiative 2025, a bold plan to support students, increase the number of California's graduates earning high-quality degrees and eliminate achievement and equity gaps for all students. Through this initiative, the CSU is ensuring that all students have the opportunity to graduate according to their personal goals, positively impacting their lives, families and communities. The CSU is committed to providing a quality higher education that prepare students to become leaders in the changing workforce.

Trustees of the California State University

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The Honorable Eleni Kounalakis
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The Honorable Anthony Rendon
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The Honorable Tony Thurmond
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Appointments are for a term of eight years, except student, alumni, and faculty trustees, whose terms are for two years. Terms expire in the year in parentheses. Names are listed alphabetically.

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Office of the Chancellor

The California State University
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Dr. Timothy P. White	Chancellor
Mr. Steve Relyea	Executive Vice Chancellor and Chief Financial Officer
Dr. Loren J. Blanchard	Executive Vice Chancellor, Academic and Student Affairs
Mr. Garrett P. Ashley	Vice Chancellor, University Relations and Advancement
Mr. Andrew Jones	Executive Vice Chancellor, General Counsel
Ms. Evelyn Nazario	Vice Chancellor, Human Resources
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CSU Campuses

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Bakersfield, CA 93311-1022
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California State University, Channel Islands
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Camarillo, CA 93012
Dr. Erika D. Beck, President
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www.csuci.edu

California State University, Chico
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Chico, CA 95929
Dr. Gale E. Hutchinson, President
(530) 898-4636
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California Maritime Academy
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Vallejo, CA 94590
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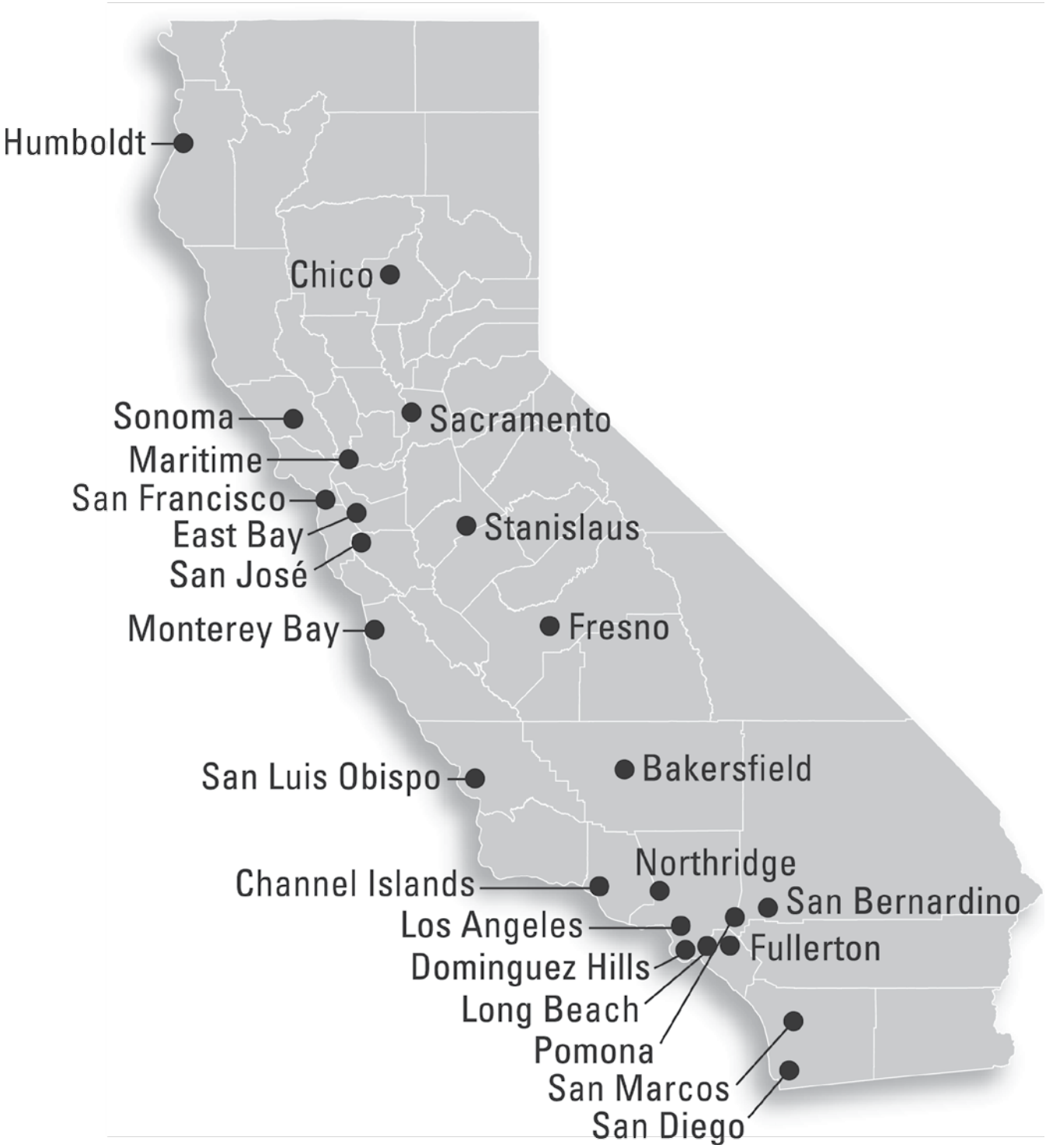
MAP OF CSU CAMPUS LOCATIONS



FACULTY

Dates listed in parentheses indicate year of tenure-track appointment to Sonoma State University.

Emily E. Acosta Lewis (2013)
Associate Professor, Communication Studies
B.A. 2005, California State University, San Diego
M.A. 2008, Ph.D. 2012, University of Wisconsin-Madison

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Professor, History
B.A. 1989, California Polytechnic State University, San Luis Obispo
M.S. 1990, London School of Economics and Political Science
M.A. 1995, Ph.D. 2001, Georgetown University

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B.A. 2001, University of Indonesia
M.A. 2006, Johns Hopkins University
M.A. 2010, Ph.D. 2013, Claremont Graduate University

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Ph.D. 2012, University of Calgary

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Dean, School of Education
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M.A. 1995, San Diego State University
Ph.D. 2002, Stanford University

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M.A. 1989, San Diego State University
Ph.D. 2000, San Diego State University/Claremont Graduate University

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B.S. 1985, State University of New York, Geneseo
M.A. 1989, University of Northern Colorado, Greenley
Ph.D. 2010, University of California, Riverside

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M.A. 2003, Ph.D. 2007, University of California, Irvine

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A.A., Technical Institute, Sorrento, Italy
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B.A. 2006, Vassar College

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Ph.D. 1988, Ohio State University

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SONOMA
STATE UNIVERSITY

Campus Map

Police & Safety Services
707-664-4444 / Police Bldg.
For emergencies, dial 911

ASC Anthropological Studies Center

ETC Environmental Technology Center

Parking Permit Meter

Residence Hall Parking

Bus Stop

Technology High School

Campus Tours

VM Vietnam Veterans' Memorial

HM Holocaust & Genocide Memorial Grove

N 20150804

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