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# SSU Snapshots

## Where is SSU?

Sonoma State University occupies 274 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 is a small campus of 7,500 students that is dedicated to the liberal arts and sciences. Students here enjoy very close interaction with faculty while benefiting from the use of technology in all aspects of their education.

As California's premier public undergraduate institution, SSU has a commitment to graduating students who have the ability to think critically and ethically and can use information technology.

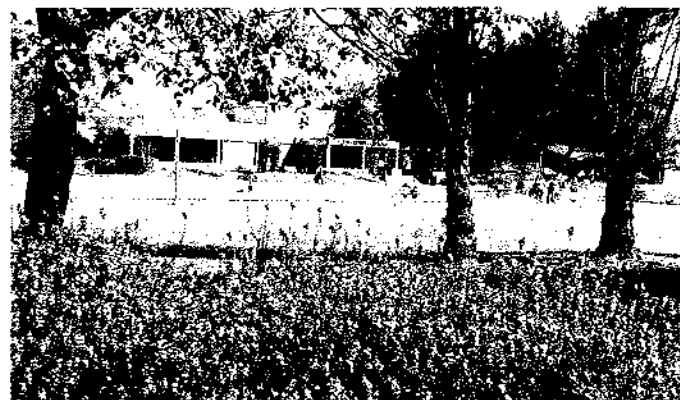
## How do I apply?

Students first complete the CSU application, available at local libraries or from your high school counselors. Write to Admissions and Records for an application. You may also apply via our web page, at [www.sonoma.edu/](http://www.sonoma.edu/).

With CSU Mentor, a program for applying to the University through the Internet, high school students may connect with Sonoma early. As a prospective applicant, you may plug in



*The Residential Community at Sonoma provides comfortable and convenient campus housing for two thousand students.*



*Sonoma State University is one of 23 campuses of the California State University.*

your current high school classes, see what classes you may need and start your account with the University.

Admission at Sonoma is competitive and students are encouraged to apply during the initial filing period during the month of November. Applications will be accepted after the initial filing period on a rolling basis provided seats are available in the student's preferred major.

## Where will I live?

Sonoma guarantees housing for all freshmen who apply for housing. Currently, campus housing accommodates nearly 2,000 students in both apartment and residential suite style facilities. Sauvignon Village, which opened in 2000, is primarily for second year students. Beginning in Fall 2003, additional apartments will become available as part of a new complex, Beaujolais Village.

All suites and apartments are fully furnished, carpeted, and have their own living rooms and bathrooms. In addition, all units are electronically linked to the campus computer network. Thirty per cent of our students are housed on campus. See the section on Housing Services, page 28.

## What are my annual costs?

For California residents, fees for students enrolled in 6 units or less is \$813 per semester. For a class load of 7 units or more, the cost is \$1,113 per semester. Non-resident tuition is an additional \$246 per unit. For a complete list of fees and other charges, see page 23.

With other costs, such as housing, books, meal plans, various course fees and incidentals, a student can expect to pay between \$10,000 and \$11,000 each year. International students should also see page 22.

## What about financial aid and scholarships?

Fifty-one percent of our students receive some type of financial aid, while 31% receive grants or scholarships. We participate in all state and federal financial aid programs. The University's merit, athletic, and talent scholarship programs total more than \$600,000 in awards.

You should apply for financial aid in January. Each year, the priority filing date for the FAFSA (Free Application for Federal Student Aid) is the first Monday in March. 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 in the ensuing fall semester. The scholarship deadline is February 15 of each year.

For complete information on Sonoma State University fees and our financial aid and scholarship programs, see the section that begins on page 23.

## How do I get into my classes?

For new students at Sonoma, your first experience is Summer Orientation. This is an optional program that gives you the opportunity to register for your first classes, make



*A class moves outside on a warm spring day.*

friends with fellow students, and become acquainted with the campus and the area. Faculty and staff advisors are present to assist you in advising before the registration process. Other orientation programs are available for transfer students.

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

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



Advising for continuing students takes place with the department before the end of the previous semester. Students register for classes on the Web. For more details on registration, see Admissions, page 11; for details on advising, see Student Academic Services, page 364. The section on Degree Requirements, page 31, will help you plan your course of study.

## Committed to Technology in Learning

Seven years ago, Sonoma State University became the first university in California to have a computer access requirement for its entering freshmen class. In doing so, we added to our already established reputation for providing our students with a high quality education in a small and personalized environment.

As you progress through your course work, you will experience technology in a variety of settings. Whether it's in your own room in the Residence Halls, in the new Schulz Information Center, or in a classroom wired to the Web, we are a campus that continues to expand our use of technology, keeping pace with today's information-savvy world.



*The Department of Athletics is home to eleven intercollegiate teams which compete in NCAA Division II.*

## 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 may gain practical experience and academic credit in settings that relate to your career.

Through the Community Involvement Program, students may earn credit for their 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 clubs on campus. Whether



*The new Beaujolais Village will include six new student apartment buildings, providing housing for up to 650 students. Three of the buildings are scheduled for occupancy in Fall 2003, the other three for Fall 2004.*

your interests are student government, athletics, recreational sports, Greek organizations, or the arts, you will find many opportunities to develop leadership roles.

Sonoma has an active intercollegiate athletic program, with seven women's sports and four men's sports. See the section on athletics on page 373.

Another way for students to get involved is through the Student Ambassadors. This is a group of students who represent SSU to both the local and the campus community. They work to link current students with the Alumni Association and with other SSU graduates.



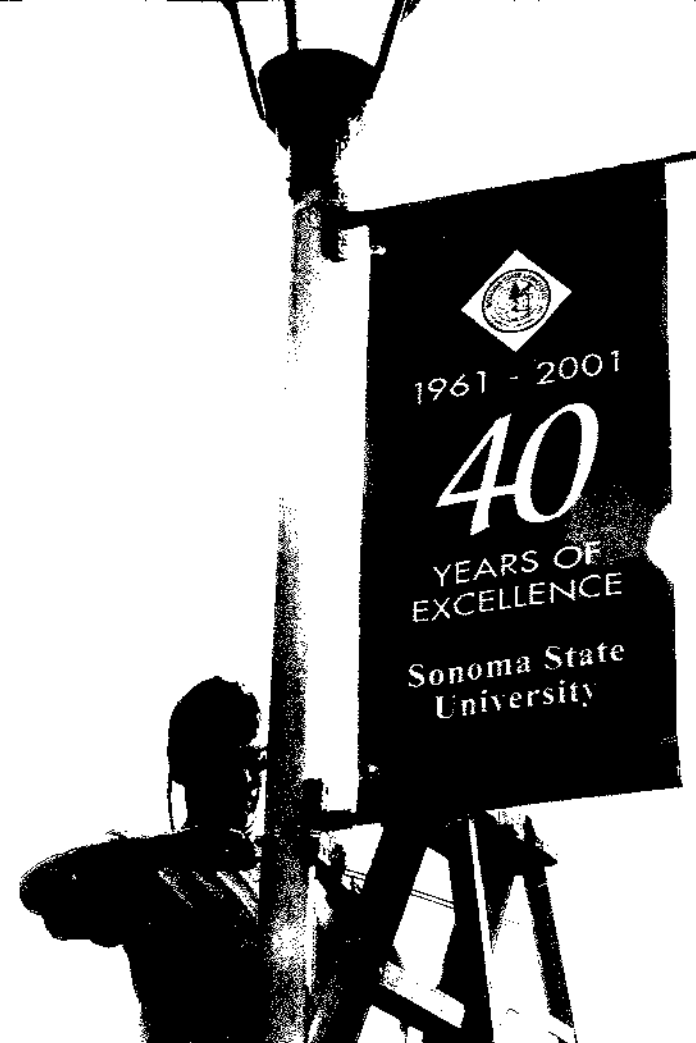
*In August 2000, the campus marked the new millennium with the opening of the Jean and Charles Schulz Information Center. This new library serves as the campus living room, addressing many campus and community needs.*

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

## What about outside the classroom?

With the coast and the mountains within easy reach, there is always plenty to do outside of the classroom. Outdoor Pursuits sponsors recreational activities all year round, including hiking, biking, skiing, river rafting, camping and much more.

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



*In 2001, Sonoma State University celebrated forty years of classes. Part of the anniversary celebration over the past twelve months included the burial of a time capsule, to be opened in the year 2061. Above, an employee hangs a banner, one of many that were displayed in 2001-2002, honoring the 40th anniversary.*

## Already thinking about graduation?

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

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

SSU has an active Alumni Association that, drawing on a database of more than 50,000 names, maintains a continuing connection between the university and its alumni, sponsoring educational projects, programs and activities to continue the relationship students have with their University.

## Helpful Publications

**Application for Admission**  
Office of Admissions and Records  
Stevenson Hall 1088, 707 664-2778

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

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

**Intersession Bulletin (January semester)**  
Extended Education and Summer Session  
Stevenson Hall 1012, 707 664-2394

This brochure lists SSU courses available during a three-week semester in January.

**Practical Guide to Graduate Studies**  
Office of Graduate Studies  
Stevenson Hall 1041, 707 664-2237

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

**Schedule of Classes**  
Sonoma State University Bookstore  
707 664-2329

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

# Our Mission

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

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

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

Excellence in undergraduate education requires students to participate in a well-planned program that provides both a liberal education and opportunities for specific career preparation.

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

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

The quality of the educational experience relies on close human and intellectual rela-

tionships 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 edu-

cation, 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 extensive land-

scaping has been accomplished, creating one of the most attractive, modern and well-equipped campuses in the state. In 1978, University status was granted and the name was changed to Sonoma State University.

The University now enrolls more than 7,000 students and offers 41 bachelor's degrees, 14 master's degrees and 9 teaching, specialist, and service credentials.

# Accreditation

Sonoma State University is fully accredited by the Western Association of Schools and Colleges. In addition, individual program accreditations have been granted by the American Chemical Society, the National Association of Schools of Music, the National League for Nursing, the National Association for Schools of Art and Design, and the Council for Accreditation of

Counseling and Related Educational Programs. Programs in SSU's School of Education are approved by the 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.

# Academic Calendar

## Fall Semester 2002

- Aug. 26 Academic year begins. General faculty conference
- Aug. 27 Orientation and Advising
- Aug. 28 Classes begin
- Aug. 28 Change of program and late registration begin
- Sept. 11 Last day to drop courses
- Sept. 13 Last day to add courses or register late
- Sept. 15 Deadline for degrees to be awarded December 2003
- Sept. 20 Last day to declare Basis of Grading
- Oct. 25 Last day to withdraw from a class
- Nov. 15 University Scholarship Program applications available
- Dec. 6 Last day to submit master's theses or projects to graduate studies office
- Dec. 13 Last day of classes
- Dec. 16 - Dec. 20 Final examinations
- Dec. 23 - Jan. 1 Holiday recess, classes not in session
- Jan. 3 Semester ends

## Holidays

- Sept. 2 Labor Day, campus closed
- Sept. 9 Admission Day, campus open\*
- Oct. 9 Columbus Day, campus open\*
- Nov. 11 Veterans' Day, campus open\*
- Nov. 27 - Nov. 29 Thanksgiving, campus closed Thursday and Friday
- Dec. 25 Christmas, campus closed

## Intersession 2003 (special session)\*\*

- Jan. 1 New Year's Day, campus closed
- Jan. 6 - Jan. 24 Intersession classes in session
- Jan. 20 Martin Luther King Jr.'s Birthday, holiday observed, campus closed

## Spring Semester 2003

- Jan. 27 Spring semester begins. General faculty conference
- Jan. 28 Faculty retreat, Orientation and Advising
- Jan. 29 Classes begin
- Jan. 29 Change of program and late registration begin
- Feb. 15 Deadline for degrees to be awarded in May 2003
- Feb. 15 Last day to submit applications to the scholarship program for next academic year
- March 5 Priority filing date to complete 2003-2004 application process for financial aid consideration
- March 28 Last day to withdraw from a class
- April 7 - April 11 Spring recess, classes not in session
- May 2 Last day to submit master's theses and projects to graduate studies office
- May 15 Deadline for degrees to be awarded August 2003
- May 21 Last day of classes
- May 23, May 27-30 Final examinations
- May 31 Commencement
- June 5 Semester ends

## Holidays

- Feb. 17 Presidents' Day, campus closed
- March 31 Cesar Chavez' Birthday, holiday observed, campus closed
- April 7 - April 11 Spring recess, classes not in session
- May 26 Memorial Day observance, campus closed

# Admissions

## Fall Semester 2003

Aug. 25	Academic year begins. General faculty conference
Aug. 26	Orientation and Advising
Aug. 27	Classes begin
Aug. 27	Change of program and late registration begin
Sept. 15	Deadline for degrees to be awarded in December 2003
Oct. 24	Last day to withdraw from a class
Nov. 15	University Scholarship Program applications available
Dec. 5	Last day to submit master's theses and projects to Graduate Studies Office
Dec. 12	Last day of classes
Dec. 15 - Dec. 19	Final examinations
Dec. 21 - Dec. 31	Holiday recess, classes not in session
Jan. 5	Semester ends

## Holidays

Sept. 1	Labor Day, campus closed
Sept. 9	Admission Day, campus open*
Oct. 8	Columbus Day observance, campus open*
Nov. 11	Veterans' Day, campus open*
Nov. 26 - Nov. 28	Thanksgiving, campus closed Thursday and Friday
Dec. 25	Christmas, campus closed

## Intersession 2004 (special session)\*\*

Jan. 1	New Year's Day observance, campus closed
Jan. 5 - Jan. 23	Intersession classes in session
Jan. 19	Martin Luther King Jr.'s Birthday, holiday observed, campus closed

## Spring Semester 2004

Jan. 21	Spring semester begins, general faculty conference
Jan. 22	Faculty retreat
Jan. 23	Orientation and Advising
Jan. 26	Classes begin
Jan. 26	Change of program and late registration begin
Feb. 15	Last day to submit application materials to university scholarship program for next academic year
Feb. 15	Deadline for degrees to be awarded in May 2004
March 1	Priority filing date to complete 2004-2005 application process for financial aid consideration
March 26	Last day to withdraw from a class
April 5 - April 9	Spring recess, classes not in session
May 15	Deadline for degrees to be awarded in August 2004
May 3	Last day to submit master's theses and projects to graduate studies office
May 14	Last day of classes
May 17 - May 21	Final examinations
May 22	Commencement
May 28	Semester ends

## Holidays

Feb. 16	Presidents' Day, campus closed
March 31	Cesar Chavez' Birthday, holiday observed, campus closed
April 5 - April 9	Spring recess, classes not in session
May 31	Memorial Day observance, campus closed

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

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

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.

## How to Apply for Admission to Sonoma State University

It's easy. Fill out a CSU application and, with a \$55 application fee, send it to:

Office of Admissions and Records  
Sonoma State University  
Rohnert Park, CA 94928-3609

Applications are available at the admissions office of any CSU campus or at any California high school or community college.

Or you can apply on the web at:  
[www.csumentor.edu/](http://www.csumentor.edu/)

Once we receive your application, we'll let you know when to send copies of your transcripts and other required documents.

The \$55 nonrefundable application fee should be in the form of a check or money order payable to the California State University and may not be transferred or used to apply to another term. If you apply on the Web, you may pay by credit card. You may indicate an alternate major in case we are not able to accommodate your first choice. You may also indicate an alternate campus in case we cannot accommodate your application at Sonoma State University.

## Application Filing Periods

The application filing period to Sonoma State University is limited. Applicants are strongly encouraged to file during the priority filing period applicable to each semester (please see above table). Be sure to contact us for an update on application deadlines for each semester.

## Application Acknowledgment

Once you've submitted an application to Sonoma State, you will receive an acknowledgment within two weeks. It will include a request that you submit the records neces-

## Application Filing Periods, 2002-2004

For admission in	Priority filing	File no later than
Fall Semester 2002	November 2001	January 31, 2002
Spring Semester 2003	August 2002	October 31, 2002
Fall Semester 2003	November 2002	January 31, 2003
Spring Semester 2004	August 2003	October 31, 2003

sary for the campus to evaluate your qualifications if you have not already done so. If the evaluation of your qualifications indicates that you meet admission requirements, you may be assured of admission.

## CSU Admission Requirements for Undergraduate Applicants

To be considered for admission, you must file a complete undergraduate application, which can be found in the undergraduate admission booklet or on the web at [www.csumentor.edu/](http://www.csumentor.edu/). Admission to Sonoma is competitive, so we use admission criteria supplemental to the basic CSU admission requirements. Please read Supplementary Admission Criteria on page 12 for the additional admission criteria specific to Sonoma State University.

Sonoma utilizes a combination of the following basic admission requirements as well as the supplementary admission criteria. The basic requirements are that you have a qualified eligibility index, will have completed the comprehensive pattern of college preparatory subjects, and meet supplementary criteria.

If you are a California high school graduate (or are a legal resident of California for tuition purposes), you need a minimum eligibility index of 2900 using the SAT I, or 694 using the ACT. If you neither graduated from a California high school nor are a resident of California for tuition purposes, you need a minimum index of 3502 (SAT I) or 842 (ACT). The complete Eligibility Index Table is on page 20.

## First-Time Freshman Applicants Admissions Requirements

First-time freshman applicants qualify for regular admission if they:

1. Are a high school graduate;
2. Have a qualified eligibility index (see Eligibility Index on page 20); and
3. Have completed, with grades of C or better, the courses in the comprehensive pattern of college preparatory subject requirements (see Subject Requirements, this page). Courses must be completed prior to the first CSU enrollment.

## Honors Courses

Up to eight courses of honors work taken in the last two years of high school can be accepted. An additional point will be given for grades A, B, and C. Each unit of A in an honors course will receive a total of 5 points; B, 4 points; and C, 3 points.

## College Preparatory Subject Requirements

The California State University requires that first-time freshman applicants complete, with grades of C or better, a comprehensive pattern of college preparatory study totaling 15 units:

Effective Fall 2003, these college preparatory requirements are:

- English, four years
- Mathematics, three years: algebra, geometry and intermediate algebra
- U.S. history and social science, two years
- Science, two years with laboratory: biology, chemistry, physics, or other acceptable laboratory science
- Foreign language, two years in the same language (subject to waiver for applicants demonstrating equivalent competence)

- Visual and performing arts, one year: art, dance, drama/theatre or music
- Electives, one year: selected from English, advanced mathematics, social science, history, laboratory science, foreign language, visual and performing arts, and agriculture.

### Subject Requirement Substitution for Students with Disabilities

Applicants with disabilities should complete college preparatory course requirements if at all possible. If you are unable to fulfill a specific course requirement because of your disability, alternative college preparatory courses may be substituted for specific subject requirements. Substitutions may be authorized on an individual basis after review and recommendation by the applicant's academic advisor or guidance counselor in consultation with the director of a CSU disabled student services program. Although the distribution may be slightly different from the course pattern required of other students, students qualifying for substitutions will still be held for 15 units of college preparatory study. Students should be aware that course substitutions may limit later enrollment in certain majors, particularly those involving mathematics. For information and substitution forms, call the disabled-student services director at your nearest CSU campus.

### Foreign Language Subject Requirement

The foreign language subject requirement may be satisfied by applicants who demonstrate competence in a language other than English that is equivalent to or higher than that expected of students who complete two years of foreign language study. Consult with your school counselor or any CSU campus admissions office for information.

### Test Scores

All lower-division undergraduate applicants must submit scores for either the Scholastic Assessment Test I (SAT I) or the American College Test Program (ACT). Sonoma uses test results for advising and placement purposes and as part of the admission criteria.

### Eligibility Index

The eligibility index is the combination of your high school grade point average (GPA) and your score on either the American College Test (ACT) or the Scholastic Assessment Test I (SAT I). Your GPA is based on grades earned during the final three years of high school (excluding physical education and military science) and bonus points for approved honors courses.

You can calculate your eligibility index by multiplying your high school GPA by 800

and adding the total score on the SAT I. Or, if you took the ACT, multiply your high school GPA by 200 and add 10 times the ACT composite score.

### Provisional Admission

Sonoma State will provisionally admit first-time freshman applicants based on their academic preparation through the junior year of high school and planned for the senior year. The campus will monitor the senior year of study to ensure that those so admitted complete their senior year of studies satisfactorily, including the required college preparatory subjects, and graduate from high school.

### SSU Admission Requirements

Admission to Sonoma State is competitive, since we receive more applications than we can accommodate. Under special provisions approved by the California State University, Sonoma utilizes a combination of the undergraduate admission requirements outlined in the CSU Admissions Requirements and Supplementary Admissions Criteria sections, below.

### Supplementary Admission Criteria

Each year, Sonoma State attracts a talented pool of applicants. From this pool we use selective admissions standards to admit an academically talented and diverse entering class. Supplementary admission criteria for first-time freshmen include, but are not limited to, high school grade point averages, test scores (SAT I or ACT), and high school course preparation. For transfer applicants, supplemental admissions requirements may include transfer grade point average, grade point averages in specific courses, and course preparation.

The specific criteria utilized depend on the number of applications received by each class level and major. To maximize your chance of admission, you are strongly urged to view the basic requirements outlined in the CSU Admission Requirements section above as just that: basic requirements. Higher grade point averages, submission of test scores, and completion of additional required course preparation increase your chances for admission.

### High School Students and Early Entrants

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

continued enrollment. For more information, please contact the Office of Admissions and Records at 707 664-2778.

### Returning Students

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

### Former Students Who Were on Probation or Disqualified

Students who were not in good standing at the end of their last enrollment – on probation or disqualified – must also file a petition to be readmitted on probation and must have met any conditions. See page 384 for the official policy.

### Adult Students

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

1. Possesses a high school diploma (or has established equivalence through either the Tests of General Educational Development or the California High School Proficiency Examination).
2. Has not been enrolled in college as a full-time student for more than one term during the past five years, and will have completed fewer than 56 transferable semester units.
3. If there has been any college attendance in the past five years, has earned a C average or better.

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

### Hardship Petitions

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

### Other Undergraduate Applicants

Applicants not admissible under one of the above provisions should enroll in a community college or other appropriate institution. Only under the most unusual circumstances will such applicants be permitted to enroll in the University. Permission is granted only by special action.

### Graduate and Postbaccalaureate Applicants

Graduate education at Sonoma State University provides opportunities for students to develop the ability to conduct independent study and research and enhance their professional competence in their field of interest. In order to accommodate students who are unable to pursue graduate work on a full-time basis, many master's programs at the University are scheduled to allow completion of degree requirements on a part-time basis over several semesters. Students interested in obtaining a second baccalaureate should see page 32 for information.

If you completed your undergraduate degree requirements and were graduated from Sonoma the preceding term, you must complete and submit an application and the \$55 nonrefundable application fee. To be assured of initial consideration by more than one campus, it will be necessary to submit separate applications (including fees) to each. Remember that most graduate programs require that you apply not only to the university but to the department as well. Contact the department for further information.

Graduate applicants must submit the scores of any qualifying examinations required in their prospective programs of study. Applicants should consult the appropriate SSU academic department for further information.

All graduate and postbaccalaureate applicants (e.g., master's degree applicants, those seeking credentials, and those interested in taking graduate level courses for personal or professional growth) must file a complete graduate application as described in the graduate and postbaccalaureate admission booklet. See page 15 for more information for graduate and postbaccalaureate applicants.

### Reapplication for Subsequent Semesters

If you apply and are admitted to the University for a given semester but do not register, you will forfeit your admission. Should you later wish to undertake work at the University, you must file a new application, pay a new application fee, and meet all of the current requirements for admission. Materials supporting an application for admission, such as transcripts and entrance examina-

tion 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.

### Importance of Filing Complete, Accurate, and Authentic Application Documents

The California State University advises prospective students that they must supply complete and accurate information on the application for admission, residence questionnaire and financial aid forms. Further, applicants must submit authentic and official transcripts of all previous academic work attempted. Failure to file complete, accurate, and authentic application documents may result in denial of admission, cancellation of academic credit, suspension, or expulsion (Section 41301, Article 1.1, Title 5 of the California Code of Regulations).

### Use of Social Security Number

Applicants are required to include their Social Security account number in designated places on applications for admission pursuant to the authority contained in Title 5, California Code of Regulations, Section 41201. The Social Security account number is used as a means of identifying records pertaining to the student as well as identifying the student for purposes of financial aid eligibility and disbursement and the repayment of financial aid and other debts payable to the institution. Also, the Internal Revenue Service requires the University to file information returns that include the student's social security number and other information such as the amount paid for qualified tuition, related expenses, and interest on educational loans. That 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.

### Determination of Residence for Nonresident Tuition Fee

New and returning SSU students are classified for the purpose of determining the residence of each student for nonresident tuition purposes. The residence questionnaire and other evidence furnished by students are used in making these determinations. For more details, please see page 23.

### Change in Choice of Campus

To change the choice of CSU campus after your application has been filed, get a Request for Transfer of Admission Application to Alternative Choice Campus form from the Office of Admissions and Records and follow the instructions provided. A change in choice of campus can only be made for the same term for which the applicant originally applied. There is no fee for this service.

### Documents Needed for an Admissions Determination

#### Transcripts

Transcripts reflect and represent your educational experience and as such provide insight into your abilities and aptitudes. For that reason, we need two official and complete transcripts, including in-progress transcripts, to be filed with us for you to be considered for admission. For freshmen and sophomores, transcripts of high school work, ACT or SAT I scores, and any college work completed are required. For juniors, seniors, and postbaccalaureate students, duplicate copies of college work are needed. The University has the right to determine whether a transcript can be accepted as official. All transcripts and records submitted for admission become the property of the University and cannot be returned to the applicant.

#### Tests

Undergraduate applicants who will not have completed 56 semester or 84 quarter units of transferable college work by the semester for which admission is sought are required to submit scores from either the SAT I or ACT before eligibility for admission to the University can be determined. This requirement does not affect undergraduate students who have previously attended Sonoma State and who submitted ACT or SAT I scores at the time of their first admission. Registration forms and test dates for either test may be obtained from school or college counselors or from the campus testing office, or you may write to:

The College Board (SAT I)  
Registration Unit  
Box 592  
Princeton, NJ 08541  
www.collegeboard.com

or  
American College 2 Testing Program (ACT)  
Registration Unit  
P.O. Box 168  
Iowa City, IA 52240  
www.act.org

### Determination and Notification of Admission

After applications for admission have been received in the Office of Admissions and Records, they are processed and matched with required transcripts and test scores. Evaluation of the records is made to determine whether applicants meet the admission requirements. After you have submitted all of the required admission materials, you will receive notification of your acceptance or denial from the Office of Admissions and Records on a rolling basis.

## Transfer Applicants Admission Requirements

You will qualify for admission as a transfer student if you have a grade point average of 2.00 (C) or better in all transferable units attempted, are in good standing at the last college or university attended, and meet any of the following standards:

1. You meet the freshman admissions requirements in effect for the term to which you are applying (please see the section on first-time freshman applicants admissions requirements, above).
2. You were eligible as a freshman at the time of high school graduation and have been in continuous attendance in an accredited college since high school graduation.
3. You were eligible as a freshman at the time of high school graduation except for the subject requirements, have made up the missing subjects, and have been in continuous attendance in an accredited college since high school graduation.
4. You have completed at least 56 transferable semester (84 quarter) units and have completed with grades of C or better 30 units of general education required subjects, including all of areas A and B4 (see Making Up Missing College Preparatory Subjects section). Nonresidents must have a 2.40 grade point average or better.

## Applicants who graduated from high school 1988 or later

You will qualify for admission if:

1. You have completed all subject requirements in effect when you graduated from high school (you can use both high school and college coursework), or
2. You have completed at least 30 semester units of college coursework with a grade of C or better in each course, to be selected from courses in English, arts and humanities, social science, science, and mathematics, at a level at least equivalent to courses that meet general education requirements. The 30 units must include all the general education requirements in communication, in English language and critical thinking (at least nine semester units), and in the requirement in mathematics/quantitative reasoning (usually three semester units) or the Intersegmental General Education Transfer Curriculum (IGETC) requirements in English communication and mathematical concepts and quantitative reasoning.

## Applicants who graduated from high school prior to 1988

You will qualify for admission if:

1. You have completed four years of high

school English and two years of high school math, with grades of C or better, or

2. You have completed a baccalaureate course with a grade of C or better that meets the general educational requirements in written communication and a course with a grade of C or better that meets the general education requirement in mathematics/quantitative reasoning or IGETC requirements in English composition and mathematical concepts and quantitative reasoning. The course meeting the general education math require-

ment must be above the level of intermediate algebra.

Transferable courses are those designated for that purpose by the college or university offering the courses.

## Making Up Missing College Preparatory Subject Requirements

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

## California Articulation Number System

The CAN System is a cross-reference course identification system for many lower-division, transferable major preparation courses commonly taught on college campuses. It is based on course articulation — courses considered comparable, but not necessarily identical, and acceptable "in lieu of" each other. It is simple, functional, and flexible, yet is structured to provide accuracy and consistency. It allows each campus to retain its own course number, prefix and title. When a course has met the criteria and is qualified to use a CAN, it is printed as an addendum to the campus course number and prefix in catalogs and other publications.

CAN Number	SSU Course	
CAN ANTH 2	ANTH 201	Introduction to Human Evolution
CAN ANTH 4	ANTH 203	Introduction to Cultural Anthropology
CAN ART 2	ARTH 210	Introduction to Art History
CAN ART 4	ARTH 211	Introduction to Art History
CAN ART SEQ A	ARTH 210 & 211	Introduction to Art History
CAN ART 8	ARTS 202	Beginning Drawing
CAN ART 10	ARTS 220	Beginning Painting
CAN ART 12	ARTS 236	Beginning Sculpture
CAN ART 14	ARTS 101	Art Fundamentals
CAN ART 16	ARTS 102	Art Fundamentals
CAN BUS 2	BUS 230A	Principles of Accounting
CAN BUS SEQ A	BUS 230 A & B	Principles of Accounting
CAN BUS 12	BUS 225	Legal Environment of Business
CAN CHEM 2	CHEM 115A	General Chemistry
CAN CHEM 4	CHEM 115B	General Chemistry
CAN CHEM 12	CHEM 255	Quantitative Analysis
CAN ECON 2	ECON 201A	Introduction to Macroeconomics
CAN ECON 4	ECON 201B	Introduction to Microeconomics
CAN ENGL 2	ENGL 101	Expository Writing and Analytical Reading
CAN ENGL 6	ENGL 207	Creative Writing
CAN ENGL 16	ENGL 238	Survey: Later American Literature
CAN GEOG 2	GEOG 204	Physical Geography
CAN GEOG 4	GEOG 203	Cultural Geography
CAN GOVT 2	POLS 200	The American Political System
CAN HIST 8	HIST 251	History of the United States to 1877
CAN HIST 10	HIST 252	History of the United States since 1865
CAN JOUR 4	COMS 200	Principles of Mass Communication
CAN MATH 12	MATH 131	Introduction to Finite Mathematics
CAN MATH 16	MATH 107	Pre-Calculus Mathematics
CAN MATH 18	MATH 161	Calculus I
CAN MATH 20	MATH 211	Calculus II
CAN MATH 22	MATH 261	Calculus IV
CAN MATH 26	MATH 222	Elementary Applied Linear Algebra
CAN PHIL 2	PHIL 120	Introduction to Philosophy
CAN PHIL 6	PHIL 102	Introduction to Logic
CAN PHYS SEQ A	PHYS 209 A&B	General Physics and Laboratory
CAN PHYS SEQ A	PHYS 210 A&B	General Physics and Laboratory
CAN PSY 2	PSY 250	Introduction to Psychology
CAN SOC 2	SOCI 201	Introduction to Sociology
CAN STAT 2	MATH 165	Elementary Statistics or
	BUS 211	Business Statistics

ways. One college course of at least 3 semester or 4 quarter units will be considered equivalent to one year of high school study.

1. Complete appropriate courses with a C or better in adult school or high school summer sessions.
2. Complete appropriate college courses with a C or better.
3. Earn acceptable scores on specified examinations.

Please consult with any CSU admissions office for more information about alternate ways to satisfy the subject requirements.

## CSU Admission Requirements for Graduate and Postbaccalaureate Applicants

### General Requirements

The minimum requirements for admission to graduate and postbaccalaureate studies at a CSU campus are in accordance with university regulations as well as the California Code of Regulations. Specifically, you must:

1. have completed a four-year college course of study and hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association, or shall have completed equivalent academic preparation as determined by appropriate campus authorities;
2. be in good academic standing at the last college or university attended;
3. have attained a grade point average of at least 2.50 (A = 4.00) in the last 60 semester (90 quarter) units attempted; and
4. satisfactorily meet the professional, personal, scholastic and other standards for graduate study, including qualifying examinations, as appropriate campus authorities may prescribe. In unusual circumstances, exceptions may be made to these criteria.

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

**1. Postbaccalaureate Unclassified.** The University accepts only unclassified graduates who have been approved to complete the prerequisites for future degree programs. To enroll in courses for a certificate program, apply to Sonoma as a postbaccalaureate unclassified student. Admission in this status does not constitute admission to, or assurance of consideration for admission to, any graduate degree or credential program.

**2. Postbaccalaureate Classified.** If you wish to enroll in a credential or certificate program, you will be required to satisfy

additional professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the department or program.

**3. Graduate Conditionally Classified.** You may be admitted to a graduate degree program in this category if, in the opinion of the appropriate campus authority, you can remedy deficiencies by additional preparation.

**4. Graduate Classified.** To pursue a graduate degree, you will be required to fulfill all of the professional, personal, scholastic, and other standards, including qualifying examinations, prescribed by the department or program.

## Systemwide Tests Required of Most New Students

The CSU requires new students to be tested in English and mathematics as soon as possible after they are admitted and before enrollment. These are not admission tests, but a way to determine whether you are prepared for college work and, if not, to counsel you on how to strengthen your preparation. You might be exempted from one or both of the tests if you have scored well on other specified tests or completed appropriate courses.

### English Placement Test (EPT)

The CSU English Placement Test (EPT) must be completed by all new non-exempt undergraduates prior to placement in appropriate university English coursework. Exemptions from the test are given only to those who present proof of one of the following:

- A score of 550 or above on the Verbal section of the College Board SAT I\* Reasoning Test taken on or after April 1, 1995.
- A score of 470 or above on the Verbal section of the College Board SAT I\* Reasoning Test taken between March 1994 and March 1995. A score of 470 or above on the Verbal section of the College Board Scholastic Aptitude Test (SAT) taken prior to March 1994.
- A score of 24 or above on the enhanced ACT English Test taken October 1989 or later.
- A score of 22 or above on the American College Testing (ACT) English Usage Test taken prior to October 1989.
- A score of 680 or above on the re-centered and adjusted College Board SAT II: Writing Test taken May 1998 or after.\*

- A score of 660 or above on the College Board SAT II\* in English Composition with essay taken prior to January 1994.
- A score of 3, 4, or 5 on either the Language and Composition or the Composition and Literature examination of the College Board Scholastic Advanced Placement program.
- A score on the CSU English Equivalency Examination that qualifies the student for "Pass for Credit" or "Exemption."
- Completion and transfer of a course that satisfies the General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) written communication requirement, provided such course was completed with a grade of C or better.

\* NOTE: The College Board SAT and Achievement Tests were replaced by SAT I and SAT II, respectively, beginning March 1994. Since April 1, 1995, the SAT I and SAT II exams have been scored on a new scale.

## Entry-Level Mathematics (ELM) Exam

The ELM examination tests for entry level mathematics skills acquired through three years of rigorous college preparatory mathematics coursework (normally Algebra I, Algebra II, and Geometry). All undergraduate students must take the test or be exempted from it prior to placement in appropriate university mathematics coursework. Specific policies regarding retesting and placement will be determined by the campus. Exemptions from the test are given only to those students who can present proof of one of the following:

- A score of 550 or above on the mathematics section of the College Board SAT I Reasoning Test or on the College Board SAT II Mathematics Tests Level I, IC (Calculator), II, or IIC (Calculator).
- A score of 23 or above on the American College Testing Mathematics Test.
- A score of 3 or above on the College Board Advanced Placement mathematics examination (AB or BC).
- A score of 3 or above on the College Board Advanced Placement Statistics examination.
- Completion and transfer of a course that satisfies the General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) quantitative

tive reasoning requirement, provided such course was completed with a grade of C or better.

These tests should be taken at the next opportunity after admission or as soon as possible thereafter.

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

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

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

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

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

## **Evaluation of Transfer Credit**

### **Community College Credit**

A maximum of 70 semester (105 quarter) units of community college credit can be credited toward the units required for a baccalaureate. However, excess units of transferable work will be computed in the grade point average and credited toward satisfaction of specific requirements such as general education-breadth requirements. Please see page 32 for list of general education requirements.

### **Credit Earned at Accredited Colleges**

Credit toward fulfillment of graduation requirements will be allowed only insofar as courses satisfactorily completed meet the

standards and requirements of Sonoma State University.

### **Credit for Extension and Correspondence Courses**

A maximum of 24 units of credit earned in correspondence and extension courses may be allowed for the bachelor's degree. Nine units may be applied toward the master's degree. Such course credit does not apply toward the residence requirements at Sonoma State University.

### **Credit for Military Service**

Students who have an honorable discharge and have completed one year or more of active military service will be granted 6 units of lower-division elective credit. To be eligible for such credit, the student must submit a copy of their DD 214 Form. Credit for service schools will be allowed only insofar as such training is recommended by the American Council on Education Guide and the courses are comparable to courses offered on most CSU campuses. Sonoma State University does not give credit for military occupation specialists (MOS).

### **Credit for Instruction in Noncollegiate Settings**

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

### **Credit by the Advanced Placement Program**

Sonoma State University grants credit toward its undergraduate degrees for successful completion of examinations of the Advanced Placement Program of the College Board. Students who present scores of 3 or better will be granted up to 6 semester units of university credit.

### **Credit by the English Equivalency Examination**

In addition to units gained through the College Level Examination Program, students may earn credit toward the baccalaureate by passing the CSU English Equivalency Examination (EEE). Students passing the EEE earn up to 6 units of course credit toward basic composition and ENGL 214.

Inquire at the University testing office for registration fees and deadlines. During the spring semester, registration materials are available in California high schools.

### **Credit by Challenge Examinations**

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

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

Forms for Application for Unit Credit by Challenge Examination are available in department offices.

### **Credit by the College Level Examination Program (CLEP)**

The University allows students to earn credit toward the baccalaureate through the College Level Examination Program. Students may earn up to 6 units per examination passed and up to a maximum of 30 units. Passing scores for the CLEP exams are established by the participating academic departments and the California university and college system. Students may not be credited for CLEP results that duplicate course work previously noted on their transcript, nor will they receive credit for CLEP examinations repeated within a 12-month period. CLEP credit may be applied toward major requirements at the discretion of the department. CLEP tests are administered on a regularly scheduled basis. Interested stu-

dents are advised to consult with the Office of Testing Services. Please see the table on the following page for course equivalencies.

Some CLEP examinations satisfy GE requirements. To find which courses are waived, consult the department that offers the examination.

Students may earn up to 6 units per examination passed and up to a maximum of 30 units total.

### **Credit for Faculty-Evaluated Prior Learning (FEPL)**

**FEPL Office**  
332 Nichols Hall, 707 664-2882

**FEPL Coordinator**  
J. J. Wilson

Sonoma State University grants credit for learning, knowledge or skills-based experience that has been documented and evaluated according to campus policy.

Sonoma State University subscribes to the principles recognized by the California State University and by the Western Association of Schools and Colleges, as follows:

- Undergraduate learning takes place in a variety of ways and settings and covers a broad spectrum of ages and experience.

- College-level learning, judged by recognized academic criteria, but based on experiences other than those that occur in an academic setting, may be educationally creditable. Appropriate past learning from specific experiences can be used to undergird or supplement present and future learning beyond the secondary school, provided that such learning is relevant to the goals of the student's education and compatible with the purposes and stated objectives of the institution and its specific programs and curricula. (Western Association of Schools and Colleges, Handbook of Accreditation, March 1982, p. 114.)

In the spirit of these principles, Sonoma State University offers its Faculty-Evaluated Prior Learning (FEPL) Program in order to serve highly motivated students with substantial prior learning experience. For the student who decides to apply for FEPL, the Reentry Orientation Seminar (UNIV 310) and subsequent stages of the actual assessment will be in themselves educational. The portfolio product will, in addition, be useful in future educational and career planning.

In defining creditable prior learning, it is perhaps easier to begin with what it is not. It is not giving credit for "living." Everyone has lived and has had experience, but not everyone's life and experience produce learning equivalent to portions of a pre-

scribed college curriculum. The credit is not awarded for raw experience, but rather for significant learning experiences that result in a blend of practical and theoretical understanding applicable to other situations. The learning must be demonstrable and demonstrated, according to the policies and procedures outlined below (and in more detail in the handbooks available from the FEPL coordinator).

### **FEPL Policies and Procedures**

To apply for FEPL, the student must:

1. have applied and been admitted to an undergraduate degree program in Sonoma State University (FEPL credit is not available at the graduate level);
2. be enrolled in coursework in the semester in which the actual evaluation of prior learning takes place;
3. be applying for college-level credit in areas where Sonoma State University has degree programs and faculty expertise;
4. be applying for credit applicable to an approved degree program; and
5. follow the procedures outlined below.

### **Orientation and Advising**

This step is accomplished by enrolling in UNIV 310 Reentry Orientation Seminar. In this seminar, a FEPL advisor will help the student assess the appropriateness of the prior learning experience as a basis for attempting to earn credit through the College Level Examination Program (CLEP), challenge exams, or Faculty Evaluation of Prior Learning. As a part of the seminar, the student will develop a portfolio that is used as a source of information in the evaluation program (see page 350 for a description of UNIV 310).

### **Payment of User Fee**

If the student, the seminar instructor, and the FEPL coordinator agree that the portfolio warrants formal application for award of credit, the next step is payment of a one-time nonrefundable fee, based partly upon the complexity of the portfolio (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 FEPL coordinator forwards the completed portfolio to appropriate faculty evaluators who consider whether the learning demonstrated in the portfolio meets the criteria for college-level learning in their disciplines, whether it is upper- or lower-division level, and whether it is appropriate for credit in general education, electives, or the major. Recommendations for award of credit for GE are reviewed according to standard

university procedures. The evaluators also recommend the exact titling of the credit to be awarded and the number of units to be awarded in each category. The evaluators' recommendations and the portfolio are then returned to the FEPL coordinator. The timeline for this process is one semester.

### **Posting of FEPL Credit**

The final recommendations, including units to be awarded and specific descriptive titles, are forwarded by the FEPL coordinator to Admissions and Records for transcription. Units earned through FEPL are graded Cr/NC and are clearly identified on the transcript as based on Faculty Evaluation of Prior Learning.

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

### **Limitation on Units Possible Through FEPL**

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

### **Determination of Residence for Nonresident Tuition Purposes**

The campus admissions office determines the residence status of all new and returning students for nonresident tuition purposes. Responses to the Application for Admission and, if necessary, other evidence furnished by the student are used in making this determination. A student who fails to submit adequate information to establish a right to classification as a California resident will be classified as a nonresident.

The time students attend Sonoma under the National Student Exchange program does not count toward meeting the requirements of resident status for tuition purposes or toward meeting graduation requirements.

The following statement of the rules regarding residency determination for nonresident tuition purposes is not a complete discussion of the law, but a summary of the principal rules and their exceptions. The law governing residence determination for tuition purposes by The CSU is found in Education Code Sections 68000-68090, 68121, 68123, 68124, and 89705-89707.5, and in Title 5 of the California Code of Regulations, Sections 41900-41912.



## CLEP Examinations Approved at Sonoma State University

The CLEP (College Level Examination Program) examinations identified below have been approved by the appropriate departments and divisions. Some CLEP examinations satisfy GE requirements. To find which courses are waived, consult the department that offers the examination.

Examination	Amount of Credit Approved	Course Equivalent
Algebra and Trigonometry	4 units toward algebra and trigonometry	MATH 107
American Government	3 units in American political systems. Satisfies state code requirements in U.S. Constitution. Students must take the department examination to fulfill requirements in state and local government (1 unit)	POLS 200
American Literature	6 units toward survey of American literature	ENGL 237, 238
Analysis and Interpretation of Literature	3 units toward world literature	ENGL 214
English Composition (with essay)	3 units toward basic composition	ENGL 101
English Literature	6 units of course credit in survey of English literature	ENGL 239, 240
Calculus with Elementary Functions	4 units of general education in calculus	MATH 161
General Chemistry	Up to 3 units of course credit in general chemistry	CHEM 115A and/or B
General Mathematics	No units. Course credit in Intermediate Algebra	MATH 045
Human Growth and Development	3 units of course credit in human growth and development similar to child psychology or child development	PSY 302
Introductory Accounting	4 units of course credit in principles of accounting	BUS 230A
Introductory Macroeconomics	4 units of course credit in introduction to macroeconomics	ECON 201A
Introductory Microeconomics	4 units of course credit in introduction to microeconomics	ECON 201B
Introductory Psychology	4 units of course credit in general psychology	PSY 250
Introductory Sociology	4 units of course credit in introduction to sociology	SOCI 201
Natural Sciences	3 units of general education requirements in biological sciences and 3 units of general physical sciences. Students passing the CLEP are still required to take a lab course in natural science	BIOL 115 Physical Science 100
Social Sciences	4 units of general education requirements in social structure	Social Science 100

Students may earn up to 6 units per examination passed and up to a maximum of 30 units total.

Legal residence may be established by an adult who is physically present in the state and who, at the same time, intends to make California his or her permanent home. Steps must be taken at least one year before the residence determination date to show an intent to make California the permanent home with concurrent relinquishment of the prior legal residence. The steps necessary to show residency intent will vary from case to case. Included among the steps may be registering to vote and voting in California elections; filing resident California state income tax forms on total income; ownership of residential property or continuous occupancy or renting of an apartment on a lease basis where one's permanent belongings are kept; maintaining active resident memberships in California professional or social organizations; maintaining California vehicle plates and operator's license; maintaining active savings and checking accounts in California banks; maintaining permanent military address and home of record in California if one is in the military service.

The student who is within the state for educational purposes only does not gain the status of resident regardless of the length of the student's stay in California.

In general, the unmarried minor (a person under 18 years of age) derives legal residence from the parent with whom the minor maintains or last maintained his or her place of abode. The residence of a minor cannot be changed by the minor or the appointment of a guardian for the minor, so long as the minor's parents are living.

A married person may establish residence independent of his or her spouse.

A noncitizen may establish his or her residence, unless precluded by the Immigration and Nationality Act from establishing domicile in the United States. An unmarried minor alien derives his or her residence from the parent with whom the minor maintains or last maintained his or her place of abode.

Nonresident students seeking reclassification are required by law to complete a supplemental questionnaire concerning financial independence.

The general rule is that a student must have been a California resident for at least one year immediately preceding the residence determination date in order to qualify as a "resident student" for tuition purposes. A residence determination date is set for each academic term and is the date from which residence is determined for that term. The residence determination dates are:

Fall: September 20  
Spring: January 25

Questions about residence determination dates should be directed to the campus admissions office, which can give you the residence determination date for the term for which you are registering.

There are exceptions from nonresident tuition, including:

1. Persons below age 19 whose parents were residents of California but who left the state while the student, who remained, was still a minor. When the minor reaches age 18, the exception continues for one year to enable the student to qualify as a resident student.

2. Minors who have been present in California with the intent of acquiring residence for more than a year before the residence determination date, and are entirely self-supporting for that period of time.

3. Persons below age 19 who have lived with and been under the continuous direct care and control of an adult or adults, not a parent, for the two years immediately preceding the residence determination date. Such adult must have been a California resident for the most recent year.

4. Dependent children and spouses of persons in active military service stationed in California on the residence determination date. The exception, once attained, is not affected by retirement or transfer of the military person outside the state.

5. Military personnel in active service stationed in California on the residence determination date for purposes other than education at state-supported institutions of higher education. This exception continues until the military personnel has resided in the state the minimum time necessary to become a resident.

6. Effective January 1, 1996, military personnel in active service in California for more than one year immediately prior to being discharged from the military. Eligibility for this exception runs from the date the student is discharged from the military until the student has resided in state the minimum time necessary to become a resident.

7. Dependent children of a parent who has been a California resident for the most recent year. This exception continues until the student has resided in the state the minimum time necessary to become a resident, so long as continuous residence is maintained at an institution.

8. Graduates of any school located in California that is operated by the U.S. Bureau of Indian Affairs, including, but not limited to, the Sherman Indian High School. The exception continues so long as continuous attendance is maintained by the student at an institution.

9. Certain credentialed, full-time employees of California school districts.

10. Full-time state university employees and their children and spouses; state employees assigned to work outside the state and their children and spouses. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for one year.

11. Certain exchange students.

12. Children of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of law enforcement or fire suppression duties.

13. Effective January 1, 2002, nonresident students who have attended a California high school full time for three or more years and who have graduated from a California high school or have attained the equivalent thereof (e.g., a High School Equivalency Certificate issued by the California Department of Education). Undocumented aliens must also file an Affidavit with the college indicating the student has applied for legal immigration status or will do so as soon as the student is eligible to do so. Student Affidavits for Exemption from Nonresident Tuition are available in the Office of Admissions and Records, in Stevenson Hall, Room 1088. Students who are non-immigrant aliens are not eligible for this exemption.

Any student, following a final campus decision on his or her residence classification only, may make written appeal to:

**The California State University  
Office of General Counsel  
401 Golden Shore, Fourth Floor  
Long Beach, CA 90802-4210**

The appeal must be made within 120 calendar days of notification of the final decision by the campus that made the original classification. The Office of General Counsel may make a decision on the issue, or it may send the matter back to the campus for further review. Students classified incorrectly as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. If incorrect classification results from false or concealed facts, the student is subject to discipline pursuant to Section 41301 of Title 5 of the California Code of Regulations. Resident students who become nonresidents, and nonresident students qualifying for exceptions whose basis for so qualifying changes, must immediately notify the admissions office. Applications for a change in classification with respect to a previous term are not accepted.

## Eligibility Index Table for California High School Graduates or Residents of California

GPA	ACT score	SATI score	GPA	ACT score	SATI score	GPA	ACT score	SATI score
3.00 and above qualifies with any score			2.65	17	780	2.30	24	1060
2.99	10	510	2.64	17	790	2.29	24	1070
2.98	10	520	2.63	17	800	2.28	24	1080
2.97	10	530	2.62	17	810	2.27	24	1090
2.96	11	540	2.61	18	820	2.26	25	1100
2.95	11	540	2.60	18	820	2.25	25	1100
2.94	11	550	2.59	18	830	2.24	25	1110
2.93	11	560	2.58	18	840	2.23	25	1120
2.92	11	570	2.57	18	850	2.22	25	1130
2.91	12	580	2.56	19	860	2.21	26	1140
2.90	12	580	2.55	19	860	2.20	26	1140
2.89	12	490	2.54	19	870	2.19	26	1150
2.88	12	600	2.53	19	880	2.18	26	1160
2.87	12	610	2.52	19	890	2.17	26	1170
2.86	13	620	2.51	20	900	2.16	27	1180
2.85	13	620	2.50	20	900	2.15	27	1180
2.84	13	630	2.49	20	910	2.14	27	1190
2.83	13	640	2.48	20	920	2.13	27	1200
2.82	13	650	2.47	20	930	2.12	27	1210
2.81	14	660	2.46	21	940	2.11	28	1220
2.80	14	660	2.45	21	940	2.10	28	1220
2.79	14	670	2.44	21	950	2.09	28	1230
2.78	14	680	2.43	21	960	2.08	28	1240
2.77	14	690	2.42	21	970	2.07	28	1250
2.76	15	700	2.41	22	980	2.06	29	1260
2.75	15	700	2.40	22	980	2.05	29	1260
2.74	15	710	2.39	22	990	2.04	29	1270
2.73	15	720	2.38	22	1000	2.03	29	1280
2.72	15	730	2.37	22	1010	2.02	29	1290
2.71	16	740	2.36	23	1020	2.01	30	1300
2.70	16	740	2.35	23	1020	2.00	30	1300
2.69	16	750	2.34	23	1030			
2.68	16	760	2.33	23	1040			
2.67	16	770	2.32	23	1050			
2.66	17	780	2.31	24	1060			

Scores from ACT tests prior to October 1989 should be adjusted for use with this index table by adding 2 to the pre-October 1989 composite score.

The student is cautioned that this summation of rules regarding residency determination is by no means a complete explanation of their meaning. The student should also note that changes may have been made in the rate of nonresident tuition, in the statutes, and in the regulations between the time this catalog is published and the relevant residence determination date.

Graduates of foreign secondary schools must be judged to have academic preparation and abilities equivalent to applicants eligible under this section.

Below 2.00  
does not qualify  
for regular  
admission

### Information for International Students

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

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

#### International Student Admissions

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.

#### Application Materials and Deadlines for International Students

Sonoma State University International Student Application forms and University information are available through the following means:

- Contact SSU by e-mail at [international@sonoma.edu](mailto:international@sonoma.edu);
- Call the SSU Office of International Services at (707) 664-2582, Monday through Friday from 8 a.m. to 4 p.m.; or

• Write to:  
Sonoma State University  
Office of International Services  
(Village 200)  
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:

Fall Semester Entry –  
November 1 through June 30

Spring Semester Entry –  
July 1 through October 30

Applications must be submitted by the end date of each filing period to be considered for admission. The SSU International Student Application Packet has detailed information on academic and other documentation required for admission and travel document issuance.

#### Academic Qualification

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

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

#### English Language Proficiency

Sonoma State University employs the Test of English as a Foreign Language (TOEFL) as its primary tool in determining the English language skills of international students whose principal language of instruction in high school was not English. SSU offers a range of programs and services to accommodate students at various levels of proficiency as determined by the TOEFL:

International students who achieve a score of 173 or higher on the computerized TOEFL (500 on the paper form) are admitted to regular academic studies. Special instruction in university language skills is provided for those students who meet these requirements, but who need additional help to make the transition into an English-only learning environment;

International students who achieve a computerized TOEFL score of 163 to 172 (or 487 to 499 on the paper form) may be admitted to

the SSU Language and Culture Bridge program. This program permits students to co-enroll in approved regular university instruction and in required intensive English language development instruction offered through the Sonoma State University American Language Institute (SSALI);

International students who score below 163 (or 487) on the TOEFL, and who are otherwise qualified for admission, are invited to enroll as full-time students in the Sonoma State University American Language Institute for an appropriate period of intensive English study. During their enrollment in SSALI, these students will bring their English language skills up to University standards prior to beginning their full-time regular university coursework or as a student in the Language and Culture Bridge program described above;

International students who possess the bachelor's degree, or its equivalent, and who are applying for admission to a postgraduate program at SSU must achieve a TOEFL score of at least 213 on the computerized version (or 550 on the paper version) of the examination. Postgraduate students are not eligible for the Language and Culture Bridge Program, though they may participate in supplementary English language instruction offered by SSU or may enroll on a part-time basis at SSALI to build university-relevant skills.

#### Guaranteed Housing and the SSU International House

International students who file complete applications (including transcripts and financial affidavits) prior to the end dates of the respective application periods are guaranteed a place in on-campus housing. International students arriving in the United States for the first time are especially encouraged to apply for admission to the SSU International House, an international living and study component of SSU's residential life community. The SSU International House combines American and international students in a unique setting designed to encourage close interpersonal relationships and full inclusion in student life at SSU.

#### International Services and Activities at SSU

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

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

**International Student Fees and Expenses** (Academic Year):

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

Registration Fees	\$2,032.00
Non-Resident Tuition	7,380.00
(\$246/unit X 30 units)	
SSU Health Insurance	498.00
Books and Supplies	846.00
Food and Housing	7,500.00
Personal Expenses	1,654.00
Transportation	750.00
<b>Total Estimated Costs:</b>	<b>\$20,660.00</b>

# Fees, Expenses and Financial Assistance

**Customer Services Center**

Salazar Hall  
707 664-2308

**Financial Aid Office**

Salazar Hall  
707 664-2389

**Scholarship Office**

Salazar Hall  
707 664-2261

## Schedule of Fees

Fees are subject to change without notice. Legal residents of California are not charged tuition, but are charged the mandatory registration fees listed below.

**All Students**

**Application Fee** ..... \$55  
Nonrefundable, for admission or readmission, payable at time application is made.

**Undergraduate Students**

Fee	Up to 6 units	7 or more units
Student Union fee	\$ 70	\$ 70
Recreation Center fee	80	80
Associated Students fee	58	58
Instructionally Related Activities fee	111	111
Facilities fee	3	3
Student Health fee	66	66
Consolidated Service fee <sup>1</sup>	11	11
State University fee	414	714
<b>Total fees per semester</b>	<b>813</b>	<b>1,113</b>
<b>Total fees per academic year</b>	<b>\$1,626</b>	<b>\$2,226</b>

**Graduate Students**

Fee	Up to 6 units	7 or more units
Student Union fee	\$ 70	\$ 70
Recreation Center fee	80	80
Associated Students fee	58	58
Instructionally Related Activities fee	111	111
Facilities fee	3	3
Student Health fee	66	66
Consolidated Service fee <sup>1</sup>	11	11
State University fee	438	753
<b>Total fees per semester</b>	<b>837</b>	<b>1,152</b>
<b>Total fees per academic year</b>	<b>\$1,674</b>	<b>\$2,304</b>

**Nonresident Students (U.S. and Foreign)**

**Nonresident Tuition**, in addition to fees charged all students, per unit: ..... \$246  
There is a 15% charge for installment payment of nonresident tuition; nonresident tuition is in addition to the fees listed above.

**Summer Session and other special sessions**

Base fee per unit ..... \$125

**Extension Program**

Base fee per unit ..... \$110

<sup>1</sup> Fee includes graduation, diploma, transcript and student I.D. fees.

• The total fee paid per term will be determined by the number of units taken, including those in excess of 15.

• Any student issuing a dishonored check for registration fees will be subject to disenrollment.

• If a student's registered number of units is increased during the term to a higher fee or tuition category, the student must pay the applicable amount.

**Credit Cards**

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

**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.

**Refund of Fees**

Details concerning fees that may be refunded, the circumstances under which fees may be refunded, and the appropriate procedure to follow in seeking refunds may be obtained by consulting Sections 41802 and 42201 of Title 5, California Code of Regulations. In all cases, it is important to act quickly in applying for a refund.

### Other Fees or Charges

Late Registration .....	\$ 25.00
Failure to meet administratively required appointment or time limit ..	20.00
Replacement of items lost or broken .....	Cost
Check returned for any cause .....	20.00
Individual courses may have specific fees to cover materials and field trips.	

### Parking Fees

Parking fees are payable by all students using campus parking facilities.

No provision is made for part-time reserve parking.

Automobiles, reserved, per semester .....	\$262.00
Automobiles, non-reserved, per semester .....	94.00
Motorcycles, motorbikes, mopeds, motorized bicycles .....	22.00
Daily, non-reserved permit .....	2.50

### Library Fees

#### General Circulation Overdue Fees

Four-week book loan, per day overdue .....	\$ 0.25
Maximum fine per item .....	10.00

#### Reserve Book Room Overdue Fees

Two-hour loan, per hour overdue .....	\$ 1.00
One-day loan, per day overdue .....	5.00
Three-day loan, per day overdue .....	5.00
Seven-day loan, per day overdue .....	5.00
Maximum fine per item .....	20.00

#### Multimedia Overdue Fees

Audiocassettes, per day overdue .....	\$ 0.50
Compact discs, CD-ROMs, records, per day overdue .....	1.00
Circulating videos and laserdiscs, per day overdue .....	1.00

#### Media Reserve Shelf Items Overdue Fees

Overnight, per hour overdue .....	\$ 0.25
Two-day, per day overdue .....	1.00
Digital camera, per day overdue .....	10.00
Zip discs, per day overdue .....	5.00
Maximum fine per item .....	10.00

(All fees are subject to change.)

on the fee increase approved by a majority of the students voting. Student body fees support a variety of cultural and recreational programs, child care centers and special student support programs.

### Customer Services Center

Salazar Hall  
707 664-2308

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

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

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

## Financial Aid and Scholarship Programs

### Financial Aid Office

Salazar Hall  
707 664-2389  
Fax 707 664-4242  
[www.sonoma.edu/FinAid/](http://www.sonoma.edu/FinAid/)

By contacting the Financial Aid Office staff and accessing the Office's web site, 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 (Pell)
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Bureau of Indian Affairs Grants (BIA)
- Federal Work Study (FWS)
- Federal Perkins Loans
- Federal Direct Student Loans (DL)
- Federal Direct Parent Loans for Undergraduate Students (PLUS)

#### State Aid

- Cal Grants A, B and T
- Child Development Teacher Grants
- Alan Pattee Scholarships
- Assumption Program of Loans for Education (APLE)
- Graduate Assumption Program of Loans for Education (GRAD APLE)
- Bilingual Education Career Advancement (BECA)
- Robert C. Byrd Honors Scholarships
- Educational Opportunity Program Grants (EOPG)
- Graduate Equity Fellowships (GEF)

The Financial Aid Office has developed an informative and supportive web site where students can find descriptions and specific eligibility requirements for the programs listed above. Students are encouraged to visit links provided on the web site to apply on line and to review the most recent edition of

the California Student Aid Commission's Funding Your Future Workbook and the Federal Office of Postsecondary Education's The Student Guide.

### Additional Work Opportunities

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

### Application Procedures

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

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

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

Questions regarding a student's eligibility or types of financial aid offered should be directed to the Financial Aid Office. Contact hours, phone numbers and e-mail addresses are available on the financial aid web site.

### Scholarship Office

Stevenson Hall 1066  
707 664-2261  
Fax 707 664-4410  
[www.sonoma.edu/Scholarship/](http://www.sonoma.edu/Scholarship/)

### University Scholarship Program

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

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

Most University scholarships are awarded on the basis of an applicant's academic record and overall achievements without special consideration of financial need. A minimum cumulative GPA of 3.00 on a 4.00 point scale is required.

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

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

Information concerning any aspect of the refund of fees may be obtained from the Customer Services Center or by consulting the current *Schedule of Classes*.

### Debts Owed to the Institution

Should a student or former student fail to pay a debt owed to the institution, the institution may "withhold permission to register, to use facilities for which a fee is authorized to be charged, to receive services, materials, food or merchandise or any combination of the above from any person owing a debt" until the debt is paid (see Title 5, California Code of Regulations, Sections 42380 and 42381). For example, the institution may withhold permission to receive official transcripts of grades from any person owing a debt. If a student believes that he or she does not owe all or part of an

unpaid obligation, the student should contact the Customer Services Center.

### Establishment or Abolishment of a Student Body Fee

The law governing the California State University provides that a student body fee may be established by student body referendum with the approval of two-thirds of those students voting. The Student Body Fee was established at Sonoma State University by student referendum on May 2, 1980. The same fee can be abolished by a similar two-thirds approval of students voting on a referendum called for by a petition signed by 10 percent of the regularly enrolled students (Education Code, Section 89300). The level of the fee is set by the chancellor. An increase in the student body fee may be approved by the chancellor only following a referendum

- 1) contacting the Scholarship Coordinator in Stevenson Hall 1066;
- 2) downloading the application from the Scholarship Office web site, [www.sonoma.edu/scholarships](http://www.sonoma.edu/scholarships);
- 3) calling 707 664-2261;
- 4) faxing a request to 707 664-4410; or
- 5) e-mailing the Scholarship Office at [scholarships@sonoma.edu](mailto:scholarships@sonoma.edu).

**Presidential Scholar at Entrance Program**

In addition to the University Scholarship Program, Sonoma State also guarantees a \$1,000 Presidential Scholar at Entrance Scholarship for incoming first-time freshmen who have a weighted cumulative 4.00 GPA for their sophomore and junior years and the first semester of their senior year. The GPA calculation does not include P.E. courses, but does allow for "weighting" of

honors, advanced placement and/or international baccalaureate courses, according to the high school's policy. Please contact the Scholarship Office by phone, e-mail, or fax for more information.

**Alan Pattee Scholarships**

Children of deceased public law enforcement or fire suppression employees who were California residents and who were killed in the course of law enforcement or fire prevention or suppression duties are not charged mandatory systemwide fees or tuition of any kind 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 counselor 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.

**Average Annual Cost of Education and Sources of Funds per Full-Time Equivalent Student**

The 23 campuses and the chancellor's office of the California State University are financed primarily by California taxpayers. The total state support to the CSU for 2001/2002 state General Fund appropriation to the CSU is (not including capital outlay in the amount of \$225,000,000) is \$2,607,425,000 and campus budgeted State University Fee Revenue is \$509,417,000 for a total of \$3,116,842,000. The \$3,116,842,000 total cost of education for CSU must provide sup-

port for a projected 305,854 full-time equivalent students (FTES). The number of FTES is determined by dividing the total academic student load by 15 units per term (the figure used here to define a full-time student's academic load).

The 2001/2002 systemwide cost of education per full-time equivalent student is \$10,191. Of this amount, the average student fee support per FTE is \$1,876.

The state university fee and campus fees that must be paid to apply to, enroll in, or attend the university, are included in the average

costs paid by the students. Individual students may pay less or more than \$1,876, depending on the campus and whether the student is part-time, full-time, or is a resident or nonresident student. Also, other campus fees may be charged that are not required of all enrolled students, which include user and penalty/deposit fee types.

2001/2002	Amount	Average Cost per FTE Student	Percentage
Total Cost of Education .....	\$3,422,825,000 .....	\$11,191 .....	100.00
• State Support .....	2,607,425,000 .....	8,525 .....	76.2
• Student Fee Support .....	506,903,000 .....	1,657 .....	14.8
• Other Income .....	308,497,000 .....	1,009 .....	9.0

**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.

# Housing Services

Zinfandel Hall  
707 664-2541  
Fax: 707 664-4158  
E-Mail: [ssu.housing@sonoma.edu](mailto:ssu.housing@sonoma.edu)  
[www.sonoma.edu/housing](http://www.sonoma.edu/housing)

## On-Campus Housing

The Residential Community provides comfortable, convenient campus housing for 1,950 single students. The community is a unique mix of non-traditional resident hall suites and campus apartments, all located just seconds from the main campus classroom buildings. All suites and apartments are fully furnished and carpeted and have their own living rooms and bathrooms. The apartments also contain their own kitchens with all appliances. All suites and apartments are wired into the University's computer network, giving residents direct access to university computing resources, the library, and the Internet. The Community has its own dining hall, swimming pool, study rooms, convenience store, post office, meeting rooms, game room, and outdoor recreation areas.

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

## Off-Campus Housing

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

## Summer Session and Conferences

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

# University Degrees

## Bachelor's Degree Programs

### Bachelor of Arts (B.A.)

**American Multicultural Studies**

**Anthropology**

**Art**, with concentrations in:

Art History  
Film Emphasis  
Art Studio

**Biology**, with concentrations in:

Botany  
Marine Biology  
Medical Laboratory Technology  
Microbiology  
Zoology

**Chemistry**

**Chicano and Latino Studies**

**Communication Studies**

**Criminal Justice Administration**

**Economics**, with concentrations in:

Business Economics  
Computer Applications in Economics  
International Economics

**English**, with concentrations in:

Creative Writing  
Literature  
Secondary Teaching Preparation

**Environmental Studies**, with concentrations in:

Environmental Conservation and Restoration  
Environmental Education  
Environmental Technology  
Environmental Planning

**French**

**Geography**, with concentrations in:

Cultural Studies  
Earth Sciences

**Geology**

**Global Studies**, with concentrations in:

Asian Studies  
Cultural Europe  
Latin America  
International Economic Development

**History**

**Human Development**

**Hutchins School of Liberal Studies**

Interdisciplinary Studies Plan  
Teaching Credential Preparation Plan

**Liberal Studies (Ukiah)**

**Mathematics**

### Bachelor of Science (B.S.)

**Biology**, with concentrations in:

Aquatic Biology  
Molecular and Cell Biology  
Ecology and Evolutionary Biology  
Physiology

**Business Administration**, with concentrations in:

Accounting  
Finance  
Management  
Marketing  
Special  
Wine Business Strategies

**Chemistry**

**Computer Science**

**Environmental Studies**, with a concentration in:

Environmental Technology

**Music**, with concentrations in:

Liberal Arts  
Music Education  
Performance  
Jazz Studies

**Philosophy**

**Physics**

**Political Science**

**Psychology**

**Sociology**

**Spanish**

**Special Majors:**

Interdisciplinary  
California Cultural Studies

**Theatre Arts**, with concentrations in:

Acting  
Dance  
Technical Theatre

**Women's and Gender Studies**

**Geology**

**Kinesiology**, with concentrations in:

Adapted Physical Education  
Physical Education  
Exercise Science  
Athletic Training

**Mathematics**, with concentrations in:

Applied Mathematics  
Computer Science  
Statistics

**Nursing**

Basic BSN  
RN-BSN  
LVN-BSN

**Physics**, with a concentration in:

Applied Physics

**Special Major (Interdisciplinary)**

## Master's Degree Programs

### Master of Arts (M.A.)

#### Biology

Counseling, with concentrations in:  
Marriage, Family, and Child  
Counseling (M.F.C.C.)  
School Counseling (P.P.S.)

#### Cultural Resources Management (Anthropology)

Education, with concentrations in:  
Educational Administration  
Curriculum, Teaching and Learning  
Early Childhood Education  
Reading and Language  
Special Education

#### English

#### History

#### Interdisciplinary Studies (ITDS)

#### Kinesiology

Psychology, through Special Sessions  
Art Therapy  
Organization Development  
Special Interest Areas

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

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

### Master of Science (M.S.)

Computer and Engineering Science,  
through Special Sessions

Nursing, with concentrations in:  
Family Nurse Practitioner  
Leadership/Case Management

#### Interdisciplinary Studies (ITDS)

## Minor Programs

American Ethnic Studies  
Anthropology  
Applied Arts  
Art  
Art History  
Arts Management (Career Minor)  
Astronomy  
Biology  
Business Administration  
Chemistry  
Chicano and Latino Studies  
Communication Studies  
Computer Science  
Criminal Justice Administration  
Economics  
English

Environmental Studies and Planning  
Film Studies  
French  
Geography  
Geology  
German  
Gerontology  
Health Systems  
Organizations (Career Minor)  
History  
Human Development  
Integrative Studies  
Interdisciplinary Studies  
International Studies  
Kinesiology  
Latin American Studies

Linguistics  
Mathematics  
Music  
Native American Studies  
Philosophy  
Physical Sciences  
Physics  
Political Science  
Psychology  
Sociology  
Spanish  
Teaching English as a  
Second Language (Career Minor)  
Theatre Arts  
Women's Health (Career Minor)  
Women's and Gender Studies

# Degree Requirements

## Baccalaureate Candidates

The University grants baccalaureates for the successful completion of a coherent course of study at the University and the maintenance of appropriate levels of scholarship. The requirements that follow specify certain course work, unit distributions, and levels of scholarship that the California State University and the faculty of Sonoma State University have determined provide an appropriate educational framework for all students pursuing a baccalaureate. These requirements, however, only provide a framework. It is critical that the student consult regularly with an academic advisor. Students who have declared a major are assigned an academic advisor in the department of their major. Students who have not yet declared a major are assigned advisors in conjunction with their Educational Mentoring Teams or through the Student Academic Services Advising Center, Village 200, 707 664-2427.

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

### 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). Please see pages 32-35 for details.

### 3. Completion of a Major

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

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

All students of the California State University must demonstrate competency in writing as a requirement for graduation. At Sonoma State University, students complete this requirement by passing the Written English Proficiency Test. All students are required to take the WEPT in the junior year and cannot take it earlier.

To sign up for the WEPT, students must pay the exam fee at the Customer Services Center and then register at the Writing Center. Exam dates are posted at the Writing Center and on the center's web site at [www.sonoma.edu/programs/writingcenter/](http://www.sonoma.edu/programs/writingcenter/).

Students who have difficulty passing the WEPT are advised to seek assistance through the WEPT workshops provided through the Writing Center. The center offers two workshop series per term.

Students who have failed the WEPT and who feel they would benefit from additional formal instruction in writing may elect to enroll in ENGL 275, a course specifically designed to help students develop skills necessary to pass the WEPT.

Students who have questions about the WEPT should contact the WEPT coordinator, 707 664-4233.

### 5. Maintenance of Scholarship

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

### 6. Unit Requirements and Limitations

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

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

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

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

**d. Credit/No Credit Grades.** A maximum of 24 units of courses with nontraditional grades may be elected. (Please see page 380 for information on nontraditional grading.) Students completing the Hutchins School interdisciplinary general education lower-division program may exceed this minimum by 24 units (please see page 35). Courses fulfilling major and minor requirements must be graded A-F, except for courses not available in the A-F mode.

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

**Correspondence and Extension Studies**  
24 units

**Community Involvement Project 295/395**  
6 units

**Special Studies 495**  
12 units

**Student-Instructed Courses 199/399**  
12 units

**Community College transfer credit**  
70 units

**Credit by examination**  
30 units

**Faculty-Evaluated Prior Learning**  
30 units

### Minor Programs

A minor is not required for graduation. Many departments, however, offer programs leading to a minor, and students are encouraged to consider pursuing a minor that complements their major. Minor programs ordinarily consist of approximately 16-20 units, 6 of which must be upper division, and require maintenance of a C (2.00) average in minor coursework. Faculty advisors in the department offering the minor will assist students in selecting appropriate courses. Coursework in the minor must be completed by the degree date. The minor appears on the student's official transcripts but not on the diploma. See also Career Minors on page 99.

### Electives

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

### Double Majors

It is sometimes possible for a student to complete the requirements for more than one major within 120 units. If you complete requirements for two Bachelor of Arts majors, both will appear on your diploma and transcripts; however, if you simultaneously complete a Bachelor of Arts major and a Bachelor of Science major, you must select which one will appear on your diploma. The second major selected from a different degree program is noted on your transcript. Students who wish to complete requirements for a second major should consult with a faculty advisor early in their academic program.

## Second Bachelor's Degree

To earn a second baccalaureate at Sonoma State University, students must fulfill the requirements of the major, demonstrate competence in English composition by passing the Written English Proficiency Test (see page 31) and satisfy the general education-breadth requirements specified by Title 5, Section 40405 of the California Administrative Code. Second baccalaureate candidates must complete 30 units of residence credit at Sonoma State University and should consult with their faculty advisors regarding the portion of those 30 units that must be earned in upper-division courses (minimum 24 for residency).

**Note:** Units earned in Extension, Open University, in Visitor status and through credit-by-examination may not be applied to residency requirements.

## Awarding of Degrees

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

## Honors at Graduation

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

### 1. Degree Honors

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

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

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

Degree Honor Designation	Grade Point Average
Summa Cum Laude	3.90 - 4.00
Magna Cum Laude	3.75 - 3.89
Cum Laude	3.50 - 3.74

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

## 2. Department Honors

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

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

## General Education Program

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

## The University-Wide Option

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

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

Within these categories, one course in ethnic studies is required. At least 9 general education units must be earned in residence at Sonoma State University. In addition, at least 9 units of general education must be in upper-division (300 and 400) courses and shall be taken no sooner than the term in which upper-division standing (completion of 60 semester units) is attained. The 9 upper-division units may be completed by enrollment in one of the upper-division thematic blocks (see page 35) or by choosing upper-division courses in three of the five areas (A-E).

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

### Ethnic Studies Requirement

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

### Foundation Courses

These courses are designed to provide students with the level of writing, analytical and speaking proficiency appropriate for a university education. Freshmen are expected to complete these courses as soon as possible

after enrolling at SSU; certainly during their first two years. The foundation course categories are: Fundamentals of Communication (A2), Critical Thinking (A3), Written and Oral Analysis (A1), and Mathematical Concepts and Quantitative Reasoning (B4).

## A. Communication and Critical Thinking (9 units)

Complete one course from each of the following three groups:

### 1. Written and Oral Analysis

Prerequisites: Areas A2 and A3.

- AMCS 200 Race, Ethnicity and Multiculturalism (3)
- ENGL 200 Calif. Cultural Studies (3)
- GLBL 200 Written and Oral Analysis: Global Studies (3)
- HUM 200 Written and Oral Analysis (3)
- ENGL 201 Written and Oral Discourse Studies (3)
- PHIL 200 (variable title) (3)

### 2. Fundamentals of Communication

- ENGL 101 Expository Writing and Analytical Reading (3)

### 3. Critical Thinking

- PHIL 101 Critical Thinking (3)
- PHIL 102 Introduction to Logic (3)

## B. Natural Sciences and Mathematics (12 units)

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

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

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

### 1. Physical Sciences

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

- ASTR 100 Descriptive Astronomy (3)
- ASTR 231 Introductory Observational Astronomy (2)#
- CHEM 101 Chemistry and Society: Selected Topics (3)
- CHEM 102 Food, Nutrition and Toxicology (3)#
- CHEM 105AB Elements of General, Organic and Biochemistry (4)#

CHEM 115AB General Chemistry (5)#  
CHEM 116AB (1) Corequisite with CHEM 115AB General Chemistry Recitation

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

### 2. Biological Sciences

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

- BIOL 115 Introduction to Biology (3)

See notes to BIOL 121, 122, 123 below. To complete a minimum of 9 units in science, select additional units from group 1 or 2 above or from group 3 following:

### 3. Specific Emphasis

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

- ANTH 201 Introduction to Human Evolution (3)
- ASTR 303 Extraterrestrial Intelligence and Interstellar Travel (3)
- ASTR 305 Frontiers in Astronomy (3)
- ASTR 350 Cosmology (3)
- BIOL 115L Introductory Laboratory (1)#
- BIOL 121 Diversity, Structure and Function (4)#+
- BIOL 122 Genetics, Evolution and Ecology (4)#+
- BIOL 123 Cellular and Molecular Biology (4)#+
- BIOL 220 Human Anatomy (4)#
- BIOL 224 Human Physiology (4)#
- BIOL 304 Natural History of the Hawaiian Islands (3)
- BIOL 309 Biology of Cancer (3)
- BIOL 311 Sexually Transmitted Diseases (3)
- BIOL 312 Oceanography (3)
- BIOL 314 Field Biology (3)#
- BIOL 332 Plants and Civilization (3)
- BIOL 385 Contemporary Issues in Biology (3)
- CS 101 Intro to Computers and Computing (3)
- CS 115 Programming I (4)
- GEOG 204 Physical Geography (4)
- GEOL 110 Earthquakes, Volcanos and Mountains (3)
- GEOL 120 Regional Field Geology (3)#
- GEOL 303 Advanced Principles of Geology (4)#
- PHYS 342 Popular Optics (3)

Complete one course from the following group:

## 4. Mathematical Concepts and Quantitative Reasoning

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

- MATH 103 Ethnomathematics (3)
- MATH 104 Modern Mathematics (3)
- MATH 105 Mathematics and Politics (3)
- MATH 107 Pre-Calculus Mathematics (4)
- MATH 111 Symmetry in the Sciences and Arts (3)
- MATH 131 Introduction to Finite Mathematics (3)
- MATH 141 Studies in Modern Mathematics (3)
- MATH 150 Geometry (3)
- MATH 161 Calculus I (4)
- MATH 165 Elementary Statistics (4)

## C. The Arts and Humanities (12 units)

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

Complete one course from each of the following four groups:

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

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

- AMCS 392 Ethnic Images in Film (3)\*
- ArtH 210 Introduction to Art History (3-4)
- ArtH 211 Introduction to Art History (3-4)
- ArtH 212AB Introduction to World Film History (3)
- ArtH 270AB Survey of Asian Art (3-4)
- ArtH 454 History of Modern Art — 19th Century (3-4)

# Indicates laboratory course.  
+ Meets Areas B2 or B3 for biology majors.  
\* Meets ethnic studies requirement.



- ArtH 460 History of American Art (3-4)  
 ArtH 464 Modern Art from 1850 to 1945 (3-4)  
 ArtH 465 Modern Art from 1945 to 1979 (3-4)  
 CALS 368 Chicano/Latino Music (3)\*  
 CALS 393 Chicano/Latino Cinema (3)\*  
 CALS 479 Chicano Art History (3-4)\*  
 MUS 105 Fundamentals (3)  
 MUS 150 Survey of U. S. Music (3)  
 MUS 250 Survey of European Music (3)  
 NAMS205 Introduction to Native American Arts (3)\*  
 NAMS338 Native Americans and the Cinema (3)\*  
 THAR 101 Making Theatre (3)  
 THAR 102 Introduction to Hist. of Drama and Dance: Origins to 1800 (3)  
 THAR 103 Introduction to Hist. of Drama and Dance: 1800 to present (3)  
 THAR 300 Theatre Field Trips: Performance Analysis and Criticism (3)

#### 2. World Literature

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

- AMCS 360 Ethnic Literature (3-4)\*  
 CALS 374 Chicano Literature (3-4)\*  
 ENGL 214 Literature of the World (3)  
 ENGL 215 Intro to California Literature (3)  
 ENGL 314 Modern World Literature in English (3)  
 ENGL 315 California Ethnic Literature (3)  
 ENGL 345 Women Writers (3)  
 FL 214 Introduction to World Literature (3)  
 FL 314 Francophone Literature in English Translation (3)  
 NAMS354 Native American Literatures (3)\*

#### 3. Philosophy and Values

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

- AMCS 350 Ethics, Values and Multiculturalism (3)\*  
 CALS 352 Chicano/Latino Philosophy (3)\*  
 NAMS346 Philosophic Systems and Sacred Movements in Native North Americans (3)\*  
 PHIL 120 Introduction to Philosophy (3)  
 PHIL 302 Ethics and Value Theory (3)  
 SOCI 431 Sociology of Religion (4)  
 UNIV 301 War and Peace Lecture Series (3)

#### 4. Comparative Perspectives and Foreign Languages

Comparative perspectives and foreign languages introduce students to cultural traditions other than Anglo-American in order to provide students with an understanding of other cultures and their value systems.

A foreign language course at the intermediate level, 201 or above. A first-year course may be selected if the student has met the high school subject requirement (two years) in a different language. A first-year course may also be selected if the student has completed one year of a different foreign language at the college level. Selections include courses in French, German and Spanish in the Department of Modern Languages and Literatures; CALS 225 Spanish for Chicanos and Latinos, in the Department of Chicano and Latino Studies. Foreign language courses do not meet the ethnic studies requirement. Additional courses in this category are:

- AMCS 255 Ethnicity in the Humanities (3)\*  
 AMCS 355 Language and Ethnicity (3-4)\*  
 ArtH 363 Other Cinemas (3)  
 CALS 220 Mexican American Arts and Literature (3)\*  
 CALS 451 Chicano Humanities (4)\*  
 MUS 270 Music in Society (3)  
 MUS 350 Survey of World Music (3)  
 MUS 351 Sacred Traditions of South Asia (3)  
 MUS 352 The History, Music, and Secular Traditions of South Asia (3)  
 MUS 370 Music and Dance of the World's Religions (3)  
 THAR 200 Seeing Theatre Today: Comparative Perspectives (3)  
 THAR 373 Dances of the World (3)  
 THAR 374 World Theatre (3)

#### D. Social Sciences (15 units)

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

Complete one course in each of the following five groups:

##### 1. Individual and Society

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

- AMCS 210 Ethnic Groups in America (4)\*  
 AMCS 339 Ethnic Minorities and American Social Policy (3)\*  
 ANTH 203 Introduction to Cultural Anthropology (3)  
 CALS 219 Mexican American Identity and Society (3)\*

- CALS 339 Ethnic Minorities and American Social Policy (3)\*  
 CJA 201 Criminal Justice and Public Policy (3)  
 EDUC 417 School and Society (3)  
 GERN 319 Aging and Society (3-4)  
 NAMS200 Introduction to Native Americans (3)\*  
 PSY 250 Introduction to Psychology (3)  
 PSY 303 The Person in Society (3)  
 SOCI 201 Introduction to Sociology (3)  
 SOCI 316 Social Psychology (3)  
 SOCI 319 Aging and Society (4)  
 SOCI 375 Survey of Sociological Theory (3-4)  
 WGS 375 Race, Sex and Class (3)

##### 2. World History and Civilization

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

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

##### 3. United States History

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

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

##### 4. U.S. Constitution and California State and Local Government

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

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

#### 5. Contemporary International Perspectives

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

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

#### E. The Integrated Person (3 units)

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

- ANTH 318 Human Development: Sex and the Life Cycle (3)  
 ANTH 340 Living in a Pluralistic World (3)  
 BIOL 318 The Biology of Aging (3)  
 CALS 403 Chicano/Latino Youth and Adolescents (3)\*  
 EDMS 420 Child Development: Family, School, Community (3)  
 GEOG 338 Social Geography (3)  
 GERN 300 Basic Gerontology: A Survey of Concepts, Issues and Services for the Elderly (3)  
 NURS 480 Health, Sexuality and Society (3)  
 PSY 302 Development of the Person (3-4)  
 SOCI 317 Emotions and Adult Life (3)  
 WGS 280 Women's Bodies: Health and Image (3)  
 WGS 285 Men's Health, Men's Lives (3)  
 WGS 350 Gender, Sexuality and Family (3-4)

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

- Nine units in residence at SSU.
- Nine upper-division units, taken either by enrollment in an upper-division thematic

block or by choosing upper-division courses in at least three of the five areas (A-E). Thematic blocks are a total of 9 units of integrated coursework clustered around a theme. These courses must be taken as a group to meet the upper-division requirement. Consult the GE section of the *Schedule of Classes* for a description of the thematic blocks that are offered each semester.

- An approved science laboratory
- One course in ethnic studies. Ethnic studies courses are indicated with an asterisk\*.

#### Linked Courses: Visions of California

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

##### Option I: California Visions

Thematic focus courses: (select one)  
 ENGL 315 California Ethnic Literature  
 HIST 472 California History I

Options:

- ENGL 302 Topics and Themes in California Cultural Studies: Representing LA  
 ENGL 480 California Writers  
 ENGL 485 Studies in California Literature  
 ANTH 362 Transnational California  
 AMCS 377 Asian American Experience  
 NAMS 412 Native California History and Culture

Also meets the Ethnic Studies requirement.

##### Option II: The Environmental Imagination

Thematic focus courses: (select one)  
 BIO 314 Field Biology of the North Bay  
 GEOG 390 Geography of California  
 HIST 350 California Environmental History

Options:

- CSS 302 Topics in California Cultural Studies: California and the Environmental Imagination  
 GEOG 311 Geography of Wine  
 GEOG 314 Northern California Field Experience  
 GEOG 314B Field Geography of Sonoma County Wine  
 GEOG 318 Field Experience: Baja California  
 GEOL 111 Field Geology of Yosemite National Park

- GEOL 120 Regional Field Geology: Death Valley  
 HIST 350 California Environmental History  
 HIST 473 California History II

All three courses must be completed within two semesters and/or the summer to meet the upper-division GE requirement.

Further information is available from the program coordinator, Robert Coleman-Senghor, English Department, 664-2903 or from other participating faculty: Marilyn Cannon, Biology, 664-2717; Clarice Stasz, History, 664-2959; or Dorothy Freidel, Geography, 664-2314.

#### The Hutchins School Interdisciplinary Option

The lower-division general education requirements can be met by taking the four Hutchins School interdisciplinary seminars of 12 units each, and 3 units of mathematics. The seminars are: LIBS 101 The Human Enigma; LIBS 102 In Search of Self; LIBS 201 Exploring the Unknown; and LIBS 202 Challenge and Response in the Modern World. These 48 units are taken Cr/NC. Any additional Cr/NC courses will not count towards the 120 units required for the degree.

In addition, 9 units of upper-division general education courses must be completed. The subject matter preparation options (Tracks II and III) in the Hutchins major lead to automatic completion of these 9 units. For students in the interdisciplinary studies option (Track I) in the Hutchins major, 3 of the 9 units will be met with a course from the Core D category. The remaining 6 units must be selected from upper-division courses in areas B-E of the university-wide general education program.

## Graduate Degrees

Graduate education at Sonoma State University provides opportunities for students to develop the ability to conduct independent study and research and enhance their professional competence in their field of interest. In order to accommodate students who are unable to pursue graduate work on a full-time basis, many master's programs at the University are scheduled to allow completion of degree requirements on a part-time basis over several semesters. Students interested in obtaining a second baccalaureate should see page 32 for information.

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

### **Residence Master's Degree Programs**

#### **Biology**

#### **Business Administration**

#### **Counseling**

Marriage, Family and Child Counseling (MFCC)

School Counseling (PPS)

#### **Cultural Resources Management (Anthropology)**

#### **Education (five options)**

Curriculum, Teaching and Learning

Early Childhood Education

Educational Administration

Reading and Language

Special Education

#### **English**

#### **History**

#### **Interdisciplinary Studies**

#### **Kinesiology**

#### **Nursing**

Family Nurse Practitioner

Nursing Leadership and Management

#### **Public Administration**

### **Special Sessions**

#### **Master's Degree Program**

#### **Computer and Engineering Science**

#### **Interdisciplinary Studies**

Action for a Viable Future

#### **Psychology**

Art Therapy

Organization Development

Special Interest Area

### **Graduate Admission Requirements**

Admission requirements and procedures for graduate students are described in the Admissions section (page 11) 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 Associate Vice President for Academic Programs. Culminating projects, including theses, investigative projects, creative projects, and curriculum projects, are approved by the department and reviewed by the Graduate Studies Office prior to clearance for the degree. These projects are then published by the Sonoma State Library and become part of its permanent collection.

### **Completion of the Written English Proficiency Requirement**

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

### **General Requirements for the Master's Degree**

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

Other university-wide criteria:

1. A classified student must demonstrate, throughout enrollment in the graduate program, the level of competence required to be successful in the completion of the requirements. This evaluation of competence is primarily the responsibility of faculty actively teaching in the program.

2. Advancement to candidacy is required and should be done when the student enters the final phase of the program. Departments vary in the way they evaluate student competency and in what is required to advance the student to candidacy for the degree.

3. No fewer than one-half of the total units required shall be in graduate (500-level) coursework.

4. At least 21 semester units shall be completed in residence.

5. No more than 6 semester units shall be allowed for a thesis or project.

6. No more than 30 percent of coursework shall be allowed in transfer, including work done through Extended Education.

7. No credit toward a master's degree will be given for student teaching in a credential program.

8. At the discretion of the department, up to one-third of the total program units may be in a nontraditional grading mode (credit/no credit).

9. No classes completed as an undergraduate may be used except those granted provisional graduate credit prior to award of the baccalaureate degree.

10. The candidate must complete a thesis, project, or comprehensive exam as required by the department. Culminating projects that are published by the library require review by the Graduate Studies Office, as well as final approval by the student's faculty committee.

11. A public defense of the thesis or project is required.

12. The student has four semesters to complete the thesis/project, including the first semester of enrollment for thesis units. The SP (satisfactory progress) grade will remain until the student submits the culminating project. Projects taking more than four semesters to complete will require an approval for extension by the associate vice president for academic programs, or may require re-application to the program and re-enrollment in the units.

### **Continuous Enrollment Policy**

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

1. Those students who wish to maintain eligibility for financial aid and use the full resources of the University should maintain regular half-time enrollment and pay half-time fees. Graduate programs create enrollment opportunities for these students by providing mechanisms such as sections of 535 (Directed Writing) or 599 (Research and Thesis) in the regular class schedule, or by allowing students to enroll in 595 (Special Studies) through the regular registration procedure.

2. Those students who do not seek the full services of the university may maintain enrollment through Extended Education and pay a continuation fee of \$250 per semester. The fee maintains their place in their academic program and provides library privileges.

3. With the support of their graduate advisors, those students who, due to extraordinary circumstances, cannot continue work on their programs may seek special consideration by petitioning the Graduate Studies Office for a leave of absence for a defined

period of time not to exceed two years. This petition process would not extend the seven-year limitation on coursework applied to the degree.

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

### **Provisional Unclassified Graduate Status for Senior Students**

Students who plan to complete upper-division or graduate-level courses in their final semester may petition for provisional unclassified graduate credit for such courses. **Courses required for the baccalaureate will not be granted this provisional status.** The petition must be filed at the same time as the application for award of the de-

gree. Teaching credential candidates should consult the Department of Education about the advisability of such a petition.

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

### **Courses that may be included in a Master's Program**

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

**500-599** Graduate courses

# The Schools

## School of Arts and Humanities

### Dean

William Babula

### School Office

Nichols Hall 380  
707 664-2146

This diverse school strives to combine education in the arts and humanities with student career goals. In the arts, instructional programs include applied arts, studio art, creative writing, music and theatre arts. Programs in the humanities include American multicultural studies, art history, California cultural studies, English, global studies, modern languages and literatures, communication studies, Chicano and Latino studies, Native American studies and philosophy. The School of Arts and Humanities also houses the Hutchins School of Liberal Studies and a variety of pre-law programs.

The Hutchins School, American Multicultural Studies, and the Department of Chicano and Latino Studies offer subject matter preparation programs for students who intend to enter teaching credential programs and to teach in elementary schools. Several departments and programs, including Art, English, Spanish, Chicano and

### Departments

American Multicultural Studies  
Art  
Chicano and Latino Studies  
Communication Studies  
English

Latino Studies, and Music, offer subject matter preparation programs that lead to secondary, or single subject, teaching credential programs. Several of these departments offer integrated programs that allow incoming first year students to achieve both a bachelor's degree and a teaching credential in four to four and a half years. The English Department offers M.A. work in literature, creative writing, the teaching of writing, and writing for the media.

The school also oversees the Center for Performing Arts, which features Music and Theatre Arts departmental productions as well as guest artists; the Art Gallery, with nationally recognized shows and exhibits; the Sonoma Film Institute; the Writers Lecture Series, which has brought such individuals as Tom Wolfe and Edward Albee; KSUN, the campus radio station; the *Sonoma State Star*, the student weekly newspaper; Detour Sonoma, the SSU video program; *Zaum*, the

Foreign Languages  
Hutchins School of Liberal Studies  
Music  
Philosophy  
Theatre Arts

campus literary journal; *Volt*, a nationally-distributed literary journal; the Hutchins Center for Interdisciplinary Teaching and Learning; and the Center for the Study of Latino Families and Children.

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

## School of Education

### Dean

Phyllis Fernlund

### Credentials Office

Stevenson Hall 3007  
707 664-2581

### School Office

Stevenson Hall 3004  
707 664-3115/2132

The School of Education is a professional school dedicated to the education of new and experienced teachers, administrators and other school specialists. Programs in the School of Education prepare students for basic teaching credentials in multiple subject (elementary), single subject (middle level/secondary), and special education; specialist credentials in early childhood education, reading/language and special education; service credentials in administration; and a variety of certificates. All credential programs are fully accredited by the California Commission in Teacher Credentialing.

Sonoma State students may begin their Education coursework as undergraduates or postbaccalaureate students. Integrated and blended programs are available for undergraduate students who decide they want to become teachers early in their college experience. In these programs students complete both their B.A. and teaching credential in four years. Integrated programs are available for both elementary and secondary school candidates. Exploratory courses such as EDUC 250, Teaching in a Changing World, or tutor-

### Departments

Curriculum Studies and  
Secondary Education  
Early Childhood and  
Elementary Education  
Educational Leadership and  
Special Education  
Reading, Language and Culture

ing and community service projects, offer undergraduate students the opportunity to explore a career in teaching in today's schools. The Teacher Recruitment and Information Center provides information on these undergraduate programs.

The School of Education offers an M.A. degree in Education with concentrations in educational administration; curriculum, teaching and learning; early childhood education; reading and language education; and special education. While School of Education programs are designed primarily for positions in public schools, students receive preparation that is applicable to a variety of non-teaching positions in education or related human service fields in both the public and private sectors.

University coursework and field experiences provide rich learning opportunities for students in all programs to develop into thoughtful, reflective teachers, administrators, and other education specialists. Coursework in the School of Education centers primarily on the complex interaction of learning and teach-

ing in the context of diverse California schools. Current educational theory and research provide the underpinnings of course and program offerings, with implications for practice drawn both from theory and the realities of life in classrooms and schools. All programs include substantive time for students to be in schools in student teaching and internship roles. Students in basic credential programs begin field experience prior to entry into the program and continue throughout each phase of the program, culminating in full-time student teaching during the final semester.

The School of Education is actively engaged in partnerships with the PK-12 schools. Field experiences place students in collaborative teams involving classroom teachers and school administrators, other student teachers/interns and university faculty. Each member of the team works toward the goal of student success in the completion of their program. Each year the school recruits qualified teachers and administrators from the field who join the faculty as Educators in Residence for one to two years. The School of Education works closely with area schools and school districts through the creation of professional development schools and other partnerships that allow for sustained university-school relationships and on-site preparation programs.

Sonoma State offers a strong foundation for the well-educated teacher. School of Education faculty collaborate with faculty in other departments and schools across the university in subject matter preparation, pedagogy, and field experiences.

## School of Business and Economics

### Dean

Ahmad Hosseini

### School Office

Stevenson Hall 2034  
707 664-2220

### Departments

Business Administration, Economics

The School of Business and Economics prepares students for professional careers in business and economics by offering degrees and coursework that incorporate an understanding of the theories, procedures and practices of management. Students are exposed to alternative viewpoints concerning the analysis of organizational problems, including both quantitative and qualitative approaches. Emphasis is placed upon the role and responsibilities of decision makers within a complex and ever-changing environment.

The School of Business and Economics includes the departments of business administration and economics. The business administration major provides students with a broad program of study that involves an integrative set of required core courses, a field of concentration for focus in a sub-discipline, and a choice of electives. Economics majors receive a firm foundation of undergraduate study that serves as sound preparation for graduate school as well as professional careers in economics.

The undergraduate programs of the School of Business and Economics are intended, principally, for those seeking entry into the professional fields in business. The MBA program is designed for those individuals interested in professional advancement through the intensive study of business at the postbaccalaureate level.

Within the School of Business and Economics, several organizations exist to serve special needs. The Wine Business Education Program provides world-class, cutting edge business solutions for the wine industry. The Entrepreneurship Center is a new addition to the School as of 2001 and addresses the educational needs of existing and aspiring entrepreneurs in our service area.

The Center of Regional Economic Analysis provides high quality research, data, and analysis for local industry and governments. The center, reactivated as of 2001, produces and disseminates new information in the general area of economic research and specific areas of business economics, economic development, and fiscal policy.

The Sonoma Economic Forum is a partnership of representatives from organizations in both the public and private sectors. Each year, the forum hosts a large conference and discussion examining and analyzing economic issues.

## School of Science and Technology

### Dean

Saeid Rahimi

### School Office

Darwin Hall 123  
707 664-2171

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

Students with career goals in fields such as business, management, law, and urban planning may find courses in mathematics,

### Departments

Biology  
Chemistry  
Computer and Engineering Science

statistics, or computing essential to their future. In addition, the School of Science and Technology offers a rich selection of studies that can enhance a student's entire life. Courses in kinesiology, astronomy, biology, geology, and computer science can provide a basis for lifelong pursuits and enrichment.

Students preparing for careers in science, mathematics, or the health professions may follow quality programs in any of the school's nine departments and programs. Students interested in medical, dental, veterinary, and other graduate schools in the health professions may enroll in any of the science departments to com-

Computer Science  
Geology  
Kinesiology  
Mathematics  
Nursing  
Physics and Astronomy

plete their undergraduate work. Sonoma State pre-health students' success rates are well above national averages.

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

ing methods and a significant number of nursing graduate students live and study outside Sonoma County.

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

## School of Social Sciences

### Dean

Elaine Leeder

### School Office

Stevenson Hall 2078  
707 664-2112

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

The School of Social Sciences at Sonoma State encompasses a particularly interesting combination of departments and programs. A student can choose from a variety of opportunities, ranging from the core of "traditional" social science fields with an emphasis on applications (anthropology, geography, history, political science, psychology and sociology), to various cross-disciplinary programs (environmental studies and

The four master's programs in biology, computer and engineering science, kinesiology, and nursing provide graduate students with a wide variety of opportunities ranging from research to clinical studies. In certain departments, graduate students are also provided with teaching or research assistantships. Sonoma State University is surrounded by many high tech industries and centers, which include telecommunications, electronics, optics, biotechnology, and bioinformatics. In addition to our resident faculty, a number of scientists and engineers from our local high

### Departments

Anthropology  
Counseling  
Criminal Justice Administration  
Environmental Studies and Planning  
Geography

planning, gerontology, linguistics, women's and gender studies, and human development), to programs with a professional emphasis (counseling, criminal justice administration, Teaching English as a Second Language, and public administration).

The school also coordinates the Social Science Single Subject Preparation Program and oversees several respected centers and institutes, including the Anthropological Studies Center, the California Institute on Human Services, the Center for Holocaust Studies, the Center for Pan-Pacific Exchange, the Geographic Information Center, and the Institute for Community Planning Assistance. These centers and institutes generate the vast majority of contracts and grants that come to the University and provide hundreds of paid student internships in a large variety of funded projects.

All social science programs permit enough flexibility to allow students to select some sciences, and in some cases students make arrangements to carry two majors. Students in the social sciences have opportunities to study with faculty who are working in a wide

tech industry participate in exciting graduate and undergraduate research activities in the school.

Millions of dollars have been invested in the school's new Engineering Science laboratories. The new laboratories, featuring the newest technological instrumentation, are available to undergraduate and graduate students interested in the fields of biology, chemistry, computer science, engineering science, geology, and physics.

History  
Liberal Studies (Ukiah)  
Political Science  
Psychology  
Sociology  
Women's and Gender Studies

spectrum of interests, including such areas as human services, demography, multicultural education, and energy studies.

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

## School of Extended Education

### Interim Dean

Les Adler

### School Office

Stevenson Hall 1012  
707 664-2394

[www.sonoma.edu/exed/](http://www.sonoma.edu/exed/)

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

### Professional Certificate Programs

Attorney Assistant  
Conflict Resolution  
Construction Management  
Educational Technology  
Human Resource Management  
Management and Supervision  
Meeting Management  
Training the Trainer  
Web Publishing

### Professional Series

Professional Skill Builders Online  
Technical Communications  
Web Publishing

### Post-M.A. Certificate Programs

Family Nurse Practitioner  
Post-Master's in Art Therapy

### Special Programs

EXCEL: a spring and summer program for talented young students grades 4-10;

Lifelong Learning Institute (LLI): a program of intellectually stimulating courses taught by distinguished emeritus faculty and regional experts for people age 50 or older;

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

TravelLearn: "learning vacations" with first class accommodations, knowledgeable escorts, local and national guides to destinations such as Egypt, China, Greece, Kenya, Antarctica, and more.

### Degree Programs

Liberal Studies B.A. Degree Completion  
Interdisciplinary M.A.:

Action for a Viable Future

M.A. in Psychology

Organization Development

Art Therapy

Humanistic/Transpersonal

Depth Psychology

M.S. in Computer and Engineering Science

M.S. in Nursing

### Continuing Education for the Professions

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

### Summer Term

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

### January Intersession

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

### Open University

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

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

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

Complete program information is published each semester in the Extended Education catalog and on the Web at [www.sonoma.edu/exed](http://www.sonoma.edu/exed). Free copies, as well as brochures detailing the many specialized programs, are available in Extended Education.

# University Curricula

## Course Numbering System

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

## California Articulation Number (CAN) System

The California Articulation Number System is a cross-reference course identification system for many lower-division, transferable-major preparation courses commonly taught on college campuses. See the CANS Matrix in the Admissions section of this catalog.

## Academic Department Abbreviations and Course Prefixes

AMCS	American Multicultural Studies	GEOL	Geology
ANTH	Anthropology	GER	German
ArtH and ArtS	Art History and Art Studio	GERN	Gerontology
ASTR	Astronomy	GLBL	Global Studies
BIOL	Biology	HD	Human Development
BUS	Business Administration	HIST	History
CALS	Chicano and Latino Studies	LIBS	Hutchins School of Liberal Studies
CHEM	Chemistry	KIN	Kinesiology
COMS	Communication Studies	LING	Linguistics
CS	Computer and Information Science	MATH	Mathematics
COUN	Counseling	MSCES	Computer and Engineering Science (M.S.)
CJA	Criminal Justice Administration	MUS	Music
EDCT	Education: Curriculum and Teaching	NAMS	Native American Studies
EDEC	Education: Early Childhood Education	NURS	Nursing
EDEL	Education: Leadership	PHIL	Philosophy
EDMS	Education: Multiple Subject	PHYS	Physics
EDRL	Education: Reading and Language	POLS	Political Science
EDSS	Education: Single Subject	PORT	Portuguese
EDSP	Education: Special Education	PSY	Psychology
ECON	Economics	SOCI	Sociology
EDUC	Education	SPAN	Spanish
ENGL	English	ITDS	Special Major/Interdisciplinary Studies
ENSP	Environmental Studies and Planning	THAR	Theatre Arts
FILM	Film Studies	UNIV	University Courses
FREN	French	WGS	Women's and Gender Studies
GEOG	Geography		

# American Multicultural Studies

**Department Chair**  
Larry Hajime Shinagawa

**Administrative Coordinator**  
Perce Smith

## Programs offered

**Bachelor of Arts in American Multicultural Studies**  
**Minor in American Ethnic Studies**

## Department Office

Nichols Hall 214  
 707 664-2486  
[www.sonoma.edu/depts/amcs](http://www.sonoma.edu/depts/amcs)

## Faculty

James E. Gray / Health and Culture, Aging and the Life Cycle, Cultural Anthropology, Urban Race Relations, Gender and Race  
 Larry Hajime Shinagawa / Social Demography, intermarriage, Ethnic Identity, Social Policy, Ethnic Politics, Multiculturalism, Asian American Studies

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

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

Through a critical study of the significance of the constructions of ethnicity and race in shaping social relationships in the United States, AMCS students are introduced to modes of intercultural learning and understanding that help them to develop the knowledge and sensitivities needed for the enhancement of multicultural communication. By examining the arts, literature, language, and philosophy of ethnic groups, students learn to appreciate the moral and aesthetic values of others. Moreover, through an interdisciplinary approach, they come to a clearer view of the historical importance of ethnic identity in America and a deeper understanding of the impact ethnic groups have had on Americans generally, their social thought, practice, and institutions.

## Future Careers

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

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

The Department of American Multicultural Studies, through its major and minor, has the following goals:

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

Each semester the Department of American Multicultural Studies publishes a brochure listing all course offerings in AMCS. Copies of the brochure may be obtained in the AMCS Department office.

## Bachelor of Arts in American Multicultural Studies

### Admission into the Major

Students must complete AMCS 210 or AMCS 255 with a 2.5 or better (or equivalent transfer course) to be admitted to the major. Each student majoring in AMCS is assigned a faculty advisor and consults with the advisor on progress toward the degree. Upon acceptance into the major, a transfer student's records will be reviewed to articulate the courses

that are equivalent to those offered within AMCS, CALS or NAMS at Sonoma State University.

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

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

### Major Core Requirements

Complete the following 14 units:

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

### Areas of Concentration

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

#### A. Arts and Humanities Plan (12 units)

Choose from the following:

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

Or

#### B. Behavioral and Social Sciences Plan (12 units)\*

Choose from the following:

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

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

### CIP/Service Learning

Students are required to complete at least 3 units of credit by being involved in a Community Involvement Program (CIP) or service learning opportunity. For further information about the CIP and service learning opportunities, please examine our brochure listing the specific CIP and service learning opportunities available for credit through AMCS.

### Major Electives

Any course within AMCS that has not been used to fulfill the core and plan requirements may serve as an elective course. With the consent of a faculty advisor up to 7 units of major electives or supporting courses may be taken from other departments and programs.

### Optional Courses in Related Fields and Departments

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

### Honors Program (6 units)

Students who maintain a 3.5 average or higher in the major at the end of their junior year may elect to enter into a program conferring graduation with distinction in American Multicultural Studies. The program requires a two-semester sequence of courses including completion of an honors thesis during the senior year. The department believes in the distinction program because it provides the opportunity for the exceptional student to carry out original research and draft a paper based upon such research. Such a program prepares students to go on with their graduate or professional education.

### Sample Four-Year Program for Bachelor of Arts in AMCS

#### Behavioral and Social Sciences Concentrations

##### Freshman Year: 30 units

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

##### Sophomore Year: 30 units

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

### Junior Year: 30 units

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

### Senior Year: 30 units

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

**Total semester units: 120**

### Integrated Program Bachelor of Arts/Teaching Certification in AMCS

#### Admission into program

#### Please see requirements for admission into the major Degree Requirements

Degree Requirements	units
General education .....	51
Major requirements (up to six units may be applied to GE) .....	14
Areas of concentration for major (up to six units may be applied to GE) .....	12
CIP/Service learning .....	3
Major electives .....	7
Education classes (up to six units may be applied to GE) .....	46
<b>Total units needed for graduation .....</b>	<b>124</b>

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

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

#### Freshman Year: 28 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (13 units)</b>
GE ENGL 101 (A2) (3)	GE AMCS 255 (C4) (3)
GE MATH 100 (B4) (3)	GE PHIL 101 (A3) (3)
EDUC 250 (3)	GE POLS 200 (D4) or equivalent (3)
GE AMCS 210 (D1) (3)	GE GEOL 102 (B1) or equivalent (3)
GE BIOL (B2) (3)	EDUC 295 or equivalent (1)

#### Sophomore Year: 30 units

<b>Fall Semester (14 units)</b>	<b>Spring Semester (16 units)</b>
GE AMCS 200 (A1) (3)	Foreign Language 102 (3)
GE HIST 242 (D3) (3)	Foreign Language 100L (1)
Foreign Language 101 (3)	MATH 300 (4)
GEOG 203 (3)	AMCS 315 or equivalent (2)
Community Involvement (2)	AMCS 355 or equivalent (3)
	GE GEOG 302 (D5) (3)

### Junior Year: 34 units

<b>Fall Semester (16 units)</b>	<b>Spring Semester (18 units)</b>
GE BIOL 314 (B3) or equivalent (3)	GE AMCS 360 (C2) or equivalent (3)
GE EDUC 417 (D1) (3)	GE CALS 403 (E1) or equivalent (3)
AMCS 480 (4)	AMCS 350 (3)
AMCS 435 (3)	EDMS 410 (4)
EDMS 460 (3)	EDMS 461 (4)
	AMCS 395 (1)

### Senior Year: 32 units

<b>Fall Semester (17 units)</b>	<b>Spring Semester (15 units)</b>
GE AMCS 392 (C1) or equivalent (3)	EDMS 482 (12)
KIN 400 (3)	EDMS 480 (3)
EDMS 462 (4)	
EDMS 472 (2)	
EDMS 473 (2)	
EDMS 476 (3)	

**Total semester units: 124**

### Minor in American Ethnic Studies

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

#### Core requirements

AMCS 210 Ethnic Groups in America .....	4
AMCS 255 Ethnicity in the Humanities .....	3
AMCS 330 Ethnicity and History: (Subtitle) .....	3
AMCS 350 Ethics, Values and Multiculturalism .....	3

<b>Total units in the minor core .....</b>	<b>13</b>
<b>Concentration electives .....</b>	<b>7</b>
<b>Total units in the minor .....</b>	<b>20</b>

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

### Double Majors and Minors

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

### Innovative Changes in American Multicultural Studies

For more information about multicultural teacher education, cultural diversity training, and community internships, please visit our web site at [www.sonoma.edu/depts/amcs](http://www.sonoma.edu/depts/amcs). The AMCS Department will also be offering more extensive internship opportunities in partnership with United Way/Safe Havens and the Santa Rosa City School District. Students may earn units through research or mentoring. Students who complete the pre-approved AMCS curriculum may also gain automatic entry to the Empire College School of Law. In addition, AMCS is developing GRE and LSAT preparatory classes to better prepare students for postgraduate education.

## American Multicultural Studies Courses (AMCS)

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

### 200 Issues on Race, Ethnicity, and Multiculturalism (3) Fall, Spring

Students practice the techniques of critical reading and thinking, of expository writing, and of oral expression through an in-depth examination of race, ethnicity and multiculturalism and its impact on American cultural, political, and social institutions. They examine the principles of thinking, speaking, and writing with a view to the multitude of purposes for which these activities are crucial. Satisfies GE, category A1 (Written and Oral Analysis). Prerequisites: completion of GE categories A2 and A3.

### 201 Career Planning for Nontraditional Students (3) Fall

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

### 210 Ethnic Groups in America (4) / Fall, Spring

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

### 255 Ethnicity in the Humanities (3) / Fall, Spring

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

### 315 Ethnic Music and Dance (3) / Spring, odd years

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

### 330 Ethnicity and History: (Subtitle) (3) / Fall

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

### 331 Ethnic History in California (3-4) / Spring

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

### 335 Demography and Geography of Cultural Diversity in America (3) / Fall, every third semester

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

### 339 Ethnic Groups and American Social Policy (3) Fall, Spring

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

### 345 Folklore and Ethnicity (3) / Spring, even years

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

### 350 Ethics, Values, and Multiculturalism (3) Fall, Spring

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

### 355 Language and Ethnicity (3-4) / Fall, Spring

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

### 360 Ethnic Literature (3) / Fall, Spring

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

### 376 Pan-African Cultures (3) / Fall

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

### 377 Asian American Experience (3) / Spring

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

### 381 Research Assistantship (2-4) / Fall, Spring

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

### 385 Facilitation Training (2-4) / Fall, Spring

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

### 392 Ethnic Images in Film and Media (3) / Fall, Spring

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

### 395 Community Involvement Program (1-4) Fall, Spring

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

### 399 Student-Initiated Course (1-4)

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

### 405 Ethnic Families in America (3-4) / Spring, even years

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

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

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

### 425 Men/Women and Power in Interpersonal Relationships (3) / Spring, even years

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

### 432 Health and Culture (3-4) / Fall, odd years

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

### 435 Ethnicity and the Life Cycle (3) / Spring

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

### 445 Multiculturalism and Education (3) / Fall

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

### 450 Multicultural Resources Development (3-4) Spring

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

### 455 Civil Rights and Human Rights Law (3) Spring, odd years

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

### 460 Multiethnic Children's Literature (3) Fall, off years

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

### 466 Selected Topics in African American Studies (3-4) Fall, Spring

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

### 467 Selected Topics in Asian American Studies (3-4) Fall, Spring

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

### 475 Senior Seminar (4) / Fall

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

### 475H Senior Honors (4) / Spring

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

### 480 Research and Methodology (4) / Fall, Spring

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

### 481 Special Topics (1-4) / Fall, Spring Please refer to current *Schedule of Classes*.

### 495 Special Studies (1-4) / Fall, Spring

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

### 499 Service Learning Internship (1-4) / Fall, Spring

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

# Anthropology

## Programs offered

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

## Department Office

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 707 664-2312  
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## Department Chair

Margaret Purser

## Administrative Coordinator

Yvonne Thompson

## Faculty

\*Sue Taylor Parker / Biological Anthropology  
 Adrian Praetzelis / Historical Archaeology  
 Margaret Purser / Historical Archaeology  
 \*R. Thomas Rosin / Social Anthropology  
 Richard J. Senghas / Linguistic Anthropology  
 \*Albert L. Wahrhaftig / Cultural Anthropology  
 John D. Wingard / Applied Anthropology  
 \*Faculty Early Retirement Program

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

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

- **Biological Anthropology** deals with the evolution of the human body, mind, and behavior as inferred through study of fossils and comparisons with behavior of other primate species.
- **Archaeology** examines our past ways of life through the interpretation of material remains, 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.

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

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

Through training in anthropology students learn of many different cultures throughout the world, how they developed, the significance of

their differences, and how they change. Students are thus equipped with a broad perspective for viewing both themselves and others.

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

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

At a more general level, students of anthropology acquire skill in the formulation of both theoretical and practical questions regarding human life, in collecting and organizing data on many levels of human behavior, and in constructing appropriate interpretations and generalizations based on well-thought-out procedures. The combination of

knowledge about human ways of life, and training in analytic skills provides training valuable in virtually all fields of endeavor that deal with human society and culture. This perspective is invaluable in preparing students for careers either in research professions or in vocations involving human services or planned change. Some of these are: cultural resources management, environmental planning, nursing, teaching, public health administration, business, public relations, law, community development, and international service.

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

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

## Anthropology Department Resources

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

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

## Anthropology Scholarships

The faculty of the department contributes to an anthropology scholarship, awarded each academic year to an undergraduate major on the basis of academic achievement and commitment to the discipline. For further details, contact the department office. The David Fredrickson Research Grant is a competitive award funded by the staff of the Anthropological Studies Center [ASC] 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. Contact the Scholarship Office for information.

## Bachelor of Arts in Anthropology

Degree Requirements	units
General education .....	51
Major core requirements .....	28-30
Major electives .....	9-12
General electives .....	29

**Total units needed for graduation ..... 120**

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

## Major Core Requirements

Complete these introductory courses during the first year in the major:  
 ANTH 201 Introduction to Biological Anthropology ..... 3  
 ANTH 203 Introduction to Cultural Anthropology ..... 3

Complete the following synthesis courses during the first semester of upper-division instruction:  
 ANTH 300 Nature and Culture: The Growth of Anthropology (Spring) ..... 3  
 ANTH 342 Organization of Societies (Fall) ..... 4

Complete one of the following seven courses in archaeology\*:  
 ANTH 322 Historical Archaeology (3)  
 ANTH 323A Gender and Anthropology (3)  
 ANTH 324 Introduction to Archaeology (3)  
 ANTH 325 World Prehistory (3)  
 ANTH 326 Topics in Archaeology (3)  
 ANTH 426A Cultural Landscapes (3)  
 ANTH 492 Research in California Prehistory (3)

Complete one of the following courses in cultural analysis and theory or ethnographic areas\*:  
 ANTH 323E Gender and Anthropology (3)  
 ANTH 344 Material Culture Studies (3)  
 ANTH 345 Topics in Anthropology and the Environment (3)  
 ANTH 346 Schooling in Cultural Context (3)  
 ANTH 349 Meaning, Performance and Representation (3)  
 ANTH 352 Perspectives on Culture Change (3)  
 ANTH 353 Psychological Anthropology (3)  
 ANTH 354 Culture and Tourism (3)  
 ANTH 355 Children Across Cultures (3)  
 ANTH 360 Topics in Development Anthropology (4)  
 ANTH 362 Transnational California (3)  
 ANTH 365 Ethnographies of Regional Culture(s) (3)  
 ANTH 426E Cultural Landscapes (3)

Complete one of the following three courses in biological anthropology\*:  
 ANTH 301 Human Fossils and Evolution (4)  
 ANTH 302 Evolutionary Anthropology (3)  
 ANTH 314 Primate Behavior (3)

Complete one of the following five courses in linguistic anthropology\*:  
 ANTH 380 Language, Culture, and Society (3)  
 ANTH 382 Language Change (3)  
 ANTH 383 Language in Sociopolitical Context (3)  
 ANTH 384 Topics in Linguistic Anthropology (3)  
 ANTH 486 Sign Languages and Signing Communities (3)

Complete 3 units from among the following seven courses in anthropological methods\*:  
 ANTH 351 The Uses of Anthropology (3)  
 ANTH 411 Topics in Computer-Assisted Anthropological Research (1-3)  
 ANTH 414 Methods in Primate Studies (1)  
 ANTH 420/421 Archaeological Methods: Lecture (2-3) and Archaeological Methods: Laboratory (1)  
 ANTH 441 Laboratory in Ethnographic Field Methods (1-4)  
 ANTH 444 Methods in Material Culture Studies (1)  
 ANTH 480 Methods in the Ethnographic Study of Language Use (2)

**Total units in major core ..... 28-30**

\* 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. Anthropology units in internship and the community involvement program may be included.

Total units in major electives ..... 9-12

Total units in the major ..... 40

### Sample Four-Year Program for Bachelor of Arts in Anthropology

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

#### Freshman Year: 32 units

<b>Fall Semester (16 units)</b>	<b>Spring Semester (16 units)</b>
ENGL 101 (A2) (3)	UNIV 200 (A1) (3)
BIOL 115 (B2) (3)	PHIL 101 (A3) (3)
BIOL 115L (1)	GE (D3) (3)
GE (C1), e.g., ART 212/	ANTH 201 (B3) (3)
THAR 100 (3)	University Elective (4)
ANTH 203 (D1) (3)	
University Elective (3)	

#### Sophomore Year: 30 units

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

#### Junior Year: 30 units

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

#### Senior Year: 28 units

<b>Fall Semester (12 units)</b>	<b>Spring Semester (16 units)</b>
U.D. GE (3-4)	ANTH Electives
ANTH Elect., e.g., 396/490/491(3)	ANTH Electives
ANTH Special Studies (1-4)	ANTH Methods
ANTH Internship (1-4)	ANTH Special Studies/Internship
GE (E) e.g., ANTH 318/340 (3-4)	University Elective

Total semester units: 120

## Bachelor of Arts in Anthropology

### Special Emphasis

<b>Degree Requirements</b>	<b>units</b>
General education .....	51
Major core requirements .....	14-16
Special emphasis courses .....	12-22
Supporting courses .....	3-15
General electives .....	38-53

Total units needed for the degree ..... 120

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

The special emphasis major consists of 40 units selected from three course areas: 14 to 16 units in core courses; 12 to 22 units in special emphasis courses; and 3 to 15 units in supporting courses. All courses are selected in consultation with and approved by a faculty advisor.

### Procedures

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

### Course Requirements

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

### Core Courses (14-16 units)

#### Introductory (6 units)

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

#### History and Theory (3 units)

ANTH 300	Nature and Culture: The Growth of Anthropology (3)
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#### Cultural Analysis and Theory (4 units)

ANTH 342	Organization of Societies (4)
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#### Methods (1 - 3 units)

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

### Special Emphasis Courses (12 units minimum)

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

### Supporting Courses (3 units minimum)

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

### Advisory Plan in Human Development

This advisory plan, a 25 unit major with 15 units of supporting subjects, is designed for students interested in public service concerned with program planning, administration, education, and/or care of infants, children, adolescents, or the elderly in multi-cultural or cross-cultural settings. It gives students a broad background in anthropological, sociological, and psychological perspectives on human development across the life span in its various familial, social, and cultural contexts. (See "Advisory Plan in Human Development" for course requirements, available in the Anthropology Department office).

### Advisory Plan in Evolutionary Biology

This advisory plan, a 25 unit major with 15 units of supporting subjects, is designed for students interested in M.A. or Ph.D. level graduate work in biological anthropology including work in forensic anthropology. The biology courses constitute the core requirements for a minor in biology, other courses in biology should be selected in accord with more specific interests.

### Minor in Anthropology

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

### Teaching Credential Preparation

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

### Master of Arts in Cultural Resources Management

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

Persons with an 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 provides its graduates with the following:

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

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

### Facilities and Faculty

The department's Anthropological Studies Center houses an archaeology laboratory and a cultural resources management facility. The center maintains collections of artifacts, archaeological site records and maps, photographs, manuscripts, tapes, and a specialized research library. The center also provides computer services and facilities for specialized processing techniques, such as obsidian hydration. The Northwest Information Center manages historical records, resources, reports and maps; supplies historical resources information to the private and public sectors; and compiles and provides a referral list of qualified historical resources consultants. In addition to archaeologists and other anthropologists, participating faculty in the CRM program include historians, biologists, geographers, soil scientists, and geologists. The Anthropological Studies Center web site can be found at [www.sonoma.edu/projects/asc/](http://www.sonoma.edu/projects/asc/).

### Requirements for the Degree

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

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

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

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

### Admission to the Program

Applications must be submitted separately in the fall to the Anthropology Department and to the Office of Admissions and Records, for possible acceptance into the program the following academic year. Consult with the program's graduate coordinator for departmental requirements and submissions, as updated in the fact sheet, *Admission to the Cultural Resources Management Program in Conditionally Classified Status*.

## Anthropology Courses (ANTH)

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

### 201 Introduction to Biological Anthropology (3)

Fall, Spring

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

### 203 Introduction to Cultural Anthropology (3)

Fall, Spring

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

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

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

The nature of science, disciplinary inquiry and the changing intellectual, institutional and material context of the development of anthropology in the modern world. Identification of significant issues, schools of thought and historic persons. Training in scholarly procedure, library research, bibliography, and professional format and style. Prerequisites: ANTH 201, 203, and ANTH 342 or consent of instructor.

### 301 Human Fossils and Evolution (4) / Fall

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

### 302 Evolutionary Anthropology (3) / Fall

Comparative evolutionary perspectives (behavioral, ecological, socio-biological, and ethological) on human behavior. Focusing on culture, language, communication, competition, and culturally ritualized displays of age, sex, status, and emotion.

### 314 Primate Behavior (3) / Spring, even years

Survey of primate behavior emphasizing one or more of the following topics: primate taxonomy, phylogeny, biogeography, life history, ecology, social organization, and cognition. Prerequisite: for ANTH majors: ANTH 201; for non-majors: ANTH 201 or BIOL 115 or consent of instructor.

### 318 Human Development: Sex and the Life Cycle (3) / Spring

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

### 322 Historical Archaeology (3) / Spring, odd years

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

### 323AE Gender and Anthropology (3) / Fall, odd years

An examination of recent trends in the anthropological study of gender. Issues addressed include: the nature of gender as a concept, the ways that anthropological data and methodologies have been used to document and critique contemporary perceptions of gender roles and gender relations, and the impact of feminist critiques on the field of anthropology as a whole. The course will also look at the ways in which the general public perceives and appropriates anthropological analyses of the sex/gender systems of past cultures and contemporary non-Western cultures to forward a range of political and social agendas involving gender in their own society.

### 324 Introduction to Archaeology (3) / Fall, even years

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

### 325 World Prehistory (3) / Spring

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.

### 326 Topics in Archaeology (3)

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.

### 340 Living in a Pluralistic World (3) / Fall, Spring

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

### 341 Emergence of Civilizations (3) / Fall, Spring

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

### 342 Organization of Societies (4) / Fall

Examination of the structure and organization of bands, tribes, chiefdoms, and ancient states and urban industrial societies from a cross-cultural perspective. Discussion of kinship, family, and larger social group formation in relation to subsistence systems, socialization, and political order. Prerequisites: ANTH 203 or SOCI 201 or consent of instructor.

### 344 Material Culture Studies (3) / Fall, odd years

An interdisciplinary examination of the objects, structures, technologies, and built environments human beings have created and used. Students will compare theoretical and methodological approaches from anthropology, archaeology, folklore, art history, vernacular architecture, and the history of technology. Emphasis will be placed on the role of material culture in social interaction and communication, and the variability of material life cross-culturally and over time. Prerequisite: concurrent enrollment in ANTH 444.

### 345 Topics in Anthropology and the Environment (3) / Fall, even years

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

### 346 Schooling in Cultural Context (3) / Spring

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

### 349 Meaning, Performance and Representation (3) / Fall

Examination of aesthetic, religious, sacred, supernatural and/or transcendent phenomena in terms of their relevance to the construction and communication of meaning and identity in human groups. Topics in the realm of expressive culture (e.g., art, play, ritual, drama, dance) will be selected each semester.

### 351 The Uses of Anthropology (3) / Fall

Historic overview of development of applied anthropology, development anthropology, the uses of anthropology outside academia, and the influence of anthropology and anthropologists on public policy formation in this country, other countries, and internationally. Survey of professional practice including ethical considerations, state of the job market, techniques for career preparation, and issues of generalization vs. specialization. Prerequisite: ANTH 201 or 203 or consent of instructor.

### 352 Perspectives on Culture Change (3)

Spring, odd years

This course explores the ways in which anthropologists study cultural change. The course will include a brief introduction to the theoretical frameworks developed in the discipline for studying past cultures, cultural change over time, and cultural dynamics in larger ecological and evolutionary systems. Possible topics may include: cultural contact studies, revitalization movements, long-term relationships between human groups and their diverse physical and social environments, emergence of social complexity, and colonial and post-colonial transformation of traditional societies. Topics will vary with each offering; may be repeated for credit with department chair's approval.

### 353 Psychological Anthropology (3)

Spring, even years

Cross-cultural study of the person-within-culture, with emphasis on such topics as socialization, enculturation, cognition, the nature of the self, personality, value orientation, deviant behavior, social control, world view, and indigenous psychotherapy. Prerequisite: ANTH 203 or 6 upper division units of psychology or consent of instructor.

### 354 Culture and Tourism (3) / Fall, odd years

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

**355 Children Across Cultures (3)**

This course focuses on the comparative cross-cultural study of infants, children, and adolescents in selected foraging, pastoral, agricultural, and urban societies. Using socioecological and psychological frameworks, it examines a variety of factors including family size, household structure, marriage patterns, workload, and subsistence roles that influence maternal-child relations. It also examines correlates and causes of child abuse and neglect cross-cultural. The class will focus on the six culture studies of the Whiting School, and each student will do a term project on an ethnography of childhood. Prerequisite: Upper-division standing, either ANTH 203 or ANTH 340.

**360 Topics in Development Anthropology (4)**

Spring, even years

Development anthropology explores and examines anthropological perspectives and the role of anthropologists in planned and integrated development of cultural and natural resources of Western and non-Western communities toward community well-being, social and economic self-sufficiency, effective governance, and overall self-determination within local, regional, national, and international contexts. Topics include professionalism and ethics, forecasting and decision-based research, policy development, resources development, management and monitoring. Prerequisite: ANTH 203 or consent of instructor.

**362 Transnational California (3) / Fall, odd years**

Issues and theories in transnationalism, with focus on the social organization, networks, and overseas extensions of immigrant groups, past and present, into the state of California; an effort to understand different models of and trajectories for pluralistic society; and how the diversity of races, ethnicities, and languages are organized globally, nationally, and provincially in the modern world. Students in anthropology and in California studies would apply community studies and network analyses to an understanding of our home region and state, study global processes linking localities around the world, and grasp the varied forms of pluralism emerging in different regions, societies, and nations. Prerequisite: ANTH 203 or consent of instructor.

**365 Ethnographies of Regional Culture(s) (3)**

Fall, Spring

By intensive study of one region in the world, students may examine the role, in the context of the world system, of peoples characteristic of this region. The dynamics of cultural persistence and change is reflected in the economy, social organization, and political ecology of family and community. Topics will vary with each offering. May be repeated for credit.

**380 Language, Culture, and Society (3) / Fall**

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

**382 Language Change (3) / Spring, odd years**

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

**383 Language in Sociopolitical Context (3) / Spring**

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

**384 Topics in Linguistic Anthropology (1-4)**

Topics may include: language acquisition, ideology, policy, revitalization, evolution, creolization and language contact, semantics & pragmatics, sociolinguistics. Topics vary with each offering; may be repeated for credit. Prerequisite: senior standing or consent of instructor.

**395 Community Involvement Program (1-3)**

Fall, Spring

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

**396 Experimental Courses (1-3)****399 Student-Initiated Course (1-3)**

Fall and/or Spring

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

**400 Anthropology Praxis (1-3) / Fall and/or Spring**

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

**411 Topics in Computer-Assisted Anthropological Research (1-3) / Fall, Spring**

Instruction in specialized computer software for recording and analysis of data on human behavior and application of computer techniques to student and student/faculty research projects. Topics will vary from semester to semester. Course may be repeated for credit. Prerequisites: familiarity with basic computer procedures and consent of instructor.

**414 Methods in Primate Studies (1) / Spring**

A course in laboratory methodologies taught in association with ANTH 314 Primate Behavior. As such, it focuses on ecological and demographic indices and on observational and analytic methodologies used in current field studies on nonhuman primates. Students will do observational assignments at Bay Area zoos as a part of their course work. Prerequisite: concurrent enrollment in ANTH 314.

**420 Archaeological Methods: Lecture (2-3) / Spring**

Basic methods of archaeological reconnaissance, excavation, and laboratory analysis. Class time is divided between lecture/discussions, survey and excavation on local archaeological sites, and processing and analyzing excavated collections of artifacts. Prerequisite: concurrent enrollment in ANTH 421.

**421 Archaeological Methods: Laboratory (1) / Spring**

Prerequisite: concurrent enrollment in ANTH 420.

**424 Belize Valley Archaeological Reconnaissance Project (4)**

A field school designed to introduce undergraduate students to archaeological fieldwork in the Maya lowlands of Belize. The project has a regional focus with a principal objective of studying the changes in settlement patterns and site relationships over time. Specific site focus and particular techniques taught may change from season to season. The curriculum focuses on instruction in archaeological field practice including excavation, data recording, artifact processing and mapping. A particular focus of the project is the use of Global Positioning System, remote sensing and Geographic Information Systems in archaeological analysis. The field school is offered in two four-week sessions. The first session typically begins the first Sunday in June and the second session typically begins the first Sunday in July. Sonoma State University is responsible for the instructional component of the field school. BVAR in Belize provides room, weekday board and travel necessary to the project within Belize. Students pay a fee directly to BVAR for these services. Through the 2002 season this fee is \$1,750. This fee is subject to change. May be repeated for credit.

**426AE Cultural Landscapes (3) / Fall, even years**

This course will provide a survey of the growing interdisciplinary field of cultural landscape studies, with an emphasis on the broad range of cultural and historical contexts, structural forms and built environments, and methodological approaches addressed by practitioners in this field. Students will be introduced to the interpretive and analytical issues discussed in the relevant literature, as well as to the emerging methodologies being developed to record and analyze both past and present landscapes.

**441 Laboratory in Ethnographic Field Methods (1-4)**

Spring

Field and lab methods in the analysis of human behavior and culture; problems of access, rapport, and ethics in conducting research; data gathering through interviewing, participant observation, personal documents, photos, tapes, videotapes, remote-sensing; data collection and retrieval; computer applications; and lab analysis and interpretation in the context of theory, problem formulation and research design. May be repeated once for credit. Prerequisite: ANTH 203 or consent of instructor.

**444 Methods in Material Culture Studies (1)**

Fall, odd years

Field methods training in material culture studies across a range of disciplines, including anthropology, vernacular architecture, history of technology, art history and decorative arts, and folklife. Emphasis on techniques of identifying, recording, and analyzing a wide range of material culture categories. Prerequisite: concurrent enrollment in ANTH 344.

**480 Methods in the Ethnographic Study of Language Use (2) / Fall**

Application of methods and procedures utilized in the investigation of communication in natural contexts. Prerequisite: concurrent enrollment in ANTH 380.

**486 Sign Languages and Signing Communities (3)**

Spring, even years

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

**490 Topical Seminars in Anthropology (1-4)**

Fall and/or Spring

Prerequisite: senior standing or consent of instructor.

**491 Faculty Seminar (1) / Fall, Spring**

Prerequisite: Upper-division status. May be repeated twice for credit.

**492 Research in California Prehistory (3) / Spring**

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

**495 Special Studies (1-4) / Fall, Spring**

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

**496 Agency Internships (1-3) / Fall, Spring**

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

**497 Anthropology Internships (1-3) / Fall, Spring**

Students in the intern program have an opportunity to apply anthropological theory and methods to a variety of situations in public and private agencies. Internships require faculty approval, 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.

**Graduate Courses****500 Proseminar (4) / Fall**

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

**502 Archaeology: History and Theory (3)**

Spring, even years

The rise of 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.

**503 Seminar in Cultural Resources Management (3)**

Fall, odd years

Review of federal, state, and local legislation pertinent to the inventory, evaluation, and treatment of cultural resources. Emphasis is placed on process of evaluation according to federal guidelines, the Section 106 Process, and the National Register of Historic Places. Prerequisite: graduate standing in CRM or consent of instructor.

**578 Project Continuation (1-3) / Fall, Spring**

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

**590 Advanced Seminars in Anthropology (1-3)**

Fall, Spring

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

**592 Special Topics in CRM (2) / Fall, even years**

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

**595 Special Studies (1-4) / Fall, Spring**

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

**596 Agency Internships (1-3) / Fall, Spring**

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

**596A Internship in Archaeology (2-3) / Fall**

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: graduate standing and consent of instructor.

**596B Internship in Cultural Resources Management (2-3) / Fall**

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

**596C Internship in Information Management (2-3)**

Fall, Spring

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

**597 Anthropology Internships (1-3) / Fall, Spring**

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

**598 Teaching Assistant in Anthropology (1-3)**

Fall and/or Spring

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

**599A/B Thesis (2, 2) / Fall, Spring**

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

# Applied Arts

**Program offered****Minor in Applied Arts**

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

**Minor in Applied Arts**

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

**Activity Courses**

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

**Art**

ArtS 202-298

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

**English**

ENGL 342 Children's Literature (3)

ENGL 343 Youth and Literature (3)

One literary genre course selected from the following:

ENGL 367 Introduction to Short Story (3)

ENGL 369 Introduction to Poetry (3)

ENGL 371 Introduction to Novel (3)

ENGL 373 Introduction to Drama (3)

**Music**

MUS 400 Music for the Classroom (3)

Any combination of the following, to total 3 units:

MUS 105 Fundamentals (3)

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

MUS 115/415 Class Instruction in Voice (1)

**Theatre Arts**

THAR 101 The Art of Theatre (3)

THAR 300 Theatre in Action (3)

THAR 460 Drama for Children (2) and

THAR 120A Beginning Acting (2)

THAR 470 Dance for Children (2) and

THAR 110 Dance Fundamentals (1)

**Total units in activity courses ..... 9**

**Program Advisors and Offices**

Jeff Langley / Performing Arts

Ives Hall 207

707 664-4404

Tim Wandling / English Department

Nichols Hall 362

707 664-2140

Bob Nugent / Art Department

Art Building 128

707 664-2364

**Concentration Courses**

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

**Art**

ArtS 400 Art in the Classroom (3)

ArtH 210 or 211 Introduction to Art History (3)

ArtS Additional activity courses (3)

**English**

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

**Music**

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

MUS 250 Survey of European Music (3)

MUS 350 Survey of World Music (3)

MUS 323 Chamber Singers (2)

MUS 324 Sonoma County Bach Choir (1-2)

MUS 325 SSU Chorus (1-2)

MUS 326 Classical Guitar Ensemble (1-2)

MUS 327 Wind Ensemble (1-2)

MUS 329 Chamber Music Workshop (1-2)

MUS 330 Music Theatre Production (1-3)

MUS 379 Contemporary Jazz Ensemble (1-2)

MUS 391 Concert Jazz Ensemble (1-2)

MUS 396 Vocal Jazz Ensemble (1-2)

**Theatre Arts**

THAR 102 Introduction to the History of Theatre: Drama and Dance A (3) or

THAR 103 Introduction to the History of Theatre: Drama and Dance B (3)

THAR 300 Theatre in Action (3)

THAR 301 Dance Ensemble Workshop (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 the minor ..... 18**

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

# Art and Art History

## Programs offered

### Bachelor of Arts in Art

- Art History concentration
- Art History concentration, emphasis in Film History
- Studio concentration

### Bachelor of Fine Arts

- Studio concentration

### Minor in Art

- Studio concentration
- Art History concentration
- Film Studies

### Career Minor in Arts Management

### Teaching Credential Preparation

## Department Office

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

## Department Chair

Michael Schwager

## Administrative Coordinator

Connie Eagle

## Faculty

Marsha Adams, Pattaratorn Chirapavati, William Guynn, Kurt Kemp, Susan McKillop, Susan Moulton, Bob Nugent, Jann Nunn, Mark Perlman, Gregory Roberts, Michael Schwager, Jennifer Shaw

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

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

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

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

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

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

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

Upon successful application to the university, students wanting to major in art may choose one of the following areas of concentration:

### Art History and Film History

#### Art Studio (areas of emphasis below)

Painting	Printmaking	Drawing
Sculpture	Photography	Ceramics

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

Courses in the major 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.

## Career Opportunities Relating to the Major

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

## Advising

Students are required to consult their advisors in the Art Department before beginning work as an art major and each semester thereafter. Not all courses are offered every semester. Consultation with an art advisor will allow for timely completion of art major requirements. An advising handbook is available in the main office.

## Bachelor of Arts in Art

### Art History Concentration

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

Degree Requirements	units
General education .....	51
Major core requirements .....	43
General electives .....	26

**Total units needed for graduation ..... 120**

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

## Requirements for the Major

### Foundation Courses / Freshman and Sophomore Years (12 units)

#### Art History (6 lower-division units)

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

#### Studio Courses (5 lower-division units)

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

**Minimum total lower-division units ..... 11**

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

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

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

B. Modern: One upper-division course

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

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

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

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

## Senior Project (4 to 5 units)

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

- A. ArtH 490H Pro-Seminar on Art Historical Method (3 units).
- B. Senior Thesis: Submission of a scholarly paper to the faculty of art history is required in the senior year. The student receives assistance in preparing this paper by enrolling in one of the following courses:
  1. ArtH 491H Senior Thesis (1 unit).
  2. ArtH 492 Honors Thesis (2 units), by consent of art history faculty.

**Total upper-division units ..... 32**

**Total units in the major ..... 43**

## Bachelor of Arts in Art

### Art History Concentration, Emphasis in Film History

Degree Requirements	units
General education .....	51
Major core requirements .....	43
General electives .....	26

**Total units needed for graduation ..... 120**

#### Foundation Courses

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

**Total lower-division units ..... 15**

### Core Courses

ArtH 361	Classic Narrative Film	3
ArtH 363	Other Cinemas (3-unit course, taken twice)	6
ArtH 464 or 465	History of Modern Art	3
ArtH 461	Selected Topics (3-unit course, taken twice)	6
<b>Total core units</b>		<b>18</b>

### Electives

Choose 6 units from the following courses:

#### Literature and Film

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

#### Critical Perspectives

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

#### Multicultural Perspectives

AMCS 392	Ethnic Images in Film and Media
CALS 393	Chicano/Latino Cinema
NAMS 338	Native Americans and the Cinema

#### Film and Other Media

COMS 201	Story Telling Via Video
COMS 325	Video Workshop

**Total elective units** ..... 6

### Senior Project (4 units)

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

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

**Total units in the major** ..... 43

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

### Freshman Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
ArtH 210 (4)*	ArtH 211 (4)*
ArtS 101 (3)	ArtS 202 (2)
GE courses (6), Elective (3)	GE courses (9)

### Sophomore Year: 32 units

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

### Junior Year: 29 units

Fall Semester (15 units)	Spring Semester (14 units)
ArtH 464 (4)*	ArtH Period Course (4)
ArtH Period Course (4)	ArtH Elective (4)
Upper-Division GE (3)	Electives (3)
ArtH Special Topic (2)	Upper-Division GE (3)
Elective (2)	

### Senior Year: 28 units

Fall Semester (14 units)	Spring Semester (14 units)
ArtH 490H (3)	ArtH 491H (1)
ArtH Elective (4)	ArtH Elective (4)
ArtH Elective (4)	ArtH Elective (4)
Other Electives (3)	Other Electives (5)

**Total semester units: 120**

\* also counts for GE requirements

## Minor in Art History

### Complete all of the following

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

**Total units needed for the minor** ..... 20

### Recommended electives for Art History Minors

Upper-division art history or criticism courses.

## Minor in Film Studies

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

### Course Rotation: Art History

#### Foundation courses

Introductory Surveys (210, 211)	..... All semesters
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#### Period courses

Ancient, Medieval, Renaissance, Baroque/Early Modern (420, 422, 424, 430, 432, 440, 442, 444, 450, 454) ..... At least one course per year from each period

Film courses (361, 363, 461)	..... All semesters
Modern: Two courses (460, 464, 465, 466)	..... All semesters
Non-Western: One course (470, 474, 476)	..... Every year, usually each semester

Gallery and Museum Methods (494)	..... Fall semesters
Pro-Seminar in Methods (490H)	..... Fall semesters
Senior Thesis	..... All semesters

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

### Course Rotation: Film History

#### Foundation courses

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

#### Core courses

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

## Art History and Film History Courses (ArtH)

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

### 199 Student-instructed Course (1-4)

Please see current *Schedule of Classes* for details.

### 200 Information Resources and Skills for Art History (2)

Techniques for finding library and information resources in visual culture and art history. Covers the use and strategies for accessing information and images in the university library and incorporating that visual imagery into research projects using computer applications. Students will learn about available facilities and how to access, retrieve, and evaluate information. Teaching includes lectures, demonstrations, and online research for both electronic and print sources. Students will gain experience with software packages such as PageMaker and Photoshop using the graphics lab in the Art Department.

### 210 Introduction to Art History (3-4)

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

### 211 Introduction to Art History (3-4)

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

### 212A Introduction to World Film History (3) (1894 to WWII)

Lecture, 2 hours; films, 2 hours. A chronological survey of historically representative and significant films tracing the evolution of the cinema as an art form. Includes study of the primitive period, the emergence of the feature film in America, Europe, and Japan, the advent of sound, the "great studio era," and alternative cinemas of the 1930s and 1940s. Satisfies GE, category C1 (History of the Fine Arts).

### 212B Introduction to World Film History (3) (WWII to contemporary)

Lecture, 2 hours; films, 2 hours. A chronological survey of historically representative and significant films tracing the evolution of the cinema as an art form. Includes study of post-war movements such as Neorealism and the French New Wave, cinematic modernism, the post-war film in Asia, and the emergence of new cinemas in the Third World and Eastern Europe. Satisfies GE, category C1 (Fine Arts).

### 270A Survey of South and Southeast Asian Art (3-4)

A general survey of the arts and cultures of South and Southeast Asia, including India, Thailand, Indonesia, Cambodia, and Myanmar, from prehistoric periods to the present. Satisfies GE, category C1 (Fine Arts).

### 270B Survey of Chinese and Japanese Asian Art (3-4)

A general survey of the arts and cultures of China and Japan from prehistoric periods to the present. Satisfies GE, category C1 (Fine Arts).

### 300 Graded Assistance Projects (1-4)

Designed for advanced students to gain practical experience in the functions of art studios, workshops, classroom or exhibition projects. Work under supervision of faculty or staff. Each unit requires 3 hours of work per week. Grade only.

### 301 Assistance Projects (1-4)

Designed for advanced students to gain practical experience in the functions of art studios, workshops, classroom or exhibition projects. Work under supervision of faculty or staff. Each unit requires 3 hours of work per week. Cr/NC only.

### 312 Principles of Arts Management (3)

May be offered every three or four semesters. A seminar surveying the management of nonprofit visual arts institutions in the United States and the role of those institutions within society. Topics range from practical information, such as the structure of nonprofit organizations, the role of a board of trustees, fundraising, financial management, marketing, and the growing use of technology in the arts, to theoretical concepts being discussed within the field. Guest lecturers will be featured on a regular basis, and several field trips will be scheduled.

### 361 Classic Narrative Film (3)

Theory and analysis of classic Hollywood film. Emphasizes the evolution of the narrative systems, the art of editing, the history of American genre film making, the problematic notion of the auteur, and the place of the spectator in the classic fiction film.

### 363 Other Cinemas (3)

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

### 395 Community Involvement Program (CIP) (1-4)

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

### 399 Student-instructed Course (1-4)

Please see current *Schedule of Classes* for details.

### 400 Art History Information Resource and Research Skills (2)

Course for upper-division majors researching information for their senior thesis projects. Covers the use and evaluation of methods for finding technology and appropriate software. Prerequisite: upper-division art history standing or a related major and concurrent enrollment or completion of ArtH 490H.

### 420 Pre-Classical Art (3-4)

Seminar/lecture course covering the history of the arts and architecture of Egypt, Crete and the Near East before the conquests of Alexander the Great.

### 422 Greek Art (3-4)

A seminar/lecture course covering the history of Greek art and architecture from the Proto-geometric through the Hellenistic periods (ca. 1000 B.C.-100 A.D.).

### 424 Roman Art (3-4)

A seminar/lecture course covering Etruscan and Roman art and architecture from the early Republic through the age of Constantine, fourth century, C.E.

**430 Early Christian, Byzantine and Early Medieval Art (3-4)**

A seminar/lecture course covering Christian art from its origins in the third century through the fall of Constantinople in the East and the rise of the Romanesque in the West (ca. 1050). Content emphasis may vary.

**432 Romanesque and Gothic Art (3-4)**

A seminar/lecture course covering Medieval art and architecture of the Romanesque and the Early and High Gothic periods. Content emphasis may vary.

**440 Early Italian Renaissance Art (3-4)**

Seminar/lecture course covering painting, sculpture, and architecture in Italy in the 14th and 15th centuries.

**442 Later Italian Renaissance (3-4)**

Seminar/lecture course covering painting, sculpture, and architecture of Italy in the 16th century. Includes High Renaissance and Mannerist periods.

**444 Northern Renaissance Art (3-4)**

A seminar/lecture course covering painting, printmaking, sculpture, and architecture of the 14th-16th centuries in Europe, apart from Italy.

**450 Baroque Art (3-4)**

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

**452 Eighteenth Century Art (3-4)**

A seminar/lecture course on 18th Century painting, architecture, and sculpture. Content emphasis may vary.

**454 Nineteenth Century Art (3-4)**

A culturally diverse survey of painting and sculpture in Europe, which may include non-Western traditions, ca. 1780 through the end of the 19th century. Satisfies upper-division GE, category C1 (Fine Arts). Prerequisite: HUM 200 or ENGL 201.

**456 The History of Photography (3-4)**

A survey course examining photographers and their work from the beginning of the art form to the present day. Content emphasis may vary.

**460 History of American Art (3-4)**

A survey of the American experience from pre-Colonial times to the present, with insights into European, non-Western, and native influences. Satisfies upper-division GE, category C1 (History of the Fine Arts). Prerequisite: HUM 200 or ENGL 201.

**461 Selected Topics in Film (3)**

A genre, the work of a single filmmaker, a cinematic movement, a national cinema, a focused study of a problem in film history or aesthetics, etc. May be repeated for credit toward the minor.

**464 Modern Art from 1850 to 1945 (3-4)**

A survey of art of the Western world in the 20th century to the end of World War II, including non-Western and native influences. Satisfies upper-division GE, category C1 (Fine Arts). Prerequisite: HUM 200 or ENGL 201.

**465 Modern Art from 1945 to 1979 (3-4)**

A survey of American and European developments in late modern and early postmodern art, focusing on work made between 1945 and 1979. Movements such as Abstract Expressionism, Pop, Minimalism, Photo-Realism, Earth Art, and Feminist Art will be discussed in depth, and artists working outside New York will also be considered. Satisfies upper-division GE, category C1 (Fine Arts). Prerequisite: HUM 200 or ENGL 201.

**466 Contemporary Art: 1980 to the Present (3-4)**

A survey of Western and international developments in postmodern and current art. The course will examine some of the artists and movements that were recognized in the 1980s, such as Neo-Expressionism, Appropriation, Graffiti Art, Neo-Geo, Image-Text, and Video/Computer art. In addition to a chronological overview, current issues and theories necessary for a thorough understanding of contemporary art and artists will be explored. Readings and written papers on designated topics will be required. Prerequisite: ArtH 465.

**470A South and Southeast Asian Art (3-4)**

A seminar/lecture course examining in depth the arts of South and Southeast Asia, including India, Thailand, Indonesia, Cambodia, and Myanmar, from their beginnings to the present. Emphasis on sculpture and painting. Content emphases may vary. May be repeated with consent of instructor.

**470B Chinese and Japanese Asian Art (3-4)**

A seminar/lecture course examining in depth the arts of China and Japan from their beginnings to the present. Emphasis on sculpture and painting. Content emphases may vary. May be repeated with consent of instructor.

**474 Islamic Art (3-4)**

Course explores the formation, establishment, and variations of Islamic artistic culture from its beginnings in the seventh century through the apogee of the Ottoman (Turkish) Empire in the 16th and 17th centuries.

**476 Art Beyond the European Tradition: Selected Topics (3-4)**

A seminar/lecture course whose emphasis may include the art of Africa, Native America, Hispanic, Latin America and/or other indigenous cultures.

**480 Selected Topics in Art (1-4)**

A seminar course dealing with intensive study of a particular art topic. The topic will vary from semester to semester. The course may be repeated and may be applicable to requirements for a major in art. Consult advisor and department chair. Prerequisites: major status, advanced standing, and consent of instructor.

**490F Theory and Methods of Film Criticism (3)**

A senior-level course that allows students to develop their critical expertise and plan an original piece of research and interpretation, to be presented as their senior paper.

**490H Pro-Seminar in Art Historical Method (3)**

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

**491F Senior Thesis in Film (1)**

Submission of a scholarly paper to the faculty is required in the senior year. The student works in a tutorial situation with the film historian.

**491H Senior Thesis: Subtitle (1-2)**

Submission of a scholarly paper to the faculty is required in the senior year. The student works in a tutorial situation with an art historian.

**492 Senior Honors Thesis (2)**

The honors student prepares an in-depth research paper under the guidance of members of the art history or film faculty. The student will utilize scholarly resources of the region and produce an original research paper of extended length. Participation by consent of the art history faculty.

**494 Gallery and Museum Methods (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.

**495 Special Studies (1-4)**

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

**496 Directed Field Research Experience (1)**

Travel to galleries and museums in various North American cities. Individual and group participation required. Destinations vary; consult semester schedule for specifics. May be repeated and may be applicable to requirements in the major. Fee required at time of registration. Prerequisites: major status and advanced standing or consent of instructor. Cr/NC only.

**497 Directed Field Research Experience (1)**

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

**499 Internship (1-4)**

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

**590H Pro-Seminar in Art History Methods (1-3)**

Course for ITDS graduate and other art related students that will apply research technology to their thesis projects. Offered concurrently with ArtH 490H.

**595 Special Studies (1-4)**

Prerequisites: graduate standing and consent of instructor.

**599 Internship (1-4)**

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

**Bachelor of Arts in Art**

**Studio Concentration**

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

Degree Requirements	units
General education .....	51
Major requirements .....	45
General electives .....	24
<b>Total units needed for graduation .....</b>	<b>120</b>

**Requirements for the Major**

The art major with studio concentration is comprised of a group of core courses representing minimum requirements for all areas of emphasis, plus course offerings in studio and associated areas that allow for the development of an emphasis in one or more of the following: painting, sculpture, printmaking, drawing, photography, and ceramics. Six units must be at the advanced level. Admission to advanced classes requires submission of a portfolio to department faculty once each semester.

**Major Core Requirements Freshman and Sophomore Years**

Complete the following four courses for 12 units:

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

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

ArtS 202	Beginning Drawing (2-3)	4-6
ArtS 204	Beginning Life Drawing (2-3)	

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

ArtS 208	Basic Black and White Photography (2-3)	6-9
ArtS 220	Beginning Painting (2-3)	
ArtS 229	Beginning Ceramics (2-3)	
ArtS 236	Beginning Sculpture (2-3)	
ArtS 238	Beginning Papermaking (1-3)	
ArtS 245	Beginning Printmaking (2-3)	
ArtS 298	Selected Topics in Art Studio (1-3)	

**Total lower-division core units .....** 22

**Sophomore or Junior Years**

Choose two courses from the following five courses: .....

ArtH 454	Nineteenth Century Art	6
ArtH 460	History of American Art	
ArtH 464	Modern Art from 1850 to 1945	
ArtH 465	Modern Art from 1945 to 1979	
ArtH 466	Contemporary Art	





Complete at least three courses from three different studio emphases (excluding photography and drawing) to total 6 units ..... 6-9  
 ArtS 208 Basic Black and White Photography ..... 2-3  
 Complete at least 21 units from the following courses, including at least 8 units at the 400 level: ..... 21  
 ArtS 308 Photographic Darkroom Processes (2-4)  
 ArtS 457 Advanced Photography (1-4)  
 ArtS 458 Photography Seminar (2-4)  
 Complete 5 units in intermediate and advanced auxiliary studio courses: ..... 5  
**Total units in the emphasis** ..... 34

### Printmaking

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

### Sculpture

Complete at least three courses from three different studio emphases (excluding sculpture and drawing) to total 6 units ..... 6-9  
 ArtS 236 Beginning Sculpture ..... 2-3  
 ArtS 229 Beginning Ceramics or Clay ..... 3  
 Complete 21 units in the following courses, including at least 8 units at the 400 level (may include 3 upper-division units in Ceramics, Clay Sculpture or Bronze Foundry) ..... 21  
 ArtS 336 Intermediate Sculpture (2-4)  
 ArtS 436 Advanced Sculpture (2-4)  
 A maximum of 3 units from the following may be applied to the 12 unit Sculpture Emphasis: ..... 3  
 ArtS 334 Intermediate Bronze Foundry (2-4)  
 ArtS 435 Advanced Bronze Foundry (2-4)  
 ArtS 329 Form and Function: Intermediate Wheel Throwing (2-4)  
 ArtS 439 Advanced Ceramics (2-4)  
 ArtS 330 Intermediate Hand Building (2-4)  
 ArtS 430 Large Scale Clay and Installation, Ceramics Sculpture (2-4)  
 Complete 5 units in intermediate and advanced auxiliary studio courses: ..... 5  
**Total units in the emphasis** ..... 34  
**Total units in the major** ..... 70

## Sample Four-Year Program for Bachelor of Arts in Art Studio Concentration, Painting Emphasis

### Freshman Year: 30 units

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

### Sophomore Year: 32 units

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

### Junior Year: 31 units

<b>Fall Semester (18 units)</b>	<b>Spring Semester (13 units)</b>
ArtS 320 Int. Painting (3)	ArtS 420 Adv. Painting (3)
ArtS 302 Int. Drawing (3)	ArtS 304 Int. Life Drawing (3)
ArtH 465 History of Modern Art (3)*	ArtS 236 Beg. Sculpture (2)
Other electives (3)	GE courses (3)
* also counts for GE requirements	Other electives (2)

### Senior Year: 27 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (12 units)</b>
ArtS 420 Adv. Painting (3)	ArtS 420 Adv. Painting (3)
ArtS 382 Int. Monotype (3)	ArtH 466 Contemporary Art (3)
ArtS 492 Portfolio (3)	ArtS 495 Special Studies (3)
Electives (6)	Electives (3)
<b>Total semester units: 120</b>	

## Minor in Art

### Studio Concentration

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

## Studio Art Courses (ArtS)

Classes are offered in the semesters indicated. In addition to class times, most studios are open after hours for students to work on their projects. Please see the *Schedule of Classes* for most current information and faculty teaching assignments.

### 101 Art Fundamentals (3) / Fall, Spring

Basic design. A studio course in the study of form, color, and composition in 2-dimensional art; rendering of 3-dimensional objects from observation using line and values, and principles of perspective. Basic prerequisite course for studio courses on the 200 level.

### 102 Fundamentals of Three Dimensional Design (3) / Fall, Spring

A studio course introducing the student to the principles of three dimensional design. Sculptural, architectural and design projects are realized through a series of assigned projects exploring form, volume, plane, line and structure. Traditional and non-traditional sculptural materials are used. Prerequisite course for 200 level studio courses. Laboratory fee due at time of registration.

### 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. A four-day course, taught the first two Fridays and Saturdays of each semester. Class is recommended for all students majoring in Art Studio. Required for students enrolled in ArtS 236 (Beginning Sculpture). Examinations required every semester for continued use of power equipment.

### 199 Student-instructed Course (1-4)

Please see current *Schedule of Classes* for details.

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

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

### 204 Beginning Life Drawing (2-4) / Fall, Spring

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

### 208 Basic Black and White Photography (2-4) / Fall, Spring

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

### 220 Beginning Painting (2-4) / Not offered every semester

Studio course in painting in a variety of media, with primary concentration in oil. Directed problems. Work from imagination, still life, and the figure. Group and individual criticism. Prerequisite: previous or concurrent enrollment in ArtS 101.

### 229 Beginning Ceramics (2-4) / Fall, Spring

A studio course surveying a wide range of ceramic processes, including a variety of hand building techniques, working on potter's wheel, glazing and firing. Directed problems cover both traditional/sculptural aspects of ceramics. Course includes lectures, demonstrations, discussion, critiques and laboratory. Lab fee payable at time of registration. Prerequisite: ArtS 102.

### 236 Beginning Sculpture (2-4) / Fall, Spring

A studio course offering a range of traditional and non-traditional sculptural processes and materials. Introduces the beginning student to welding, woodworking, mold making and casting. The principles of bronze foundry are covered except during semesters when Bronze Foundry is taught as a separate course. Group critiques, field trips, textbook required. Laboratory fee due at time of registration. Prerequisites: ArtS 102, previous or concurrent enrollment in ArtS 103.

### 238 Beginning Papermaking (1-4) / Not offered every semester

A studio course to include lecture, discussion, demonstrations, and laboratory work covering the history and techniques of handmade paper sheets. Techniques include sheet forming, lamination, embedment, natural plant fibers, and use of hydropulper. Laboratory fee payable at time of registration. Prerequisite: previous or concurrent enrollment in ArtS 101.

### 245 Beginning Printmaking (2-4) / Fall, Spring

A studio course introducing the student to a variety of printmaking media, which may include etching, lithography, silkscreen, woodcut, linocut, and papermaking. Lecture, demonstration, and laboratory work, which may include proofing, printing, and a small edition. Laboratory fee payable at time of registration. Prerequisite: ArtS 101.

### 282 Beginning Monoprint (2-4)

A studio course focusing on the creation of single and multiple images derived from a variety of original sources, which may include painting, hand painted prints, collagraphs, chine collé, and multiple manipulated prints. Laboratory fee is payable at time of registration. Prerequisite: previous or concurrent enrollment in ArtS 101 and 102.

### 298 Selected Topics in Art Studio (1-4)

A beginning studio course dealing with intensive study of a particular art topic, which may vary from semester to semester. May be repeated, and applicable to requirements for a major in art. Prerequisite: previous or concurrent enrollment in ArtS 101 and 102.

### 300 Graded Assistance Projects (1-4)

Designed for advanced students to gain practical experience in the functions of art studios, workshops, classrooms or exhibition projects. Work under supervision of faculty or staff. Each unit requires 3 hours of work per week. Grade only.

### 301 Assistance Projects (1-4)

Designed for advanced students to gain practical experience in the functions of art studios, workshops, classrooms or exhibition projects. Work under supervision of faculty or staff. Each unit requires 3 hours of work per week. Cr/NC only.

### 302 Intermediate Drawing (2-4) / Fall, Spring

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

### 304 Intermediate Life Drawing (2-4) / Fall, Spring

A workshop in drawing the human figure for students who have fulfilled the beginning drawing prerequisite or are at intermediate skills levels. Group and individually directed special problems related to drawing the live model. Prerequisite: ArtS 204.

### 308 Photographic Darkroom Processes (2-4) / Fall, Spring

A process course with individualized development of photographic skills and theory. Concentration on print quality, including zone system. Familiarization with papers, films, and developers. Various processes expanding upon black and white technology and darkroom experimentation. Laboratory fee payable at registration. Prerequisite: ArtS 208 and consent of instructor, based on portfolio review.

### 320 Intermediate Painting (2-4) / Fall, Spring

Intermediate level studio course in painting. Directed and individual problems. Group and individual criticism. Prerequisite: ArtS 220.

**329 Form and Function: Intermediate Wheel Throwing (2-4)**

A studio course concentrating on wheel throwing techniques to explore formal/functional issues in clay. Aspects of hand building will be discussed as well. Emphasis placed on design issues, content and developing a personal visual vocabulary through individual and group critiques. Lab fee payable at time of registration. Prerequisite: ArtS 229.

**330 Intermediate Hand Building (2-4)**

A studio course concentrating on a variety of hand building techniques, mold making, slip casting, glazing, firing. Primary focus on sculptural problem solving with clay. Emphasis on content and developing a personal visual vocabulary through individual and group critiques. Lab fee payable at time of registration. Prerequisite: ArtS 229.

**335 Bronze Foundry (2-7)**

In-depth instruction of processes involved in producing bronze sculpture. Students explore all aspects of realizing sculpture in bronze, from clay or plaster molds to wax; various methods of wax working/mold making, including ceramic shell, sand and investment; casting; and patination. Group critiques, fieldtrips. Laboratory fee. Prerequisite: ArtS 236 or consent of instructor.

**336 Intermediate Sculpture (2-4) / Fall, Spring**

A studio course with directed projects. Emphasis on content and developing a personal sculptural vocabulary through experimentation with traditional and non-traditional materials and processes. Group critiques, field trips, short writing assignments. Textbook required. May be repeated for credit up to a maximum of 6 units. Laboratory fee due at time of registration. Prerequisite: ArtS 236 or consent of instructor.

**338 Intermediate Papermaking (1-4)**

Not offered every semester

A studio course continuing with techniques explored in ArtS 238. More emphasis on individual instruction, development of personal style. Up to 3 upper-division units may be applied to printmaking or to sculpture emphasis. Laboratory fee at registration. Prerequisite: ArtS 238.

**340 Intermediate Etching and Woodcut (2-4)**

Fall, Spring

A studio course on the intermediate level in various printmaking aspects, including woodcut, linocut, embossing, engraving, collagraph, photo-engraving, monotype, and etching. Laboratory fee payable at time of registration. Prerequisite: ArtS 245.

**342 Intermediate Lithography (2-4) / Fall, Spring**

Continued studio work at the intermediate level in lithographic methods, including color technology and conceptual development. Lecture, demonstration, and studio work. Laboratory fee payable at time of registration. Prerequisite: ArtS 245.

**382 Intermediate Monoprint (1-4)**

Not offered every semester

An intermediate studio course emphasizing single and multiple images derived from a variety of original sources, including painting, hand-painted prints, collagraphs, chine collé, and multiple manipulated prints. A maximum of 3 upper-division units may be applied toward a printmaking or a painting emphasis. Laboratory fee payable at time of registration. Prerequisite: ArtS 245.

**395 Community Involvement Program (CIP) (1-4)**

Fall, Spring

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

**399 Student-instructed Course (1-4)**

Please see current *Schedule of Classes* for details.

**400 Art in the Classroom (3)**

Combined lecture/lab course for teaching credential candidates (K-12). Skills, methods and ideas for introducing art education to children/adolescents will be discussed and practiced, based on the California Framework for Art Education, and intended to stress the necessity of art instruction for the young. Art education history will be covered.

**402 Advanced Drawing (2-4) / Fall, Spring**

Independent work from imagination or nature for the advanced student. Can be arranged as correlative drawing problems done in conjunction with advanced studio projects in area of emphasis. May be repeated for up to a maximum of 12 units. Prerequisite: at least 4 units of ArtS 202 or 204, and 3 units of 300-series drawing courses, or consent of instructor.

**404 Advanced Life Drawing (2-4) / Fall, Spring**

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

**420 Advanced Painting (2-4) / Fall, Spring**

Continued studio work in painting in oils and/or acrylics. May be repeated for credit up to a maximum of 12 units. Prerequisite: ArtS 320.

**429 Advanced Ceramics (2-4) / Fall, Spring**

A studio course addressing advanced throwing and hand building techniques, glazing and firing. Emphasis on content and development of a personal voice in ceramics. Prerequisites: ArtS 229, 320 and 330.

**430 Large Scale Clay and Installation, Ceramic Sculpture (2-4) / Fall, Spring**

Course concentrates on large scale ceramics sculpture/installation. Hand building and wheel throwing techniques utilized. Emphasis placed on project planning, content, and developing a personal visual vocabulary through individual/group critiques. Lab fee payable at registration. Prerequisite: ArtS 229 and 329 or 330. Can replace one semester of Advanced Ceramics.

**432 Ceramic Materials (2-4)**

General course covering origin/properties of clays; composition, properties/uses of materials in glazes; and calculation of glaze formulas/batches. Laboratory exercises involve use/properties of materials, development of clay body compositions and development of color/texture in glazes. Prerequisites: ArtS 229 and 330 or 329. Can replace one semester of Advanced Ceramics.

**435 Advanced Bronze Foundry (2-4)**

An advanced exploration of the techniques and principles taught in ArtS 335. May be repeated up to a maximum of 6 units. Prerequisite: 6 units of ArtS 335 or consent of instructor.

**436 Advanced Sculpture (2-4) / Fall, Spring**

Studio and field work that emphasizes the development of individual style. Group critiques, field trips, short writing assignments. Text book required. May be repeated for credit up to a maximum of 15 units. Laboratory fee payable at time of registration. Prerequisite: 6 units of ArtS 336 or consent of instructor.

**438 Advanced Papermaking (1-4)**

Not offered every semester

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

**440 Advanced Etching and Woodcut (2-4) / Fall, Spring**

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

**442 Advanced Lithography (2-4) / Fall, Spring**

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

**457 Advanced Photography (1-4)**

An advanced studio course, with an emphasis on contemporary photography, black & white and color, and student critiques in conjunction with in-progress darkroom work. Students contract for a body of work for the semester, culminating with an individual presentation of a final, professional portfolio. Prerequisites: ArtS 208 and two semesters of ArtS 308 or consent of instructor, based on portfolio review.

**458 Photography Seminar (2-4) / Fall, Spring**

A seminar with emphasis on critiques in conjunction with darkroom work done outside class. Objective is to explore the student's vision as a creative resource. Students individually contract work to be presented in final portfolio or slide presentation. Laboratory fee required. Prerequisites: ArtS 208 and two semesters of ArtS 308 or consent of instructor, based on portfolio review.

**465 B.F.A. Seminar (1-3) / Fall, Spring**

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

**466 Exhibition/Portfolio (B.F.A.) (3) / Fall**

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

**470 Art: Theory and Practice (2-4)**

Advanced seminar course combining lecture/activity. Emphasis placed on development of proposals for works of art in response to slide lectures and assigned readings, and exploration of new methods and materials outside student's usual medium. Participation in group critiques is an essential element of course. Lab fee. Prerequisite: Instructor(s) consent.

**482 Advanced Monoprint (1-4)**

Not offered every semester

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

**492 Exhibition/Portfolio (B.A.) (3) / Fall**

Professional issues will be addressed in the preparation and presentation of a portfolio of student work. Students will be expected to give an oral defense of their work and prepare a statement, a slide portfolio and a curriculum vitae in preparation for graduation.

**495 Special Studies (1-4)**

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

**496 Directed Field Research Experience (1)**

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

**497 Directed Field Research Experience (1)**

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

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

A studio course dealing with intensive study of a particular art topic, which may vary by semester. May be repeated and applicable to requirements for a major in art. Consult advisor and department chair. Prerequisites: major status, advanced standing and instructor consent.

**499 Internship (1-4)**

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

**595 Special Studies (1-4)**

Prerequisites: graduate standing and consent of instructor.

## Teaching Credential Preparation

The art major with a studio concentration generally fulfills the California Commission for Teacher Preparation and Licensing guidelines for the Single Subject Credential. For the Multiple Subject (elementary) Credential students must pass the general knowledge portion of the National Teachers Examination. ArtS 400 is required of candidates for the Single Subject Credential, and ArtS 400 is recommended for Multiple Subject Credential students. Students interested in a teaching career are encouraged to consult with coordinators in the Art Department as well as the Education Department with reference to legally required education courses, along with field experience, leading to graduate or second degree studies in art and education with a teaching credential.

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

Students seeking the multiple subject credential may also wish to pursue a minor in applied arts (please see the Applied Arts section in this catalog).

## Career Minor in Arts Management

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

Internships are available at local and regional art galleries, museums, non-profit organizations, and other groups that provide services for artists. Please see the section on Career Minors for a description of the arts management minor program.

# Astronomy

## Program offered

### Minor in Astronomy

#### Department Office

Darwin Hall 125  
707 664-2119  
[www.phys-astro.sonoma.edu](http://www.phys-astro.sonoma.edu)

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

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

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

The SSU Observatory, in operation since 1976, houses two telescopes, a 14-inch Schmidt-Cassegrain and a 10-inch Newtonian, with auxiliary instrumentation for CCD imaging, photoelectric photometry, and spectroscopy. The Newtonian is computer controlled. The observatory is used by students in laboratory and lecture courses and for independent study and research.

## Minor in Astronomy

Completion of a minimum of 20 units in astronomy and other physical science courses, at least 12 of which must be in astronomy, constitutes a minor in astronomy. Interested students should consult with an advisor in the department of physics and astronomy.

## Astronomy Courses (ASTR)

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

### 100 Descriptive Astronomy (3) / Fall, Spring

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

#### Department Chair

Joseph S. Tenn

#### Administrative Coordinator

Gayle Walker

#### Faculty

Lynn R. Cominsky, \*John R. Dunning Jr.  
Enrique W. Izaguirre, Saeid Rahimi,  
Gordon G. Spear, Joseph S. Tenn, Brock L. Weiss

\*Faculty Early Retirement Program

### 231 Introductory Observational Astronomy (2) / Fall

Lecture, 1 hour; laboratory, 3 hours. Principles of astronomical measurement techniques with field and laboratory studies of astronomical objects. Identification of constellations, astronomical coordinates, use of the telescope, techniques in imaging, photometry, and spectroscopy. Satisfies GE, category B1 or B3 (Physical Sciences) and GE laboratory requirements. Prerequisite: previous or concurrent enrollment in ASTR 100.

### 303 Extraterrestrial Intelligence and Interstellar Travel (3) / Fall

Lecture, 3 hours. A largely descriptive survey. Theories of the origin of life; conditions for extraterrestrial intelligence; problems of communication; space flight and interstellar travel. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: ASTR 100.

### 305 Frontiers in Astronomy (3) / Fall

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

### 331 Astronomical Imaging (2) / Spring

Lecture, 1 hour; laboratory, 3 hours. An introduction to the methods and techniques of astronomical imaging using digital images. The course will offer a practical approach to using charge-coupled device (CCD) detectors. Experience will be gained using the CCD camera at the SSU Observatory to obtain images of the moon, planets, stars, and nebulae. Topics to be covered include use of astronomical telescopes, planning observing programs, identifying astronomical objects, determining exposure times and image sizes, and CCD calibration techniques. Image processing techniques will be illustrated using several different image processing software packages. Prerequisite: ASTR 231 or consent of instructor.

### 350 Cosmology (3) / Spring

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

### 380 Astrophysics: Stars (3)

Lecture, 3 hours. A quantitative study of the structure and evolution of stars, including stellar interiors and atmospheres, nucleosynthesis and late stages of stellar evolution. Prerequisites: PHYS 314 and MATH 211.

### 396 Selected Topics in Astronomy (1-3)

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

### 411 Laboratory Instruction Practicum (1)

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

### 482 Advanced Observational Astronomy (2)

Spring

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

### 495 Special Studies (1-4) / Fall, Spring

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

# Biology

## Programs offered

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

## Department Office

Darwin Hall 121  
707 664-2189  
<http://www.sonoma.edu/biology/>

**Department Chair**  
Eileen Thatcher

## Administrative Coordinator

## Faculty

James L. Christmann, Daniel E. Crocker,  
J. Hall Cushman, Nicholas R. Geist,  
Derek J. Girman, Bernie Goldstein,  
\*David F. Hanes, \*Chris K. Kjeldsen,  
\*Philip T. Northen, Murali C. Pillai,  
Nathan E. Rank, Judy A. Sakanari,  
Eileen Thatcher, Richard Whitkus  
\*Faculty Early Retirement Program

Biology is the study of life in all its forms. Such study may emphasize particular life forms, such as insects in entomology, or bacteria in bacteriology; particular levels of organization, such as macromolecules in molecular biology, organs and organ systems in animal physiology, or ecosystems in ecology; or techniques, such as DNA sequencing and statistics.

The Department of Biology offers undergraduates two broadly based bachelor's degree programs, within which are opportunities for selecting a special concentration. The department also offers a Master of Arts degree in biology. A congenial atmosphere allows students to develop a close relationship with peers, graduate students, and faculty. An emphasis is placed on laboratory and field courses, to give students practical experience, and on participation in research.

Laboratory courses are designed to focus on structure, development, physiology, microbiology, genetics and DNA recombination. Laboratory instruction provides students with hands-on opportunities with physiological equipment, ultracentrifugation, PCR, electrophoresis, light microscopy, immunofluorescence microscopy and microbiological techniques. Excellent laboratory and greenhouse facilities, such as the Raymond Burr Greenhouse and orchid collection, exist for maintaining live material for classroom use and research. A radioisotope laboratory is also available.

Field courses draw upon an unparalleled diversity of habitats—streams, lakes, estuaries, bays, open coasts, marshes, grasslands, vernal pools, oak woodlands, redwood groves, thermal springs and geothermal steam fields—all in close proximity to the campus. In addition, the department maintains extensive museum collections of local plants (North Coast Herbarium of California), algae, fungi, invertebrates (including insects) and vertebrates. A Boston Whaler is also available for aquatic research and teaching.

Biology graduates are prepared to enter the job market in a variety of careers, including government agencies, park service, biological research, teaching, and medical technology. Students seeking a teaching credential may elect biology as their major within the teaching credential preparation program in science (see page 73). Graduates from the department have an outstanding record of acceptance in advanced degree programs at technical, dental, veterinary, medical and graduate schools, as well as in fifth-year hospital traineeships in medical technology.

The biology curriculum, supported by physical sciences and mathematics, is designed to provide students with a strong background in the principles of biology and rigorous upper-division instruction. This combination of breadth and in-depth instruction allows students to develop the intellectual foundations and the skills necessary to deal with the specific biological concerns of today and the flexibility to meet the needs of the profession. From this base, any of the following concentrations may be pursued.

## Biology Degree Concentrations

Most students are well served by the basic B.A. plan, without a concentration. Some however, select one of the following concentrations for a B.A. or B.S. degree. These degrees share a common lower-division core, hence beginning students need not select a plan immediately. The B.A. program leaves more flexibility for electives and a minor. The B.S. requires more physical science, mathematics, and total units. Upon completion of specified course work, a concentration will be designated on the transcript and diploma. Students should contact the department for specific requirements.

### Bachelor of Arts

Botany  
Marine Biology  
Microbiology  
Zoology

### Bachelor of Science

Aquatic Biology  
Molecular and Cell Biology  
Ecology and Evolutionary  
Biology  
Physiology

## Preparation for Health Professions

Students majoring in biology intending to pursue careers in the allied health fields may follow the guidelines for a B.S. degree, or a B.A. degree with the addition of MATH 161, CHEM 335B, and PHYS 210AB and 209AB.

For admission to most universities, it is typically recommended or required that specific biology courses be incorporated into the B.A. or B.S. degree. These are:

### Pre-Medical

BIOL 320	Molecular Genetics	4
BIOL 325	Cell Biology	4
BIOL 370	Vertebrate Evolutionary Morphology	4
BIOL 372	Developmental Biology	4



1. Taking an additional course in one or more of the required upper-division groups.
2. Taking courses that are intended for biology majors that are not in one of the four groups, such as BIOL 330 Plant Taxonomy or BIOL 372 Developmental Biology. The current list of such courses is as follows: BIOL 302, 313, 330, 338, 339, 355, 372, 380, 385, 460, 463, 465, 468, 480, 480L, 481, 482, 484 and 491, but other courses may be approved following this catalog edition. Undergraduates may also take a graduate course (500 level) as an elective with permission of the instructor. Students may take the colloquium (BIOL 390) twice for elective credit.
3. Taking courses that involve hands-on experience in biology, including BIOL 395, 495, 498, and 499. (See below for unit restrictions, which cover these courses as well as BIOL 496.)

Occasionally, students take courses related to biology from other departments, or find one of the department's upper-division GE courses of interest. Students may include in their electives up to a **maximum** of four units from among such courses (see section below on restrictions and exceptions for the list of these courses).

**Restrictions and Exceptions.** All courses that are included in the biology major, except BIOL 390, 395, 498, and 499, must be taken under the traditional grading mode (A-F). In the Cr/NC grading mode, a maximum of 4 units from any combination of the above courses may be included in the major. Regardless of grading mode, a maximum of 7 units from any combination of BIOL 390, 395, 495, 496, 498, and 499 may be included. In conjunction with a second major or minor in another department up to 4 units from the following list of courses may be included: ANTH 301, 302, 314, 318, 345, 414; BIOL 220, 224; CHEM 441, 445, 446; ENSP 315, 321, 323; GEOG 416; GEOL 105, 413; KIN 360; PSY 451.

**Total units in B.A. major electives** ..... 15  
**Total biology units in the B.A.** ..... 43

## Bachelor of Science in Biology

Compared to the B.A. program, the B.S. program requires 8-14 more units of physical sciences and mathematics support courses, more focused upper-division major course selections, a senior research project, and 126 total units for graduation. A total of 36 units of U.D. BIOL is required. Students must specify and meet requirements for a particular concentration for the B.S. The lower-division core is structured so that switching between the B.A. and B.S. programs in the first two years will not delay completing either degree.

### Lower-Division Core

Identical to the B.A. degree.

### Upper-Division Core

Identical to the B.A. degree.

### Additional Natural Sciences Support Courses ... 22

The general structure for all B.S. concentrations is:

MATH 161 Calculus ..... 4  
 CHEM 335AB Organic Chemistry ..... 8  
 PHYS 210 AB General Physics ..... 6  
 PHYS 209A or 209B General Physics Laboratory ..... 1  
 (students with calculus may take PHYS 114 (4), PHYS 116 (1), and PHYS 214 (4) to meet the physics requirement)  
 Concentration-specific courses (below) ..... 3

## Concentrations

From among courses used to satisfy U.D. core requirements or electives, concentrations require specific courses as follows:

### A. Aquatic Biology

All of the following courses:

BIOL 326 Environmental Physiology ..... 4  
 BIOL 338 Aquatic Botany ..... 4  
 BIOL 340 General Bacteriology ..... 4  
 BIOL 350 Invertebrate Biology ..... 4

Additional courses from U.D. core ..... 8

BIOL 496 Senior Research ..... 2

Upper-division biology electives\* ..... 10

Additional physical sciences: One of the following: CHEM 340 (3), CHEM 445 (3), CHEM 446 (3), or GEOL 323 (3).

### B. Molecular and Cell Biology

Both of the following courses: ..... 8

BIOL 320 Molecular Genetics (4)

BIOL 325 Cell Biology (4)

Two of the following courses: ..... 8

BIOL 340 General Bacteriology (4)

BIOL 321 Molecular Microbiology (4)

BIOL 372 Developmental Biology (4)

BIOL 383 Virology (4)

BIOL 480 Immunology (4)

One of the following courses: ..... 2-4

CHEM 441 Biochemical Methods (3)

BIOL 480L Immunology Laboratory (2)

BIOL 544 Advanced Cell Biology (4)

BIOL 585 Recombinant DNA Lab (4)

Additional courses from U.D. core ..... 8-12

BIOL 496 Senior Research ..... 2

Upper-division biology electives\* ..... 2-8

Additional physical sciences and math: one of the following: CHEM 441 (3), CHEM 445 (3), or CHEM 446 (3). One or more of the following is recommended: CS 150 (4), MATH 211S (2), additional physics lab: PHYS 209A (1) or PHYS 209B (1).

### C. Ecology and Evolutionary Biology

All of the following courses: ..... 12

BIOL 300 Ecology ..... 4

BIOL 301 Evolution ..... 4

BIOL 345 Biometry ..... 4

One of the following courses: ..... 4

BIOL 302 Marine Ecology (4)

BIOL 370 Vertebrate Evolutionary Morphology (4)

BIOL 375 Behavioral Ecology (4)

BIOL 502 Community Ecology (4)

BIOL 503 Evolutionary Ecology (4)

Additional courses from U.D. core ..... 12

BIOL 496 Senior Research ..... 2

Upper-division biology electives\* ..... 6

Additional physical sciences and math: one of the following: GEOL 102 (3) or GEOG 204 (3). One or more of the following is recommended: MATH 211S (2), additional physics lab: PHYS 209A (1) or PHYS 209B (1), GEOL 413.

## D. Physiology

One of these organismal courses ..... 4

BIOL 336 Plant Biology (4)

BIOL 350 Invertebrate Biology (4)

BIOL 360 Vertebrate Biology (4)

Two of the following courses: ..... 8

BIOL 324 Animal Physiology (4)

BIOL 326 Environmental Physiology (4)

BIOL 334 Plant Physiology (4)

One of the following courses ..... 3-4

BIOL 339 Mycology (4)

BIOL 340 General Bacteriology (4)

BIOL 370 Vertebrate Evolutionary Morphology (4)

BIOL 426 Neurobiology (3)

BIOL 482 Parasitology (4)

Additional courses from U.D. core ..... 8

BIOL 496 Senior Research ..... 2

Upper-division biology electives\* ..... 10

Additional physical sciences: one of the following: CHEM 340 (3), CHEM 445 (3), or CHEM 446 (3). One or more of the following is recommended: PHYS 313/313L (4), ENSP 333 (3-4).

\*See "Restrictions and Exceptions" section for major electives with the B.A. for limitations on Cr/NC grading mode and course selection.

## Minor in Biology

The minor consists of a minimum of 20 units in biology with a GPA of 2.00 or higher. The purpose of the minor is to provide the student with an understanding of general biology and to supplement the student's major with pertinent biology courses.

Students will structure programs in consultation with the chair of the Biology Department. General requirements that must be met in any plan are:

Both of the following courses:

BIOL 121 Diversity, Structure and Function ..... 4

BIOL 122 Genetics, Evolution and Ecology ..... 4

### Twelve additional Biology units

At least six of these units must be U.D., and at least four of those must be a majors' course with laboratory. Colloquium (BIOL 390, 1 unit) may be counted once within the minor.

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

## Master of Arts In Biology

The M.A. program provides students with an opportunity to conduct original research in collaboration with a biology faculty member. The department has an active group of graduate students who pursue diverse research topics in the four major areas of biology: molecular and cell biology, physiology and functional morphology, ecology and evolutionary biology, and organismal biology. In addition to completing a thesis research project, all students are required to complete 30 units of committee-approved courses. Typically, students take two to three years to complete their graduate degree.

## Admission to the Program

The graduate application package consists of the following: 1) a completed University application (obtain from Admissions and Records); 2) official copies of all undergraduate transcripts; 3) a 1-2 page Statement of Purpose essay detailing the student's background in biology, objectives for graduate school and career goals; 4) two letters of recommendation from individuals familiar with the student's background in biology and able to comment on his/her potential for conducting original work; 5) Graduate Record Examination (GRE) scores for the General test (Biology Subject scores strongly recommended).

The originals for items 1-3 must be submitted to SSU's Admissions and Records Office. Copies of items 1-3 and originals of items 4 and 5 must be submitted to the Department of Biology (Graduate Coordinator). Application deadlines in the Department are January 31 for the fall semester and October 31 for the spring semester. A complete application must be received before an applicant will be considered for admission.

Applications are reviewed for evidence that the prospective student is capable of initiating and performing original research. As a general guideline, the Department uses the following criteria to determine this potential: 1) an undergraduate degree or equivalent in biology, including one course in calculus or statistics, one year of general chemistry, one semester of organic chemistry, and at least one other course in physical sciences; 2) a G.P.A. of 3.0 or higher in the last 60 units; 3) a score at or above the 50<sup>th</sup> percentile on each section of the General Examination of the GRE; 4) evidence in letters of recommendation of potential for conducting independent and original research in biology; 5) acceptance by a Biology faculty member (tenure-track or approved SSU adjunct) to serve as faculty advisor. Students are strongly encouraged to review the information on faculty members contained in the Department's website and contact them prior to completing an application.

## Biology Courses (BIOL)

Classes are offered in the semesters indicated. Please see the *Schedule of Classes* for most current information and faculty teaching assignments. **Biology majors are encouraged to complete all the lower-division core requirements before attaining junior standing (60 units). This maximizes flexibility in upper-division course selection by ensuring that essential prerequisites will have been completed.**

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

Lecture, 3 hours. The unifying concepts of biology. Topics include the chemical and physical basis of life; cellular structure and function; molecular and Mendelian genetics; reproduction, development, structure and function of representative plants and animals; and evolution and ecology. Satisfies GE, category B2 (Biological Sciences). Not applicable to the biology major.

### 115L Introduction to Biology Laboratory (1)\*

Fall, Spring  
 Laboratory, 3 hours. Laboratory work in biology, which includes the following: artificial and natural ecosystems; cellular structure and function; cell division; Mendelian genetics; and the biology of organisms. Satisfies GE laboratory requirement. Prerequisite: previous or concurrent enrollment in BIOL 115. Not applicable to the biology major.

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

**121 Diversity, Structure and Function (4)\***

Fall, Spring

Lecture, 3 hours; laboratory 3 hours. First in three-semester series required for biology majors. Introduces the extraordinary diversity of life and evolutionary relationships between groups of organisms, and compares body plans. For biology majors, satisfies GE, categories B2 or B3.

**122 Genetics, Evolution and Ecology (4)\* / Fall, Spring**

Lecture, 3 hours; laboratory 3 hours. Second in three-semester series required for biology majors. Introduces mechanism of inheritance, evolution, and ecology. Recent advances in understanding processes underlying ecological and evolutionary relationships will be emphasized. For biology majors, satisfies GE, categories B2 or B3. May be taken before BIOL 121.

**123 Molecular and Cell Biology (4)\* / Fall, Spring**

Lecture, 3 hours; laboratory 3 hours. Third in three-semester series required for biology majors. Introduction to cell and molecular biology, with emphasis on molecular processes, cellular physiology, and regulatory mechanisms. For biology majors, satisfies GE, categories B2 or B3. Prerequisites: BIOL 121 and 122 or consent of instructor and CHEM 115AB/116AB. Concurrent or prior enrollment in CHEM 335A recommended.

**218 General Microbiology (4)\* / Fall or Spring**

Lecture, 3 hours; laboratory, 3 hours. An introduction to the organization and characteristics of microorganisms, including bacteria, fungi, protists and viruses. Topics include their role in agriculture, industry and disease processes. Prerequisites: BIOL 115 and CHEM 115AB/116AB or 105AB.

**220 Human Anatomy (4)\* / Fall, Spring**

Lecture, 3 hours; laboratory, 3 hours. Survey of the body systems. Designed for pursuing careers in the allied health professions. Satisfies GE, category B3 and GE laboratory requirement. Prerequisite: BIOL 115 or 121/122.

**224 Human Physiology (4) / Fall, Spring**

Lecture, 3 hours; laboratory, 3 hours. An integrated examination of the human body as an efficient system maintained by a complex of interacting, homeostatic mechanisms. Includes fundamental principles of function of major organ systems. Designed for those pursuing careers in the allied health professions. Satisfies GE, category B3 and GE laboratory requirement. Prerequisites: BIOL 115 or 121/122 and CHEM 115AB/116AB or 105AB.

**300 Ecology (4)\* / Fall**

Lecture, 3 hours; laboratory and field, 3 hours. A current overview of this field, with in-depth coverage of ecology at the population, community, and ecosystem level. Emphasis on diverse taxa and habitats, hypothesis testing, and data collection and analysis. Prerequisites: BIOL 121 and 122 and MATH 165.

**301 Evolution (4) / Spring**

Lecture, 3 hours; laboratory and field, 3 hours. A broad examination of the patterns and processes involved in the evolution of life on earth. Includes inquiry into the origin of life, microevolutionary processes, systematics, and large-scale evolutionary history. Prerequisite: BIOL 123.

**302 Marine Ecology (4)\***

Lecture, 3 hours; laboratory and field, 3 hours. An overview of current topics in marine ecology and marine physiological ecology, with emphasis on integration of interactions between the physiological, population, and community levels. Extensive focus on field or laboratory research projects that emphasize experimental design, data analysis, and presentation of data. Prerequisites: BIOL 121/122.

**304 Natural History of the Hawaiian Islands (3)**

Fall or Spring

Lecture, 3 hours. The origin and evolution of the flora and fauna of the most isolated archipelago in the world; geologic history and context of volcanic oceanic islands; conservation biology efforts to save the rare and endangered species of Hawaii. Satisfies GE, category B3. Prerequisite: BIOL 115 or 121/122.

**308 Environmental Toxicology (3) / Spring**

Lecture, 3 hours. Information needed to formulate a philosophy of chemical use: the nature of the interaction of toxicants and living organisms; categories of toxicological activity; toxicological evaluation and environmental monitoring; and governmental regulations and procedures. Satisfies GE, category B3 (specific Emphasis in Natural Sciences). Prerequisite: BIOL 115 or 121/122.

**309 Biology of Cancer (3) / Fall or Spring**

Lecture, 3 hours. Biological, clinical, environmental, and psychosocial aspects of cancer explored through the perspectives of medical researchers, physicians, patients, and health educators. This lecture series is intended for students of all majors, for those in the health professions and for the general public. It is designed so that everyone (regardless of scientific background) will benefit. Satisfies GE, category B3. Prerequisite: BIOL 115 or 121/122.

**311 Sexually Transmitted Diseases (3) / Fall or Spring**

Lecture, 3 hours. Biological, environmental, societal, and psychosocial aspects of sexually transmitted diseases. Satisfies GE, category B3. Prerequisite: BIOL 115 or 121/122.

**312 Biological Oceanography (3) / Fall or Spring**

Lecture, 3 hours. An introduction to the world's oceans with emphasis on the way in which their physical properties support life. Satisfies GE, category B3. Prerequisite: BIOL 115 or 121/122.

**313 Fire Ecology (1) / Fall or Spring**

Lecture, 1 hour. Fire history, adaptations of plants and animals to fire, and the role of fire in selected ecosystems, including pine, redwood and sequoia forests, grasslands, and chaparral. Wildfire suppression and the use of prescribed fire are covered in detail. Prerequisite: BIOL 115 or 121/122.

**314 Field Biology (3)\* / Fall or Spring**

Lecture, 2 hours; laboratory and field, 3 hours. A course emphasizing plant and animal communities of Northern California. Satisfies GE, category B3 and GE laboratory requirement. Prerequisite: BIOL 115 or 121/122.

**318 Biology of Aging (3) / Fall or Spring**

Lecture, 3 hours. Examines the biological processes occurring in a cumulative fashion in the course of human senescence, including the medical and social consequences. Satisfies GE, category E. Prerequisite: BIOL 115 or 121/122.

**320 Molecular Genetics (4)\* / Spring**

Lecture, 3 hours; laboratory, 3 hours. Gene structure and function at the level of DNA, RNA, and protein interactions. Emphasis on molecular analytical techniques used for genetic analysis in a diversity of prokaryotic and eukaryotic organisms. Prerequisites: BIOL 123 and CHEM 335A.

**321 Molecular Microbiology (4)\* / Fall**

Lecture, 3 hours; laboratory, 3 hours. The biochemical and molecular processes of pathogenic organisms within the four major groups of microbes: bacteria, parasites, fungi, and viruses. Prerequisites: BIOL 123 and CHEM 335A.

**324 Animal Physiology (4)\* / Spring**

Lecture, 3 hours; laboratory, 3 hours. Principles and concepts of animal function, with emphasis on cellular and biochemical/molecular bases of physiological activities in tissues and organ systems, environmental adaptations, and comparative homeostatic mechanism. Prerequisite: BIOL 123.

**325 Cell Biology (4)\* / Fall**

Lecture, 3 hours; laboratory, 3 hours. An introduction to structural and molecular organization of eukaryotic cells and tissues. Specific topics will represent the central core of cell biology and are concerned mainly with those properties that are common to most eukaryotic cells. Prerequisites: BIOL 123 and CHEM 335A.

**326 Environmental Physiology (4)\* / Fall**

Lecture, 3 hours; laboratory, 3 hours. Course examines the adaptations and physiological responses that allow animals to live under widely different environmental conditions. Laboratory and field exercises will utilize modern techniques of physiological measurement to examine adaptive strategies among and between species in different environmental conditions. Prerequisite: BIOL 123.

**330 Plant Taxonomy (4)\* / Spring**

Lecture, 3 hours; laboratory and field, 3 hours. An introduction to the principles and practices of plant taxonomy, including approaches to classification, data analysis, and a survey of vascular plant families in the California flora. A minimum of two Saturday field trips is required. Prerequisites: BIOL 121 and 122.

**332 Plants and Civilization (3)**

Lecture, 3 hours; field trips. Historical and evolutionary interrelationships between humans and domesticated plants, including the origins of agriculture and its development. Satisfies GE, category B3. Prerequisite: BIOL 115 or 121/122.

**334 Plant Physiology (4)\* / Fall**

Lecture, 3 hours; laboratory, 3 hours. Concepts and principles of plant function. The following areas are investigated in detail: photosynthesis, water relations, mineral nutrition, and plant growth regulation. Prerequisite: BIOL 123.

**336 Plant Biology (4)\* / Fall**

Lecture, 3 hours; laboratory, 3 hours. An overview of plant biology, with focus on structure, function, reproduction, and evolution. Emphasis is on flowering plants, but a survey of all plant and plant-like organisms, both modern and extinct, is included. Prerequisites: BIOL 121 and 122.

**338 Aquatic Botany (4)\* / Spring**

Lecture, 2 hours; laboratory and field, 6 hours. Marine, estuarine and freshwater plants and algae, with emphasis on their ecology, primary production, growth, and taxonomy. Prerequisites: BIOL 121 and 122.

**339 Mycology (4)\* / Fall**

Lecture, 2 hours; laboratory and field, 6 hours. Principles and techniques for studying fungi and allied organisms, including the development of laboratory culture, identification and field work on terrestrial and aquatic fungi. Prerequisites: BIOL 121 and 122.

**340 General Bacteriology (4)\* / Spring**

Lecture, 2 hours; laboratory, 6 hours. Prokaryotes: their taxonomy, physiology, ecology, and genetics. Prerequisites: BIOL 123 and CHEM 335A.

**345 Biometry (4) / Fall**

Lecture, 3 hours; laboratory, 3 hours. Introduces students to quantitative analysis of biological data. The nature of biological data, principles of experimental design, and essential statistical tools used by biologists to analyze their results. Examples used in the course will be drawn from physiology, ecology, evolution, and medicine. Laboratory sections will involve computer exercises, discussions, and student presentations. Prerequisites: BIOL 123 and MATH 165.

**350 Invertebrate Biology (4)\* / Spring**

Lecture, 3 hours; laboratory and field, 3 hours. Exploration of the systematics, functional morphology, behavior, and ecology of invertebrate animals. Prerequisite: BIOL 121 and 122.

**355 Entomology (4)\* / Fall, even years**

Lecture, 3 hours; laboratory and field, 3 hours. A comprehensive foundation in the biology of insects, with emphasis on ecology, behavior, evolution, and systematics. Emphasis on the diagnostic features of insects and their major orders. Prerequisites: BIOL 121 and 122.

**360 Vertebrate Biology (4)\* / Fall**

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. Prerequisites: BIOL 121 and 122.

**370 Vertebrate Evolutionary Morphology (4)\***

Spring

Lecture, 3 hours; laboratory, 3 hours. Trends in the evolution of structure and function in the vertebrates. This course focuses on morphological adaptations at the organ system level that have enabled vertebrates to diversify and succeed in a wide range of habitats and environments. Prerequisites: BIOL 121 and 122.

**372 Developmental Biology (4)\* / Spring**

Lecture, 3 hours; laboratory, 3 hours. Patterns of animal development. This course is designed to provide students with a comprehensive appreciation of the developmental process, presenting detailed descriptions of developmental mechanism along with a conceptual framework for understanding how development occurs. Prerequisite: BIOL 123.

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

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



**375 Behavioral Ecology (4)** / Spring

Lecture, 3 hours; laboratory and field, 3 hours. Examines how the behavior of animals functions to optimize their fitness. Explores such topics as foraging, altruism, breeding systems, sexual selection, deceit, communication systems, and aggression with emphasis on techniques for formulating and testing hypotheses. Prerequisites: BIOL 121 and 122.

**380 Human Nutrition (3)** / Fall or Spring

Lecture, 3 hours. Concepts of modern nutrition, including some discussion of principal nutritional problems and modern food processing methods. Prerequisites: BIOL 115 or BIOL 121/122 and one course in beginning chemistry.

**383 Virology (4)** / Spring

Lecture, 3 hours; discussion 1 hour. Viruses: their characteristics, classification, genetics, and host-parasite interactions, including methods of disease prevention, control, and applications in biotechnology. Prerequisites: BIOL 123 and CHEM 335A.

**385 Contemporary Issues in Biology (3)**

Lecture, 3 hours. Selected topics related to the quality of life and the search for perspectives on the future. May be repeated with different topics. Satisfies GE, category B3. Prerequisite: BIOL 115 or 121/122.

**390 Biology Colloquium (1)** / Fall, Spring

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

**395 Community Involvement Program (1-4)**

Fall, Spring

CIP involves students in basic community problems related to biology—performing such tasks as tutoring, reading to the blind, service to local, county, and state agencies, and service as teacher aides to elementary schools. Students receive 1-4 units depending on the specific task performed. A total of 6 units of CIP credit may be applied toward a degree. Cr/NC only. Prerequisites: approved petition to enroll and completion of biology minor core.

**424 Biological Action of Drugs and Poisons (3)**

Lecture, 3 hours. Physiological effects on mammals of common medicines, abused drugs, commercial poisons and toxins produced by plants and animals. Prerequisites: BIOL 224, 324 or 326 and CHEM 335A.

**426 Neurobiology (3)**

Lecture, 3 hours. Vertebrate and invertebrate nerve cells, nerve networks and behavior, nervous development and differentiation, and functional anatomy of neural systems. Prerequisite: BIOL 324 or 326.

**460 Ichthyology (4)\***

Lecture, 3 hours; laboratory and field, 3 hours. At least one weekend field trip. Morphology, classification, distribution, ecology, and evolutionary history of fishes. Prerequisite: BIOL 360 or 370.

**463 Herpetology (4)\*** / Spring, odd years

Lecture, 3 hours; laboratory and field, 3 hours. Classification, functional and evolutionary morphology, environmental physiology, and ecology of reptiles and amphibians. Includes at least one weekend field trip. Prerequisite: BIOL 360 or 370.

**465 Ornithology (4)\***

Lecture, 3 hours; laboratory and field, 3 hours. Avian classification, anatomy and life histories, including such topics as molts, distribution, migration and breeding habits. Prerequisite: BIOL 360 or 370.

**468 Mammalogy (4)\*** / Spring, odd years

Lecture, 3 hours; laboratory and field, 3 hours. Characteristics, classification, and a functional approach to examine broader conceptual issues including evolution, behavior, ecology, biogeography, and conservation of mammals. Prerequisite: BIOL 360 or 370.

**480 Immunology (4)** / Fall

Lecture, 3 hours; discussion 1 hour. The component elements of the immune response; antigens and antibodies; theories of antibody synthesis, cellular reactions, hypersensitivity; immunogenetics. Prerequisites: one core course from each of the following U.D. core areas: Physiology, Molecular and Cell Biology.

**480L Immunology Laboratory (2)\*** / Spring, even years

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

**481 Medical Microbiology (5)\*** / Fall, odd years

Lecture, 3 hours; laboratory, 6 hours. Mechanisms of infectious diseases caused by bacteria and fungi, host-parasite interactions in the disease process, therapeutic modalities and infection control. Laboratory techniques for the cultivation, isolation, and identification of pathogenic bacteria and fungi. Emphasis is on methods and procedures currently utilized in diagnostic laboratories. Prerequisite: BIOL 321 or BIOL 340.

**482 Parasitology (4)\*** / Spring

Lecture, 3 hours; laboratory, 3 hours. The biology, epidemiology, ecology, pathogenesis, diagnosis, and prevention of parasitic diseases affecting animals and humans. Students will learn about the host-parasite relationship in the context of how social, economic, and ecological factors contribute to parasitic infections and disease. Labs involve microscopic identification of prepared and live specimens. Prerequisite: BIOL 324 or BIOL 326.

**484 Hematology (4)\*** / Fall, odd years

Lecture, 3 hours; laboratory, 3 hours. Blood: the normal and abnormal structure and function of red cells, white cells, and hemostatic mechanisms. Prerequisite: BIOL 324 or BIOL 326.

**491 Library and Information Resources — Natural Sciences (2)**

Techniques for finding library and information resources in the life sciences. Course covers use and evaluation of print and electronic information sources, including online and Internet databases, research strategies and techniques, compiling and preparing bibliographies, scientific writing form and style, and organization of personal reference files. Prerequisite: at least one biology course or consent of instructor.

**495 Special Studies (1-4)\*** / Fall, Spring

Investigations to meet an advanced specialized study need beyond the department curriculum. The project should be planned and described in written form with consent of the faculty sponsor. Prerequisites: a major or minor in biology with an upper-division standing; consent of instructor and department chair, and approved petition to enroll.

**496 Senior Research for the B.S. Degree (2)\***

Fall, Spring

Experimental or observational research for the B.S. degree conducted under the guidance of one or more of the biology faculty. A written report and an oral presentation of results in a public forum are required. Prerequisites: senior standing in the major.

**497 Selected Topics in Biology (1-4)\***

Intensive study of biological topics, which will vary from semester to semester. May be repeated for credit and may be applicable to the requirements for a major in biology. Prerequisite: consent of instructor.

**498 Biology Practicum (1-4)** / Fall, Spring

Application of previously studied theory through supervised instructional work experience in biology. Intended for professional growth for undergraduates. Enrollees are required to write an evaluation of their course experience. May be repeated for up to a total of 4 units. Prerequisites: upper-division standing in biology, consent of the instructor in whose course the student will be working, and an approved petition to enroll.

**499 Internship in Biology (1-4)** / Fall, Spring

Work that provides training in the use of biological skills in the community. Requires written agreement by students, faculty sponsor, on-the-job supervisor, and field experience coordinators; please see department office for details. May be repeated for up to 8 units of credit; 3 hours per week for each unit. Cr/NC grading only.

**Graduate Courses****500S Graduate Seminar (1-2)**

Advanced seminars exploring diverse topics in biological sciences. Topics vary from semester to semester, depending on faculty interest and expertise. This course may be repeated for credit.

**502 Community Ecology (4)\*** / Spring, odd years

Lecture, 2 hours; laboratory and field, 6 hours. Advanced exploration of ecological principles at the population and community level. Extensive focus on field research that emphasizes study design, sampling methods, statistical analysis, and presentation of data in written and oral forms. Prerequisites: BIOL 300 and BIOL 345.

**503 Evolutionary Ecology (4)\*** / Spring, even years

Lecture, 3 hours; laboratory, 3 hours. Overview of the application of evolutionary principles to the study of natural populations in the field. Focus on principles of natural selection, population genetics, and adaptation. Emphasis on research projects and oral and written presentation of results. Prerequisites: BIOL 300, 301 or 345 recommended, or consent of instructor.

**510 Selected Topics in Biology (2-4)\***

Intensive study of biological topics, which will vary from semester to semester. Prerequisites: adequate undergraduate preparation in the topic under consideration and graduate or last-semester-senior standing with consent of instructor.

**511 Conservation Genetics (2)** / Fall, odd years

Lecture, 1 hour; discussion, 1 hour. An examination of the scientific approaches applied to species conservation. Although molecular genetic approaches will be emphasized, a variety of other approaches will also be considered (e.g., captive breeding, population viability analysis, and translocation). Prerequisite: consent of instructor.

**512 Conservation Ecology (2)** / Spring, even years

Lecture, 1 hour; discussion, 1 hour. A seminar format with occasional lectures. An advanced exploration of current topics in the rapidly expanding field of conservation ecology. Specific topics considered will vary from semester to semester, depending on student interests. However, topics will commonly include habitat fragmentation and loss, global climate change, metapopulation dynamics, biological invasions, restoration ecology, and design and management of preserves. Prerequisite: BIOL 300.

**513 Speciation (2)** / Spring, odd years

Lecture, 1 hour; discussion, 1 hour. Examination of the theoretical and empirical approaches to defining species and a detailed survey of speciation modes and mechanisms. Lectures provide a framework for student led discussion of specific topics and case studies. Prerequisite: consent of instructor.

**514 Systematics (2)** / Fall, even years

Lecture, 1 hour; discussion, 1 hour. A seminar format with occasional lectures. An in-depth examination of how we detect, describe, and explain diversity in the biological world. Topics include: history of biological classification, taxonomic nomenclature, analytical techniques and applications, and case histories. Prerequisite: consent of instructor.

**515 Macroevolution (2)**

Lecture, 1 hour; discussion, 1 hour. A seminar format with occasional lectures. A topical and historical overview of the major macroevolutionary transitions that have occurred during the history of life. Particular attention will be given to broad patterns of change over time at higher levels of structural/organismic organization. Prerequisite: consent of instructor.

**517 Paradigms in Parasitology (2)** / Fall, odd years

Lecture, 1 hour; discussion, 1 hour. A seminar format with occasional lectures. Parasitology is a subject area that crosses many biological disciplines, and concepts in parasitology can be applied to any field of science. Students may choose topics that most closely relate to their research interests. Topics may include: ecology of emerging infectious diseases, how parasites affect their host's behavior, co-evolution of host-parasite associations, RNA editing, and how parasites evade the immune system. Prerequisite: consent of instructor; parasitology background not required.

**518 Biotechnology (2)**

Lecture, 1 hour; discussion, 1 hour. A seminar format with occasional lectures. The field of biotechnology is moving at a rapid pace, and many of the molecular and biochemical techniques are being applied to a wide variety of biological disciplines. Topics include: structure-based approach to drug design, expressing recombinant proteins, DNA vaccines, and toxicity screening. Prerequisite: consent of instructor.

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

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

**544 Advanced Cell Biology (4)\*** / Spring, odd years  
Lecture, 2 hours; laboratory, 6 hours. Development and applications of major concepts in modern cell biology. Specific topics will include membrane structure and properties, metabolic pathways and physiology of energy conversion, cell signaling and principles of intercellular communication, cell-cycle dynamics and macromolecular regulation of cell division. Prerequisites: BIOL 325, and BIOL 324 or 334.

**578 Project Continuation (1-3)** / Fall, Spring  
Designed for students working on their thesis or master's project but who have otherwise completed all graduate coursework toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisite: permission of the graduate coordinator. Cr/NC only.

**585 Recombinant DNA Laboratory (4)\*** / Fall  
Laboratory, 9 hours; discussion, 1 hour. Techniques for the manipulation of DNA through gene cloning applicable in the study of all biological processes. Prerequisites: BIOL 320 or BIOL 321 and CHEM 340 or BIOL 340.

**595 Special Studies in Biology (1-3)\*** / Fall, Spring  
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.

**598 Graduate Practicum (1-4)** / Fall, Spring  
Application of previously studied theory to development and delivery of new instructional materials. Intended to provide professional growth for graduate students. Enrollees are required to write an evaluation of their course experience. Prerequisites: graduate standing in biology, consent of the instructor in whose course the student will be working, and an approved petition to enroll.

**599 M.A. Thesis (1-3)\*** / Fall, Spring  
Original investigation based on laboratory or field research that meets the department and university standards. Prerequisite: admission to classified standing and advancement to candidacy.

# Business Administration

## Programs offered

**Bachelor of Science in Business Administration**  
**Minor in Business Administration**  
**Master of Business Administration**  
**Additional Professional Business Programs**

## Department Office

Stevenson Hall 2042  
707 664-2377  
[www.sonoma.edu/busadmin](http://www.sonoma.edu/busadmin)

## Administrative Coordinator

Sheila Mackintosh-Sims

## Department Chair

T. K. Clarke

## Undergraduate Academic Advisor

Susan Miller

## MBA Coordinator

Linda Nowak

## Faculty

Chester Allen, Thomas Atkin, Sherri C. Anderson, Michael Baldigo, Lawrence Clark, T.K. Clarke, Duane Dove, Armand Gilinsky, Robert Girling, Ahmad Hosseini, Wingham Liddell, Philip McGough, Jamal Munshi, Linda Nowak, Janeen Olsen, Sandra Schickele, Samuel Seward, Elizabeth Stanny, Elizabeth Thach, Karen Thompson, Zachary Wong

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### I. Department Mission

The Department of Business Administration at Sonoma State University offers high quality relevant education in business to aspiring and practicing professionals, managers, and entrepreneurs in the private and public sectors. It does this in a small liberal arts and sciences environment in which faculty emphasize the development and continuous improvement of the skills of critical analysis, problem solving, creativity, and effective communication.

## II. Bachelor of Science in Business Administration

The bachelor of science in business administration includes a pre-business program, a core of course requirements, and a broad range of fields of concentration. All majors take preparatory courses, and core requirements, and then select concentrations based on individual interest and career plans. The fields of concentration include: accounting, finance, financial management, management (with a general track as well as tracks in human resource management, international business, and small business), marketing, wine business strategies, and a special concentration designed by the student with the approval of a faculty advisor and the department chair.

A. Degree Requirements	units
General education .....	51
Take CS 101 in GE category B3	
Take MATH 131 or MATH 161 in GE category B4	
Take ECON 201A in GE category D5	
Non-general education prerequisite: ECON 201B .....	4
Major requirements [minimum] .....	55
General electives (to meet minimum degree requirements) .....	14
<b>Minimum units needed for graduation: .....</b>	<b>124</b>

A minimum of 124 semester units is required to graduate with a Bachelor of Science degree in Business Administration. A total of 55 units with a minimum 2.00 GPA is required for the major; 14-15 additional units are needed in preparatory courses, some of which might apply toward general education requirements. In addition to general education and the major, most students need to take other coursework to fulfill unit requirements for the degree. Such courses may be selected from the entire university curriculum and may be used to explore other disciplines, complete a minor, or take more classes in the major.

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

## B. Advising

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

## C. Pre-Business Administration Program

Students intending to major in Business Administration must meet the computer competency requirement and complete all Pre-major coursework prior to enrolling in any upper-division major core or concentration courses. Units earned for lower-division core courses are applied toward the units required for the major.

### Computer Competency

All business majors must demonstrate computer competency prior to taking BUS 211, BUS 230A, or any upper-division business core class. Competency can be demonstrated by achieving a grade of "C" or better in BUS 219 or CS 101 or an approved equivalent course or courses. Units earned may apply to general education or electives, as appropriate, but are not counted as units in the major.

### Pre-Major Courses

#### Preparatory Courses

(units that are necessary but do not count toward the major)  
Preparatory courses and lower-division core courses together constitute the Pre-major. A letter grade of "C" or better is required in each pre-major course. In addition to demonstrating computer competency, all the following coursework must be completed as part of the Pre-major program:

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

#### Lower-Division Business Core (units count in major)

- BUS 211 Business Statistics (4)  
or MATH 165 Elementary Statistics  
or ECON 317 Applied Statistics in Business and Economics
- BUS 225 Legal Environment of Business (4)  
or ECON 388 Economics and the Law of Regulation
- BUS 230A Principles of Accounting (4)
- BUS 230B Principles of Accounting (4)

## D. Major in Business Administration

Major Component	Normal Unit Distribution
Units from lower-division business core (4 courses)	12-16
Upper-division core courses (6 courses)	24
Concentration (5 courses)	15
Electives in major	As needed
<b>Total units needed for major :</b>	<b>55</b>

Transfer students may complete core requirements with fewer than 40 units; additional business electives must then be taken to complete the 55 unit major requirement. **At least 28 units of the major including a minimum of 3 courses in the concentration (with the exception of the special concentration), must be completed at SSU.**

### Electives in Major

Students may need additional units in the major beyond the core and concentration to complete the 55-unit requirement for the program. To complete the major program of study and required units, 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 292, 295, 296, 385, 388, 466, 495, and 499. It is recommended that students familiarize themselves with the major requirements as stated in this catalog and consult with a faculty advisor prior to choosing elective courses intended to meet major requirements.

### Upper-Division Business Core

All business students must complete these core requirements (coursework in the selected area of concentration usually may be taken concurrently):

- BUS 316 Production/Operations Management (4)
- BUS 319 Management Information Systems (4)  
or BUS 334\* Accounting Information Systems
- BUS 344 Organizational Behavior (4)
- BUS 360 Introduction to Marketing (4)
- BUS 370 Introduction to Managerial Finance (4)
- BUS 491\*\* Seminar in Management Strategy and Policy (4)

\* students wishing an accounting concentration are recommended to take BUS 334.

\*\* BUS 491, Seminar in Management Strategy and Policy, is the capstone course in the business administration major designed to be taken in the student's final semester. Prerequisite: all other core courses and application for award of degree.

## E. Concentrations for Business Administration Major

Every business student must complete an area of concentration within the major. A concentration consists of five courses. Such courses will be of 3 or more units. Class titles and units vary depending on the area selected. Students should plan carefully and consult their faculty advisor 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 majors such as psychology, sociology, public administration, and environmental studies may be substituted in a concentration with the approval of the concentration advisor and the department chair. Except for the special concentration, at least 3 of the concentration courses must be taken in the department.

### Concentration Advisors

**Accounting:** Anderson, Stanny, Taylor

**Finance:** Munshi, Schickele, Allen

**Management:**

General: Liddell, Thompson, Thach, Dove

Human Resource Management: Dove, Thach, Thompson

International: Girling, Olsen

Small Business: Gilinsky, Taylor

**Marketing:** Clarke, Nowak, Olsen, Atkin

**Wine Business Strategies:** Thach, Gilinsky, Olsen, Dove

**Special:** McGough, Seward, Wong, Department Chair

### Accounting Concentration: 5 courses

**Five courses, not to include BUS 232, are required.** Prepares students for management-level accounting positions in business, government or public accounting. Specialized courses are offered in financial accounting, cost accounting, auditing and taxation. Students who intend to sit for the CPA exam should take all upper-division accounting courses listed below. BUS 232 is optional.

- BUS 232 Introduction to the Accounting Cycle (1)
- BUS 330A Intermediate Accounting (4)
- BUS 330B Intermediate Accounting (4)
- BUS 426 Business Law (3)
- BUS 430 Advanced Accounting (4)
- BUS 433A Individual Taxation (4)
- BUS 433B Corporation and Estate Taxation (4)
- BUS 434 Auditing (4)
- BUS 435 Cost Accounting (3)
- BUS 437 Governmental Accounting (3)

### Finance Concentration: 5 courses

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

#### Required Courses

- BUS 377 Financial Institutions (or ECON 375 Money and Banking)
- BUS 470 Managerial Finance (3)
- BUS 471 Financial Planning Strategy (3)
- BUS 472 Investments (4)

Select at least one course:

- BUS 385 Special Topics (as relevant, 1-3)
- BUS 473 International Finance (3)
- BUS 474 Computer Applications in Finance (3)
- BUS 475 Financial Management of Wine Business (3)

### Financial Management Concentration: 4 courses plus 2 'half' courses

**Four courses plus two 'half' courses are required.** The financial management concentration prepares students for financial management-level positions in business or government. The courses designated by an "F" are abridged versions of regular four (4) unit courses. These courses will be completed by approximately mid-semester. Students planning to take the CPA exam are strongly advised to take the full four (4) unit accounting courses (BUS 330B, BUS 433A, BUS 433B). If a financial management student decides to change his/her concentration to accounting, or chooses to take the CPA exam, he/she may need to sign up for one additional study unit for each accounting course taken under the financial management concentration curriculum in order to complete the portion missed in the abridged version. To arrange to take these 1-unit courses, the student must consult with his/her accounting advisor.

#### Required Courses

- BUS 330A Intermediate Accounting (4)
- BUS 330F Intermediate Accounting for Financial Management (2)
- BUS 435 Cost Accounting (3)
- BUS 470 Managerial Finance (3)
- BUS 471 Financial Planning Strategy (3)
- BUS 472F Investments for Financial Management (2)

Select one of the following courses:

- BUS 433Fa Individual Taxation for Financial Management (3)
- BUS 433Fb Corporate Taxation for Financial Management (3)
- BUS 336 Wine Industry Accounting and Tax (3)
- BUS 473 International Finance (3)

### Management Concentration: 5 courses

The management concentration is designed to prepare students for entry-level management positions. Four tracks are available depending upon the student's interests. The human resource track is for those students who are interested in issues related to the organization/employee relationship such as personnel, labor relations, wage and salary administration, and training and development. The small business track is for those interested in managing in the smaller firm. The international track is for those interested in working in the international area and includes the requirement of proficiency in a foreign language. The general track is for those students interested in management in general rather than a particular focus.

All students in the management concentration must take BUS 350. Each track has two additional courses required. The remaining two courses shall be selected from a common set of courses with those on the international track also able to choose among BUS 368 and BUS 499 and those in the small business track able to select BUS 367 if they desire.

### Required of all in Management Concentration

BUS 350 Management (4)

#### Requirements for various tracks

##### Human Resources

- BUS 340 Survey of Human Resource Management (4)\*
- BUS 446 Government Regulation of Human Resources (3)\*

##### International

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

Foreign Language Requirement

##### Small Business

- BUS 451 Entrepreneurship/Small Business (3)
- BUS 453 Small Business Analysis (4)

##### General

- BUS 352 Organizational Theory (3)
- BUS 452 Leadership in Organizations (3)

#### Two additional courses required for all tracks:

- BUS 340 Survey of Human Resource Management (4)
- BUS 352 Organizational Theory (3)
- BUS 354 Applied Business Analysis (3)
- BUS 385 Special Topics (as relevant, 1-3)
- BUS 391 Cross Cultural Communication and Negotiation (3)
- BUS 393 Introduction to International Business (4)
- BUS 394 International Business Strategy (4)
- BUS 417 Management of Services (3)
- BUS 441 Recruitment, Selection and Performance Appraisal (3)
- BUS 442 Training and Development (3)
- BUS 446 Government Regulation of Human Resources (3)
- BUS 447 Labor Relations (3)
- BUS 451 Entrepreneurship/Small Business (3)
- BUS 452 Leadership in Organizations (3)
- BUS 453 Small Business Analysis (4)
- BUS 455 Conflict Management and Alternative Dispute Resolution (3)
- BUS 458 Organization Change and Development (3)

Additional possible electives for those in international track:

BUS 368 International Marketing (3)  
BUS 473 International Finance (3)  
BUS 499 Internship in Business (2-4)

Additional possible elective for those in small business track:

BUS 367 Consumer Behavior (4)

#### Marketing Concentration: 5 courses

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

##### Required Courses

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

Select at least two courses:

BUS 366 Retail Management (3)  
BUS 368 International Marketing (3)  
BUS 385 Special Topics (as relevant, 1-3)  
BUS 461 Promotion Management (3)  
BUS 463 Sales Management and Personal Selling (3)  
BUS 465 Wine Marketing (3)  
BUS 468 Marketing Decision Making (3)  
BUS 451 Entrepreneurship/Small Business (3)  
BUS 453 Small Business Analysis (4)  
BUS 499 Internship in Business (2-4)

#### Wine Business Strategies: 5 courses

**Five courses are required.** This concentration is most ideal for students seeking a general management position within the wine industry. A viticulture and/or enology academic background is not required. Students are required to take BUS 491W, Seminar in Management and Strategy—Wine Section, as their business capstone course. An additional application is required to be accepted in this concentration. Contact the Department of Business Administration for details and deadlines.

##### Required Courses

BUS 305W Introduction to Wine Business Strategy (3)  
BUS 416W Production, Operations and Distribution (Wine) (3)  
BUS 465W Wine Marketing (3)  
BUS 499W Internship in Business (Wine) (3-4)

Select at least one of the following courses:

BUS 340W Human Resource Management (Wine Section) (4)  
BUS 422W Business Data Models (Wine) (3)  
BUS 475W Wine Accounting and Finance (3)  
GEOG 311 California Wine Geography (3)

#### Special Concentration: 5 courses

The Special concentration is intended for those in either of the following categories:

First, it is for those who wish to have a general B.S. degree in Business Administration. To complete this concentration a student must, with the approval of a faculty advisor, select five business courses from at least two areas of concentration. Two of the five courses would normally be chosen from among those listed as required within the various concentrations.

Second, it is for those students who wish to, with the approval of the department chair, design a concentration in an area not covered suffi-

ciently within the department and desire using courses outside of the department. To complete this concentration, five courses should be selected with approval from an advisor and the chair.

## F. Undergraduate Program Special Requirements

### Residency

• At least one-half of the courses of the major, including three of the courses in the concentration, must be completed at Sonoma State University.

### Change of Major

• Students declaring the B.S. in business administration objective after initial enrollment in SSU must complete the major program as described in the University catalog at the time of such declaration.

### Change of Status from Pre-Business to Business Administration Major

• Students must file a Request for Change of Status form in the department to apply for the business administration major. This request should be submitted at the beginning of the semester during which all remaining pre-major courses will be completed (no later than October 30 for the fall semester, March 30 for the spring semester). A faculty advisor will be assigned to assist the student with matters related to the major program. The change to business administration will not become effective until completion of pre-business requirements (with minimum "C" grades) has been verified.

### Overlapping Pre-Business and Upper-Division Business Courses

• The pre-business courses are prerequisite to all upper-division coursework in the business administration major. At times, students may take upper-division business courses if they are concurrently enrolled in courses that will complete the pre-business program. To be considered, students must submit a departmental Request for Upper-Division Business Courses form for approval of the department chair. NOTE: Computer competency must have been demonstrated, specific course prerequisites must have been met, and the change of status request should be on file in the department. Students repeating any pre-major course work will not be approved for upper-division major courses.

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

• Do not take an upper-division general-education course prior to the semester in which 60 units are completed.

• Select a lab course (or added lab) with B1 or B2 GE; select an Ethnic Studies course for C1, C2, C3, C4, D1 or E.

• Concentration courses are sometimes taken in the first semester of the junior year; consult faculty advisor.

• Take the WEPT (Written English Proficiency Test) during the junior year.

• Apply for graduation at the beginning of the senior year.

## Freshman Year: 31 units

### Fall Semester (15-16 units)

ENGL 101 (A2) (3)  
ECON 201A (D5) (4)  
MATH 131 or 161 (B4) (3-4)  
CS 101 (B3)  
Elective: UNIV 102 (2)

### Spring Semester (15-16 units)

PHIL 101 or 102 (A3) (3)  
ECON 201B (4)  
GE (B1 or B2 w/lab) (3-4)  
Elective (2-3)  
GE (D1 or D2) (3)

## Sophomore Year: 31 units

### Fall Semester (15 units)

BUS 230A (4)  
BUS 225 (4)  
BUS 211 (4)  
GE (A1) (3)

### Spring Semester (16 units)

BUS 230B (4)  
GE (C1 or C4) (3)  
GE (D3 or D4) (3)  
GE (C2 or C3) (3)  
GE (B2 or B1) (3)

## Junior Year: 30 units

### Fall Semester (15 units)

UD BUS Core\* (4)  
UD BUS Core\*\* (4)  
UD BUS Core (4)  
GE (D4 or D3) (3)

### Spring Semester (14-15 units)

UD BUS Core (4)  
UD BUS Core (4)  
BUS Concentration (3-4)  
GE (D4 or C1?) (3)

## Senior Year: 32 units

### Fall Semester (15-17 units)

BUS concentration (3-4)  
BUS concentration (3-4)  
UD GE (C3 or C2?) (3)  
UD GE (D2 or D1?) (3)  
Electives (BUS 499?) (1-5)

### Spring Semester (14-19 units)

U.D. BUS Core: 491\*\*\* (4)  
BUS concentration (3-4)  
BUS concentration (3-4)  
UD GE (E) (3)  
Electives (BUS 499?) (1-4)

**Total semester units: 124**

\*choose BUS 344 first if planning management concentration; 360 first if marketing; 370 first if finance or financial management.

\*\*for information systems, students should select BUS 334 if planning accounting or financial management; otherwise, select BUS 319.

\*\*\*BUS 491, designed to be taken in the last semester of the program (prerequisite: all other core courses and application for award of degree).

## III. Minor in Business Administration

A minor in business administration shall consist of a minimum of 20 units in business administration. In addition to the required courses listed below, additional coursework, chosen with consent of a faculty advisor, may be selected as needed to obtain the 20-unit minimum. At least 12 units of upper-division coursework must be completed at Sonoma State University.

BUS 230A Accounting (or equivalent)  
BUS 230B Accounting (or equivalent)  
BUS 344 Organizational Behavior (4)  
BUS 360 Marketing (4)  
BUS 370 Finance (4)

Transfer courses must have an equivalent course offered in our catalog. BUS 150, 211, 219, 270, 292, 295, 296, 388, 495, and 499 may not be counted in the minor. Students must complete a Business Administration Minor Declaration Form in consultation with their department faculty advisor. Minors must be approved by the department chair.

## IV. Master of Business Administration

The master of business administration degree (M.B.A.) is intended to prepare graduates for positions of leadership in organizational settings in both the private and public sectors. The program is an evening program designed primarily to meet the needs of the working student in Sonoma County and the North Bay region.

The basic objectives are to provide the student with: an understanding of the history and foundations of organizations and the cultural, social, international, economic, and legal environments in which organizations operate; an understanding of the principles of accounting, organization, finance, and marketing in order to analyze and solve business problems; an understanding of business research and analytical methods, and the use of the computer in making managerial decisions; and, broad general business knowledge reflecting general competence for overall management of complex organizations.

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

### A. Admission Standards

To be admitted to the M.B.A. program, a candidate must meet the requirements of both the University and the Department of Business Administration.

#### University Requirements

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

1. Hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association or have completed academic preparation as determined by an appropriate campus authority.
2. Have attained a grade point average of at least 2.50 (A = 4.00) in the last 60 semester (90 quarter) units attempted.
3. Have been in good standing at the last college attended.
4. Have earned a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). This requirement applies only to applicants who have not spent at least three years of school at the secondary level (or beyond) where English is the principal language of instruction.

#### Department of Business Administration Requirements

An individual may apply for admission to the M.B.A. program with or without an academic background in business administration. Applicants will not be considered without a GMAT score. The department considers the candidate's letter of application, academic background, and performance on the Graduate Management Admissions Test (GMAT) in evaluating high promise of success in the program. The department requires a minimum formula score of 1050 obtained from a combination of the total GMAT score and the grade point average for the last 60 semester (90 quarter) units attempted. The formula is calculated as follows:

**Formula Score = (200 x Grade Point Average) + Total GMAT score**

To illustrate, if a candidate has a 3.20 grade point average for the last 60 units and a total GMAT score of 500, the total formula score would be 1140.

**Example Computation: 200(3.20) + 500 = 1140**

The candidate would meet the minimum formula score for admission.

A candidate with a minimum formula score of 1000 who otherwise demonstrates high promise of success in the program may be considered by the department for alternative admission into the M.B.A. program. To be considered, the candidate must clearly demonstrate a record of at least five years of appropriate managerial experience since receipt of the bachelor's degree.

A candidate who is not accepted may appeal to the Graduate Committee for admission reconsideration. Such appeals are not routinely granted.

### Graduate Student Status

A candidate admitted into the M.B.A. program will be admitted in one of two categories:

- Conditionally Classified Graduate Status. This student may not take undergraduate or M.B.A. core or elective courses without permission of the M.B.A. coordinator.
- Classified Graduate Status. A student admitted to the M.B.A. program as a Classified Graduate will have completed the foundation courses at the time of admission. This student may take M.B.A. core or elective courses and up to 6 units of approved undergraduate courses.

A student who begins as a Conditionally Classified Graduate student will be eligible for advancement to Classified Graduate Status upon successful completion of the foundation courses. Such a request should be submitted to the M.B.A. coordinator.

### Eligibility for M.B.A. Courses

Courses offered in the M.B.A. program have restricted enrollment.

- For M.B.A. foundation courses, a student must be at least a Conditionally Classified M.B.A. student, or a Classified Graduate student in another graduate program at the University, or obtain written permission from the M.B.A. coordinator.
- For M.B.A. core or elective courses, a student must be a Classified M.B.A. student, or a Classified Graduate student in another graduate program at the University, or obtain written permission from the M.B.A. coordinator.

## B. M.B.A. Curriculum

The M.B.A. program consists of the following set of courses:

- M.B.A. foundation courses (20 semester units)
- M.B.A. core courses (18 semester units)
- M.B.A. elective courses (12 semester units)

A student who has completed the M.B.A. foundation courses (see below) prior to admission need only complete the M.B.A. core and elective courses (a total of 30 semester units).

### M.B.A. Foundation Courses (20 semester units)

The M.B.A. foundation courses represent fundamental knowledge of business principles appropriate to the study of graduate business education; these courses require 20 semester units if taken at the graduate level. Part or all of this requirement may be completed at the undergraduate level. However, once admitted to the M.B.A. program, a student may enroll in an undergraduate-level course only with the approval of the M.B.A. coordinator.

### M.B.A. Foundation Courses

BUS	501	Principles of Accounting (3) or BUS 230A and 230B
BUS	504	Human Resource Management and Organizational Behavior (4) or BUS 344
BUS	506	Market Analysis (3) or BUS 360
BUS	507	Foundations of Financial Management (3) or BUS 370
BUS	508	Quantitative Business Analysis (4) or MATH 131, BUS 211 and BUS 219
ECON	501	Economics of Markets and Industries (3) or ECON 201A and 201B

Foundation courses may be waived for competencies demonstrated by the undergraduate courses or their equivalent listed above or by examination. A student needing one or more foundation courses will be admitted as a **Conditionally Classified Student**.

### M.B.A. Core Courses (18 semester units)

As the title signifies, the M.B.A. core courses are a cluster of required graduate business courses that represent the core of the M.B.A. degree. These courses are intended to provide the graduate with those skills necessary to become an effective leader and manager in today's business environment. The required core courses include the following:

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

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

An M.B.A. student must complete 12 units of elective courses to graduate. Students may include up to 6 semester units of approved undergraduate courses. The approved undergraduate course list is available through the M.B.A. coordinator.

## C. M.B.A. Program Special Requirements

### Analytical Writing Requirement

All candidates entering SSU as graduate students who do not score at least 4.00 on the analytical writing portion of the GMAT must pass the CSU Written English Proficiency Test (WEPT) either during their first semester or before completing the foundation courses.

### Transfer Credits

A maximum of 9 units of transferred graduate level work may be used to satisfy the combination of M.B.A. core and elective course requirements (the 30-32 units). No graduate courses that are equivalent to our foundation courses will be accepted toward M.B.A. core and elective course requirements. Transfer courses must be approved by the M.B.A. coordinator.

### Grades

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

### Culminating Accomplishment

All candidates for the Masters in Business Administration must complete a culminating project of publishable quality. This culminating project should show evidence of originality and independent thinking. The results should contribute to the business discipline by adding to technical or professional knowledge or by providing an application of technical or professional knowledge. A project report and public defense of the project is required. Project reports may be posted on the SSU M.B.A. web page.

## V. Business Administration Courses (BUS)

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

### 150 Business and Society (3)

A survey of the major fields of management, designed to introduce students to the range of perspectives available in the discipline. Topics will include: accounting, finance, general management, health care management, human resources management, industrial relations, marketing, multinational management, organizational behavior, and systems analysis. May be used as elective credit in the major if taken prior to admission to upper division business major status.

### 211 Business Statistics (4)

Topics include data presentation, types of distributions, probability theory, sampling theory, and hypothesis testing. Parametric and non-parametric statistical tests will be examined, including t-tests, correlation tests, Chi-square, and ANOVA. Prerequisite: computer competency and pre-business math requirement.

### 219 End-User Computing Tools for Business (3)

A laboratory-intensive course in which students gain a working knowledge of personal and mainframe computer operating systems as well as popular business applications such as spreadsheets and databases.

### 225 Legal Environment of Business (4)

A study of the legal and ethical framework within which management decisions are made. The course emphasizes the sources, functions, and processes of law. It surveys a number of areas, including negligence, contracts, product liability, and constitutional law, and reviews government regulations in the areas of consumer protection, antitrust, labor and employment law. CAN BUS 12

### 230A Principles of Accounting (4)

A foundation course designed to provide a basic understanding of the theory and practice of accounting, with emphasis upon basic principles, concepts, and controls in relation to external reporting. Prerequisite: computer competency. CAN BUS 2.

### 230B Principles of Accounting (4)

A foundation course designed to provide a basic understanding of the theory and practice of accounting, with emphasis upon basic principles, concepts, and controls in relation to internal reporting. Prerequisite: BUS 230A.

### 232 Introduction to the Accounting Cycle (1)

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

### 270 Personal Financial Planning (3)

This course provides comprehensive coverage of personal financial planning in the areas of money management, career planning, taxes, consumer credit, housing and other consumer decisions, legal protection, insurance, investments, retirements, retirement planning, and estate planning. This course may not be used in the business major. Prerequisites: none.

### 292 Library and Information Research: Business (1-3)

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

### 295 Work Experience (2-4)

Designed for those seeking an internship-like experience but lacking the requisite academic experience for BUS 499. Its major purpose is for those individuals who obtain a unique opportunity but do not yet qualify for BUS 499. Cr/NC only.

### 296 Instructor-Initiated Research Projects (1-4)

This course is designed to provide students the opportunity to participate in faculty-sponsored research or study projects. It permits the student to pursue an area of interest that she or he would like to develop in close consultation with a faculty member. Cr/NC only.

## Upper-Division Courses

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

### 305W Introduction to Wine Business Strategies (3)

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 290 is recommended prior to enrollment in wine concentration or wine focus classes.

### 316 Production Operations Management (4)

Production/operations management of manufacturing and service operations. Topics include analysis and decision techniques in the location, design, and layout of facilities and processes; work design and work measurement; line balancing; forecasting and scheduling; material requirements planning, and quality assurance. Inventory control, linear programming, project management, and queuing models and simulations are also examined. Prerequisites: computer competency and BUS 211.

### **319 Introduction to Management Information Systems (4)**

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

### **330A Intermediate Accounting (4)**

Current theory of accounting. Topics include the accounting process, design of financial statements, valuation of cash, receivables, inventories, plant and equipment, intangible assets and current liabilities. Concepts such as present value, LIFO, and like-kind exchanges are covered. Prerequisites: BUS 230A and 230B.

### **330B Intermediate Accounting (4)**

Current theory of accounting. Topics include the design of the statement of changes in financial position, valuation of capital stock and retained earnings. Other special topics will include earnings per share computation, current cost and constant dollar accounting, liability, leases, pension plans, and price level accounting. Prerequisites: BUS 230A, 230B and 330A.

### **330F Intermediate Accounting for Financial Management (2)**

The objective of this course is to introduce students to accounting problems relative to measurement of liabilities and stockholder's equity section of the balance sheet and the procedures of analysis of financial statements. In this course, basic concepts, current practices, and pronouncements of authoritative bodies will be discussed. Prerequisite: BUS 330A.

### **334 Accounting Information Systems (4)**

This course will present a thorough introduction to basic information systems theory, provide a working knowledge of systems analysis and design techniques, and introduce several fundamental accounting information flow patterns. In addition, it will examine the need for adequate systems controls, risks inherent in the controls, and refined systems output to support management decision-making processes. Prerequisite: computer competency, BUS 230A and 230B.

### **340 Survey of Human Resource Management (4)**

Comprehensive introduction to the management of human resources. Topics include assessing human resource needs, job analysis, recruitment and selection, orientation and training, performance evaluation, compensation and benefits, safety and health, career development, labor relations and government regulation. Prerequisites: BUS 211 and 225.

### **340W Survey of Human Resource Management/Wine (4)**

Survey of Human Resource Management/Wine examines the same subject matter as BUS 340 Survey of Human Resource Management. However the focus of BUS 340W is on the practice of human resource management in the wine industry and special issues encountered within that industry. There are frequent guest appearances by human resource professionals working in the wine industry. Credit may not be received for both BUS 340 and BUS 340W. Prerequisite: BUS 211 and BUS 225.

### **344 Organizational Behavior (4)**

The roles of the individual and of groups in the organization are examined. Attention is directed to individual level characteristics such as learning and personality; to processes that affect attitudes, perceptions, and judgment; to applied theories of motivation; and to career development and stress. Topics include group formation, development, structure, leadership, and dynamics, as well as the processes of communication, decision making, power, and conflict.

### **350 Management (4)**

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

### **352 Organizational Theory (3)**

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

### **354 Applied Business Analysis (3)**

The course will focus on defining operational and tactical business problems, goals, and decision factors in quantitative terms. Emphasis is on structuring problem situations and on 1) determining appropriate requisite factors related to the problem, 2) quantifying those factors, and 3) choosing the appropriate quantitative decision-making techniques to arrive at an optimal solution. Primary consideration is given to the appropriate identification of problems and goals, generally through case studies, and to the effective choice and operationalization of decision-making techniques, generally through a project. Prerequisite: BUS 319 or BUS 334.

### **360 Introduction to Marketing (4)**

Introduction to terminology and basic concepts, including product development; pricing; promotion and distribution of goods, services, and ideas. Emphasis is on consumer orientation and managing the marketing function within an uncertain environment. Marketing information systems and other marketing foundations are applied to the consumer. Prerequisites: BUS 211, 230A and 230B.

### **366 Retail Management (3)**

Studies business activities that involve the sales of goods and services in the marketplace including retail institutions, merchandising, site selection, market information, and retail strategy and planning. Prerequisite: BUS 360.

### **367 Consumer Behavior (4)**

Analysis of the cultural, social, and psychological factors that influence the consumer's decision-making processes, including learning, perception, information search and information processing, personality, lifestyle, motivation, and attitudes. Prerequisite: BUS 360.

### **368 International Marketing (3)**

Examines the marketing practices and customs, and the cultural, social, legal, and ethical differences, of international markets. Emphasis on developing and adjusting the marketing mix of product, price, promotion, and distribution to compete in international settings. Prerequisite: BUS 360.

### **370 Introduction to Managerial Finance (4)**

An introduction to the conceptual and analytical framework guiding financial decision making within the business firm. Emphasis is placed on financial analysis, the evaluation of investment opportunities available to the firm, working capital management, and the analysis of alternative means of financing the firm. Prerequisite: BUS 230A and 230B.

### **377 Financial Institutions and Markets (3)**

Study of the structure and functions of the financial system in the U.S. economy. Topics include the role of financial intermediaries (including commercial banks), the money market, sources and uses of long-term funds, interest rates and security prices, the role of the Federal Reserve, monetary policy, and international capital markets.

### **385 Special Topics in Business Administration (1-4)**

This course provides for the teaching of special topics in business administration. Consult your advisor regarding application to your concentration.

### **388 Seminar in Peer Advising (2)**

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

### **391 Cross-Cultural Communication and Negotiation (3)**

The course provides students with techniques for becoming skillful cross-cultural communicators and negotiators. Topics include dimensions of culture and their implications in organizations, successful international business negotiation tactics, and managing cultural diversity in the workplace.

### **393 Introduction to International Business (4)**

A survey of theoretical and institutional aspects of international trade and investment. The course will address topics including international trade theory, the international money market, balance of payments, international sourcing, and management of international enterprises.

### **394 International Business Strategy (4)**

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

### **396W The Global Wine Industry (3)**

This survey course provides an overview of the global wine industry. Topics include the analysis of global trends affecting wineries, the nature of international competition, the importing and exporting of wine, and joint ventures and acquisitions in the wine industry involving partners from different countries. The course will discuss both consumption and production of wine around the world, with special emphasis placed on the impact of emerging new world wine producers. Because a two-week overseas field trip is a part of this course, it will be offered only during intersession or between semester breaks. Prerequisite: BUS 360.

### **416W Production, Operations and Distribution (Wine) (4)**

The study of effective operations management techniques and strategies from the perspective of the California wine industry. The course emphasizes the basic concepts of purchasing, operations, logistics, and supply chain management as they apply to the wine industry. More specific topics include value analysis, total quality management, make/buy decisions, negotiation, and supplier development. Prerequisite: BUS 316.

### **417 Management of Services (3)**

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

### **420 Business Data Communications (3)**

A lecture, literature, and case study-oriented survey course on the use of local and wide-area data communications in the business enterprise. Topics include LAN, WAN, EDI wide-band multimedia, distributed systems, and evolving system architectures and their impact on business organizations. Prerequisite: BUS 319 or BUS 334.

### **422 Business Data Models (3)**

Lecture, laboratory, 2 hours. A course in designing relational databases. The entity-relationship model is used to develop the conceptual data structure from which a normalized set of tables is extracted and implemented. Prerequisite: BUS 319 or BUS 334.

### **422W Business Data Models (Wine) (3)**

Lecture, laboratory, 2 hours. A course in designing relational databases in the wine industry. Prerequisite: BUS 319 or BUS 334.

### **426 Business Law (3)**

A study of areas of law of particular importance to business, including contracts, sales, negotiable instruments, secured transactions, agency, partnerships, and corporations. Prerequisite: BUS 225.

### **430 Advanced Accounting (4)**

Advanced accounting, problems and theory. Topics include consolidations, business combinations, fund accounting, partnerships, foreign exchange, and other current issues. Prerequisites: BUS 330A and 330B, or consent of instructor.

### **433A Individual Taxation (4)**

Analysis of the Internal Revenue Code pertaining to individual and corporate income taxes. Topics include determination of taxable income, deductions and exemptions, accounting records, returns, computation of taxes and tax planning. Subject matter to reflect the most recent tax law changes. Prerequisites: BUS 230A and 230B.

### **433B Corporation and Estate Taxation (4)**

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

### **433Fa Individual Tax for Financial Management (3)**

Various tax issues related to individual tax will be discussed. The course will emphasize on the determination of income for tax purpose and various deductions and exemptions will be discussed in this course. Prerequisites: BUS 230A AND 230B.

**433Fb Corporate Tax for Financial Management (3)**

Various tax issues related to corporation and partnership will be discussed. The course will emphasize tax planning and the impact of changes in the tax law on the financial position of these entities. Prerequisites: BUS 230A AND 230B.

**434 Auditing (4)**

Study of generally accepted auditing standards and procedures followed in the examination of financial statements and operating control reviews. Topics include evaluation and analysis of internal control, the nature of and procedures for gathering audit evidence, professional ethics and legal liability, the standards of reporting financial information, and statistical sampling applications. Prerequisites: BUS 330A, 330B and BUS 334.

**435 Cost Accounting (3)**

Introduces applications for the accountant's role in the decision-making process. Topics include contribution margin analysis, job-order and process costing, standard costing, transfer pricing, profit planning, cost centers, cost volume, profit relationships, inventory control, and other current issues. Prerequisites: BUS 330A.

**437 Governmental Accounting (3)**

Course deals with intricacies and peculiarities of fund accounting as it relates to governmental units, including preparing and recording the budget, the use of the encumbrances accounting, and the year-end closing of the budgetary accounts. Students will be exposed to GASB (Government Accounting Standards Board) standards and governmental financial statement requirements, and learn the different objectives and purposes of financial statements for non-profit vs. profit entities. Prerequisite: BUS 330A.

**441 Recruitment, Selection and Performance Appraisal (3)**

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

**442 Training and Development (3)**

Theory and practice of training for developing the human resources in an organization. Topics include adult learning theory and research, methods of assessing training needs and learning styles, design of effective training experiences, presentation skills, and evaluation methods. Prerequisite: BUS 340.

**446 Government Regulation and Human Resources (3)**

An examination of current legislation and executive orders affecting the human resource function. Laws, orders, guidelines, and regulations will be examined within the framework of the regulatory model, which presents an integrated framework for understanding the relation of societal problems, laws, agencies, guidelines, the courts, and management responses. Prerequisite: BUS 340.

**447 Labor Management Relations (3)**

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

**451 Entrepreneurship/Small Business Management (3)**

Intended for prospective entrepreneurs wishing to start a new business and/or participate in the management of a small, ongoing company during its early months. Also appropriate for students interested in consulting, banking, or investing in small companies. Emphasis on the preparation of realistic, action-oriented business plans necessary for presentations in organizing and financing. Prerequisite: BUS 360 or consent of the instructor.

**452 Leadership (3)**

The focus of this course is a comprehensive review of the writings and theories of leadership. Students will evaluate leadership traits and behavior, the effects of reciprocal influence, transformational leadership, the role of power versus authority, followship, and related matters. Applications of theory to practice will be emphasized. Prerequisites: BUS 344 and BUS 350.

**453 Small Business Analysis (4)**

This course focuses on decision making in functional areas of marketing, production and finance. Students, working in teams with faculty and professional supervision, consult with businesses to solve managerial problems. Prerequisites: BUS 360 or consent of the instructor.

**455 Alternative Dispute Resolution (4)**

This course will provide students with an understanding of the alternatives to litigation as a means of dispute resolution. The primary focus will be on two alternatives—mediation and arbitration. The first half of the course will focus on the mediation process and the basic problem solving skills that are a fundamental component of successful mediation. The second half of the course will emphasize the types of voluntary arbitration and the means to implement the process. Prerequisite: BUS 340.

**458 Organization Change and Development (3)**

Scholarly and practical study of how to implement effective change within organizations, such as reorganizing departments and business units, IT implementation, mergers and acquisitions, culture change, and other change events that impact organizations. Topics include: organizational change theory, processes, and models; the role of change agents; organizational diagnosis and intervention; culture, process, strategy, structure, and technology changes in organizations. Prerequisite: BUS 344.

**461 Promotion Management (3)**

Examines the planning, execution, and measurement of the organization's external communications with its environment. Analyzes the four promotion tools: advertising, personal selling, sales promotion, and public relations. Prerequisite: BUS 367.

**462 Marketing Research (4)**

The theory and application of marketing research as a tool for management decision making. Emphasis is on problem identification and definition, research design, sampling procedure, primary and secondary data collection, statistical analysis, interpretation of data, and reporting of research findings. Prerequisites: BUS 211 (or ECON 317 or MATH 165), BUS 367 and BUS 319.

**463 Sales Management and Personal Selling (3)**

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 and BUS 367.

**465W Wine Marketing (3)**

An in-depth study of marketing from the perspective of the California wine industry. The course emphasizes wine marketing planning, including an analysis of wine consumer segments. The wine industry's economic, legal, social, and competitive environment, industry trends, major problems and opportunities, and strategic alternatives as related to wine varieties and brands, pricing, promotion, and distribution are discussed. Prerequisite: BUS 360.

**466 Organizational Communication (3)**

This course teaches communication theory and skills as they are applied to management situations. Students will study the impact of the organizational environment on the practice of communication theory and the development of strategies for effectively relaying messages. Written and oral exercises will be stressed. Prerequisite: must have passed the WEPT.

**468 Marketing Decision Making (3)**

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

**469 Marketing Management (4)**

Advanced study of marketing management, strategy, and decision making through the use of marketing cases. Requires the integration of marketing concepts and theories from previous marketing course work. Prerequisites: BUS 360 and 367.

**470 Managerial Finance (3)**

Theory of managerial decision making in its financial and economic context. Topics include the decision-making environment, financial planning, budgeting and control, long-term investment decisions, and capital budgeting techniques, working capital management, the cost of capital, valuation, rates of return, and choosing among alternative sources of funds. Prerequisite: BUS 370.

**471 Financial Planning and Strategy (3)**

The application of financial concepts and analytical methods to the development and evaluation of alternative financial strategies and opportunities available to the firm. Emphasis is placed on financial decision making and analysis of the small and midsize firms. Prerequisite: BUS 470.

**472 Investments (4)**

A study of the characteristics of securities: valuation, sources, selection strategies, and theory of portfolio management. Stocks, bonds, options, and futures markets will be included. A major term project is required. Prerequisite: BUS 370.

**472F Investments for Financial Management (2)**

In this course the finance major studies capital markets as an investment arena to critically analyze market behavior and investment strategies. The macroeconomic role of markets and their architecture, regulatory structure, and microstructure form the context within which financial theory is presented. The relevant theories in finance are portfolio theory, asset pricing models, agency theory, and the efficient market hypothesis. Stock and bond investing as well as technical and fundamental analysis and portfolio management performance are explored. The financial management concentration student is required to complete the first two modules which deal with stock and bond analysis.

**473 International Finance (3)**

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

**474 Computer Applications in Finance (3)**

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.

**475W Wine Accounting and Finance (3)**

This course focuses on financing, investing, and accounting decisions facing managers of wine businesses. It explores the financial reporting issues that are unique to wine businesses and how these issues affect valuation. This course is directed to those interested in careers in accounting and finance as well as those interested in understanding relevant accounting and finance issues for wine business. Prerequisite: BUS 370.

**491 Seminar in Management Strategy and Policy (4)**

Seminar covering current issues in managerial strategy and corporate policy that integrates concepts of organization theory and behavior, marketing, finance, human resources, production/operations, information systems, entrepreneurship, accounting, economics, and international business. This is the capstone course for the business administration major and would be expected to be taken in the last semester prior to graduation. Prerequisites: all business core requirements.

**491W Seminar in Management Strategy and Policy in the Wine Industry (4)**

Seminar covering current issues in managerial strategy and corporate policy that integrates concepts of organization theory and behavior, marketing, finance, human resources, production/operations, information systems in the wine industry, entrepreneurship, accounting, economics, and international business in the wine industry. This is the capstone for the business administration major and should be taken in the last semester prior to graduation. Prerequisites: all business core requirements.

**495 Special Studies (1-3)**

Student-designed and instructor-guided projects, to be arranged individually. May be repeated once for credit. Independent study credit will be granted only to students who have: 1) attained senior status, 2) minimum GPA in business administration of 3.0, and 3) substantial background in the field involved in the petitioned study. A maximum of 3 units are applicable to the business administration major.

**499 Internship in Business (2-4)**

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

**Graduate Courses**

Courses numbered between 501 and 508 are prerequisite courses to the M.B.A. Specified undergraduate courses may substitute for these.

**501 Principles of Accounting (3)**

A foundation course designed to provide a basic understanding of the theory and practice of accounting with emphasis upon basic principles, concepts, and controls in relation to external and internal reporting. Prerequisites: computer competency and a bachelor's degree.

**504 Human Resource Management and Organizational Behavior (4)**

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

**506 Market Analysis (3)**

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

**507 Foundations of Managerial Finance (3)**

A foundation course designed to provide the conceptual and analytic framework guiding financial decision making within the business firm. Emphasis is on financial analysis, the evaluation of investment opportunities, working capital management, and alternative means of financing the firm. Prerequisite: BUS 501.

**508 Quantitative Business Analysis (4)**

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

Classified Graduate Status is required for the following courses:

**550 Seminar in Organization Behavior and Management Theory (3)**

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

**552 Leadership and Team Building (3)**

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

**559 Seminar in Advanced Management Topics (3)**

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

**560 Seminar in Marketing Management (3)**

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

**570 Seminar in Managerial Finance (3)**

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

**578 Project Continuation (1-3) / Fall, Spring**

Designed for students working on their thesis or master's project but who have otherwise completed all graduate coursework toward their degree. This course cannot be applied toward the minimum number of units needed for completion of the master's degree. Prerequisite: permission of the M.B.A. graduate coordinator. Cr/NC only.

**581 Research Methods for Managers (3)**

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

**591 Seminar in Strategic Management (3)**

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

**592 Entrepreneurship and New Venture Creation (3)**

Entrepreneurship focuses on new venture creation and venture feasibility analysis. Working in teams, students will learn to identify, conceptualize, plan, finance, launch, manage, and harvest new ventures. Entrepreneurship, the application of entrepreneurial methods of management to established organizations, will also be discussed. Prerequisites: BUS 550, 560, 570.

**593 Seminar in International Business (3)**

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

**595 Special Studies in Business Administration (1-3)**

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

**596 Graduate Internship (1-3)**

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

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

Research directed by the student's committee on a project. An "Advancement to Candidacy Form" (GSO 1) must be filed with the MBA Coordinator before the student registers for the course.



# California Cultural Studies

## Program Office

Nichols 340  
707 664-2903  
Fax: 707 664-4400  
email: Robert.Coleman-Senghor@sonoma.edu

## Program Director

Robert Coleman-Senghor / English

## Faculty

Marilyn Cannon/Biology, Raymond Castro/Chicano and Latino Studies, Edward Castillo/Native American Studies, William Crowley/Geography, Dorothy Freidel/Geography, Richard Gale/Hutchins School, Anne M. Goldman/English, William Guynn/Film Studies, William Johnson/Music, Jeff Langley/Director, Performing Arts, Andrew Merrifield/Political Science, Susan Moulton/Art History, Leilane Nishime/American Multicultural Studies, Adrian Praetzelis/Anthropology, Margaret Purser/Anthropology, R. Thomas Rosin/Anthropology, Arturo Ramirez/Chicano and Latino Studies, Michael Schwager/Director, University Gallery, Larry Shinagawa/American Multicultural Studies, \*Clarice Stasz/History, Terry Wright /Geology

\*Faculty Early Retirement Program

## Special Major (B.A.) and Minor in Interdisciplinary Studies in California Cultural Studies

The special major in Interdisciplinary Studies in California Cultural Studies has been established in order to bring together writers, scholars, artists, and students from various fields, organizations, and disciplines interested in the study of California. California Cultural Studies aims to attract a diverse group of students, representing a number of different ethnic and cultural groups as well as regions of California, into a learning community devoted to the study, preservation, and enrichment of California's cultural life. The program is designed so that students, scholars, and artists can work together on projects in an intellectually stimulating atmosphere.

California Cultural Studies is an interdisciplinary program that incorporates a range of critical perspectives, pedagogies, and resources, and is supported by a faculty with extensive backgrounds and scholarly work in history, literature, philosophy, art history, music, economics, political science, anthropology, environmental studies, natural history, geology, geography, and ethnic and cultural studies. With the exception of select CCS core courses, all course offerings are based in traditional disciplines and are cross-listed by the departments of Art History, American Multicultural Studies, Native American Studies, Chicano and Latino Studies, Anthropology, History, Music, Film Studies, Geography, Geology, Biology, and Political Science.

The CCS major consists of 26-27 core course units and 15-20 units in an area of concentration. In close collaboration with program faculty, majors complete their course of study through a capstone project or senior thesis grounded in original research and scholarship. Both the student's course of study and thesis or project must be approved by two CCS advisors and the program director. Students are encouraged to complete a minor in a discipline represented in the CCS program (i.e., History, Biology, English, Anthropology, Geography, Geology, AMCS, NAMS, CALS, or Film Studies, etc.).

The CCS Program also offers on and off campus internships in museum collection and exhibition, library special and regional collection, stream and river restoration, historical preservation, tourism, and agricultural and forest information services. Internships can be taken only credit/no credit and may not be used to fulfill major requirements. Students taking the internship course may receive financial assistance, if the host institution makes it available. Consult an advisor for further details and restrictions.

## Prerequisites to the Major

1. Admission to the major.
2. Sophomore standing (though academic advising may begin earlier due to associated minors and supporting GE courses and programs).
3. Completion of GE categories:
  - A1 (California Cultural Analysis 200)
  - A2 (English 101)
  - A3 (Critical Thinking)

## Total units required for a B.A. in: Special Major in California Cultural Studies

Degree Requirements	units
General education	51
California Cultural Studies major	41-47
General electives	22-28
<b>Total units needed for graduation</b>	<b>120</b>

## Major Core Requirements

ITDS 280	Introduction to Studies in California Culture	3
ITDS 300	Faculty Forum	1
ITDS 302	Topics and Themes in California Cultural Studies	3
GEOG 390	Geography of California	2
ANTH 344	Material Cultural Studies	3
ANTH 444	Methods in Material Cultural Studies	1
or		
ITDS 444	Theory, Methods and Research	3
ITDS 496	Senior Seminar in California Cultural Studies	3
HIST 472	California History I	4

Choose one of the following: California Ethnic Groups		
AMCS 331	Ethnicity and History in California	3
AMCS 360	Asian American Experience	3
ANTH 361	Indians in California	4
CALS 339	Chicanos/Latinos in U.S. Society: California emphasis	3
NAMS 412	Native California History and Culture	3

Choose one of the following: California Arts		
ArtH 480	Special Topics in Art: California Arts	3
ENGL 315*	California Ethnic Literature	3
ENGL 480	Studies in California Literature	3
ENGL 485	California Writers	3
MUS 255	California Music	3

**Total units in the core** ..... 26-27

\* California Ethnic Literature fulfills GE C2 and the ethnic studies requirement.

## Areas of Concentration

One course is to be selected from each of the following areas, plus one additional course from any area. Courses taken in the areas of concentration may not be used to satisfy the core requirements.

### I. Arts and Literature Concentration

AMCS 360	Ethnic Literature: California emphasis	3
ArtH 480	California Arts	3
ENGL 215	Introduction to California Literature	3
ENGL 315	California Ethnic Literature	3
ENGL 480	Studies in California Literature	3
ENGL 485	California Authors	3
HIST 350	California Environmental History	4
MUS 255	Music of California	3

### II. California Ethnic Groups Concentration

AMCS 331	Ethnicity and History in California	3
ANTH 361	Indians in California	4
ANTH 362	Transnational California	4
CALS 338	Ethnic Minorities and Social Policy in California	3
NAMS 412	Native California History and Culture	4

### III. Culture, History, and Politics Concentration

ANTH 420	Archaeological Methods	4
ANTH 444	Material Culture	1
ANTH 490	Topics in California Pre-History	4
CALS 338	Ethnic Minorities and Social Policy in California	3
HIST 471	The American West	4
HIST 473	California History II	4
NAMS 412	Native California History and Culture	4
NAMS 418	Regional Historical Studies	3
NAMS 442	Contemporary Affairs of Native Americans of California	4
POLS 320	State, City and County Government	4
POLS 428*	Seminar in California Politics and Government	4

### IV. Natural History and Geography Concentration

BIOL 314	Field Biology	3
GEOL 111**	Field Geology of Yosemite National Park	1
GEOL 120	Regional Field Geology: Death Valley	3
GEOG 311	Geography of Wine	4
GEOG 314	Field Experience: Northern California	4
GEOG 314B	Field Geography of Sonoma County Wine	4
GEOG 318	Field Experience: Baja California, Mexico	4

\*\* GEOL 111 Field Geology of Yosemite National Park must be taken prior to or in conjunction with GEOL 102 Our Dynamic Earth.

**Total units in the areas of concentration** ..... 15-20

**Total units in the major** ..... 41-47

## Minor

Each California Cultural Studies minor consists of seven courses for a total of 21-24 units.

## Minor Core Requirements

ENGL 280	Introduction to California Cultural Studies (3)	or
ENGL 315	California Ethnic Literature	3
ITDS 302	Topics and Themes in California Cultural Studies	3
GEOG 390	Geography of California	2
HIST 472	California History I	4

**Total units in the minor core** ..... 12

Choose one of the following: California Ethnic Groups (3-4 units)

AMCS 331	Ethnicity and History in California	3
AMCS 377	Asian American Experience	3
ANTH 361	Indians in California	4
CALS 339	Chicanos/Latinos in U.S. Society: California emphasis	3
NAMS 412	Native California History and Culture	3

Choose one of the following: California Arts (3 units)

AMCS 360	Ethnic Literature: California emphasis	3
ArtH 480	California Art	3
ENGL 315	California Ethnic Literature	3
ENGL 480	Studies in California Literature	3
ENGL 485	California Authors	3
MUS 255	Music of California	3

Choose one of the following: Natural History and Geography (3-4 units)

BIOL 314	Field Biology	3
GEOL 111**	Field Geology of Yosemite National Park	1
GEOL 120	Regional Field Geology: Death Valley	3
GEOG 311	Geography of Wine	4
GEOG 314	Field Experience: Northern California	4
GEOG 314B	Field Geography of Sonoma County Wine	4
GEOG 318	Field Experience: Baja California, Mexico	4

**Total units in the minor** ..... 21-23

## Independent Study 495

Up to 4 units of independent study can be used to fulfill requirements in any area of concentration. Course must be approved by the CCS coordinator and an advisor.

## Sample Four-Year Program for B.A. in ITDS Special Major in California Cultural Studies

### Freshman Year: 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
GE ENGL 101 (A2) (3)	GE (C4) (3)
GE PHIL 101 (A3) (3)	ITDS 200 (A1) (3)
GE GEOL 102 (3)	GE Electives (B4, D2, D3) (9)
GE Electives (C1, C2) (6)	

### Sophomore Year 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
GE (D4) (3)	GE (D1) (3)
GE (B2) (3)	GE (B3, E) (7)
GE (D5) (4)	GE (C3) (3)
Electives (5)	Elective (2)

### Junior Year: 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
HIST 472 (4)	ANTH 344 (3)
ITDS 302 (3)	ANTH 444 (1)
AMCS 377 (3)	ENGL 480 (3)
GEOG 390 (2)	CCS Concentration (4)
CCS Concentration (3)	Elective (4)

### Senior Year 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
ITDS 499 (3)	CCS Concentration (8)
ITDS 300 (1)	Electives (7)
POLS 428 (4)	
Electives (7)	

# Career Minors

### Programs offered

- Career Minor in Arts Management**
- Career Minor in Health Systems Organizations**
- Career Minor in Teaching English as a Second Language**

The career minors program allows students from a variety of majors to pursue a coherent sequence of courses in order to acquire insight into the ways the undergraduate degree may be applied in particular careers. Each career minor culminates in an internship giving the student practical experience in the field.

Information about a career minor may be obtained from the faculty advisor. Students interested in pursuing a career minor should plan well in advance in order to integrate the course work into their plan of study.

### Career Minor in Arts Management

The career minor in arts management provides students of the arts with education, training and experience in the practical, business side of their field. Art history and art studio majors completing this career minor will be in much stronger positions to find work and support themselves in fields within or closely related to their majors. The career minor in arts management may also be combined with any other major, provided that the student also completes at least a minor in art history or art studio.

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

#### Program Advisor

Michael Schwager, Art Gallery  
Art Building 101  
707 664-2295

#### Requirements for the Career Minor in Arts Management

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

Business, computer, or other related courses to be determined by the program advisor .....	9-12
ArtH 312 Principles of Arts Management .....	3
ArtH 494 Gallery and Museum Methods .....	3
ArtH 499 Internship .....	4
<b>Total units in the minor core .....</b>	<b>21</b>

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

### Career Minor in Health Systems Organizations

The health systems organizations career minor is an interdisciplinary program that provides students with an opportunity to focus on either of two significant dimensions of health care: technical and managerial problems, or preparation for direct service. The minor outlines a course of study within a liberal arts framework that provides each student with a basic understanding of: 1) health systems as significant social, cultural, and economic institutions within society; 2) cultural relativity in views of health and illness, and 3) the social and psychological implications for those who are served by health systems.

The supporting courses will be chosen with the assistance of the faculty advisor to prepare the student for specific career objectives. The health systems organizations minor complements a number of traditional majors, such as business administration, nursing, psychology, sociology, AMCS, and political science, in addition to programs in gerontology, women's studies, and medical anthropology. This career minor will increase the employment opportunities in the health field of students from the above majors and programs. The minor also provides an excellent background for those who plan to obtain graduate professional training in fields such as medicine, social work, and public health.

#### Program Advisor

Susan Hillier, gerontology program  
Stevenson Hall 3075  
707 664-2411/2586

#### Minor Core Requirements

Course selection is pending; please see advisor for details.

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

**Total units in the minor core .....** 12

#### Minor Electives

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

**Total units in minor electives .....** 8

**Total units in the minor .....** 20

## Career Minor in Women's Health

Women's health is a large and growing area of research and policy interest in the United States. The curriculum is organized toward enhancing the student's opportunities for employment in healthcare and other settings. The program is highly suitable for those interested in careers as nurses, physicians, counselors, therapists, public health workers, research analysts and policy makers, and in other fields.

The career minor in women's health is designed to provide students with interdisciplinary course work, training, and work experience in the politics, practice, and experience of women's health. Career needs of both health care providers and liberal arts and sciences majors are addressed by the program.

### Program Advisor

Cindy Stearns, Women's and Gender Studies  
Rachel Carson Hall 32, 707 664-2708/2840

### Minor Core Requirements

WGS 280	Women's Bodies: Health and Image	3
NURS 480	Sexuality, Health and Society (3) or	
WGS 350	Gender, Sexuality and Family	3
	Practical Application	3-4
WGS 499	Internship in Women's Health Setting (4) (Prerequisite: senior standing) or	
NURS 425	Senior Clinical Study	3
	(Prerequisite: nursing major. Must choose a setting related to women's health)	

Total units in the minor core ..... 9-10

### Electives

All electives must be health (including mental health) related. When the health course does not explicitly deal with women's health, students are expected to do their term papers and projects on women's health issues and to be prepared to share these course materials with the program coordinator.

### Suggested Electives

AMCS 432	Health and Culture	3
GEOG 396	Medical Geography	3
GERN 300	Basic Gerontology	3
GERN 408	Transitions in Adult Development	4
NURS 340	Health and Illness in the Expanding Family	4
NURS 360	Community Health Nursing	3
PSY 404	Psychology of Women	4
PSY 454	Biofeedback and Somatic Psychology	4
SOCI 452	Health Care and Illness (cross-listed as GERN 452)	4
WGS 301	Women's Health Lecture Series	1-2
WGS/NURS 495	Special Study Research on Women's Health	1-4

Total units in electives ..... 10-11

Total units required in the minor ..... 20

# Chemistry

## Programs offered

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

### Department Office

Darwin Hall 126  
707 664-2334  
[www.sonoma.edu/chemistry](http://www.sonoma.edu/chemistry)

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

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

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

The department is well equipped with many modern, computerized scientific instruments. These are available to undergraduate students in laboratory courses and research projects, in contrast to many institutions with graduate programs that limit undergraduate access to these instruments. Research instruments include ultraviolet, visible, infrared and atomic absorption spectrophotometers; X-ray diffraction, nuclear magnetic resonance and gas chromatograph-mass spectrometers; and gas, liquid, and ion chromatographs.

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

The chemistry department participates in the Sonoma State University CLEP credit-by-examination program. For more information on CLEP course equivalents in chemistry, please see pages 16 and 17.

### Department Chair

Vincent Hoagland

### Administrative Coordinator

Kathleen Hardy

### Faculty

Leslie Brooks, David Eck, Vincent Hoagland, Douglas Martin,  
Gene Schaumberg, Dale Trowbridge, Carmen F. Works

## ACS Certified Bachelor of Science in Chemistry

The B.S. degree provides the thorough preparation needed by candidates to work as chemists in industrial and governmental laboratories or to enter graduate programs in chemistry leading to advanced degrees. All courses in the major core, major electives and supporting courses must be taken in the traditional grading mode (A-F). Transcripts will be noted as a B.S. degree approved by the American Chemistry Society.

For additional information, see the current approved curriculum on the SSU official catalog web page [www.sonoma.edu/pubs/catalog/](http://www.sonoma.edu/pubs/catalog/).

Degree Requirements	units
General education	51
Major requirements	40
Supporting courses	19
General electives	10

Total units needed for graduation ..... 120

### Major Core Requirements

CHEM 115AB, General Chemistry (10 units, 5 in the major, 5 in general education)	5
CHEM 255 Quantitative Analysis	4
CHEM 316 or 376 Physical Chemistry Laboratory	2
CHEM 325 Inorganic Chemistry	3
CHEM 335A Organic Chemistry	5
CHEM 335B Organic Chemistry	3
CHEM 336 Organic Chemistry Laboratory	2
CHEM 340, 445 or 446 Biochemistry	3
CHEM 375A or 310A Physical Chemistry	3
CHEM 375B or 310B Physical Chemistry	3
CHEM 401 Chemical Syntheses and Characterization I	3
CHEM 402 Chemical Syntheses and Characterization II	3
CHEM 497 Research Seminar	1

Total units in the major core ..... 40

## Supporting Courses (Required)

### Mathematics

MATH 161	Calculus I (4)	
MATH 211	Calculus II (4)	
MATH 261	Calculus IV (4)	
(12 units: 9 units in the major, 3 units in general education) .....		9

### Physics

PHYS 114	Introduction to Physics I .....	4
PHYS 116	Introductory (Physics I) Laboratory .....	1
PHYS 214	Introduction to Physics II .....	4
PHYS 216	Introductory (Physics II) Laboratory .....	1

**Total units in supporting courses .....** 19

**Total units in the major .....** 59

### Strongly recommended

PHYS 314	Introduction to Physics III .....	4
PHYS 316	Introductory Quantum Laboratory .....	1
CHEM 494	Undergraduate Research .....	1-6

## Sample Four-Year Program for Bachelor of Science in Chemistry

### Freshman Year: 30-32 units

Fall Semester (15 units)	Spring Semester (15-17 units)
CHEM 115A (5)	CHEM 115B (5)
MATH 107 or 161 (4)	MATH 161 or 211 (4)
GE (3)	PHYS 114 (4) + 116 (1)
GE (3)	(if had MATH 161 in Fall) or GE (3)
	GE (3)

### Sophomore Year: 32-36 units

Fall Semester (16-18 units)	Spring Semester (16-18 units)
CHEM 255 (4)	CHEM 335A (5)
CHEM 335A (5) or GE (3)	or CHEM 335B(3) and CHEM 336 (2)
MATH 211 (4) or 261 (4)	MATH 261 (4) or GE (3)
PHYS 214 (4) + 216 (1)	PHYS 214 (4) + 216 (1)
or PHYS 114 (4) + 116 (1)	or PHYS 314* (4)+316*(1)
	GE (3)

### Junior Year 28-29 units

Fall Semester (14-15 units)	Spring Semester (14 units)
CHEM 375A or 310A (3)	CHEM 375B or 310B (3)
CHEM 335B (3), CHEM 336 (2)	CHEM 316 or 376 (2)
GE (3)	CHEM 325 (3)
GE (3)	GE (3)
Elective (2)	

### Senior Year: 34 units

Fall Semester (18 units)	Spring (16 units)
CHEM 401 (3)	CHEM 402 (3)
CHEM 445** (3)	CHEM 446** or 340 (3)
GE (3)	CHEM 497 (1)
GE (3)	GE (3), GE (3)
GE (3)	GE (3)
GE (3)	

**Total semester units: 120**

\* PHYS 314 and 316 recommended but not required.

\*\* One course in biochemistry is required from CHEM 445 or 340.

## Bachelor of Arts in Chemistry

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

Please see the current approved curriculum on the SSU official catalog web page [www.sonoma.edu/pubs/catalog/](http://www.sonoma.edu/pubs/catalog/).

Degree Requirements	units
General education .....	51
Major requirements .....	33
Supporting courses .....	11-13
General electives .....	23-25
<b>Total units needed for graduation .....</b>	<b>120</b>

### Major Core Requirements

CHEM 115AB General Chemistry (10 units: 5 in the major, 5 in general education) .....	5
CHEM 255 Quantitative Analysis .....	4
CHEM 310A Fundamentals of Physical Chemistry .....	3
CHEM 310B Fundamentals of Physical Chemistry .....	3
CHEM 316 Fundamentals of Physical Chemistry Laboratory .....	2
CHEM 325 Inorganic Chemistry .....	3
CHEM 335A Organic Chemistry .....	5
CHEM 335B Organic Chemistry .....	3
CHEM 401 Chemical Syntheses and Characterization I .....	3
CHEM 497 Research Seminar .....	1

**Total units in the major core .....** 32

### Major Electives

In consultation with an advisor, choose an additional 1 unit from upper-division chemistry electives.

**Total units in major electives .....** 1

### Supporting Courses

#### Mathematics

MATH 161	Calculus I (4)	
MATH 211	Calculus II (4)	
(3 units in general education, 3 units in major) .....		3

#### Physics

Choose one of the following two groups and complete all courses listed:

##### General Physics

PHYS 209A	General Physics Laboratory .....	1
PHYS 209B	General Physics Laboratory .....	1
PHYS 210A	General Physics .....	3
PHYS 210B	General Physics .....	3

or

##### Introductory Physics

PHYS 114	Introduction to Physics I .....	4
PHYS 116	Introductory (Physics I) Laboratory .....	1
PHYS 214	Introduction to Physics II .....	4
PHYS 216	Introductory (Physics II) Laboratory .....	1

**Total units in supporting courses .....** 11-13

**Total units in the major .....** 44-46

## Sample Four-Year Program for Bachelor of Arts in Chemistry

### Freshman Year: 28-30 units

#### Fall Semester (15 units)

CHEM 115A (4)  
CHEM 116A (1)  
MATH 107 or 161 (4)  
GE (3) or Elective (3)  
GE (3) or Elective (3)

#### Spring Semester (13-15 units)

CHEM 115B (4)  
CHEM 116B (1)  
MATH 161 (4) or 211 (4)  
GE (3) or Elective (3)  
GE (3) or Elective (3)

### Sophomore Year: 32-36 units

#### Fall Semester (16-18 units)

CHEM 255 (4) or 335A (5)  
PHYS 209A (1) + 210A (3)  
GE (3) or Elective (3)  
GE (3) or Elective (3)

#### Spring Semester (16-18 units)

CHEM 335A (5)  
or CHEM 335B (3) and  
CHEM 336\* (2)  
PHYS 209B (1) + 210B (3)  
GE (3) or Elective (3)  
GE (3) or Elective (3)

### Junior Year 34-37 units

#### Fall Semester (17-19 units)

CHEM 335B (3), CHEM 336 (2)  
or CHEM 255 (4) or GE (3)  
CHEM 310A (3) or GE (3)  
UD Chem Elective (3) or Elective (3)  
GE (3) or Elective (2)  
GE (3)

#### Spring Semester (17-18 units)

CHEM 310B (3) or GE (3)  
CHEM 316 (2) or GE (3)  
CHEM 325 (3)  
or Elective (3)  
GE (3)  
GE (3)

### Senior Year: 24-25 units

#### Fall Semester (12 units)

CHEM 310A (3)  
CHEM 401 (3)  
Electives (3)  
GE (3)

#### Spring Semester (12-13 units)

GE (3) or CHEM 310B (3)  
GE (3) or CHEM 316 (2)  
CHEM 497 (1)  
UD Chem Electives (3)

#### Total semester units:

120

\* CHEM 336 recommended but not required.

### Advisory Patterns for Bachelor of Arts Degree

With the approval of an advisor in the Chemistry Department, a student may choose a pattern of chemistry upper-division electives in the B.A. degree to concentrate in the areas of analytical, inorganic, organic, or physical chemistry; biochemistry; pre-professional preparation; or pre-enology. Patterns are designed to provide guidelines for majors who wish to advance toward specific goals in the chemistry major.

## Bachelor of Arts in Chemistry Biochemistry or Pre-Health Option

### Major Core Requirements

CHEM 115AB General Chemistry (5 each semester)  
CHEM 255 Quantitative Analysis (4)  
CHEM 310AB Fundamentals of Physical Chemistry (3 each semester)  
CHEM 316 Fundamentals of Physical Chemistry Lab (2)  
CHEM 335A Organic Chemistry (5)  
CHEM 335B Organic Chemistry (3)  
CHEM 336 Organic Chemistry Lab (2)  
CHEM 441 Biochemical Methods (3)  
CHEM 445 Biochemistry: Structural Materials and Protein Synthesis (3)

CHEM 446 Biochemistry: Enzymes and Metabolism (3)  
BIOL 123 Molecular and Cell Biology (4)  
BIOL 544 Advanced Cell Biology (4)

and two courses from the following:

BIOL 320 Molecular Genetics (4)  
BIOL 324 Animal Physiology (4)  
BIOL 334 Plant Physiology (4)  
BIOL 340 General Bacteriology (4)  
BIOL 325 Cell Biology (4)

### Biochemistry Advisory or Pre-Health Professions Plan

The biochemistry advisory plan is appropriate for students interested in employment in the biochemical, pharmaceutical, or biotechnology industries, or in preparation for graduate study in biochemistry. The pre-health professions plan is for students who intend to do graduate work in dentistry, medicine, clinical chemistry, medical technology, pharmacy, veterinary medicine, or other paramedical work.

### Pre-Enology (Wine Chemistry) Advisory Plan

Designed for students intending to do graduate work in enology or planning to work in the wine industry. The upper-division chemistry electives should include CHEM 445 and 446. Strongly recommended courses are CHEM 336, 499, BIOL 123, 340, and MATH 165.

## Minor in Chemistry

Completion of a minimum of 20 units in chemistry courses. The 20 units must include a minimum of 6 upper-division course units and courses in general chemistry, quantitative analysis, and organic chemistry, or a curriculum approved by the department.

## 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 recommended course selection to help prepare for the part of the examination that tests breadth of scientific knowledge, please see page 284. For more information, please contact the Chemistry Department office, Darwin Hall 126, (707) 664-2334.

## Chemistry Courses (CHEM)

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

### 101 Chemistry and Society: Selected Topics (3)

Fall, Spring

Lecture, 3 hours. A descriptive, non-mathematical course emphasizing aspects of the interaction of chemistry and society. In addition to fundamental concepts in chemistry, individual sections of the course will cover selected topics. Examples of topics are: introductory wine chemistry; chemistry of the natural environment, and society's impact on that environment. Satisfies GE, category B1 (Physical Sciences).

**102 Toxicology, Food and Chemistry (3)** / Fall, Spring  
Lecture, 2 hours; laboratory, 3 hours. A non-mathematical course in introductory chemistry, toxicology, food, and nutrition. Students will investigate the acute and chronic toxicity of chemical substances, such as PCB, dioxin, sugar, lead, and saccharin. The students will learn basic chemistry and biochemistry that will enable them to interpret controversial data on foods, drugs, and toxins that are a part of daily life. The laboratory will consist of experiments covering chemical principles and phenomena discussed in the lecture. Satisfies GE, category B1 (Physical Sciences) and GE laboratory requirement.

**105AB Elements of General, Organic and Biochemistry (4, 4)** / A, Fall; B, Spring

Lecture, 3 hours; laboratory, 3 hours. A survey of the principles of chemistry, with emphasis placed on those that apply to living organisms. The course is designed for students in nursing and majors that do not require further courses in chemistry. Course is not a prerequisite for any chemistry course. Satisfies GE, category B1 (Physical Sciences) and GE laboratory requirement.

**115AB General Chemistry (5, 5)**

Both 115A and 115B offered Fall, Spring

Lecture, 3 hours; laboratory 3 hours. General principles of chemistry selected from the areas of biochemistry, analytical, inorganic, organic, and physical chemistry. This course is designed for science majors and students taking pre-professional curricula. Satisfies GE, category B1 (Physical Sciences). Prerequisites: high school chemistry and placement into GE Math, or consent of instructor. Corequisite: CHEM 116AB. CAN CHEM 2 and 4.

**195 Lower-Division Special Studies (1-3)**

May be repeated.

**255 Quantitative Analysis (4)** / Fall

Lecture, 2 hours; laboratory, 6 hours. Theory and practice of methods of analysis, including volumetric, gravimetric, and selected instrumental techniques. Prerequisite: CHEM 115B. CAN CHEM 12.

**310AB Fundamentals of Physical Chemistry (3, 3)**

A, Fall; B, Spring

Lecture, 3 hours. Development and applications of the concepts of thermodynamics, equilibrium, kinetics, quantum mechanics, and spectroscopy to chemical systems. Prerequisites: CHEM 255; MATH 211S; PHYS 210AB or 214 and 216; or consent of instructor.

**313 Analog and Digital Electronics (3)**

Lecture, 3 hours. 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; applications of circuit simulation programs. Crosslisted with PHYS 313. Prerequisites: concurrent enrollment in CHEM 313L is mandatory. MATH 107, PHYS 210B or 214; or consent of instructor.

**313L Analog and Digital Electronics Laboratory (1)**

Laboratory, 3 hours. Laboratory to accompany CHEM 313. Cross-listed with PHYS 313L. Experiments in this lab are designed to address the major topics of CHEM 313 lecture course. Students will experiment with physical and simulated circuits. Prerequisite: concurrent enrollment in CHEM 313 is mandatory.

**316 Fundamentals of Physical Chemistry Laboratory (2)** / Spring

Lecture, 1 hour; laboratory, 3 hours. Physicochemical measurements, with an emphasis on error analysis, instrumental techniques, report writing and presentation. Prerequisites: CHEM 310A; concurrent enrollment in CHEM 310B.

**325 Inorganic Chemistry (3)** / Spring

Lecture, 3 hours. Periodic relationships and reactions, ionic and elementary covalent bonding, crystal structures, acid-base concepts, and introduction to coordination and organometallic chemistry. Prerequisite: CHEM 255.

**335A Organic Chemistry (5)** / Fall, Spring

Lecture, 3 hours; laboratory lecture, 1 hour; laboratory, 3 hours. Basic course in the general theory and reactions of organic chemistry. Emphasis on basic principles. Recommended for science and pre-professional majors. Prerequisite: CHEM 115B or consent of instructor.

**335B Organic Chemistry (3)** / Fall, Spring

Lecture, 3 hours. Continuation of CHEM 335A. Prerequisite: CHEM 335A.

**336 Organic Chemistry Laboratory (2)** / Fall, Spring

Laboratory lecture, 1 hour; laboratory, 3 hours. Fundamental techniques of organic chemistry, emphasizing synthetic organic chemistry, modern instrumental methods, and qualitative organic analysis. Designed to complement CHEM 335B. Prerequisite: CHEM 335A.

**340 Survey of Biochemistry (3)** / Spring

Lecture, 3 hours. A survey of biochemistry, including the structure, function, and metabolism of biological molecules. Prerequisites: CHEM 115B, and CHEM 335A.

**341 Clinical Biochemistry (4)** / Fall, odd years

Lecture, 2 hours; laboratory 6 hours. The chemistry, metabolism, and analysis of amino acids, proteins, enzymes, carbohydrates, lipids, and other molecules of clinical interest. There is a strong emphasis on analytical measurements by means of instrumentation. This course fulfills the analytical requirement for the medical technology curriculum. Not applicable to the chemistry major or minor. Prerequisite: CHEM 340.

**375AB Physical Chemistry (3-3)** / A, Fall; B, Spring

Lecture, 3 hours. Theoretical principles of quantum mechanics, statistical mechanics, thermodynamics and kinetics relevant to chemical structure, chemical equilibrium and chemical reactions. Prerequisites: CHEM 255; PHYS 214 and 216; and previous or concurrent enrollment in MATH 261 or consent of instructor. PHYS 314 and 316 strongly recommended.

**376 Physical Chemistry Laboratory (2)** / Spring

Laboratory, 6 hours. Physicochemical measurements, with an emphasis on error analysis, instrumental techniques, report writing and presentation. Prerequisites: CHEM 255; PHYS 214 and 216; previous or concurrent enrollment in MATH 261 or consent of instructor; and concurrent enrollment in CHEM 375A.

**397 Chemistry Practicum (1-6)** / Fall, Spring

Supervised chemistry work experiences that involve practical application of previously studied theory. Intended for professional growth and/or collection of data for future theoretical interpretation. Not applicable toward the chemistry major or minor. May be repeated for up to a total of 6 units. Two hours of work per week for each unit of credit. Cr/NC only. Prerequisite: junior standing or consent of instructor.

**401 Chemical Syntheses and Characterizations I (3)**

Lecture, 1 hour; laboratory 6 hours. Syntheses and purifications of selected organic, inorganic, and organometallic compounds and their characterizations through analyses, kinetics, thermodynamics, spectroscopy, and structures. Prerequisites: CHEM 255, 336 and consent of instructor.

**402 Chemical Syntheses and Characterizations II (3)**

Lecture, 1 hour; laboratory 6 hours. Continuation of CHEM 401. Prerequisite: CHEM 401.

**441 Biochemical Methods (3)** / Spring, odd years

Lecture, 1 hour; laboratory, 6 hours. Applications of biochemical techniques to the study of proteins, enzymes and nucleic acids. Prerequisites: CHEM 232 or 335B; CHEM 340, 445 or 446; and foundation in spectroscopy, kinetics, and thermodynamics, or consent of instructor.

**445 Biochemistry: Structural Materials and Protein Synthesis (3)** / Fall

Lecture, 3 hours. A study of aqueous solutions and buffers, the structure and function of amino acids, proteins, carbohydrates, lipids, and the synthesis of nucleic acids and proteins. Prerequisites: CHEM 335B; and foundation in spectroscopy, kinetics and thermodynamics, or consent of instructor.

**446 Biochemistry: Enzymes and Metabolism (3)**  
Spring

Lecture, 3 hours. A study of bioenergetics, enzyme structure and function, and the metabolism of carbohydrates, lipids and proteins. Prerequisites: CHEM 335B; and foundation in spectroscopy, kinetics and thermodynamics, or consent of instructor.

**481 Applied Nuclear Chemistry and Physics (2)** / Fall

Lecture, 2 hours. This course offers a working knowledge of nuclear radiations, radioactive sources and nuclear reactors. Interaction of ionizing radiation with matter; physical, chemical and biological effects. Radiochemical dating. Nuclear models. Nuclear reactor theory and neutron activation. Radioactive tracer methods. Crosslisted as PHYS 481. Prerequisites: PHYS 214, CHEM 115B, CHEM 116B and one upper-division course in the natural sciences.

**482 Applied Nuclear Chemistry and Physics Laboratory (2)** / Fall

Laboratory lecture, 1 hour; laboratory, 3 hours. The use and production of radioactive sources and nuclear reactor problems using a neutron howitzer. Applications to detection of trace elements, nuclear chemical phenomena, radiological safety. State-of-the-art instrumentation and laboratory practices. Crosslisted as PHYS 482. Prerequisites: PHYS 216 and 481 or concurrent enrollment in PHYS 481.

**494 Undergraduate Research (1-6)** / Fall, Spring

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

**495 Special Studies (1-3)** / Fall, Spring

Investigation of existing information on a specific or general topic of interest to the student. May be repeated. Prerequisite: consent of instructor; upper-division standing in chemistry or closely related science.

**496 Selected Topics in Chemistry (1-3)**

A study of an advanced topic in chemistry. May be repeated for credit with new subject matter.

**497 Research Seminar (1)** / Fall, Spring

Laboratory, 3 hours. Capstone course. Practice and final oral presentation of a chemistry research project at a scientific meeting or a departmental seminar based on papers concerning a topic selected from the recent chemical literature. Instruction includes the appropriate coverage of material and the preparation and use of presentation, graphic, and web-based applications to make an informative talk. Prerequisites: CHEM 335B; previous or concurrent enrollment in Physical Chemistry lecture course; or consent of instructor.

**499 Internship (1-4)** / Fall, Spring

Chemistry field experience in industrial, hospital, or similar laboratory settings. Enrollment by prior arrangement with supervising faculty member and community sponsor. Please see department advisor for details. Three hours of work per week for each unit of credit. Internship assignments may be paid. Cr/NC only. May be repeated.

# Chicano and Latino Studies

## Programs offered

**Bachelor of Arts in Chicano and Latino Studies**  
**Teaching Credential Preparation Program in Chicano and Latino Studies/Liberal Studies**  
**Teaching Credential Preparation Program in Chicano and Latino Studies/Social Science**  
**Integrated Bachelor of Arts and Teaching Credential Program**  
**Minor in Chicano and Latino Studies**

## Department Office

Nichols Hall 214  
 707 664-2369  
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**Department Chair** Raymond Castro  
**Administrative Coordinator** Perce Smith

## Faculty

Raymond Castro, Manuel Hidalgo, Arthur Ramirez

## Lecturers

Celeste Baca, Frances Day, Carol Delgado, Jose Luis Gutierrez, Laura Larque, Daniel Lopez, Roberto Ramirez

## Sample Four-Year Program for CALS/Liberal Studies Majors\*

### Freshman Year: 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
ENGL 101 (A2) (3)	BIOL 115 (B2) (3)
MATH 100 (B4) (3)	CALS 219 or ANTH 203 (D1) (3)
ARTS GE (C1) (3)	PHIL 101 (A3) (3)
Earth Science GE (B1) (3)	HIST 201 (D2) (3)
Elective (Spanish, if needed) (3)	Elective (Spanish, if needed) (3)

### Sophomore Year: 32 units

<b>Fall Semester (16 units)</b>	<b>Spring Semester (16 units)</b>
HUMS 200 (A1) (3)	PHIL 120 (C3) (3)
ENGL or FL 214 (C2) or equivalent (3)	Phys. Sci. UD GE (B3) or Elective (3)
POLS 200 (D4) (3)	GEOG 302 UD GE (D5) or Elective (3)
CALS or Area of Concentration Elective (3)	CALS 220 (C4) (3-4) or elective
HIST 251 (D3) (3)	CALS 395 Field Experience (1)
	CALS or Area of Concentration Elective (3)

### Junior Year: 31 units

<b>Fall Semester (16 units)</b>	<b>Spring Semester (15 units)</b>
CALS 310 (1)	CALS 225 (4)
CALS 374 or 490 (3-4)	CALS 225L (1)
CALS 405 (4)	CALS 336 (1)
CALS 451 (4)	CALS 403 (4)
CALS 458 (4)	CALS 445 (4)
Waiver, concentration or language courses	CALS 459 (2)
	Waiver, concentration or language courses

### Senior Year: 31 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (16 units)</b>
CALS 426 (4)	CALS 480 (3)
CALS 456 (4)	
CALS 460 (3)	
CALS elective or waiver courses	Credential, waiver, concentration or language courses

### Total semester units: 120

\* This sample four-year program applies to CALS majors in the waiver program; all other CALS majors should consult their advisor.

### Spanish Language Requirement

The program is committed to the principle that students need to develop their Spanish language competencies, and requires that all majors take the necessary courses and/or field experiences to develop their Spanish language skills. Proficiency in Spanish is a crucial skill for students who plan to become teachers, work in community services, go to graduate school, or do Chicano/Latino-studies-related research. Spanish language competency requirement may be met through course work by passing the language examination used for BCLAD Credential students, or by approved study abroad.

## Minor in Chicano and Latino Studies

The minor provides students with necessary general studies and essential knowledge about the Chicano/Latino experience. The minor is especially suited for those persons seeking teaching or public service careers in Spanish-speaking communities. Twenty units from the major core courses constitutes the minimum requirement for the minor.

## Teaching Credential Preparation

Please see 'Education' section for information on professional education programs. For more information, review the University's special bulletin, *Programs in Teacher Education*.

### A. Subject Matter Preparation Program in Chicano and Latino Studies/Liberal Studies

This program, a state-approved waiver program, meets the subject matter preparation requirements for entry into the Multiple Subjects (Elementary) Teaching Credential. It is specifically designed to provide academic preparation for those students interested in entering the Multiple Subjects/Bilingual Credential program (BCLAD).

At the beginning of the junior year, students must consult with their advisors from Chicano and Latino Studies before enrolling in the CALS/liberal studies subject matter preparation program. Students should contact the department for program information and advising materials.

### B. Subject Matter Preparation Program in Chicano and Latino Studies/Social Science\*

This program meets the subject matter requirement for entry into the Single Subject (Secondary) Teaching Credential program. At the beginning of the junior year, students must consult with their advisor before enrolling in one of the following tracks with the Chicano and Latino Studies/Social Science Subject Matter Preparation option:

1. CALS/Social Science (Bilingual option)
2. CALS/Social Science (Non-Bilingual option)

\* This program is currently under revision.

### C. Spanish Language and Chicano/Latino Culture Competencies

All students pursuing a bilingual credential must successfully satisfy Spanish language and Chicano/Latino culture competencies. This should begin at the time the student applies for admission to the credential program and be fulfilled upon completion of the program. For further information, contact the bilingual program coordinator in the Department of Education. Please see sample four-year program.

### D. Minors for Prospective Teachers

For information on minors that are especially suitable for CALS majors pursuing an elementary teaching credential, please see "Applied Arts" section for a description of the applied arts minor and the University's special bulletin, *Programs in Teacher Education*.

### E. Integrated Four-Year Teacher Preparation Program

(involves the requisition of the CALS Bachelor of Arts and the Multiple Subjects CLAD/BCLAD Credential within four years).

## Major Core Requirements

CALS 225	Spanish for Chicanos and Latinos (5) includes lab or	
CALS 426	Chicano/Latino Sociolinguistics (4)	4
CALS 374	Chicano/Latino Literature (4)	4
CALS 405	The Chicano/Latino Family (4)	4
CALS 445	Chicano/Latino History (4)	4
CALS 451	Chicano/Latino Humanities (4)	4
CALS 458	Chicano and Latino Studies Research Issues and Information Literacy (4)	4
CALS 480	Chicano/Latino Studies Seminar (4)	4

Choose additional units from the following courses:

CALS 219	Chicano/Latino Identity and Heritage (3)*	
CALS 220	Chicano/Latino Arts and Literature (3)*	
CALS 339	Chicanos/Latinos in U.S. Society (3)	
CALS 340	Chicano/Latino Folklore and Popular Culture (3)	
CALS 352	Chicano/Latino Philosophy (3)	
CALS 354	Latino Politics (4)	
CALS 365	Chicano/Latino Theatre (1-2)	
CALS 366	Chicano/Latino Music and Dance (1-2)	
CALS 368	Chicano/Latino Music (3)	
CALS 393	Chicano/Latino Cinema (3)	
CALS 400	Special Topics in Chicano/Latino Studies 1-4	
CALS 403	Chicano/Latino Youth and Adolescents (3-4)	
CALS 407	The Chicano/Latino Male (3-4)	
CALS 432	Latino Community Development (4)	
CALS 442	Latinos in Contemporary Society (3-4)	
CALS 456	Bilingual/Cross-Cultural Education (4)	
CALS 479	Chicano/Latino Art History (3-4)	
CALS 490	Hispanic Children's Literature (3-4)	

\* These courses are designed for lower-division, non-major students.

**Total units in the major ..... 40**

## Required Major Concentrations

Students may pursue several options in order to meet the CALS major requirements. CALS majors may select liberal studies as a preparation for the teaching profession. This subject matter preparation program also requires an area of concentration. Students should consult advisors for program planning.

The Chicano and Latino Studies major employs an interdisciplinary approach to examine the historical, political, social, educational, economic, and cultural developments that affect Chicano and other Latino communities in the United States. Further, the major allows students to analyze mainstream American culture and Chicano/Latino cultures from the perspective of a linguistic, ethnic, and contemporary cultural studies framework. Current demographic patterns make clear the importance of the Chicano/Latino heritage and its increasing significance in regional, and national affairs. The program encourages students to go beyond their own culture and explore the different ways other cultures have contributed to both national and international economics, politics, and social developments.

The Chicano and Latino Studies core provides the comprehensive basis for a liberal arts education. The Chicano/Latino population will require trained professionals who are qualified linguistically and culturally to serve the needs of the Spanish-speaking communities both in the United States and abroad. The B.A. in Chicano and Latino studies provides an excellent background for students preparing for careers in bilingual education, criminal justice, social services, law, business, counseling, and community service. Chicano and Latino Studies also offers teacher subject matter preparation (waiver) programs in liberal studies and in social science leading to entrance into Multiple Subjects and Single Subject Teaching Credential programs.

In order to broaden their career opportunities, students are encouraged to explore the possibilities of a double major or a minor in complementary areas of study, such as Spanish, English, California cultural studies, sociology, psychology, management, international business, and Latin American studies.

## Bachelor of Arts in Chicano and Latino Studies

<b>Degree Requirements</b>	<b>units</b>
General education .....	51
Major requirements .....	40
Area of concentration (required for teacher preparation) .....	15
Electives or supporting courses .....	14
<b>Total units needed for graduation .....</b>	<b>120</b>

**Integrated Program Department of Chicano and Latino Studies (CALs) Subject Matter Preparation Program and CLAD/BCLAD Credential Four Year (8) Semester Schedule for CALs/Liberal Studies Majors**

**Freshman Year: 30-31 units**

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15-16 units)</b>
ENGL 101 (A2) (3)	BIOL 115 (B2) + 115L (3-4)
MATH 100 (B4) (3)	PHIL 101 (A3) (3)
ARTS GE (C1) (3)	HIST 201 (D2) (3)
Earth Science GE (B1) (3)	PHIL 120 (C3) (3)
POLS 200 (D3) (3)	EDUC 250 or EDUC 329 (3) or CALS 395 or EMT or Elective

**Sophomore Year: 31-33 units**

<b>Fall Semester (16-17 units)</b>	<b>Spring Semester (15-16 units)</b>
HUMS 200 (A1) (3)	CALS 225 (C4) or Elective (3-4)
CALS 310 or 365 or 366 in Spring (1)	CALS 365 or 366 or 310 in Fall (1)
CALS 339 (D1) or EDUC 417 (D1) (3)	CALS 403 (E) (3-4)
CALS 458 (4)	EDUC 410 (4)
HIST 251 (D3) (3)	MATH 300 (4)
GEOG 302 (D5) (3)	

**Junior Year: 31-32 units**

<b>Fall Semester (15-16 units)</b>	<b>Spring Semester (16 units)</b>
CALS 451 (4)	CALS 445 (4)
CALS 460 (3)	CALS 459 (2)
CALS 374 (C2) or CALS 490 (3-4)	EDUC 461 (4)
EDUC 460 (3)	EDUC 462 (4)
EDUC 472 (2)	EDUC 473 (2)

**Senior Year: 31 units**

<b>Fall Semester (16-17 units)</b>	<b>Spring Semester (15 units)</b>
CALS 426 or elective (3-4)	CALS 480 (3)
CALS 456 (4)	EDUC 482 (12)
KIN 400 (3)	
EDUC 476 (3)	
EDUC 480 (3)	

**Total semester units for B.A. Waiver Program and Credential: 124-127**

**Notes:**

1. General education (GE), CALS and Education classes are offered during both intersession and/or summer session. Students needing summer school may choose to either take one course each summer or enroll in Phase I of the credential in the summer between junior and senior year.
2. Students need to apply for admission to the credential program during November of the sophomore year.
3. Students must take the CBEST prior to the beginning of the junior year.
4. Students can use EDUC 250 or EDUC 339 or the new EMT Freshman Seminar as an elective and/or in lieu of CALS 305 to meet program field experience requirements.
5. Integrated Program students will need to take at least 124 units to complete this unique program. See the CALS Chair for advising.

**Center for the Study of Latino Families and Children**

Students interested in research and community internships focusing on Latino families and children will have the opportunity to pursue these interests as part of the newly established center's activities. Consult the department chair for more information on center-related opportunities.

**Chicano and Latino Studies Courses (CALs)**

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

**219 Chicano/Latino Identity and Heritage (3)**

Every second semester  
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 and Latinos have adapted to the various cultural, social, economic, and political elements of U.S. society as compared to other groups. Satisfies ethnic studies requirement in GE, category D1 (Individual and Society).

**220 Chicano/Latino Arts and Literature (3-4)**

Fall, Spring  
A survey of the humanities (arts and letters) found in Chicano/Latino cultures. Introduction to traditional and contemporary literature, drama, cinema, art, music, and dance forms found in the Spanish-speaking communities of the southwestern United States and their related heritages. Satisfies ethnic studies in GE, category C4 (Comparative Perspectives).

**225 Spanish for Bilinguals (4) / Spring**

The study of the grammar and structure of Spanish with ample practice in oral and written forms, to help develop proficiency in normative Spanish, using various language-acquisition techniques. Students will be able to enter upper-division classes in Spanish. Standard or normative Spanish will be compared and analyzed in terms of non-normative, regional, and local community varieties of Spanish. Prerequisite: functional Spanish skills at the second-year level or equivalent. Satisfies foreign language in GE, category C4 (Comparative Perspectives and Foreign Languages). This course does not satisfy GE ethnic studies requirements. Requirement: concurrent enrollment in CALS 225L.

**225L Language Laboratory / Field Work (1) / Spring**

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.

**301 Experimental and Special Topics Courses (1-5)**

Offered occasionally based on student interest and faculty and resource availability. In addition to experimental and special courses, topics may also include: travel/study, lecture series, symposia, conferences, and performance art presentations and workshops.

**310 Chicano/Latino Folk Arts and Crafts Workshop (1) / Every fourth semester**

Analysis of and workshop on providing Chicano Mexican and other Latino arts and crafts. Includes village and folk arts, with particular emphasis on adapting these arts to the public school curriculum. Course projects require a public exhibit.

**339 Chicanos/Latinos in U.S. Society (3)**

The impact of American social policies on Chicanos and Latinos. Policy areas will include: children and families, health, and education. Major court decisions and public policies on bilingual and multicultural education, equal employment opportunity, immigration, and affirmative action will be reviewed and analyzed. Primary and secondary sources will be examined in light of historical and social outcomes. This course will focus on Chicanos/Latinos in California every other semester in conjunction with the California Cultural Studies degree. Satisfies upper-division ethnic studies in GE, category D1 (Individual and Society).

**340 Chicano/Latino Folklore and Popular Culture (3)**

Every fourth semester  
A description and analysis of traditional cultural expressions of the Mexican and Chicano people in the Southwestern United States. Includes a study of folk narratives, poetry, drama, proverbs, customs, rituals, songs, myths, and folk beliefs of both the target and mother cultures. Students also analyze contemporary manifestations of popular Chicano/Latino culture.

**352 Chicano/Latino Philosophy (3) / Fall, Spring**

The course examines the intellectual history of the Chicano/Latino community. This includes a rich variety of ideas, belief systems, world views and philosophical perspectives derived from pre-Columbian times and later syncretized with European philosophy. The philosophical tradition of the West is seen from a different angle that provides challenging insights for students. Special attention is given to the relationship of these ideas to the ethics and values of the Chicano/Latino community within a cultural and historical milieu. A broader framework allows for the consideration of Chicano/Latino philosophy as a crossroads of Western and Asian philosophical traditions. Satisfies ethnic studies and upper-division GE, category C3 (Philosophy and Values).

**354 Latino Politics (4) / Every fourth semester**

An examination of the political history and current political thought of the Chicano/Latino community. Includes a survey of social, cultural, and political issues addressed by organizations in the local community and throughout the Southwest. Field experience.

**365 Chicano/Latino Theatre (1-2) / Every fourth semester**

A review of the development of drama in literary Chicano/Latino culture from a variety of sources—anthropological, sociological, and historical—as well as contemporary developments. Course includes a workshop leading to the performance of a term play, along the lines of the Teatro Campesino. May be repeated once for credit.

**366 Chicano/Latino Music and Dance (1-2)**

Every fourth semester  
A survey of traditional and contemporary music and dance of Mexican and Chicano society; introduction to historical content of regional dance from pre-Hispanic time to the present. Basic steps and three to five ballet folklorico dances will be taught, leading to a public performance. Dances include Norteno, Jarabes de Jalisco, Jarochos de Veracruz, and one or more indigenous dances. May be repeated once for credit.

**368 Chicano/Latino Music (3) / Every fourth semester**

A study of Chicano/Latino music as practiced in the community is the central concern of this course. The origins, development and variations of this music are essential in understanding its influence and Latino music's impact on Mexico, the United States, and the world. A musical background, although helpful, is not necessary. Ultimately, the goal of the course is to help the student become aware of the nature of this music and its place in an American and global context. Satisfies ethnic studies and upper-division GE, category C1 (Fine Arts).

**374 Chicano/Latino Literature (3-4) / Fall, Spring**

A course designed to identify, analyze, and appreciate current literary themes and forms within the Chicano/Latino experience, including their literary antecedents, through novels, short stories, poetry, and plays. This course will focus on Chicano/Latino authors from California every fourth semester in conjunction with the California Cultural Studies Program. Satisfies ethnic studies and upper-division GE, category C2 (Ethnic Studies in World Literature). Note that CALS majors are required to enroll in the section designated for majors and related fields.

**393 Chicano/Latino Cinema (3) / Fall**

Comparative, analytical, and critical perspectives on Chicano/Latino cinema in a broad framework. A study of the Chicano/Latino in American and Mexican film leads to the focal point of the course: the emergence of Chicano/Latino film showing the culture from within. The comparative framework includes other Hispanic films (Latin American, Spanish) from throughout the Hispanic world to study interdisciplinary topics that generate film works, such as history, culture, images, and social conditions. Satisfies ethnic studies and upper-division GE, category C1 (Fine Arts).

**395 Community Involvement Program (CIP) (1-4)**

Provides students with practical experience in school classrooms, various ethnic community organizations, health and social service agencies, including recreation programs, day care centers, and senior citizen centers. One unit is equivalent to 30 hours of volunteer work per semester. Units are not applicable to the CALS major. Meets field experience requirements for the CALS waiver program.

**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.

**400 Special Topics in Chicano Studies (1-4)**

Offered occasionally, based on student interest and faculty availability:  
**Chicano/Latino Art Workshop**  
**Chicano Perspectives on Mexican History**  
**La Frontera: Border Studies**  
**Economics and the Chicano**  
**Small Business Development: Chicano/Latino Community**  
**La Chicana**, and others to be announced

**403 Chicano/Latino Youth and Adolescents (3-4)**

Spring  
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 growth and conflict. Satisfies ethnic studies and upper-division GE, category E.



**405 The Chicano/Latino Family (3-4) / Fall**

An examination of changing family patterns among Latinos in the U.S. This will include an analysis of prevalent family theories with a focus on such issues as parent cultural belief systems, traditional and evolving gender roles, marriage and alternative family life styles, and child rearing trends. The course also will review how Latino families interact with education, health, and public welfare institutions.

**407 The Chicano/Latino Male (3-4)**

Every fourth semester

This course explores the economic, political, and sociocultural forces that contribute to the formation of Latino masculinity. Students will move beyond ethnic and gender stereotypes to develop an understanding of Latino men as both products of and contributors to evolving relationships. The different roles of Latino males including son, father, worker, husband, partner/lover, and friend will be examined.

**410 Seminar: Chicano/Latino Counseling Strategies (2-4) / Every second semester**

Present-day theories of counseling, theoretical issues, and special problems encountered in counseling Chicanos and Latinos. Goals, processes, and techniques of counseling in a cross-cultural setting. Students enrolled for 4 units must enroll in a precounseling practicum. Prerequisite: upper-division standing or consent of instructor.

**426 Chicano/Latino Sociolinguistics (4)**

Every fourth semester

A linguistic analysis of Spanish compared to English and the effects that speaking both languages has on bilingual persons. Includes an examination of the development, maintenance, and varieties of Spanish spoken in the United States. Studies theories and research on ESL, bilingual education, and first and second language acquisition. Focuses on societal elements as they interact in a complex way with language usage. Chicano/Latino discourse in several dimensions is critically analyzed in conjunction with Mexican and American history, culture, society and language norms, usage and attitudes. The course emphasizes the multifocal interrelationships between the context of Latinos and the problematic outcomes of interactions between history and language, society and linguistics, and culture and language acquisition. Meets requirements for Category II in CLAD/BCLAD credential prerequisites. Note: restricted to seniors.

**432 Chicano/Latino Community Development (4)**

Every Fall

An examination of those economic, political, and social forces that affect the development of Latino communities. To include an overview of Chicano/Latino community organizations and their underlying organizational constructs. Students will examine their individual praxis within the most recent theoretical understanding of community and organizational development. Fieldwork project required.

**445 Chicano/Latino History (4) / Spring**

An analysis of Chicano/Latino history, from the exploration and settlement of the Southwest to the present. To include an examination of such themes and topics as: the Chicano heritage, the Mexican War and Treaty of Guadalupe Hidalgo, the land question, social banditry and other forms of resistance, the Chicano in the 20th century, and contemporary Chicano/Latino issues, organizations and movements.

**451 Chicano/Latino Humanities (3-4) / Fall, Spring**

A comparative analysis of the history, literature, philosophy, religion, music, visual and performing arts, and popular culture as they have developed in Chicano and Latino society from their historical origins in Mexico and Latin America. Course focuses on humanistic works and interpretations in Mexico since the Revolution in comparison to the development of contemporary Chicano/Latino humanities since the 1960s. Satisfies upper-division ethnic studies in GE, category C4 (Comparative Perspectives). Note that CALS majors are required to enroll in the section designated for majors and related fields.

**456 Bilingual/Cross-Cultural Education (4) / Fall**

A historical analysis of bilingual/cross-cultural education in the United States. The course covers bilingual/cross-cultural education concepts and the assessment of existing models programs and their impact on Latinos and other language minority students. Bilingual education topics include: historical and legal perspectives, philosophy and goals, program models, first and second language acquisition, ESL, technology, cognitive and affective development of children, minority perspectives on schooling, and empowering language-minority students. Note: restricted to seniors.

**458 Chicano and Latino Studies Research Issues and Information Literacy (4) / Fall**

Course serves as an upper-division introduction to the CALS major. The course will expose students to CALS curriculum and research issues, build research skills and enhance skills related to information literacy. This core course is required of all CALS majors.

**459 Bilingual General Science (1-2) / Spring**

A general science course taught bilingually (Spanish/English) and designed to give linguistic and cultural depth in the basic science areas required for the liberal education of future school teachers. To include areas of study in the biological, physical, and earth sciences. Prerequisite: functional Spanish language skills and completion of GE science requirements (Areas B1 and B2).

**460 Bilingual Fundamentals of Mathematics (1-3)**

Fall

A general math course taught bilingually (Spanish/English) and designed to give linguistic and cultural depth in the mathematics required for the liberal education of future school teachers. Includes number concepts, number systems and problem solving, metrics, geometry, and probability and statistics. Prerequisite: functional Spanish language skills and completion of GE mathematics requirements (Area B4).

**479 Chicano/Latino Art History (3-4)**

Every fourth semester

An analysis of art as expressed in the historical culture of Chicanos and Latinos, from ancient times to the present. A cultural art history approach. Field trips. Includes a studio practicum when offered for 4 units. Satisfies ethnic studies in GE, category C1 (Ethnic Studies in the Fine Arts).

**480 Chicano/Latino Studies Seminar (3-4) / Spring**

An in-depth analysis of selected topics from the area of Chicano/Latino studies. Using current analytical models and research techniques, students will examine in an integrative manner a specific topic for preparing a research paper and oral presentations. Course serves as a summative seminar for CALS waiver program students. Students are also required to prepare a self-assessment portfolio. Class is restricted to CALS majors who are graduating seniors or pre-student teaching credential candidates enrolled in the CALS waiver program.

**490 Chicano/Latino Children's Literature (3-4)**

Every fourth semester

An analysis of children's literature written about and for Chicano/Latino children both in the U.S. and abroad. Students will review and analyze the literature for style and content. Includes the study of literature collections from the Spanish-speaking community. Prerequisite: functional Spanish language skills.

**495 Special Studies (1-4)**

Independent study on a special topic for upper-division students. Prerequisite: completion and approval of a special studies form.

**595 Special Studies (1-4)**

Directed study for graduate students. Prerequisite: completion and approval of a special studies form.

# Communication Studies

## Program offered

### Bachelor of Arts in Communication Studies

#### Department Office

Nichols Hall 330  
707 664-2149  
[www.sonoma.edu/communications/](http://www.sonoma.edu/communications/)

#### Administrative Coordinator

Cathryn Stuckey

#### Department Chair

Jonah Raskin

#### Faculty

Melinda Barnard / Theory, Advertising, Public Relations,  
Quantitative Analysis  
Elizabeth Burch / Criticism, Ethics, Scriptwriting, Environmental  
Communication  
Benét Leigh / Journalism, Criticism  
Michael Little / Film, Video, Criticism  
David Page / Radio  
Jonah Raskin / Journalism, History, Law, Film Criticism

The communication studies major is an innovative, interdisciplinary program that prepares students for careers in the media or for advanced graduate study and research.

Communication studies coordinates three distinct approaches to the media: practical application, historical study, and critical analysis. Practical application combines basic training in equipment operation, communication skills, production design, organizational skills, and professional internship. Historical study focuses on the evolution of the mass media, the relationship of the mass media and society, and public relations. Critical analysis explores media ethics, and the analysis and evaluation of specific mediated texts using qualitative and quantitative methods.

Students are encouraged to develop a specific advisory plan with the assistance of a faculty advisor. Advisory plans, based on the student's specific interests, may focus on:

- areas such as journalism, criticism, or public relations
- media such as radio, television, film, or audio recording
- career roles such as television producer, sports announcer, or reporter
- preparation for graduate school

The department emphasizes internships that provide students with real-world insights into the media. Students are advised to gain the practical experience and skills needed in the media marketplace by participating in a variety of internships. The department has developed professional media internships with community organizations, radio and television stations, newspapers, magazines, and other media groups.

All on-campus media operate in conjunction with communication studies classes.

On-campus media offer a variety of opportunities for students. They include the *Star*, the student newspaper; *Detour Sonoma*, a video magazine; and K/SUN World Wide, an internet radio station that can be heard at [www.sonoma.edu/ksun](http://www.sonoma.edu/ksun).

Facilities available to students include: recording studio, photography darkrooms, computer labs, a state-of-the-art theatre, a videotape/digital editing facility, an equipped studio for multi-camera video production, a newspaper production facility, and a cablecast radio station.

Communication studies majors are employed in either the public or private sector. Students aim toward such entry-level positions as media craftsperson in video, audio, film, graphics, or radio; newspaper, radio or TV reporter; radio announcer; sports broadcaster; magazine writer, scriptwriter, advertising or public relations copywriter; graduate-level study in professional career preparation programs.

## Bachelor of Arts in Communication Studies

Degree Requirements	units
General education .....	51
Major requirements .....	46
General electives .....	23
<b>Total units needed for graduation .....</b>	<b>120</b>

Students applying to become communication studies majors must have an overall 3.00 GPA.

The communication studies course requirements are divided into two groups: core (25 units) and major electives (21 units). All students are required to take the seven prescribed core courses, which total 21 units. In addition, every student must earn 4 additional units either as a media intern (COMS 499) or by completing an extensive senior project (COMS 498) for a total of 25 core course units.

#### Major Core Requirements

COMS 200	Principles of Mass Communication .....	3
COMS 201	Story Telling Via Video; or	
COMS 210	Writing for the Media; or	
COMS 240	Introduction to Public Relations; or	
COMS 265	Introduction to Radio Broadcasting .....	3
COMS 202	Methods of Media Criticism .....	3
COMS 301	Mass Communication Theory and Research .....	3
COMS 302	Media Ethics .....	3
COMS 315	Media Law .....	3
COMS 402	Advanced Media Criticism .....	3
COMS 498	Senior Project; or	
COMS 499	Internship in the Media .....	4
<b>Total units in the major core .....</b>	<b>25</b>	

## Major Electives / Concentrations

Students declare an elective concentration and take 21 units within that concentration. Elective concentrations include radio/music, journalism, video, public relations, general, and Spanish. Students also take the appropriate beginning skill course for their concentration from the communication studies core classes. A completed minor can be substituted as a concentration. Substitutions and individually-designed concentrations will be approved on a case-by-case basis.

<b>Total units in major electives .....</b>	<b>21</b>
<b>Total units in the major .....</b>	<b>46</b>

Majors may not use their COMS electives to meet GE requirements.

## Sample Four-Year Program for Bachelor of Arts in Communication Studies

This plan urges students to take COMS 200, the introductory communication studies course, in spring of their freshman year. This plan does not identify the communication studies elective courses an individual student might take. A complete list of campus-wide courses which are accepted in the major is available through the Communication Studies Department. Students may also complete a minor to count as communication studies elective units. Students may not use General Education courses for their major elective courses.

### Freshman Year: 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
ENGL 101 (3)	PHIL 101 (3)
Mathematics GE (3)	HUM 200 (3)
GE (3)	University Elective (3)
GE (3)	COMS 200 (3)
University Elective (3)	COMS Elective (3)

### Sophomore Year: 31 units

<b>Fall Semester (16 units)</b>	<b>Spring Semester (15 units)</b>
GE (4)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)
COMS 201, 210, 240, or 265 (3)	COMS 202 (3)
COMS Elective (3)	COMS Elective (3)

### Junior Year: 31 units

<b>Fall Semester (16 units)</b>	<b>Spring Semester (15 units)</b>
Upper-Division GE (4)	Upper-Division GE (3)
Upper-Division GE (AE) (3)	GE (3)
COMS 301 (3)	COMS 302 (3)
COMS Elective (3)	COMS 315 (3)
University Elective (3)	COMS Elective (3)

### Senior Year: 28 units

<b>Fall Semester (12 units)</b>	<b>Spring Semester (16 units)</b>
University Elective (3)	University Elective (3)
University Elective (3)	University Elective (3)
COMS Elective (3)	University Elective (3)
COMS 402 (3)	COMS 498 or 499 (4)
	COMS Elective (3)

**Total semester units: 120**

## Minor in Communication Studies

The communication studies minor is designed for a limited number of students who recognize the need to understand the pervasive role the media play in society. Students who minor in communication studies must register with the department to be allowed into courses. Students with a minor in communication studies bring important skills to their employers. The minor provides background in the history and theory of communication, insight into the economic, sociological and political dimensions of the media, and a hands-on introduction to the audio/visual and electronic tools of the trade. All students are required to take COMS 200 (Principles of Mass Communication). In addition, students choose 18 units from the COMS core and concentration courses. Acceptance to the minor is based upon GPA of 3.00 and at least three remaining semesters.

<b>COMS 200 required for all minors .....</b>	<b>3</b>
<b>Total elective units .....</b>	<b>18</b>
<b>Total units in the minor .....</b>	<b>21</b>

## Communication Studies Courses (COMS)

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

### 200 Principles of Mass Communication (3)

Fall, Spring

Introduction to the history and function of mass communication; the mechanics and psychology of mass communication; a survey of current theory and research models in mass communication.

### 201 Story Telling Via Video (3) / Fall, Spring

Designed for beginning video students. Assignments include creating skits and music videos, and conducting interviews using DV camcorders. Students also do a final creative project of their own. COMS 201 must be taken before COMS 325, though exceptions are allowed with approval of instructor.

### 202 Methods of Media Criticism (3) / Fall, Spring

A survey of ways to analyze mediated texts. Focus on magazine ads, comic books, news, rock tunes, television programs, and feature films. Methods include folklore, content analysis, psychoanalysis, narrative theory, art criticism, semiotics, and cultural theory.

### 210 Writing for the Media (3) / Fall, Spring

Introduction to a wide range of writing styles and formats, from hard news and features to press releases. Students learn to write for newspapers, magazines, television, radio, and the internet, as well as for public relations.

### 240 Introduction to Public Relations (3) / Fall, Spring

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.

### 262 Recording I (2)

Fundamentals of recording in a studio environment. Discussion and demonstration of major types of equipment used in the recording chain. Students will develop skills in all phases of studio operation and will complete a number of individual projects. Cross-listed as MUS 262.

**264 Music Business I (2)**

This course begins with an overview of the music industry, general business practices, professionalism, and presentation skills. It then proceeds into the specific topics of songwriting, publishing, copyrights, songwriter contracts, and licensing. Independent project, exams, and class participation assignments are required. Cross-listed as MUS 264.

**265 Introduction to Radio Broadcasting (3)**

Fall, Spring

History of broadcasting; evolution of broadcast technology; introduction to basic theories and techniques of radio broadcasting. Overview of radio station organization, programming, and operation. Experience in radio program development and production techniques.

**280 Live Performance Techniques (2)**

A study of live performance techniques and their impact and effectiveness on musical performance. To perfect attitudes of professionalism, cultivate confidence, and prepare music students for classical, jazz, or popular performance careers. Cross-listed as MUS 280.

**301 Mass Communication Theory and Research (3)**

Fall, Spring

Intermediate-level study of the key research events that contributed to the development of communication theories, government policy, and the emergence of communication as an academic discipline. Cross-listed as SOCI 331. Prerequisites: COMS 200 and 202.

**302 Media Ethics (3) / Fall, Spring**

Students analyze real-life ethical issues that media professionals face on TV, radio, newspapers, the internet, in public relations, and in the music and entertainment industries. Classroom exercises involve discussion, debate, critical thinking and reasoning, and practical application of ethical principles. Prerequisites: COMS 200 and 202.

**315 Media Law (3) / Fall, Spring**

An intensive look at the laws governing media in the United States. Material includes historical perspective, structure, and function of laws and government regulations for news, entertainment, and publishing industries. Prerequisites: COMS 200 and 202.

**320 Selected Topics in Communication Studies (3)**

Fall, Spring

Intensive study of various topics and trends in the mass media, including advertising, propaganda and persuasion, children and the media, technical and scriptwriting, environmental and international communication, and film. May be repeated for additional credit with new subject matter.

**325 Video Workshop: Documentary/Fiction (1-4)**

Fall, Spring

Intensive production for filmmakers. In fall semester, students work on biography, news, and multi-camera talk shows. In spring, students work on screenplays, scenes with actors, and images for songs. Beginning students use DV camcorders and i-Movie 2. Advanced students use 3-chip cameras and edit on Final Cut or Avid. Prerequisite: COMS 201 or permission of instructor. May be repeated for up to nine units.

**331 Songwriting (2)**

This class provides information concerning all aspects of songwriting both as a commercial craft and as a musical art form. Music theory, form, lyrics, demo production, and the music business will be discussed in detail. Participants will have numerous opportunities to have material evaluated and critiqued. Cross-listed as MUS 331.

**340 Advanced Public Relations (3)**

A hands-on class for students who are planning to work in the field of public relations. Students work as consultants with clients to develop plans for public relations campaigns. Prerequisite: COMS 240 or an introductory public relations course.

**360 Studio Musicianship and Production (2)**

The class will focus on the development of listening skills, with a study of established production styles and the perfection of individual musicianship in performance. It will include microphone technique, studio terminology, use of special effects in performance, and artistic creation through multitrack production. Cross-listed as MUS 360.

**362 Recording II (2)**

A continuation of Recording I (COMS 262). Prerequisite: COMS 262 or consent of instructor. Cross-listed as MUS 362.

**364 Music Business II (2)**

This course continues with an intensive study of record companies, artists contracts, record production, promotion, distribution, retailing, music merchandising, studios and engineers, concert promotion, music and theatre, radio, television, advertising, and film. Independent project, exams, and class participation assignments are required. Prerequisite: COMS/MUS 264 or consent of instructor. Cross-listed as MUS 364.

**368A Newspaper Writing and Editing (3) / Fall, Spring**

This class reviews the past week's paper (the *Star*), makes assignments for the next week's paper, and covers headlines, leads, pull quotes, interviewing. First Amendment, libel, and ethics will also be taught. May be repeated for up to 12 units.

**368B Newspaper Production (3) / Fall, Spring**

Students learn the techniques of desktop publishing, including the principles of newspaper design, layout, paste-up, ad placement, and photography. Students prepare the flats of the *Star* for the printer each week. May be repeated for up to 12 units.

**385 Media Lab: Radio (1-4) / Fall, Spring**

A media lab to develop a range of skills in the production of radio programs. Work focuses on the production of live and prerecorded pieces for KSUN. The lab also serves as the staff meeting of the radio station. May be repeated for up to 12 units. First enrollment must be for 3 units.

**402 Advanced Media Criticism: Selected Topics (3)**

Fall, Spring, Summer

In-depth critical analysis of media content, forms and formats, as well as modes and methods of mass communication. Topics often reflect current issues and trends. They may include feminist criticism, international film and film noir, Hollywood genres, children and television. Course may be repeated twice only for credit with permission of the instructor. Prerequisites: senior standing and completion of COMS 200, 201, 202.

**415 Investigative Journalism (3)**

This course will focus on the full range of practical aspects of investigative journalism, including subject selection, research, locating and evaluating sources, approaching and interviewing contacts, writing the story, and finding a market for the investigative story. May be repeated for credit.

**435 Seminar: Mass Media (4)**

Seminar provides an opportunity to gain new insights into social problems through an intensive analysis of the role and impact of mass communication in contemporary society. Emphasis is on exploring, through a major research project, social issues that should be, but are not, fully covered by the mass media. Prerequisite: COMS 301 or SOCI 300 or SOCI 331 or consent of instructor. Cross-listed as SOCI 435.

**459 Music for Media (2)**

Composition-based course which will focus on music and sound composition as it applies to the media. Student-based projects will include the creation of both copy (script) and sound for television, film, video, advertising, jingle identities, and theatre. Prerequisite: COMS 362. Preferred Prerequisites: COMS 259, 331, and 362. Cross-listed as MUS 459.

**460 Teaching Assistant in Communication Studies (1-4)**

Fall, Spring

Intended to give students experience assisting instructors. Teaching assistants help teach, do research, and tutor students in classes. Consent of instructor and department contract required.

**462 Recording III (2)**

Continuation of Recording II (COMS 362). Exploration of different microphone and instrument configurations required to obtain specific types of recorded sound. Extensive individual work in the studio on specific projects designed to develop student capacity to plan and engineer a demonstration tape. Prerequisite: COMS 362 or consent of instructor. Cross-listed as MUS 462.

**464 Music Business III (2)**

This course continues with the study of topics including unions and guilds, agents, managers, and attorneys. It then concludes with a focus on setting your own career goals and developing and implementing a plan to achieve them. Independent project, exams, and class participation assignments are required. Prerequisite: COMS/MUS 364 or consent of instructor. Cross-listed as MUS 464.

**470 Research Assistant in Communication Studies (1-4)**

Fall, Spring

Intended to give selected students experience in the construction and implementation of a professor's research project. Consent of instructor and department contract required.

**472 Recording IV (2)**

A continuing study in the area of audio recording. The class includes lectures, demonstrations, field trips, student projects, new technology in using computers for recording, editing, and mastering functions. Students are required to participate in the maintenance of the recording facility. Cross-listed as MUS 472.

**495 Special Studies (1-4) / Fall, Spring**

Supervised study of a particular problem or area of interest in the media selected by the student in consultation with a sponsoring faculty member. Meetings will be arranged for discussions and progress evaluations. May be repeated for credit. Consent of instructor and Special Study 495 contract required.

**498 Senior Project (1-4) / Fall, Spring**

An extensive project in one particular area of media study. Students concentrating in one medium—film, video, photography or recording—will be expected to present a work in that medium demonstrating a high level of technical and production skill. Students concentrating in criticism will develop a project in criticism of comparable scope. Consent of instructor and senior project contract required.

**499 Media Internship (1-4) / Fall, Spring, Summer**

This class provides students with an opportunity to make the transition from the classroom to the workplace. For a semester, individuals work in a media firm or business, a newspaper, radio station, or in another communications market. On the job, students learn networking and negotiating skills. Assignments for class include: resume; self-evaluation; profile of supervisor; and album with photos and text that describe the experience. May be repeated for up to 12 units. Consent of instructor, internship agreement form, and department contract required.

# Computer and Engineering Science

## Programs offered

**Master of Science in Computer and Engineering Science** with specialization in:  
**Communications and Photonics, or**  
**Computer Hardware and Software Systems**

### Department Office

Darwin Hall 123  
707 664-2030  
msces@sonoma.edu  
[www.sonoma.edu/scitech/msces/](http://www.sonoma.edu/scitech/msces/)

### Director

Jagan Agrawal

### Faculty

Jagan Agrawal, Enrique Izaquirre, B. Ravikumar, Sunil Tiwari

### Adjunct Faculty

George Cohen, Sylvain Dindy-Bolongo, Atul Garg, Bryant Hichwa, Ali Kujoooy, Shahed Reza, John Serceki, Seyed-Ahmed Tabatabaei, Meenan Vishnu

The Master of Science degree in Computer and Engineering Science (MS-CES) at Sonoma State University is a multidisciplinary degree built on a strong foundation of the liberal arts and sciences. Specifically, this program emphasizes the fundamentals of applied physics, applied mathematics, and computer sciences, and the application of these fields to the design, analysis and synthesis of engineering problem solutions.

The MS-CES curriculum is designed to further the working skills and practical knowledge of engineers, computer scientists and similar professionals. The program emphasizes small class sizes, individual attention and hands-on learning, with many of the required and elective courses having a state-of-the-art laboratory component. The firm base in mathematics, computer science and physics will be augmented with a selection of engineering course options, which will prepare the students for tackling real-world problems. These options include such areas as optics, advanced analog and digital electronics, embedded systems, communications, and networking.

The dedicated MS-CES faculty is composed of professors from Sonoma State University whose interests traverse the fields of science and engineering, as well as qualified professionals from the local community who have cutting-edge expertise in the various engineering disciplines of interest.

A linkage with local industry in the form of an Advisory Board is an integral part of the program. 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 which is underwritten by local industry as well as student tuition revenue. Therefore, as of this writing, tuition fee for this Program is \$500 per unit for all students, resident and non-resident. The MS-CES is 30-unit program, not including any prerequisite work.

## Admission to the Program

For admission, the applicant must have:

1. a baccalaureate degree in a scientific or technical discipline from an U.S. institution accredited by a regional accrediting association, or an equivalent baccalaureate degree from a foreign institution of high reputation.
2. attained grade point average of at least 3.0 (A=4.00) in the last 60 semester (90 quarter) units attempted.
3. earned a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). This requirement applies only to applicants who have not spent at least three years of school at the secondary level (or beyond) in which English is the principal language of instruction. All students are expected to demonstrate competence in writing, by either having completed an upper-division technical writing course or demonstrating competency in writing.
4. completed the following courses at the undergraduate level with a GPA of 3.0 or higher:
  - three semesters of calculus
  - two semesters of calculus-based physics
  - one semester of differential equations
  - one semester of probability and statistics
  - two semesters of introductory analog and digital electronics
  - one semester of programming in an approved high level procedural language
  - one semester of assembly language programming
  - one semester of data structures
  - one semester of computer architecture
  - one semester of operating systems

## Conditional Admission

The applicants whose GPA is less than 3.0 but greater than 2.5, or who lack not more than 18 units of prerequisite work (generally, 6 courses), may be accepted conditionally and must complete a program of study specified by the graduate coordinator at the time of admission before being given full admission.

## Financial Assistance/Aid:

Financial assistance is available to students with high credentials in the form of scholarships, teaching assistantships, on-campus employment, and internships in the local industries. The amount of stipend depends on the availability of funds and the level of appointment.

Also, financial aid is available to eligible students in the form of low-interest loans. Interested students should contact the campus Financial Aid Office for more information.

## Program of Study

The Program offers two tracks or areas of specialization:

- **Track 1: Communications & Photonics** – This area of specialization will provide students with the expertise in the areas of analog and digital electronics and components, properties of semiconductor and photonics components and devices, wireline, wireless and optical communications, local and wide area networks, broadband access and networking, network protocols, etc.
- **Track 2: Computer Hardware & Software Systems** – This area of specialization is intended to deepen students' ability to analyze and design computer systems. This specialization includes topics such as embedded systems, digital data compression, software engineering, and computer networks.

A student chooses one of the two tracks at the time of admission but can change it in the midstream. However, that may mean taking additional courses to meet the requirements of the new track. Under the guidance of a faculty advisor, a student may design his/her program of study in one of the following three ways:

### • Plan A with Thesis (30 units)

Common Core .....	9
Track Core .....	12
Track Electives .....	3
Thesis .....	6

### • Plan B with Design Project (30 units)

Common Core .....	9
Track Core .....	12
Track Electives .....	6
Design Project .....	3

### • Plan C with Comprehensive Examination (31 units)

Common Core .....	9
Track Core .....	12
Track Electives .....	9
Comprehensive Exam .....	1

Details of these components are as follows:

### Common Core

Three core courses (9 units) must be taken by all students in the master's program. These courses are designed to give students the fundamentals necessary to master advanced level academic work. These core courses are:

CES 400	Linear Systems Theory (3)
CES 440	Data Communications (3)
CES 513	Analog and Digital Microelectronics (3)

## Track Core

A student must take 12 Units from the list of core courses for the chosen track. The lists of core-courses for each track, which will be revised periodically, are given below.

List of core courses for Communications and Photonics track:

CES 430	Photonics (3)
CES 432	Physics of Semiconductor Devices (3)
CES 532	Advanced Semiconductor and Photonics Devices (3)
CES 540	Digital Data Transmission (3)
CES 542	Digital Signal Processing (3)
CES 544	Wireless Communications (3)
CES 590	Selected Topics in Communications and Photonics (3)

List of core courses for Computer Hardware and Software Systems track:

CES 510	Intelligent Systems Design (3)
CES 520	Embedded Systems (3)
CES 546	Data Compression (3)
CES 592	Selected Topics in Hardware and Software Systems (3)

## Track Electives

A student must take 3 to 9 units from the list of elective courses for the chosen track. These courses, currently being developed, will satisfy individual needs and interest in topics such as:

- Optical Fiber Communication
- Digital Switching
- High Performance Computing
- Broadband Access Techniques
- Location Management in the Wireless Networks
- Multicasting

## Culminating experience through Thesis/Design Project/Comprehensive Examination

Students may choose to take a 6 unit thesis under the supervision of an SSU faculty member and approved by the program director. It is expected that the results of the research project will be published in a relevant professional journal. Alternatively, students may decide to do a design project for 3 units. These projects should focus on the design of devices, instruments, or systems that are of interest to the high tech community. Students will register for a project continuation course should their thesis or design project extend to two or more semesters.

Both the research and design projects may be carried out at the student's company's site (if the student is working) under the supervision of a senior scientist/engineer of the company. However, an SSU faculty supervisor must oversee the project and regularly examine the student's progress.

The Comprehensive Examination provides students with the option of taking more courses instead of research or design projects.

## Computer and Engineering Science Courses (CES)

### 400 Linear Systems Theory (3)

Lecture, 3 hours. Correlation, convolution, Fourier, Laplace and z-transform, difference equations, fast Fourier transforms and state variable theory. Prerequisites: MATH 231 or equivalent.

### 430 Photonics (3)

Lecture, 3 hours. Lasers, diode lasers and LED's, fiber optics, optical radiation detectors. Prerequisites: PHYS 314 or equivalent.

**432 Semiconductor Devices (3)**

Lecture, 3 hours. Semiconductor materials and crystal growth, energy band structures, charge carriers, p-n junctions and metal semiconductor junctions, diodes, bipolar junction transistors, field effect devices. Prerequisites: PHYS 314 and PHYS 313 or equivalent.

**440 Data Communications (3)**

Lecture, 2 hours; laboratory, 3 hours. The ISO reference model, theoretical basis for data communications, data transmission theory and practice, telephone systems, protocols, networks, internetworks, with examples. Prerequisites: CS 250 and CS 254 or equivalent.

**500 Queuing and Transform Theory (3)**

Review of probability theory, fundamentals of transform theory, Fourier and Z-transforms. Markovian and discrete time queuing systems, single and multi server queues, queuing networks and their applications. The course may require significant lab and/or project activity. Prerequisite: Math 345 and 261 or consent of instructor.

**510 Intelligent Systems Design (3)**

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. Prerequisite: CS 254) and MATH 430 or equivalent.

**512 Theory of Software Systems (3)**

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 processing tools (editor, translator etc.), software specification, testing and verification, non-numerical problem solving. The course may require significant lab and/or project activity. Prerequisite: CS 354 or consent of instructor.

**514 Data Mining (3)**

Introduction to data models, data warehousing, association-rule mining, searching the Web, Web Mining: Clustering. AI techniques (neural networks, decision trees), applications and case studies. The course may require significant lab and/or project activity. Prerequisite: CS 354 or consent of instructor.

**520 Embedded Systems (3)**

Lecture, 2 hours; laboratory, 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: CS 310 or equivalent and CES 530.

**522 VLSI Design (3)**

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.

**530 Analog and Digital Microelectronics (3)**

Lecture, 2 hours; laboratory, 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. Prerequisites: PHYS 313/313L and PHYS 413/413L or equivalent.

**532 Advanced Semiconductor and Photonics Devices (3)**

Lecture, 2 hours; Laboratory, 3 hours. Part I: BJT, FET, JFET, MESFET, MOSFET, MIS, CCD, and tunnel devices; Part II: LED, diode lasers, solar cells, photoconductors, optical detectors, nonlinear optical materials and devices, photonic switches, fiber optic amplifiers, fiber optic components and devices. Prerequisites: CES 430 and CES 432.

**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 equivalent.

**542 Digital Signal Processing (3)**

Lecture, 2 hours; laboratory, 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. Prerequisites: CES 400 or equivalent.

**543 Optical Fiber Communications (3)**

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 413 and CES 440 or consent of instructor.

**544 Wireless Communications (3)**

Introduction to mobile/wireless communication systems, cellular communication, data transmission and signaling, noise and intelligence, analog and digital techniques, multiple-access architecture. Prerequisites: PHYS 430 or equivalent and CES 530.

**546 Data Compression (3)**

Information theory, models, lossless compression (statistical, dictionary, static, dynamic, Huffman, arithmetic, context-modelling), lossy compression (scalar quantization, vector quantization, differential encoding, subband, transform, predictive), compression standards (JPEG, MPEG). Prerequisites: MATH 161, 211 and CS 254 or equivalent.

**547 Digital Switching: Techniques and Architectures (3)**

Review of switching techniques, synchronous and asynchronous transfer modes (i.e., STM and ATM) and various switch architectures. Multi rate and multipoint-to-multipoint switching. ATM switching, signaling and call set-up, ATM switch-architectures and their performance evaluation, multicasting techniques. VLSI implementation considerations, future directions. The course may require significant lab and/or project activity. Prerequisite: PHYS 413 and CES 440 or consent of instructor.

**550 Integrated Digital Networks (3)**

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.

**552 Network Architecture and Protocols (3)**

ISO model, review of the physical and data link layers, network layer and routing including for internet, multicast routing, TCP and UDP protocols and their characteristics, performance and limitations, TCP/IP stack, applications such as FTP, e-mail and DNS, voiceover IP. The course may require significant lab and/or project activity. Prerequisite: CES 440 or consent of instructor.

**554 Broadband Access Technology (3)**

Review of ISDN and B-ISDN Protocols, digital subscriber loops, digital modems. The xDSL technology, xDSL family of protocols, ADSL standardization, its architecture, operation, implementation and management, ATM, TCP/IP, ethernet transmissions using ADSL, optical access. The course may require significant lab and/or project activity. Prerequisite: CES 440 or consent of instructor.

**558 Multicasting on the Internet (3)**

Multicasting fundamentals, multicast routing algorithms, IP multicast, architecture and operation of MOSPF, PIM, CBT, OCBT, HDVMP, HPIM, BGMP, and, Mbone protocols. Real-time transport protocol and scalable reliable multicast, reliable multicast transport protocols. Multicasting in ATM networks, IP multicast over ATM, future directions. The course may require significant lab and/or project activity. Prerequisite: CES 552 or consent of instructor.

**590 Selected Topics in Communications and Photonics (3)**

Special topics to augment regularly scheduled graduate courses in communications and photonics will be presented.

**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.

**594 Directed Readings (1-3)**

Independent study under supervision of a faculty advisor. The proposal must be approved by the graduate advisor it is to apply towards degree requirements.

**595 Design Project (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. Prerequisite: Admission of candidacy for the Master's degree and approval of the faculty advisor.

**596 Project Continuation (1)**

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. Prerequisites: Consent of faculty thesis/project advisor.

**597 Graduate Seminar (1)****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. Prerequisite: Admission of candidacy for the master's degree and approval of the graduate advisor.

**599 Research and Thesis (3-6)**

Prerequisites: Admission of candidacy for the master's degree and approval of the thesis advisor.

# Computer Science

## Programs offered

**Bachelor of Science in Computer Science**  
**Minor in Computer Science**

### Department Office

Darwin Hall 125  
707 664-2667

[www.sonoma.edu/cs](http://www.sonoma.edu/cs)

### Department Secretary

Gayle Walker

### Department Chair

George Ledin Jr.

### Faculty

Jagan Agrawal, Richard H. Gordon, V. Scott Gordon,  
Ali Kooshesh, George Ledin Jr., Robert G. Plantz,  
B. Ravikumar, Lynn M. Stauffer, Tia Watts

Computer science is the scientific study of computing devices, the software that drives them, and the computational tasks they are capable of performing. As such, computer science includes both hardware science and software science; and as with all sciences, each of these possesses both theoretical and applied components. Computing theory shares knowledge and techniques with the fields of mathematics, physics, engineering, philosophy, psychology, and linguistics. Its applications span the range of human endeavors: the physical, life, and social sciences; the literary, visual, and performing arts; law, government, recreation, and virtually every sector of the commercial world. Thus, computer science is by its very nature an interdisciplinary subject that offers both a solid, unifying foundation for a liberal arts education and valuable career skills.

The curriculum consists of a rigorous course of study in computer science and mathematics, and provides the student with a thorough grounding in programming, fundamentals of computer organization, data structures, and algorithm design. It is designed to prepare students for careers in the computer industry and graduate work in computer science.

All courses submitted toward either major or minor requirements in the Computer Science Department except CS 390 (Colloquium) and CS 497 (Internship) must be taken for a letter grade (A-F); CS 390 and CS 497 can be taken only Cr/NC. This includes electives in computer science and supporting courses in other departments. This does not apply to courses that are challenged.

## Bachelor of Science in Computer Science

### Degree Requirements

	units
General Education .....	51
Major core requirements (up to 6 units may apply to GE) .....	67
General electives .....	6
<b>Total units needed for graduation .....</b>	<b>124</b>

### Major Core Requirements

CS 110	Introduction to Unix .....	1
CS 115	Programming I .....	4
CS 215	Programming II .....	3
CS 250	Computer Organization: Software .....	3
CS 251	Computer Organization: Hardware .....	3
CS 315	Data Structures .....	3
CS 351	Computer Architecture .....	3
CS 355	Database Management Systems .....	3
CS 370	Software Design and Development .....	3
CS 415	Algorithm Analysis .....	3
CS 450	Operating Systems .....	3
CS 451	Systems Programming .....	3
CS 454	Theory of Computation .....	3
CS 460	Programming Languages .....	3

**Total units in the major core .....** 41

### Major Electives

Choose 9 units of upper-division CS electives (see list below). No more than 3 units can be satisfied by a combination of CS 390, 495 and 497.

**Total units in the major electives .....** 9

### Required Supporting Courses

MATH 142	Discrete Structures I .....	3
MATH 161	Calculus and Analytic Geometry I .....	4
MATH 211	Calculus and Analytic Geometry II .....	4
MATH 342	Discrete Structures II .....	3

One additional class from the following:

MATH 222	Linear Algebra	
MATH 241	Differential Equations with Linear Algebra	
MATH 306	Number Theory	
MATH 316	Graph Theory and Combinatorics	
MATH 352	Numerical Analysis	
PHYS 214	Introduction to Physics II	
	other, by arrangement with the CS Department .....	3

**Total units in supporting courses .....** 17

**Total units in the major .....** 67

### Upper-Division CS Electives

CS 340	Computer Security .....	3
CS 360	Object-Oriented Programming .....	3
CS 365	Computer Programming and the Internet .....	3
CS 375	Computer Graphics .....	3
CS 385	Selected Topics .....	1-4
CS 390	Computer Science Colloquium .....	1
CS 452	Compiler Design and Construction .....	3
CS 465	Data Communications .....	3
CS 480	Artificial Intelligence .....	3
CS 495	Special Studies .....	1-4
CS 496	Senior Seminar .....	1-4
CS 497	Internship .....	2

## Sample Four-Year Plan for Bachelor of Science in Computer Science

### Freshman Year: 29 units

Fall Semester (14 units)	Spring Semester (15 units)
CS 110 (1)	MATH 142 (3)
CS 115 (4)	CS 215 (3)
GE (3), GE (3), GE (3)	GE (3), GE (3), GE (3)

### Sophomore Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
MATH 161 (4)	MATH 211 (4)
CS 250 (3)	CS 251 (3)
GE (3), GE (3), GE (3)	GE (3), GE (3), GE (3)

### Junior Year: 33 units

Fall Semester (18 units)	Spring Semester (15 units)
MATH 342 (3)	MATH/PHYS elective (3)
CS 315 (3)	CS 351 (3)
CS 355 (3)	CS 451 (3)
CS 370 (3)	CS elective (3)
GE (3), GE (3)	GE (3)

### Senior Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
CS 415 (3)	CS 460 (3)
CS 450 (3)	CS 454 (3)
CS elective (3)	CS elective (3)
Elective (3), Elective (3)	Elective (3), Elective (3)

**Total semester units 124**

## Minor in Computer Science

Students electing this minor will be prepared for careers in business application programming, scientific application programming, computer equipment sales, as field engineers and as data processing managers among the myriad job opportunities associated with the computer field. Approval of the minor curriculum should be obtained by the junior year at the latest in order that the minor may be properly planned.

### Minor Core Requirements

CS 110	Introduction to Unix .....	1
CS 115	Programming I .....	4
CS 215	Programming II .....	3

**Total units in the minor core .....** 8

### Minor Electives

Choose 12 units of CS electives of which 6 units must be upper division (please see previous column). CS 390, 495 and 497 cannot be applied towards the minor.

**Total units in minor electives .....** 12

**Total units in the minor .....** 20

## Computer Science Courses (CS)

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

### 101 Introduction to Computers and Computing (3)

Fall, Spring

Lecture, 2 hours; laboratory, 2 hours. Topics include computer types, history of computing, computer organizations, survey of computer languages, program development, computer applications, networking, and computers in society. Weekly hands-on experience with personal computers. Not applicable to the CS major. Recommended for all students. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences).

### 110 Introduction to Unix (1) / Fall, Spring

Laboratory, 3 hours. An introduction to the use of Unix as a programming environment. Communicating with a Unix host, shells and shell commands, files and directories, X Window System, jobs and processes, scripting, programming utilities (compiler, linker, debugger, make, hex dump, etc.). Prerequisites: GE math eligibility and previous or concurrent enrollment in CS 115, or consent of instructor.

### 115 Programming I (4) / Fall, Spring

Lecture, 3 hours; laboratory, 3 hours. An overview of computer organization; arithmetic and logical expressions, decision and iteration, simple I/O; subprograms; principles of good programming style, readability, documentation, structured programming concepts; top-down design and refinements; techniques of debugging and testing. Use of the above concepts will be implemented in a standard high-level programming language. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: GE math eligibility or consent of instructor.

### 175 Introduction to Computer Graphics (3) / Spring

Lecture, 2 hours; laboratory, 2 hours. A first course in computer graphics hardware and software. Topics include graphics hardware, microcomputer graphics, presentation and business graphics, graphics for artists, computer mapping, CAD/CAM (drafting and environmental applications), animation, 3-dimensional graphics, and desktop publishing. Students will have hands-on experience using a variety of graphics programs on microcomputers. Not applicable to the CS major. Prerequisite: previous computer course or consent of instructor.

### 185 Special Topics in Computer Science (1-4)

This lower-division course may be repeated with different subject matter. Content will be indicated by the specific topic. Prerequisite: consent of instructor.

### 215 Programming II (3) / Fall, Spring

Lecture, 2 hours; laboratory, 3 hours. Pointers and dynamic allocation of storage; linked lists; an introduction to the object oriented programming (OOP) paradigm; classes and objects; encapsulation; member variables and member functions; inheritance and polymorphism; scoping; templates; iterators; error handling techniques. Prerequisite: CS 110 and 115, or consent of instructor.

**250 Computer Organization: Software (3)** Fall, Spring  
Lecture, 2 hours; laboratory, 3 hours. Introduction to assembly language programming, computer system organization from the machine language point of view, assembly language implementation of high-level language constructs, and elementary data structures. Prerequisite: CS 110 and 115, or consent of instructor.

**251 Computer Organization: Hardware (3)** Fall, Spring  
Lecture, 2 hours; laboratory, 3 hours. Number systems and complement arithmetic, boolean logic, K-maps, combinational circuits, sequential circuits, programmable logic, main memory, timing, control and ALU design, and microprogramming. Laboratory work will include circuit simulation and hands-on work with boards. Prerequisite: MATH 142 or consent of instructor.

**285 Selected Topics in Computer Science (1-4)**  
This lower division course may be repeated with different subject matter. Content will be indicated by the specific topic. Prerequisite: as indicated in the specific topic description or by consent of instructor.

**315 Data Structures (3)** / Fall, Spring  
Lecture, 2 hours; laboratory, 3 hours. Fundamental concepts of data structure design and implementation using the object oriented paradigm; implementation using static arrays, dynamic arrays, linked lists, trees, binary search trees, balanced trees (AVL, red-black, B-trees), heaps, hashing and graphs; development of fundamental abstract data types (ADTs) including sets, lists, stacks, queues, priority queues, tables (maps and multimaps) and graphs; introduction to concepts of algorithm analysis. Prerequisites: CS 215 or consent of instructor.

**340 Computer Security (3)**  
Current methods for increasing security, protecting privacy, and guaranteeing degrees of confidentiality of computer records; ensuring computer installation safety; protecting software products; preventing and dealing with crime; value systems, ethics, and human factors affecting use and misuse of computers. Discussion of recent technical, legal, and sociopolitical issues influencing computer security problems. Prerequisites: CS 215, 250 and 251, or consent of instructor.

**351 Computer Architecture (3)** / Fall, Spring  
Instruction set design; memory-processor structures; memory hierarchies: cache, virtual memory and secondary storage; CISC, RISC, stack architectures; pipelining; I/O interfacing; comparative examples of existing architectures. Prerequisites: CS 215, 250 and 251, or consent of instructor.

**355 Database Management Systems Design (3)**  
Fall, Spring  
Lecture, 2 hours; laboratory, 3 hours. Design and implementation of database management systems. Topics covered include: database architecture, relational algebra, data models, data normalization, SQL, storage structure of databases, security, data integrity and database administration. Prerequisite: CS 215 or consent of instructor.

**360 Object-Oriented Programming (3)**  
Principles of object-oriented programming, including encapsulation, inheritance, and polymorphism, and design patterns for object-oriented programming. Specific applications are developed in one or more object-oriented programming languages and will cover the use of application frameworks and graphical user interfaces based on object-oriented principles. Prerequisites: CS 215 or consent of instructor.

**365 Computer Networking and the Internet (3)**  
Lecture, 2 hours; laboratory, 3 hours. A study of the principles, algorithms, and protocols used in computer networks with an emphasis on those used in the Internet. Prerequisites: CS 215, 250 and CS 251, or consent of instructor.

**370 Software Design and Development (3)**  
Fall, Spring  
Lecture, 2 hours; laboratory, 3 hours. Techniques of software design and development. Software lifecycle, requirements, formal specification, metrics, design, functional and structural testing, rapid prototyping, complexity, version control, and team management. Prerequisite: CS 215 or consent of instructor.

**375 Computer Graphics (3)**  
An introduction to the principles of computer graphics hardware, coordinate transformations, 2- and 3-dimensional primitives, raster display algorithms, polygon manipulation, interactive techniques, device-independent software, and curve fitting. Prerequisites: CS 215 and MATH 161, or consent of instructor.

**385 Selected Topics in Computer Science (1-4)**  
This course may be repeated with different subject matter for credit in the CS major. Prerequisites: upper-division standing with consent of a CS advisor and consent of instructor.

**390 Computer Science Colloquium (1)** / Fall, Spring  
Series of lectures on current developments in computer science. May be repeated for credit; a maximum of 3 units can be applied to the CS major; students will be required to attend all presentations, keep a journal, and do a research project based on one or more of these presentations. Contact the department for specific information. Cr/NC only.

**395 Community Involvement Program (1-4)**  
CIP involves students in basic community problems. The most common task for a CS student will be tutoring at a local school. Not applicable to the CS major. Prerequisites: CS 115 and consent of instructor.

**415 Algorithm Analysis (3)** / Fall, Spring  
Design and analysis of algorithms, with an emphasis on execution and storage efficiency. Topics will include algorithms for searching, sorting, hashing, exploring graphs, integer and polynomial arithmetic. Standard design techniques such as divide-and-conquer, greedy method and dynamic programming. NP-completeness. Prerequisites: CS 315 and MATH 342, or consent of instructor.

**450 Operating Systems (3)** / Fall, Spring  
Lecture, 2 hours; laboratory, 3 hours. Multiprogramming and timesharing systems; concurrent programming; scheduling policies; storage management; security; virtual machine implementation; memory management techniques; I/O subsystems and drivers; analysis of a sample operating system. Students may be required to program and test modules for the sample system. Prerequisites: CS 250 and 315, or consent of instructor.

**451 Systems Programming (3)** / Fall, Spring  
Lecture, 2 hours; laboratory, 3 hours. The use and design of systems software, including compilers, assemblers, linkers and loaders, I/O programming, runtime access of operating system facilities, processes, and debugging tools. Prerequisites: CS 250, 251 and 315, or consent of instructor.

**452 Compiler Design and Construction (3)**  
Lecture, 2 hours; laboratory, 3 hours. Application of language and automata theory to the design and construction of compilers. Lexical scanning, top-down and bottom-up parsing; semantic analysis, code generation; optimization. Design and construction of parts of a simple compiler using compiler generation tools. Prerequisite: CS 215 and 250, or consent of instructor.

**454 Theory of Computation (3)** / Fall, Spring  
Lecture, 2 hours; laboratory, 3 hours. Mathematical study of the types of problems that can and cannot be solved by computers. Abstract mathematical models of computing devices and language specification systems. Classification of computer-solvable problems. Prerequisites: CS 315 and MATH 342, or consent of instructor.

**460 Programming Languages (3)** / Fall, Spring  
Lecture, 2 hours; laboratory, 3 hours. A survey of the syntactic, semantic, and implementation features of functional, procedural, object-oriented, logic and concurrent programming languages. Prerequisites: CS 250 and 315, or consent of instructor.

**465 Data Communications (3)**  
Lecture, 2 hours; laboratory, 3 hours. The ISO reference model, theoretical basis for data communications, data transmission theory and practice, telephone systems, protocols, networks, internetworks, with examples. Prerequisites: CS 351 and MATH 342, or consent of instructor.

**480 Artificial Intelligence (3)**  
A survey of techniques that simulate human intelligence. Topics may include: pattern recognition, general problem solving, adversarial game-tree search, decision making, expert systems, neural networks, fuzzy logic, and genetic algorithms. Prerequisite: CS 315 or consent of instructor.

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

**496 Senior Seminar (1-4)**  
Discussion of a topic of current importance in computer science. Independent student projects or oral presentations may be required. Prerequisite: senior standing in CS curriculum.

**497 Internship (2)**  
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.

# Counseling

## Programs offered

### Master of Arts in Counseling

- Option I Community Counseling  
(Marriage and Family Therapist)
- Option II School Counseling  
(Pupil Personnel Services)

### Additional Programs

- Community Counseling Center
- MEAP (Migrant Education Advisor Program)

### Department Office

Nichols Hall 220  
707 664-2544  
[www.sonoma.edu/Counseling](http://www.sonoma.edu/Counseling)

### Department Chair

Carolyn Saarni

### Administrative Coordinator

Stephanie Wilkinson

### Faculty

Maureen Buckley, Mark Doolittle, Adam Hill, Carolyn Saarni, Meri Storino, Sandra Zimmermann

The 60-unit graduate program in counseling offers two professional training options: Option I prepares students for Community Counseling (Marriage and Family Therapy/MFT/CC) and Option II prepares students for School Counseling (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 internship in some aspect of counseling, permitting the integration of theory, field experience, research and practical application during the second year. The department is prepared to assist students in obtaining field placements relevant to their projected professional goals. These placements include, but are not limited to: community counseling agencies, marriage and family counseling agencies, mental health clinics, counseling centers, public schools, community colleges, and college-level student services departments.

Special characteristics of the program include the following:

1. Early involvement in actual counseling settings.
2. Development of a core of knowledge and experience in both individual and group counseling theory and practice.
3. Encouragement in the maintenance and development of individual counseling styles.
4. Commitment to self-exploration and personal growth through participation in peer counseling, individual counseling and group experiences. This aspect of the program is seen as crucial to the development of adequate counseling skills and is given special consideration by the faculty as part of its evaluation of student readiness to undertake internship responsibilities.

In sum, the training emphasis in the program is to integrate theory, practical experience, and personal learning rather than exposing students to a piecemeal professional preparation. The goal is to establish in the student a sound foundation for a lifetime of continued professional growth—a foundation that permits confident movement into an entry-level counseling position but which does not pretend to be more. Within the scope of a 60-unit program, the faculty sees such a goal as eminently worthwhile.

The faculty is committed to the idea that counselors of the future should take an active role in helping to shape the social/environmental milieu in which they will work. While the faculty recognizes how difficult this task may be in specific instances and areas, it sees the counselor as one who actively participates in the life of an organization, not as a submissive keeper of the status quo or an unseeing iconoclast, but as a

sensitive and perceptive voice representing individual freedom and human values.

The master's program may be completed within two academic years; however, some students with job and/or family responsibilities may wish to move more slowly. Resources permitting, efforts will be made to accommodate individual patterns. For most students, 8 units per semester will be considered a minimal number. It should be stressed that individual program paths should be planned very carefully, since many courses will not be offered every semester.

The Council for Accreditation of Counseling and Related Programs (CACREP), a specialized accrediting body recognized by the Council on Recognition of Postsecondary Accreditation (CORPA), has conferred accreditation to the Counseling Department at Sonoma State University in Community Counseling and School Counseling.

A student who has not been formally admitted to the Counseling Department may take no more than 12 units and only in the following course offerings of the department, with permission from the department: COUN 501, 502, 503, 511, 513, 520AB, 522, 525, 535, 545 and 581. Admission to individual courses in no way implies admission to the master's degree program.

## Master of Arts in Counseling

### Admission Requirements

**Prerequisites to admission** include a course in personality theory and a statistics course that includes analysis of variance. Approved statistics courses at SSU include MATH 165 and BUS 211. Many community colleges also offer personality theory and statistics courses. Those students who have not taken such a course after admission will be conditionally classified for up to one year. Furthermore, COUN 513 must be taken within five years following the completion of the statistics prerequisite. Students may also elect to take as a "refresher" statistics course, COUN 505, described in the Extended Education catalog (707-664-2754). A course in abnormal psychology for the MFT option, and a course in learning theory for the PPS option are also required.

1. A bachelor's degree, preferably in the behavioral sciences and with sound preparation in psychology or in education for the PPS option, is required.
2. A 3.00(B) grade point average in the last two years of undergraduate work is required. Applicants who satisfy all other requirements may petition the university for waiver of this requirement. It should be emphasized that such a waiver is not automatically granted.

3. Completion of Counseling Department application forms, in addition to those required by the university.
4. A personal interview.
5. Departmental admissions committees (which may include students) have found the following criteria meaningful, or even indispensable, for applicants:
  - a. The ability to handle academic work of graduate-level rigor, generally as evidenced by previous academic performance.
  - b. Relevant work experience (paid or volunteer).
  - c. Behavioral science background (on a B.A. level).
  - d. Global personality assessment — suitability for a career in a helping profession.

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. Students are accepted to the counseling program only once a year; therefore, we begin taking departmental applications on October 1 and continue to January 31 for admission the following fall. A \$25.00 application fee is required for the department. All applicants to the program must also apply for admission to the University and follow the University timelines for admission procedures. For specific instructions and procedures, contact the Counseling Department and/or the Office of Admissions and Records.

### General Information Meetings

Students planning to apply for admission or students wishing to enroll in any of the Counseling Department's courses are urged to attend one of the monthly informational meetings specifically planned for prospective students. Selection criteria, admission procedures, and registration and advisement procedures will be explained. For informational meeting dates, call the Counseling Department office or visit the department web page at [www.sonoma.edu/Counseling/](http://www.sonoma.edu/Counseling/).

### Major Core Requirements

COUN 501	Theory and Practice of the Professional Counselor	4
COUN 510A	Counseling Pre-Practicum	4
COUN 510B	Counseling Practicum	4
COUN 512	Theory and Practice of Group Counseling	4
COUN 513	Research and Evaluation in Counseling	4
COUN 514A	Supervised Internship	4
COUN 514B	Supervised Internship	4
COUN 525	Psychological and Educational Assessment	2
COUN 535	Development and Clinical Issues with Children and Adolescents	4
COUN 570	Cross-Cultural Awareness in Counseling	3
<b>Total units in the M.A. core</b>		<b>37</b>

### Option I — Community Counseling/Marriage and Family Therapy (MFT)

Completion of the Community Counseling (MFT) option satisfies all academic requirements in order to be eligible for the MFT examination. If the Board of Behavioral Sciences (BBS) mandates changes in curriculum for MFT trainees, the Department of Counseling will revise courses accordingly so that our 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	Adult Development: Individual, Family and Career	3
COUN 503	Dynamics of Individual Behavior	3
COUN 540	Marriage and Family Counseling	4
COUN 545	Law and Ethics for the Counselor	3
COUN 580	Relationship and Sexuality Counseling	4
COUN 581	Introduction to Chemical Dependency	1
COUN 582	Psychopharmacology	2
Additional elective units with (department approval)		3
<b>Total units in the Community Counseling (MFT) option</b>		<b>23</b>
<b>Total units in the M.A.</b>		<b>60</b>

### Option II — School Counseling/Pupil Personnel Services Credential (PPS)

Candidates for the PPS credential are urged to be mindful of the following: While it is possible to complete all the courses required for the credential in a two-year period, such a program requires extremely careful planning. The department intends to offer each PPS course at least once a year, but students need to plan the sequence with their advisor to ensure it matches the availability of courses.

COUN 511	Counseling for Career Development	4
COUN 520A	The Role of the Elementary School Counselor	3
COUN 520B	The Role of the Secondary School Counselor	3
COUN 521	Pupil Personnel Services: Concepts and Organization	4
COUN 522	Counseling Students with Special Needs	3
COUN 523	Working with Families in a School Setting	4
Additional elective units (with department approval)		2
<b>Total units in the School Counseling (PPSC) option</b>		<b>23</b>
<b>Total units for the M.A.</b>		<b>60</b>

All master's candidates are required to complete a project demonstrating a comprehensive and integrated understanding of the field of counseling. Projects are to include a case analysis and a grant proposal for developing a comprehensive mental health or school guidance and counseling specialized program. Six hundred (600) hours of supervised field experience are required for both the Community Counseling (MFT) and School Counseling (PPS) options.

### Community College Counseling Credential

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

## Sample Two-Year Program for Masters of Arts in Counseling

### First Year: 30 units

#### Community Counseling/MFT Fall Semester (15 units)

- COUN 501 (4)
- COUN 570 (3)
- COUN 510A (4)
- COUN 535 (4)

#### Spring Semester (15 units)

- COUN 510B (4)
- COUN 503 (3)
- COUN 525 (2)
- Electives (3)
- COUN 581 (1)
- COUN 582 (2)

#### School Counseling/PPS Fall Semester (14 units)

- COUN 511 (4)
- COUN 510A (4)
- COUN 520A (3)
- COUN 520B (3)

#### Spring Semester (16 units)

- COUN 510B (4)
- COUN 512 (4)
- COUN 501 (4)
- COUN 523 (4)



## Second Year: 30 units

### Fall Semester (15 units)

COUN 513 (4)  
COUN 514A (4)  
COUN 540 (4)  
COUN 545 (3)

### Fall Semester (15 units)

COUN 535 (4)  
COUN 570 (3)  
COUN 514A (4)  
COUN 525 (2)  
Elective (2)

### Spring Semester (15 units)

COUN 502 (3)  
COUN 514B (4)  
COUN 580 (4)  
COUN 512 (4)

### Spring Semester (15 units)

COUN 513 (4)  
COUN 514B (4)  
COUN 522 (3)  
COUN 521 (4)

## Counseling Courses (COUN)

Classes are usually offered in the semesters indicated but exceptions may occur. Please see the *Schedule of Classes* for most current information and faculty teaching assignments.

### 501 Theory and Practice of the Professional Counselor (4) / Fall, Spring

This course surveys the roles and responsibilities of professional counselors, including an examination of students' professional identity development. Different approaches to counseling intervention (i.e., psychodynamic, affective/experiential, cognitive/behavioral, and systemic theories) are compared and contrasted relative to the goals of counseling, the factors involved in helping individuals and families change, and the practitioner's role in the process. Professional identity development is further enhanced through exposure to the history and philosophy of the counseling profession, including professional roles, functions, and relationships with other human service providers. This overview also acquaints counseling students with a) relevant professional organization; b) the various credentialing, certification, licensure, and accreditation standards that may impact practice; c) advocacy processes to benefit clients; and d) ethical and legal standards of the various counseling disciplines.

### 502 Adult Development: Individual, Family and Career (3) / Spring

This course is designed to provide students with an overview of theories for understanding the processes of adult development and how to incorporate this understanding into counseling interventions. Students will discuss clinical cases within the context of adult transitions and life events. Gender, sexual orientation, and ethnicity issues will be integrated into both didactic and experiential learning. Changes in career, interpersonal relationships, and family structure and dynamics will be examined over the lifespan with an emphasis on their interdependence.

### 503 Dynamics of Individual Behavior (3) / Spring

A course designed to cover psychopathology and sociopolitical-related issues of diagnosis and treatment. Attention is given to: (1) understanding the variability of psychopathology in community counseling settings; (2) the application of evaluation methods and diagnostic classification systems of the DSM-IV; (3) development of appropriate treatment plans; and (4) the relationship of class, gender, and ethnic background to diagnosis and treatment.

### 510A Counseling Pre-Practicum (4) / Fall

A course that provides students an opportunity to develop necessary basic counseling skills to prepare them for practicum. Training is done through the use of videotape feedback and in-class practice demonstrations. This course is normally taken in the first semester by new students. Recommend previous or concurrent enrollment in COUN 501. Cr/NC only.

### 510B Counseling Practicum (4) / Spring

A course that provides students with an opportunity to continue the development of counseling skills necessary for an internship. Sections for Community Counseling/MFT and School Counseling/PPS students: Community Counseling/MFT students see clients and School Counseling/PPS students work in school settings under the instructor's supervision. Cr/NC only. Prerequisite: COUN 510A.

### 511 Seminar: Career K-12 Development (4) / Fall

An introductory course in career counseling, career guidance and career information resources. Students gain increased knowledge of developmental career guidance programs for elementary, middle, and high schools; increased knowledge in the foundations of kindergarten through adult career and lifespan development; increased knowledge and skills with print and computer based career counseling materials; and increased awareness of one's own personal needs, values, aptitudes, abilities, and interests as they affect vocational choices.

### 512 Theory and Practice of Group Counseling (4)

Fall, Spring

This didactic and experiential course provides students with an introduction to the concepts and practices of group counseling, supplemented by lectures and readings. The dynamics and procedures involved in working with groups will be examined with students functioning as both group participants as well as group leaders. The course also examines stages of group formation, confidentiality and trust issues, co-counseling in groups, group dynamics and structure, and basic group counseling skills. Practical approaches to group counseling include psycho-educational groups, interpersonal problem-solving groups, and task/work groups, among others. Prerequisite: COUN510A or consent of instructor.

### 513 Research and Evaluation in Counseling (4)

Fall, Spring

A survey of the principles of research design as applied to community and school-related issues and settings, with emphasis on evaluation of human service programs. Students will also develop and complete a written mental health or school guidance grant proposal under faculty supervision. Prerequisite: demonstrated competence in basic statistical analysis (i.e., an approved course within the last five years); 525 highly recommended.

### 514AB Supervised Internship (4, 4) / Fall, Spring

This seminar provides a group discussion and supervision format in conjunction with the field internship, which may be in school settings (PPS students) or in community counseling settings (MFT students). The class meetings are designed to supplement the individual supervision received by internship supervisors, and the goal of the seminar is to help students develop a model of professional functioning through the integration of theory, pragmatic strategies, and personal development. Integral to this experience is the exchange of feedback and support among seminar participants. Cr/NC only. Prerequisites (Community Counseling/MFT): 510A/B, 501, and additional courses. Prerequisites (School Counseling/PPS): 510A/B, 520A/B, additional courses (501, 511, 521, 523) highly recommended.

### 520A Seminar: Role of the Elementary School Counselor (3) / Fall

This course examines the expanding role of the elementary school counselor as required to meet the needs of today's children. Students learn how to create a developmental school counseling program that is an integral part of the entire educational program in the school. Developmentally appropriate classroom guidance activities, consultation with teachers and parents, conducting small group activities, and helping children meet normal developmental problems and tasks of childhood are stressed. The course includes an experiential component.

### 520B Seminar: Role of the Secondary School Counselor (3) / Fall

A course designed to increase the knowledge and skills related to the changing role of secondary school counselors. Assisting adolescents in coping with developmental issues (e.g., family relationships, peer pressure, stress, sexual maturation, and academic/vocational achievement) through school programs in individual and group counseling, classroom guidance, in-service workshops, peer facilitation and parent education. Students are expected to observe practicing school counselors and demonstrate appropriate use of computer technology.

### 521 Pupil Personnel Services — Concepts and Organization (4) / Spring

A seminar in organizing, supervising, and administering comprehensive service Pupil Personnel Programs in elementary and secondary schools; legal and financial aspects, as well as laws affecting children and child welfare are covered. Students learn how to create a developmental school counseling program that is an integral part of the entire educational program in the school. Prerequisites: COUN 520A, and 520B, or documented consent of instructor.

### 522 Counseling Students with Special Needs (3) / Spring

An overview of the principles and practices of providing counseling services to K-12 students with special needs, including school procedures specific to addressing the social, emotional and behavioral areas that interfere with classroom learning for students with special needs. Content areas include: IDEA; Title 5: counseling services for children with disabilities; GATE (Gifted and Talented Education); At-Risk Student; IEP's (Individualized Educational Plan) and Student/Child Study Teams.

### 523 Working with Families in a School Setting (4) / Spring

This course has as its focus a study of family systems and how they impact and interact with all the systems that involve the child. Basic to this is the study of the student's own family of origin and its impact on the student. The primary emphasis in working with families will be the use of solution-focused counseling. Each student is required to lead or co-lead a parent education group in a school setting during the last half of the course. Prerequisite: COUN 510A or consent of instructor is required.

### 525 Psychological and Educational Assessment (2) / Fall, Spring

Investigation of the nature and rationale of psychological measurement, both individual and group, with emphasis on its utility in community and/or school settings. Attention is given to both limitations and justification in the measurement of human characteristics. Class fee required at time of registration.

### 535 Developmental and Clinical Issues with Children and Adolescents (4) / Fall, Spring

A course offering a developmental psychology perspective on the counseling interventions appropriately undertaken with children and adolescents. Course objectives include: (1) providing students with an introduction to basic intervention strategies for counseling children and adolescents; (2) familiarizing students with special topics, e.g., impact of divorce on children, child abuse, effects of domestic violence; and (3) consideration of developmental contexts in working with children and adolescents. Prerequisite: COUN 501 or consent of instructor.

### 540 Marriage and Family Counseling (4) / Fall

This course offers a foundation for understanding couple and family relationships by providing an overview of historical and contemporary models of theoretical conceptualization, assessment and intervention, including ways to work with families reflecting diversity. Attention is devoted to important legal and ethical considerations unique to working with families and couples; assessment tools, crisis intervention (including domestic violence), and treatment planning. Prerequisites: COUN 510A or consent of instructor.

### 545 Law and Ethics for the Counselor (3) / Fall

A course designed to clarify the legal and ethical responsibilities of the community counselor. Legal standards related to counseling practice will be surveyed, including issues related to dissolution; child care, custody, and abuse; confidentiality; involuntary hospitalization; mandatory reporting requirements; detection, assessment, and treatment of domestic violence; and other issues related to the relationship between law and counseling.

### 570 Cross-Cultural Awareness in Counseling (3) / Fall, Spring

This course is designed to provide students with an understanding of how ethnicity, culture, sexual orientation, and gender can affect counseling processes. Students will identify their own unique ethnic and cultural world view and see how it affects their counseling approaches in both community and school counseling settings. Students will also become knowledgeable about various ethnic groups in the United States and how majority culture influences their daily lives and their responses to counseling. The seminar will address cross-cultural aspects of counseling children, youth, and adults.

### 580 Seminar: Relationship and Sexuality Counseling (4) / Spring

An overview of the key theories and intervention approaches applicable in couples counseling. Key topics in human sexuality and sex counseling are examined and integrated relative to psychodynamic systems and cognitive/behavioral approaches to relationship counseling. Specific topics such as history of child abuse and spousal/partner abuse will be reviewed to analyze their impact on sexuality, couples counseling assessment, and treatment. Prerequisites: COUN 510A, 540 recommended, or consent of instructor.

### 581 Introduction to Chemical Dependency (1)

Fall, Spring

A survey course designed to provide a broad conceptual base regarding the major dimensions of dependence upon drugs/alcohol. Emphasis is on practical issues from the standpoint of the family and the community. The course explores historical and current modes of treatment, intervention, and prevention of alcoholism and alcohol-related problems. Students are expected to have a basic understanding of psychopathology and family systems prior to enrollment. This course is designed to provide specific instruction in alcoholism and other chemical substance dependency, and is designed to meet the requirements issued by the Board of Behavioral Sciences, State of California.

### 582 Psychopharmacology for Counselors (2) / Spring

Introduction to principles of psychopharmacology and to the community counselor's role in the effective and ethical use of psychiatric medications with therapy clients (i.e. referral, consultation, monitoring, etc.). Content includes basic psychopharmacological principles, physiological actions, and therapeutic and adverse effects of major psychiatric drugs. Attention is given to the historical and sociopolitical contextual issues surrounding the use of psychiatric medication.

### 595 Special Studies (1-4)

#### 596 Supervised Field Experience (1-4)

Counseling experience supervised by Counseling Department faculty. Experience can be gained both at the on-campus Community Counseling Clinic or in outreach programs in the community. Cr/NC Only. Prerequisite: consent of instructor; for School Counseling students: permission of school counseling faculty.

# Creative Writing

## Programs offered

### Bachelor of Arts in English

Creative Writing concentration

### Master of Arts in English

Creative Thesis option

## English Department Office

Nichols Hall 362  
707 664-2140

Creative writing is offered in the English Department. An M.A. in English with a creative thesis option is also offered.

The B.A. degree is a 42-unit program, and the M.A. degree is a 30-unit program. Sequences of courses are available in fiction writing, poetry writing, script writing, and non-fiction writing. Creative writing faculty include poet Gillian Conoley, winner of The Pushcart Prize for poetry and a nominee for the National Book Critics' Circle Award, and author of *Lovers in the Used World*, *Beckon*, *Tall Stranger*, and *Some Gangster Pain*; fiction writer Sherril Jaffe, author of eight books of fiction and non-fiction, including *Scars Make Your Body More Interesting* and the best seller, *One God Clapping*; long-time contributor to *The New Yorker* Noelle Oxenhandler, author of the *Eros of Parenthood*; prize-winning fiction writer and playwright William Babula, author of *St. John's Baptism*, *According to St. John*, *St. John and the Seven Veils*, *St. John's Bestiary* and *St. John's Bread* in the Jeremiah St. John detective series; poet and fiction writer Elizabeth Carothers Herron, author of *Desire Being Full of Distances*, *While the Distance Widens* and *The Stones*, *The Dark Earth*.

Through the Newkirk Reading Series Foundation, internationally and nationally prominent writers, publishers, and agents are invited each year to read and conduct seminars and workshops for students in the program. Visitors to the campus and the program have included

Quentin Bell, David Halberstam, Ishmael Reed, Jessica Mitford, Allen Ginsberg, Lawrence Ferlinghetti, Charles Bernstein, Lyn Hejinian, Steve McCaffery, Tom Wolfe, Irving Stone, Czeslaw Milosz, Edward Albee, Kurt Vonnegut, Jr., Stephen Spender, Michael Palmer, Donald Revell, Jane Miller, Yusef Komunyakaa, Carol Snow, Laura Mullen, Jane Hirschfield, Paul Hoover, James Ellroy, and Wanda Coleman.

The well-regarded student literary magazine *ZAUM* is published through the Small Press Editing course offered by the English Department every semester. Students can learn every aspect of literary editing and publishing, including layout, design, and copyediting through this course.

*VOLT* is the national award-winning magazine that publishes nationally and internationally known authors. Winner of three Pushcart prizes and numerous grants, *VOLT* is committed to innovative writing. Students can work on the magazine by arrangement with instructor and through the Small Press Editing course.

The SSU creative writing program is a member of the Associated Writing Programs.

For program details, please refer to the English Department section in this catalog.

# Criminal Justice Administration

## Programs offered

**Bachelor of Arts in Criminal Justice Administration  
Minor in Criminal Justice Administration**

**Department Office**  
Stevenson Hall 2084C  
707 664-2934  
[www.sonoma.edu/cja](http://www.sonoma.edu/cja)

## Department Chair

Patrick G. Jackson

## Administrative Coordinator

Beverly Krystosek

## Faculty

Barbara Bloom, Diana Grant, Patrick G. Jackson, Robert Van Sickle

The criminal justice administration major offers a liberal arts curriculum concerned with the changing nature and content of law, the shifting public expectations of criminal justice agencies, and the reactions of those agencies to social perceptions and political pressures.

The student is offered an interdisciplinary academic approach to the understanding of the mechanisms of social control, resolutions of criminal justice problems, and a knowledge of accepted procedures and alternatives. This general but all-important background serves as a base for the areas of emphasis that are of interest to the individual student. Fields of concentration — such as adult and juvenile probation, law enforcement, judicial administration, public advocacy, prevention and diversion, and correctional services — are studied in detail from several perspectives. Criminal justice administration majors are prepared to pursue graduate education in justice studies and the law, as well as other graduate fields.

## Bachelor of Arts in Criminal Justice Administration

Degree Requirements	units
General education .....	51
Major core requirements .....	36
Electives (chosen under advisement) .....	24
Free electives .....	9
<b>Total units needed for graduation .....</b>	<b>120</b>

Please note that transferable units from other institutions may be applied to the category "electives chosen under advisement." The course work taken at this university to complete the major requirements must be selected in consultation with a department advisor.

Courses in Spanish and computer and information sciences are highly recommended as supporting subjects.

Students must consult with a faculty advisor before beginning core courses.

## Major Core Requirements

CJA 201 (3) and 201C (1) Criminal Justice and Public Policy .....	4
CJA 220 Criminology or	
CJA 420 Seminar in Criminology .....	4
CJA 330 Government and the Rule of Law .....	4
CJA 370 Seminar in Criminal Justice Methods .....	4
CJA 450 Punishments and Corrections .....	4
CJA 489 Civil Liberties and the Constitution .....	4
CJA 490 Senior Seminar: Criminal Justice Administration ..	4
CJA 497 Juvenile Justice .....	4
CJA 499 Internship* .....	4

**Total units in major core .....** 36

\* The internship requirement may be waived for students now or previously employed in criminal justice administration or a related area. It must be substituted with another 4 unit course.

## Sample Four-Year Program for Bachelor of Arts in Criminal Justice Administration

### Freshman Year: 32 units

Fall Semester (15 units)	Spring Semester (17 units)
ENGL 101 (3)	PHIL 101 (3)
Mathematics GE (3)	GE (3)
GE (3)	GE (3)
Electives (6)	Computer Science (3)
	SPAN 101 (4)
	SPAN 101L (1)

### Sophomore Year: 31 units

Fall Semester (15 units)	Spring Semester (16 units)
HUM 200 (3)	GE (3)
GE (3)	GE (3)
CJA 201 and CJA 201C (4)	CJA 370 (4)
SPAN 102 (4)	Elective (3)
SPAN 102L (1)	GE (3)

### Junior Year: 29 units

Fall Semester (15 units)	Spring Semester (14 units)
CJA 399 (1)	CJA 330 (4)
CJA 420 (4)	CJA 450 (4)
CJA 489 (4)	Upper-Division GE (3)
Electives (3)	Electives (3)
Upper-Division GE (3)	

### Senior Year: 28 units

Fall Semester (13 units)	Spring Semester (15 units)
CJA Upper-Div. Electives (4)	CJA 490 (4)
Upper-Division GE (3)	CJA 499 (4)
Electives (6)	CJA 497 (4)
	Electives (3)

**Total semester units: 120**

## Minor in Criminal Justice Administration

The minor consists of any 20-unit pattern of criminal justice administration courses chosen in consultation with a department advisor. A maximum of 4 units of special studies or internship credit may be applied to the minor.

## Criminal Justice Administration Courses (CJA)

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

### 201 Criminal Justice and Public Policy (3)

Fall, Spring

A systematic analysis of the effectiveness and influence of criminal justice policy and practice throughout the criminal justice system. The focus is on the development and implementation of crime control policy. Satisfies GE, category D1 (Individual and Society). CJA majors should take CJA 201C concurrently.

### 201C Colloquium: Criminal Justice and Public Policy (1)

### 220 Criminology (4) / Fall or Spring

A survey of the theoretical explanations of delinquent and criminal behavior which examines the origins of criminal law, patterns of criminal behavior systems, and the nature and extent of criminal activity.

### 330 Government and the Rule of Law (4) / Fall, Spring

Nature and development of law and legal institutions from philosophical, historical, comparative, and contemporary perspectives; interrelationships of law, morality, and custom; social control, legal change, and social change; and the legal profession.

### 340 Law Enforcement and Drug Legislation (4)

An examination of issues and problems that licit and illicit use of drugs poses to the administration of justice and corrections. It critically examines social theories and social policies in relation to drugs. Topics to be covered include: the origins of the contemporary drug crisis in the United States; the development of criminal justice policies regarding drug use; the varieties of drugs and the destructive problem created by each for law enforcement, adjudication, and corrections. Some emphasis will be placed on economics, politics, and international relations as a factor in enforcement policies.

### 365 Management in Public Agencies (4) / Spring

Central concerns are the formation and administration of the managerial policies of public agencies. Focus on such vital issues as the allocation of public resources, public accountability, and the description, analysis, solutions, and synthesis of contemporary managerial problems in criminal justice agencies. Cross-listed as POLS 430.

### 370 Seminar in Criminal Justice Methods (4)

Fall, Spring

A consideration of the methods used by criminal justice researchers in a variety of basic and applied settings. Topics include the choice of a problem, ethical issues, the logic of science, measurement, sampling procedures, surveys, coding, experimentation, observation, and summarizing findings.

### 375 Current Issues in Criminal Justice (4)

An in-depth examination of selected topics and issues in criminal justice. Specific course topic varies by semester.

### 399 Lecture Series (1) / Fall, Spring

A weekly meeting offering presentations and discussions by guest lecturers on issues of current interest and importance. May be repeated for a total of 3 units.

### 404 Introduction to Constitutional Law (4) / Spring

A survey of selected areas of constitutional law and Supreme Court decision making, considering the political and social influences as well as doctrinal forces which have produced various policies and interpretations. Cross-listed as POLS 423.

### 405 Rights of the Accused (4) / Spring

Leading constitutional cases in criminal justice, including: search and seizure, death penalty, electronic surveillance, privilege against self-incrimination, jury trial, right to counsel, and double jeopardy, will be studied in detail. California Supreme Court decisions will be introduced where appropriate.

### 407 Police and Community Relations (4)

Examines the history and role of the police in democratic society, including police discretion, police/community relations, police misconduct, and the impact of police strategies such as community-oriented and problem-oriented policing.

### 420 Seminar in Criminology (4) / Spring

An in-depth analysis of theories of criminal behavior; psychological, sociological, biological factors; professional criminals, white collar crimes, and other selected examples of deviant behavior and their relationship to agencies of social control. CJA 220 strongly recommended.

### 441 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.

### 450 Punishments and Corrections (4) / Fall, Spring

A consideration of the problems created by pressures to punish and control criminals, the politics of control strategies, the use and misuse of probation and parole, the concept of corrections, and alternatives to incarceration.

**489 Civil Liberties and the Constitution (4)** / Fall, Spring  
An examination of fundamental principles of constitutional law that govern and constrain the powers and operations of criminal justice agencies and their personnel. The rights and immunities guaranteed by the Constitution in general, and the civil liberties, rights, and freedoms protected by the Bill of Rights will be covered. Rights of the accused will also be considered. Crosslisted as POLS 424.

**490 Senior Seminar: Criminal Justice Administration (4)** / Fall, Spring

A comprehensive synthesis and examination of the theoretical concepts and empirical findings of other courses in the major curriculum. Areas of special interest to the instructor and the students will be closely studied. Prerequisites: senior standing and/or consent of instructor.

**494 Interdisciplinary Seminar**

An exploration of selected criminal justice topics from an interdisciplinary perspective. Themes and topics may vary. May be repeated for credit.

**495 Special Studies (1-4)**

The supervised study of a particular problem or area of interest selected by the student in consultation with a sponsoring faculty member. Regular meetings will be arranged for discussions and progress evaluations, and a term paper is required. May be repeated for credit.

**497 Juvenile Justice (4)** / Fall, Spring

An exploration of the nature and extent of juvenile delinquency, including serious or violent crime. The major theories of delinquency causation are reviewed. The course will be devoted to the juvenile justice system and how it processes youths accused of crime. The nature and function of all major segments of the juvenile justice system will be discussed, including law enforcement, juvenile court, and corrections. The legal rights of juveniles will also be reviewed. Finally, the current policy issues in juvenile justice will be explored.

**499 Internship (4)** / Fall, Spring

In consultation with the major advisor, the student selects a public, private, or community agency; gains field experience under the supervision of agency heads, and meets with the faculty advisor to discuss progress. Cr/NC only. May be repeated for a total of 8 units.

# Economics

**Programs offered**

- Bachelor of Arts in Economics**
- Minor in Economics**
- Secondary Teaching Credential Preparation**

**Department Office**

Stevenson Hall 2042  
707 664-2366  
[www.sonoma.edu/econ/](http://www.sonoma.edu/econ/)

Economics is a social science that focuses on the organization of economic systems for the production of goods and services and the distribution of wealth and income. The SSU Economics Department is committed to excellence, training students to meet the challenges of the future in a wide variety of careers.

The B.A. degree program has three basic objectives: to provide a sound grasp of the tools of economic analysis and measurement; to provide an understanding of institutional development and the interrelation of economic and social factors; and to develop the student's ability to apply systematic analysis and understanding to decision making in the private and the public sector.

Basic techniques of analysis and measurement are covered in courses in micro- and macroeconomics, economic statistics, computer analysis, and mathematical applications. Many courses deal with the structure and performance of a particular institution or policy area within the economy. Students can follow their career and intellectual interests by taking a field concentration or advisory study plan in such areas as business economics, finance, city and regional planning, computer applications, marketing, and international economics.

Department faculty work closely with students in small classes and seminars. All faculty have served as practicing economists with public agencies or private firms, and thus bring to their teaching a rich background of practical experience analyzing policy issues and problems.

The curriculum and teaching program of the department are designed for students who seek employment in the public or private sector upon graduation, and those wishing to pursue graduate studies in economics, business, public administration, law, and other fields.

Many of the department's graduates have started their careers with major financial institutions, corporate business, government, and non-profit organizations. They find definite employer preferences for well-trained economics majors as budget analysts, management trainees, marketing specialists, program planners, teachers, and a wide variety of entry-level jobs in which employers expect a person to be able to apply systematic thinking and analysis.

**Department Chair**  
Stephen Lewis

**Administrative Coordinator**  
Sheila Mackintosh-Sims

**Academic Advisor**  
Susan Miller

**Faculty**  
Carlos Benito, Steven Cuellar, Robert Eyer, \*Victor Garlin, Sue Hayes, Stephen Lewis  
\*Faculty Early Retirement Program

**Learning Objectives**

**Objectives Specific to Economics**

- Students are required to demonstrate:
1. Understanding of economic terms, concepts, and theories.
  2. Ability to compare and contrast competing views within economics.
  3. Ability to research economic issues.
  4. Ability to apply economic theories and concepts to contemporary social issues.

**General Skills**

- In the course of meeting the objectives specific to economics, students are expected to acquire and demonstrate:
1. Critical thinking abilities.
  2. Communication skills.
  3. Quantitative and information based skills.

**Relating Knowledge to Values**

- Students are expected to acquire and demonstrate:
1. An awareness of global, historical and institutional economic issues.
  2. Understanding of choices and values behind economic policy formation.

**Bachelor of Arts in Economics**

Degree Requirements	units
General education .....	51
Major requirements .....	42-44
General electives .....	25-27
<b>Total units needed for graduation .....</b>	<b>120</b>

**Prerequisites**

Majors must complete the economics math requirement (MATH 131 or 161) as a prerequisite for the upper-division core courses in the major.

### Major Core Requirements

ECON 201A Introduction to Macroeconomics .....	4
ECON 201B Introduction to Microeconomics .....	4
ECON 304 Intermediate Macroeconomic Theory .....	4
ECON 305 Intermediate Microeconomic Theory .....	4
ECON 317 Applied Statistics in Economics and Business (or MATH 165) .....	4
Two 400-level economics seminars not used in a field concentration or advisory study plan .....	8
<b>Total units in the major core .....</b>	<b>28</b>
<b>Field concentration or advisory study plan comprised of 4-5 courses (please see below) .....</b>	<b>14-16</b>
<b>Total units in the major .....</b>	<b>42-44</b>

### B.A. Field Concentrations

An economics major may select one of the following concentrations. A concentration is designated on a student's transcript and diploma. Please see an advisor for details of each of the following concentrations:

- Business Economics
- Computer Applications in Economics
- International Economics

### B.A. Advisory Study Plans

Instead of a field concentration, economics majors may focus their course work beyond the required core courses into an advisory study plan. These plans are not designated on diplomas, but completion can be certified by a letter from the department chair. Please see an advisor for details or to develop a specialized plan. The following plans are available:

Accounting	Natural Resources
City and Regional Planning	Philosophy
Economic History	Pre-Law
Environmental Studies	Public Administration
Finance	Quantitative Methods
Information Technology	Small Business
Marketing	Wine Business Economics
Mathematics	

### Sample Four-Year Program for Bachelor of Arts in Economics

#### Freshman Year: 27-29 units

Fall Semester (13-15 units)	Spring Semester (14 units)
ENGL 101 (A2) (3)	UNIV 200 (A1) (3)
MATH 131/161 (B4) (3-4)	BIOL 115/115L (B2) (4)
ECON 201A (D5) (4)	PHIL 200/101 (A3) (3)
Humanities (C) (3-4)	ECON 201B (4)

#### Sophomore Year: 27-30 units

Fall Semester (14 units)	Spring Semester (13-16 units)
HIST 251/252 (D3) (3)	HIST 201/202 (D2) (3)
ENGL/FL 214 (C2) (3)	Phys Sci course (B1) (3-5)
ECON 304 (4)	Humanities (C3/C4) (3-4)
ECON 317 (4)	ECON 305 (4)

### Junior Year: 28-32 units

Fall Semester (14-16 units)	Spring Semester (14-16 units)
Science UD (B3) (3-4)	Social Science (D1) (3-4)
POLS 200/202 (D4) (3-4)	Humanities UD (C3/C4) (3-4)
Field concentration or Advisory Study Plan (8)	Field concentration or Advisory Study Plan (8)

### Senior Year: 19-36 units

Fall Semester (10-20 units)	Spring Semester (9-16 units)
Integrated Person (E) (3-4)	Economic Seminar (0-4)
Economic Seminar(s) (4-8)	Electives (9-12)
Electives (3-8)	

**Total semester units: 120**

In order to total the 120 units necessary for graduation within four years, a student must average 15 units per semester.

### Minor in Economics

Students may qualify for a minor in economics by completing the 20-unit program listed below. The minor will be recorded upon request in the student's official records.

ECON 201A Introduction to Macroeconomics .....	4
ECON 201B Introduction to Microeconomics .....	4
ECON 304 Intermediate Macroeconomic Theory .....	4
ECON 305 Intermediate Microeconomic Theory .....	4
Electives in economics .....	4

**Total units in the minor .....** 20

### Double Majors

Students with majors in disciplines such as environmental studies and political science will find that adding an economics major provides them with a breadth of background that is viewed favorably by graduate professional programs and employers.

Students interested in a double major should consult with their Economics Department advisor.

### Graduate Work in Economics and Related Fields

Economics majors planning graduate work in economics, business, and public administration should take one or more semesters of calculus and linear algebra and ECON 408.

### Teaching Credential Preparation

For the secondary teaching credential, majors must pass the Subject Assessment Examination in the social sciences or complete an approved subject matter preparation program in social science. Economics is a required course for all California high school students. Economics majors wishing to qualify for such teaching positions should consult with the department chair and review the basic teaching credential programs offered by the Education Department.

### Economics Courses (ECON)

Classes are offered in the semesters indicated. Please see the *Schedule of Classes* for most current information and faculty assignments. Unlabeled courses are offered every other year and on request.

#### 201A Introduction to Macroeconomics (4) / Fall, Spring

An examination of the basic characteristics of the American economy and the principles that determine its performance. Emphasis is given to those factors that determine the total level of production, employment, prices, interest rates, inflation, and recession. Satisfies GE, category D5 (Contemporary International Perspectives). CAN ECON 2.

#### 201B Introduction to Microeconomics (4) / Fall, Spring

An examination of the basic principles that determine the behavior of individual consumers and firms in the United States economy as they respond to changing economic conditions. Topics include demand, supply, pricing, production, cost, competition, and industrial structure. This course may be taken before ECON 201A. CAN ECON 4.

#### 295 Community Involvement Program (1-4)

A community service course allowing students the opportunity to earn credit for volunteer activities pertaining to their academic program. Requires 30 hours of service per unit and approval by an Economics Department advisor. Cr/NC only.

#### 303 International Economics (4) / Spring

A study of issues, theories, and policies regarding international trade and finances; international movements of capital and labor, trade and development, and external debt and foreign aid. Prerequisite: ECON 201A or 201B or consent of instructor.

#### 304 Intermediate Macroeconomic Theory (4)

Fall, Spring

A study of economic theories that explain the level and fluctuation in production, employment, income, money, and prices in an economic system, with an emphasis on the macroeconomic institutional framework of the U.S. economy. Topics include: national income accounting, models of short-run equilibrium and long-run growth, macroeconomic aspects of international economics, labor markets, monetary policy, and fiscal policy. Prerequisites: ECON 201A and MATH 131 or equivalent.

#### 305 Intermediate Microeconomic Theory (4)

Fall, Spring

A study of theories that explain consumer behavior and managerial decision making in organizations and firms in the economy. Deals with theories of demand, pricing, production, cost analysis, and competition. Prerequisites: ECON 201B and MATH 131 or equivalent.

#### 317 Applied Statistics in Economics and Business (4)

Fall, Spring

Statistical methods and techniques most frequently employed in economics, business, planning, and government. Topics include: descriptive statistics, measures of central tendency and dispersion, probability theory, statistical inference, regression analysis, index numbers, time series and forecasting. Prerequisites: ECON 201A or 201B, and MATH 131 or equivalent.

#### 318 Managerial Economics (4) / Fall

Economic analysis applied to the management decisions of public or private firms. The course is oriented to case studies that illuminate the content and applicability of such basic economic concepts as marginality, opportunity costs, and market structure. Topics include: demand analysis, resource allocation, production economics and cost analysis; profitability analysis; price and nonprice competition; capital budgeting; and long-range strategy formulation. Prerequisite: ECON 201B.

#### 319 Introduction to Computer Applications and Forecasting (4) / Fall

An introduction to the use of computers as a quantitative tool for economic and financial analysis using high-level computer languages and applications packages. Topics include: modeling, simulation, forecasting, regression, and optimization. Prerequisite: ECON 201A or 201B or consent of instructor.

#### 322 Urban Economics (4) / Fall

The issues and problems facing communities and regions in their attempts to manage and control growth and enhance the quality of life. Introduction to economic theory and techniques useful for dealing with issues such as economic growth, land use, environmental preservation, transportation, and housing. Prerequisite: ECON 201A or 201B.

#### 375 Money and Banking (3) / Fall, Spring

An examination of U. S. financial institutions, including the Federal Reserve System, U.S. Treasury, and the rapidly changing domestic and international banking system. Topics will include alternative theories of monetary and fiscal policy, the determination of interest rates and the price level, and the influence of financial institutions on inflation, recession and growth. Prerequisite: ECON 201A or consent of instructor.

#### 375C Colloquium: Money and Banking (1) / Fall, Spring

Economics majors must take this concurrently with ECON 375.

#### 381 Natural Resource and Environmental Economics (4) / Spring

A study of strategies for public and private utilization of depletable and renewable natural resources, and of environmental policy issues. Topics include: agricultural sustainability, optimal resource allocation, land use, environmental externalities and pollution control, and international environmental policy development. Prerequisites: ECON 201A and 201B, or consent of instructor.

#### 388 Economics and Law of Business Regulation (4) Fall

An analysis of the regulatory environment of American business. Studies the way the legal system resolves economic conflicts among business, consumers, labor, and government. Topics include: constitutional law, administrative law, regulation of monopoly and competition, labor law, and international law. Prerequisite: ECON 201A or 201B.

Note: All 400-level seminars emphasize training in both written and oral expression. Students are required to present papers and make oral presentations.

#### 403 Seminar in International Economic Development (4) / Fall

Review of current issues and study of conceptual frameworks for thinking about economic development with a global world 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. Prerequisite: ECON 303 or 304 or consent of instructor.

#### 404 Seminar in Macroeconomic Theory (4)

A study of theories dealing with inflation, unemployment, macroeconomic policies, equilibrium and disequilibrium. Topics may include: investment, growth theory, monetary theory, international trade, aggregate demand and supply, comparative statics, post-Keynesian economics, and recent theoretical developments and policy issues. Prerequisites: ECON 304 and MATH 131 or equivalent.

#### 405 Seminar in Microeconomic Theory (4)

This course is devoted to explorations of economic theory and policy issues, and is designed to deepen the student's understanding of economic theory learned in ECON 305. Prerequisites: ECON 305 and MATH 131 or equivalent or consent of instructor.

#### 408 Seminar in Mathematical Applications in Economics (4)

Applications of mathematical techniques in economics. Construction of micro- and macroeconomic models using calculus and linear algebra. Topics include: optimization, competition, supply and demand, national income, growth theory, general equilibrium, disequilibrium and dynamics. Recommended for students considering graduate study in economics or business. Prerequisites: ECON 201A, 201B, 304 or 305, and MATH 161 or consent of instructor.

#### 411 Seminar in Public Finance (4)

Applications of economic theory to public project analysis for students seeking careers in the public sector. Topics include: resource allocation, modeling and simulation, decision theory, fiscal impact analysis, benefit/cost analysis, government investment criteria, and project evaluation. Prerequisite: ECON 304 or 305 or consent of instructor.

#### 418 Seminar in Managerial Economics (4) / Spring

An exploration of the problems facing American firms in competing in a global economy. Topics include: product markets, production efficiency, technology, competitive markets, generic industry environments, and competitive strategies. Students will write and present case studies of firms and industries. Prerequisite: ECON 305 or 318.

#### 419 Seminar in Econometrics and Forecasting (4) / Spring

The application of statistical techniques to economic analysis emphasizing computer applications. Topics include: single and multiple regression models, multiple equation simulation models, time series models and forecasting. Prerequisites: ECON 304 or 305, and ECON 317 or BUS 211, or consent of instructor.

#### 426 Seminar in the History of Economic Thought (4) / Spring

The interaction of economic thought, economic policy, and political ideology from mercantilism to the present day. The works of Smith, Malthus, Ricardo, Marx, Marshall, Keynes and the post-Keynesians are discussed in the context of the economic problems of their times. Satisfies GE, category D5 (Contemporary International Perspectives). Prerequisite: ECON 201A or 201B or consent of instructor.

#### 432 Seminar in United States Economic History (4) / Fall

Economic development of the United States since the American Revolution. Topics to be covered include: capital formation and the growth of business concentration; the distribution of national income; problems of agriculture; growth of the labor movement; patterns of inflation and depression; and the impact of international relationships on U.S. economic development. Prerequisite: ECON 201A or 201B or consent of instructor.

#### 488 Seminar in Economics and Law of Business Regulation (4)

Advanced topics in economic and legal aspects of business regulation. Prerequisites: ECON 201A and 201B.

#### 494 Special Topics in Economics (1-4)

Course of lectures on a single topic or set of related topics not ordinarily covered in the economics curriculum. May be repeated for credit with a different topic. Prerequisite: consent of the instructor.

#### 495 Special Studies (1-4)

Open to economics majors only. Prerequisite: consent of the instructor.

#### 496 Tutoring Economics (2) / Fall, Spring

Intended for advanced students working as tutors in economics courses. Cr/NC only. Prerequisite for first semester of tutorial work: concurrent enrollment in ECON 497.

#### 497 Seminar in Teaching Economics (2) / Fall, Spring

A faculty-directed seminar in teaching methods and concepts for students tutoring in economics. Cr/NC only.

#### 499 Internship (1-4)

**501 Economics of Markets and Industries (3) / Fall**  
Price theory and resource allocation as applied to the analysis of market demand behavior and firm/industry production decisions. For the purpose of market demand estimations and forecasts, the course covers basic macroeconomic concepts (GDP and price indexes, etc.). For the purpose of understanding industry performance, the course covers the basics of regulations. Students are required to work on a research project/term paper. Prerequisite: a B.A. or B.S. degree.

#### 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

## Departments and Programs

Detailed program information can be found in the departments which are listed in alphabetical order following this section.

### Curriculum Studies and Secondary Education Department

Single Subject Credential (EDSS courses)  
Integrated Programs in English, Kinesiology, Music and Mathematics  
Master of Arts in Education: Curriculum, Teaching, and Learning (EDCT courses)

### Early Childhood and Elementary Education Department

Multiple Subject Credential, CLAD and Early Childhood (EDMS courses)  
Master of Arts in Education: Early Childhood Education (EDEC courses)

### Educational Leadership and Special Education Department

Specialist Credential (Special Education), Mild/Moderate; Moderate/Severe  
Levels I and II, Intern (EDSP courses)  
Administrative Services Credentials, Levels I and II, Intern (EDEL courses)  
Master of Arts in Special Education (EDSP courses)

### Reading, Language, and Culture Department

BCLAD (Bilingual Spanish) Multiple Subject Credential (EDMS -B courses)  
Reading Certificate (EDRL courses)  
Reading Specialist Credential (EDRL courses)  
Master of Arts in Reading and Language (EDRL courses)  
Master of Arts in Educational Leadership (EDEL courses)

### Teaching Credential Subject Matter Preparation — Elementary Programs

American Multicultural Studies  
Environmental Studies  
Liberal Studies (Hutchins)  
Chicano and Latino Studies  
Ukiah Liberal Studies

### Teaching Credential Subject Matter Preparation—Secondary Programs

Art  
English  
Mathematics  
Music  
Physical Education  
Adapted Physical Education  
Science  
Spanish  
Social Sciences

Other subject areas through state approved tests.

### School Office

Stevenson Hall 3004  
707 664-3115/2132  
[www.sonoma.edu/education](http://www.sonoma.edu/education)

### Credentials Office

Stevenson Hall 3007, 707 664-2581

### Teacher Recruitment and Information Center (TRIC)

Stevenson Hall 3011  
707 664-2131

## The Undergraduate Integrated Degree and Credential Programs

The Integrated Degree and Credential Programs offer undergraduate students the opportunity to earn a four year baccalaureate degree and a teaching credential simultaneously. The Hutchins Liberal Studies/School of Education program is a blended program designed for entering freshmen. 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. These undergraduate integrated degree programs are currently available for majors in American Multicultural Studies (AMCS), Chicano and Latino Studies (CAL), and Hutchins Liberal Studies, leading to the Multiple Subject Credential. For Secondary Education, integrated programs are available for majors in English, Mathematics, Music, and Kinesiology leading to the Single Subject Credential. For more information contact the Integrated Credential Program advisor in the appropriate department and the Teacher Recruitment and Information Center in the School of Education.

### General Information

In all School of Education programs students are expected to meet and maintain high academic and performance standards, including all of the following (additional standards may be required by specific programs):

- Maintenance of a 3.0 GPA in all professional education courses
- Successful completion of required field experiences
- Successful presentation of a program portfolio prior to advancement to the final phase of the program and/or completion of the final field experience.

The CLAD Credential authorizes the teaching of students at various stages of English language development and from a variety of cultural backgrounds. The CLAD Credential programs focus on the knowledge and skills needed to work successfully with all students in California's multicultural schools. CLAD is the acronym for Crosscultural, Language, and Academic Development.

Individuals interested in teaching at the elementary school level should choose one of the following program emphases: Multiple Subject Credential CLAD, Multiple Subject Credential CLAD Early Childhood Education, or Multiple Subject Credential BCLAD. All three of these program emphases lead to a credential that authorizes the holder to teach in a self-contained classroom, kindergarten through grade 12.

The Single Subject CLAD Credential authorizes the holder to teach a particular subject in a school organized by academic disciplines, kindergarten through grade 12. Since most elementary schools are not departmentalized, this credential, in general, is appropriate for the middle school and high school teacher candidate (art, music, and physical education candidates may actually teach K-12).

The Education Specialist (special education) Credentials, Level I and Level II are offered for Mild/Moderate and Moderate/Severe disabilities, and authorize the holder to provide services in K-12 special day classes (SDC) or resource specialist program classes (RSP).

Individuals possessing a basic teaching credential may enter programs leading to specialist or service credentials. These advanced credentials authorize the holder to perform specialized roles in public schools.

M.A. in education programs are designed with both full-time and part-time students in mind. Some master's degree programs may be taken concurrently with advanced credential programs.

**Note:** Program requirements change periodically, and current information may not be available in this catalog. For more detailed information on credentials and other education programs, please see the University's special bulletins and the School of Education's current program brochures and policy statements, or visit the Education web site, [www.sonoma.edu/education](http://www.sonoma.edu/education).

## Special Resources

### Teacher Recruitment and Information Center (TRIC)

The Teacher Recruitment and Information Center is available to provide information and admissions applications for all School of Education programs.

TRIC is open daily for student drop-in or telephone requests. For advising about programs, applications, and options, consult the TRIC office in Stevenson Hall, 3011, 707 664-2131.

### Credentials Office

The Credentials Office serves as the admissions and records center for all programs offered in the School of Education and is responsible for the recommendation of teaching and service credentials. Credentials analysts and staff are available for providing application information and credential information to prospective students, continuing students, out of state teachers/administrators, university constituents, and the university service area in general.

### Career Outlook

California faces the daunting task of replacing 300,000 teachers over the next ten years. Newly credentialed teachers are generally finding jobs rather rapidly today, with equally good prospects for the future. Currently there exist shortages of credentialed teachers in mathematics, science, special education, Spanish, and bilingual education. Due to recent 9th grade class size reductions, English teachers are beginning to be in short supply. In addition, graduates of the School of Education find positions in community agencies and in the private sector.

### Project PITA Preservice Inservice Training Alliance

Project PITA Preservice Inservice Training Alliance is a comprehensive support program for new or emergency credentialed teachers and for teachers seeking CLAD or BCLAD certification.

**The Project consists of two programs:** The preservice program requires that a currently employed teacher (most likely with an emergency credential) be enrolled in a Sonoma State University teaching credential program. Project PITA Preservice Inservice Training Alliance will pay up to full tuition fees for teachers meeting this requirement. Additionally, the project will provide training for PITA Preservice Inservice Training Alliance teachers, cooperating teachers, school administrators and university supervisors. The project's goal is to ensure its participants will receive excellent training and support.

The inservice program requires that a currently employed teacher be interested in obtaining CLAD or BCLAD certification. The project offers assistance with fees for CLAD/BCLAD training, including materials and examination costs. Project PITA Preservice Inservice Training Alliance participants will have access to CLAD/BCLAD training offered by the Bilingual Teacher Training Program administered by the Sonoma County Office of Education. This is one of the most successful training programs in the state.

### PROJECT PITA PRESERVICE INSERVICE TRAINING ALLIANCE OFFERS:

- Scholarships
- Professional growth opportunities
- Funding for substitute teachers to facilitate release time for Project participants
- A community of fellow teachers, administrators and School of Education faculty
- Resources for test preparation and test taking

### Project BECA Bilingual Educator Career Advancement

Project BECA Bilingual Educator Career Advancement is an extensive support program for bilingual teacher candidates. This project has been established through a U.S. Department of Education Title VII grant in order to help meet the demand for bilingual teachers in the North Coast. Spearheaded by the School of Education at Sonoma State University and the Sonoma County Office of Education, Project BECA Bilingual Educator Career Advancement proposes to increase the quality and quantity of bilingual teachers through a comprehensive support system.

Project BECA's main objective is to increase the quality and quantity of bilingual teachers. In order to ensure the success of BCLAD teacher candidates, Project BECA Bilingual Educator Career Advancement offers academic, financial and professional support.

### BECA BILINGUAL EDUCATOR CAREER ADVANCEMENT SCHOLARS ARE ELIGIBLE TO RECEIVE:

- Foreign Transcript Evaluation
- Assistance with Course Work
- Tuition Assistance
- Stipends
- Child Care Stipends
- Test Preparation Assistance (BCLAD, CLAD, MSAT, CBEST)
- Spanish Language Development

Contact Information  
Project BECA/PITA  
Stevenson Hall 3021  
(707) 664-4428

### Basic Teaching Credential Programs

Basic teaching credentials include Multiple Subject CLAD (Cross-Cultural Language and Academic Development), BCLAD, and Early Childhood CLAD, Single Subject CLAD, and Education Specialist Level I Credentials. The basic authorization to teach in the California public schools requires all the following:

1. Possession of a bachelor's degree.
2. Verification of appropriate subject matter competency, either completion of an approved subject matter preparation program or passage of appropriate state-approved examination(s).
3. Passing scores on the California Basic Education Skills Test for Teachers (CBEST).
4. Completion of a college-level course or college-level examination that covers the U.S. Constitution. POLS 200 or 202 at SSU will meet the requirement.
5. Completion of a state-approved program of professional teacher education.
6. Filing of the application for a Certificate of Clearance, which includes fingerprinting.

Completion of the requirements listed above will allow an individual to obtain a preliminary basic teaching credential. A professional clear teaching credential will be recommended by the university upon completion of an approved fifth year of study (30 units beyond the bachelor's degree) that includes requirements in health education/drug abuse, mainstreaming, computer education, and cardiopulmonary resuscitation (CPR).

**Note:** Students should consult with the TRIC office during their first semester on campus if they plan to pursue a teaching credential. Students admitted to a credential program should contact the Credentials Office for any changes in requirements.

### California State University Requirements for Admission to Basic Teaching Credential Preparation Programs

All credential candidates must complete the following before admission to the professional preparation programs:

1. Admission to the University.
2. Grade point average of 2.75 in upper division and/or graduate coursework or a 2.67 overall grade point average.
3. Submission of scores for California Basic Educational Skills Test (CBEST).
4. Two letters of recommendation.
5. Successful completion of an admissions interview.
6. Demonstration of aptitude, personality, and character traits that satisfy the standards of the teaching profession. Assessment of these qualities will be made by the School of Education through evaluation of interviews, letters of recommendation, and candidates' professional goals statements, and spontaneous writing sample.
7. Evidence of 45 hours of experience working with school age children.

Some students may be admitted to basic teaching credential programs who have not met one or more of the above requirements when such students have compensating strengths in other required areas.

**Note:** Additional program-specific admission requirements are listed with each program description.

### Procedures for Admission to Basic Teaching Credential Preparation Programs

The Teacher Recruitment and Information Center office provides information regarding admissions requirements and dates for application to programs in the School of Education.

1. Obtain application packets and additional information from the TRIC office, Stevenson 3011, or on the website, [www.sonoma.edu/education](http://www.sonoma.edu/education).
2. Submit to the Credentials office, Stevenson 3007 a complete application packet containing the following:
  - One transcript to the School of Education in addition to the two official transcripts from each college/university attended for the Office of Admissions and Records, required for admission to the University.
  - Two letters of recommendation
  - Official CBEST results or evidence of having taken the exam
  - Professional goals statement

### Continuation in Basic Teaching Credential Preparation Programs

1. During the first semester, all candidates must:
  - a. Provide evidence from a physician of a clear chest x-ray or negative TB skin test; and
  - b. Apply for a Certificate of Clearance. Application forms are available in the Credentials Office.
2. All education students are required to meet each semester with an education advisor.
3. Students must successfully complete all requirements for each program phase—including coursework, practica, and student teaching—before entering the subsequent phase.
4. Students are expected to make continuous progress toward the credential while maintaining a grade point average of 3.00 in professional education courses after entry into the credential program. Incomplete grades (I) and grades of D or F in professional education courses must be removed and statutory requirements met prior to continuing enrollment in courses.
5. Candidates who must delay progress in the professional education program may file a written request with the program coordinator for an extended program or for a leave of absence. A student returning from a program delay will be subject to the screening requirements in effect at the time of reentry and will be accommodated as space allows. Any student on academic probation is subject to automatic disqualification as a credential candidate.

### Fifth-Year Programs

A fifth year of study is currently required to obtain a Professional Clear Teaching Credential. The fifth year is defined as 30 semester units after the bachelor's degree in an approved program of study that includes approved courses in special education, health education, computer education, and CPR. Candidates must consult with the fifth-year advisor to plan a program most suited to their prior experience and individual professional goals.

### Prerequisites for Admission to Fifth-Year Programs

All candidates must complete the following before admission to a fifth-year program:

1. Admission to the University as a graduate student; and
2. Submission to the Credentials office of two photocopies of a valid teaching credential, and two official transcripts from each college/university attended.

### Program Guidelines

1. Thirty post baccalaureate semester units are required for a Professional Clear Teaching Credential.

2. Courses to be applied to the program must receive prior written approval from the fifth-year advisor.

3. Approved special education, health education, and computer education courses must be completed for a Professional Clear Credential; these units are included in the 30 postbaccalaureate-unit program when completed after award of the bachelor's degree. The courses are:

- EDUC 430 Special Education for Teachers (4)
- NURS 473 Health Education and Drug Abuse (3)
- EDUC 484 Introduction to Multimedia and Web Authoring (3) or
- EDUC 404 Computer Uses in Education (2)

4. Certification in CPR is also required for the Professional Clear Credential. Appropriate avenues for meeting this requirement include the following:

- a. An approved health education course that includes CPR. Documentation required: copy of the course description.
- b. CPR training from the American Heart Association. Acceptable CPR training courses are Heartsaver and Healthcare Provider.
- c. CPR training from the American Red Cross. Acceptable training includes community training or adult and infant/child training. **Note:** Adult only or infant/child only is not acceptable; it must be both. Documentation required: photocopy of both sides of CPR card with valid date. CPR certificates of training must be current at the time of application and recommendation for the credential.

5. A maximum of 3 units of lower-division courses and 6 units of extension courses may be included.

6. A maximum of 9 semester units in courses taken at other institutions of higher education may be included.

7. Except for M.A. degree programs requiring a 3.00 GPA, a minimum grade point average of 2.50 must be maintained, and no grade below a C may be counted.

### Acceptable Fifth-Year Program Alternatives

These may include:

1. The professional preparation for a basic credential.
2. A master's degree program.
3. A specialist or service credential program.
4. Additional courses in the applicant's teaching major.
5. A second approved teaching major.
6. A second basic teaching credential.
7. Courses taken at approved colleges and universities that lead toward professional growth and improvement in teaching effectiveness.
8. Supplementary authorizations for subject area teaching.

For more information, please consult the fifth-year advisor at (707) 664-4203.

### Professional Growth Requirements

Teachers who need to fulfill 150 clock hours of professional growth requirements every five years in order to maintain their Professional Clear California Credential will find a variety of appropriate courses offered by the School of Education and throughout the University. Students should contact designated professional growth advisors in district and county offices of education.

## Master of Arts in Education

Director of Graduate Studies: John Kornfeld

### Description of M.A. in Education Programs

Sonoma State University's School of Education offers five advanced credential programs and five areas of concentration within the Master of Arts in Education degree. In each of these programs students critically examine educational theories and research through a variety of cultural and theoretical 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, p. 145)
- Early Childhood Education (see Department of Early Childhood and Elementary Education, p. 152)
- Educational Leadership (see Department of Educational Leadership and Special Education, p. 161)
- Reading and Language (see Department of Reading, Language, and Culture, p. 175)
- Special Education (see Department of Educational Leadership and Special Education, p. 161)

Throughout their years in an M.A. program, students are required each semester to meet with the graduate advisor in their area of concentration to plan collaboratively their progress in the M.A. program. Students may also confer with other graduate program faculty and the Director of Graduate Studies for advising and guidance in their coursework and professional development. Students must maintain a 3.00 grade point average in all coursework in the approved M.A. program as well as all coursework taken subsequent to admission in conditionally classified standing.

### Prerequisites for the M.A. in Education Program

1. A bachelor's degree from an accredited institution.
2. A cumulative upper-division and graduate grade point average of at least 3.00 and a grade point average of at least 3.00 for previous work in education.
3. A valid basic teaching credential (except in Curriculum, Teaching, and Learning and Early Childhood Education program areas)

### Procedures for Applying to the M.A. in Education Program

1. Apply to the University as a graduate student.
2. Apply to the School of Education.
3. Submit the following:
  - a. A professional goals statement.
  - b. One set of official transcripts.
  - c. One photocopy of a valid basic teaching credential (except in CTL and ECE Programs).
  - d. Two letters of reference attesting to academic potential and professional promise (except where otherwise noted).

### Pathways to Program Completion

The M.A. program of study requires 30-36 semester units of coursework, depending on the M.A. in Education pathway a student selects. There are three pathways to program completion, including the thesis/project, cognate, and individualized examination. We encourage students to become knowledgeable about each of the pathways in order to pursue a program of study that meets their professional goals within their preferred style of learning.

In all three pathways, graduate students take 18 units in the program area of concentration and at least 6 units (EDUC 570 and 571) of M.A. core courses. All M.A. students work with a three-member committee, and most closely with the committee chair, to complete a culminating activity which is presented to the committee in a public forum. In addition to these points in common, there are distinct differences among the three pathways to program completion, as described below.

### Thesis/Project

The thesis/project pathway is a 30-unit course of study, including 18 units in the students' program area of concentration and 12 units of core courses (EDUC 570, 571, 598, and 599). In order to prepare for the thesis/project, students must take Education 598 (*Developing a Thesis/Project*) and 599 (*Supervised Study for the Thesis/Project*) as their final two courses in the M.A. program.

The thesis is a written product of a systematic study of a significant problem in education. The project is a written document describing a significant undertaking appropriate to education. The thesis/project option requires an extensive write-up, including an in-depth literature review. Students must also present their thesis/project to their three-member committee in a public forum. Examples of a thesis investigation include process/product research, correlational study, action research, ethnographic study, historical study, or theoretical study. Examples of a project include curriculum design, professional development for educators, program design, performance piece, or creative project.

### Cognate

The cognate pathway is a 36-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 572), and a 9-unit cognate course of study. The cognate course of study is a group of courses which students choose in consultation with a faculty advisor and/or committee chair, and that allows students to examine areas of interest related to their M.A. concentration. In order to work with their three-member committee on the cognate project, students must take Education 572 (*Supervised Study for the Cognate Project*) as their final course in the M.A. program.

The cognate project (e.g., portfolio, professional article, video, web site, field-based product) is a significant undertaking through which students connect their cognate course of study with the M.A. core courses, program concentration, and/or work in the field. The project may address, for example, implications of the cognate course of study for the classroom, reflections on new teaching practices, response to scholarly research, or educational theory. A written reflection must be included in the project. Students must present the completed project to their three-member committee in a public forum.

### Individualized Examination

The individualized examination pathway is a 33-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 573), and 6 units of elective courses. For the electives, students, in consultation with their faculty advisor and/or committee chair, choose courses which allow them to examine areas of interest related to the M.A. concentration and to focus on the examination area(s) of study that they have chosen. In order to work with their three-member committee as they prepare for the examination, students must take Education 573 (*Supervised Study for the Individualized Examination*) as their final course in the M.A. program.

The individualized examination addresses areas of study identified by the student in consultation with the student's examination committee. The exam is written by the student's committee (a chair plus two other members) and consists of four questions related to the student's area(s) of study, including one question submitted in advance to the committee by the student. When the student is ready to take the examination, he/she receives the questions from the chair and has 72 hours to complete the written examination and to return it to the chair. Within two weeks of completing the examination, the student must meet with the committee for an oral examination in which the committee asks follow-up questions for clarification and elaboration.

### The Program Portfolio

In order to advance to candidacy, all students must complete a program portfolio and present it to their committee. In most cases, this presentation occurs at the same meeting where the student presents a proposal for the culminating activity. The program portfolio contains artifacts (papers, projects, etc.) produced by the student throughout the M.A. program which demonstrate the student's proficiency and growth in the areas listed below. The portfolio should be reflective in nature and should show personal, professional, and intellectual growth. It should also demonstrate how the student's M.A. program has prepared the student to undertake the culminating activity (thesis/project, cognate project, or individual examination).

In the program portfolio, students are expected to demonstrate:

- Personal, intellectual, and professional growth over the course of the M.A. program
- Written language proficiency
- Breadth and depth of knowledge in educational research
- Breadth and depth of knowledge in the program area of concentration
- Evidence of planning toward the completion of the culminating activity (thesis/project, cognate project, or individualized examination)

### Requirements for Advancement to Candidacy

1. Completion of M.A. core courses EDUC 570 and 571, and of M.A. area of concentration courses
2. Presentation and approval of program portfolio
3. Presentation of culminating activity proposal
4. Filing of Advancement to Candidacy form with School of Education Director of Graduate Studies



## Requirements for the M.A. Degree in Education

M.A. students must complete all requirements as established by the School of Education, the SSU Graduate Studies Council and the University, to include:

1. Completion of an approved program consisting of a minimum of 30 units of upper-division and 500-level courses, as follows:
  - a. a maximum of 12 units of upper division courses 500-level
  - b. not more than 9 semester units of transfer and/or extension credit
  - c. filing of an Advancement to Candidacy form that verifies approval of the program portfolio, verifies writing proficiency, and describes the culminating project.
2. Completion and final approval of culminating activity (thesis/project, cognate project, or individualized examination).

All requirements listed above must be completed within seven years (14 semesters) of the initiation of graduate study.

### M.A. Core Courses

Two core courses are required for all M.A. in Education program areas of concentration:

- EDUC 570 The Reflective Educator (3)  
EDUC 571 Research Paradigms in Education (3)

For students pursuing the thesis/project pathway, two other core courses are required:

- EDUC 598 Developing a Thesis/Project (3) and  
EDUC 599 Supervised Study for Thesis/Project (3)

For students pursuing the cognate pathway, one other core course is required:

- EDUC 572 Supervised Study for the Cognate Project (3)

For students pursuing the individualized exam pathway, one other core course is required:

- EDUC 573 Supervised Study for the Individualized Examination (3)

None of the M.A. core courses may be taken through Extended Education.

### National Board Certification

Sonoma State University's School of Education offers three courses which provide preparation and support for National Board certification candidates, helping them to develop the technical, analytical, research, and writing skills necessary for successfully obtaining certification.

- EDUC 574 Introduction to Classroom Research and National Board Certification (3) ..... Summer  
EDUC 575 Seminar in Action Research (3) ..... Fall  
EDUC 576 Research, Reflection, and Professional Practice (3) ..... Spring

Teachers who are interested only in National Board certification may enroll just in EDUC 574, 575, and 576. However, those interested in also pursuing a Master of Arts degree in Education may take these courses as part of their M.A. program. The M.A. programs are flexible, so that a student may begin either an M.A. program or National Board preparation, then choose to add the other option.

## Combined Master of Arts and National Board Preparation

- M.A. Core courses (570, 571, 572) ..... 9
- Program concentration ..... 18
- NB Preparation cognate (574, 575, 576) ..... 9
- Cognate Project: National Board Certification portfolio and reflection
- Total units: ..... 36**

## Crosscultural Language and Academic Development Certificate Program (GRAD CLAD)

The Grad CLAD authorization program meets requirements of the California Commission on Teacher Credentialing. All 12 units may be applied to an M.A. in Education with an emphasis in either early childhood education or reading and language (each comprising 30 units). The courses approved are:

- EDUC 521 Language Development in First and Second Languages (3)  
EDUC 530 Teaching to Diversity (3)

And a choice between the following two courses:

- EDUC 522 Curriculum and Assessment for First and Second Language Learners (3)  
(for elementary or secondary teachers) or  
EDUC 534 First and Second Language Curriculum in Preschool and Primary (3)  
(for teachers who specialize in the early ages, 4-8 years old)

And a choice between the following two courses:

- EDUC 529 Evaluation and Assessment in Reading and Language Programs (3)  
(for elementary or secondary teachers) or  
EDUC 537 Authentic Assessment in Preschool and Primary Programs (3)  
(for teachers who specialize in the early ages, 4-8 years old)

In addition to these 12 units, students must provide evidence that they have experience learning a language other than English. The most common way to meet this requirement is to provide evidence of having taken six units of foreign language at the university level. There are many other ways to meet this requirement; check with the Graduate Studies Coordinator or the Credentials Office for more information.

Candidates for the Grad CLAD must be accepted to the University. In addition, applicants must submit the following to the School of Education:

1. Two official transcripts. Grade point average requirements: cumulative upper division/graduate, 3.00; Education, 3.00.
2. Two letters of reference.
3. A copy of their valid California teaching credential.

## Undergraduate (EDUC) Courses

### 150 Prospective Teachers (3)

Focuses on realities of the classroom from the teacher's point of view. Includes child development, teachers' roles and responsibilities, and the culture of schools in a changing society. Includes an apprenticeship with a teacher. Grade only. Prerequisite: consent of instructor.

### 238 Introduction to Children's School (1)

Spring

An introduction to the theory and practice of early childhood education at the campus child care center. Emphasis is on developmentally appropriate practice as expressed through curriculum and guidance techniques. One hour lecture and two hours of observation/participation in the Children's School are required for seven weeks.

### 239 Parent Education Class (2)

Spring

The Parent Education Class facilitates value clarification and the objective study of parent/child behavior. Topics include the developmental stages of children, parental expectations and styles, and different techniques for guiding children's behavior.

### 250 Teaching in a Changing World (3) / Fall, Spring

This course is designed to provide an introduction to the classroom from teachers' points of view. Areas of content include child and adolescent development, teachers' roles and responsibilities, the culture of schools in a changing society, as well as an apprenticeship with a practicing teacher. Particular emphasis will be on teacher decision making. Institutional changes that could improve teacher and student performance will also be explored. Each student will spend 30 hours observing and participating in an assigned public school classroom. Grade only. Prerequisite: consent of instructor.

### 291 Training Seminar for Tutors (2)

Fall, Spring

Open to students who are tutoring on campus or in the community, or who are interested in tutoring privately. Course is nationally certified by the College Reading and Learning Association, National Association for Developmental Educators and American College Personnel Association. Focus is on the profiles of the various tutees and tutors and how their individual and mutual relationships are affected: learning styles and strategies, self-esteem, codependency, assertiveness, perceived locus of control, communication, stress/anxiety, use/misuse of tutoring strategies, diversity, social/family and educational systems. A wide variety of techniques and skills are used and developed by class participants to empower their tutees and to enhance their own effectiveness as a tutor/human being. Cr/NC only. Certificate received upon successful completion of training.

### 295 Community Involvement Program (1-4)

Fall, Spring

CIP involves students in the community, performing such tasks as tutoring, coaching and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. Cr/NC only.

### 328 Teaching to Instructional Objectives (2)

Guidance in lesson preparation, with emphasis on direct delivery, self-evaluation and analysis of presentations. Grade only. Prerequisites: functional Spanish language skills and participation in the mini-corps program, or consent of instructor.

### 329 The Migrant Experience (2) / Fall

An examination of the migrant plight in our society and educational system through study of the literature and by a direct, active contact with the migrant community. Grade only. Prerequisites: functional Spanish language skills and participation in the mini-corps program, or consent of instructor.

### 331 Practicum in Child Study (3) / Fall, Spring

An intensive study of the development and learning of young children through observation and participation in exemplary programs. May be applied toward a Child Development Permit. Satisfies field experience prerequisite for admission to Multiple Subject CLAD with Emphasis in Early Childhood Education Credential program. Grade only.

### 395 Community Involvement Program (1-4)

Fall, Spring

CIP involves students in the community, performing such tasks as tutoring, coaching and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree. Cr/NC only.

### 404 Computer Uses in Education (2) / Fall, Spring

Survey and practice of computer applications to enhance student learning. Review of current and projected uses of computers and affiliated technologies in education, through an introduction to current research, professional organizations, and a variety of instructional software and hardware. Grade only.

### 417 School and Society (3) / Fall, Spring

A critical examination of current issues in today's schools and future directions in education through the perspectives of history, philosophy, sociology, anthropology, and the politics of education. Content includes: trends, movements and issues of the development of our present-day school systems and current educational practice; development of an individual philosophy of education through examination and evaluation of educational philosophies from early Greek through modern/post-modern thought; analysis of American society and its effect on the functioning of schools; the role of explicit and implicit cultural assumptions in educational contexts; and the influence of federal, state and local governing agencies, the knowledge industry and special-interest groups on education. Grade only. Satisfies GE, category D1 (Individual and Society).

### 418 Learning and Development in Adolescents (3)

Fall, Spring

Examination of theories of learning and teaching, social, physical, emotional, and cognitive development, with emphasis on adolescents. Includes the psychological foundations and research-based knowledge about effective secondary/middle school teaching in the areas of planning, implementing and evaluating instruction, motivation, self-esteem, classroom climate, and psychological perspectives on issues of diversity. Grade only.

#### 484 Introduction to Multimedia and Web Authoring (3)

Students learn to use technology to improve teaching and learning in any setting or organization where education and communication are critical. Multimedia authoring and web design using graphics, text, and sound to convey information and ideas is an integral part of the class. These technology tools include HyperStudio, PhotoShop, Netscape, Claris Home Page, HTML, Macintosh computers and scanners. Teaching and learning projects that are innovative and consistent with exemplary instruction practices form the core activities of the class. These projects focus on the development of learning and information modules created with HyperStudio and the design of educational websites. Grade only. Prerequisite: permission of the instructor.

### M.A. Course Descriptions (EDUC courses)

#### 570 The Reflective Educator (3)

The focus of this course is on philosophical, historical, social, and psychological perspectives in education. Students will examine these perspectives while being encouraged to examine and reflect upon their own professional practices in education. Grade only. Prerequisite: admission to M.A. in Education program.

#### 571 Research Paradigms in Education (3)

This course focuses on students as critical consumers of research and includes among its goals the development of skills in the analysis and critique of educational research. The course addresses research and field needs of practicing educators as opposed to the needs of professional researchers, and serves to acquaint students with basic principles and techniques of educational research. It also provides students with an opportunity to integrate knowledge of these principles through analyses of action research projects that may serve as the foundation for the M.A. in Education culminating activity. Grade only.

#### 572 Supervised Study for the Cognate Project (3)

This supervised independent study provides students with guidance in the completion of their cognate project. Under the direction of the committee chair, and in consultation with all committee members, students will complete (1) a project that synthesizes their cognate coursework and connects it to their M.A. Program concentration, and (2) a scholarly reflection which accompanies the project. Following completion of the project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: advancement to candidacy.

#### 573 Supervised Study for the Individualized Examination (3)

This supervised independent study provides students with guidance in preparing for the individualized examination. Under the direction of the committee chair, and in consultation with all committee members, each student will determine the areas of study to be addressed in the examination, choose relevant readings, and conduct a concentrated study of those areas to prepare for the exam. Following completion of the written exam, students will take an oral exam in which committee members ask follow-up questions to the written responses. Cr/NC. Prerequisite: advancement to candidacy.

#### 574 Introduction to Classroom Research and National Board Certification (3)

This is an introductory course that supports teachers preparing for the National Board for Professional Teaching Standards certification. National Board (NB) certification is available for general and special education teachers of students from preschool through grade 12 in a variety of areas. The purpose of this course is to provide an overview of the NB certification process and to begin exploring strategies for action research, self-assessment, and reflection on teaching practice. Specifically, students become familiar with the National Board's five core propositions, certificate area standards, and assessment measures and procedures required for certification. In addition, students will learn about the application process and potential sources of funding. Students examine exemplary teaching practices and engage in descriptive, analytical, and reflective writing activities. The units from this course can be applied to an M.A. degree in Education at Sonoma State University.

#### 575 Seminar in Action Research (3)

This is the second of three courses that support teachers working toward National Board certification. It is also intended for any student interested in conducting action research in schools and classrooms. Students explore various research methodologies and engage in data collection through observation, videotaping, and examination of artifacts. Using their own classrooms as sites for ongoing action research, students analyze data and share findings through descriptive, analytical, and reflective writing. The units from this course can be applied to an M.A. degree in Education at Sonoma State University.

#### 576 Research, Reflection, and Professional Practice (3)

This course is designed for teachers to enhance their professional practice through research and reflection. Working collaboratively, teachers complete their portfolios required for National Board certification. In preparation for Assessment Center exercises, teachers engage in extensive review of current and historical perspectives on teaching and learning in their certificate areas. The units from this course can be applied to an M.A. degree in Education at Sonoma State University.

#### 598 Developing a Thesis/Project (3)

This course develops students' abilities to carry out a thesis or project and provides basic information for planning and implementing the thesis/project proposal. The main goal is to provide students with knowledge to begin their thesis/project. Grade only. Prerequisite/corequisite: completion of all M.A. coursework (except EDUC 599).

#### 599 Supervised Study for the Thesis/Project (3)

This supervised independent study provides students with guidance in the completion of their thesis/project. Under the direction of the committee chair, and in consultation with all committee members, students will complete the thesis or project that was developed in EDUC 598 (Developing a Thesis/Project). Following completion of the thesis/project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: advancement to candidacy.

# Curriculum Studies and Secondary Education

#### Department Office

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#### Administrative Coordinator

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Rick Marks, Martha Rapp Ruddell

The Department of Curriculum Studies and Secondary Education (CSSE) is dedicated to the advancement of excellence in education. CSSE offers an exemplary Single Subject CLAD teacher education preparation program based on sound educational practice, extensive research knowledge, and sensitivity to the needs of diverse populations. Our faculty is comprised of internationally recognized scholars from a wide variety of subject area disciplines who study and produce current research in teacher education and curriculum studies, and who are familiar with the best practices of teachers. CSSE has partnerships with many local middle and high schools that provide many opportunities for students to be part of a high quality teaching and learning community.

While most of the programs in CSSE are designed for positions in public schools, students can also receive preparation in our Master of Arts in Curriculum Teaching and Learning, applicable to a wide variety of non-teaching positions in education, government, and the corporate sector. The Master of Arts in Curriculum Teaching and Learning allows students to design their own program of study (area of emphasis), or select an area of emphasis in Educational Technology, specifically designed for students interested in technology applications in the public or private sector.

**Note:** Program requirements change periodically, and current information may not be available in this catalog. For more detailed information on credentials and other education programs, please see the University's special bulletins and the School of Education's current program brochures and policy statements, or visit the education web site, [www.sonoma.edu/education](http://www.sonoma.edu/education).

#### Special Resources

##### Teacher Recruitment and Information Center (TRIC)

The Teacher Recruitment and Information Center is available to provide information and admissions applications for all School of Education programs. TRIC is open daily for student drop-in or telephone requests. For advising about programs, applications, and options, consult the TRIC office in Stevenson Hall, 3011, 707 664-2131.

#### Credentials Office

The Credentials Office serves as the admissions and records center for all programs offered in the School of Education and is responsible for the recommendation of teaching and service credentials. Credentials analysts and staff are available for providing application information and credential information to prospective students, continuing students, out of state teachers/administrators, University constituents and the University service area in general.

#### Career Outlook

California faces the daunting task of replacing 300,000 teachers over the next ten years. Newly credentialed teachers are generally finding jobs rather rapidly today, with equally good prospects for the future. Currently there exist shortages of credentialed teachers in mathematics, science, special education, Spanish, and bilingual education. Due to recent 9th grade class size reductions, English teachers are beginning to be in short supply. In addition, graduates of the School of Education find positions in community agencies and in the private sector.

## Programs Offered in the Department of Curriculum Studies and Secondary Education

### I. Single Subject (secondary schools) CLAD Teaching Credential

The CLAD (Crosscultural and Language and Academic Development) Credential authorizes the teaching of students at various stages of English language development and from a variety of cultural backgrounds. The CLAD Credential programs focus on the knowledge and skills needed to work successfully with all students in California's multicultural schools.

The Single Subject CLAD Credential authorizes the holder to teach a particular subject in a school organized by academic disciplines, kindergarten through grade 12. Since most elementary schools are not departmentalized, this credential, in general, is appropriate for the middle school and high school teacher candidate (art, music, and physical education candidates may actually teach K-12). The program aims toward two primary goals: (1) to develop the skills and knowledge needed to be an effective beginning teacher, and (2) to begin to establish the professional understandings and attitudes useful for supporting growth and development throughout a teaching career.

Coursework combined with the field experience in the program will make candidates:

1. Competent in basic classroom skills;
2. Knowledgeable and enthusiastic about students, learning, and teaching;
3. Sensitive to cultural, linguistic, and learning diversity, and informed about multiple cultures; and
4. Prepared to continue their development as a professional educator.

After completion of the Single Subject CLAD Credential Program candidates will be recommended for the California Single Subject Teaching Credential in a subject area. This credential certifies the holder to teach classes in a subject in California public schools. Depending upon undergraduate or graduate standing and on the elective courses taken, the credential will be either the Preliminary or the Professional Clear Credential. In either case, the credential will need to be renewed at the end of five years. Successful completion of the program and the second language requirement will yield a teaching credential with a CLAD authorization, preparing candidates to teach in California's culturally and linguistically diverse classrooms.

Students pursuing the Single Subject CLAD Credential may select from among the following approved subject matter preparation programs.

**Art** (see page 58)  
Art Building 128  
707 664-2151

**English** (see page 184)  
Drama / English / Journalism / Speech  
Nichols Hall 362  
707 664-2140

**Modern Languages** (see page 263)  
French / German (Test only)  
Spanish  
Stevenson Hall 3016  
707 664-2351

**Science** (see page 101, 300, 73 respectively)  
Chemistry, Physics, Biology  
Darwin Hall 121  
707 664-2189

**Mathematics** (see page 256)  
Darwin Hall 128  
707 664-2368

**Music** (see page 271)  
Ives Hall 206  
707 664-2324

**Physical Education** (please see page 242)  
PE Building 14  
707 664-2357

**Adaptive Physical Education** (see page 242)  
PE Building 14  
707 664-2357

**Social Science** (see page 332)  
Stevenson Hall 2070  
707 664-2112

Students may alternately satisfy academic requirements by passing the appropriate state approved examinations (SSAT/Praxis).

The Single Subject CLAD Credential Program is a two semester program that begins either in the fall or spring semester. Students are admitted to the program according to the subject they plan to teach (see below):

**Fall Admission**  
English  
Social Studies  
Foreign Language  
Music  
Physical Education  
Art  
Mathematics  
Science

**Spring Admission**  
English  
Social Studies

## The Single Subject CLAD Credential Program

The Single Subject CLAD Credential Program is a two semester program. Students admitted for the fall semester, who successfully complete all coursework and their final student teaching, will be eligible for the credential in June. Students admitted for the spring semester, who successfully complete all coursework and their final student teaching, will be eligible for the credential in January. Students who wish to take longer than two semesters to complete the credential program may extend their program to three or four semesters. More information regarding the extended program may be obtained from the single subject program advisor at 664-4203.

Single Subject program courses required for each phase are listed below. All prerequisites must be satisfactorily completed prior to beginning Phase I. All Phase I courses must be satisfactorily completed prior to beginning Phase II. Students must successfully present a Program Portfolio prior to advancement to student teaching (Phase II).

### Prerequisites

EDUC 417 School and Society (3)  
EDSS 418 Learning and Development in Adolescents (3)

**Total prerequisite units** ..... 6

### Program Requirements

#### Phase I

EDSS 442 Middle/Secondary Teaching in Multicultural Settings (4)  
EDSS 443A Observation and Participation in Multicultural Settings (2)  
EDSS 443B Seminar: Multicultural and CLAD Perspectives (1)  
EDSS 444 Teaching in the Content Areas (3)  
EDSS 446 Language and Literacy Across the Curriculum: Middle and Secondary Schools (4)

**Total units Phase I** ..... 14

#### Phase II

EDSS 458 Student Teaching in Multicultural Settings (12)  
EDSS 459 Seminar: Student Teaching in Multicultural Settings (3)

**Total units Phase II** ..... 15

**Total units for program (including prerequisites)** ..... 35

### Requirements for Admission to the Single Subject CLAD Program

All credential candidates must complete the following before admission to the professional preparation programs:

1. Admission to the University.
2. Grade point average of 2.75 in upper division and/or graduate coursework or a 2.67 overall grade point average.

3. Submission of scores for California Basic Educational Skills Test (CBEST).
4. Two letters of recommendation.
5. Successful completion of an admissions interview (conducted at the end of Phase I).
6. Demonstration of aptitude, personality, and character traits that satisfy the standards of the teaching profession. Assessment of these qualities will be made by the School of Education through evaluation of interviews, letters of recommendation, and candidates' professional goals statements, and spontaneous writing sample.

**Note:** Some students may be admitted to basic teaching credential programs who have not met one or more of the above requirements when such students have compensating strengths in other required areas.

### Procedures for Admission to the Single Subject CLAD Teaching Credential Program

The Teacher Recruitment and Information Center (TRIC) office provides information regarding admissions requirements and dates for application to all programs in the School of Education.

1. Obtain an application packet and additional information from the TRIC office, Stevenson 3011, or from the web site, at [www.sonoma.edu/education](http://www.sonoma.edu/education).

2. Submit to the Credentials office, Stevenson 3007, a complete application packet containing the following:

- Two official transcripts from each college/university attended (Check with the Sonoma State University Office of Admissions and Records regarding additional official transcripts required for admission to the University.)
- Two letters of recommendation
- Official CBEST results or evidence of having taken the exam
- Professional goals statement

### Continuation in Basic Teaching Credential Preparation Programs

1. During the **first semester**, all candidates must:
  - a. Provide evidence from a physician of a clear chest x-ray or negative TB skin test; and
  - b. Apply for a Certificate of Clearance. Application forms are available in the Credentials office.
2. All single subject credential candidates are required to meet each semester with an education advisor.
3. Students must successfully complete all requirements for the first semester program phase, including coursework, field experiences, and the program portfolio BEFORE entering the student teaching phase (second semester) of the program.
4. Students are expected to make continuous progress toward the credential while maintaining a grade point average of 3.00 in professional education courses after entry into the credential program. Incomplete grades (I) and grades of D or F in professional education courses must be removed and retaken to meet California statutory requirements prior to continuing enrollment in courses.
5. Candidates who must delay progress in the professional education program may file a written request with the program coordinator for an extended program or for a leave of absence. A student returning from a program delay will be subject to the screening requirements in effect at the time of reentry and will be accommodated as space allows. Any student on academic probation is subject to automatic disqualification as a credential candidate.

## Single Subject CLAD Program Portfolio

Throughout the Phase I coursework and fieldwork all credential candidates will be expected to build a program portfolio. This is an organized collection of the credential candidate's work, augmented by the candidate's synthesis and reflection. Portfolio entries include artifacts from academic courses, field experiences, and other activities related to teaching. It also includes writing about these entries, about other aspects of teaching and one's development as a teacher. Its purposes are: (1) to stimulate the candidate to distill, review, and reflect on what is learned in the coursework, as a preparation student teaching; (2) to provide a basis for developing a professional portfolio, which will be carried forward to the student teaching seminar, and ultimately used to gain employment as a credentialed teacher; and (3) to allow the Single Subject Program faculty to assess the candidate's performance in Phase I, and to determine readiness for advancement to student teaching.

### The Integrated Degree and Credential Program

The Integrated Degree and Credential Program is an opportunity to earn a four year baccalaureate degree and a teaching credential simultaneously. Students in this program must receive advising about course sequence prior to, or very early in, their freshman year; enroll in an average of 15-18 units per semester; and be willing to take courses in at least one summer session. Most majors will earn a four-year degree and a teaching credential in four years plus one additional semester. This program is currently available for first semester freshman students who are majors in English, Mathematics, or Kinesiology, and Music, pending approval, who are seeking a Single Subject CLAD Teaching Credential.

### The Basic Authorization to Teach in the California Public Schools

The basic authorization to teach in California public schools requires all of the following before receiving a Single Subject CLAD teaching credential:

1. Possession of a bachelor's degree.
2. Verification of appropriate subject matter competency, either completion of an approved subject matter preparation program or passage of appropriate state-approved examination(s).
3. Passing scores on the California Basic Education Skills Test for Teachers (CBEST).
4. Completion of a college-level course or college-level examination that covers the U.S. Constitution. (POLS 200 or 202 at SSU will meet this requirement.)
5. Completion of a state-approved program of professional teacher education.
6. Filing of the application for a Certificate of Clearance, which includes fingerprinting.

Completion of the requirements listed above will allow an individual to obtain a preliminary Single Subject CLAD teaching credential. A professional clear teaching credential will be recommended by the University upon completion of an approved fifth year of study (30 units beyond the bachelor's degree) that includes requirements in health education/drug abuse, mainstreaming, computer education, and cardiopulmonary resuscitation (CPR).

Note: Students should consult with the Teacher Recruitment and Information Center (TRIC) office during their first semester on campus if they plan to pursue a teaching credential. Contact the Credentials Office for any changes in credential requirements.

## II. Master of Arts in Education with a concentration in Curriculum Teaching and Learning

The Master of Arts in Education degree program in Curriculum Teaching and Learning offers courses of graduate study to prepare candidates for specialized teaching and for curriculum and instructional leadership responsibilities in schools. The program, a minimum of 30 units, provides for areas of concentration in curriculum, teaching, and learning. Students must maintain a 3.00 grade point average in all coursework in the approved master's degree program.

The Master of Arts in Education degree program provides students with three options for completion of the degree: (1) The Cognate Project; (2) Individualized Examination; (3) Thesis Project.

### Prerequisites for the Master of Arts in Education degree program :

1. A bachelor's degree from an accredited institution.
2. A cumulative upper-division and graduate grade point average of at least 3.00 and a grade point average of at least 3.00 for previous work in education.

### Procedures for Applying to the Master of Arts in Education degree program:

1. Apply to the University as a graduate student.
2. Apply to the School of Education.
3. Submit the following:
  - a. A professional goals statement.
  - b. One set of official transcripts.
  - c. Two letters of reference attesting to academic potential and professional promise (except where otherwise noted).

### Requirements for Advancement to Candidacy in the Master of Arts in Education degree program:

1. Completion of M.A. core courses EDUC 570 and 571, and of M.A. concentrations.
2. Presentation and approval of program portfolio.
3. Filing of Advancement to Candidacy form with School of Education graduate coordinator.

### The M.A. Program Portfolio

Throughout their entire M.A. course of study, graduate students work on a reflective program portfolio. The portfolio addresses the following questions: Who am I in the context of the profession of education at this time in my personal and professional history and in the cultural context in which I live and learn? Under what conditions do I feel respected and engaged as a learner? What ideas have shaped and will impact my practice and my beliefs about education? What ideas, issues, and topics interest me as possible areas for in-depth inquiry? Students will construct and review their program portfolios as an ongoing requirement for the graduate core courses. Presentation of the program portfolio is required for advancement to candidacy.

### Requirements for the Master of Arts in Education degree program:

Graduate students must complete all requirements as established by the School of Education, the SSU Graduate Studies Council and the University, to include:

1. Completion of an approved program consisting of a minimum of 30 units of upper-division and 500-level courses, as follows:
  - a. At least one-half of the units in 500-level courses.
  - b. Not more than 9 semester units of transfer and/or extension credit.
  - c. Filing of an Advancement to Candidacy form that verifies approval of the program portfolio, verifies writing proficiency, and describes the culminating project.
2. Completion and final approval of EDUC 598 (M.A. Thesis or Project Seminar) and completion and final approval of a 1) thesis, curriculum project or creative project; 2) Cognate Project; or 3) Individualized Examination.

All requirements listed above must be completed within seven years (14 semesters) of the initiation of graduate study (i.e., first semester of coursework).

### M.A. Core Courses

The following are the core courses for the Master of Arts in Education degree program. Core courses dependent on the option the student chooses for completion of the degree courses are:

#### Thesis/Project Option

EDUC 570	The Reflective Educator (3)*
EDUC 571	Research Paradigms in Education (3)*
EDUC 598	Developing a Thesis/Project (3) and**
EDUC 599	Supervised Research for Thesis/Project (3)**

#### The Cognate Option

EDUC 570	The Reflective Educator (3)*
EDUC 571	Research Paradigms in Education (3)*
EDUC 572	Supervised Study for the Cognate Project (3)

Plus nine units in approved cognate area

#### Individualized Examination Option

EDUC 570	The Reflective Educator (3)*
EDUC 571	Research Paradigms in Education (3)*
EDUC 573	Supervised Study for the Individual Examination (3)

Plus six units of elective coursework

\*Students should take EDUC 570 during the first year of their M.A. Program, EDUC 571 midway through their program of study.

\*\*EDUC 598 must be taken their final semester of coursework, and EDUC 599 in the first semester of thesis/project work; none of these courses may be taken concurrently. After EDUC 599, students must enroll in EDUC 578 each academic semester until completion and approval of the thesis/project.

**Note:** No core course may be taken through Extended Education. Students admitted to the University may take some courses prior to admission to the graduate program.

### Concentration in Curriculum, Teaching and Learning

The Curriculum, Teaching and Learning concentration provides flexibility in program development for a wide range of professional educators, government officials and private sector employees. Candidates need not possess a teaching credential; they may prepare for curriculum, educational technology, and leadership positions in a variety of settings. The required Curriculum, Teaching and Learning area concentration courses are:

EDCT 585	Curriculum Development: Theory, Practice and Evaluation (3)
EDCT 586	Teaching and Learning: Research and Application in the Classroom (3)

**Total area concentration units ..... 6**

The remaining units (12-16) are taken in an approved Area of Emphasis (AREM). The AREM is designed by the student and faculty member. Students may select from a prescribed list, or design their own AREM from the School of Education, or other University schools and departments. An AREM in Educational Technology is available for those interested in applying aspect of technology in educational or private sector settings. A field component may comprise part of the area of emphasis. A written rationale must accompany the AREM proposal. The total number of units in the Curriculum, Teaching and Learning Master of Arts Program is 32 – 36 units.

### Pathways to Program Completion

The M.A. program of study requires 30-36 semester units of coursework, depending on the M.A. in Education pathway a student selects. There are three pathways to program completion, including the thesis/project, cognate, and individualized examination. We encourage students to become knowledgeable about each of the pathways in order to pursue a program of study that meets their professional goals within their preferred style of learning.

In all three pathways, graduate students take 18 units in the program area of concentration and at least 6 units (EDUC 570 and 571) of M.A. core courses. All M.A. students work with a three-member committee, and most closely with the committee chair, to complete a culminating activity which is presented to the committee in a public forum. In addition to these points in common, there are distinct differences among the three pathways to program completion, as described below.

### Thesis/Project

The thesis/project pathway is a 30-unit course of study, including 18 units in students' program area of concentration and 12 units of core courses (EDUC 570, 571, 598, and 599). In order to prepare for the thesis/project, students must take Education 598 (*Developing a Thesis/Project*) and 599 (*Supervised Study for the Thesis/Project*) as their final two courses in the M.A. program.

The thesis is a written product of a systematic study of a significant problem in education. The project is a written document describing a significant undertaking appropriate to education. The thesis/project option requires an extensive write-up, including an in-depth literature review. Students must also present their thesis/project to their three-member committee in a public forum. Examples of a thesis investigation include process/product research, correlational study, action research, ethnographic study, historical study, or theoretical study. Examples of a project include curriculum design, professional development for educators, program design, performance piece, or creative project.

### Cognate

The cognate pathway is a 36-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 572), and a 9-unit cognate course of study. The cognate course of study is a group of courses which students choose in consultation with a faculty advisor and/or committee chair, and that allows students to examine areas of interest related to their M.A. concentration. In order to work with their three-member committee on the cognate project, students must take Education 572 (*Supervised Study for the Cognate Project*) as their final course in the M.A. program.

The cognate project (e.g., portfolio, professional article, video, web site, field-based product) is a significant undertaking through which students connect their cognate course of study with the M.A. core courses, program concentration, and/or work in the field. The project may address, for example, implications of the cognate course of study for the classroom, reflections on new teaching practices, response to scholarly research, or educational theory. A written reflection must be included in the project. Students must present the completed project to their three-member committee in a public forum.

### Individualized Examination

The individualized examination pathway is a 33-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 573), and 6 units of elective courses. For the electives, students, in consultation with their faculty advisor and/or committee chair, choose courses which allow them to examine areas of interest related to the M.A. concentration and to focus on the examination area(s) of study that they have chosen. In order to work with their three-member committee as they prepare for the examination, students must take Education 573 (*Supervised Study for the Individualized Examination*) as their final course in the M.A. program.

The individualized examination addresses areas of study identified by the student in consultation with the student's examination committee. The exam is written by the student's committee (a chair plus two other members) and consists of four questions related to the student's area(s) of study, including one question submitted in advance to the committee by the student. When the student is ready to take the examination, he/she receives the questions from the chair and has 72 hours to complete the written examination and to return it to the chair. Within two weeks of completing the examination, the student must meet with the committee for an oral examination in which the committee asks follow-up questions for clarification and elaboration.

### Educational Technology Courses (EDCT)

#### 552 Educational Technology Praxis (3)

The Educational Technology Praxis is the prerequisite course for the Ed Tech area of emphasis for the M.A. in Curriculum, Teaching & Learning. It is a practical course that requires participants to integrate existing skills and knowledge of IT and educational technology into real-life instructional settings. Grade only.

#### 556 Technology, Pedagogy & Society (3)

This course relates pedagogical theories to Ed. Tech. curriculum integration strategies in educational/training centers. It also considers wider societal and cultural impact issues, e.g. child development and the web, gender/class/race issues, lifestyle and health implications, teacher control and facilitation issues. Grade only.

#### 557 Project Management for Educational Technology (3)

This course considers how a small-scale Ed. Tech. action research project can be conducted in the classroom/training center. Ed. Tech. action research case studies will be reviewed that offer participants practical tools and applied research strategies prior to conducting their own Ed Tech thesis project. Grade only.

#### 558 Educational Technology and the Classroom (3)

This course focuses on the historical and contemporary context of educational technology and its role in supporting teachers and corporate trainers. Key topics include classroom management issues and concerns related to the pedagogical use of integrating educational technology and information technology (IT) into instructional settings. Grade only.

### **559 The Internet as an Educational Resource (3)**

This course provides a practical workshop forum that will allow teachers, corporate trainers and other interested participants to investigate how the Internet can be used to support education in the form of students' project work across the curriculum. The principal aim is to develop pedagogical knowledge of using the Internet. Grade only.

### **560 Instructional Design & 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 Ed. Tech. courses. Advanced techniques will concentrate on evaluating and using a range of interactive Instructional Design authoring packages. Grade only.

### **561 Organizational Management of Information and Communication Technologies (3)**

This course concentrates on developing institutional Ed. Tech. management skills and policy practice. An Ed. Tech. organizational management action plan is to be researched and presented by participants as a coursework assessment project. Network management policies are to be investigated along with computer network and stand-alone operating systems. Grade only.

## **Single Subject CLAD Credential Program**

### **Prerequisites**

#### **EDUC 417 School and Society (3)**

A critical examination of current issues in today's schools and future directions in education through the perspectives of history, philosophy, sociology, anthropology, and the politics of education. Content includes: trends, movements and issues of the development of our present-day school systems and current educational practice; development of an individual philosophy of education through examination and evaluation of educational philosophies from early Greek through modern/post-modern thought; analysis of American society and its effect on the functioning of schools; the role of explicit and implicit cultural assumptions in educational contexts; and the influence of federal, state and local governing agencies, the knowledge industry and special-interest groups on education. Grade only. Satisfies GE, category D1 (Individual and Society).

#### **EDSS 418 Learning and Development in Adolescents (3)**

Examination of theories of learning and teaching, social, physical, emotional and cognitive development, with emphasis on adolescents. Includes the psychological foundations and research-based knowledge about effective secondary/middle school teaching in the areas of planning, implementing and evaluating instruction, motivation, self-esteem, classroom climate and psychological perspectives on issues of diversity. Grade only.

## **Single Subject CLAD Program Courses (EDSS)**

### **442 Middle/Secondary Teaching in Multicultural Settings (4)**

Fall, Spring

Exploration of theory and research on teaching, learning, and the curriculum and their relationship to teaching practice in middle, junior high, and senior high schools. Emphasis on teaching/learning situation applicable to all content areas and to issues of culture and diversity. All aspects of instructional planning, implementation, and evaluation are addressed, including classroom atmosphere, interpersonal skills, classroom leadership, management and discipline, interdisciplinary planning, and teaming and collaborative learning. Students develop a repertoire of teaching strategies that address the needs of diverse learners. Students develop materials that contribute to a program portfolio to be evaluated before continuation to student teaching. Grade only. Prerequisites: admission to the Single Subject CLAD Credential program, EDUC 417 and EDUC 418.

### **443A Observation/Participation in Multicultural Settings (2)**

Fall, Spring

Focused and systematic observation and structured participation in a middle, junior high, or senior high school classroom setting leading to a supervised student teaching experience. Cr/NC only. Prerequisites: admission to the Single Subject CLAD credential program, EDUC 417, and EDUC 418. Must be taken concurrently with EDUC 443B.

### **443B Seminar: Multicultural and CLAD Perspectives (1)**

Fall, Spring

Issues related to teaching in multicultural settings. Seminar focuses on aspects of classrooms observed in EDUC 443A, including CLAD competencies, classroom management, lesson and unit design. Students develop materials that contribute to a program portfolio to be evaluated before continuation to student teaching. Cr/NC only. Prerequisites: admission to the Single Subject CLAD credential program, EDUC 417, EDUC 418. Must be taken concurrently with EDUC 443A.

### **444 Teaching in the Content Areas (3)**

Fall, Spring

Principles, methods, and materials for teaching particular academic content in middle, junior high, and senior high schools. Emphasis is on applications of constructivist theory to teaching and learning, and on organization and representation of content in forms accessible to learners. Topics include goals and objectives, lesson and unit planning, teaching and questioning strategies, conventional and alternative modes of assessment, instructional materials, designing instruction for diverse learners, classroom management, and awareness of national, state, and local content standards. Students prepare for and process their concurrent field experiences in secondary classrooms. Students develop materials that contribute to a program portfolio to be evaluated before continuation to student teaching. Grade only. Prerequisites: admission to the Single Subject CLAD Credential program, EDUC 417, EDUC 418.

### **446 Language and Literacy Across the Curriculum: Middle and Secondary Schools (4)**

Fall, Spring

Principles, methods, and materials for guiding students' literary development in subject areas at the secondary level. Includes literacy and language theory and current issues in reading/language pedagogy for first and second language learners. Emphasis is on the interrelationships between language systems and constructivist literacy theory and the cognitive, affective, and social aspects of literacy development in subject areas. Issues of cultural and language diversity related to CLAD competencies, bilingualism, classroom management, lesson and unit design using CLAD competencies, and dialect variation are integral to the course. Students develop materials that contribute to a program portfolio to be evaluated before continuation to student teaching. Grade only. Prerequisites: admission to the Single Subject or Education Specialist Credential program, EDUC 417 and EDUC 418, or permission of instructor.

### **458 Student Teaching in Multicultural Settings (12)**

Fall, Spring

A supervised teaching experience in a multicultural middle, junior high, or senior high school setting under the guidance of a resident teacher and a university supervisor. Assignment consists of three teaching periods and two preparation periods daily. Two periods entail full student teaching responsibility as outlined in the Single Subject Handbook. The third period consists of assisting the resident teacher and/or limited teaching responsibilities in a supplemental authorization subject area. Student teachers may team teach in some or all of the classes. Cr/NC only. Prerequisites: successful completion of all Phase I courses and successful presentation of a program portfolio. Must be taken concurrently with EDUC 459.

### **459 Seminar: Student Teaching in Multicultural Settings (3) / Fall, Spring**

Support seminar focusing on issues of classroom management, concerns related to the student teachers' classroom experiences, and professional growth and career development. Emphasis is on integrating content of Phase I courses, including CLAD competencies, into the student teaching experience. Students use materials from the program portfolio and the student teaching experience to develop a professional portfolio. Grade only. Prerequisites: successful completion of all Phase I courses and successful presentation of a program portfolio. Must be taken concurrently with EDUC 458.

# Early Childhood and Elementary Education

## Department Office

Stevenson Hall 3004  
707 664-3238  
fax 707 664-4200  
www.sonoma.edu/education

## Administrative Coordinator

Leslie Mouton

## Department Chair

Richard Rizzo

## Faculty

Bill Buckreis, Johanna Filp, Virginia Ica,  
Andrea Neves, Patricia Nourot, Richard Rizzo

The goal of the Department of Early Childhood and Elementary Education is to prepare teachers to play a vital role in California public schools. The diversity of our school population in terms of culture, social class, gender, language, and race is a significant focus of our coursework and field experiences.

The University and the school districts within our service area view teacher education as a shared responsibility. The University provides a broad base of information about research and theory necessary for teaching, while school districts provide the classrooms for field experiences and student teaching. Collaboration between university-based teacher educators and school district teachers provides a strong foundation for the program's goal of excellence.

## Special Resources

### Teacher Recruitment and Information Center (TRIC)

The Teacher Recruitment and Information Center is available to provide information and admissions applications for all School of Education programs.

TRIC is open daily for student drop-in or telephone requests. For advising about programs, applications, and options, consult the TRIC office in Stevenson Hall, 3011, 707 664-2131.

### Credentials Office

The Credentials Office serves as the admissions and records center for all programs offered in the School of Education and is responsible for the recommendation of teaching and service credentials. Credentials analysts and staff are available for providing application information and credential information to prospective students, continuing students, out of state teachers/administrators, University constituents and the University service area in general.

### Career Outlook

California faces the daunting task of replacing 300,000 teachers over the next ten years. Newly credentialed teachers are generally finding jobs rather rapidly today, with equally good prospects for the future. Currently there exist shortages of credentialed teachers in mathematics, science, special education, Spanish, and bilingual education. In addition, graduates of the School of Education find positions in community agencies and in the private sector.

## Programs Offered in the Department of Early Childhood Education and Elementary Education

In conjunction with the Department of Reading, Language and Culture (RLC), the Department of Early Childhood and Elementary Education (ECEE) offers the following credentials: Multiple Subject CLAD, Multiple Subject CLAD Early Childhood Emphasis.

In addition the Department of ECEE offers a master's degree in Early Childhood Education.

## Multiple Subject CLAD Teaching Credential Program

This credential authorizes the holder to teach in a self-contained classroom preschool through grade 12. It is most frequently used for teaching in elementary classrooms and early childhood settings.

Students pursuing the Multiple Subject CLAD Credential may select from among the approved teaching credential subject matter preparation programs within the following departments:

**Chicano and Latino Studies (CAL)**  
Nichols Hall 214, 707 664-2369

**Environmental Studies**  
Rachel Carson Hall 18, 707 664-2306

**Hutchins School of Liberal Studies**  
Rachel Carson Hall 44, 707 664-2419

**American Multicultural Studies**  
Nichols Hall 214, 707 664-2486

**Liberal Studies, Ukiah Resident Program**  
Stevenson Hall 2078, 707 664-2029

## I. Multiple Subject (CLAD) Program Emphases

The Multiple Subject CLAD/BCLAD/ECE CLAD emphasis areas offer a 12-month program that includes summer school and two academic semesters.

**1. Multiple Subject CLAD, Early Childhood Emphasis.** The Multiple Subject CLAD/ECE emphasis Education program is designed for prospective elementary school teachers who have a particular interest in developmentally-based education and in teaching the primary grades, K-3. Beginning teachers in this program take courses that focus on child study and development, working with families, and transitions between preschool and kindergarten programs that are not offered in other Multiple Subject CLAD programs. In addition to a Multiple Subject CLAD Credential certifying them to teach grades K-12, beginning teachers in the Multiple Subject CLAD ECE emphasis also receive a California Child Development Permit, certifying them to teach in state-funded preschool programs.

**2. Multiple Subject CLAD.** The Multiple Subject CLAD emphasis prepares candidates to teach in self-contained classrooms with significant populations of students who are learning English as a second language in grades K-12. This program prepares candidates to provide instruction for language development and subject matter content in English. Because self-contained classes are located primarily in elementary schools, professional coursework and field experiences focus on elementary classrooms.

The basic authorization to teach in the California public schools requires the following:

1. Possession of a bachelor's degree.
2. Verification of appropriate subject matter competency, either an approved subject matter preparation program or passage of appropriate
3. state-approved examination(s).
4. Submission of scores for the California Basic Education Skills Test for teachers (CBEST).
5. 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.
6. Completion of a state-approved program of professional teacher education or passing MSAT.
7. Filing of the application for a Certificate of Clearance, which includes fingerprinting.

Completion of the requirements listed above will allow an individual to obtain a preliminary basic teaching credential. A professional clear teaching credential will be recommended by the University upon completion of an approved fifth year of study (30 units beyond the bachelor's degree) that includes requirements in health education/drug abuse, mainstreaming, computer education, and cardiopulmonary resuscitation (CPR).

**Note:** Contact the Credentials office for the latest information regarding legislative changes in the basic credential programs. Students should consult with the Credentials office and the program advisor during their first semester on campus if they plan to pursue a credential.

## Requirements for Admission to Basic Teaching Credential Preparation Programs

All credential candidates must complete the following before admission to the professional preparation programs:

1. Admission to the University.

2. Grade point average of 2.75 in upper-division and/or graduate coursework or a 2.67 overall grade point average.

3. Submission of scores for California Basic Educational Skills Test (CBEST) by the end of Phase I.

4. A minimum of 40 hours of documented, supervised field experience. (Please see Prerequisite Field Experience Requirement Documentation form for details.)

5. Successful completion of an admissions interview with a member of the School of Education (for Single Subject, an interview and/or professional assessment in the academic department may be required in addition to the School of Education interview).

6. Demonstration of aptitude, personality and character traits that satisfy the standards of the teaching profession. Assessment of these qualities will be made by the School of Education through evaluation of interviews, letters of recommendation and candidates' professional goals statements.

Some students may be admitted to basic teaching credential programs who have not met one or more of the above requirements when such students have compensating strengths in other required areas.

Note: Additional program-specific admission requirements are listed with each program description.

## Procedures for Admission to Basic Teaching Credential Preparation Programs

The Credentials office provides information regarding standards and dates for application to programs in the School of Education.

1. Apply for admission directly to the Credentials office, School of Education. Application packets and additional information may be obtained from the Credentials office, Stevenson 3007.
2. Submit to the Credentials office two official transcripts from each college/university attended. (Check with the office of admissions and records regarding additional official transcripts required for admission to the University.)
3. Submit verification of supervised field experience.
4. Submit three letters of recommendation.

## Continuation in Basic Teaching Credential Preparation Programs

1. During the first semester, all candidates must:
  - a. Provide evidence from a physician of a clear chest x-ray or negative TB skin test; and
  - b. Apply for a Certificate of Clearance. Application forms are available in the Credentials office.
  - c. Pass MSAT by the end of Phase II.
2. All education students are required to meet each semester with an education advisor.
3. Students must successfully complete all requirements for each program phase, including coursework, fieldwork, and student teaching before entering the subsequent phase.
4. Students are expected to make continuous progress toward the credential while maintaining a grade point average of 3.00 in professional education courses after entry into the credential program. Incomplete grades (I) and grades of D or F in professional education courses must be removed and statutory requirements met prior to continuing enrollment in courses.

5. Candidates who must delay progress in the professional education program may file a written request with the program advisor 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.

#### Prerequisites and Corequisites

Prerequisites and corequisites for Multiple Subject CLAD, Multiple Subject CLAD Early Childhood emphasis\*:

#### Category I

MATH 300 Elementary Number Systems and Applications (4)

EDUC 417 School and Society, or approved alternative (for MS CLAD) (3)

EDUC 420\* Child Development in Family, School and Community, or approved alternative (for MS CLAD/ECE) (3)

EDUC 415\* Foundations for Multicultural Education (for MS CLAD/ECE) (4)

Total prerequisite units for MS CLAD ..... 7

Total prerequisite units for MS CLAD/ECE ..... 11

#### Mathematics Requirements

The following courses or their equivalents are required. Equivalents must be verified by a mathematics education advisor in the Mathematics Department.

1. MATH 45 or 50—Intermediate Algebra.

2. One 3-unit college-level mathematics course for which Intermediate Algebra is a prerequisite. MATH 150—Geometry is recommended, but any GE mathematics course is acceptable.

3. MATH 300—Elementary Number Systems Applications.

4. EDUC 472—Teaching Mathematics in the Elementary School (taken in sequence after admission to the program).

The above courses are sequential; each one must be completed prior to the next. Any exceptions must be approved by the instructor of the course for which the student has not met the prerequisite.

## II. Multiple Subject CLAD Early Childhood Emphasis Program Courses

#### Phase I

EDMS 431 Child Study and Curriculum Development in Preschool and Kindergarten (3)

EDMS 410 Second Language Pedagogy (4)

EDMS 477A Participant Observation (1)  
(must be taken in conjunction with EDUC 431)

EDMS 473 Teaching Science in the Elementary School (2)

#### Phase II

EDMS 437 Integrated Curriculum, Preschool through Elementary (3)

EDMS 462 Teaching Reading/Language Arts in the Elementary School (4)

EDMS 472 Teaching Mathematics in the Elementary School (2)

EDMS 477B Participant Observation (2)

#### Phase III

EDMS 482 Student Teaching and Seminar (12)

Total units for the program ..... 33

## Multiple Subject CLAD Emphasis Program Courses

#### Phase I

EDMS 460 Learning and Teaching in Elementary School (3)

EDMS 461 Multicultural Education and the Social Sciences (4)

EDMS 410 Second Language Pedagogy (4)

#### Phase II

EDMS 462 Teaching Reading/Language Arts in the Elementary School (4)

EDMS 472 Teaching Math in the Elementary School (2)

EDMS 473 Teaching Science in the Elementary School (2)

EDMS 476 Participant Observation (3)

#### Intersession Enhancement Program (specified courses offered during Intersession)

#### Phase III

EDMS 480 Integrated Curriculum in the Elementary School (3)

EDMS 482 Student Teaching and Seminar (12)

Total units for the program ..... 37

\*may be taken in Phase II

## III. Master of Arts in Education with a concentration in Early Childhood Education

The M.A. degree program in education offers courses of graduate study to prepare candidates for specialized teaching and for curriculum and instructional leadership responsibilities in schools. The program, a minimum of 30 units, provides for areas of concentration in educational administration; curriculum, teaching and learning; early childhood education; reading and language; and special education.

Students must maintain a 3.00 grade point average in all coursework in the approved master's degree program.

Refer to the Graduate Degrees section for more information, page 35.

#### Prerequisites for the M.A. Program

1. A bachelor's degree from an accredited institution.
2. A cumulative upper-division and graduate grade point average of at least 3.00 and a grade point average of at least 3.00 for previous work in education.

#### Procedures for Applying to the M.A. Program

1. Apply to the University as a graduate student.
2. Apply to the School of Education.
3. Submit the following:
  - a. A professional-goals statement.
  - b. One set of official transcripts.
  - c. One photocopy of a valid basic teaching credential (except where otherwise noted).
  - d. Two letters of reference attesting to academic potential and professional promise (except where otherwise noted).

#### Requirements for Advancement to Candidacy

1. Completion of M.A. core courses EDUC 570 and 571, and of M.A. concentrations.
2. Presentation and approval of program portfolio.

3. Filing of Advancement to Candidacy form with School of Education graduate coordinator.

#### The Program Portfolio

Throughout their entire M.A. course of study, graduate students work on a reflective program portfolio. The portfolio addresses the following questions: Who am I in the context of the profession of education at this time in my personal and professional history and in the cultural context in which I live and learn? Under what conditions do I feel respected and engaged as a learner? What ideas have shaped and will impact my practice and my beliefs about education? What ideas, issues, and topics interest me as possible areas for in-depth inquiry? Students will construct and review their program portfolios as an ongoing requirement for the graduate core courses. Presentation of the program portfolio is required for advancement to candidacy.

#### Requirements for the M.A. Degree in Education

Graduate students must complete all requirements as established by the School of Education, the SSU Graduate Studies Council and the University, to include:

1. Completion of an approved program consisting of a minimum of 30 units of upper-division and 500-level courses, as follows:
  - a. At least one-half of the units in 500-level courses.
  - b. Not more than 9 semester units of transfer and/or extension credit.
  - c. Filing of an Advancement to Candidacy form that verifies approval of the program portfolio, verifies writing proficiency, and describes the culminating project.
2. Completion and final approval of EDUC 598 (M.A. Thesis or Project Seminar) and completion and final approval of a 1) thesis, curriculum project, or creative project; 2) Cognate Project; or 3) Individualized Examination.

All requirements listed above must be completed within seven years (14 semesters) of the initiation of graduate study.

#### Early Childhood Education

The early childhood education concentration is designed to prepare teachers to work in public school, private and community-based programs that serve children from infancy through third grade (age birth to age 8), and to take leadership roles in the field of early childhood education. Required coursework focuses on crosscultural issues in working with families and young children and advanced study of cognitive, language, social, emotional, and moral development. Improvement of classroom curriculum and assessment from infancy through the primary grades is another emphasis of the program. Candidates need not possess a teaching credential; they may prepare for leadership and advocacy positions in a variety of settings; however, a basic course in child development is prerequisite to admission to the program. Details are available from the early childhood education program advisor.

#### Program Coursework: 30 units

##### Required Core Courses in Concentration (6 units)

- EDEC 505 Action Research in Preschool and Elementary Classrooms (3) **and either**
- EDEC 538 The Development of Language and Thinking, Infancy through Middle Childhood (3) **or**
- EDEC 539 Advanced Seminar in Early Childhood Education: Research on Quality and Design (3)

At least four of the following courses (12):

EDEC 530\* Teaching to Diversity (3)

- EDEC 531 The Role of Play in Development and Learning (3)
- EDEC 532 Social-Moral Development in Childhood (3)
- EDEC 534\* First and Second Language Curriculum in Preschool and Primary (3)
- EDEC 535 Leadership and Advocacy for Children and Families (3)
- EDEC 537\* Authentic Assessment in Preschool and Primary Programs (3)
- EDEC 593 Crosscultural Approaches to Early Childhood Education (3)

#### Education Core Courses (12 units)

- EDUC 570 The Reflective Educator (3)
- EDUC 571 Research Paradigms in Education (3)
- EDUC 598 Developing a Thesis/Project (3)
- EDUC 599 Supervised Research for Thesis/Project (3)

\* May be applied to GRAD CLAD authorization

#### Supporting Coursework

Electives may include coursework in other academic areas. Please consult with a faculty advisor.

#### Pathways to Program Completion

The M.A. program of study requires 30-36 semester units of coursework, depending on the M.A. in Education pathway a student selects. There are three pathways to program completion, including the thesis/project, cognate, and individualized examination. We encourage students to become knowledgeable about each of the pathways in order to pursue a program of study that meets their professional goals within their preferred style of learning.

In all three pathways, graduate students take 18 units in the program area of concentration and at least 6 units (EDUC 570 and 571) of M.A. core courses. All M.A. students work with a three-member committee, and most closely with the committee chair, to complete a culminating activity which is presented to the committee in a public forum. In addition to these points in common, there are distinct differences among the three pathways to program completion, as described below.

#### Thesis/Project

The thesis/project pathway is a 30-unit course of study, including 18 units in students' program area of concentration and 12 units of core courses (EDUC 570, 571, 598, and 599). In order to prepare for the thesis/project, students must take Education 598 (*Developing a Thesis/Project*) and 599 (*Supervised Study for the Thesis/Project*) as their final two courses in the M.A. program.

The thesis is a written product of a systematic study of a significant problem in education. The project is a written document describing a significant undertaking appropriate to education. The thesis/project option requires an extensive write-up, including an in-depth literature review. Students must also present their thesis/project to their three-member committee in a public forum. Examples of a thesis investigation include process/product research, correlational study, action research, ethnographic study, historical study, or theoretical study. Examples of a project include curriculum design, professional development for educators, program design, performance piece, or creative project.

## Cognate

The cognate pathway is a 36-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 572), and a 9-unit cognate course of study. The cognate course of study is a group of courses which students choose in consultation with a faculty advisor and/or committee chair, and that allows students to examine areas of interest related to their M.A. concentration. In order to work with their three-member committee on the cognate project, students must take Education 572 (*Supervised Study for the Cognate Project*) as their final course in the M.A. program.

The cognate project (e.g., portfolio, professional article, video, website, field-based product) is a significant undertaking through which students connect their cognate course of study with the M.A. core courses, program concentration, and/or work in the field. The project may address, for example, implications of the cognate course of study for the classroom, reflections on new teaching practices, response to scholarly research, or educational theory. A written reflection must be included in the project. Students must present the completed project to their three-member committee in a public forum.

## Individualized Examination

The individualized examination pathway is a 33-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 573), and 6 units of elective courses. For the electives, students, in consultation with their faculty advisor and/or committee chair, choose courses which allow them to examine areas of interest related to the M.A. concentration and to focus on the examination area(s) of study that they have chosen. In order to work with their three-member committee as they prepare for the examination, students must take Education 573 (*Supervised Study for the Individualized Examination*) as their final course in the M.A. program.

The individualized examination addresses areas of study identified by the student in consultation with the student's examination committee. The exam is written by the student's committee (a chair plus two other members) and consists of four questions related to the student's area(s) of study, including one question submitted in advance to the committee by the student. When the student is ready to take the examination, he/she receives the questions from the chair and has 72 hours to complete the written examination and to return it to the chair. Within two weeks of completing the examination, the student must meet with the committee for an oral examination in which the committee asks follow-up questions for clarification and elaboration.

## The Program Portfolio

In order to advance to candidacy, all students must complete a program portfolio and present it to their committee. In most cases, this presentation occurs at the same meeting in which the student presents a proposal for the culminating activity. The program portfolio contains artifacts (papers, projects, etc.) produced by the student throughout the M.A. program which demonstrate the student's proficiency and growth in the areas listed below. The portfolio should be reflective in nature and should show personal, professional, and intellectual growth. It should also demonstrate how the student's M.A. program has prepared the student to undertake the culminating activity (thesis/project, cognate project, or individual examination).

In the program portfolio, students are expected to demonstrate:

- Personal, intellectual, and professional growth over the course of the MA program
- Written language proficiency
- Breadth and depth of knowledge in educational research
- Breadth and depth of knowledge in the program area of concentration
- Evidence of planning toward the completion of the culminating activity (thesis/project, cognate project, or individualized examination)

## Requirements for Advancement to Candidacy

1. Completion of M.A. core courses EDUC 570 and 571, and of M.A. area of concentration courses
2. Presentation and approval of program portfolio
3. Presentation of culminating activity proposal
4. Filing of Advancement to Candidacy form with School of Education Director of Graduate Studies

## Child Development Permit Programs

### Regular Child Development

There are five levels of the Child Development Permit beginning with 12 units of early childhood education coursework and extending through a baccalaureate degree that includes 24 units of early childhood education and 6 units of administration coursework. Please see the coordinator of early childhood education for details on the requirements for each level of the Child Development Permit.

### Term and Renewal

The Child Development Permit is issued for five years and must be renewed for successive five-year periods upon submission of a completed application and fee, and proof of professional development requirements, to the Commission on Teacher Credentialing described in the Child Development Professional Growth manual.

### Authorization

A Child Development Permit authorizes the holder to perform service in the care, development, and instruction of children in a child development program. Reference: Title 5, Sections 80105 and 80114

### Professional Development in Early Childhood Education

Professional development opportunities are available for individuals working in auxiliary roles (aides or assistants) and complementary roles (social work, nutrition, health) in child development centers. Students may enroll in individual courses without participating in a full permit program. For further information, consult the program advisor for early childhood education.

Courses for the Permit fall under four categories: Development, Family and Community, Curriculum, and Administration.

## Prerequisites:

### 417 School and Society (3)

A critical examination of current issues in today's schools and future directions in education through the perspectives of history, philosophy, sociology, anthropology, and the politics of education. Content includes: trends, movements and issues of the development of our present-day school systems and current educational practice; development of an individual philosophy of education through examination and evaluation of educational philosophies from early Greek through modern/post-modern thought; analysis of American society and its effect on the functioning of schools; the role of explicit and implicit cultural assumptions in educational contexts; and the influence of federal, state and local governing agencies, the knowledge industry and special-interest groups on education. Grade only. Satisfies GE, category D1 (Individual and Society).

## Early Childhood Courses (EDEC)

### 505 Action Research in Preschool and Elementary Classrooms (3) / Alternate years

Techniques for conducting ethnographic action research in preschool and elementary settings. Theory and research relating to children's construction of friendships and peer group processes are discussed. Special emphasis is placed on inclusion and exclusion in classroom peer cultures. Grade only.

### 530 Teaching to Diversity (3) / Spring

Since most aspects of education are influenced by culture, this course is designed to analyze education as a cultural process. The multicultural nature of today's society in California and the United States makes it imperative for educators to include multiple approaches to teaching and learning. This course reviews theoretical and practical perspectives of cultural diversity, crosscultural contact, and culturally sensitive pedagogy, particularly for limited English proficient students. Grade only. Prerequisite: permission of instructor.

### 531 The Role of Play in Development and Learning (3) / Alternate years

Stages of development of play from infancy through adulthood from the perspectives of Piaget, Freud, Erickson, Mead, and Csikszentmihalyi are addressed as well as anthropological perspectives on play and culture, play's relationship to learning in academic disciplines such as language and literacy, and logical-mathematical thinking and the arts. Topics include: the effects of technology (television, computers, and video) on children's play, gender development and play, and play as a tool for developmentally and culturally sensitive curriculum and assessment. Grade only. Prerequisite: permission of instructor.

### 532 Social-Moral Development in Childhood (3)

Alternate years

Theories and research addressing social-moral development in early childhood, including cultural value differences are discussed. Stages of perspectivism, friendship, and moral understanding from infancy through middle childhood are considered as well as research on the development of prosocial behavior through focused curriculum. Theories and research addressing gender identity and gender role socialization, research and theories applicable to resiliency for at-risk children and working with parents to help them understand children's social-moral development are topics included. Grade only. Prerequisite: permission of instructor.

### 534 First and Second Language Curriculum in Preschool and Primary (3) / Spring

Students explore the nature and development of developmentally and culturally appropriate practice in schools with diverse populations, including the development of listening, speaking, reading, and writing in first and second languages. From observations of children's language, play, and projects in a variety of settings, students will explore the socio- and psycholinguistic underpinnings of communicative competence, emerging literacy and conceptual development in both home and second languages. Strategies for linking children's home and school experiences with holistic, interactive, and integrated curriculum will be emphasized as well as a variety of strategies for Specially Designed Academic Instruction in English (SDAIE). Grade only.

### 535 Leadership and Advocacy for Children and Families (3) / Alternate years

A critical examination of current policy issues related to the inclusion of families in schools, including bilingual education, family literacy programs, Head Start and Even Start, and coordinated services for families and children from diverse cultural, linguistic and socioeconomic backgrounds within school settings. Each student will propose and complete a field-based project touching upon one or more of these areas of professional expertise as part of the development of a leadership and advocacy portfolio for the course. Applicable to the Child Development Permit.

### 537 Authentic Assessment in Preschool and Primary Programs (3)

Focus is on child study, clinical interviews, ethnography, portfolio development and other strategies designed to assess young children in both their first and second languages. The integration of curriculum and assessment in classrooms that meet the needs of children and families from diverse cultural, linguistic, and economic background is stressed. Grade only.

### 538 The Development of Language and Thinking: Infancy through Middle Childhood (3)

This course addresses the development of children from birth through middle childhood with emphasis on the relationships between language development and cognitive development. Current research and theories of cognitive, social, and emotional development as related to language development in home and at school and to the development of both first and second languages are studied. The development of oral, written, and spoken languages in school and care settings are highlighted. Major theorists such as Piaget, Erickson, Bruner, Vygotsky, Mead, and others who address the development of children's representational thinking, language, and crosscultural and family influences on development and learning are discussed. Current research on brain development in the first five years of life is also included and discussed from a critical perspective related to practice. Grade only. Prerequisite: permission of instructor or Master of Arts in Education program.



**539 Advanced Seminar in Early Childhood Education: Research on Quality and Design (3)**  
Alternate years

Critical analysis and evaluation of qualitative and quantitative research in Early Childhood Education, and implications for curriculum in schools and care programs serving children infancy through the primary grades of elementary school are addressed. Research and policy studies addressing quality indicators in programs for young children across all areas of curriculum are included, as well as factors such as the physical environment, schedules, and teachers' professional development. The focus is on integration of research findings and methodologies to improve the quality of programs designed to serve young children and their families. Grade only. Prerequisite: permission of instructor or acceptance to Master of Arts in Education program.

**593 Crosscultural Approaches to Early Childhood Education (3)** / Alternate years

Historical and philosophical perspectives on the care and education of young children from early centuries to the present day, including models from Europe, China, Japan, Africa, and Latin America. Topics include the roles of the child and the teacher, design of curriculum and environments for learning, and approaches to diversity in classrooms and communities. Grade only.

**Multiple Subject Courses (EDMS)**

**410 Second Language Pedagogy (4)** / Fall, Spring

With the increasing numbers of children from different linguistic and cultural backgrounds in schools, preparing to teach and foster development of language and literacy among all children in the classroom is a major responsibility. The course reviews first- and second-language acquisition and major second-language teaching methodologies in relation to language development in school settings. The purpose of this course is to help students discover a diversity of approaches, methods, materials, and media they can use to help all students in our culturally and linguistically diverse classrooms become active, engaged, and independent learners. Attention is given to the integrated development of all language skills within the context of the elementary school curriculum. Grade only. Prerequisite: consent of instructor.

**415 Foundations for Multicultural Education (4)**  
Fall, Spring

A critical examination of current issues in today's schools, preschool through high school, and future directions in education through the perspectives of history, philosophy, psychology, sociology, anthropology, and the politics of education. Content includes the trends and issues of contemporary school systems, developmentally and culturally appropriate practices, and examination of educational philosophies. The implications of cultural, racial, linguistic, and gender diversity in the classroom are examined, as well as strategies for respecting individual and family diversity. The course includes an introduction to educational ethnography, and provides a basis for understanding the relationship of educational research on teaching and learning to inclusive practice in classrooms for diverse populations of children. Grade only. This course is a prerequisite to the Multiple Subject CLAD with Emphasis in Early Childhood Education program.

**431 Child Study and Curriculum Development in Preschool and Kindergarten (3)** / Fall, Spring

Classroom observation and participation in preschool and kindergarten settings. Twelve hours per week for seven weeks in each setting. Topics include classroom environment, lesson planning, teaching strategies, discipline, and child study and observation. Grade only. Prerequisite: admission to Multiple Subject CLAD Early Childhood Emphasis Credential program or consent of instructor. Must be taken concurrently with EDUC 477A for Multiple Subject CLAD ECE emphasis students.

**437 Seminar: Integrated Curriculum in Preschool Through Elementary (3)** / Fall, Spring

Design of integrated curriculum for preschool through elementary school classrooms. Focus is on using skills and concepts identified in California Department of Education frameworks of science, mathematics, language arts, history, social science, visual and performing arts; to plan, implement, and evaluate developmentally appropriate curriculum. Grade only. Prerequisite: admission to Multiple Subject CLAD Early Childhood Emphasis or Education Specialist Credential program or consent of instructor.

**460 Learning and Teaching in the Elementary School (3)** / Fall, Spring

Survey of theories of teaching and learning and the social, physical, emotional and cognitive development of students. The course focuses on the application of this knowledge, and includes researched-based strategies and systems for effective teaching, classroom management and discipline, and development of instructional objectives, lesson plans and teaching strategies. Prerequisite: admission to the Multiple Subject CLAD or BCLAD Elementary Credential program. Grade only.

**461 Multicultural Education and the Social Sciences (4)** / Fall, Spring

Examination of cultural, ethnic, racial, linguistic, gender, family structure, and individual diversity in the classroom, and the root causes of current classroom and school problems. The course includes an introduction to educational ethnography, and provides a basis for understanding the relationship of educational research and classroom teaching in terms of culture, teaching, and learning. Alternative methods and materials integrating social studies with other elementary school subjects are examined and evaluated; teacher candidates learn how to develop their own program of study in the social sciences. Students use techniques of ethnographic methods to observe and analyze classrooms during the observational field placement of the class (30 hours) during the last half of the semester. Prerequisite: admission to the Multiple Subject CLAD Elementary or BCLAD Credential program. Grade only.

**462 Teaching Reading/Language Arts in the Elementary School (4)** / Fall, Spring

Principles, methods, and materials for a comprehensive, balanced approach to instruction in reading and language arts. Includes current views of reading theory, current issues in reading/language pedagogy, strategies for literacy instruction. To include information, research-based instructional methodologies consistent with the A-M list of reading skills outlined in the California Reading Initiative, evaluating student progress, and the history of American literacy. Emphasis is on the interrelationships between language systems and the cognitive, affective and social aspects of literacy acquisition and development; issues of cultural and language diversity, bilingualism and dialect variation are integral to the course. Teacher candidates spend a minimum of 30 clock hours in an elementary classroom during reading/language arts instruction; no more than 4-5 hours are completed in one week; includes weekly meetings for discussion and feedback. Prerequisites: admission to a Multiple Subject Elementary Credential program or Special Education program. CLAD/BCLAD students must be concurrently enrolled in EDUC 460 and 461. Grade only. Special education prerequisite: admission to the Education Specialist Credential program.

**472 Teaching Mathematics in the Elementary School (2)** / Fall, Spring

Principles, goals, methods, and materials for teaching mathematics in elementary schools. This course aims to increase students' own understanding and appreciation of elementary mathematics; to build their awareness of children's mathematical thinking, learning, development, and diversity; to help them develop effective strategies and techniques for planning, teaching, assessing, and adapting mathematics instruction; and to engage them in reflection on current practices and issues in mathematics education. Grade only. Prerequisite: MATH 300. Open only to students in the Multiple Subject Credential programs.

**473 Teaching Science in the Elementary School (2)**  
Fall, Spring

Philosophy, goals, and techniques of elementary science teaching. Emphasis is on theories and methods of teaching for conceptual understanding, development of science process skills, and development of positive attitudes toward science and learning. Major concepts of science are reviewed, with emphasis on representing them in ways that are effective with elementary students. Active, hands-on methods of teaching are presented throughout the course. Grade only. Open only to students in the Multiple Subject Credential CLAD programs; students in the Multiple Subject CLAD or BCLAD options must enroll concurrently in EDUC 476. Students in the Multiple Subject CLAD ECE program may take this course after admission to the program.

**476 Participant Observation (3)** / Fall, Spring

Students spend three mornings per week in an elementary classroom for 15 weeks observing, assisting in daily classroom routines and activities, and teaching. Students will be paired with a 482 student teacher. Includes observation and teaching in small and large groups and collaboration with the student teacher in observation and participation. Cr/NC only. Prerequisites: admission to the Multiple Subject CLAD or BCLAD Credential Program.

**477A Participant Observation for Multiple Subject CLAD with Emphasis in Early Childhood Education (1)** / Fall, Spring

Students spend three half days per week in a preschool classroom for 10 weeks assisting in daily classroom routines and activities and teaching. Includes child study and assessment techniques for children ages 4-5 and curriculum planning for early primary (ages 4-6) programs, teaching small and large groups, and organizing learning centers. Prerequisites: admission to Multiple subject CLAD with Emphasis in Early Childhood Education Credential Program. Requires concurrent enrollment in EDUC 431.

**477B Participant Observation for Multiple Subject CLAD with Emphasis in Early Childhood Education (2)** / Fall, Spring

Students spend three half days per week in an elementary school for 15 weeks assisting in daily classroom routines, activities, and teaching in two classrooms: one in kindergarten, and one in grades 3-6. Includes child study and assessment techniques for children ages 4-8 and curriculum planning for early primary (ages 4-6) programs, as well as teaching small and large groups, and organizing curriculum and assessment for upper elementary grade children. Students will collaborate with EDUC 482 student teachers at the site. Prerequisites: admission to Multiple Subject CLAD with Emphasis in Early Childhood Education Credential Program and completion of EDUC 431 and EDUC 477A.

**480 Integrated Curriculum in the Elementary School (3)** / Fall, Spring

Focuses on various ways of organizing discipline-based knowledge that gives elementary students a coherent educational experience. Teacher candidates are encouraged to use lessons, materials, and unit plans written for this class in their concurrent student teaching experience. Grade only. Prerequisites: admission to the Multiple Subject Elementary Credential program; completion of Phase I should be taken in Phase II of program or can be taken in Phase III concurrently with EDUC 482. BCLAD candidates must see their advisor in order to take the BCLAD section.

**482 Student Teaching and Seminar (12)** / Fall, Spring

Students spend five full days per week in an elementary classroom for a full semester. They will be paired with a 476 participant. During the last two weeks of this experience, teacher candidates teach and are responsible for the entire curriculum and school day. Students meet with their supervisors every week. Cr/NC only. Prerequisites: admission to a Multiple Subject CLAD Elementary Credential program; completion of Phase I and Phase II coursework and field experiences, including EDUC 476, Participant Observation.

**Education Courses (EDUC)**

**490 Selected Topics in Education (1-4)** / Fall, Spring

A course designed according to the interest of a particular faculty member, providing opportunities for diversification in content and reading. Grade only.

**495 Special Studies (1-4)** / Fall, Spring

Independent study designed in consultation with an instructor. Grade only. Prerequisites: successful completion of at least two courses in the School of Education, and submission of a completed SSU special studies form with required approvals during the first week of classes.

## Graduate Courses

### 500 Advanced Selected Topics in Education (1-4)

Fall, Spring

A graduate course designed according to the interest of a particular faculty member, providing opportunities for diversification in content and reading. Grade only.

### 570 The Reflective Educator (3) / Fall, Spring

This is the first in a series of three graduate core courses in the School of Education. Students will take this course at the beginning of the M.A. program. The focus of this course is on philosophical, historical, social, and psychological perspectives in education. Students will examine these perspectives while being encouraged to examine and reflect upon their own professional practices in education. In this course, students will begin to construct a reflective program portfolio that they will continue to modify throughout their M.A. program. The portfolio is intended to be cumulative throughout the graduate core courses. Grade only. Prerequisite: admission to M.A. in education program.

### 571 Research Paradigms in Education (3)

Fall, Spring

This is the second in the series of three graduate core courses, and is designed to be taken midway in the master of arts degree program. This course focuses on students as critical consumers of research, and includes among its goals the development of skills in the analysis and critique of educational research. The course addresses research and field needs of practicing educators as opposed to the needs of professional researchers and serves to acquaint students with basic principles and techniques of educational research. It also provides students with an opportunity to integrate knowledge of these principles through analyses of action research projects that may serve as the foundation for the culminating Master of Arts degree project. Grade only. Prerequisite: EDUC 570.

### 572 Supervised Study for the Cognate Project (3)

Fall, Spring

This supervised independent study provides students with guidance in the completion of their cognate project. Under the direction of the committee chair, and in consultation with all committee members, students will complete (1) a project that synthesizes their cognate coursework and connects it to their M.A. Program Concentration, and (2) a scholarly reflection which accompanies the project. Following completion of the project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: advancement to candidacy.

### 573 Supervised Study for the Individualized Examination (3) / Fall, Spring

This supervised independent study provides students with guidance in preparing for the individualized examination. Under the direction of the committee chair, and in consultation with all committee members, each student will determine the areas of study to be addressed in the examination, choose relevant readings, and conduct a concentrated study of those areas to prepare for the exam. Following completion of the written exam, students will take an oral exam in which committee members ask follow-up questions to the written responses. Cr/NC. Prerequisite: advancement to candidacy.

### 578 Project Continuation (1-3) / Fall, Spring

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

### 595 Special Studies (1-4) / Fall, Spring

Independent study designed in consultation with an instructor. Grade only. Prerequisite: Students must complete the standard SSU form and secure the required approvals during the first week of classes.

### 598 Developing a Thesis/Project (3)

This is the final course in the graduate core courses in education. This course develops students' abilities to carry out a thesis or project and provides basic information for planning and implementing the Master of Arts degree proposal. The main goal is to provide students with knowledge to begin their thesis or project. Time is provided for students to assess progress in the program and to complete portfolio development. Grade only. Prerequisite: completion of all M.A. coursework or taken in final semester of M.A. coursework.

### 599 Supervised Research for Thesis/Project (3)

Supervised Research provides students with guidance in the completion of their research project. Under the direction of the committee chair, and in consultation with all committee members, students will complete the thesis or project that was developed in EDUC 598 *Developing a Thesis/Project*. Following completion of the research project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: completion of EDUC 598. Advancement to candidacy approved.

# Educational Leadership and Special Education

## Department Office

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## Administrative Coordinator

Linda McKee

## Department Chair

Thomas Cooke

## Faculty

Emiliano Ayala, Thomas Cooke, Melanie Dreisbach, Mary Dingle, Paul Porter, Brian Shears, Robert Vieth

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 our department center upon a dedication to educational excellence as a pivotal contributor to social progress. Indices of our 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.

Our 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.

Our credential and M.A. programs, described below, offer a full compliment of course and fieldwork for students to achieve Level I and Level II (known as PASC I and II in the case of Educational Administration) credentialing, as well as Master of Arts degrees. Both traditional and intern programs exist. Courses are scheduled in the late afternoon, evenings, on Saturdays, and delivered online, in order to accommodate practicing educators.

Students in the department of Educational Leadership and Special Education may expect to encounter programs which 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 Teacher Recruitment and Information Center (TRIC) for updates on program details and policy statements, and visit the education website at [www.sonoma.edu/education](http://www.sonoma.edu/education).

## Special Resources

### Teacher Recruitment and Information Center (TRIC)

The Teacher Recruitment and Information Center is available to provide information and admissions applications for all School of Education programs.

TRIC is open daily for student drop-in or telephone requests. For advising about programs, applications, and options, consult the TRIC office in Stevenson Hall, 3011, 707 664-2131.

### Credentials Office

The Credentials Office serves as the admissions and records center for all programs offered in the School of Education and is responsible for the recommendation of teaching and service credentials. Credentials analysts and staff are available for providing application information and credential information to prospective students, continuing students, out of state teachers/administrators, University constituents and the University service area in general.

### Career Outlook

California faces the daunting task of replacing 300,000 teachers over the next ten years. Newly credentialed teachers are generally finding jobs rather rapidly today, with equally good prospects for the future. Currently there exist shortages of credentialed teachers in mathematics, science, special education, Spanish, and bilingual education. In addition, graduates of the School of Education find positions in community agencies and in the private sector.

## Programs Offered in the Department of Educational Leadership and Special Education

The Education Specialist (special education) Credentials, Level I and Level II are offered for Mild/Moderate and Moderate/Severe disabilities, and authorize the holder to provide services in K-12 special day classes (SDC) or resource specialist program classes (RSP) or other related fields such as inclusion specialists. Many special educators also teach adults with disabilities.

The Administrative Service Credentials, Preliminary Administrative Services (PASC I) and Professional Administrative Services (PASC II) prepare graduates for positions of leadership in K-12 educational institutions.

M.A. in education programs are designed with both full-time and part-time students in mind. Some master's degree programs may be taken concurrently with advanced credential programs.

**Note:** Program requirements change periodically, and current information may not be available in this catalog. For more detailed information on credentials and other education programs, please see the University's special bulletins and the School of Education's current program brochures and policy statements or visit the Education web site [www.sonoma.edu/education](http://www.sonoma.edu/education).

## Programs offered

### Basic Teaching Credentials

Education Specialist (special education) Levels I and II  
Mild/Moderate; and Moderate/Severe Disabilities

### Service Credentials

Administrative Services — Preliminary, Intern and Professional

### Master's Degree (M.A.) Programs

Educational Leadership  
Special Education  
(both in conjunction with School of Education M.A. programs)

## I. Preliminary Level I Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities

A Preliminary Level I Education Specialist Credential Program is offered in the areas of mild/moderate (M/M) disabilities and moderate/severe (M/S) disabilities, authorizing the provision of services to individuals in grades K-12 in special day class (SDC) and resource specialist program (RSP) settings, and adults. The credential in M/M disabilities authorizes the teaching of individuals with specific learning disabilities, mental retardation, other health impairment, and serious emotional disturbance. The credential in M/S disabilities authorizes the teaching of individuals with autism, mental retardation, deaf-blindness, serious emotional disturbance, and multiple disabilities.

A Multiple Subject or Single Subject credential is no longer required as a prerequisite for admission to a credential program in special education. The Preliminary Level I Education Specialist Credential Program in M/M disabilities and in M/S disabilities includes specified coursework in multiple or single subject teacher education for those Education Specialist Credential candidates who do not hold a Multiple Subject or Single Subject credential.

Successful completion of the Preliminary Level I Education Specialist Credential Program in mild/moderate disabilities or in moderate/severe disabilities will allow the candidate to receive a preliminary Certificate of Eligibility, which authorizes the individual to seek initial employment as a special educator. On securing a special education teaching position, the candidate is eligible to receive a Preliminary Level I Credential that is valid for five years. The Preliminary Level I Education Specialist Credential holder must complete Professional Level II preparation in special education within five years of the date of issuance of the Preliminary Level I Credential.

### Prerequisites

EDUC 417 School and Society (3) or  
LIBS 312 Schools in American Society (3)  
EDUC 430 Special Education for Teachers (4)

Total prerequisite units ..... 7

### Multiple/Single Subject Teacher Education Requirements

(Choose one of the following three options):

#### Multiple Subject — Early Childhood Option

EDMS 437 Seminar: Integrated Curriculum in Preschool Through Elementary (3)  
EDMS 462 Teaching Reading and Language Arts in Elementary School (includes a fieldwork component) (4)

#### Multiple Subject — Elementary Option

EDMS 462 Teaching Reading and Language Arts in Elementary School (includes a fieldwork component) (4)  
MATH 300 Elementary Number Systems and Applications (4)

#### Single Subject — Secondary Option

EDSS 418 Learning and Development in Adolescents (3)  
EDSS 446 Language and Literacy Across the Curriculum: Middle and Secondary Schools (includes a fieldwork component) (4)

Total general teacher education units ..... 7-8

### Special Education Requirements

(Must complete Common Core plus M/M or M/S credential coursework)

#### Common Core for Education Specialists

EDSP 422 Collaborative Partnerships in Special Education (3)  
EDSP 423A Assessment, Curriculum and Instructional Strategies (3)  
EDSP 424A Classroom Ecology: Management, Discipline and Behavioral Supports (3)

#### Credential-Specific Curriculum

##### Mild/Moderate Disabilities

EDSP 423B Assessment, Curriculum and Instruction: Applied Strategies for Students with M/M (3)  
EDSP 424B Classroom Ecology: Social Competence and Applied Problem Solving (3)  
EDSP 425 Developing Academic Performance of Students with M/M Disabilities (3)  
EDSP 465 Student Teaching Practicum M/M (10)  
EDSP 466 Student Teaching Seminar M/M (1)

##### Moderate/Severe Disabilities

EDUC 423C Assessment, Curriculum, & Instruction: Applied Strategies for Students with M/S (3)  
EDUC 424C Positive Behavioral Supports and Instructional Models (3)  
EDUC 428 Pro Seminar: Topics in the Education of Students with M/S Disabilities (3)  
EDUC 467 Student Teaching Practicum M/S (10)  
EDUC 468 Student Teaching Seminar M/S (1)

Total Level I Special Education units ..... 29

Total units for the Preliminary Level I Education Specialist Credential in Mild/Moderate or

Moderate/Severe Disabilities ..... 44-45

### Level I Portfolio

All Level I Education Specialist credential students are required to develop and maintain a Professional Portfolio in the Level I program. This portfolio is based on the California Standards for the Teaching Profession, and will include professional writing samples and a record of the students' reflections on the impact of their study on their educational practice.

### Basic Authorization to Teach in the California Public Schools

The basic authorization to teach in the California public schools requires all the following:

1. Possession of a bachelor's degree.
2. Verification of appropriate subject matter competency, either completion of an approved subject matter preparation program or passage of appropriate state-approved examination(s).
3. Passing scores on the California Basic Education Skills Test for Teachers (CBEST).
4. Completion of a college-level course or college-level examination that covers the U.S. Constitution. POLS 200 or 202 at SSU will meet the requirement.
5. Completion of a state-approved program of professional teacher education.
6. Filing of the application for a Certificate of Clearance, which includes fingerprinting.

Completion of the requirements listed above will allow an individual to obtain a **preliminary basic** teaching credential. A **professional clear** teaching credential will be recommended by the University upon completion of an approved fifth year of study (30 units beyond the bachelor's degree) that includes requirements in health education/drug abuse, mainstreaming, computer education, and cardiopulmonary resuscitation (CPR).

**Note:** Students should consult with the TRIC office during their first semester on campus if they plan to pursue a teaching credential. Contact the Credentials Office for any changes in credential requirements.

### Requirements for Admission to Basic Teaching Credential Preparation Programs

All credential candidates must complete the following before admission to the professional preparation programs:

1. Admission to the University.
2. Grade point average of 2.75 in upper division and/or graduate coursework or a 2.67 overall grade point average.
3. Submission of scores for California Basic Educational Skills Test (CBEST).
4. Two letters of recommendation.
5. Successful completion of an admissions interview.
6. Demonstration of aptitude, personality, and character traits that satisfy the standards of the teaching profession. Assessment of these qualities will be made by the School of Education through evaluation of interviews, letters of recommendation, and candidates' professional goals statements, and spontaneous writing sample.

Some students may be admitted to basic teaching credential programs who have not met one or more of the above requirements when such students have compensating strengths in other required areas.

**Note:** Additional program-specific admission requirements are listed with each program description.

### Procedures for Admission to Basic Teaching Credential Preparation Programs

The Teacher Recruitment and Information Center office provides information regarding admissions requirements and dates for application to programs in the School of Education.

1. Obtain application packets and additional information from the TRIC office, Stevenson 3011, or from the web site, [www.sonoma.edu/education](http://www.sonoma.edu/education).

2. Submit to the Credentials office, Stevenson 3007, a complete application packet containing the following:

- Two official transcripts from each college/university attended (Check with the Office of Admissions and Records regarding additional official transcripts required for admission to the university.)
- Two letters of recommendation
- Official CBEST results or evidence of having taken the exam
- Professional goals statement

### Continuation in Basic Teaching Credential Preparation Programs

1. During the first semester, all candidates must:
  - a. Provide evidence from a physician of a clear chest x-ray or negative TB skin test; and
  - b. Apply for a Certificate of Clearance. Application forms are available in the Credentials office.
2. All education students are required to meet each semester with an education advisor.
3. Students must successfully complete all requirements for each program phase—including coursework, practica, and student teaching—before entering the subsequent phase.
4. Students are expected to make continuous progress toward the credential while maintaining a grade point average of 3.00 in professional education courses after entry into the credential program. Incomplete grades (I) and grades of D or F in professional education courses must be removed and statutory requirements met prior to continuing enrollment in courses.
5. Candidates who must delay progress in the professional education program may file a written request with the program coordinator for an extended program or for a leave of absence. A student returning from a program delay will be subject to the screening requirements in effect at the time of reentry and will be accommodated as space allows. Any student on academic probation is subject to automatic disqualification as a credential candidate.

### The Integrated Degree and Credential Program

The Integrated Degree and Credential Program is an opportunity to earn a four-year baccalaureate degree and a teaching credential simultaneously. Students in this program must receive advising about course sequence prior to, or very early in, their freshman year; enroll in an average of 15-18 units per semester; and be willing to take courses in at least one summer session. Most majors will earn a four-year degree and a teaching credential in four years plus one additional semester. This program is currently available for majors in Chicano and Latino Studies (CALS) Multiple Subject Credential; and English, Mathematics, and Kinesiology Single Subject Credentials. For more information contact the Integrated Credential Program advisor in the appropriate department.

## Special Education Credentials

The California Commission on Teacher Credentialing (CCTC) adopted a two-level credential structure to respond to the changing needs in the field of special education. Candidates interested in obtaining a special education teaching credential must complete both the Preliminary Level I and the Professional Level II Education Specialist Credential programs. The School of Education offers both levels of the Education Specialist Credentials in Mild/Moderate Disabilities and in Moderate/Severe Disabilities.

## II. Internship Program in Special Education

The Education Specialist Internship Program in either M/M or M/S Disabilities allows public and nonpublic school special education teachers who do not hold the Preliminary Education Specialist Credential to complete a credential preparation program of study while employed as special education teachers and with supervision and mentoring support for the internship assignment. Further information may be obtained from the Teacher Recruitment Information Center or from the Intern Advisor, Dr. Mary Dingle.

Admission into the Education Specialist Internship Program at Sonoma State University is built upon communication and collaboration between the university and the participating school district. The university will work with the districts in an effort to recruit, identify, and admit appropriate candidates for the internship program.

To be eligible to participate in an internship program, each candidate must have:

- Earned a baccalaureate degree from an accredited college or university
- Passed the basic skills proficiency test (CBEST)
- Passed a subject matter knowledge exam or a program of subject matter study
- Completed character and identification clearance (fingerprints)
- Demonstrated knowledge of the U.S. Constitution
- Obtained an Intern Credential

An application to the Sonoma State University Education Specialist Internship Program must be completed by each internship program applicant. As part of the process, applicants are required to submit:

- University application and application fee
- School of Education program application
- Verification of passage of CBEST
- One official transcript from all accredited colleges and universities attended
- (Admission requires a GPA commensurate with California State University requirements as outlined in Executive Order 547.)
- A letter of recommendation from the employing district based, where possible, on teaching evaluations or those used in the employment process, for newly hired candidates
- Verification of subject matter competence
- Photocopy of Intern Credential

Intern applicants should also be aware of the following, outlined in the Region 1 Consortium Alternative Certification Proposal:

Successful candidates must demonstrate to the University and the employing school district that they have had a variety of prior successful experiences with children and/or adolescents, such as teaching,

tutoring, coaching, camp-counseling and so forth. They will also participate in a formal interview with university personnel, which will be used to assess their readiness to assume classroom responsibilities after appropriate pre-service instruction, and their attitudes toward schooling and children.

Candidates will also submit a two-page summary of relevant experiences that have led them to teaching. They will be asked to submit written letters of recommendation from people who are able to comment on their character, work experience, and potential as classroom teachers.

## III. Professional Level II Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities

A Professional Level II Education Specialist Credential program is offered in the areas of mild/moderate (M/M) and moderate/severe (M/S) disabilities. Following receipt of the Preliminary Level I Education Specialist Credential, all candidates must complete Professional Level II preparation in special education within five years of issuance of the Preliminary Level I Credential. A major focus of the Professional Level II program is to provide a mechanism for the successful induction of a new professional. The emphasis of the professional development program is to move the special educator beyond the functional aspects of teaching to more advanced knowledge and reflective thinking about his or her role in providing effective instruction and an environment for student success.

As soon as possible, but no later than 120 calendar days of service with the Preliminary Level I Education Specialist Credential, the beginning teacher, employer, and member of the SSU School of Education faculty in the program area of special education collaboratively design a Professional Induction Plan. The Level II induction plan addresses on each beginning teacher's assessed needs and outlines specific goals and activities for facilitating professional development. The candidate must enroll in an approved program for the Professional Level II Education Specialist Credential before the induction plan is completed.

To be eligible for the Professional Level II Education Specialist Credential, the candidate must complete a period of induction for at least one full year with a field mentor (support provider) identified by the employer; must verify successful completion of two years of teaching experience in a full-time special education position or the equivalent, in a public school or private school of equivalent status, while holding a Preliminary Level I Education Specialist Credential; must enroll in and successfully complete the Professional Level II program; and, must be recommended for the Professional Level II Education Specialist Credential by the Institution of Higher Education.

### Prerequisites

1. Valid Preliminary Level I Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities
2. Teaching position in special education in a public school or private school of equivalent status

### Required Professional Level II courses

EDSP 511	Professional Induction Plan: Supervised Development (1)
EDSP 512	Advanced Issues in Assessment, Curriculum, and Instruction of Students with Disabilities (3)
EDSP 513	Current and Emerging Research and Practice in Special Education (3)
EDSP 514	Advanced Communication, Collaboration, and Consultation in Special Education (3)
EDSP 515	Advanced Legal Issues in Special Education (3)
EDSP 516	Professional Induction Plan: Culminating Assessment (1)

Total Special Education units for Professional Level II: 14

### California Commission on Teacher Credentialing (CCTC)

#### Statutory Requirements for Level II are:

EDUC 404	Computer Uses in Education (2) or
EDUC 484	Introduction to Multimedia and Web Authoring (or equivalent) (3)
NURS 473	Health Education and Drug Abuse (or equivalent) (3)
	Cardiopulmonary Resuscitation (CPR) Training

### Non-University Activities

Non-University Based Professional Development Activities approved by the Special Education Program Coordinator and the candidate's field mentor may be substituted for 3 units of University coursework.

### Level II Portfolio

All Level II Education Specialist credential students are required to develop and maintain a Professional Portfolio in the Level II program. This portfolio is a continuation of the Preliminary Level I Program Portfolio that is based on the California Standards for the Teaching Profession. Although the focus of each portfolio is different, there is some overlap, given they both include professional writing samples and a record of the students' professional reflections on the impact of their graduate study on their educational practice. Level II students, therefore, will include entries from their M.A. Portfolio in their Level II Portfolio.

Candidates outside the Level II program will review the portfolio requirements with their M.A. advisor to determine the purpose and focus of their M.A. portfolio.

## IV. Master of Arts with a concentration in Special Education

The Master of Arts in Education (M.A.) with a concentration in Special Education provides advanced academic study for persons working with or on behalf of individuals with disabilities. Candidates who possess a valid Preliminary Level I Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities may combine their master's degree studies with coursework from their Professional Level II Education Specialist Credential program preparation. Candidates from related disciplines may pursue this advanced degree with consent from the Department of Educational Leadership and Special Education.

Candidates must apply and be admitted both to the University and to the M.A. in Education-Special Education Concentration program in order to pursue this degree. The course of study (described below) includes the M.A. core curriculum (9-12 units), Special Education Level II coursework (9-12 units) and relevant elective coursework (units vary). Candidates will select one of the following pathway options for completing their M.A. course of study:

Thesis/Project option (30 units)  
Cognate option (36 units)  
Individualized Examination option (33 units)

### Procedures for Applying to the M.A. Program

1. Apply to the University as a graduate student.
2. Apply to the School of Education.
3. Submit the following:
  - a. A professional-goals statement.
  - b. One set of official transcripts.
  - c. One photocopy of a valid basic teaching credential (except where otherwise noted).
  - d. Two letters of reference attesting to academic potential and professional promise (except where otherwise noted).

### Requirements for the M.A. Degree in Education

Graduate students must complete all requirements as established by the School of Education, the SSU graduate studies council, and the University, to include:

1. Completion of an approved program consisting of a minimum of 30 units of upper-division and 500-level courses, as follows:
  - a. at least one-half of the units in 500-level courses
  - b. not more than 9 semester units of transfer and/or extension credit
  - c. filing of an Advancement for Candidacy form that verifies approval of the program portfolio, verifies writing proficiency, and describes the culminating project
2. Completion and final approval of EDUC 572, 573 or 598 and completion and final approval of a cognate, individualized examination, thesis, curriculum project or creative project
3. Completion of M.A. Program portfolio. See description below.

All M.A. requirements listed above must be completed within seven years (14 semesters) of the initiation of graduate study.

### School of Education Core Curriculum

The M.A. degree with an emphasis in special education is built upon the M.A. core curriculum that includes:

EDUC 570	The Reflective Educator (3)
EDUC 571	Research Paradigms in Education (3)

and one of the following pathways:

#### Thesis or Project Options:

EDUC 598	Developing a Thesis/Project (3) and
EDUC 599	Supervised Research for Thesis/Project (3)

#### Cognate Option:

EDUC 572	Supervised Study for Cognate Project (3)
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#### Individualized Examination Option:

EDUC 573	Supervised Study for the Individualized Examination (3)
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## Special Education Concentration

The special education coursework, taken in addition to the M.A. core curriculum, includes four 3-unit courses that are part of the Professional Level II Education Specialist Credential program in Mild/Moderate and Moderate/Severe Disabilities.

EDSP 512	Advanced Issues in Assessment, Curriculum, and Instruction of Students with Disabilities (3)
EDSP 513	Current and Emerging Research and Practice in Special Education (3)
EDSP 514	Advanced Communication, Collaboration, and Consultation in Special Education
EDSP 515	Advanced Legal Issues in Special Education (3)

M.A. candidates will apply either 9 or 12 of the Level II special education coursework units toward their M.A. degree.

## Electives

Candidates have the opportunity to seek breadth or depth in a related area of study through completion of elective courses. The number of elective units needed to complete the M.A. degree requirements varies depending upon the culminating option selected. Elective coursework may be drawn from other graduate programs in the School of Education, or other departments at Sonoma State University, such as psychology, counseling, kinesiology, or others. These courses are selected with the advice and approval of the special education faculty.

## Course of Study

### Professional Level II Candidates

Currently, Professional Level II courses in special education are offered on a rotating basis of two courses per semester (EDSP 512 & 514 in the fall and EDSP 513 & 515 in the spring). Level II candidates may enter in the fall or spring semester and begin their credential program of study with the course being offered that particular semester. During the first and the final semesters of the program, candidates also take a one-unit seminar related to the initial development and subsequently the final evaluation of the Professional Induction Plan (EDSP 511 and EDSP 516). Qualified applicants to the M.A. program in Education with a concentration in Special Education can be accepted in both fall and spring semesters. Those accepted into the M.A. program would have the option of beginning the M.A. program core coursework in the first semester of Level II study. Many students, however, may choose to take EDUC 570 in the second semester, particularly since the first semester of the Level II program requires four units of study.

### Non-Professional Level II Candidates

Qualified applicants to the M.A. program in Education with a concentration in Special Education may be accepted in both fall and spring semesters. Candidates from other programs seeking an M.A. in Education with a concentration in Special Education are expected to complete three or four courses in the Level II program (9-12 units) although they are not expected to formally enroll in the Professional Level II program. Priority for enrollment in all Level II programs is given to candidates seeking the Professional Level II certificate. Therefore, consent of the instructor is required before outside candidates enroll in any Level II course.

## Advising

All M.A. candidates within the Special Education concentration will be assigned to a special education faculty advisor for the purpose of developing an individualized program of study. Electives will be determined in consideration with the advisor, in an effort to provide a broader program of study that responds to varying student interests.

## Pathways to Program Completion

The M.A. program of study requires 30-36 semester units of coursework, depending on the M.A. in Education pathway a student selects. There are three pathways to program completion, including the thesis/project, cognate, and individualized examination. We encourage students to become knowledgeable about each of the pathways in order to pursue a program of study that meets their professional goals within their preferred style of learning.

In all three pathways, graduate students take 18 units in the program area of concentration and at least 6 units (EDUC 570 and 571) of M.A. core courses. All M.A. students work with a three-member committee, and most closely with the committee chair, to complete a culminating activity which is presented to the committee in a public forum. In addition to these points in common, there are distinct differences among the three pathways to program completion, as described below.

### Thesis/Project

The thesis/project pathway is a 30-unit course of study, including 18 units in students' program area of concentration and 12 units of core courses (EDUC 570, 571, 598, and 599). In order to prepare for the thesis/project, students must take Education 598 (*Developing a Thesis/Project*) and 599 (*Supervised Study for the Thesis/Project*) as their final two courses in the M.A. program.

The thesis is a written product of a systematic study of a significant problem in education. The project is a written document describing a significant undertaking appropriate to education. The thesis/project option requires an extensive write-up, including an in-depth literature review. Students must also present their thesis/project to their three-member committee in a public forum. Examples of a thesis investigation include process/product research, correlational study, action research, ethnographic study, historical study, or theoretical study. Examples of a project include curriculum design, professional development for educators, program design, performance piece, or creative project.

### Cognate

The cognate pathway is a 36-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 572), and a 9-unit cognate course of study. The cognate course of study is a group of courses which students choose in consultation with a faculty advisor and/or committee chair, and that allows students to examine areas of interest related to their M.A. concentration. In order to work with their three-member committee on the cognate project, students must take Education 572 (*Supervised Study for the Cognate Project*) as their final course in the M.A. program.

The cognate project (e.g., portfolio, professional article, video, website, field-based product) is a significant undertaking through which students connect their cognate course of study with the M.A. core courses, program concentration, and/or work in the field. The project may address, for example, implications of the cognate course of study for the classroom, reflections on new teaching practices, response to scholarly research, or educational theory. A written reflection must be included in the project. Students must present the completed project to their three-member committee in a public forum.

## Individualized Examination

The individualized examination pathway is a 33-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 573), and 6 units of elective courses. For the electives, students, in consultation with their faculty advisor and/or committee chair, choose courses which allow them to examine areas of interest related to the M.A. concentration and to focus on the examination area(s) of study that they have chosen. In order to work with their three-member committee as they prepare for the examination, students must take Education 573 (*Supervised Study for the Individualized Examination*) as their final course in the M.A. program.

The individualized examination addresses areas of study identified by the student in consultation with the student's examination committee. The exam is written by the student's committee (a chair plus two other members) and consists of four questions related to the student's area(s) of study, including one question submitted in advance to the committee by the student. When the student is ready to take the examination, he/she receives the questions from the chair and has 72 hours to complete the written examination and to return it to the chair. Within two weeks of completing the examination, the student must meet with the committee for an oral examination in which the committee asks follow-up questions for clarification and elaboration.

## M.A. Portfolio

In order to advance to candidacy, all students must complete a program portfolio and present it to their committee. In most cases, this presentation occurs at the same meeting where the student presents a proposal for the culminating activity. The program portfolio contains artifacts (papers, projects, etc.) produced by the student throughout the M.A. program which demonstrate the student's proficiency and growth in the areas listed below. The portfolio should be reflective in nature and should show personal, professional, and intellectual growth. It should also demonstrate how the student's M.A. program has prepared the student to undertake the culminating activity (thesis/project, cognate project, or individual examination).

In the program portfolio, students are expected to demonstrate:

- Personal, intellectual, and professional growth over the course of the M.A. program
- Written language proficiency
- Breadth and depth of knowledge in educational research
- Breadth and depth of knowledge in the program area of concentration
- Evidence of planning toward the completion of the culminating activity (thesis/project, cognate project, or individualized examination)

## Requirements for M.A. Advancement to Candidacy

1. Completion of M.A. core courses EDUC 570 and 571, and of M.A. concentrations.
2. Presentation and approval of program portfolio.
3. Filing of Advancement to Candidacy form with School of Education graduate director.

## Educational Leadership Program Administrative Service Credentials

The Administrative Services Credential programs (Preliminary Administrative Services, Professional Administrative Services, Preliminary Intern Credential) were designed collaboratively by SSU faculty and local school administrators to prepare graduates for positions of leadership in K-12 educational institutions. Credentials authorize the holder to serve as a superintendent, as site administrator, or in a district-level position. The Preliminary Administrative Services Credential program (PASC I) focuses on entry-level skills for effective administration of elementary and secondary schools, with particular emphasis on the responsibilities of the principal. An intern program is available for individuals assigned to an administrative position but who have not earned the PASC I credential. The Professional Administrative Services Credential program (PASC II) offers advanced study and field work for practicing administrators in all areas of educational administration. All programs were designed with the working professional in mind. The PASC I Program and PASC I Intern Program are scheduled during the late afternoon and evening; the PASC II Program is scheduled on Saturday.

## V. Preliminary Administrative Services Credential (PASC I)

In addition to the general admission requirements for advanced credential programs, PASC I candidates must:

1. Verify three years of appropriate full-time experience (on district letterhead noting inclusive dates, level and responsibilities) authorized by a teaching or services credential.
2. Secure favorable recommendations from two school administrators indicating possession of administrative and leadership potential.
3. Submit evidence of successful passage of CBEST before or within the first semester of program coursework.

The Preliminary Administrative Services Credential Program consists of 25 units of coursework, 29 for interns. Courses are limited to those individuals accepted in the PASC I Program. The structure of the program unites the administrative practicum experience with the core program curriculum, which is an integrated learning experience. The program is designed to provide students with a strong foundation or knowledge base and opportunities for the application of that knowledge. Areas of emphasis in the curriculum include:

EDEL 404	Computer Uses in Education	2
EDEL 580A	Educational Leadership and School Management	3
EDEL 580B	Educational Leadership and School Management	3
EDEL 581	Management of Education Personnel: Policies and Procedures	3
EDEL 582	School-Community Relationships and Politics	3
EDEL 583	School Governance: Judicial, Legislative and Financial Aspects	3
EDEL 587	Field Experience in Administration	2-6
EDEL 588	Educational Curriculum	3
EDEL 589	Leadership for Diverse Populations	3

**Total units for PASC I** ..... 25

**Total units for PASC I Interns** ..... 29

This program can be completed in twelve months and students may combine their advanced credential studies with an M.A. degree in education with emphasis in educational administration.

## VI. Professional Administrative Services Credential (PASC II)

In addition to the general admission requirements for advanced credential programs, PASC II candidates must:

1. Verify grade point average of at least 3.00 in the last 30 semester units.
2. Secure favorable recommendations from two school administrators indicating the applicant's administrative and leadership capability and current administrative activities and accomplishments.
3. Provide two photocopies of a valid Preliminary Administrative Services Credential.

The Professional Administrative Services Credential Program consists of 24 units of coursework, restricted to those formally admitted to the program. The following criteria must be met:

1. Employment in an administrative position requiring a Preliminary Administrative Services Credential.
2. Twelve units or more shall consist of direct instruction in PASC II, SSU courses.
3. Two units shall consist of the development of a PASC II Induction Plan; two units shall consist of assessment of completion of the Induction Plan.
4. Eight semester units or 120 clock hours shall consist of the PASC II Professional Development Plan. The 8 units or 120 clock hours of professional development activities shall be in addition to the prescribed 12 units of direct instruction at Sonoma State University.

The Professional Administrative Services Credential Program acknowledges that the professional must move beyond the functional aspects of performing administrative service, to reflecting and thinking about one's role and behavior as leader. To this end the curriculum focuses on action research plans developed by the student in conjunction with sponsoring school district. The program consists of the following:

### PASC II Direct Instruction:

EDEL 596A	Advanced Field Experiences: Organizational Theory, Planning and Application .....	2
EDEL 596B	Advanced Field Experiences: Reflective Leadership .....	2
EDEL 596C	Advanced Field Experiences: Evaluation and Strategic Issues Management .....	2
EDEL 596D	Advanced Field Experiences: School Law and Public Policy .....	2
EDEL 596E	Advanced Field Experiences: Fiscal and Human Resource Management .....	2
EDEL 596F	Advanced Field Experiences: Cultural and Organizational Environment .....	2

### PASC II Professional Development Plan:

Eight additional semester units or 120 clock hours of approved Professional Development Plan

Professional Development Plan .....	8
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The Professional Administrative Services Credential Program acknowledges that the professional must move beyond the functional aspects of performing administrative service, to reflecting and thinking about one's role and behavior as a leader. To this end the curriculum focuses on action research plans developed by the student in conjunc-

tion with sponsoring school district. The program consists of the following:

### PASC II Induction Plan:

EDEL 590A	Advanced Leadership Assessment: Induction Plan (at the beginning of PASC II) .....	2
EDEL 590B	Competency Review Seminar: Assessment of Induction Plan (at the completion of PASC II) .....	2

**Total units for PASC II .....** 24

## VII. Internship Program in Educational Administration

At present, the internship program in Educational Administration is simply embedded in the traditional program coursework and fieldwork. However, the faculty and representatives of the Community Advisory Committee of the Educational Leadership program are in the process of reviewing and modifying the existing intern program. Interested parties are asked to contact Dr. Bob Vieth, the advisor for the Educational Leadership program, for more current program details.

## VIII. Master of Arts with a Concentration in Educational Leadership

The objective of the M.A. degree program with concentration in Educational Leadership is to provide a strong academic foundation for competent administrative practice. The program is 30 semester units inclusive of course requirements for the PASC I/II programs. The degree may be taken in conjunction with either credential program. Completion of a thesis or creative project gives candidates the opportunity to synthesize the credential program work and related leadership activities.

The M.A. degree with an emphasis in Educational Leadership is built upon the M.A. core curriculum of the School of Education described above under Special Education.

Additional information on this M.A. degree may be obtained from the Teacher Recruitment and Information Center of the School of Education or on the website, [www.sonoma.edu/education](http://www.sonoma.edu/education). Or call for information at (707) 664-2131.

### Education Courses (EDUC)

#### 417 School and Society (3) / Fall, Spring

A critical examination of current issues in today's schools and future directions in education through the perspectives of history, philosophy, sociology, anthropology, and the politics of education. Content includes: trends, movements and issues of the development of our present-day school systems and current educational practice; development of an individual philosophy of education through examination and evaluation of educational philosophies from early Greek through modern/post-modern thought; analysis of American society and its effect on the functioning of schools; the role of explicit and implicit cultural assumptions in educational contexts; and the influence of federal, state and local governing agencies, the knowledge industry and special-interest groups on education. Grade only. Satisfies GE, category D1 (Individual and Society).

#### 490 Selected Topics in Education (1-4) / Fall, Spring

A course designed according to the interest of a particular faculty member, providing opportunities for diversification in content and reading. Grade only.

#### 495 Special Studies (1-4) / Fall, Spring

Independent study designed in consultation with an instructor. Grade only. Prerequisites: successful completion of at least two courses in the School of Education, and submission of a completed SSU special studies form with required approvals during the first week of classes.

### Graduate Courses

#### 300 Advanced Selected Topics in Education (1-4) / Fall, Spring

A graduate course designed according to the interest of a particular faculty member, providing opportunities for diversification in content and reading. Grade only.

#### 570 The Reflective Educator (3) / Fall, Spring

This is the first in a series of three graduate core courses in the School of Education. Students will take this course at the beginning of the M.A. program. The focus of this course is on philosophical, historical, social, and psychological perspectives in education. Students will examine these perspectives while being encouraged to examine and reflect upon their own professional practices in education. In this course, students will begin to construct a reflective program portfolio that they will continue to modify throughout their M.A. program. The portfolio is intended to be cumulative throughout the graduate core courses. Grade only. Prerequisite: admission to M.A. in Education program.

#### 571 Research Paradigms in Education (3) / Fall, Spring

This course focuses on students as critical consumers of research and includes among its goals the development of skills in the analysis and critique of educational research. The course addresses research and field needs of practicing educators as opposed to the needs of professional researchers, and serves to acquaint students with basic principles and techniques of educational research. It also provides students with an opportunity to integrate knowledge of these principles through analyses of action research projects that may serve as the foundation for the M.A. in Education culminating activity. Grade only.

#### 572 Supervised Study for the Cognate Project (3) / Fall, Spring

This supervised independent study provides students with guidance in the completion of their cognate project. Under the direction of the committee chair, and in consultation with all committee members, students will complete (1) a project that synthesizes their cognate coursework and connects it to their M.A. Program Concentration, and (2) a scholarly reflection which accompanies the project. Following completion of the project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: advancement to candidacy.

#### 573 Supervised Study for the Individualized Examination (3) / Fall, Spring

This supervised independent study provides students with guidance in preparing for the individualized examination. Under the direction of the committee chair, and in consultation with all committee members, each student will determine the areas of study to be addressed in the examination, choose relevant readings, and conduct a concentrated study of those areas to prepare for the exam. Following completion of the written exam, students will take an oral exam in which committee members ask follow-up questions to the written responses. Cr/NC. Prerequisite: advancement to candidacy.

#### 578 Project Continuation (1-3) / Fall, Spring

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

#### 595 Special Studies (1-4) / Fall, Spring

Independent study designed in consultation with an instructor. Grade only. Prerequisite: Students must complete the standard SSU form and secure the required approvals during the first week of classes.

#### 598 Developing a Thesis/Project (3)

This is the final course in the graduate core courses in education. This course develops students' abilities to carry out a thesis or project and provides basic information for planning and implementing the Master of Arts degree proposal. The main goal is to provide students with knowledge to begin their thesis or project. Time is provided students to assess progress in the program and to complete portfolio development. Grade only. Prerequisite: completion of all M.A. coursework or taken in final semester of M.A. coursework.

#### 599 Supervised Research for Thesis/Project (3)

Supervised Research provides students with guidance in the completion of their research project. Under the direction of the committee chair, and in consultation with all committee members, students will complete the thesis or project that was developed in EDUC 598 Developing a Thesis/Project. Following completion of the research project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: completion of EDUC 598. Advancement to candidacy approved.

## Educational Leadership Courses (EDEL)

### 580A Educational Leadership and School Management (3) / Fall

Organizational theory and development as applied to district and school roles and policies; evolution of public schools; alternative leadership modes, communication and decision making; adult learning and development, and facilitating organizational change. Grade only. This course is part of the Preliminary Administrative Services Credential program. Prerequisite: admission to Preliminary Administrative Services Credential program.

### 580B Educational Leadership and School Management (3) / Spring

Advanced study of organizational theory and practices. Effective schools research; alternative ways of organizing and managing schools; short- and long-range planning; delegating responsibility; resource and plant management; uses of technology; practice in problem solving and conflict resolution using a variety of techniques. Grade only. This course is part of the Preliminary Administrative Services Credential program. Prerequisite: admission to Preliminary Administrative Services Credential program.

**581 Management of Educational Personnel: Policies and Procedures (3) / Spring**

Human relationships and their implications for the organization; practice in techniques of clinical supervision; skills in supervising and evaluating staff; personnel management; issues in collective bargaining; planning, providing and evaluating staff development. Grade only. This course is part of the Preliminary Administrative Services Credential program. Prerequisite: admission to Preliminary Administrative Services Credential program.

**582 School - Community Relationships and Politics (3) / Fall**

Concepts of power and influence in community, district, and staff; school, parent, and community group roles in educational process; procedures for maintaining open communication with diverse constituencies; the administrator as a community leader and political force. Grade only. This course is part of the Preliminary Administrative Services Credential program. Prerequisite: admission to Preliminary Administrative Services Credential program.

**583 School Governance: Judicial, Legislative and Financial Aspects (3) / Summer**

A study of emerging social groups and forces impacting public and private education; civil liberties, school records, integration and bilingual education legal structures; collective bargaining; funding and budgeting; current judicial, legislative and financial aspects of school governance; contract compliance; communicating legal and financial information to staff, colleagues, and community. Grade only. This course is part of the Preliminary Administrative Services Credential program. Prerequisite: admission to Preliminary Administrative Services Credential program.

**587 Field Experience in Administration (1-3) / Fall, Spring**

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.

**588 Educational Curriculum (3) / Spring**

Study and practical experiences in the design, development, implementation, and evaluation of K-12 curriculum. Major areas addressed include: philosophical, historical, psychological, and socio-cultural foundations of curriculum; roles of school personnel; curriculum theory; issues, trends, and future directions; development, implementation, support and evaluation of curriculum; the role of staff development. Grade only. This course is part of the Preliminary Administrative Services Credential Program. Prerequisite: admission to the Preliminary Administrative Services credential program.

**589 Leadership for Diverse Populations (3) / Fall**

The goal of this learning experience is to increase participants' understanding and awareness of the impact of instructional practices and administrative decisions upon all students. Topics include: definitions of diversity; identification of instructional needs of students; regulations of categorical programs; legal issues that affect all students; instructional strategies and curriculum for students with special learning needs; school policies and rules as reflections of diverse communities; issues of gender, race, ability level, language, cultural, and socio-economic background and the impact of these in the school setting. Grade only. This course is part of the Preliminary Administrative Services Credential Program. Prerequisite: admission to the Preliminary Administrative Services Credential program.

**590A Advanced Leadership Assessment: Induction Plan (2) / Fall, Spring**

Leadership skills and knowledge base will be evaluated through formal assessment procedures, including self-assessment and an employing district or county assessment. An individualized plan will be developed that prescribes work undertaken by the candidate. Cr/NC only. This learning experience is part of the Professional Administrative Services Credential program. Prerequisites: possession of Preliminary Administrative Services Credential and admission to the Professional Administrative Services Credential program.

**590B Competency Review Seminar: Assessment of Induction Plan (2) / Fall, Spring**

Candidate shall be asked to submit documentation of skills and experience that demonstrate competencies for the Professional Administrative Services Credential. Cr/NC only. This is part of the Professional Administrative Services Credential program. Prerequisites: all courses in Professional Administrative Services Credential program and consent of instructor.

**596A-F Advanced Field Experiences (12) / Fall, Spring**

Students will be involved in site-based problem solving and analysis, the generation and field implementation of appropriate solutions, and an evaluation of chosen solutions and actions. Discussion, monitoring, coaching, and evaluation of students' work will occur throughout the Advanced Field Experiences with EDEL 596A serving for the initial planning and development of student inquiry projects. Areas emphasized in the Advanced Field Experiences follow. This learning experience is part of the Professional Administrative Services Credential program. Cr/NC only.

**Advanced Field Experience Areas of Emphasis:**

- 596A Organization, Theory, Planning and Application (2) Fall/Sp
- 596B Reflective Leadership (2) Fall/Sp
- 596C Evaluation and Strategic Issues Management (2) Fall/Sp
- 596D School Law and Public Policy (2) Fall/Sp
- 596E Fiscal and Human Resources Management (2) Fall/Sp
- 596F Cultural and Organizational Environment (2) Fall/Sp

Prerequisites: Enrollment in EDEL 590A, possession of the Preliminary Administrative Services Credential, and admission to the Professional Administrative Services Credential program.

**Special Education/Multiple Subject Courses (EDMS)**

**437 Seminar: Integrated Curriculum in Preschool Through Elementary (3) / Fall, Spring**

Design of integrated curriculum for preschool through elementary school classrooms. Focus is on using skills and concepts identified in California Department of Education frameworks of science, mathematics, language arts, history, social science, visual and performing arts; to plan, implement, and evaluate developmentally appropriate curriculum. Grade only. Prerequisite: admission to Multiple Subject CLAD Early Childhood Emphasis or Education Specialist Credential program or consent of instructor.

**462 Teaching Reading/Language Arts in the Elementary School (4) / Fall, Spring**

Principles, methods, and materials for a comprehensive, balanced approach to instruction in reading and language arts. Includes current views of reading theory, current issues in reading/language pedagogy, strategies for literacy instruction. To include information, research-based instructional methodologies consistent with the A-M list of reading skills outlined in the California Reading Initiative, evaluating student progress, and the history of American literacy. Emphasis is on the interrelationships between language systems and the cognitive, affective and social aspects of literacy acquisition and development; issues of cultural and language diversity, bilingualism and dialect variation are integral to the course. Teacher candidates spend a minimum of 30 clock hours in an elementary classroom during reading/language arts instruction; no more than 4-5 hours are completed in one week; includes weekly meetings for discussion and feedback. Prerequisites: admission to a Multiple Subject Elementary Credential program or Special Education program. CLAD/BCLAD students must be concurrently enrolled in EDMS 460 and 461. Grade only. Special education prerequisite: admission to the Education Specialist Credential program.

**Special Education/Single Subject Courses (EDSS)**

**418 Learning and Development in Adolescents (3) / Fall, Spring**

Examination of theories of learning and teaching, social, physical, emotional, and cognitive development, with emphasis on adolescents. Includes the psychological foundations and research-based knowledge about effective secondary/middle school teaching in the areas of planning, implementing and evaluating instruction, motivation, self-esteem, classroom climate, and psychological perspectives on issues of diversity. Grade only.

**446 Language and Literacy Across the Curriculum: Middle and Secondary Schools (4) / Fall, Spring**

Principles, methods, and materials for guiding students' literary development in subject areas at the secondary level. Includes literacy and language theory and current issues in reading/language pedagogy for first and second language learners. Emphasis is on the interrelationships between language systems and constructivist literacy theory and the cognitive, affective, and social aspects of literacy development in subject areas. Issues of cultural and language diversity related to CLAD competencies, bilingualism, classroom management, lesson and unit design using CLAD competencies, and dialect variation are integral to the course. Students develop materials that contribute to a program portfolio to be evaluated before continuation to student teaching. Grade only. Prerequisites: admission to the Single Subject or Education Specialist Credential program, EDUC 417 and EDUC 418, or permission of instructor.

**Special Education Courses (EDSP)**

**422 Collaborative Partnerships in Special Education (3) / Fall**

In this course, students learn basic communication, consultation, and collaboration skills useful in forming productive partnerships with families, school administrators, general and special educators, specialists, paraprofessionals, community agency personnel, and related service providers. Focus is on skills for creating, maintaining, and evaluating effective teams which address long-term planning and transitional stages across the life span of individuals with disabilities. The course requires a variety of field assignments in both regular and special education at the elementary and secondary levels. Students are assigned instructional and collaborative tasks with pupils and teachers in regular education and in resource specialist programs at the elementary and secondary levels. Prerequisite: Admission to the Education Specialist Credential program or by permission of the instructor.

**423A Assessment, Curriculum and Instructional Strategies (3) / Fall**

This course provides an introduction to the basic principles and strategies of assessment, curriculum, and instruction that are appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs. Credential candidates learn to assess student needs, plan, implement, modify, and evaluate instruction, including the use of supplementary aids, services, and technology for individuals with disabilities. This course is a prerequisite for EDSP 423B in the Mild/Moderate Disabilities Education Specialist Credential program and EDSP 423C in the Moderate/Severe Disabilities Education Specialist Credential program. Prerequisites: Admission to the Education Specialist Credential program or permission of the instructor.

**423B Assessment, Curriculum and Instruction: Applied Strategies for Students with Mild/Moderate Disabilities (3) / Spring**

EDSP 423B represents an in-depth continuation of EDSP 423A for candidates in the Education Specialist Mild/Moderate Disabilities Credential program. Candidates gain practice in administering a variety of norm-referenced and criterion-referenced assessment tools used to identify students with special needs, to determine eligibility for special education services, and to develop and evaluate individualized education plans. Curricular modifications and instructional strategies which support students with mild/moderate disabilities in inclusive settings are explored. Prerequisites: Admission to the Education Specialist Mild/Moderate Disabilities Credential program and EDSP 423A.

**423C Assessment, Curriculum and Instruction: Applied Strategies for Students with Moderate and Severe Disabilities (3) / Spring**

EDSP 423C represents an in-depth continuation of EDSP 423A for Special Education Credential candidates in the Moderate/Severe Disabilities Credential program. EDSP 423C builds upon the basic information on assessment, curriculum, and instruction presented in EDSP 423A with specialized knowledge and techniques appropriate for crafting educational programs for learners with moderate and severe disabilities. Assessment and curriculum development techniques which are functionally tied to real world demands and which are referenced to the requirements for successful inclusion in school, community, and workplace are emphasized. Curricular modifications suitable for teaching learners with moderate and severe disabilities the skills necessary for meaningful education in the "least restrictive environment" are developed as key course elements. Further, attention to transitional events in the education and development of learners is heightened through the course. Prerequisites: Admission to the Education Specialist Moderate/Severe Disabilities credential program and EDSP 423A.

**424A Classroom Ecology: Management, Discipline and Behavioral Supports (3) / Fall**

EDSP 424A represents a first course in the study of classroom ecologies, classroom management, discipline and behavioral supports for Special Education credential candidates in both the Mild/Moderate and Moderate/Severe Disabilities programs. Course content offers theoretical and conceptual underpinnings of the development of social and academic behavior of students with special educational needs. Theoretical and conceptual foundations from a variety of paradigms are developed into applied techniques of classroom management and positive behavioral supports through a series of readings, exercises, and assignments throughout the course. This course is a prerequisite to either EDSP 424B for candidates in the Mild/Moderate Disabilities Credential program, or EDSP 424C for those pursuing the Moderate/Severe Credential. Prerequisite: Admission to the Education Specialist credential program or permission of the instructor.

**424B Classroom Ecology: Social Competence and Applied Problem-Solving (3) / Spring**

EDSP 424B is a continuation of EDSP 424A for Special Education credential candidates in the Mild/Moderate Disabilities program, offering additional in-depth coverage of the complex cluster of events affecting the formation of classroom ecologies and the development of social competence and applied problem-solving skills for learners with mild and moderate disabilities. Content includes study of several dominant theoretical models for viewing the social and academic behavior of such learners. Students are required to evaluate critically various theoretical positions and select one or more for in-depth study. As an outgrowth of this study, students will begin the development of a personalized approach to classroom ecological planning that will include emphasis on social competence, self-control and applied problem solving for learners with mild/moderate disabilities. Prerequisites: Admission to the Education Specialist Mild/Moderate Disabilities Credential program, and EDSP 424A.

**424C Positive Behavioral Supports and Instructional Models (3) / Spring**

EDSP 424C represents a continuation of EDSP 424A for Special Education credential candidates in the Moderate/Severe Disabilities program. EDSP 424C offers additional in-depth coverage of the cluster of environmental, social, and instructional events which special educators may arrange to provide positive behavioral supports and improved learning opportunities for learners with moderate and severe disabilities. Course content focuses on Applied Behavior Analysis and its derivatives as they have been successfully employed to address behavioral and instructional needs in the context of special education for learners with moderate and severe disabilities. Emphasis throughout the course is placed upon the communicative intent of behavior, the development of positive supports for behavioral development and improvement and the recognition of the inherent respect due all learners while engaged in behavior change efforts. Prerequisites: Admission to the Education Specialist Moderate/Severe Disabilities Credential program and EDSP 424A.

**425 Developing Academic Performance of Students with Mild/Moderate Disabilities (3) / Fall**

This course is designed to provide specialist teachers with a research-based perspective on developing academic performance, with a focus on the early intervention and prevention of academic problems. Also included in the course are educational approaches for working with students who demonstrate difficulties in learning. Candidates learn research-validated "best practices" for language and academic development. Coursework will follow a "theory into practice" format consisting of classroom simulations, visitations, guided activities, and student projects using field-based lessons. Prerequisites: Admission to the Education Specialist Credential program or permission of instructor.

**428 Professional Seminar: Topics in the Education of Students with Moderate and Severe Disabilities (3) / Fall**

EDSP 428 is an advanced "Professional Seminar" for Special Education credential candidates in the Moderate/Severe Disabilities Credential program. Topics include the relative advantages of various interventions for students with moderate and severe disabilities, medical and health issues and competencies for teachers of medically fragile or multiply-handicapped learners, the building of circles of support for learners with significant disabilities, and health-related needs. Further, the concepts of the "least restrictive environments," dignity of risk, school-to-work transition, self-advocacy, inclusive communities, and "circles of friends" will be explored. EDSP 428 is designed around a professional seminar format in order to permit a focus on innovative conceptualizations, practices, and legal mandates, while retaining the ability to shift topics as they emerge in the field over time. EDSP 428 will include guest presenters with specialized expertise such as physicians and nurses specializing in disabled populations, occupational therapists, community activists from the disabled community, and private school practitioners and administrators. Seminars will occasionally be held in other settings, such as clinics or private schools, as appropriate to demonstrate the content of the topic under consideration. Prerequisite: Admission to the Education Specialist Moderate/Severe Disabilities Credential program or permission of the instructor.

**430 Special Education for Teachers (4) / Fall, Spring, Summer**

A survey course that presents theory, program concepts, and teaching practices related to students with special educational needs. Legislation, public policy, and advocacy related to the full inclusion of students with special needs into the least restrictive environment are reviewed. Additionally, assessment, curriculum and instructional modifications designed to accommodate learners with diverse backgrounds (cultural, linguistic, socioeconomic) and abilities are addressed. Thirty hours of required field experience are an integral part of the course. Grade only. This course meets the special education requirements to convert a basic credential to a Professional Clear Credential and is a required beginning course for students in the Education Specialist Credential program.

**465 Student Teaching Practicum: Mild/Moderate Disabilities (10) / Fall, Spring**

EDSP 465 represents the student teaching component of the Mild/Moderate Disabilities credential program. Student teaching is a culminating experience that must occur in the final semester of the program. Credential candidates student teach for 12 weeks under the guidance and supervision of a duly selected master teacher in the schools as well as a university supervisor from Sonoma State University. Student teaching sites are selected to reflect current prevailing practices in the education of learners with mild or moderate disabilities. Thus, resource specialist programs, special day classes, transitional classes, inclusion programs, and "non-public schools" certified by the California Department of Education all represent possible placement sites for student teachers. Candidates may receive student teaching credit for assignments where they are also the "teacher of record," or otherwise employed, contingent on suitable supervision and guidance availability on-site. Cr/NC only. Prerequisites: Admission to the Education Specialist Mild/Moderate Disabilities Credential program, and EDSP 422, EDSP 423A, EDSP 424A. Corequisite: EDSP 466.

**466 Student Teaching Seminar: Mild/Moderate Disabilities (1) / Fall, Spring**

EDSP 466 represents the seminar which accompanies the student teaching component of the Education Specialist Mild/Moderate Disabilities Credential program. The seminar is designed to provide a problem-solving forum for the myriad of educational, social, and psychological issues which tend to arise as part of student teaching. Guidance and support aimed at a successful student teaching experience is offered through EDSP 466. In addition to the instructor of EDSP 466, occasional guest visits by student teaching supervisors, resident teachers, and school administrators will complement the class sessions. Candidates will also be provided time to form cooperative support groups around commonalities of assignment or problem areas. Cr/NC only. Prerequisites: Admission to the Education Specialist Mild/Moderate Disabilities Credential program, EDSP 422, EDSP 423A, EDSP 424A. Corequisite: EDSP 465.

**467 Student Teaching Practicum: Moderate/Severe Disabilities (10) / Fall, Spring**

EDSP 467 represents the student teaching component of the Education Specialist Moderate/Severe Disabilities Credential program. Student teaching is a culminating experience that must occur in the final semester of the program. Credential candidates student teach for 12 weeks under the guidance and supervision of a duly selected master teacher in the schools as well as a university supervisor from Sonoma State University. Student teaching sites are selected to reflect current prevailing practices in the education of learners with moderate or severe disabilities. Thus, resource specialist programs, special day classes, transitional classes, inclusion programs, and "non-public schools" certified by the California Department of Education all represent possible placement sites for student teachers. Candidates may receive student teaching credit for assignments where they are also the "teacher of record," or otherwise employed, contingent on suitable supervision and guidance availability on-site. Cr/NC only. Prerequisites: Admission to the Education Specialist Moderate/Severe Disabilities Credential program, and EDSP 422, EDSP 423A, EDSP 424A. Corequisite: EDSP 468.

**511 Professional Induction Plan: Supervised Development (1) / Fall, Spring**

EDSP 511 is the initial course in the Professional Level II Education Specialist Credential program. This course offers a forum for the development of an individualized plan for the induction of new special education teachers into the profession of Special Education. The Individual Learning Plan developed during Preliminary Level I forms the basis for development of the induction plan. The Professional Induction Plan is developed in response to the new teachers' areas of professional needs and interests. It is developed by the candidate with University faculty, school district mentors/ support providers, and other teachers. Cr/NC only. Prerequisite: Admission into the Professional Level II Education Specialist Credential program.

**512 Advanced Issues in Assessment, Curriculum, and Instruction for Students with Disabilities (3) / Spring, alternate years**

EDSP 512 is part of the Professional Level II Education Specialist Credential program. Foundational knowledge in assessment, curriculum, and instruction is extended within EDSP 512. Candidates gain advanced skills in planning, conducting, reporting, and utilizing a variety of assessments, and in integrating assessment results into instructional planning. Issues such as assessment bias and research, law, and policies and procedures pertaining to the assessment process are addressed. Broad curricula areas including vocational development and community living preparation, diverse instructional approaches, and educational technologies are also addressed. Adaptation and modification of assessment, curriculum, and instruction to meet the individual needs of students with disabilities is a course focus. Prerequisite: Admission into the Professional Level II Education Specialist Credential Program.



### 513 Current and Emerging Research and Practice in Special Education (3) / Fall, alternate years

EDSP 513 is part of the Level II Education Specialist Credential program. The course will critically examine emerging research on varied issues impacting special educational policy and practice. The value of empiricism as a philosophy, and data-based teaching practices will be explored. The issues surrounding quantitative and qualitative measurement along with varied conceptualizations of validity, reliability, and accountable practice will be explored via assigned readings and individual projects. These projects will require students to assess the research-based merits of selected special educational practices. Candidates will be required to triangulate various quantitative and qualitative measures of educational and policy effectiveness in order to render empirically informed conclusions about differential effects of various practices in the field of special education. Prerequisite: Admission into the Professional Level II Education Specialist Credential program.

### 514 Advanced Communication, Collaboration and Consultation in Special Education (3) / Spring, alternate years

EDSP 514 is a required course for the Professional Level II Education Specialist Credential program. EDSP 514 explores advanced issues surrounding communication, collaboration, and consultation in special education. The effective performance of educational leadership, advocacy, and team management, as well as methods for positively representing special education to parents, administrators, and other educators are addressed in the course. Additionally, skills and methods of collaborating and communicating with professionals and paraprofessionals about students' complex emotional and behavioral needs are addressed. The area of cross-agency transitional services and individualized transitional experiences are explored with emphasis on communication and collaboration across human service agencies. The development of collaborative planning, evaluation and refinement of instructional strategies, curriculum, adaptations and behavioral support are also required of candidates taking EDSP 514. Prerequisite: Admission into the Professional Level II Education Specialist Credential program.

### 515 Advanced Legal Issues in Special Education (3) / Fall, alternate years

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.

### 516 Professional Induction Plan: Culminating Assessment (1) / Fall, Spring

EDSP 516 is the final course in Professional Level II Education Specialist Credential program. This course creates a context for the culminating assessment of the individualized Professional Induction Plan. Candidates will collaboratively assess the elements presented in their induction plans developed in EDSP 511. Working with University faculty, school district support staff, and other teachers, the candidates will evaluate the attainment of their professional goals by reviewing the evidence contained in their Professional Portfolio and applied to their school settings. Areas for continued professional growth will also be identified. Cr/NC only. Prerequisite: Admission into the Professional Level II Education Specialist Credential program.

### 555 Teaching Students Who Are Severely Emotionally Disturbed (3)

Description and evaluation of major theoretical approaches to teaching students identified as "severely emotionally disturbed." Includes the identification and review of research on issues and trends and how each relates to designing and implementing instructional programs. Content includes discussion of teaching basic skills to students with emotional and behavioral disturbances. Observation and participation in field work required. Prerequisite: permission of special education coordinator.

**562 Resource Specialists in Special Education (3) / Fall**  
Study of role and responsibilities of resource specialists in the public schools. Grade only. Prerequisite: admission into resource specialist program.

### 563 Consultation and Collaboration in Special Education (3) / Spring

Focuses on teaching basic communication skills, collaborative consultation techniques, in-service training skills, and implementation and evaluation processes utilized in a collaborative model. Observations and field experience are a required component of this class. Grade only. Prerequisite: admission into resource specialist program.

# Reading, Language and Culture

## Department Office

Stevenson Hall 3004  
707 664-3238  
fax 707 664-4200  
www.sonoma.edu/education

## Administrative Coordinator

Leslie Mouton

## Department Chair

Paul Crowley

## Administrative Coordinator

Leslie Mouton

## Faculty

Paul Crowley, Jayne DeLawter, Sally Hurtado,  
Hee-Won Kang, Mary Ann Nickel

The Department of Reading, Language and Culture 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 P-12 education, appreciation for diversity, and respect for all learners.

M.A. in education programs are designed with both full-time and part-time students in mind. Some master's degree programs may be taken concurrently with advanced credential programs.

Note: Program requirements change periodically, and current information may not be available in this catalog. For more detailed information on credentials and other education programs, please see the University's special bulletins, the University web site, and the School of Education's current program brochures and policy statements.

## Special Resources

### Teacher Recruitment and Information Center (TRIC)

The Teacher Recruitment and Information Center is available to provide information and admissions applications for all School of Education programs.

TRIC is open daily for student drop-in or telephone requests. For advising about programs, applications, and options, consult the TRIC office in Stevenson Hall 3011, 707 664-2131.

### Credentials Office

The Credentials Office serves as the admissions and records center for all programs offered in the School of Education and is responsible for the recommendation of teaching and service credentials. Credentials analysts and staff are available for providing application information and credential information to prospective students, continuing students, out of state teachers/administrators, University constituents and the University service area in general.

## Career Outlook

California faces the daunting task of replacing 300,000 teachers over the next ten years. Newly credentialed teachers are generally finding jobs rather rapidly today, with equally good prospects for the future. Currently there exist shortages of credentialed teachers in mathematics, science, special education, Spanish, and bilingual education. In addition, graduates of the School of Education find positions in community agencies and in the private sector.

## Programs Offered in the Department of Reading, Language and Culture

In conjunction with the Department of Early Childhood and Elementary Education (ECEE), the Department of Reading, Language and Culture offers the Bilingual CLAD credential. The RLC Department also offers graduate programs in reading and language including the Master's Degree in Reading and Language, and the Reading Certificate, and is currently undergoing the approval process for Reading and Language Arts Specialist credential program.

English language development and bilingual teachers are now central to staffing California's schools. With the introduction of a combined Bilingual Crosscultural Language and Academic Development (BCLAD) credential, many more teachers will enter the profession with the basic knowledge necessary to meet the needs of California's diverse student population. The BCLAD program at Sonoma State University's service area. The program authorizes the candidate to provide instruction for English language development, specially designed content instruction delivered in English, primary language development, and content instruction delivered in Spanish.

The Reading, Language and Culture Department also offers four graduate programs for teachers interested in professional development and licensure in reading and language arts: The Master's Degree in Education with an Emphasis in Reading and Language; the Reading Certificate; and the Reading and Language Arts Specialist Credential. These programs may be taken individually or candidates may complete the M.A. degree program and the Reading Certificate/Reading and Language Arts Specialist Credential programs simultaneously.

## I. Bilingual CLAD Teaching Credential

The Bilingual Crosscultural, Language and Academic Development (BCLAD) credential program prepares teachers to work in Spanish bilingual classrooms, with English language learners and/or native English speakers. BCLAD teachers often take leadership roles in schools in working with teachers in developing curriculum designed to support English language learners in regular classroom settings. Due to the demographics of California, there is a tremendous need for teachers who are knowledgeable about and sensitive to the needs of native Spanish speakers. This credential authorizes the holder to teach in a self-contained Spanish bilingual classroom preschool through grade 12. It is most frequently used for teaching in elementary classrooms.

Students pursuing the BCLAD Credential may select from among the approved teaching credential subject matter preparation programs within the following departments:

### Chicano and Latino Studies (CALs)

Nichols Hall 214, 707 664-2369

\*Note: Candidates will fulfill CALs prerequisites for the BCLAD program in this subject matter preparation program

The basic authorization to teach in the California public schools requires the following:

1. Possession of a bachelor's degree.
2. Verification of appropriate subject matter competency, either an approved subject matter preparation program or passage of appropriate
3. state-approved examination(s).
4. Submission of scores for the California Basic Education Skills Test for teachers (CBEST).
5. 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.
6. Completion of a state-approved program of professional teacher education.
7. Filing of the application for a Certificate of Clearance, which includes fingerprinting.

Completion of the requirements listed above will allow an individual to obtain a preliminary basic teaching credential. A professional clear teaching credential will be recommended by the University upon completion of an approved fifth year of study (30 units beyond the bachelor's degree) that includes requirements in health education/drug abuse, mainstreaming, computer education and cardiopulmonary resuscitation (CPR).

**Note:** Contact the Credentials office for the latest information regarding legislative changes in the basic credential programs. Students should consult with the credentials office and the program advisor during their first semester on campus if they plan to pursue a credential.

### Requirements for Admission to Basic Teaching Credential Preparation Programs

All credential candidates must complete the following before admission to the professional preparation programs:

1. Admission to the university.
2. Grade point average of 2.75 in upper-division and/or graduate coursework or a 2.67 overall grade point average.
3. Submission of scores for California Basic Educational Skills Test (CBEST).

4. A minimum of 40 hours of documented, supervised field experience. (Please see Prerequisite Field Experience Requirement Documentation form for details).
5. Successful completion of an admissions interview with a member of the School of Education.

6. Demonstration of aptitude, personality, and character traits that satisfy the standards of the teaching profession. Assessment of these qualities will be made by the School of Education through evaluation of interviews, letters of recommendation, and candidates' professional goals statements.

Some students may be admitted to basic teaching credential programs who have not met one or more of the above requirements when such students have compensating strengths in other required areas.

Note: Additional program-specific admission requirements are listed with each program description.

### Procedures for Admission to Basic Teaching Credential Preparation Programs

The Credentials office provides information regarding standards and dates for application to programs in the School of Education.

1. Apply for admission directly to the Credentials office, School of Education. Application packets and additional information may be obtained from the Credentials office, Stevenson 3007.
2. Submit to the Credentials office two official transcripts from each college/university attended. (Check with the office of admissions and records regarding additional official transcripts required for admission to the university.)
3. Submit official CBEST results.
4. Submit verification of supervised field experience.
5. Submit three letters of recommendation.

### Continuation in Basic Teaching Credential Preparation Programs

1. During the first semester, all candidates must:
  - a. Provide evidence from a physician of a clear chest x-ray or negative TB skin test; and
  - b. Apply for a Certificate of Clearance. Application forms are available in the Credentials office.
2. All education students are required to meet each semester with an education advisor.
3. Students must successfully complete all requirements for each program phase including coursework, fieldwork, and student teaching before entering the subsequent phase.
4. Students are expected to make continuous progress toward the credential while maintaining a grade point average of 3.00 in professional education courses after entry into the credential program. Incomplete grades (I) and grades of D or F in professional education courses must be removed and statutory requirements met prior to continuing enrollment in courses.
5. Candidates who must delay progress in the professional education program may file a written request with the program advisor 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.

### BCLAD Prerequisites and Co-Requisites

Corequisite: 6 units of foreign language (college level)

EDUC 417 School and Society (3)

MATH 300 Elementary Number Systems, Probability and Statistics (4)

CALS 456 Bilingual/Cross-Cultural Education (4)

CALS 451 Chicano/Latino Humanities (4)

Upper-Division Target Culture Course (3-4)

**Total prerequisite units for BCLAD ..... 18-19**

Spanish Language Proficiency Requirement: Candidate must take the Spanish language exam given by the BCLAD program. Candidate must have an entry score of 2.0 FSI for admission. Note: the candidate must have a score of 3.0 FSI to exit the program. Contact the Project PITA/BECA office (707) 664-4428 regarding the Culture and Language Examination.

### Project PITA Preservice Inservice Training Alliance

Project PITA Preservice Inservice Training Alliance is a comprehensive support program for new or emergency credentialed teachers and for teachers seeking CLAD or BCLAD certification.

**The Project consists of two programs:** The preservice program requires that a currently employed teacher (most likely with an emergency credential) be enrolled in a Sonoma State University teaching credential program. Project PITA Preservice Inservice Training Alliance will pay up to full tuition fees for teachers meeting this requirement. Additionally, the project will provide training for PITA Preservice Inservice Training Alliance teachers, cooperating teachers, school administrators and university supervisors. The project's goal is to ensure its participants will receive excellent training and support.

The inservice program requires that a currently employed teacher be interested in obtaining CLAD or BCLAD certification. The project offers assistance with fees for CLAD/BCLAD training, including materials and examination costs. Project PITA Preservice Inservice Training Alliance participants will have access to CLAD/BCLAD training offered by the Bilingual Teacher Training Program administered by the Sonoma County Office of Education. This is one of the most successful training programs in the state.

### PROJECT PITA PRESERVICE INSERVICE TRAINING ALLIANCE OFFERS:

- Scholarships
- Professional growth opportunities
- Funding for substitute teachers to facilitate release time for Project participants
- A community of fellow teachers, administrators and School of Education faculty
- Resources for test preparation and test taking

### Project BECA Bilingual Educator Career Advancement

Project BECA Bilingual Educator Career Advancement is an extensive support program for bilingual teacher candidates. This project has been established through a U.S. Department of Education Title VII grant in order to help meet the demand for bilingual teachers in the North Coast. Spearheaded by the School of Education at Sonoma State University and the Sonoma County Office of Education, Project BECA Bilingual Educator Career Advancement proposes to increase the quality and quantity of bilingual teachers through a comprehensive support system.

Project BECA's main objective is to increase the quality and quantity of bilingual teachers. In order to ensure the success of BCLAD teacher candidates, Project BECA Bilingual Educator Career Advancement offers academic, financial and professional support.

### BECA BILINGUAL EDUCATOR CAREER ADVANCEMENT SCHOLARS ARE ELIGIBLE TO RECEIVE:

- Foreign Transcript Evaluation
- Assistance with Course Work
- Tuition Assistance
- Stipends
- Child Care Stipends
- Test Preparation Assistance (BCLAD, CLAD, MSAT, CBEST)
- Spanish Language Development

Contact Information  
Project BECA/PITA  
Stevenson Hall 3021  
(707) 664-4428

## Multiple Subject BCLAD Program

### Phase I

- EDUC 460 Learning and Teaching in Elementary School (3)
- EDUC 461 Multicultural Education and the Social Sciences (4)
- EDUC 410 Second Language Pedagogy (4)

### Phase II

- EDUC 462B Teaching Reading/Language Arts in the Elementary School (4)  
(taught in Spanish for BCLAD students)
- EDUC 472 Teaching Math in the Elementary School (2)
- EDUC 473 Teaching Science in the Elementary School (2)
- EDUC 476 Participant Observation (3)

### Phase III

- EDUC 480B Integrated Curriculum in the Elementary School (3)  
(taught in Spanish for BCLAD students)
- EDUC 482 Student Teaching (12)

**Total units for the program ..... 37**

## II. Master of Arts in Education with a concentration in Reading and Language

The M.A. degree program in education offers courses of graduate study to prepare candidates for specialized teaching and for curriculum and instructional leadership responsibilities in the schools. The program, a minimum of 30 units, provides for areas of concentration in educational administration; curriculum, teaching and learning; early childhood education; reading and language; and special education.

Students must maintain a 3.00 grade point average in all coursework in the approved master's degree program as well as all coursework taken subsequent to admission in conditionally classified standing.

For more information, refer to the section on Graduate Degrees on page 35. The graduate director is John Kornfeld. The Reading and Language program advisor is Paul Crowley.

## Prerequisites for the Reading and Language Graduate Programs (M.A.; Reading Certificate; Reading and Language Arts Specialist Credential)

1. A bachelor's degree from an accredited institution.
2. A cumulative upper-division and graduate grade point average of at least 3.00 and a grade point average of at least 3.00 for previous work in education.

## Procedures for Applying to the Graduate Program

1. Apply to the University as a graduate student.
2. Apply to the School of Education.
3. Submit the following:
  - a. A professional-goals statement.
  - b. One set of official transcripts.
  - c. One photocopy of a valid basic teaching credential (except where otherwise noted).
  - d. Two letters of reference attesting to academic potential and professional promise (except where otherwise noted).

## Requirements for M.A. Advancement to Candidacy

1. Completion of M.A. core courses EDUC 570 and 571, and of M.A. concentrations.
2. Presentation and approval of program portfolio.
3. Filing of Advancement to Candidacy form with School of Education graduate director.

## Requirements for the M.A. Degree in Education

Graduate students must complete all requirements as established by the School of Education, the SSU Graduate Studies Council and the University, to include:

1. Completion of an approved program consisting of a minimum of 30 units of upper-division and 500-level courses, as follows:
  - a. at least one-half of the units in 500-level courses.
  - b. not more than 9 semester units of transfer and/or extension credit.
  - c. filing of an Advancement for Candidacy form that verifies approval of the program portfolio, verifies writing proficiency and describes the culminating project.
2. Completion and final approval of EDUC 572, 573 or 598/599 and completion and final approval of a cognate, individualized examination, thesis, curriculum project, or creative project.

All M.A. requirements listed above must be completed within seven years (14 semesters) of the initiation of graduate study.

## The M.A. Program Portfolio

Throughout their entire M.A. course of study, graduate students work on a reflective program portfolio. The portfolio addresses the following questions: Who am I in the context of the profession of education at this time in my personal and professional history and in the cultural context in which I live and learn? Under what conditions do I feel respected and engaged as a learner? What ideas have shaped and will impact my practice and my beliefs about education? What ideas, issues, and topics interest me as possible areas for in-depth inquiry? Students will construct and review their program portfolios as an ongoing requirement for the graduate core courses. Presentation of the program portfolio is required for advancement to candidacy.

## Reading and Language Master's Degree Program

Program Advisor, Paul Crowley

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 coursework focuses on the nature of literacy development and the improvement of classroom curriculum and methods that emphasize the relationship of reading to other language and concept learning.

### Program Coursework: 30 - 36 units

EDRL 507	Research in Language and Literacy	3
EDRL 521A	Language Development in First and Second Languages	3
EDRL 522	Assessment and Teaching in Reading and Language Arts	3

### Education Core Courses (9 - 12 units)

EDUC 570	The Reflective Educator	3
EDUC 571	Research Paradigms in Education	3

Thesis Path (30-unit course of study, including 18 units in the student's program area, 12 units of core courses):

EDUC 598	Developing a Thesis/Project (3)
EDUC 599	Supervised Research for Thesis/Project (3)

Cognate Path (36-unit course of study, including 18 units in the student's program area, 9 units of core courses, and a 9-unit cognate course of study):

EDUC 572	Supervised Study for the Cognate Project (3)
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Individualized Exam Path (33-unit course of study, including 18 units in the student's program area, 9 units of core courses, and 6 units of elective courses):

EDUC 573	Supervised Study for the Individualized Examination (3)
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### Supporting Coursework (9 units)

The M.A. in reading/language education allows you to take 9 elective units (three courses, typically) in the reading/language project or in other approved areas, such as bilingual education, curriculum, ESL and early childhood education.

If you have attended the California Reading and Literature Project Summer Institute or if you would be interested in doing so after enrolling in the program, 3 credit units can be applied to the M.A. in reading/language.

Students who wish to pursue a Reading Certificate & Reading/Language Arts Specialist Credential, and an M.A. degree in reading and language education may complete the programs concurrently.

## Pathways to Program Completion

The M.A. program of study requires 30-36 semester units of coursework, depending on the M.A. in Education pathway a student selects. There are three pathways to program completion, including the thesis/project, cognate, and individualized examination. We encourage students to become knowledgeable about each of the pathways in order to pursue a program of study that meets their professional goals within their preferred style of learning.

In all three pathways, graduate students take 18 units in the program area of concentration and at least 6 units (EDUC 570 and 571) of M.A. core courses. All M.A. students work with a three-member committee, and most closely with the committee chair, to complete a culminating activity which is presented to the committee in a public forum. In addition to these points in common, there are distinct differences among the three pathways to program completion, as described below.

## Thesis/Project

The thesis/project pathway is a 30-unit course of study, including 18 units in students' program area of concentration and 12 units of core courses (EDUC 570, 571, 598, and 599). In order to prepare for the thesis/project, students must take Education 598 (*Developing a Thesis/Project*) and 599 (*Supervised Study for the Thesis/Project*) as their final two courses in the M.A. program.

The thesis is a written product of a systematic study of a significant problem in education. The project is a written document describing a significant undertaking appropriate to education. The thesis/project option requires an extensive write-up, including an in-depth literature review. Students must also present their thesis/project to their three-member committee in a public forum. Examples of a thesis investigation include process/product research, correlational study, action research, ethnographic study, historical study, or theoretical study. Examples of a project include curriculum design, professional development for educators, program design, performance piece, or creative project.

## Cognate

The cognate pathway is a 36-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 572), and a 9-unit cognate course of study. The cognate course of study is a group of courses which students choose in consultation with a faculty advisor and/or committee chair, and that allows students to examine areas of interest related to their M.A. concentration. In order to work with their three-member committee on the cognate project, students must take Education 572 (*Supervised Study for the Cognate Project*) as their final course in the M.A. program.

The cognate project (e.g., portfolio, professional article, video, website, field-based product) is a significant undertaking through which students connect their cognate course of study with the M.A. core courses, program concentration, and/or work in the field. The project may address, for example, implications of the cognate course of study for the classroom, reflections on new teaching practices, response to scholarly research, or educational theory. A written reflection must be included in the project. Students must present the completed project to their three-member committee in a public forum.

## Individualized Examination

The individualized examination pathway is a 33-unit course of study, including 18 units in the students' program area of concentration, 9 units of core courses (EDUC 570, 571, and 573), and 6 units of elective courses. For the electives, students, in consultation with their faculty advisor and/or committee chair, choose courses which allow them to examine areas of interest related to the M.A. concentration and to focus on the examination area(s) of study that they have chosen. In order to work with their three-member committee as they prepare for the examination, students must take Education 573 (*Supervised Study for the Individualized Examination*) as their final course in the M.A. program.

The individualized examination addresses areas of study identified by the student in consultation with the student's examination committee. The exam is written by the student's committee (a chair plus two other members) and consists of four questions related to the student's area(s) of study, including one question submitted in advance to the committee by the student. When the student is ready to take the examination, he/she receives the questions from the chair and has 72 hours to complete the written examination and to return it to the chair. Within two weeks of completing the examination, the student must meet with the committee for an oral examination in which the committee asks follow-up questions for clarification and elaboration.

## III. Reading Certificate Program

The Reading Certificate prepares individuals to take a leadership role at the school site and emphasizes work with students who experience difficulties with reading. Reading Certificate teachers assist and support other classroom teachers, assess student progress, and monitor student achievement while providing instruction and intervention. They also play a consultative role in materials and program selection at the district and may take leadership responsibility within the more limited realm of the school site. The Certificate is the first part of a continuum of services to students and teachers in the area of reading and language arts. Teachers completing the Reading Certificate Program are encouraged to continue to earn the Reading and Language Arts Specialist Credential (currently under review by the California Commission on Teacher Credentialing).

### Program Prerequisite

- a basic teaching credential is required for admission

### Reading Certificate Prerequisite

- three years teaching experience is required for awarding of Reading Certificate

## Block One: Developing a Personal Model of Literacy Spring

Integrated investigation of Literacy Research/Theories/Beliefs/Practices aimed at developing a working understanding and reflective stance for each of these themes through in-depth case studies of English language learners. The breadth and depth of the themes ensure that candidates examine and understand the nature of fluent reading and comprehension, assessment approaches, planning and delivery of reading intervention and instruction, and best practices in assisting classroom teachers of English only and English language learners. Focused field experiences and assessment that lead to purposeful reading instruction permeate this block.

EDRL 521A	Language Development in First and Second Languages	3
EDRL 522	Assessment and Teaching in Reading and Language Arts	3

## On-Campus Reading and Writing Clinic Summer

Public school students attend SSU for reading improvement and enrichment in a supervised clinical setting. Certificate candidates assess and teach these students, deepening knowledge of reading and language arts assessment, intervention and instructional strategies, in collaboration with and under the supervision of clinical faculty, university faculty and Reading and Language Arts Specialist candidates.

EDRL 527A	Clinical Field Experience in Reading and Language Arts .....	3
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**Block Two: Developing a Professional Model of Literacy**  
Fall

Investigation of Research/Theories/Beliefs/Practices in teaching reading and writing, designed to produce a professional knowledge base for each of these themes. Candidates develop a comprehensive set of strategies for promoting fluent reading and comprehension, planning and delivery of literature-based reading curriculum, and assessment-based intervention and instruction. Candidates are prepared for literacy and language arts leadership roles at the school level.

EDRL 521B	Reading and Language Arts in First and Second Languages .....	3
EDRL 524	Literature and Literacy .....	3

**IV. Reading and Language Arts Specialist Credential**

All teacher preparation institutions in California were provided with new program standards for the Reading and Language Arts Specialist Credential by the California Commission on Teacher Credentialing. The newly designed SSU Specialist program is currently under review by the Commission. Contact Paul Crowley, Reading and Language Program Advisor, for information regarding the status of the program's approval.

The Reading and Language Arts Specialist Credential prepares candidates to work with students in various settings and to perform multiple roles, including assisting and supporting classroom teachers in the appropriate assessment and instruction of reading and writing for all students across all grade levels. The specialist may also:

- provide direct services to students to help them attain independence in reading and writing, including comprehension and critical thinking skills.
- do demonstration teaching and curriculum planning for groups and individuals.
- organize and manage language arts programs at the district or school level.
- assess teaching strategies to assist teachers in creating a literacy learning environment.
- provide leadership in materials, textbook, and program selection at the district or school level.
- plan and conduct inservice professional development activities for teachers, administrators, school board members, parents, and members of the community at the district or school level.

**Credential prerequisite requirements:  
All Reading Certificate courses including  
certificate prerequisites**

**Block Three: Developing Research-Based Literacy Theory**  
Spring

Continued investigation of Research/Theories/Beliefs/Practices aimed at developing thorough understanding and a reflective stance for each theme. Candidates examine and critique research-based curricular practices and assessment approaches in professional literature and field settings. Topics include fluent reading, comprehension, planning, and delivery of literacy curriculum, intervention strategies, best practices in assisting classroom teachers, and assessment that leads to purposeful reading and writing instruction.

EDRL 523	Curriculum Development in Language and Literacy (3)
EDRL 529	Evaluation in Reading and Language Arts Programs (3)

**On-Campus Reading and Writing Clinic**  
Summer

Public school students attend SSU for reading improvement and enrichment in a supervised clinical setting. Specialist Credential candidates supervise Certificate candidates in assessment and intervention strategies with the students with diverse reading abilities and backgrounds. Candidates also demonstrate effective teaching of struggling readers, conduct clinical conferences and review clinical reports, and monitor overall clinical experiences.

EDRL 527B	Advanced Clinical Field Experience in Reading and Language Arts .....	3
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**Block Four: Developing Professional Literacy Models**  
Fall

Advanced and intensive investigation of Research/Theory/Beliefs/Practice. All coursework and field experiences are aimed at articulating a professional knowledge base for each theme. Candidates critique research into reading and writing for diverse student populations, conduct their own literacy studies, and hone their leadership skills for assisting classroom teachers and other educational professionals with literacy education through focused field experiences.

EDRL 507	Research in Language and Literacy .....	3
EDRL 525	Leadership and Policy in Literacy Programs .....	3

**Multiple Subject Courses (EDMS)**

**410 Second Language Pedagogy (4) / Fall, Spring**

With the increasing numbers of children from different linguistic and cultural backgrounds in schools, preparing to teach and foster development of language and literacy among all children in the classroom is a major responsibility. The course reviews first- and second-language acquisition and major second-language teaching methodologies in relation to language development in school settings. The purpose of this course is to help students discover a diversity of approaches, methods, materials, and media they can use to help all students in our culturally and linguistically diverse classrooms become active, engaged and independent learners. Attention is given to the integrated development of all language skills within the context of the elementary school curriculum. Grade only. Prerequisite: consent of instructor.

**460 Learning and Teaching in the Elementary School (3) / Fall, Spring**

Survey of theories of teaching and learning and the social, physical, emotional and cognitive development of students. The course focuses on the application of this knowledge, and includes research-based strategies and systems for effective teaching, classroom management and discipline, and development of instructional objectives, lesson plans, and teaching strategies. Prerequisite: admission to the Multiple Subject Elementary Credential program. Grade only.

**461 Multicultural Education and the Social Sciences (4) / Fall, Spring**

Examination of cultural, ethnic, racial, linguistic, gender, family structure and individual diversity in the classroom, and the root causes of current classroom and school problems. The course includes an introduction to educational ethnography, and provides a basis for understanding the relationship of educational research and classroom teaching in terms of culture, teaching, and learning. Alternative methods and materials integrating social studies with other elementary school subjects are examined and evaluated; teacher candidates learn how to develop their own program of study in the social sciences. Students use techniques of ethnographic methods to observe and analyze classrooms during the observational field placement of the class (30 hours) during the last half of the semester. Prerequisite: admission to the Multiple Subject Credential program. Grade only.

**462B Teaching Reading/Language Arts in the Elementary School (Bilingual) (4) / Fall**

Principles, methods and materials for a comprehensive, balanced approach to instruction in reading and language arts. Includes current views of reading theory, current issues in reading/language pedagogy, strategies for literacy instruction, to include information, research-based instructional methodologies consistent with the A-M list of reading skills outlined in the California Reading Initiative, evaluating student progress, and the history of American literacy. Emphasis is on the interrelationships between language systems and the cognitive, affective and social aspects of literacy acquisition and development; issues of cultural and language diversity, bilingualism and dialect variation are integral to the course. Teacher candidates spend a minimum of 30 clock hours in an elementary classroom during reading/language arts instruction; no more than 4-5 hours are completed in one week; includes weekly meetings for discussion and feedback. Prerequisites: admission to a Multiple Subject Elementary Credential program and completion of, or concurrent enrollment in, EDMS 476. Grade only. Early childhood education prerequisite: admission to the Multiple Subject/Early Childhood Education Credential program. BCLAD candidates must see the BCLAD advisor to take the BCLAD section.

**472 Teaching Mathematics in the Elementary School (2) / Fall, Spring**

Goals, principles, methods and materials for teaching mathematics in elementary schools. This course aims to increase students' own confidence and appreciation of elementary mathematics, to broaden and deepen their understanding of current trends and issues in mathematics education, and to help them develop techniques and activities for teaching mathematics effectively to children. Coursework includes many teaching and learning activities, as well as reading and discussion. Grade only. Prerequisites: MATH 300. Open to students in the BCLAD Credential program; students must enroll concurrently in EDUC 476.

**473 Teaching Science in the Elementary School (2) / Fall, Spring**

Philosophy, goals and techniques of elementary science teaching. Emphasis is on theories and methods of teaching for conceptual understanding, development of science process skills, and development of positive attitudes toward science and learning. Major concepts of science are reviewed, with emphasis on representing them in ways that are effective with elementary students. Active, hands-on methods of teaching are presented throughout the course. Grade only. Open to students in the Multiple Subject Credential CLAD programs.

**480B Integrated Curriculum in the Elementary School (Bilingual) (3) / Fall, Spring**

Focuses on various ways of organizing disciplined-based knowledge that give elementary students a coherent educational experience. Teacher candidates are encouraged to use lessons, materials, and unit plans written for this class in their concurrent student teaching experience. Grade only. Prerequisites: admission to the Multiple Subject Elementary Credential program; completion of Phase I should be taken in Phase II of program or can be taken in Phase III concurrently with EDUC 482. BCLAD candidates must see their advisor in order to take the BCLAD section.

**482 Student Teaching and Seminar (12)**  
Fall, Spring

Students spend four full days per week in an elementary Spanish bilingual classroom for a full semester. During the last two weeks of this experience, teacher candidates teach and are responsible for the entire curriculum and school day. Students meet with their supervisors every week to focus on existing problems related to student teachers' classroom experience. Cr/NC only. Prerequisites: admission to a Multiple Subject CLAD Elementary Credential program; completion of Phase I and Phase II coursework, field experiences and Participant Observation.

**Education Courses (EDUC)**

**417 School and Society (3) / Fall, Spring**

A critical examination of current issues in today's schools and future directions in education through the perspectives of history, philosophy, sociology, anthropology, and the politics of education. Content includes: trends, movements and issues of the development of our present-day school systems and current educational practice; development of an individual philosophy of education through examination and evaluation of educational philosophies from early Greek through modern/post-modern thought; analysis of American society and its effect on the functioning of schools; the role of explicit and implicit cultural assumptions in educational contexts; and the influence of federal, state and local governing agencies, the knowledge industry and special-interest groups on education. Grade only.

**476 Participant Observation (3) / Fall, Spring**

Students spend three mornings per week in an elementary Spanish bilingual classroom for 15 weeks observing, assisting in daily classroom routines and activities, and teaching. Includes observation and teaching in small and large groups, and requires the student teacher to plan and carry out two weeks of instruction in two subject areas in which at least one of the subjects is reading or mathematics. Students meet with their university supervisors regularly. Cr/NC only. Prerequisites: admission to the BCLAD Credential Program.

**490 Selected Topics in Education (1-4) / Fall, Spring**

A course designed according to the interest of a particular faculty member, providing opportunities for diversification in content and reading. Grade only.

**495 Special Studies (1-4) / Fall, Spring**

Independent study designed in consultation with an instructor. Grade only. Prerequisites: successful completion of at least two courses in the School of Education, and submission of a completed SSU special studies form with required approvals during the first week of classes.

**500 Advanced Selected Topics in Education (1-4)**  
Fall, Spring

A graduate course designed according to the interest of a particular faculty member, providing opportunities for diversification in content and reading. Grade only.

**570 The Reflective Educator (3) / Fall, Spring**

This is the first in a series of three graduate core courses in the School of Education. Students will take this course at the beginning of the M.A. program. The focus of this course is on philosophical, historical, social and psychological perspectives in education. Students will examine these perspectives while being encouraged to examine and reflect upon their own professional practices in education. In this course, students will begin to construct a reflective program portfolio that they will continue to modify throughout their M.A. program. The portfolio is intended to be cumulative throughout the graduate core courses. The portfolio addresses the following questions: Who am I in the context of the profession of education at this time in my personal and professional history and in the cultural context in which I live and learn? Under what conditions do I feel respected and engaged as a learner? What ideas have shaped and will impact my practice and my beliefs about education? What ideas, issues and topics interest me as possible areas for in-depth inquiry? Students will construct and review their program portfolios as an ongoing requirement for the graduate core courses. Presentation of the program portfolio is required for advancement to candidacy. Grade only. Prerequisite: admission to M.A. in education program.

**571 Research Paradigms in Education (3)**  
Fall, Spring

This is the second in the series of three graduate core courses, and is designed to be taken midway in the master of arts degree program. This course focuses on students as critical consumers of research and includes among its goals the development of skills in the analysis and critique of educational research. The course addresses research and field needs of practicing educators as opposed to the needs of professional researchers and serves to acquaint students with basic principles and techniques of educational research. It also provides students with an opportunity to integrate knowledge of these principles through analyses of action research projects that may serve as the foundation for the culminating master of arts degree project. Grade only. Prerequisite: EDUC 570.

**572 Supervised Study for the Cognate Project (3)**

This supervised independent study provides students with guidance in the completion of their cognate project. Under the direction of the committee chair, and in consultation with all committee members, students will complete (1) a project that synthesizes their cognate coursework and connects it to their M.A. Program Concentration, and (2) a scholarly reflection which accompanies the project. Following completion of the project, students will participate in a formal presentation of their work to faculty and colleagues. Cr/NC. Prerequisite: advancement to candidacy.

**573 Supervised Study for the Individualized Examination (3)**

This supervised independent study provides students with guidance in preparing for the individualized examination. Under the direction of the committee chair, and in consultation with all committee members, each student will determine the areas of study to be addressed in the examination, choose relevant readings, and conduct a concentrated study of those areas to prepare for the exam. Following completion of the written exam, students will take an oral exam in which committee members ask follow-up questions to the written responses. Cr/NC. Prerequisite: advancement to candidacy.

**578 Project Continuation (1-3) / Fall, Spring**

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

**595 Special Studies (1-4) / Fall, Spring**

Independent study designed in consultation with an instructor. Grade only. Prerequisite: Students must complete the standard SSU form and secure the required approvals during the first week of classes.

**598 Developing a Thesis/Project (3) / Fall, Spring**

This is the final course in the graduate core courses in education. This course develops students' abilities to carry out a thesis or project and provides basic information for planning and implementing the master of arts degree proposal. The main goal is to provide students with knowledge to begin their thesis or project. Time is provided students to assess progress in the program and to complete portfolio development. Grade only. Prerequisite: completion of all M.A. coursework or taken in final semester of M.A. coursework.

**599 Supervised Research for Thesis/Project (3)**  
Fall, Spring

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.

**Reading and Language Courses (EDRL)**

**507 Research in Language and Literacy (3) / Fall**

Critical analysis, evaluation, exploration, and generation of literacy research. Students are immersed in the research traditions of reading, writing, language, and literacy, and read from classic and cutting-edge studies along with current literacy research, theory, and opinion. Students examine and construct connections among theory, research, and practice and inquire into relationships among language, literacy, social context, and culture.

**521A Language Development in First and Second Languages (3) / Spring**

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.

**521B Reading and Language Arts in First and Second Languages (3) / Fall**

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, including 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.

**522 Assessment and Teaching in Reading and Language Arts (3) / Spring**

Principles and procedures for literacy and content assessment and teaching in classrooms with English language learners, as well as for design and selection of materials, methods and contexts for literacy and content learning for all students. Students develop assessment and instructional plans for an English language learner (their 521A case study student) and for small and whole groups of students with a range of reading abilities. Topics include differentiated approaches and methods specifically designed for a variety of purposes and groups, use of literature and informational texts, and instruction/intervention resources for sheltered English and SDAIE.

**523 Curriculum Development in Language and Literacy (3) / Spring**

Critical analysis and development of learning-centered language and literacy curriculum. Students conduct in-depth analysis of current research and theory in curriculum and teaching and of California State Department of Education curriculum documents. Field participation and observation and individual inquiry projects provide opportunities for evaluation of curricular engagements. Students evaluate and select print and electronic materials for instruction and intervention programs.

**524 Literature and Literacy (3) / Fall**

Literature as a way of knowing, the role of literature in the curriculum, and strategies for teaching literature, about literature, and with literature. Topics include selection and censorship of classroom materials, flexible grouping, fluency, reader response, text structure, story grammar, multicultural literature, online resources, and high interest, comprehensible selections for beginning, struggling, ELL, and successful readers. Students explore issues related to using high quality literature, both narrative and expository, in reading and language arts programs as they complete fieldwork assignments.

**525 Leadership and Policy in Literacy Programs (3)**  
Fall

Principles of designing, organizing, coordinating and evaluating P-12 reading and language programs. Investigations into decision-making and policies for teaching reading and writing, including current influences on program development such as cross-cultural and multilingual classrooms, testing, technology, and community involvement. Students develop their professional expertise in leadership, supervision, evaluation, staff development, advocacy, mediation, negotiation, and conflict resolution.

**527A Clinical Field Experience in Reading and Language Arts (3) / Summer**

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 candidates' 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.

**527B Advanced Clinical Field Experience in Reading and Language (3) / Summer**

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.

**529 Evaluation in Reading and Language Arts Programs (3) / Spring**

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.

# English

## Programs offered

### Bachelor of Arts in English

- Literature concentration
- Creative Writing concentration
- Secondary Teaching Credential Preparation

### Master of Arts in English

### Minor in English

### Department Office

Nichols Hall 362  
707 664-2140  
[www.sonoma.edu/english](http://www.sonoma.edu/english)

### Department Chair

Timothy Wandling

### Administrative Coordinator

Merle Williams

### Faculty

Julie Allen, William Babuía, Robert Coleman-Senghor, Gillian Conoley, Katharyn Crabbe, Helen Dunn, Anne Goldman, Kim Hester-Williams, Sherril Jaffe, John Kunat, Lisa Nakamura, Noelle Oxenhandler, Greta Vollmer, Timothy Wandling, Janice 'J.J.' Wilson

English remains one of the most various, comprehensive and "liberalizing" of the liberal arts. It familiarizes us with the written documents that define the past and give meaning and purpose to the present; it investigates the sources and structure of language; it enriches our awareness of language in written and oral forms; it stirs the creative and recreative impulses; and it provides us with multiple ways to envision our world and ourselves through the study of fiction, poetry, drama, and the essay.

The English Department is one of the University's largest departments. In addition to its majors, the department serves many other students who take English courses to improve their writing, to develop a minor or double major field, or to pursue interests in some aspect of literature, language, or creative writing. English is the field most frequently chosen by students combining fields of study in an interdisciplinary major — for example, literature and sociology, literature and history, literature and art, linguistics and psychology.

Students who wish to major in English may choose one of three plans, each of which provides a coherent program with a particular emphasis. After a core of required courses, students will follow programs leading to a major in English and American literature, creative writing or secondary teaching, which prepares students to enter post-baccalaureate teacher credentialing programs.

Students who have majored in English work in business, public relations and advertising, broadcasting, journalism, law and government service, as well as in elementary, secondary, and college teaching. All of these fields require an understanding of human motivation and of the conflicts and dilemmas that people face. Our graduates enter those fields able to express themselves clearly, logically, and with passion. They understand the relationship between language and authority.

The English Department participates in the Sonoma State University CLEP (College Level Examination Program) credit-by-examination program. For further information on CLEP course equivalents in English, please refer to the Admissions section of this catalog.

The English Department also serves students in the applied arts minor, which may be of special interest to those seeking the Multiple Subject (elementary level) Teaching Credential and the University's pre-law and pre-health professions programs.

The English Department publishes the following professional and student publications: *Virginia Woolf Miscellany*; *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.

**Important notice to all English Department students:** beginning with the academic year 2002, the English Department anticipates making significant changes in its curricular offerings and programs. These changes will likely affect major and minor requirements and advising tracks for all catalog years. Before enrolling in classes, please be sure to check with the English Department for updated worksheets and to meet with an advisor to receive important information about changes in your program.

## Bachelor of Arts in English

Degree Requirements	units
General education .....	51
Major requirements .....	42
Core (15 units)	
Concentration (27 units)	
General electives .....	27
<b>Total needed for graduation .....</b>	<b>120</b>

### Major Core Requirements for All English Majors

(Except secondary teaching concentration students; please see Secondary Teaching Preparation, below.)

#### An Introductory Course

Complete the following course:  
ENGL 301 Literary Analysis: Seminar ..... 3

#### A Survey Course

Complete one of the following courses: ..... 3  
ENGL 237 Survey: Early American Literature (3)  
ENGL 238 Survey: Later American Literature (3)  
ENGL 239 Survey: Early English Literature (3)  
ENGL 240 Survey: Later English Literature (3)

#### A Shakespeare Course

Complete one of the following courses: ..... 3  
ENGL 339 Introduction to Shakespeare (3)  
ENGL 439 Studies in Shakespeare (3)

#### A Theory Course

Complete one of the following courses: ..... 3  
ENGL 379 The Structure and History of English (3)  
ENGL 401 Introduction to Modern Critical Theory (3)  
ENGL 487 Studies in Rhetoric (3)

#### An Upper-Division Course in Writing

Complete one of the following courses: ..... 3  
ENGL 303 Special Studies in Composition (3)  
ENGL 307 Introduction to Fiction Writing (3)  
ENGL 318 Introduction to Poetry Writing (3)  
ENGL 329 Screen/Script Writing (Film-TV-Stage) (3)  
ENGL 352 Personal Essay (3)  
ENGL 375 Advanced Composition (3)  
ENGL 407 Advanced Fiction Writing (3)  
ENGL 418 Advanced Poetry Writing (3)  
ENGL 475 Master Class in Nonfiction (3)

**Total units in the major core .....** 15

**Note:** English majors must choose one of three concentrations: literature, creative writing, or secondary teaching.

### Literature Concentration

Five general literature courses: ..... 15  
Three of these courses (9 units) must be at the 400 level, and two of these courses (6 units) must be in literatures before 1850 (or before 1914 if in American literature).

Electives ..... 12  
**Total units in the literature concentration .....** 27

### Creative Writing Concentration

Four courses in writing: ..... 12  
Three of these courses (9 units) must be at the 300/400 levels, and course selections must include two different writing genres (poetry, fiction, scriptwriting, essay).

Electives ..... 15  
**Total units in the writing concentration .....** 27

### Secondary Teaching Preparation

Core requirements: ..... 30  
Complete the following courses: ..... 18  
ENGL 301 Literary Analysis: Seminar (3)  
ENGL 341 Explorations in Language (3)  
ENGL 375 Advanced Composition (3)  
ENGL 379 The Structure and History of English (3)  
ENGL 491 Teaching Composition (3)  
ENGL 492 Responding to Literature (3)

Complete one of the following courses: ..... 3  
ENGL 238 Survey: Later American Literature (3) or  
Any upper-division 20th Century American Literature course approved by the department Secondary Teaching coordinator (3)

Complete one of the following courses: ..... 3  
ENGL 237 Survey: Early American Literature (3)  
ENGL 239 Survey: Early English Literature (3)  
ENGL 240 Survey: Later English Literature (3)

Complete one of the following courses: ..... 3  
ENGL 339 Introduction to Shakespeare (3)  
ENGL 439 Studies in Shakespeare (3)

Complete one of the following courses: ..... 3  
ENGL 314 Modern World Literature (3)  
ENGL 315 California Ethnic Literature (3)  
ENGL 345 Women Writers (3)

In addition to the core courses listed above, students in the secondary teaching program complete one of the three emphases outlined below: English/literature, English/drama, English/journalism.

#### Literature Emphasis: ..... 15

Complete the following courses: ..... 6  
ENGL 343 Youth and Literature (3)  
Elective: see Credential Advisor (3)

Complete one of the following author courses: ..... 3  
ENGL 349 Explorations in Literature (3)  
ENGL 451 Feminist Perspectives in Literature (3)  
ENGL 483 Individual Authors: American (3)  
ENGL 484 Individual Authors: English (3)

Complete one of the following genre courses: ..... 3  
ENGL 367 Introduction to Short Story (3)  
ENGL 369 Introduction to Poetry (3)  
ENGL 371 Introduction to Novel (3)  
ENGL 373 Introduction to Drama (3)

Complete one of the following period courses: ..... 3  
ENGL 448 Periods in English Literature (3)  
ENGL 450 Periods in American Literature (3)

#### Theater Arts Emphasis: ..... 15

Complete the following course: ..... 3  
ENGL 474 Studies in Drama (3)

#### Complete 12 units of the following genre courses: ..... 12

THAR 102 Introduction to the History of Theatre:  
Drama and Dance A (3)  
THAR 103 Introduction to the History of Theatre:  
Drama and Dance B (3)

THAR 120A Acting Level I: Fundamentals (2)  
THAR 300 Performance Analysis and Criticism (3)  
THAR 301 Dance Ensemble (1-3)  
THAR 302 Drama Ensemble Workshop (1-3)  
THAR 325 Auditioning for the Theatre (3)

#### Journalism Emphasis: ..... 15

Complete the following courses: ..... 12  
ENGL 368 Small Press Editing: ZAUM (3)  
COMS 200 Principles of Mass Communication (3)  
COMS 202 Methods of Media Criticism (3)  
COMS 368 Media Lab: STAR (Newspaper) (3)

Complete one of the following courses: ..... 3  
COMS 201 Introduction to Media Arts (3)  
COMS 210 Writing for the Media (3)  
COMS 265 Introduction to Radio Broadcasting (3)

**Total units in the secondary teaching concentration ....** 45

## Sample Four-Year Program for Bachelor of Arts in English Literature concentration

### Freshman Year: 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
ENGL 101 (3)	PHIL 101 (3)
Mathematics GE (3)	GE (3)
GE (3)	GE (3)
PHYS 100 (3)	ENGL 214 (3)
Electives (3)	Electives (3)

### Sophomore Year: 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
HUM 200 (3)	GE (6)
GE (6)	ENGL 238 or 240 (3)
ENGL 237 or 239 (3)	GE ENGL 303, 307, 318 or 395(3)
Electives (3)	ENGL 367, 369, 371 or 373 (3)

### Junior Year: 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
GE AMCS 360 (3)	ENGL 339 (3)
ENGL 301 (3)	GE NAMS (3)
GE WGS 345 (3)	ENGL 448 (3)
Electives (3)	ENGL 314 (3)
ENGL 379 (3)	Electives (3)

### Senior Year: 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
ENGL 483 (3)	ENGL 494 (3)
ENGL 451 (3)	ENGL 482 (3)
ENGL 435, 535 or 475 (4)	Advanced Genre (3)
Electives (5)	ArH 454,460 or 464 (3)
	GE BIOL 311 (3)

**Total semester units 120**

### Advising Clarifications

1. Only one course may be double counted for both English and GE area C2. No courses from other GE areas or from other universities may double count. However, if a course is counted toward area C2 by an Admissions and Records evaluator, it may still count toward the major if the student elects to take an additional English Department area C2 course in its stead.

2. In accordance with University policy, no courses taken CR/NC may be counted toward the major unless they are only offered with that option.

3. In accordance with University policy, courses in Independent Study (495, 595) shall not duplicate regularly offered courses listed in our catalog.

### Minor in English

Students majoring in other fields may develop, in consultation with an English Department advisor, a 20-unit English minor.

Required: Literary Analysis (ENGL 301), a survey course (to be selected from ENGL 237, 238, 239, 240 or equivalent), and an upper-

division writing course (to be selected from ENGL 307, 318, 352, 375, 475, or other at the recommendation of your advisor). A minimum of one course must be taken at the 400 level. All courses must be taken for a grade to count towards the minor. Nine units must be taken in residence at SSU.

### Teaching Credential Preparation

The English Department offers a program of study that satisfies the subject matter preparation requirement for entry into an English teaching credential program and exempts the student from taking the Praxis II Subject Assessment Examination in English. English majors interested in seeking a general elementary credential may demonstrate subject matter competence by passing the Praxis II Multiple Subject Assessment for Teachers. For more information, contact the department office.

### Master of Arts in English

The graduate program in English at Sonoma State University consists of 30 units of graded work. Literature, creative writing, and rhetoric and the teaching of writing are emphases within the degree available to the student.

### Admission to the Program

The English Department M.A. program accepts applicants only for the fall semester of each year and requires at least a 3.00 GPA in the last 60 academic units taken. Program applicants must file the University application form and have all their academic transcripts sent to the University Admissions and Records Office by January 31, the admission deadline set by the department for that year. Applicants must also send to the English Department Graduate Advisor a second set of transcripts, three letters of recommendation and an essay that discusses their interest in pursuing the degree. Inclusion of a scholarly undergraduate paper is recommended but not required. Those applying for the creative writing emphasis must include a sample of their creative work.

The English Department Graduate Committee reviews all complete application files that meet departmental admission standards and admits the most qualified of these applicants to the program. This committee also decides whether an applicant may enter the program with conditional or classified post-baccalaureate status. Classified status is usually granted to admitted applicants with undergraduate majors in English, conditionally classified status, which requires the completion of 12 to 18 additional units in English, is usually granted to admitted applicants with an undergraduate major in another field. Please see the catalog section on Graduate Degrees for more information.

### Admission to Candidacy

For advancement to candidacy, a student will need to have passed the CSU's Written English Proficiency Test (WEPT) or acceptable equivalent and to have satisfied two English Department requirements:

1. A demonstration of competence in reading a foreign language, or a college transcript showing completion of the two years of a modern foreign language or one year of a classical language.

2. A score on the GRE Advanced Literature Examination at or above the 65th percentile or a grade of B or better on the English Department's comprehensive examination. The English Department's comprehensive examination is given at the end of each semester and may be taken no more than three times. Students who wish to prepare for this examination or for the GRE in literature may take the review seminar, ENGL 494, offered in the fall semester.

### Emphasis within the English M.A.

All students in the English M.A. program are required to have a substantial background in literature, advanced writing skills, and a knowledge of research methods and literary theory provided in ENGL 500 and 501. Students further define their degrees by meeting with the graduate advisor to plan course emphases in literature, creative writing, or rhetoric and the teaching of writing.

### Degree Options

All options require candidates to take ENGL 500 and 501. At least 18 of the 30 M.A. units must be taken at the 500 level.

To fulfill the requirements for the degree, the student must select one of the three following options:

1. Thesis Option: 24 units of course work, plus 6 units of ENGL 599 for researching and writing a thesis.

2. Creative Writing Option: 24 units of course work, plus 6 units of directed writing, ENGL 535, for writing a creative project prefaced with a critical introduction.

3. Examination Option: 30 units of course work, plus preparation of a specialized reading area (3 units of ENGL 597 required) and passage, with a B or better, of a written exam in this area. Note that this option requires 30 units of graded course work plus three units of ENGL 597 which is graded Cr/NC.

Students choosing the thesis or examination option are required to take an oral examination. Those choosing the directed writing option are required to give a public presentation of their work.

### Requirements for All Degree Emphases

At least 18 of the total 30 units must be selected from courses numbered in the 500 series.

ENGL 500 Research and Critical Writing ..... 3  
ENGL 501 Literary Criticism ..... 3

**Total units in required courses ..... 6**  
**Graded elective course units ..... 18**

Final project graded units; students select one of the following:

1. Thesis option  
ENGL 599 ..... 6  
2. Examination Option  
ENGL 597 (Cr/NC) and 6 additional elective units ..... 6  
3. Directed Writing Option  
ENGL 535 ..... 6

**Total graded units in the M.A. Program ..... 30**

### English Courses (ENGL)

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

A. ENGL 101 and 214 or their equivalents are prerequisites for upper-division courses.

B. These classes (or their equivalents), and ENGL 301, are prerequisites for English 400-level and 500-level courses; or consent of instructor.

C. Prerequisites apply to both major and minor.

**English Placement Test:** The university offers 30-level and 99-level courses in English for students who pass the written English Placement Test (EPT) at an appropriate level. Please see the Admissions section for additional information.

### 30 Writing Skills (3) / Fall, Spring

The course will focus on developmental and learning skills in writing, including language mechanics, sentence patterns, paragraph patterns, spelling, vocabulary and developmental skills in reading, in preparation for ENGL 99. Students will receive guidance on the completion of written assignments that meet university-level standards. Placement in this course is based on the score on the English Placement Test (EPT). Cr/NC only. Not applicable toward graduation.

### 99 Basic Composition and Workshop (3) / Fall, Spring

Study and review of grammar, sentence structure, punctuation and other elements of standard written English and practice in the reading and analysis of essays. Students assigned to course on basis of English Placement Test scores. Course includes workshop for individual and small group tutoring. Cr/NC only. Not applicable toward graduation. Prerequisite: completion of the English Placement Test (EPT).

### 99T Basic Composition — Tutoring (1-3) / Fall, Spring

Individual and group tutoring in English composition. Tutoring units are assigned on basis of English Placement Test scores and are taken in conjunction with other writing courses. May be repeated. Cr/NC only. Not applicable toward graduation. Prerequisite: completion of the English Placement Test (EPT).

### 101 Expository Writing and Analytical Reading (3)

Fall, Spring

Study and practice in the expression of facts and ideas; principles of investigation, of organization, and of effective writing style, with emphasis upon expository writing and upon developing analytical reading ability. Satisfies GE, category A2 (Fundamentals of Communication). Prerequisite: completion of the English Placement Test (EPT). CAN ENGL 2.

### 199 Student-Instructed Course (1-3)

A course taught by graduate students under the supervision of a department faculty member. The course content will not be covered by the regular course offerings.

### 200 California Cultural Analysis (3)

Within the context of readings related to California history and culture and their role in shaping contemporary California life, students practice the techniques of expository writing, oral expression, and reading and thinking critically. Satisfies GE, category A1. Prerequisite: completion of GE categories A2 and A3.

### 201 Written and Oral Discourse Studies (3)

Fall, Spring

A course in analysis and production of written and oral discourse appropriate to a variety of disciplines and rhetorical situations, with emphasis on methods of critiquing, argumentation and cross-disciplinary discourse problems and challenges. Prerequisites: completion of GE areas A2 and A3. Satisfies GE, category A1.

### 207 Introduction to Creative Writing (3)

Fall, Spring

An introduction to a variety of forms of creative writing, poetry and prose poems, the personal essay, vignettes, short stories, drama, and experimental fiction. Students will explore each form with in-class exercises and discussion. CAN ENGL 6.

**214 Literature of the World (3) / Fall, Spring**

An introduction to the study of literature. Masterworks drawn from a worldwide range of cultures and historical periods will provide the basis for discussion. Emphasis will be placed on written analysis of literary form and meaning. Satisfies GE, category C2 (World Literature). Prerequisite: ENGL 101.

**215 Introduction to California Literature (3)**

A survey of California literature. Works will be drawn from a range of California ethnic and cultural traditions. Emphasis will be placed on written analysis of literary form and meaning. Satisfies GE, category C2 (World Literature).

**237 Survey: Early American Literature (3) / Fall**

Survey of American Literature to 1855. Covers major writers from the 17th through first half of the 19th centuries. Smith and Bradstreet through Hawthorne and Melville; puritanism, deism, transcendentalism, the Romance. CAN ENGL 14.

**238 Survey: Later American Literature (3) / Spring**

Begins with Whitman and covers most major writers of the late 19th century and the 20th century, including Dickinson, Twain, H. James, Faulkner, Eliot, Kate Chopin, and Baldwin. Realism, naturalism, and modernism.

**239 Survey: Early English Literature (3) / Fall**

Survey of English literature to 1789. Includes such major authors as Chaucer, Shakespeare, Donne, Milton, Pope, and Swift. Old and Middle English, courtly love, the Renaissance, satire.

**240 Survey: Later English Literature (3) / Spring**

English Literature since 1789. From Blake to the present. Includes such major authors as Wordsworth and the other great Romantics, Tennyson, Browning, Hopkins, Yeats, Eliot. The Pre-Raphaelites, the Decadents, the anti-Victorians, the Imagists, and the Surrealists are some of the central topics.

**275 Composition Workshop (3) / Spring**

Intensive study of/and preparation for in-class and timed writing situations like the WEPT. Topics of special study include rhetorical strategies for argumentation and expository writing, grammatical review and techniques for revising, editing, and proofreading. May not be counted towards the English major. Prerequisite: students must have taken the WEPT at least once.

**280 Introduction to California Cultural Studies (3) / Spring**

Introduction to California culture studies and its multiethnic, interdisciplinary and multi-disciplinary perspectives, tasks, and methods. Includes the study of California regionalisms and a range of topics from geology, philosophy, and art. Fieldwork and field trips to sites of historical and cultural interest required. Fulfills GE requirement in area C4.

**292 Library and Information Research: Humanities (2)**

An introduction to the use of Humanities resources in the Library. Students learn how to satisfy information needs, how to construct search strategies, how to find and retrieve information, and how to critically evaluate information sources. Includes lectures, demonstrations, and online research practice. Electronic and print sources are covered.

**295 Community Involvement Program (CIP) (1-4) / Fall, Spring**

CIP involves students in basic community problems, performing such tasks as tutoring and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree.

**301 Literary Analysis: Seminar (3) / Fall, Spring**

The art of critical writing on each genre, and the application of traditional and modern criticism to the study of literature. All English majors must take this course in their junior year.

**302 Special Topics and Themes in California Cultural Studies (3)**

Courses include: California and the Environmental Imagination; Representing LA; Mural Art and California Politics; California Lives, San Francisco Culture; California in the Fifties; The Jack London Circle; California Immigration Experience; California and the West; Race, Ethnicity and Culture in California.

**303 Special Studies in Composition (1-3)**

Expository writing, with a specific emphasis that varies from semester to semester; reports, grants, proposals, technical writing, and general business writing. Please see *Schedule of Classes* for current title.

**307 Introduction to Fiction Writing (3) / Fall, Spring**

May be repeated for credit. Prerequisite: ENGL 375 or consent of instructor.

**313 Classical Literature (3)**

Studies of major works and authors of the Ancient World. Consult *Schedule of Classes* for current listing.

**314 Modern World Literature in English (3) / Fall, Spring**

Studies of literature in translation as well as works written originally in English, including a minimum of 50 percent from non-Western literature. Satisfies GE, category C2 (World Literature).

**315 California Ethnic Literature (3)**

An introduction to representative modern California writers from 1900 to the present. Includes an examination of the theoretical, regional, multicultural, and multiethnic foundations of California literature. Satisfies GE, category C2 (World Literature).

**318 Introduction to Poetry Writing (3) / Fall**

May be repeated for credit. Prerequisite: consent of instructor.

**339 Introduction to Shakespeare (3) / Fall or Spring**

An introductory course in Shakespeare that centers around explication, discussion and criticism of the major plays in the canon. Available to majors and non-majors. Fulfills Shakespeare requirement for English majors.

**341 Explorations in Language (3) / Fall or Spring**

A course in language or linguistics that will include subjects not offered in regular curriculum. Please see *Schedule of Classes* for current titles. May be repeated for credit.

**342 Children's Literature (3) / Fall**

A study of children's books, with emphasis on both traditional and modern materials. Consideration of children's reading interests and criteria for selection of books.

**343 Youth and Literature (3) / Spring**

A study of books, both traditional and modern, that are of interest to adolescent and young adult readers.

**345 Women Writers (3) / Fall**

A survey that, with a varying focus from semester to semester, considers women writers in a number of different periods, countries, and genres. Format: lecture/discussion. Suitable for non-majors. May be repeated for credit. Satisfies GE, category C2 (World Literature).

**349 Explorations in Literature (3)**

A course in literary explorations that will include subjects not normally offered in the regular curriculum. Please see *Schedule of Classes* for current titles. May be repeated for credit.

**352 Personal Essay (3) / Fall or Spring**

Intended for the general student who wishes to practice expository writing. Provides students with an opportunity to explore personal experience through writing and to examine elements of prose style in an informal, workshop atmosphere. May be repeated for credit. Prerequisites: upper-division standing and completion of the WEPT requirement, or consent of instructor.

**367 Introduction to Short Story (3) / Fall or Spring****368 Small Press Editing: ZAUM (1-3) / Fall, Spring**

A course offering experience in editing a small literary journal. Activities include editing, layout and graphics. *Zaum* and other student publications are the vehicles through which this supervised experience is achieved. May be repeated for credit. Prerequisite: consent of instructor.

**369 Introduction to Poetry (3) / Fall or Spring****371 Introduction to Novel (3) / Fall, Spring****373 Introduction to Drama (3) / Fall****375 Advanced Composition (3) / Fall, Spring**

An advanced writing course, emphasizing organization of essays, style, usage, rhetorical techniques, and rewriting and editing. Course includes discussion of effective prose, review of students' work, and individual consultations. Prerequisite: ENGL 101.

**377 Film and Literature (3) / Spring**

The novel/play as a genre has been a dominant feature in Western culture for centuries. This course will involve reading novels/plays and viewing film adaptations of these novel/plays. The course will focus on the uniqueness of both the novel/play and film, as well as the profound influence the novel/play has had on motion pictures.

**379 History and Structure of English (3) / Fall, Spring**

Focuses on social, political, and structural developments in the English language since its beginnings 1500 years ago. Review of basic grammar rules and how they came into the language.

**395 Community Involvement Program (CIP) (1-4) / Fall, Spring**

CIP involves students in basic community problems, performing such tasks as tutoring and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. May be repeated for a total of 6 units toward a degree.

**399 Student-Instructed Course (1-3)**

A course taught by graduate students under the supervision of a department faculty member. The course content will not be covered by the regular course offerings.

**400 English Lecture Series (1-3) / Fall or Spring**

A public lecture series on topics of general interest. Two units require regular attendance and a final paper. Students who take three units additionally meet once a week in discussion groups and do further reading on selected topics.

**401 Introduction to Modern Critical Theory / Fall or Spring**

An introduction to a range of critical theories and practices related to modern literary criticism. The course aims to introduce students to the contemporary forms of critical theory and their antecedents, and to show their effects upon reading practices.

**Note:** The following advanced creative writing seminars, ENGL 407—430, involve criticism and discussion of students' works. May be repeated once for credit. Enrollment is limited to 20. Consent of instructor is a prerequisite.

**407 Advanced Fiction Writing (3) / Fall**

May be repeated once for credit. Prerequisites: ENGL 307 and consent of instructor.

**409 Master Class in Fiction Writing (3) / Spring**

Fiction writing workshop with a published writer. Enrollment limited to 15. Prerequisite: previous enrollment or consent of instructor.

**418 Advanced Poetry Writing (3) / Spring**

Prerequisite: ENGL 318.

**430 Creative Writing: Selected Genres (1-3)**

A workshop in the writing of a selected genre such as the novel, the novella, screen/script writing (Film-TV-Stage), the one-act play, or the full-length play. May be repeated for credit. Prerequisite: ENGL 307, 329 or consent of instructor.

**435 Directed Writing (3-6) / Fall, Spring**

Individualized instruction in creative writing, one-on-one with a published writer. May be repeated up to 6 units. Prerequisite: consent of instructor.

**436 Studies in Postcolonial Literature (3)**

Study of contemporary Anglophone and translated literary works with emphasis on transnational contexts and encounters between the First and Third Worlds.

**439 Studies in Shakespeare (3) / Spring**

An advanced course in Shakespeare that focuses on the plays in the sub-genres through the context of history, sources, criticism, and theatrical reception. Fulfills Shakespeare requirement for English majors.

**447 Studies in Comparative Literature (3)**

The study of literary themes and movements. Includes the various literatures that relate to 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.



**448 Periods in English Literature (3)** / Fall or Spring  
Middle English, Renaissance, 17th century, Restoration and 18th century, Romantic, Victorian, 20th century. Please see *Schedule of Classes* for current offering. May be repeated for credit.

**450 Periods in American Literature (3)** / Fall or Spring  
18th Century, 19th Century, 20th century, naturalism, realism. Please see *Schedule of Classes* for current offering. May be repeated for credit.

**451 Feminist Perspectives in Literature (3)** / Spring  
An advanced course in reading, writing, and research from the newly emerging feminist perspectives; interdisciplinary in approach and using a seminar format. May be repeated for credit. Prerequisite: consent of instructor.

**460 Teaching Assistant in English (1-4)**  
Provides students experience in assisting an instructor in an English course by doing course-related research and tutoring. Prerequisite: consent of the instructor.

**462 Research Assistant in English (1-4)**  
Provides selected students the opportunity to participate in the construction and execution of a faculty research project. Prerequisite: faculty invitation.

**470 Studies in Poetry (3)**  
Themes, modes, and techniques of poetry: modern British, 20th century American, etc. Please see *Schedule of Classes* for current offering. May be repeated for credit.

**472 Studies in the Novel (3)**  
In-depth studies of a particular kind of novel: English, 20th century American, political (offered jointly with the department of political science), war novel, etc. Please see *Schedule of Classes* for current offering. May be repeated for credit.

**474 Studies in Drama (3)** / Fall or Spring  
Study of representative plays of a particular period: Medieval, Renaissance, Neoclassic, 19th century, Modern. Please see *Schedule of Classes* for current offering. May be repeated for credit.

**475 Master Class in Nonfiction (3-4)**  
Fall or Spring  
An advanced workshop in the writing of publishable essays, articles, reviews, sketches, etc. Students read and discuss each manuscript. Lectures include such topics as finding markets, self-editing, submission procedures, and word processing. Prerequisite: ENGL 375, 352 or consent of instructor.

**480 Studies in California Literature (3)**  
Study of a topic unique to California literature (e.g. Beats, LA/SF detective fiction, California immigrant and autobiographical literature). Emphasis on the historical, cultural, and regional character of the selected writings. Please see *Schedule of Classes* for the topic studied. Fulfills the core requirement of the California Cultural Studies special major. May be repeated for credit.

**481 Studies in English Literature (3)** / Fall, Spring  
Close study of topics unique to English literature. Please see *Schedule of Classes* for current offering. May be repeated for credit.

**482 Studies in American Literature (3)** / Fall, Spring  
Close study of topics unique to American literature (e.g., transcendentalism, Western American literature). Please see *Schedule of Classes* for current offering. May be repeated for credit.

**483 Individual Authors: American (3)** / Fall or Spring  
Each semester one or more authors will be selected for study in depth. Please see *Schedule of Classes* for the author to be studied. May be repeated for credit.

**484 Individual Authors: English (3)** / Fall or Spring  
Each semester one or more authors will be selected for study in depth. Please see *Schedule of Classes* for the authors to be studied. May be repeated for credit.

**485 California Authors (3)**  
One or more California authors will be selected for in depth study. Please see *Schedule of Classes* for the authors studied. May be repeated for credit.

**487 Studies in Rhetoric** / Fall or Spring  
Specialized study of topics in rhetoric (including the history of rhetoric from classical to modern and post-modern rhetoricians), specific problems in rhetoric, and nontraditional rhetorical strategies. Content varies from semester to semester.

**489 Topics in English Linguistics (3)** / Spring  
Individual and small-group study of special topics in English linguistics. Prerequisite: ENGL 379 or consent of instructor. May be repeated for credit.

**491 Teaching Composition (3)** / Fall, Spring  
A seminar devoted to researching, discussing, and demonstrating various approaches to teaching writing. Course provides opportunities for students to apply theoretical principles in classroom or individual tutorial situations.

**492 Responding to Literature** / Fall, Spring  
The study and teaching of literature as personal experience; reader response theory and its classroom applications.

**494 Senior Seminar (3)** / Fall  
A review of English and American literature. Recommended for those planning to take the English Department comprehensive examination. Grade only.

**495 Special Studies (1-4)** / Fall, Spring  
To register for ENGL 495, not only must the student have the consent of the instructor, but the material and course of study should satisfy student needs not covered by regularly offered courses. In addition, the amount and level of work proposed should be at the appropriate academic level. Prerequisite: consent of instructor and department chair.

**499 Internship (1-4)** / Fall, Spring  
For upper-division majors who wish to work off campus in job-learning situations that relate to their major emphasis. Excludes student teaching. Written contract and faculty sponsorship required.

## Graduate Courses

**500 Research and Critical Writing (3)** / Fall  
Required for M.A. candidates in English. Advanced study of the use of reference materials and library resources, and the techniques of critical and scholarly writing. Exercises are adaptable to the student's area of emphasis for thesis, creative project, or non-thesis option. The course should be taken during the first semester of classified status. Prerequisite: graduate status or consent of instructor.

**501 Literary Criticism (3)** / Spring  
Required for M.A. candidates in English. Advanced study of the major texts in critical theory from Plato and Aristotle to the theoretical pluralism of the present. Examination of the philosophical bases of the critical act as well as the writing of criticism of selected literary texts. The course should be taken in the second semester of classified status. Prerequisite: graduate status or consent of instructor.

**530 Graduate Workshop in Fiction Writing (3)**  
An advanced workshop in creative writing with in-depth discussions of individual work. Please see *Schedule of Classes* for current offering. May be repeated up to 6 units. Prerequisite: graduate status or consent of instructor.

**535 Directed Writing (3-6)**  
Individual instruction in creative writing. Primarily intended for students preparing the creative project option to complete the M.A. May be repeated up to 9 units. Prerequisite: graduate status and consent of instructor.

**536 Seminar in World Literature (3)**  
Studies related to different aspects of world and/or postcolonial literature. Emphasis on historical and social contexts and contemporary theoretical models. Course content varies from semester to semester. Course may be taken more than once for credit under different subtitles. Prerequisite: graduate status or consent of instructor.

**539 Seminar: Shakespeare (3)**  
Critical reading and in-depth analysis of representative modes such as tragedy and comedy in Shakespeare. Prerequisites: graduate status or consent of instructor.

**578 Project Continuation (1-3)**  
Required of 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.

**581 Seminar: English Literature (3)**  
A single topic of English literature will be selected for study in depth. Please see *Schedule of Classes* for current offering. May be repeated for credit under different subtitles. Prerequisite: graduate status or consent of instructor.

**582 Seminar: American Literature (3)**  
A single topic of American Literature will be selected for comprehensive study. Please see *Schedule of Classes* for current offering. Course may be repeated for credit under different subtitles. Prerequisite: graduate status or consent of instructor.

**583 Seminar: Individual Authors: American (3)**  
In-depth study of an individual author and related criticism. Please see *Schedule of Classes* for current offering. May be repeated for credit under different subtitles. Prerequisites: graduate status or consent of instructor.

**584 Seminar: Individual Authors: English (3)**  
In-depth study of an individual author and related criticism. Please see *Schedule of Classes* for current offering. May be repeated for credit under different subtitles. Prerequisite: graduate status or consent of instructor.

**587 Seminar: Rhetorical Theory (3)**  
Study of topics in rhetorical theory specifically as it applies to the teaching of writing at the college level, including topics such as the history of invention, contemporary invention heuristics, discourse analysis theories, and recent rhetorical theories. Please see *Schedule of Classes* for current offering. May be repeated for credit under different subtitles. Prerequisite: graduate status or consent of instructor.

**588 Seminar: Study of Language (3)**  
Linguistic theory and its applications to the study of English, with emphasis on original research and the detailed study of primary materials. Please see *Schedule of Classes* for current offering. May be repeated for credit under different subtitles. Prerequisite: graduate status or consent of instructor.

**595 Special Studies (1-4)**  
To register for 595, not only must the student have the consent of the instructor, but the material and course of study should satisfy curricular needs not covered by currently offered courses. May be repeated for credit to a maximum of 12 units. Prerequisites: consent of instructor and department chair. Please see the English Department office for the Special Studies form.

**597 Directed Reading (3)** / Fall or Spring  
For students choosing the examination option to complete the M.A. These units are taken in addition to the 30 graded units required for the M.A. Prerequisites: ENGL 500, Classified Status, and an authorized Advancement to Candidacy form. This course is offered Cr/NC only and cannot be applied toward the minimum number of units needed for completion of the master's degree.

**599 Thesis and Accompanying Directed Reading (3 or 6)**  
For students choosing the thesis option to complete the M.A. Prerequisites: ENGL 500, classified status and an authorized Advancement to Candidacy form.

# Environmental Studies and Planning

## Programs offered

### Bachelor of Arts in Environmental Studies

General Major (several study plans)  
Planning concentration

### Bachelor of Science in Environmental Studies

Environmental Technology study plan

### Minor in Environmental Studies and Planning Elementary Teacher Credential Preparation in Environmental Studies

### Certificate in Energy Management and Design Double Major with Economics

## Department Office

Rachel Carson Hall 18  
707 664-2306

[www.sonoma.edu/ensp/](http://www.sonoma.edu/ensp/)

## Department Chair

Steven C. Orlick

## Administrative Coordinator

Sally Tomlinson

## Faculty

M.. P. Thomas Jacobson / Planning, Environmental Law  
Stephen A. Norwick / Water Quality, Hazardous Materials,  
General Environmental Studies

Steven C. Orlick / Planning  
Rocky Rohwedder / Environmental Education  
\*James C. Stewart / Environmental Education, GE Advising  
David Stokes / Conservation and Restoration  
Alexandra von Meier / Energy Management and Design

\*Faculty Early Retirement Program

## Admission Requirements

When applying to Sonoma State University, a student may declare a major in environmental studies and planning. A student considering this major should make an appointment to see a faculty member for academic advising. (Students seeking financial aid to assist them in their studies should contact the financial aid office. Several scholarships are provided specifically for ENSP students through the university scholarship program; please refer to the Scholarships section of this catalog.)

## Advisory Plans for the Freshman and Sophomore Years

In fulfilling their general education requirements, students who intend to major in environmental studies and planning should select courses that will also meet the prerequisites for their intended study plans. Required and recommended prerequisites for study plans in both B.A. and B.S. degrees are available by contacting the department office.

A broadly based program of lower-division work in the liberal arts and sciences is generally sufficient to meet the requirements for the B.A. degree. This program should include at least one course in biology, one in geology, chemistry or physics, one in philosophy, and two or more in the social sciences, including a course in introductory economics (either macroeconomics or microeconomics is recommended). Additional course work is required for certain B.A. and B.S. study plans.

Dedicated to producing environmental problem solvers, the Department of Environmental Studies and Planning offers a distinctive program of interdisciplinary study. This program addresses the many dimensions of current environmental concerns that have far-reaching implications for human society, natural systems, and the fate of diverse species of plants and animals. The program integrates knowledge from a variety of disciplines to understand the functioning of ecological systems and the nature of human impact upon these systems on local, regional, and global scales. The program's goal is to prepare students for careers in the environmental professions, for graduate studies, and for positive action in their own lives, in order to help maintain and enhance the quality of the human and natural environments.

All students receive fundamental instruction related to ecology and the environment based on knowledge from the biological, physical, and social sciences, and the humanities. This broad understanding is applied in a particular area of environmental concern through a student's concentration in one of the ENSP study plans. Career-oriented study plans are offered in environmental conservation and restoration, environmental education, environmental technology, and in the planning concentration (city and regional planning). These study plans are described more fully below. Many students have pursued double majors, or a major and a minor, in conjunction with traditional disciplines to prepare for specific environment-oriented careers.

All students complete a senior project or internship.

## Bachelor of Arts in Environmental Studies

Degree Requirements	units
General education .....	51
Major requirements .....	36-53
General electives .....	20-33
<b>Total units needed for graduation .....</b>	<b>120</b>

## Course Requirements for the B.A. degree

Courses required for the major must be taken for a traditional letter grade, except for courses that are offered Cr/NC only.

Courses required for most B.A. study plans:

ENSP 100	Environmental Forum .....	1
ENSP 200*	Global Environmental Issues .....	3
ENSP 301	The Human Environment .....	3-4
ENSP 321	The Biological Environment .....	3-4
ENSP 331	The Physical Environment .....	4
ENSP 499	Internship .....	4

And one of the three following courses selected according to advisory plan:

ENSP 310	Introduction to Planning .....	3
ENSP 334	Energy, Technology, and Society .....	4
ENSP 430	Environmental Education .....	3

**Total units basic courses .....** 20-24  
**and 16-33 additional units as determined by the study plan.**

At least 24 units of ENSP coursework is required for the B.A. degree.

## Bachelor of Science in Environmental Studies

Available for environmental technology study plan only.

Degree Requirements	units
General education .....	51
Natural science support courses .....	32-34
Major requirements .....	22-35
General electives .....	14-17
<b>Total units needed for graduation .....</b>	<b>120</b>

## Course Requirements for the B.S. degree

Courses required for the major must be taken for a traditional letter grade, except for courses that are offered on a Cr/NC only basis.

CS 101	Introduction to Computers and Computing .....	3
CHEM 115A*	General Chemistry .....	5
CHEM 115B*	General Chemistry .....	5
ENSP 100	Environmental Forum .....	1
ENSP 200*	Global Environmental Issues .....	3
ENSP 366	Computer Modeling .....	3
MATH 161*	Calculus I .....	4
MATH 211S	Calculus II .....	2
MATH 165	Elementary Statistics .....	4
PHYS 210A*	General Physics (Algebra/Trig or Calculus-based) .....	3-4
PHYS 210B	General Physics .....	3-4

**Total units basic courses .....** 36-38  
**and 16-33 additional units as determined by the study plan.**

At least 24 units of coursework in ENSP is required for the B.S. degree.

\* courses that meet general education requirements

## Study Plans

In consultation with an advisor, students must complete an additional 16-33 units in one of the four study plans outlined below. Details of each plan, including specific courses and options, are available from the office of the Department of Environmental Studies and Planning. Plans I and II lead to a B.A. degree in environmental studies. Plan III leads to a B.A. or B.S. degree in environmental studies. Plan IV leads to a B.A. degree in environmental studies with a concentration in planning.

**Total additional units in study plans .....** 16-33

**Total units in the major .....** 36-53

### Plan I. Conservation and Restoration Study Plan Description

An interdisciplinary study plan focusing on the earth's biological resources and their conservation, management, and restoration. A science-based approach to resource and ecosystem management is emphasized. Coursework is both conceptual and applied. This track is designed for students planning careers in natural resource management, environmental conservation, restoration, activism, and related fields. A minor or double major in biology or geography is strongly encouraged.

### Plan II. Environmental Education

This study plan, in combination with course work in other academic departments and the professional education program, meets the requirements for entry into programs leading to the multiple subject credential required to teach in California elementary schools. Also recommended for students interested in educational positions at environmental education centers, zoos, aquariums, and other non-formal settings.

### Plan III. Environmental Technology (B.A. and B.S. degree options)

There are two tracks in this study plan: 1) energy management and design, 2) hazardous materials management and water quality.

### Energy Management and Design

Designed to prepare students for careers or for graduate studies in the fields of residential and commercial energy management, energy-efficient architecture and design, energy planning in industry and government, renewable energy applications, and other energy-related businesses.

### Hazardous Materials and Water Quality

This program prepares students for employment in environmental enforcement agencies, large private corporations, engineering firms which serve the public and private sectors, and in public action agencies which provide water or treat waste water. Some of these agencies and firms are very small and rural, others are large and urban. The course work provides a comprehensive foundation in the science of environmental quality. Our program welcomes students who are new to this field and also provides upper-division course work for students who have had previous training in community college hazardous materials and water technology programs, and gives additional training to workers already employed in water-related occupations.

#### **Plan IV. Planning Concentration (City and Regional Planning)**

Students in the CSU-approved planning concentration follow a general preprofessional curriculum in planning, and may choose to develop a specialization to suit their interests through a program of recommended electives or a minor. Focus is on sustainable community planning, including land use, growth management, impact assessment, transportation, and regional resource planning. Graduates may work for a wide variety of governmental agencies or private firms, or may pursue graduate studies in planning or related fields.

**Note:** Students interested in future careers in environmental law usually follow the planning concentration.

#### **Minor in Environmental Studies**

The purpose of the minor in environmental studies and planning is to help students from traditional disciplines apply their expertise to environmental and planning problems. A minimum of 20 units is required. Recommended course work is normally the same 20-24 units required in most study plans, as outlined above.

#### **Elementary Teaching Credential Preparation**

The Department of Environmental Studies offers an environmental education plan that fulfills subject matter requirements for entrance into an elementary teaching credential program. A detailed description of this plan is available by writing to the department office. This program is offered in conjunction with the SSU Education Department. Please refer to the Education section in this catalog.

#### **Double Major with Economics**

The double major in economics and environmental studies and planning is intended for those students whose particular academic and career interests lie in natural resources economics, economic planning, energy management and/or community development and redevelopment. The double major is also designed especially for capable students who intend to pursue graduate studies in natural resource management, urban planning, law, or related career fields.

#### **Environmental Studies and Planning Courses (ENSP)**

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

##### **100 Environmental Forum (1) / Fall**

Regular weekly departmental lecture series. Outside professional speakers and student reports on environmental topics and opportunities for environmental action. Cr/NC only.

##### **123 Quantitative Methods in Environmental Studies (3)**

Lectures and workshop designed to enhance students' confidence in analytical problem solving. Essential techniques emphasizing environmental applications: translating knowledge into abstract and mathematical models, numerical estimates, basic geometry and trigonometry, dimensional analysis, unit conversions, interpreting statistical data, graphic display of information. Conceptual introduction to calculus, differential equations, and complex numbers. Prerequisite: concurrent enrollment in GE math course. Cr/NC only.

##### **200 Global Environmental Issues (3) / Fall, Spring**

Lecture/discussion, 3 hours. An introduction to environmental studies and planning, including: humans in relation to the global ecosystem; an overview of problems of energy use, pollution, resource depletion, population growth, food supply, urbanization, climate change and biodiversity and the search for solutions and future prospects. Satisfies GE, category D5 (Contemporary International Perspectives). Prerequisite or corequisite: enrollment in ENGL 101 or PHIL 101.

##### **301 The Human Environment (3-4) / Fall, Spring**

Human cultural adaptations in evolutionary/historical perspective. Effects of human technology and social institutions upon the natural environment. Beliefs, values, attitudes in relation to human and non-human environment. Emphasis on critical thinking and ethical implications of human ideas and behavior. Prerequisite: ENSP 200 or equivalent and junior standing.

##### **303 Graphic Techniques in Environmental Design (3) Fall**

An introduction to a variety of graphic communication techniques, including mediums, lettering, model building, paste-up, layout, map making, basic sketching, and slide presentations. Studio/workshop format with individual and class projects designed to enhance the graphic communication skills of those pursuing planning, energy management and design, and other environmental careers. Prerequisite: consent of instructor.

##### **304 World Food/Population Crisis (3) / Fall**

Examination of current and future prospects for feeding the world's expanding human population. Analysis of agricultural techniques and consumption patterns in the United States and worldwide. Potentials of the sea, synthetic foods, improved varieties, improved agricultural technology, and the "Green Revolution." Personal, social, economic, political, and ecological implications of the crisis. Prerequisite: completion of GE area A.

##### **306 Environmental Ethics (3) / Fall**

An examination of philosophical issues; concepts of extending rights to nonhuman entities of nature, and the question of humans' place in nature; logical and conceptual foundations for an environmental ethic. Prerequisite: completion of GE, area A.

##### **308 Environmental Literature (3) / Spring**

A survey of great American environmental books, including H. D. Thoreau's *Walden*, John Muir's *Mountains of California*, and more recent works by Mary Austin, Edward Abbey, Annie Dillard, and other environmental authors. The natural, political, artistic, and historical environment of the writers, and cultural results of the environmental movement in various major periods. Prerequisite: completion of GE, category C2 (World Literature).

##### **310 Introduction to Planning (3) / Fall, Spring**

An overview of land use planning and associated concerns, such as transportation, open space preservation, housing, economic development, environmental protection, urban design, and public finance. Consideration of the evolving forms and functions of cities, towns, and rural areas and society's attitudes toward development, environmental concerns, and the appropriate role of government in regulating land use. Course addresses general plans, zoning, growth management, environmental impact assessment, and the local political process relating to planning. Current trends in planning and sustainable community development.

##### **312 School, Society and the Environment (3)**

This course offers a critical examination of current and future issues in today's schools. Content includes historical and contemporary trends, current educational practices and priorities, multicultural perspectives, and an overview of assessment. A theme throughout this course will be the role of schools in promoting ecological literacy and a sustainable world. The course will include several on-line sessions and field trips to local schools.

##### **315 Environmental Impact Reporting (3)**

Fall and/or Spring

The practice and theory of environmental impact assessment and analysis. The process of preparing environmental impact reports (EIRs) and statements (EISs) as mandated by state and federal statutes and regulations. Reviewing and commenting on environmental documents. Relationship between EIRs and comprehensive planning activities. Litigation of EIRs and environmental mediation. Prerequisite: ENSP 310 or consent of instructor.

##### **316 Planning Theory and Methodology (4) / Spring**

Exploration of evolving planning thought and processes as a basis for understanding planning practice. Comprehensive planning, incremental, and communicative action models. Planning and local politics. The values and ethics of the professional planner. Mediating environmental and land use disputes. Basic analytical, methodological, and communication skills utilized in urban, environmental, and business planning.

##### **318 Environmental and Natural Resources Planning (3) / Fall or Spring**

Review of land use planning and regulation as it relates to the protection of various natural resources and environmental systems. Course subject matter varies and may include wetlands, open space, biodiversity, endangered species, coastal resources, agricultural land, forests, land subject to flooding, multi-species habitat planning, and air quality. Regulatory tools used to ensure resource and environmental protection.

##### **321 The Biological Environment (3-4) / Fall, Spring**

This course explores major concepts of ecology and examines current environmental issues in light of these concepts. Topics include: relationship between organisms and the physical environment, community-level ecological processes, the structure and function of ecosystems and their distribution on the planet, evolutionary processes, and population ecology. Environmental issues include pest control, deforestation, loss of biodiversity, global climate change, and others. Development of speaking and writing skills is a significant element of the course. Field trip required. Prerequisite: completion of lower-division GE, categories B1 and B2; ENSP 200, or permission of instructor.

##### **322 Conservation Biology (3-4) / Spring**

Interdisciplinary investigation into biological, management, economic, and ethical issues associated with the current extinction of species. Course will cover principles and applications of ecology, population biology and genetics, biogeography, and social sciences for protection and management of biodiversity in the face of current widespread alteration of the environment. At least one field trip required. Prerequisites: ENSP 321 or BIOL 122 or permission of instructor.

##### **323 Environmental Restoration (3-4) / Fall**

Field course introducing major concepts and practical aspects of environmental restoration. Topics include: the conservation context of restoration, restoration goals, measuring success, experimental approaches, dynamic systems and change over time, disturbance, restoring animal populations and the role of animals in ecosystem restoration, and educational elements of restoration. Practical techniques covered include: seed collection, *ex-situ* seed and plant management and propagation, invasive species removal, planting native species, and others. Topics are addressed in a variety of diverse local systems. Prerequisites: ENSP 321 or 322, or permission of instructor.

##### **324A Agroecology (1-2) / Fall**

The Agroecology course focuses on the study and practice of sustainable agriculture. Fall topics include soil testing, composting, seed beds for winter crops, planting green manure crops, and pest control. Environmental concerns concentrate on genetic diversity, seed saving, and decreased dependence on chemical pesticides and herbicides. Class time is divided between classroom lectures/discussions and field research/experimentation.

##### **324B Agroecology (1-2) / Spring**

The Agroecology course focuses on the study and practice of sustainable agriculture. Spring topics include composting green manure, preparation of greenhouse seed beds, pest and weed control, and spring planting in open beds. Environmental concerns concentrate on large-scale irrigation, greenhouse management, fruit, nut, and forest production, and health effects of pesticides and herbicides. Class time is divided between classroom lectures/discussions and field research/experimentation.

##### **326 Native Plant Propagation (2)**

Field course in applied aspects of propagation of plants native to the local area. Topics include native plants and plant communities; techniques for collecting, growing, and planting native plants; and ecologically sound guidelines for collection and reintroduction of native plants. Experimental approaches to improve propagation success are emphasized. Course provides native stock for restoration of local riparian habitats.

##### **331 The Physical Environment (4) / Fall**

A review of the field physical sciences for environmentalists. Develops an understanding of the problems and challenges in environmental control of air, water, soil, natural hazards, and nonrenewable resources by applying scientific principles to practical environmental problems. Prerequisite: a basic course in physical science.

##### **333 Soil Science (3-4) / Spring**

An introduction to soil science emphasizing applications to agronomy, archaeology, botany, ecology, engineering, geography, geology, natural resource planning, hazardous materials management, and water quality. Technical exercises emphasize low-cost scientific analytical equipment. Prerequisite: completion of GE, area B (Natural Science and Mathematics).

**334 Energy, Technology and Society (4) / Fall**

Designed to assist students in understanding energy as a fundamental measure of organization, structure, and transformation in society. Principal topics include: energy history, thermodynamics, energy resources and technologies, global issues and trends, energy economics, institutions, and politics. Analysis of current energy trends and future possibilities. Lectures/discussion, student presentations, and field trips.

**337 Thermal Energy Management (3)**

Fall, every other year

An introduction to energy management in residential and commercial buildings, focusing on space heating and cooling, and hot water. Fundamentals of heat transfer, thermal properties of building materials, building load calculations, and energy economics. Strong algebra background and PHYS 210A recommended.

**356 Environmental Politics and Economics (2-3)**

Relevant tools and perspectives for creating a sustainable society in an age of scarcity. Holistic decision-making methodologies for determining environmentally sound social policy; political, economic and technological implications of transition to a dynamic steady state; role of ecologically-based ethical beliefs; perceptual models; and other noneconomic criteria in the development of social policy for a sustainable society.

**360 Assistance Projects (1-4) / Fall, Spring**

Involvement in on-campus environmental and planning activities. Requires preapproval of activities by faculty supervisor.

**363L Computer-Aided Communications in Environmental Studies (2) / Fall**

Designed to introduce ENSP students to theory and techniques of computer-aided environmental communication. The fundamentals of environmental communication will be addressed, demonstrated, and applied through utilization of currently available computer software and hardware. Presentation graphics, the Internet and desktop publishing are the three areas primarily addressed.

**366 Computer Modeling (3) / Spring**

A practical course in simulating complex systems using digital computers and dynamic programming. The simulation language STELLA is taught. The principles examined in the course can be applied to any simulation language. Applications in land use planning, hazardous materials management, energy, water quality, environmental impact reporting, and public policy are emphasized. Prerequisites: junior standing and GE mathematics.

**375 Portfolio Development and Review (1-2) / Fall**

Course designed for initial assessment of students entering ENSP multiple subject credential program. Assessment of student's past course work and experience in relation to academic standards required in credential programs. Students develop portfolios of individual training and achievement. Majors only or consent of instructor. Cr/NC only. Recommended for juniors.

**380 Hazardous Materials Management (3)**

Spring, every other year

Through lecture, discussion, and guest experts, the scope of the newly emerging field of hazardous materials management is discussed. Includes such topics as the public's right to know; environmental auditing; emergency response planning; transfer, storage, and treatment facilities; update of local and regional public agencies' activities; and career development for students.

**385 Small-Scale Energy Sources (3) / Spring**

Course will focus on functional design of small-scale wind, photovoltaic, biomass, and hydroelectric energy sources. Siting, evaluating potentially available power, design of fully operable installation, and by-products and waste streams will be discussed. Energy storage mechanisms, interconnections to existing energy networks, and energy cost comparisons will be examined.

**395 Community Involvement Program (1-4)**

Fall, Spring

Involvement in human, social, biological, or physical problems of the off-campus community. A total of 6 units may be applied toward the degree.

**399 Student-Instructed Course (1-4)**

Topic will differ each semester.

**400 Selected Topics in Environmental Studies and Planning (1-4)**

Intensive study of selected topics related to environmental studies and planning. Topics vary from semester to semester. May be repeated for credit with consent of instructor.

**405 Electrical Energy Management (3)**

Spring, every other year

An overview of energy management approaches in residential and commercial settings that involve electrical devices, including lighting, motors, and HVAC. Fundamentals of electricity, electric power delivery, and the workings of common appliances; energy economics. Strong algebra background and PHYS 210 recommended.

**408 Classroom Garden (1-2) / Spring**

Development of curriculum materials and teaching techniques to utilize school and community gardens as outdoor classrooms. Curriculum materials will relate to such topics as plant identification, growth cycles, photosynthesis, soils and nutrients, nutrition, insects, predator/prey relationships, pesticides, and soil and water pollution. Lesson plans suitable for elementary school level will be developed.

**411A Planning Workshop (4) / Fall**

The first semester of an intensive, year-long project that provides practical experience in preparation of a general (comprehensive) plan for an actual community or geographic area. The fall semester focuses on background studies and field surveys of land use, public opinion, transportation, economic base, and environmental conditions. Class fee required at time of registration. Prerequisites: ENSP 310 and 316, senior standing and consent of instructor.

**411B Planning Workshop (4) / Spring**

Continuation of ENSP 411A. Spring semester focuses on preparation of the plan, including implementation programs and following state guidelines. Public presentations of class project. Class fee is required at time of registration. Prerequisites: ENSP 411A and consent of instructor.

**414 Environmental Law (3) / Fall**

Review of environmental law and regulation in the United States generally and California in particular. Overview of federal and California legal systems with emphasis on their role in environmental protection. Substantive laws governing air and water quality, waste management, toxics control, and environmental justice. Constitutional protection of property rights.

**415 Land Use Law (3) / Spring**

Overview of the law governing land use in California. Fundamentals of the legal system and legal analysis. Substantive law regarding planning and zoning, subdivision, development conditions, growth management, land use initiatives, vested rights, and design review. Constitutional protection of property rights.

**417 Urban Design (3) / Fall, every other year**

An exploration of the creative process of deliberate design of the physical and visual form of urban communities. The appearance and aesthetic qualities of public open spaces, streets, buildings, neighborhoods, city gateways, signs, and other elements of the urban scene. Creating a "sense of place." The effects of public policy and regulations on urban form. The scale, pattern, and image of urban form elements. Planning for new communities, historic preservation, urban plazas, and public art. Prerequisite: ENSP 310 is recommended.

**418 Planning for Sustainable Communities (3)**

Fall or Spring

"Sustainability" as a concept in environmental and land use planning. Definitions and models of sustainability. Evaluation of "sustainable development" on global, national, regional, and local levels. Practical experience with city and county planning for sustainability.

**419 Transportation Planning (3)**

Fall, every other year

Theory, methods, and tools related to the systematic analysis of city, regional, and rural transportation problems. Land use and transportation interrelationships. Transportation as an integrated system composed of automobiles, public transit, bicycles, and pedestrian travel modes. "Level of service" and traffic impact assessment. Congestion management, energy conservation, sustainability, and environmental impact considerations.

**421 Seminar on Resource Issues of the American West (1) / Spring**

Interdisciplinary seminar addressing ecological, historical, cultural, social, and policy aspects of a different natural resource issue each year. Examples of topics are forestry, livestock grazing, and mining on public lands. Students will read and discuss material from diverse sources and achieve broad understanding of an issue, allowing them to constructively participate in the ongoing policy debate. This course is the prerequisite for the summer field course, ENSP 422. Applies to ENSP Environmental Conservation and Restoration upper division course requirements. Cr/NC only. Course may be repeated for credit.

**422 Interdisciplinary Field Study of Resource Issues of the American West (2-3) / Summer**

Field class addressing subject of most recent ENSP 421 class (see above). Course is held at a field location in California or elsewhere in the Western U.S. Students will observe resource use on-site, conduct field studies to assess ecological effects, and develop broad first-hand understanding of the issue. Depending on topic, class may require camping and/or backpacking. Grade only. Prerequisite: ENSP 421 or permission of instructor. A course fee to cover food and transportation is required. Applies to ENSP Environmental Conservation and Restoration upper division course requirements. Course may be repeated for credit.

**427 Conservation Design (3) / Spring**

This course applies concepts from landscape ecology and conservation biology to landscape planning and design in a rapidly urbanizing area. Focusing on an area of Sonoma County with both high conservation value and development pressure, the class will develop strategies for development and biodiversity conservation and evaluate those strategies as alternative scenarios in a GIS environment. Prerequisite: permission of instructor. Prior familiarity with GIS not necessary.

**430 Environmental Education (3) / Fall**

This course is designed to provide an introduction to the history and current scope of environmental education; contemporary frameworks for learning and teaching; self, site, and audience assessment; and program options for schools and education centers. One overnight field trip; class fee required at time of registration.

**437 Passive Solar Design (3) / Fall, every other year**

Fundamentals and advanced applications of passive solar design, including: site analysis and design; passive applications (sunspace, trombe wall, convective loop, direct, and indirect gain systems); passive performance predictions; and economic payback analysis. Computer applications and student design projects.

**438 Water Technology (3) / Fall**

The science and engineering of purifying polluted water including industrial and domestic waste water, but emphasizing drinking water techniques. Applications of mathematics, microbial ecology, and chemistry to the practical problems of working toward California certification in water supply and water treatment. Course has extensive homework and field trips. Prerequisites: GE math and one semester of chemistry.

**440 Environmental Education Techniques (3) / Spring**

An advanced course in environmental education to build upon the fundamental theory and techniques presented in ENSP 430. The focus is on exemplary programs, delivery techniques, curriculum and technologies including interactive multimedia and the Internet. Several field trips to local schools and environmental education centers. Cr/NC only. Prerequisite: ENSP 430 or consent of instructor.

**444 Energy Forum (1-2) / Spring**

Speakers, including community professionals and university faculty, cover a wide variety of energy issues with formal presentations followed by discussion period. Several field trips included. May be repeated for credit.

**460 Teaching Assistantship (1-4)**

Open only to advanced students. Intended to give students experience in assisting the instructor in an environmental studies course by doing research and tutoring students in the class. Prerequisite: consent of instructor.

### 463 Computer Applications in Energy

#### Management Lab (1-2) / Spring, every other year

Applications laboratory addressing state-of-the-art computer programs in this field. Focus on simulation-and-design programs utilized in residential and commercial building compliance. Student projects and presentations. Prerequisite: ENSP 337 or 437 or consent of instructor.

### 470 Planning Independent Study (1-4) / Fall, Spring

Contracts for group and individual interdisciplinary study for those qualified to work independently. Internships may be a part of the study. Prerequisite: consent of instructor required prior to registration.

### 475 Portfolio Assessment (2) / Spring

Course for summative assessment of student preparation in ENSP multiple subject teaching credential program. Discussion of internships, academic course work, and experiential learning related to state standards and requirements for prospective teachers. Prerequisite: ENSP 375 or consent of instructor. Majors only. Cr/NC only. Recommended for seniors.

### 490 Senior Project (1-4) / Fall, Spring

Group and some individual studies. This major senior activity may be coordinated with independent studies and/or special problems to total 12 units. May be repeated for credit.

### 495 Special Studies (1-4) / Fall, Spring

Independent study designed in consultation with an instructor. Prerequisite: successful completion of at least two ENSP courses and submission of a completed SSU special studies form.

### 498 Senior Seminar: Issues in Professional Practice (1-2) / Spring

Discussion of situations and challenges new planners are likely to encounter early in their professional careers. Seminars include discussions with professional planners on such topics as working with the public, elected officials, and other professionals; maintaining relations with the press; ethical dilemmas; and other matters of current concern. Discussion of students' internship experiences. Required for senior students in the planning concentration. Must be taken within two semesters of graduation. Cr/NC only.

### 499 Internships (1-8) / Fall, Spring, Summer

For senior students (in most cases) working off campus in experiential learning positions with written contract and faculty guidance. Cr/NC or a grade, depending on study plan. Prerequisites: senior standing and/or consent of instructor.

# Film Studies

### Program Coordinator

William Guynn / Art Department

## Programs offered

### Minor in Film Studies

Major in Film: See Art History: Film Emphasis

### Program Office

Art Building 128  
707 664-2364

## Faculty

James E. Gray / American Multicultural Studies  
William Guynn / Art  
Michael G. Litle / Communication Studies  
Robert Coleman-Senghor / English  
Robert Teliander / Sociology

The film studies minor is an interdisciplinary and interdepartmental program that analyzes the history, theory, and practice of film in the larger context of humanistic studies. Students will study a broad range of film texts, from the classic narrative to abstractionist and experimental, and learn to appreciate the aesthetics and film making practices of both Western and non-Western cultures. While exploring the medium's connection with several disciplines and art forms, students will also become familiar with the phases of film production and learn to approach film and the cinema in a critical and analytic manner. The film studies minor offers students a flexible curriculum that complements several existing major degree programs in the humanities and constitutes excellent supplementary preparation for a number of careers. In consultation with the program coordinator, students can design a minor with an emphasis relevant to their academic and career objectives.

## Minor in Film Studies

The minor consists of a minimum of 18 semester units distributed among a core (9 units) and a choice of electives (9 or more units).

### Minor Core Requirements

ArtH 212A or B	Introduction to World Film History	3
ArtH 361	Classic Narrative Film	3
ArtH 363	Other Cinemas	3
<b>Total units in the minor core</b>		<b>9</b>

### Minor Electives

Students may complete the film studies minor by choosing additional courses in film history or three courses within any one of the following four options.

### Film and Literature Option

These courses study different aspects of the complex relationship between film and literature: the role of screenwriting in the process of film production; the problems of adaptation; the comparative study of literary and filmic texts; and the special contribution that literary analysis has made to the study of film.

ENGL 329	Screen/Script Writing (Film-TV-Stage)	(3-6)
ENGL 377	Film and Literature	(3)
FREN 415	Selected Topics: French Film	(3)
<b>Total units in the option</b>		<b>9-12</b>

### Critical Perspectives Option

Each of the following courses brings a specific disciplinary approach to bear on the study of film, drawing on perspectives from the humanities

and social sciences: aesthetics, ethics, structuralism, semiology, politics, and sociological analysis.

COMS 202	Methods of Media Criticism	(3)
COMS 402	Advanced Media Criticism	(3)
LIBS 356	Film and Politics	(3)
PHIL 368	Philosophy and Film	(3)
SOCI 434	Cinema and Society	(4)

**Total units in the option** ..... 9-11

### Film and the Fine Arts Option

This group of courses focuses on the relationship of film to artistic and theatrical traditions and practices: film analysis and theories of visual aesthetics; film and artistic movements in the 20th century (such as expressionism, futurism, and surrealism); film and the media arts; film and the theatrical arts of production design, acting and directing.

ART 208	Basic Black and White Photography	(1-4)
ArtH 464	History of Modern Art: 20th Century	(3-4)
ArtH 465	History of Modern Art: American	(3-4)
COMS 201	Media Arts I	(3)
THAR 120A	Beginning Acting	(2)
THAR 144A	Beginning Theater Technology: Scenery	(2) or
THAR 144B	Beginning Theater Technology: Lighting	(2)
THAR 350	Directing Workshop	(2)

**Total units in the option** ..... 9-12

### International and Crosscultural Perspectives Option

These courses develop an understanding of aesthetics and film making practices that stand outside the dominant model of the classic narrative film and the representation of the cultural "other" within the dominant Western tradition.

AMCS 392	Ethnic Images in Film and Media	(3)
CALS 393	Chicano/Latino Cinema	(3)
FREN 415	Selected Topics: French Film	(3)
NAMS 338	Native Americans and the Cinema	(3)

**Total units in the option** ..... 9-12

**Total units in the minor** ..... 18-21

**Note:** No more than 6 units of work in the student's major may be counted toward the film studies minor. Students are encouraged to take at least one elective course with a regional or intercultural perspective.

## Film Studies Courses (ArtH)

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

**212A Introduction to World Film History  
(1894 to WWII) (3)**

Lecture, 2 hours; films, 2 hours. A chronological survey of historically representative and significant films tracing the evolution of the cinema as an art form. Includes study of the primitive period, the emergence of the feature film in America, Europe, and Japan, the advent of sound, the "great studio era," and alternative cinemas of the 1930s and 1940s. Satisfies GE, category C1 (History of the Fine Arts).

**212B Introduction to World Film History  
(WWII to Contemporary) (3)**

Lecture, 2 hours; films, 2 hours. A chronological survey of historically representative and significant films tracing the evolution of the cinema as an art form. Includes study of post-war movements such as neorealism and the French New Wave, modernism, the post-war film in Asia, and the emergence of new cinemas in the Third World and Eastern Europe. Satisfies GE, category C1 (History of the Fine Arts).

**361 Classic Narrative Film (3)**

Theory and analysis of classic Hollywood film. Emphasizes the evolution of the narrative systems, the art of editing, the history of American genre film making, the problematic notion of the *auteur*, and the place of the spectator in the classic fiction film.

**363 Other Cinemas (3)**

Alternative film practices (i.e., outside the classic Hollywood model). Each semester's course is organized around a movement, a theme, or a critical problem and includes the study of Western and non-Western films. May be repeated for credit toward the minor. Satisfies GE, category C4 (Comparative Perspectives)

**461 Selected Topics in Film (3)**

A genre, the work of a single film maker, a cinematic movement, a national cinema, a focused study of a problem in film history or aesthetics, etc. May be repeated for credit toward the minor.

# Geography

## Programs offered

**Bachelor of Arts in Geography**  
**Minor in Geography**  
**Teaching Credential Preparation**

### Department Office

Stevenson Hall 2054  
707 664-2194  
Fax 707 664-3332  
[www.sonoma.edu/geography](http://www.sonoma.edu/geography)

**Department Chair**  
William K. Crowley

**Administrative Coordinator**  
Erica Wilcher

**Faculty**  
William K. Crowley, Dorothy E. Freidel,  
Rheyra Laney, Ross Meentemeyer

A major in geography provides a study of both the natural and cultural environments. This blend of the natural and social sciences offers a broad based field of knowledge for a liberal arts education.

A small department with close student-faculty relationships, Geography provides a course of study that is well rounded yet flexible enough to fit specific educational goals of students. Within the range of required courses, students will broaden their research and writing skills, work on various practical projects and problems, and gain field experience. For those who plan to pursue graduate studies in geography, the major provides the necessary knowledge and skills through a balance of cultural and physical course work, methodological viewpoints and geographic techniques. A strong intern program affords students on-the-job experience. Students who so choose may pursue a special concentration in the major in either earth science or cultural studies.

The Geography Department has a well-equipped computer laboratory for geographic information systems (GIS), image processing, and digital cartography. The GIS Lab includes a file server, a Sun SparcStation, Arc/Info and other GIS and graphics software, digitizing tablets, and color plotters. The department is home to the Geographic Information Center (GIC) which conducts research and service projects in the region. The department operates a base station for the local global positioning system (GPS) and maintains several GPS mobile receiver units. The department also houses extensive collections of maps, aerial photographs and remotely sensed imagery, and one of the most complete historical weather libraries in California. A facsimile weather map recorder provides students with current weather data to complement historical resources. The physical geography lab possesses instrumentation for soils analysis.

Geography majors who will have upper-division standing may apply for the Terrence M. Smith Geography Scholarship, the Geography Alumni Scholarship or the Claude Minard Memorial Scholarship. Students pursuing studies in climatology, meteorology or oceanography are eligible to compete for the annual Call Memorial Scholarships.

Sonoma State University graduates in geography have gone into teaching positions in primary, secondary, and higher education; to analysis and regional planning firms; into local and regional planning agencies; into state and federal agencies; and into many private businesses where geographical knowledge has provided them with a well-balanced background.

## Bachelor of Arts in Geography

Degree Requirements	units
General education .....	51
Geography courses .....	42
Supporting courses .....	8
General electives .....	19
<b>Total units needed for graduation .....</b>	<b>120</b>

**Note:** Geography majors may double-count no more than two courses for both GE and geography course requirements. You may not double count courses for GE and supporting course requirements.

### Major Core Requirements

GEOG 203	Cultural Geography (offered fall and spring) .....	3
GEOG 204	Physical Geography (offered fall and spring) .....	4
GEOG 280	Introduction to Geographic Techniques .....	3
GEOG 490	Senior Seminar in Geography (spring only) .....	4
One upper-division physical geography course from:		
GEOG 310	Meteorology (4)	
GEOG 360	Geomorphology (4)	
GEOG 370	Climatology (4)	
GEOG 416	Biogeography (4) .....	4
(At least one of these will be offered each semester.)		
One upper-division cultural geography course from:		
GEOG 320	Political Geography (4)	
GEOG 330	Historical Geography of North America (4)	
GEOG 335	Rural Geography (4)	
GEOG 343	Economic Geography (4)	
GEOG 350	Urban Geography (4) .....	4
(At least one of these will be offered each semester.)		
One regional area studies course from:		
GEOG 391	The Regional Geography of North America (4)	
GEOG 392	Latin America: Culture and Environment (4)	
GEOG 394	Geography of Africa (4)	
GEOG 420	Regional Geography of Europe (4)	
GEOG 460	Seminar in Area Studies (4) .....	4
(At least one of these will be offered each semester.)		
One techniques course from:		
GEOG 380	Digital Image Processing (4)	
GEOG 385	Cartography (3)	
GEOG 387	Geographic Information Systems (4) .....	3-4
(At least one of these will be offered each semester.)		
<b>Total units in the major core .....</b>	<b>29-30</b>	

## Major Electives in Geography

To complete the 42-unit requirement for the major, choose an additional 12-13 units in consultation with an advisor.

Total units in major electives ..... 12-13

Total geography units in the major ..... 42

## Required Supporting Courses (outside of geography)

Supporting courses should be selected to broaden the student's knowledge and interests, to support those areas within geography that overlap with other disciplines. Choose 8 units of upper-division supporting course work in consultation with a faculty advisor. A course in statistics or computer science is strongly recommended, and may be lower division. Up to 4 units of the geography internship program may be utilized as supporting courses.

Total units in required supporting courses ..... 8

Total units in the major ..... 50

## Optional Concentrations

In place of the selected geography electives, students may opt for one of the following concentrations:

### Earth Sciences Concentration\*

Choose 12 upper-division units from the following courses:

GEOG 310	Meteorology (3-4)
GEOG 360	Geomorphology (4)
GEOG 370	Climatology (3-4)
GEOG 372	Global Change (2)
GEOG 375	Natural Hazards (2)
GEOG 416	Biogeography (4)
ENSP 333	Soil Science (4)
GEOL 306	Environmental Geology (3)

### Supporting Courses

To enhance and broaden the earth science concentration, choose 8 additional upper division units from courses in biology, geology, other natural sciences, and environmental studies, statistics, computer science, and the geography internship.

Total units in the concentration ..... 20

### Cultural Studies Concentration\*

Choose 12 upper-division units from the following courses:

GEOG 320	Political Geography (4)
GEOG 330	Historical Geography (4)
GEOG 335	Rural Geography (4)
GEOG 338	Social Geography (3)
GEOG 343	Economic Geography (4)
GEOG 350	Urban Geography (4)
GEOG 340	Conservation of Natural Resources (4)

### Supporting Courses

To enhance and broaden the cultural studies concentration, choose 8 additional upper division units from courses in anthropology, history and other disciplines dealing with human culture. Statistics, computer science, and the geography internship program (GEOG 499) may be selected with approval of the advisor.

Total units in the concentration ..... 20

\*Note: Students interested in completing a concentration should consult with a faculty advisor as early as possible.

## Sample Four-Year Program for Bachelor of Arts in Geography

Geography has not traditionally had freshmen students begin the major. This suggested plan, however, urges them to take one of the lower-division introductory geography courses in the spring of their freshman year. In addition, this plan does not identify the elective courses within the major, nor the electives in the required supporting courses, both of which should be chosen after consultation with the geography advisor(s). The sequence of courses taken is a suggestion only, so please see your geography advisor each semester for assistance.

### Freshman Year: 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
GE MATH (B4) (3)	GE PHIL 101 (A3) (3)
GE ENG 101 (A2) (3)	GE UNIV 200 (A1) (3)
GE (3)	GE GEOG 203 (D2) (3)
GE (3), University Elective (3)	GE (3), University Elective (3)

### Sophomore Year: 31 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (16 units)</b>
GE (3)	GE GEOG 204 (B3) (4)
GE (3), GE (3)	GE (3), GE (3)
GE (3)	GE (3)
University Elective (3)	GEOG 280 (3)

### Junior Year: 29 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (14 units)</b>
Upper-Division GE (3)	Upper-Division GE (3)
Geog (A Regional Course) (4)	Geog (Techniques) (3)
Geog (Upper-Div. Cultural) (4)	Geog (Upper-Div. Physical) (4)
Upper-Div. Supporting (4)	University Elective (3)
	University Elective (1)

### Senior Year: 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
Geog Elective (4)	GEOG 490 (4)
Geog Elective (3-4)	Upper-Division Supporting
Geog Elective (2)	course or Internship (4)
Upper-Division GE (3)	Geography Elective (4)
	University Elective (3)

Total semester units 120

## Minor in Geography

GEOG 203	Cultural Geography	3
GEOG 204	Physical Geography	4
Upper-division courses chosen in consultation with advisor		13-14

Total units in the minor ..... 20

## Teaching Credential Preparation

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

## Geography Courses (GEOG)

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

### 203 Cultural Geography (3)

A study of the interrelationships between man and the physical environment. Attention is focused on man's role in changing the face of the earth, and on the manner in which the cultures of peoples have influenced their utilization of the environment. Diverse theories of man-environment relationships are discussed. Satisfies GE, category D2 (World History and Civilization). CAN GEOG 4.

### 204 Physical Geography (4)

An integrated study of the physical environment, focusing on the processes and relationships between the four spheres: the atmosphere, biosphere, hydrosphere, and lithosphere. Major topics include global and regional patterns of climate and weather, soils, distribution of plants and animals on earth, and erosional and depositional processes that create landforms on the earth's surface. Also explored are possible links between human activities and changes in climate and vegetation patterns and dominant landform processes. Field trips and hands-on lab exercises included. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). CAN GEOG 2.

### 280 Introduction to Geographic Techniques (3)

Lecture, 2 hours; laboratory, 3 hours. A survey of mapping techniques for work in geography and related fields. Major focus is on use and interpretation of topographic maps and air photos, and basic concepts in satellite imagery and Geographic Information Systems (GIS). Topics include scale, projections, symbols, measurement, and interpretation of maps and air photos, data sources and manipulation of satellite images, data collection using global positioning systems (GPS), and data storage and analysis using GIS. Lab exercises will help reinforce concepts using computer software, topographic maps and other maps, field use of compasses and GPS receivers, and digital maps and images.

### 302 World Regional Geography (4)

Selected regions of the world form the basis of study. Economic development, political problems, man-land relationships and global issues are covered. The course uses geographical methodologies and concepts and is interdisciplinary in its observations of world regions. Satisfies GE, category D5 (Contemporary International Perspectives).

### 310 Meteorology (4)

A systematic study of the earth's atmosphere stressing those elements (temperature, humidity, solar radiation, pressure, and wind) that influence the weather and climate on a local and worldwide scale.

### 311 Geography of Wine (3)

California's wine industry in perspective, with a brief look at wine origins and world production. An examination of the various wine-growing regions of California. Included are discussions of climate, soil, wine history, grape-growing and wine making. Guest speakers who are experts in enology and viticulture will be featured.

### 314AB Field Experience, Northern California (1-2)

Field experience is provided in a variety of areas not usually offered in the regular geography courses. The course titles and contents may vary from semester to semester and may be repeated for credit. Please see the current *Schedule of Classes* for particular interest areas offered. A fee will be charged for this course. Up to 2 units of GEOG 314 may be counted toward the major.

### 314C Field Geography of Sonoma County Wine (1)

An examination of viticultural practices and wine making operations in Sonoma County. This course may be taken independent of GEOG 311. Includes preliminary lectures and a weekend field trip. A fee will be charged for this course.

### 314D Field Experience Beyond North California (2)

Field experience in areas beyond the normal range of GEOG 314A and 314B, including but not limited to attending professional meetings in nearby states. Course titles and contents may vary and may be repeated for credit. See the current *Schedule of Classes* for particular offerings. A fee will be charged for this course. Up to 2 units of GEOG 314 may be counted towards the major.

### 315 Global Positioning Systems (1)

The Global Positioning System (GPS) allows you to pinpoint your exact location anywhere on Earth. This course covers the basics of how GPS works and exposes the student to some of the ways GPS technologies are being used to solve real-world problems. Major focus is placed on providing students with hands-on experience collecting field data and integrating GPS data into a geographic information system (GIS) database. State-of-the-art software and GPS receivers are used for planning, implementing, and evaluating a GPS project.

### 318 Field Experience, Baja California, Mexico (3)

This course provides the student an opportunity to do fieldwork in an alternate cultural setting. The field experience consists of two stages: (1) observation of physical and cultural features in the northern and central sections of the peninsula; and (2) team studies of towns and villages involving interviewing, data collection, and mapping. The course includes a weekly lecture conducted on campus. A fee will be charged for this course. Check with instructor for amount. Prerequisite: consent of instructor.

### 320 Political Geography (4)

An inquiry into the structure and characteristics of political units in order to compare the concepts of state and nation state. The nature of boundaries, frontiers, and shatter zones is studied in detail, and the development of geopolitical theories is traced.

### 330 Historical Geography of North America (4)

A study of the settlement history of North America and of the changing concepts of man-environment relationships in the chronology of the Europeanization of the American landscape. Investigations into where and why people settled as they did, and the origins of the economic and spatial relationships that constitute the present American scene will be the focus of the course.

### 335 Geography of Agriculture (4)

This course explores the development of agriculture from its origins to its modern forms. It discusses the historical development and current structure of five agricultural systems: small and large corporate farms in the development of the world, as well as traditional peasant production systems, plantations and green revolution forms in the developing world. It then considers issues such as world hunger, food aid, global commodity trade, and the effect of biotechnology in both the developed and developing world.

### 338 Social Geography (3)

Studies aspects of demography, migration, and the spatial dimension of social organization. Included in the course are the spatial perspectives of social well-being, poverty, crime and ethnicity. The spatial structure of human settlement, as well as political, religious, and social values will be discussed. Satisfies upper-division GE, category E (Integrated Person).



#### **340 Conservation of Natural Resources (4)**

This class explores the use and management of natural resources. Each year, it focuses on a different set of renewable and non-renewable resources, such as water, oil, diamonds, rangeland, and others. It addresses topics such as distribution, scarcity, substitution, access and use-rights, resource cartels, regulation and sustainability. It also looks at how these issues are changing under globalization and the rise of transnational corporations.

#### **343 Economic Geography (4)**

The study of the various ways by which people make a living in varied cultural and physical environments. Principles of locational decision making are examined along with their influence on bringing people and materials together. Topics of discussion will include manufacturing, transportation and marketing.

#### **350 Urban Geography (4)**

A consideration of urban origins, the diffusion of the city, and modern-day inter- and intra-city phenomena. Topics to be discussed include urbanization, comparative urban forms, urban functional organization, land use, distribution of cities and their territories, and urban problems—pollution, housing, and open space.

#### **360 Geomorphology (4)**

Lecture 3 hours; laboratory, 3 hours. Explores the relationships between surface processes such as weathering, mass movements, running water, wind, waves and glacial ice, and the landforms these processes create. The course looks at geomorphic systems and the role of tectonics and climate in changing the balance of these systems. Actual research projects are presented to demonstrate geomorphic approaches to environmental questions. Students are exposed to research methods in the field and lab. Field trips and field reports, use of maps, and hands-on labs are included. A fee will be charged for this course. Prerequisites: GEOG 204, GEOL 102, or consent of instructor.

#### **370 Climatology (4)**

An exploration of the mechanisms that create weather and climate and how and why climate varies from place to place and through time. The role of solar radiation is studied as the major driving force of atmospheric circulation and influence on spatial variations in temperature and precipitation around the world. Secondary factors such as land-sea distribution, topography, altitude, and surface cover are explored. Characteristics of climate such as seasonality of temperature and precipitation, as well as humidity, cloudiness, evaporation rates, and causes of variability are also studied. Climate's influence on human culture through time, climate change, and human influence on climate are underlying themes throughout the course. Prerequisite: GEOG 204 or consent of instructor.

#### **372 Global Climate Change—Past, Present and Future (2)**

An advanced course focusing on evidence of climate change in the past and potential climate change in the future. Present research methods used to investigate past climate and project possible climatic trends will be studied. The range of theories regarding past, present, and future climate, and the response of the environment to such changes will be explored in detail. Prerequisite: GEOG 204 or consent of instructor.

#### **375 Natural Hazards (2)**

A survey of natural hazards in relation to human activities around the world, emphasizing hazards from weather and geological sources. Weather and climate-related hazards such as hurricanes, tornadoes, wind, fire, intense precipitation and drought, and geologic hazards such as landslides, flooding, earthquakes and volcanism are explored. Although the focus is on naturally occurring hazards, the human as a catalyst influencing the frequency and intensity of hazard occurrences, and the increasing risk of damage to human property is an integral part of the course.

#### **380 Digital Image Processing (4)**

Lecture, 3 hours; laboratory, 3 hours. In this class, students learn how to create land-cover maps from satellite imagery. Raw satellite images are imported into computer software programs, preprocessed for radiometric and geometric corrections, enhanced for better interpretation, and finally classified into land cover maps using various techniques. These land cover maps are then assessed for accuracy through field ground truthing using geographic positioning systems. Students make land-cover maps of Sonoma county and use these to monitor changing land use and cover patterns. Students utilize various software programs, including IDRISI and ERDAS. The class incorporates hands on computer labs, field trips, and an independent project. Prerequisites: GE MATH and GEOG 280.

#### **385 Cartography (3)**

Lecture, 2 hours; laboratory, 3 hours. Map and graphic methods in geography: history, design, theory, and construction. Topics include selection of map projections, use of scales, generalization, data input and processing, color, visualization of spatial data, and map production. Emphasis is placed on effective communication through graphic design. Covers the increasing role of geographic information systems (GIS) in cartography. Also examines the collection of geographic data, such as with global positioning systems (GPS). Exercises guide students through increasingly complex methods of data collection and cartographic construction. Prerequisite: GEOG 280 or consent of instructor.

#### **387 Geographic Information Systems (4)**

Geographic information system (GIS) technologies provide researchers and policy makers with a powerful analytical framework for making decisions and predictions. As with any technology, the appropriate use of GIS depends greatly on the knowledge and skills of the user. This course addresses the scientific and technical aspects of working with geographical data, so that GIS users understand the general principles, opportunities, and pitfalls of recording, collecting, storing, retrieving, analyzing, and presenting spatial information. Both fundamental concepts and hands on experience with state-of-the-art software are incorporated through readings, lecture discussion and laboratory assignments. The first half of the course focuses on the "nuts and bolts" of how a GIS works, while the second half concentrates on methods for spatial analysis and modeling. Prerequisite: GEOG 280 or equivalent.

#### **390 Geography of California (2)**

California as a state and as a region is in many ways unique. This course examines both the singular physical and human aspects of the State, from its unusual geologic history, climate, and vegetation, through its earliest inhabitants, to its present day diverse population and trend-setting economic, political, and cultural atmosphere. Issues discussed include changing populations and regional differences, evolving urban areas, water resources, agriculture, and forestry.

#### **391 The Regional Geography of North America (4)**

Offerings will vary and will focus upon special topics of interest, such as problems of population growth and distribution, resources and economic development, and regionalism in the continent.

#### **392 Latin America: Culture and Environment (4)**

A consideration of topics of special importance to Latin America, including population growth, urbanization and economic development. Specific countries will also be examined in detail, with an emphasis on settlement patterns and environmental characteristics.

#### **394 Geography of Africa (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.

#### **396 Special Topics in Geography (1-5)**

A single subject or set of related subjects not ordinarily covered by the Geography Department. Please see the current *Schedule of Classes* for topics to be emphasized. Cr/NC only.

#### **416 Biogeography (4)**

The distributions of plants and animals at global, regional, and local scales. Emphasis on tools of data collection and analysis, on processes that contribute to distributions, and on conservation of biotic resources. Field trips consider local and regional patterns of plants and animals. Prerequisite: BIOL 115, 121, 122, or equivalent.

#### **420 Regional Geography of Western Europe (4)**

Offerings will vary and will focus upon special topics of interest, including the physical, cultural, historical, and economic relationships of Europe and its regions.

#### **460 Seminar in Area Studies (4)**

This course will provide offerings in special problem areas such as China and Southeast Asia, arid lands, Pacific Rim/World and underdeveloped lands.

#### **487 Advanced Geographic Information Systems (3)**

This course provides greater depth in the foundations of geographic information systems (GIS). Readings, group discussions, and lectures delve into database development issues, advanced spatial analysis, and GIS research applications. Students also complete a semester-long research project using GIS technologies. Students learn to identify problems that can benefit from a spatial-analytical approach and determine the appropriate data for pursuing such a project. Students build their own GIS database, mastering skills such as digitizing and attributing spatial data; importing data from the Internet; collecting field data for GIS integration; and converting GIS layers into a single coordinate system and map projection. Finally, students learn to choose and implement the most appropriate spatial analysis method for their research, and then interpret the results. Prerequisite: GEOG 387 or consent of instructor.

#### **490 Senior Seminar (4)**

Spring only

The focus of the seminar may vary, but the class will expose students to the nature of the discipline of geography through readings of scholarly literature. The class will emphasize a student research project and will include classroom discussions during the course of the semester.

#### **495 Special Studies (1-4)**

Special studies may be arranged to cover an area of interest not covered in the courses otherwise offered by the department. Prerequisites: completed special studies form and consent of the instructor.

#### **496 Selected Topics in Geography (2-5)**

A single subject or set of related subjects not ordinarily covered by the Geography Department. Offerings will vary depending on visiting faculty, experimental courses, and educational needs.

#### **499AB Geography Internship Program (2-5)**

Students in the intern program will be given the opportunity to gain practical experience using geographical skills by working in a variety of county and city agencies in the Sonoma State University service area. Credit is given for three hours work per unit work per week as arranged with the intern coordinator. GEOG 499A is offered in Fall; GEOG 499B is offered in Spring.

#### **Graduate Study**

The Geography Department does not offer an M.A.; however, students in graduate programs such as interdisciplinary studies, cultural resources management, and history may arrange to do graduate-level research with members of the geography faculty. Students should consult with the chair of the Geography Department and their graduate advisor before arranging for graduate-level studies in geography.

#### **595 Special Studies (1-6)**

Advanced research and writing. Students work under close supervision of faculty members. Subject matter variable. May be repeated for credit. Prerequisites: consent of instructor and completed special studies form.

# Geology

## Programs offered

**Bachelor of Science in Geology**  
**Bachelor of Arts in Geology**  
**Minor in Geology**  
**Secondary Education Teaching Credential Preparation**

## Department Office

Darwin Hall 126  
707 664-2334  
[www.sonoma.edu/geology](http://www.sonoma.edu/geology)

Geology is the study of the materials, structures, processes, and history of the earth. Philosophically, it allows us to realize our place in the physical universe within the enormity of geologic time. Practically, it leads to understanding of earth processes, the formation of rocks and minerals, and the energy supplies and materials that support our civilization.

The evolution of modern geologic thought was based on field studies; thus, geology is primarily a field science. The basis for field analysis is a firm background in the principles of geology. The department is committed to undergraduate training that includes a well-balanced treatment of geologic principles, with an emphasis on field studies. Students take a fundamental curriculum that concentrates on the analysis of rocks and minerals, geologic mapping and report writing. Techniques of field study are part of the fundamental curriculum. Six field-mapping classes are required. Required courses in physics, chemistry, and mathematics support understanding of geologic principles.

Within the general field of geology, students may choose from major programs that lead to either the B.A. or B.S. preprofessional degrees. The B.S. and B.A. degrees provide an excellent background for graduate school and for work in geology in such fields as engineering geology, environmental geology, hydrology, and mineral exploration. Many of our geology graduates work for consulting firms with specialties in one or more of these areas. Because of the selectivity involved in choosing a program that meets their own particular interests and goals, students must consult with a departmental advisor about their plan of study and their course load each semester.

## Bachelor of Science in Geology

This plan is intended to give the student basic professional competence in geology. It provides an excellent foundation for graduate school or a professional career for those students who have or desire a strong background in mathematics.

Degree Requirements	units
General education .....	51
Major requirements .....	46
Supporting courses .....	26
General electives .....	1
<b>Total units needed for graduation .....</b>	<b>124</b>

## Department Chair

Thomas B. Anderson

## Administrative Coordinator

Kathleen Hardy

## Faculty

Thomas B. Anderson, Rolfe C. Erickson, Matthew J. James,  
Walt Vennum, William H. Wright

## Major Core Requirements

GEOL 205 Mineralogy .....	2
GEOL 303 Advanced Principles of Geology .....	4
GEOL 304 Geologic Mapping and Report Writing .....	1
GEOL 305 Optical Mineralogy .....	3
GEOL 307 Igneous and Metamorphic Petrology .....	4
GEOL 308 Igneous and Metamorphic Field .....	1
GEOL 411 Sedimentary Petrology .....	4
GEOL 412 Sedimentary Petrology Field .....	1
GEOL 413 Paleontology .....	4
GEOL 417 Structural Geology .....	4
GEOL 418 Structural Geology Field .....	1
GEOL 420 Field Geology .....	4
GEOL 427 Advanced Field Geology .....	4
<b>Total units in the major core .....</b>	<b>37</b>

## Major Electives

Choose 9 units of upper-division geology electives in consultation with an advisor.

**Total units in major electives .....** 9

## Required Supporting Courses

CHEM 115AB, 116AB General Chemistry .....	10
PHYS 114 Introduction to Physics I .....	4
PHYS 116 Introductory Laboratory .....	1
PHYS 214 Introduction to Physics II .....	4
PHYS 216 Introductory Laboratory .....	1
MATH 161 Calculus I with Analytic Geometry .....	4
MATH 211S Calculus II with Analytic Geometry .....	2
(MATH 211 is the 4-unit version of 211S and is highly recommended)	
<b>Total units in supporting courses .....</b>	<b>26</b>
<b>Total units in the major .....</b>	<b>72</b>

## Sample Four-Year Plan for Bachelor of Science in Geology\*

### Freshman Year: 28 units

Fall Semester (14 units)	Spring Semester (14 units)
GEOL 102 (3)	GEOL 105** (3)
CHEM 115A/116A (5)	CHEM 115B/116B (5)
GE (6)	GE (6)

### Sophomore Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
GEOL 303 (4)	GEOL 413 (4)
GEOL 304 (1)	MATH 211S (2)
GEOL 205 (2)	GE (9)
MATH 161 (4) + GE (6)	

### Junior Year: 31 units

Fall Semester (15 units)	Spring Semester (16 units)
GEOL 305 (3)	GEOL 307 (4)
PHYS 114 (4)	GEOL 308 (1)
PHYS 116 (1)	PHYS 214 (4)
GEOL 417 (4)	PHYS 216 (1)
GEOL 418 (1)	GE (6)
GE (3)	

### Senior Year: 33 units

Fall Semester (17 units)	Spring Semester (16 units)
GEOL 411 (4)	GEOL 420 (4)
GEOL 412 (1)	Geology Elective (3)
Geology Elective (3)	Geology Elective (3)
GE (9)	GE (6)

### Senior Summer: 4 units

GEOL 427 (4)

### Total semester units 124-127

\* The B.A. degree in geology is identical to the B.S., except that MATH 211S is not required, and PHYS 210AB and PHYS 211AB (Algebra Physics) are substituted for PHYS 114, 116, 214 and 216 (Calculus Physics).

\*\* Course not required, but strongly recommended.

Students are strongly encouraged to take GE courses in the summer and in January intersession to the extent possible.

## Bachelor of Arts in Geology

This plan is intended to give the student basic professional competence in geology, suitable as a foundation for either graduate school or a professional career. The geology course content is the same as in the B.S. degree, but the calculus and physics requirements are less rigorous.

Degree Requirements	units
General Education .....	51
Major Requirements .....	46
Supporting Courses .....	22
General Electives .....	7
<b>Total units needed for graduation .....</b>	<b>120</b>

## Major Core Requirements

GEOL 205 Mineralogy .....	2
GEOL 303 Advanced Principles of Geology .....	4
GEOL 304 Geologic Mapping and Report Writing .....	1
GEOL 305 Optical Mineralogy .....	3
GEOL 307 Igneous and Metamorphic Petrology .....	4
GEOL 308 Igneous and Metamorphic Field .....	1
GEOL 411 Sedimentary Petrology .....	4
GEOL 412 Sedimentary Petrology Field Course .....	1
GEOL 413 Paleontology .....	4
GEOL 417 Structural Geology .....	4
GEOL 418 Structural Geology Field .....	1
GEOL 420 Field Geology .....	4
GEOL 427 Advanced Field Geology .....	4
<b>Total units in the major core .....</b>	<b>37</b>

## Major Electives

Choose 9 units of upper-division geology electives in consultation with an advisor.

**Total units in major electives .....** 9

## Required Supporting Courses

CHEM 115AB, 116AB General Chemistry .....	10
PHYS 209AB, 210AB General Physics with Laboratory .....	8
MATH 161 Calculus I with Analytical Geometry .....	4
<b>Total units in supporting courses .....</b>	<b>22</b>
<b>Total units in the major .....</b>	<b>68</b>

## Minor in Geology

Completion of a minimum of 20 units from Geology Department courses will constitute a minor in geology. Six of the 20 units must be upper division. Students should consult with an advisor in the Geology Department regarding required courses.

## Secondary Education Teaching Credential Preparation

Geology students must demonstrate competence in the natural sciences by passing the subject matter examination required by the California Commission on Teacher Credentialing. One part of the examination will test breadth of knowledge in biology, chemistry, physics, astronomy and geology. Another part of the examination will test depth of knowledge in a particular area, such as geology. The B.A. or B.S. degree in geology is recommended to prepare for the part of the examination that tests depth of knowledge in geology. For recommended course selection to help prepare for the part of the examination that tests breadth of scientific knowledge, please see the Teaching Credential section of this catalog.

For more information, please contact Professor Rolfe Erickson, Darwin Hall 336A, 707 664-2334.

## Geology Courses (GEOL)

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

### 102 Our Dynamic Earth: An Introduction to Geology (3) / Fall, Spring

Lecture, 2 hours; laboratory, 3 hours. A study of the minerals, rocks and landforms that make up our earth in the context of the dynamic forces that form them. Emphasis on local geology, including earthquakes and other environmental aspects. Laboratory study of minerals, rocks and maps. Required one-day weekend field trip. Fee required. Satisfies GE, category B1 (Physical Sciences) and GE laboratory requirements.

### 105 The Age of Dinosaurs (3)/ Fall, Spring

Lecture, 3 hours. The life and death of dinosaurs as evidenced by the fossil record will be studied to show how geology and biology combine in the discipline of paleontology. The evolution of dinosaurs over a 150 million-year time span sets the stage to investigate several interesting and ongoing controversies surrounding dinosaurs, including: why dinosaurs became extinct, the metabolism of dinosaurs, and the relationship between birds and dinosaurs. Satisfies GE, category B1 (Physical Sciences).

**110 Natural Disasters (3) / Fall, Spring**

A course to examine the interaction between natural processes and human activities and the often costly and fatal results. Course emphasis will be on the principles underlying natural disasters such as earthquakes, volcanic eruptions, landslides, floods, severe weather, coastal processes, asteroid impacts, fires, great dyings, and population growth. Many examples will be drawn from the northern California area. Extensive internet work for current information. Course content may vary with instructor. Satisfies GE, category B3 (Physical Sciences, Specific Emphasis).

**111 Field Geology of Yosemite National Park (1) / Spring**

Lecture and field study of the geology and geologic history of Yosemite and the Sierra Nevada. One-day local field trip; three-day Yosemite field trip; fee required. Pre- or corequisite: GEOL 102 or GEOL 110, or consent of instructor.

**120 Regional Field Geology (3) / Spring**

Lecture, 1 hour; 10-day required field trip. Field study of rocks, minerals and landforms, and the processes that form them. A 10-day field trip to the Death Valley area is taken during spring vacation. Not intended for geology majors. Fee required. Satisfies GE, category B3 (Physical Sciences, Specific Emphasis) and laboratory requirements. Prerequisites: GEOL 102 or concurrent enrollment; students must be in good physical condition.

**205 Mineralogy (2) / Fall**

Lecture 1 hour; laboratory, 3 hours. Principles of crystal chemistry, properties and origin of common rock-forming minerals. Laboratory sessions emphasize hand specimen mineral identification through determination of both physical and chemical characteristics. Prerequisites: completion of or concurrent enrollment in GEOL 303 and CHEM 115A/116A.

**303 Advanced Principles of Geology (4) / Fall**

Lecture, 3 hours; laboratory, 3 hours. Advanced treatment of the principles, methods, and tools of geology emphasizing the materials that constitute the earth and the processes that act or have acted on them. Required of all prospective geology majors; recommended for those strongly interested in science. Satisfies GE, category B3 (Physical Sciences, Specific Emphasis) and laboratory requirements. Prerequisite: GEOL 102; strong science background recommended.

**304 Geologic Mapping and Report Writing (1) / Fall**

Field studies and report preparation done in conjunction with GEOL 303. Required weekend field trips. Prerequisite: concurrent enrollment in GEOL 303. Students must be in good physical condition.

**305 Optical Mineralogy (3) / Fall**

Lecture, 1 hour; laboratory, 6 hours. Introduction to crystallography and the principles of optical mineralogy. Laboratory exercises are devoted to understanding the properties of crystal lattices and the fundamentals of mineral identification with the petrographic microscope. Prerequisites: MATH 107 and completion of or concurrent enrollment in GEOL 205 and 303.

**306 Environmental Geology (3) / Fall, Spring**

Lecture, 3 hours. Study of geological principles and processes as they relate to our natural environment emphasizing interaction between human activities and the geological environment. Major topics include the nature and behavior of rocks and soils; earthquakes and their associated hazards; landslides, slope stability, and building construction; groundwater and pollution; stream processes and flooding; shoreline processes and coastal development; engineering geology and construction of highways and dams; and development of natural resources, conservation, and ecology. Specific content varies year to year, depending on instructor. Prerequisite: GEOL 102 or consent of instructor.

**307 Igneous and Metamorphic Petrology (4) / Spring**

Lecture, 2 hours; laboratory, 6 hours. A study of the origin, properties, classification and occurrence of igneous and metamorphic rocks. Laboratory exercises in the classification and description of minerals, textures and structures of the more common rock types. Laboratory work will emphasize both hand specimen analysis and microscopic petrography. Prerequisites: GEOL 305 and completion of or concurrent enrollment in CHEM 115B/116B.

**308 Igneous and Metamorphic Petrology Field Course (1) / Spring**

Field studies done in conjunction with GEOL 307. Required weekend field trips. Fee required. Prerequisites: GEOL 304 and concurrent enrollment in GEOL 307. Students must be in good physical condition.

**323 Hydrology (3) / Spring**

Lecture, 3 hours. Water as a natural resource, the hydrologic cycle, distribution of water on the earth. Atmospheric water, soil water, runoff and groundwater as related to water supply and use. Applications to problems of flood control, water management, and water pollution, with special emphasis on California and Sonoma County. Prerequisites: GEOL 102 or consent of instructor; MATH 106 or 107.

**326 Stratigraphy and Earth History (4) / Spring, odd years**

Lecture, 3 hours; laboratory, 3 hours. The principles of stratigraphy and historical geology will be discussed, with special emphasis given to the application of these principles to the geologic development of North America. The geologic history of California will be treated in detail. The use of sedimentary rocks, fossils, and structural and tectonic principles will be discussed, especially as they relate to our understanding of historical geology. Laboratory work will include a study of sedimentary rocks and their properties, fossils and their occurrence and distribution, the construction and interpretation of various types of stratigraphic maps, and detailed studies of selected maps representative of the various geologic provinces of North America. Required field trip. Prerequisite: GEOL 303 or consent of instructor.

**395 Community Involvement Program (1-4) / Fall, Spring**

CIP involves students in community problems such as tutoring, aiding in school science classes, and advisement of county agencies. A total of 6 units of CIP credit may be applied toward a degree. May be taken by petition only. Not applicable to the geology major.

**396 Internship in Geology (1-4) / Fall, Spring**

Professional geologic work for a geologic firm or agency. Forty-five hours of work per unit. Not applicable to the geology major. Prerequisite: GEOL 303 and consent of instructor.

**406 X-Ray Mineralogy (2) / Fall, odd years**

Lecture, 1 hour; laboratory 3 hours. Introduction to the use of x-ray diffraction techniques. Prerequisites: CHEM 115A/116A and GEOL 305 or concurrent enrollment, and consent of instructor.

**410 Geophysics (3) / Spring, odd years**

Lecture, 2 hours; laboratory 3 hours. The principles of physics as they are related to the earth. Physical basis for the methods of geophysical investigation: seismology, gravity, magnetics and electromagnetics. Application of geophysical methods to geological problems such as oil exploration and plate tectonics. Fieldwork and analysis of geological problems using geophysical instruments. Extensive use of computer. Required field trips. Prerequisites: GEOL 102 or 303, MATH 161 and PHYS 114.

**411 Sedimentary Petrology (4) / Fall**

Lecture, 3 hours; laboratory, 3 hours. The description, classification and origin of sedimentary rocks. Discussion of weathering and origin of sediment, sediment transportation and sedimentary structures, clastic and nonclastic classification, and petrology. Hand specimen and thin section petrography and other techniques for studying sedimentary rocks will be used in the laboratory. Prerequisites: GEOL 307 and 308.

**412 Sedimentary Petrology Field Course (1) / Fall**

Field studies done in conjunction with GEOL 411. Required weekend field trips. Prerequisites: GEOL 308 and concurrent enrollment in GEOL 411. Students must be in good physical condition.

**413 Paleontology (4) / Spring**

Lecture, 3 hours; laboratory 3 hours. The study of fossils in their geological context. Topics include taxonomy, morphology, evolution, biogeography, extinction and biostratigraphy of the main groups of invertebrate, vertebrate, and plant fossils. Laboratory work will include becoming familiar with stratigraphically important fossil groups and the use of fossils in solving both geological and biological problems. Prerequisite: GEOL or 303 for majors, GEOL 102 for non-majors.

**417 Structural Geology (4) / Fall**

Lecture, 3 hours; laboratory, 3 hours. Introduction to theoretical and experimental rock deformation; description and genesis of folds, faults and related minor structures; interior structure of the earth, plate tectonics, and regional structural history. Prerequisites: GEOL 303, 304 and MATH 107.

**418 Structural Geology Field Course (1) / Fall**

Field studies done in conjunction with GEOL 417. Required weekend field trips. Prerequisite: previous or concurrent enrollment in GEOL 417. Students must be in good physical condition.

**420 Field Geology (4) / Spring**

Lecture, 1 hour; 12 days of fieldwork. Principles of geologic mapping, interpretation of geologic maps, preparation of field reports. Fee required. Prerequisites: GEOL 411, 412, 417 and 418. Students must be in good physical condition.

**422 Geochemistry (3) / Spring, odd years**

Lecture, 3 hours. Introductory cosmochemistry and origin of the elements; meteorites; the earth as a chemical system, chemistry of processes at the surface of the earth; mineral crystal chemistry; introduction to geochronology and stable isotope variations in nature; thermodynamics and its geological application; geochemical prospecting. Prerequisite: GEOL 303, CHEM 115AB/116AB, MATH 161, or consent of instructor.

**425 Economic Geology (4) / Spring, odd years**

Lecture, 3 hours; laboratory, 3 hours. Classification, origin and alteration of metallic ore deposits. Laboratory sessions on hand sample identification of ore and alteration minerals and petrographic analysis of selected ore suites. Prerequisites: previous or concurrent enrollment in GEOL 307 and CHEM 115B/116B.

**427 Advanced Field Geology (4) / Summer**

A minimum of five weeks of detailed mapping in igneous, metamorphic and sedimentary rocks, and the preparation of field reports and geological maps. Students may also complete this course at another university, but should do so only in consultation with the Geology Department. Students must demonstrate equivalence in terms of field hours and course content to GEOL 427. Prerequisite: senior standing in geology. GEOL 420 strongly recommended.

**495 Special Studies (1-4) / Fall, Spring**

Individual study, under guidance of an advisor of an advanced field, laboratory or literature problem. Students must qualify and adhere to the department policy on independent study as outlined below. Prerequisite: approval of advisor.

**Department Policy on Independent Study**

1. The student must have a 3.00 or higher grade point average.
2. The student must have demonstrated ability to work independently and do quality work in field classes.
3. The student must have submitted a detailed proposal of work to do, schedule, and results expected.
4. The student must have a faculty sponsor who is willing to advise the project and will set up a schedule of meetings for this purpose. This will be reported on the standard University Special Studies form and signed by the student, faculty advisor, and department chair.
5. A copy of all documents and two copies of the final paper or report will be filed with the department office before a grade will be assigned.

**496 Selected Topics in Geology (1-3)**

An intensive study of an advanced topic in geology. May be repeated for additional credit with new subject matter. Prerequisite: adequate preparation for topic under consideration. Additional fee may be required.

**498 Geology Practicum (1-4)**

Application of previously studied theory through supervised instructional work experience in geology, generally as a teaching assistant in geology laboratory classes. Intended for professional growth. May be repeated for up to a total of 4 units. Not applicable for the geology major or minor. Prerequisites: upper-division standing in geology and consent of instructor. Student needs to have passed the course that he/she will be a teaching assistant in with a grade of "B" or better. To be a teaching assistant in GEOL 102 laboratory student needs to have received a grade of "B" or better in GEOL 303.

# Gerontology

## Programs offered

Minor in Gerontology  
Certificate in Gerontology

### Department Office

Stevenson Hall 3075/3092  
707 664-2586/2411  
[www.sonoma.edu/gerontology](http://www.sonoma.edu/gerontology)

**Program Coordinator**  
Susan Hillier

**Administrative Coordinator**  
Connie Lewsodder

The study of gerontology provides students with a broad, multidisciplinary perspective to examine the aging process and to understand the significance of age in biological, social, cultural, psychological, and political processes. Participation in the gerontology program encourages students to view aging as a normal part of the life cycle, to become aware of the aging process so that they may view it in others with understanding, and eventually in themselves with equanimity, and to consider work in the field of aging. The program focuses primarily upon the experience of aging in the United States, although comparative analyses of other societies are developed. By applying an integrated liberal arts perspective to the issues, problems, and dilemmas posed by a longer life span and a dramatically increased population of older persons, students develop their critical faculties and problem-solving abilities. The field of gerontology offers students opportunities to engage in first-hand research, to develop conceptual analyses, and to plan community projects, as well as to develop a strong background for career development. Those who already work as volunteers or staff in agencies serving the elderly will find the gerontology program valuable in updating their training.

Students who plan to pursue professional degrees in psychotherapy, medicine, dentistry, nursing, or social work will find that participation in the gerontology program will assist them in understanding the problems of their future clients. Students may choose to complete: (1) the minor in gerontology, (2) a certificate in gerontology, or (3) a special major in gerontology at either the bachelor's or master's levels. In the special major program, students construct individually designed interdisciplinary majors in consultation with the gerontology program coordinator and special major advisor.

## Minor in Gerontology

Students must complete the following 22-unit program:

### Minor Core Requirements

BIOL 318	Biology of Aging	3
GERN 300	Basic Gerontology	3
GERN 319	Aging and Society	4
GERN 499	Gerontology Practicum	4
GERN 421	Psychology of Aging	4
<b>Total units in the minor core</b>		<b>18</b>

### Minor Electives

Choose courses to total a minimum of 4 units from the following list:

AMCS 435	Ethnicity and The Lifecycle	(3)
BIOL 224	Human Physiology	(3)
BIOL 380	Human Nutrition	(4)
GERN 304	Sibling Relations	(4)
GERN 312	Adult Development Lecture Series	(2)
GERN 317	Emotions and Adult Life	
GERN 332	Death and American Culture	(4)
GERN 408	Transitions in Adult Development	(4)
GERN 422	Living and Dying	(3-4)
GERN 432	Group Work with Older Adults	(4)
GERN 452	Health Care and Illness	(4)
NURS 493	Health Care Delivery and Financing	(3)
KIN 360	Physiology of Exercise	(4)
KIN 410	Lifespan Motor Development	(3)
NURS 504A	Health Care Delivery and Financing	(2)
NURS 504B	Health Care Delivery and Financing	(2)
PSY 404	Psychology of Women	(4)

**Total units in minor electives** ..... 4

**Total units in the minor** ..... 22

## Certificate in Gerontology

The 28-unit certificate program is open to those students who are completing or who have received a bachelor's degree.

### Certificate Core Courses

BIOL 318	Biology of Aging	3
GERN 300	Basic Gerontology	3
GERN 319	Aging and Society	4
GERN 499	Gerontology Practicum	8
GERN 421	Psychology of Aging; or	
GERN 500	Social and Psychological Issues in Aging	4
<b>Total units in the certificate core</b>		<b>22</b>

**Total units in the certificate core** ..... 22

### Certificate Electives

Choose courses to total a minimum of 6 units from the minor-electives list above.

**Total units in the certificate electives** ..... 6

**Total units in the certificate** ..... 28

## Gerontology Courses (GERN)

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

### 300 Basic Gerontology: A Survey of Concepts, Issues and Services for the Elderly (3) / Fall, Spring

Introduces the study of aging from biological, psychological, sociological, and environmental perspectives. Aging is presented as a normal stage of development with both positive and negative aspects. Specific issues discussed include: health care, housing, income maintenance, and advocacy. Satisfies GE, category E (The Integrated Person).

### 304 Sibling Relationships (4) / Fall

An exploration of the role of siblings to personal and family development, with a focus on sibling relationships in adulthood and later life. An emphasis will be placed on the psycho-social context of the sibling relationship in addition to theories of the psychology of the individual. Cross-listed as PSY 304.

### 305 Issues in Gerontology (2-4)

Focuses on contemporary issues and topics in gerontology. Selected issues incorporating historical, cultural, social, psychological, and policy perspectives may be offered. Consult *Schedule of Classes* for the specific topic and current unit offering. May be repeated for credit.

### 312 Adult Development Lecture Series (2) / Fall

Lectures and presentations on thematic issues in the field of adult development and aging. Speakers are drawn from local community programs, Bay Area research organizations, and academic disciplines. May be repeated for credit. Cross-listed as PSY 312.

### 317 Emotions and Adult Life (3)

Emphasizes the social context and social development of emotional responses throughout adulthood. Analyzes the reciprocal relations between social definitions and subjective feelings in connection with life events throughout adulthood. Addresses both basic emotions, such as fear, anger, pleasure and excitement, and more complex emotions, such as love, jealousy, grief, sympathy, pride, shame, and despair. Cross-listed as SOCI 317.

### 319 Aging and Society (3-4) / Spring

Examination of aging throughout adulthood. Analysis of theories of aging, their foundations in social science theory, and their policy implications. Exploration of the meanings and consequences of increasing longevity for society and the individual, with emphasis on the social psychological implications for women, minorities, and those who are poor. Satisfies GE, category D1 (Individual and Society). Cross-listed as SOCI 319.

### 332 Death and American Culture (4)

The relation of cultural values to practices, attitudes, and views about death. Application of sociological and psychological theories to topics on death and dying, such as death conceptions, terminal care, suicide, war, and grief. Emphasis on the social psychology of dying, caregiving, grieving, and being suicidal. Cross-listed as SOCI 332.

### 399 Student-Instructed Course (1-4)

A course designed by an advanced student, approved by the gerontology program, and taught by the student under the supervision of his/her faculty sponsor. Consult the *Schedule of Classes* for topic to be studied. May be repeated for credit.

### 408 Transitions in Adult Development (4) / Spring

Transitions are key events in adulthood because they require change. This course explores how women and men experience and shape the changes that occur as they mature socially and psychologically. Inquiry includes normative life cycle transitions as well as unexpected, unusual, or "off-time" transitions and develops understandings of how these transitions shape the development of an individual through adulthood and later life. Cross-listed as PSY 408. Prerequisite: junior standing.

### 421 Psychology of Aging (4) / Fall

Analysis of psychological development as a lifelong process. Examination of theories of psychological growth in later life. Exploration of the role of memory for learning and psychological functioning. Study of issues in mental health in adulthood. Cross-listed as PSY 421.

### 422 Living and Dying (4) / Spring

This course explores personal values and attitudes about life and death and seeks to understand them in relation to our own psychology and to the larger social context. Topics of separation and loss, loss as a transformative process, aging, the dying process, bereavement, suicide, homicide, near-death experiences, mythology, and immortality will be addressed. Cross-listed as PSY 422.

### 432 Group Work with Older Adults (4)

This interdisciplinary seminar introduces students to the fundamentals of group work with older adults. The class provides an overview of the phases of group development and basic skills and techniques for facilitating effective groups. Theoretical perspectives from sociology and psychology are used to examine how groups function and the value they have for older adults. In addition to class meetings students work directly with older adults by co-facilitating intergenerational dialogue groups. Cross-listed as SOCI 432.

### 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. Cross-listed as PSY 438.

### 452 Health Care and Illness (4) / Fall, even years

A dual focus on the social organization of health care and the social psychology of illness. Analyses of the structure of care, patient-practitioner relationships, and treatment ideologies. Emphasis on the patient's experience of illness, intimate relationships, and self-images. Cross-listed as SOCI 452.

### 482 Teaching Internship (1-4) / Fall, Spring

Students learn the skills of organization and communication of psychological theory and research under the supervision of a faculty mentor. Prerequisites: GERN 300 and consent of instructor. A maximum of 12 units of special study and internship credit may be applied as supporting units.

### 490 Internship Seminar (1)

In this optional seminar, students report on the progress of their internships and discuss institutional procedures and interactional processes particular to their intern sites. Case and data management techniques will be discussed. The seminar allows opportunity for group problem-solving, objective analysis of internship issues, and enhancement of professional networks. Requirements: concurrent enrollment in GERN 499 and consent of instructor.

### 495 Special Studies (1-4) / Fall, Spring

Students may propose to participate in independent projects or continuing research with the approval and guidance of the faculty member. The special study may extend for more than one semester. May be repeated for credit.

### 497 Group Work with Older Adults (4)

Explorations of basic human problems as reflected in the arts, humanities, social sciences, or natural sciences. Resource persons from other disciplines will participate.

### 499 Gerontology Practicum (1-4) / Fall, Spring

Field experience in an agency or organizational setting in which the student combines work with academic preparation in programs concerned with aging and/or health. A-F or Cr/NC.

### 500 Social and Psychological Issues in Aging (2-4)

Analysis of the aging process and its social implications. Selected issues provide exploration of relationships between psychological and social development in later life. Developmental, historical, cultural, psychological, and policy perspectives may be offered. Consult *Schedule of Classes* for specific topic. Crosslisted as PSY 500. Prerequisite: graduate standing or permission of instructor. May be repeated for credit.

### 515 Graduate Research Seminar (2-4) / Fall, Spring

Intensive review of literature in specific areas of concentration. Emphasis is on individual student's research interests. Includes research design and implementation. Prerequisite: graduate standing or permission of instructor.

### 561 Politics of Health and Aging (4)

An examination of U.S. state and local health care and aging policy and administration. Cross-listed as POLS 509.

### 582 Teaching College Gerontology (1-4)

Practical experience of supervised teaching in a college gerontology classroom. Prerequisite: Consent of instructor.

### 583 Graduate Research Assistant (1-4)

Students learn advanced research methods and practical research skills under the supervision of a faculty member. Prerequisite: Consent of instructor.

# Global Studies

## Programs offered

### Bachelor of Arts in Global Studies

#### Department Office

Modern Languages and Literatures  
Stevenson Hall 3016  
707 664-2351

#### Major Coordinator

Philip Beard (Fall) 707 664-2170  
Tony White (Spring) 707 664-2463

#### Administrative Coordinator

Dolores Bainter

## Bachelor of Arts in Global Studies

The Bachelor of Arts in Global Studies is an interdisciplinary program that prepares students for international or intercultural service through the study of other cultures, world history, political and economic systems, world geography and environment, cross-cultural communication and conflict resolution, and a modern language. Recognizing the increasing interdependence of the world and the global nature of contemporary issues, the major is designed to increase awareness and understanding of other cultures and systems as well as global issues, while developing the skills needed to work effectively in a global or multicultural context.

The major requirements include core courses, basic areas, an integrative seminar, a field of concentration, a capstone seminar project, intermediate (or better) proficiency in a second language, a cross-cultural living or work experience, and a service internship. Since the core and basic area requirements include general education courses, students may meet 18 units of GE while completing major requirements. The approved concentrations include Central Europe, Latin America, International Economic Development, and Asian Studies. In preparation is a concentration in Environmental Studies. In exceptional cases, with the approval of the Global Studies Steering Committee, students may also develop individual concentrations in other disciplines or regions.

All Global Studies majors are expected to participate in an intensive cross-cultural experience of at least three months' duration, during which they speak primarily a language other than their mother tongue. Students normally will meet this expectation by studying or working abroad. When travel abroad is impossible, students may arrange an extended cross-cultural experience closer to home – e.g., living and working for a summer in an immigrant community. (Students who have spent extended time in other than mainstream U.S.-American circumstances, speaking a language other than English, may already have met this expectation.)

Applicants to the program must have a GPA of 2.50 or better in at least one semester of college study, and must submit a two-page statement of interests, background, goals and values to the program coordinator.

## Bachelor of Arts in Global Studies

Degree Requirements	units
General education .....	51
Core requirements .....	19
Language study .....	5
Basic Areas .....	22-25
Concentration .....	20
<b>Total units needed for graduation .....</b>	<b>120-124</b>

Students must complete all core courses and one course from each of seven basic areas.

### I. Core Requirements

ECON 201A	Introduction to Macroeconomics .....	4
GLBL 200	Written and Oral Analysis (Global Studies section) ..	3
GEOG 302	World Regional Geography .....	3-4
GLBL 350	Integrative Seminar .....	1
GLBL 498	Service Internship .....	3
GLBL 499	Capstone Seminar .....	3

### II. Basic Areas

Complete at least one course from each of the following seven areas:

#### 1. Culture

ANTH 203	Cultural Anthropology (3)
ANTH 340	Living in a Pluralistic World (3)
ANTH 389	Language and Communication (3)
ANTH 352	Topics in Cultural Change (3)
GEOG 203	Cultural Geography (3)
GEOG 338	Social Geography (3)

#### 2. Global Environment

ENSP 200	Global Environment Issues (3)
ENSP 304	World Food and Population Crisis (3)
ENSP 334	Energy, Technology, and Society (3)
GEOG 372	Global Change: Past, Present, and Future (3)
GEOG 396	Conservation of Natural Resources (3)

#### 3. Historical Perspectives

HIST 202	Development of the Modern World (3)
HIST 380	20th Century World (3)

#### 4. Political Ideas and Institutions

POLS 342	International Politics and Foreign Policy (4)
POLS 349	Introduction to Comparative Government (4)
POLS 345	Model United Nations (4)
POLS 315	Democracy, Capitalism, Socialism (3-4)
POLS 390	The Politics of Asia (4)
POLS 452	Third World Political Systems (4)
POLS 453	Political Systems of Latin America (4)

### 5. Context, Communication and Negotiation

ANTH 360	Topics in Developmental Anthropology (4)
BUS 391	Cross-Cultural Communication (3)
COMS 320	International Communication (3)
LING 432*	Language in Sociopolitical Context (3)
PSY 490	Conflict Resolution Courses in Extended Education (2-3)
WGS 311	Global Perspectives on Feminism (3)

\*Prerequisite — see major program for details.

### 6. Global Economy and Business

ECON 303	International Economics (4)
ECON 403	Seminar in International Economic Development (4)
BUS 393	Introduction to International Business (4)

### 7. Religious and Ethical Perspectives

PHIL 302	Ethics and Human Value Theory (3)
SOCI 431	Sociology of Religion (4)
PSY 485	Ecopsychology (4)
ENSP 306	Environmental Ethics (3)
HIST 482	Judaism and Christianity in the Hellenistic and Roman World (4)
UNIV 301	War and Peace Lecture Series (3)

\*Prerequisite — see respective major program for details.

### III. Concentrations

No courses used to satisfy Basic Area requirements may be used to satisfy the concentration requirements.

The combination of courses chosen to meet concentration requirements must be approved by the student's Global Studies advisor.

#### Central Europe: 20 units

Take 6 units from Group I and choose 14 from Group II:

##### Group I

GER 301	Advanced Composition and Conversation (3)
GER 302	Advanced Composition and Conversation (3)

##### Group II

HIST 411	The Enlightenment to WWI (4)
HIST 412	Europe Since 1914 (4)
HIST 417	Origins of Modern Russia (4)
HIST 418	Revolutionary Russia (4)
HIST 419	Modern Russia and the Soviet Union (4)
POLS 350	European Parliamentary Democracies (4)
POLS 352	Politics of Eastern Europe (4)
POLS 353	European Social Democracies (4)
POLS 354	Comparative Political Parties (4)
ArtH 454	Nineteenth Century Art (3-4)
ArtH 464	Modern Art from 1850 to 1945 (3-4)
UNIV 301	War and Peace Lecture Series (3)
SSCI 305	Perspectives on the Holocaust and Genocide (3)

Central Europe students must also attain the Zertifikat Deutsch, the internationally recognized Goethe Institute proficiency certificate. The certification exam is offered at Sonoma State every year in May.

#### Latin America: 20 units

Choose at least one course from Group I, and not more than three courses in any one discipline:

##### Group I

GEOG 392	Latin American Culture and Environment (4)
HIST 339	Ancient and Colonial Latin America (4)
HIST 342	Modern Latin America (4)
POLS 453	Political Systems of Latin America
SPAN 307	Introduction to Latin America (3)

##### Group II

ANTH 392	Communities in Mexico (4)
GEOG 318	Baja California (3)
ECON 403	Seminar in International Economic Development (4)
HIST 431	History of Cuba (3-4)
HIST 433	History of Mexico (4)
HIST 434	The United States and Latin America (4)
SPAN 497	Seminar in Latin American Literature (3)

**Language:** At least two years of college Spanish or Portuguese, or the equivalent.

#### International Economic Development: 20 units

Take both courses in Group I, and 12 units from at least three of the five categories in Group II:

##### Group I

ECON 403	Seminar in Economic Development (4)
BUS 393	Introduction to International Business (4)

##### Group II

BUS 394	International Business Strategy (4)
BUS 473	International Finance (3)
GEOG 372	Global Change: Past, Present, and Future (3)
ENSP 334	Energy, Technology, and Society (3)
ENSP 356	Environmental Politics and Economics (3)
POLS 345	Model United Nations (4)
POLS 452	Third World Political Systems (4)
POLS 486	Selected Issues in International Politics (4)

ANTH 352	Special Topics in Culture Change (3)
BUS 391	Cross-Cultural Communication (3)

PSY 303	The Person in Society (3)
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#### Asian Studies: 20 units

Pursuant to consultation with a Global Studies advisor, a student will take one course from Group I, one course from Group II, and courses from among the subgroups in Group III to total 20 units.

Students are strongly encouraged to take an Asian language course: Japanese, Chinese, or Hindi offered at SSU and/or SRJC or another institution to insure language proficiency in their area of study.

##### Group I

ANTH 365*	Ethnographies of Regional Cultures (3)
HIST 435	Modern China (4)
HIST 438	Modern Japan (4)
POLS 390	The Politics of Asia (4)

##### Group II

ArtH 470A	Survey of South and Southeast Asian Art (3-4)
ArtH 470B	Survey of Chinese and Japanese Art (3-4)
PHIL 390	Asian Philosophy (3)

##### Group III

#### Sociology and Ethnography

AMCS 360*	Ethnic Literature (South Asia) (3)
AMCS 467*	Selected Topics in Asian American Studies (3-4)
AMCS 377*	Asian American Experience (3)
ANTH 340*	Living in a Pluralistic World (Asia) (3)
ANTH 365*	Ethnographies of Regional Cultures (3)
HIST 498+	Class and Gender in East Asia (4)

#### Fine Arts

ArtH 363	Asian Cinema (3)
ArtH 470A	Survey of South and Southeast Asian Art (3-4)
ArtH 470B	Survey of Chinese and Japanese Art (3-4)
ArtH 474	Islamic Art (3-4)
ArtH 480	Selected Topics: Buddhist Art; Zen; Hindu Art; Japanese Prints (1-4)
ENGL 314*	Modern World Literature in English (3)
ENGL 436*	Studies in Postcolonial Literature (Asia) (3)
FL 314*	Foreign Literature in English Translation (3)
MUS 321	Advanced Music Practicum: Indian Singing (1)
MUS 351	Sacred Traditions of South Asia (3)
MUS 352	History, Music and Secular Traditions of South Asia (3)
MUS 370*	Music and Dance in the World's Religions (3)

#### History and Politics

HIST 336	Early China to 1500 (3)
HIST 337	Early Japan to 1650 (4)
HIST 435	Modern China (4)
HIST 438	Modern Japan (4)
HIST 475	Pacific Region (4)
POLS 390	The Politics of Asia (4)

#### Philosophy and Religion

PHIL 390	Asian Philosophy (3)
PSY 342	Psychology of Meditation (3-4)
PSY 352	Psychology of Yoga (3-4)
SOCI 431*	Sociology of Religion (3)

\* these courses will be approved for the concentration ONLY when the course focus is predominantly on Asia AND with the written consent of the student's Global Studies advisor.

+ approval of instructor required.

#### Overseas Upper-Division Concentrations: (20)

A wide variety of concentration options exist for students who study abroad under the auspices of the CSU International Program (IP). Coursework to be included in such concentrations will depend on the offerings available at the respective foreign universities. Students interested in pursuing such an individualized concentration should consult their Global Studies advisor and the SSU Study Abroad advisor as soon as they have decided which IP study-abroad option they intend to pursue.

#### IV. Written and Oral Analysis-Global Studies: GLBL 200 (3)

Students practice the techniques of critical reading and thinking, of expository writing, and of oral expression. They develop and apply these skills through introductory study of a broad range of globally relevant issues. Satisfies GE, Category A1 (Written and Oral Analysis). Prerequisites: completion of GE areas A2 and A3.

#### V. Integrative Seminar: GLBL 350 (1)

Each Global Studies major must enroll in the one-unit Integrative Seminar for at least two semesters. Its purpose is twofold: to afford students and faculty a regular opportunity to exchange information about students' progress toward their degree (including news of internships, experiences with courses, faculty, students in the various disciplines subsumed under Global Studies, etc.); and to study current global issues using books and articles from diverse perspectives.

#### VI. Cross-Cultural Community Service Internship: GLBL 498 (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. Detailed guidelines for arranging service internships will be provided by the student's Global Studies advisor. 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.

#### VII. Capstone Seminar: GLBL 499 (3)

In spring of the senior year, each Global Studies major will enroll in a seminar devoted to research on globally relevant issues of the student's choosing, in consultation with the instructor. Each student will produce a research paper on one such issue, examined from a multi-disciplinary perspective. This project is the capstone requirement for completion of the Global Studies degree, and must be approved in its final draft by at least one other qualified faculty member besides the seminar instructor.

#### VIII. Language Study

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.

# History

## Programs offered

**Bachelor of Arts in History**  
**Master of Arts in History**  
**Minor in History**  
**Teaching Credential Preparation**

## Department Office

Stevenson Hall 2070  
707 664-2313  
[www.sonoma.edu/history](http://www.sonoma.edu/history)

## Department Chair

Randall Dodgen

## Administrative Coordinator

Julie Wood

History is an integrative discipline that studies both our collective and our individual pasts. It is holistic because it is involved with humanity in all of its dimensions, interests and activities, from the economic and political to the psychological and cultural. Thus, the study of history encourages students to reflect upon and analyze the interrelationship of ideas and material circumstances and of individual and group behavior as revealed in a wide range of human institutions and activities. The study of the ways in which humanity has organized itself, interacted and explained its existence not only promotes the development of a historical perspective on the present but also provides a means of assessing the potential for change. The study of other cultures and their histories also fosters the development of a broader worldview as well as other perspectives on one's own culture. In addition, the study of history provides insight into the sources of one's thoughts, aspirations, and behavior, as well as the appreciation of a shared cultural tradition.

The history major is designed both to provide the basis for an excellent liberal arts education and to meet the needs of individual students. Within the specific requirements of the major, students receive basic instruction in the history of their own country as well as that of other cultures. They are also introduced to methods of historical inquiry, to different philosophies of history, and to historical writing. Beyond these requirements, students may arrange course work that meets their needs and interests. Course offerings provide opportunities to study selected areas and periods as well as individually designed research projects.

A history major's skills in historical analysis, writing, and research are highly useful in a variety of careers and professions. In addition to preparation for teaching and graduate work within the discipline of history, the history major provides an excellent background for many postbaccalaureate programs, including law, business, library science, and cultural resource management. Public history is a growing field, with careers in government, museums, and historic parks.

## Faculty

Judith Abbott / Medieval Europe and Rome  
Randall A. Dodgen / Asia and the Pacific Basin  
Mary Halavais / Early Modern Europe, Spain and Latin America  
\*Dennis E. Harris / U.S. Foreign Relations and Modern U.S. History  
\*LeVell Holmes / Modern U.S., African History, Black History and Women's History  
Michelle Jolly / U.S. before 1900, Western U.S., California, Women's History  
\*Robert A. Karlsrud / U.S. Social History, Modern U.S. History  
Kathleen Noonan / Britain and Ireland, Early Modern Europe, Colonial America  
William Clay Poe / Ancient Near East, Archaeology and Egyptology, Religious Ideas  
\*Clarice Stasz / Social History, Post-Civil War U.S. History and Historical Methods  
\*D. Anthony White / Latin American History

\*Faculty Early Retirement Program

Students who plan to pursue graduate work or a teaching career are advised to diversify their studies rather than concentrate on any single geographic area or nation-state. Those who plan extensive graduate study are encouraged to take foreign language courses and to consider the history honors program. Credential candidates should consider securing classroom experience in a community-involvement program. A wide variety of internships exist in local museums, historical societies, businesses, and schools.

The History Department participates in the Sonoma State University Credit by Examination Program (CLEP). Please see the CLEP matrix in the Admissions section of this catalog.

## Bachelor of Arts in History

The B.A. in history is a 40-unit program that students plan in consultation with a departmental advisor. Courses graded Cr/NC are not applicable to the history major, except in the case of HIST 497 Internships, where 3 units of Cr/NC are accepted.

Degree Requirements	units
General education .....	51
Major requirements .....	40
General electives .....	29
<b>Total units needed for graduation .....</b>	<b>120</b>

## Major Core Requirements

HIST 201	Foundations of World Civilization (3) .....	3
	(3 units applied to GE, category D2)	
HIST 202	Development of the Modern World .....	3
HIST 251	The United States to 1877 (3) .....	3
	(3 units applied to American Institutions)	
HIST 252	The United States Since 1865 .....	3
HIST 391	The Study of History .....	4
HIST 498	Senior Seminar .....	4
<b>Total units in the major core .....</b>	<b>20</b>	

## Major Electives

To finish the major, students must complete an additional 20 units in history. These units must include one upper-division course in European history and one course on an area of the world other than the United States or Europe, and 17 units must be upper division.

<b>Total units in major electives .....</b>	<b>20</b>
<b>Total units in the major .....</b>	<b>40</b>

## History Honors Program

Eligible\* students must have completed the major core requirements, except for the Senior Seminar, to earn the honors degree: .....

HIST 498 (or designated Senior Seminar) .....	4
HIST 499 Honors Seminar (to complete an Honors Thesis) .....	4

**Total units needed for history honors degree .....** 44

\* Eligibility for the history honors degree:

1. A 3.50 GPA at Sonoma State University or overall.
2. Demonstrated proficiency in a foreign language.

## Minor in History

Courses graded Cr/NC are not applicable to the history minor. For a minor in history, students must complete the following 20 units:

## Minor Core Requirements

HIST 201	Foundations of World Civilization (3) (3 units applied to GE, category D2)	3
HIST 202	Development of the Modern World .....	3
HIST 251	The United States to 1877 (3) (3 units applied to American Institutions)	3
HIST 252	The United States Since 1865 .....	3
HIST 391	The Study of History .....	4

**Total units in the minor core .....** 10

## Minor Electives

The additional 10 units in the history minor should include three upper-division courses in a single field (United States, European, Latin American, or a non-Western region.)

**Total units in minor electives .....** 10

**Total units in minor .....** 20

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

### Freshman Year: 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
GE PHIL 101 (A3) (3)	GE HIST 201 (3)*
GE ENGL 101 (A2) (3)*	GE HIST 251 (D3) (3)*
GE Electives (B1, C1, C2) (9)	GE Electives (A1, B2, B4) (9)

### Sophomore Year: 31 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (16 units)</b>
GE HIST 202 (3)*	GE Electives (6)
GE HIST 252 (3)*	Electives (including HIST) (10)
GE Electives (C2, B3, D5) (9)	

### Junior Year: 30 units

<b>Fall Semester (16 units)</b>	<b>Spring Semester (14 units)</b>
HIST 391 (4)	History Electives (8)
History Elective (4)	UD GE (C4) (3)
UD GE (D4) (3)	UD GE (C5) (3)
Electives (5)	

## Senior Year: 29 units

<b>Fall Semester (14 units)</b>	<b>Spring Semester (15 units)</b>
History Elective (8)	HIST 498 (4)
Electives (6)	Electives (11)

**Total semester units 120**

\* ENGL 101 (or its equivalent) is a prerequisite for HIST 201, 202, 251, and 252.

## Teaching Credential Preparation

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

## Master of Arts in History Requirements for Admission

1. B.A. degree from an accredited institution. Students with undergraduate majors in fields other than history are expected to complete at least one prerequisite course.
2. Grade point average of 3.00 or better in the undergraduate history major (and in previous graduate courses attempted) as evidenced by the transcripts furnished. Grade point average of 3.20 or better in history for non-majors.
3. Completion of the general test Graduate Record Examination with scores acceptable to the departmental Graduate Studies Committee.
4. Three letters of recommendation; completion of program application and personal statement; writing sample.
5. Completion and acceptance of separate application for admission to the University (Office of Admissions and Records). GRE test scores required.
6. Favorable recommendation for admission by the departmental Graduate Studies Committee after review of the complete file. This confers advancement to classified standing as a graduate student.

For more information, please refer to Graduate Degrees in the Degree Requirements section of this catalog.

## Requirements for the M.A.

1. Advancement to candidacy form (M.A. in History) signed and submitted to graduate office.
2. Grade point average of 3.00 or better for all work attempted in graduate status and in all work approved as a part of the specific pattern of study. With the approval of the student's committee chair and the graduate advisor, a maximum of 9 units of postgraduate transfer or extension credit (or any combination of the two) may be included as part of the student's specific pattern of study. All courses are to be taken for letter grade.
3. All requirements for the M.A. degree in history, including language and conditional requirements stipulated at the time of admission to candidacy, must be satisfactorily completed within seven years from

the time the first course is completed. Completion of requirements form must be signed and submitted to the graduate office.

4. With the approval of the student's committee chair and the departmental graduate advisor, the satisfactory completion of one of the following two options:

#### Master's Thesis Option

(chosen in consultation with committee chair):

Courses at the 300 or 400 level .....	15
Graduate courses at the 500 level (including two seminars) .....	9
HIST 599 Master's Degree Thesis Research .....	6
<b>Total units required for the M.A. ....</b>	<b>30</b>

#### Field Examination Option

(chosen in consultation with committee chair):

Courses at the 300 or 400 level .....	15
Graduate courses at the 500 level (including two seminars) .....	14
Field Examination Reading and HIST 598 Research .....	1
<b>Total units required for the M.A. ....</b>	<b>30</b>

### History Courses (HIST)

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

#### 150 Ancient and Modern World and U.S. History (3)

Fall, Spring

CLEP Examination — Please see the CLEP matrix in Admissions section of this catalog. The state code requirement in world or U.S. history may be satisfied by passing an examination such as the CLEP Examination in American History: Subject Examination and Essay. Approval of the examination and passing levels are determined by department policy. Alternatively, students may take the department's challenge examination. (Dates and times are published at the beginning of each semester.)

#### 201 Foundations of World Civilization (3) / Fall, Spring

An introduction to the early, classical and medieval civilizations that have most influenced the modern world. Developments (from prehistory to 1500 CE) include the Eastern traditions of India, China and Japan; the world of Judaism, Christianity and Islam; the classical Mediterranean civilizations; tropical Africa; and the medieval and Renaissance cultures of the emerging West. Satisfies part of the Social Sciences Single Subject Waiver Program. Required of all history majors. Satisfies GE, category D2 (World History and Civilization). Prerequisite: ENGL 101. CAN HIST 2.

#### 202 Development of the Modern World (3)

Fall, Spring

An introduction to modern and contemporary history from 1500 CE to the present. Developments include the impact of Western expansion on the Americas, Africa and Asia; the reaction of non-Western people to Western expansion; the growth of nationalism and the national state; the industrial and political revolutions of the 18th and 19th centuries; World Wars I and II; decolonization, the emergence of the superpowers and the end of the Cold War. Required of all history majors. Satisfies part of the Social Sciences Single Subject Waiver Program. Satisfies GE, category D2 (World History and Civilization). Prerequisite: ENGL 101. CAN HIST 4.

#### 241 History of the Americas to Independence (3)

A comparison of the English, Spanish and Portuguese colonies in America, from the conquest to independence. Topics include: Native Americans, European background, colonial government, religion, economic policies, social relations, slavery, art and literature, independence movements, and nation building. Satisfies GE, category D3.

#### 242 History of the Americas Since Independence (3)

A comparison of the development of the United States after independence with that of Latin America. Topics include: colonial legacies, political leadership, expansion and conflict, regionalism, economic development, reform and revolution, church and state, race relations, education and inter-American relations. Satisfies GE, category D3.

#### 251 History of the United States to 1877 (3)

Fall, Spring

A general survey of the major developments in U.S. history from the European discovery and colonization of the Western Hemisphere through Reconstruction. Required of all history majors. Satisfies GE, category D3 (U.S. History), and the state code requirement in history. Satisfies part of the Social Science Single Subject Waiver Program. Prerequisite: ENGL 101. CAN HIST 8.

#### 252 History of the United States Since 1865 (3)

Fall, Spring

A general survey of the major developments in U.S. history from the end of Reconstruction to the present day. Satisfies GE, category D3 (U.S. History) and the state code requirement in history. Satisfies part of the Social Science Single Subject Waiver Program. Prerequisite: ENGL 101. CAN HIST 10.

#### 303 The Ancient Near Eastern Texts (4)

Texts in translation from Mesopotamia, Egypt, Anatolia, Canaan, Ancient Israel, Mycenaean Greece, and Iran will be the sources for the construction of understandings of the cultures that created them. The course will focus on a careful analysis of the text as a foundation for the study of social and political organization, economics, family structure and ideology. Texts will be selected from the earliest writings toward the end of the fourth millennium BCE to the period of the beginning of the Persian Empire late in the sixth century BCE.

#### 330 Introduction to African History (4)

Survey of African civilizations and cultures from CE until 1945. Emphasis on the African Empires of Ghana, Mali, and Songhay, and the evolution of "State Systems" during the 19th and 20th centuries. Special attention is given to the nature of indigenous institutions and African philosophical worldview.

#### 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 sixteenth century Chinese state the greatest bureaucratic empire in the world. From the great intellectual efflorescence of the "100 School" period to the far-ranging ocean voyages of the eunuch admiral Zheng He, the course will examine a broad spectrum of topics, including folk religion, gender roles, imperial politics, medicine, art, and literature, among others. The relationship between social, economic and political developments will be emphasized.

#### 338 Early Japan to 1650 (4)

This course is designed to introduce students to the intellectual, political, social and economic traditions that underlay the creation of the Japanese emperor system and the rise of warrior government. From the unique aristocratic culture of Heian Japan to the legendary conquests of Hideyoshi, the course will look at a broad range of topics, including religion, gender, politics, art, and philosophy. The course also examines the influence on Japan of Tang China and early modern Europe. The emphasis will be on the relationship between social, economic, political and cultural forces.

#### 339 Introduction to Latin America (4)

A study of the indigenous cultures of Latin America, the European conquest, the Spanish and Portuguese empires in America, and the struggles for independence in the nineteenth century. Topics include: political development, land and labor, religion, cultural values, slavery, gender and race relations, art and literature, and revolutionary movements.

#### 342 Modern Latin America (4)

A study of the major political, economic, social and cultural developments in Latin America since independence, with an emphasis on political movements in the 20th century, including revolutions in Mexico, Guatemala, Cuba and Nicaragua, socialism in Chile, *peronismo* in Argentina, modernization in Brazil. The role of the United States in Latin America and modern Latin American art and literature will also be emphasized.

#### 349 Historical Themes (2-4)

Studies of particular themes, issues, and topics of special interest to general students as well as to majors.

#### 350 California Environmental History (4)

The impact of human activity upon the California landscape. Topics include Native American practices, the Russian fur trade, the Spanish hide and tallow trade, the Gold Rush, conservation and preservation movements, the rise of agribusiness, the hydraulic society, along with North Bay related activities. This class is part of the "Visions of California" 9-unit upper-division GE module.

#### 370 History Forum (1-4)

A semester lecture series on a specific theme or topic presented by members of the department, other SSU faculty and guest speakers. May be audited. Open to the public.

#### 371 Special Topics and Themes in European History (2-4)

Studies of particular themes, issues, and topics of special interest pertaining to European history.

#### 372 Special Topics and Themes in Latin American History (4)

Studies of particular themes, issues and topics of special interest pertaining to Latin American history.

#### 375 Special Topics and Themes in American History (3-4)

Studies of particular themes, issues, and topics of special interest pertaining to American history.

#### 376 Special Topics and Themes in World History (2-4)

Studies of particular themes, issues, and topics of special interest pertaining to world history.

#### 380 20th Century World (3) / Fall, Spring

An exploration of the origins and development of 20th century ideas, institutions and systems in global perspective. Forces that have united and divided the contemporary world community are examined: imperialism, science, democracy, communism, nationalism, militarism, racism, cultural traditionalism and technological disparities. Fulfills part of the Social Science Single Subject Waiver Program requirement. Satisfies upper-division GE, category D2 (World History and Civilization).

#### 382 The Mediterranean World, 1400-1700 (4)

A study of the Mediterranean region in the early modern era. The course considers economic, political, social, and cultural interaction in the region. Topics covered include the Ottoman Empire, Iberian expansion into North Africa, the Spanish reconquista, and naval warfare and piracy. History majors may consider this an upper-division European history elective.

#### 383 The Atlantic World 1450-1800 (4)

Focusing on the development of institutions and spread of movements that connected Western Africa, Northern Europe, North America, the Caribbean and South America in a transatlantic context from 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.

#### 391 The Study of History (4) / Fall, Spring

An examination of various philosophies and methodologies that have shaped historiography. Consideration is given to the relationship between the historian and the climate of opinion, to varying interpretations of historical events, to the place of history as a literary art, and to the techniques of historical research and writing. Satisfies part of the Social Science Single Subject Waiver Program.

#### 400 The Roman Republic (4)

A history of the Roman people from prehistory through Julius Caesar. The course covers political, economic, social and cultural change in Rome's transition from a village of mud huts to Mediterranean empire.

#### 401 The Roman Empire (4)

A history of the Roman Empire from Octavian to 476 CE, covering political, economic, social and cultural change in Rome's transition from Mediterranean and European empire to the collapse of the empire in the West.

#### 405 Anglo-Saxon England (4)

This course covers development and change in the political, economic, social and cultural institutions of Anglo-Saxon England from the settlement and conquest period (ca. 400 CE) to the Norman Conquest in 1066.

#### 406 The Crusades (4)

A study of the Crusades provides a microcosm of trends and assumptions in the Europe of the High Middle Ages. The course will focus on interrelationships of church, political structures, economy and military structures, with special attention on the First, Fourth, and Sixth Crusades (1095-1270).



**408 Early Middle Ages (4)**

The Early Middle Ages in Europe from 300-1000. The fusion of classical, Christian, and Germanic tribal elements to develop medieval civilization. The course covers political, economic, social, and cultural change from the time of Constantine to 1000.

**409 The High Middle Ages (4)**

Medieval civilization from 1000-1400. The course includes the conflict of church and state, growth of national monarchies, the agricultural revolution and growth of commerce, the flowering of medieval culture, and the devastations of the 14th century.

**410 Early Modern Europe 1350-1789 (4)**

This course offers a comparative study of states and society in Western Europe from the Renaissance to the French Revolution. Topics include the persistence of the humanist tradition, European exploration and conquest, religious reform and ideology, the rise of science, and the crisis of culture and social relations. The emphasis in these centuries that shaped the modern world is social and cultural, but political and intellectual issues are also considered in depth.

**411 The Enlightenment to World War I (1650-1914) (4)**

A political, social and cultural history that explores the origins of modern Europe. Topics include the Scientific Revolution, the Enlightenment, the French Revolution, the Industrial Revolution, the impact of Europe on the world, the growth of liberalism and socialism, and the causes of World War I.

**412 Europe Since 1914 (4)**

An overview of 20th century European history and culture. Topics include: the impact of World War I; the appeal of totalitarian systems: communism, fascism, Nazism; Europe's "suicide" during World War II; rebuilding Europe and the course of the Cold War; European integration vs. nationalism; and Europe's cultural impact since 1914.

**414 Gender and Society in Early Modern Europe (4)**

This course examines the role of gender in early modern Europe from the late Middle Ages to the end of the eighteenth 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.

**417 Origins of Modern Russia (4)**

From the roots of Russian history in the Kievan, Mongol, and Muscovite periods to the rise of Imperial Russia under Peter the Great up to the Napoleonic Wars. Topics include the nature of Russian society, culture and government, and Russia's relations with the West.

**418 Revolutionary Russia (4)**

A survey of social and political Russia and the revolutionary ideas, personalities, and movements that it served to encourage—from the Decembrist Revolt (1825) to the death of Lenin (1924). The course focuses particularly on ideas and attitudes that have shaped Russian and Soviet behavior in the 20th century.

**419 Modern Russia and the Soviet Union (4)**

A survey of Russian/Soviet history from the 1920s into the 1990s, from the death of Lenin through the Gorbachev era. Emphasis includes Russia's economic, social, and military transformation and its attainment of relative stability domestically and internationally.

**420 The French Revolution (4)**

A consideration of the causes, events, and results of a key event in European history. In addition to the events of the Revolution, the course includes economic, political, and social conditions in eighteenth century France, the French Enlightenment, the Napoleonic Era, and the varied historiography of the French Revolution.

**422 Imperial Spain (4)**

Examines Spain and the Spanish world in the early modern period, from Fernando and Isabel to Philip V. Includes the exploration and colonization of the New World, as well as the economic, political and social history of Spain itself.

**425 Britain 55 BCE to 1399 CE (4)**

A survey of the sources and development of political, economic, social and cultural institutions from the Roman invasion of Celtic Britain to the ouster of Richard II. Some topics include the merging of Celtic, Roman and Anglo-Saxon cultures, the development of local self-government and law, the effect of Christianization, Viking invasions and royal government, the rise of towns and commerce, the effects of the Norman invasion, transition from personal rule to centralized government, the growth of Parliament, the Hundred Years' War, the Black Death and the economic disruptions of the fourteenth century.

**426 Britain and Ireland 1399-1714 (4)**

This course considers the social, political, religious and cultural development of Britain and Ireland from the late Middle Ages to the beginning of empire and industrialization. Topics include the Tudor revolutions in government and religion, relations between kings and parliaments, the evolution of toleration, and ideas about rights and liberty. Special consideration is given to the interaction of the three kingdoms (England, Ireland and Scotland) in the formation of Great Britain and the role of that interaction in the emergence of the British Empire.

**428 Modern Britain 1714 - present (4)**

The study of the evolution of British society from the beginning of the eighteenth century to the present. Major political, economic, social and cultural developments are covered including industrialization and the rise of the working class, the emergence of imperial Britain, the Irish Question, the rise of the welfare state and the role of decolonization, diversity, and devolution in the emergence of contemporary Britain as well as its place in a united Europe.

**430 Western and Southern Africa Since 1945 (4)**

An analysis of major political and economic issues influencing African peoples and institutions in the 20th century. Major areas and issues for study are colonial struggles for independence, European policies in Africa, philosophies of nationalist leaders, problems of developing nations, and the role of the military in post-independent Africa.

**431 History of Cuba (3-4)**

A study of Cuba from the indigenous people to the present, with a major focus on the 20th century and the Revolution. Topics include: Spanish conquest, religions, sugar dependency, slavery, Afro-Cuban culture, men and women, immigration, independence, revolution and reform, foreign relations and artistic expression.

**432 Seminar in American Economic History (4)**

Economic development of the United States since the Revolution. Topics to be covered include capital formation and the growth of business concentration; distribution of national income; problems of agriculture; growth of the labor movement; patterns of inflation and depression; and the impact of international relationships on U.S. economic development. Prerequisite: ECON 201A or 201B or consent of the instructor.

**433 History of Mexico (4)**

A study of the Mexican people from the early native cultures to the present, with particular emphasis on the Mexican Revolution of 1910 and the major political, social, economic, and cultural developments of modern Mexico. Includes major Indian cultures, the Conquest, religion and the Catholic Church, literary and artistic expressions, *machismo* and women, and relations between Mexico and the United States.

**434 The United States and Latin America (4)**

A study of official and unofficial relations between the United States and Latin America from independence to the present. Includes the Monroe Doctrine, the war with Mexico, the Panama Canal, U.S. interventions in Central America, the Good Neighbor Policy, the OAS, the Alliance for Progress, and reactions to revolutionary change in Latin America.

**435 History of Modern China (4)**

Explores the profound changes that have taken place in China from around 1600 to the present, including the apogee and decline of the imperial system, the encroachments of the West, the failure of Republicanism, the rise and eventual victory of the Chinese communists, and the consequences of China's adoption of a market-based economy in the 1980s.

**436 Class and Gender in Modern East Asia (4)**

A study of the status and role of women in China and Japan. Although emphasizing the period since 1700, the course will begin with a survey of the ancient intellectual traditions that shaped and constrained women's participation in society. Particular emphasis will be given to the influence of class on family structure and to the contributions of women to the revolutionary changes that have taken place in the last century.

**438 Modern Japan (4)**

Traces the development of Japanese society from earliest times to the present. While some attention will be given to early aristocratic culture and the emergence of the warrior elite, emphasis will be on the period after 1600, particularly the emergence of Japan as an international power after 1868. Emphasis will also be on economic success since World War II.

**445 Topics in American Women's History (4)**

Course will address the history of women in America from one of several topical or regional perspectives. Topics may include law, women, and family in American history, women and work in American history, or women in the American West. When the class is offered, prospective students should consult the departmental descriptions for the periods and topics to be covered.

**446 Women in American History (4)**

A study of the status and role of women in America from the pre-colonial period to the present. Special attention will be given to the educational, labor, and political reforms of the nineteenth century, women's associations, and the various "waves" of women's rights and feminist activism.

**447 Women of the Modern World (4)**

A study of the major contributions and achievements of women and feminist groups in the development of the modern world, 1500 to the present. Special attention will be devoted to the political, economic and social issues that directly impacted "the female world" and those societal problems that accelerated "gender consciousness" among women of the 19th and 20th centuries.

**450 Colonial America to 1763 (4)**

A study of the European derived societies and cultures in those parts of North America that later became the United States from the beginnings of European expansion until 1763. Topics may include European backgrounds, relations with native peoples, cultural mixing, labor systems, gender relations, and political, social, and economic characteristics and changes.

**451 The American Revolution and the Early Republic (4)**

A study of the political, economic, and social institutions and conditions during the long period that included the War of American Independence; the contest between federalism and anti-federalism in the newly-independent United States before 1789; and the emergence of a paradoxical American nation notable for a devotion to chattel slavery and to liberty as well as for technological achievements represented by the Erie Canal.

**452 The American Republic, 1825-1850 (4)**

A study of the American peoples and their social, economic, and political institutions from the 1820s to the establishment of a western boundary at the Pacific after the Mexican-American War. Topics may include territorial expansion and its implications for chattel slavery and Indian policies, the market revolution, reform movements, and the lure of the West and the Pacific.

**454 Civil War and Reconstruction (4)**

A detailed examination of the background and causes of the Civil War, the problems of the war years, and the struggles of the Reconstruction era.

**456 The Emergence of Modern America (4)**

A study of the major political, social, economic, diplomatic, and intellectual developments in the late 19th century and early 20th century United States. Topics may include the rise of the United States as a world industrial power, settlement of the Great Plains, American imperialism, the struggle for women's rights, conflicts over labor, and the Progressive era.

**457 The American Renaissance, 1920-1960 (4)**

A study of the causes and consequences of the Great Depression, U.S. involvement in World War II, and the advent of the Cold War. Explores the extent to which the challenges of the first half of the 20th century reshaped the United States socially, politically, economically, and culturally, particularly in regard to education, race, ethnicity, gender, and international political participation.

**458 Global America, 1960 to the Present (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.

**468 Blacks in American History (4)**

A study of African culture, social philosophy, and political influences in the United States from the precolonial period until the Reagan administration. Major emphasis will be placed on black political philosophies and strategies during the periods of Reconstruction, WWI and WWII, the civil revolts of the 1960s, and the contemporary period of political activism.

**471 The American West (4)**

A regional history of the trans-Mississippi west. Major political, social and economic events relating to the Western United States are explored.

**472 California History I (3-4)**

Study of California history from the period of European contact through the early years of the 20th century. Special attention is given to the origins, means, and consequences of Spanish expansion into Alta California, to the emergence of Mexican California and its accelerated Americanization after the Treaty of Guadalupe-Hidalgo. The closing weeks of the course will include attention to themes that, though rooted in the earlier period, continue to shape present-day California. Among those themes are water policies, immigrations, and the consequences of California's great size and its location on the Pacific.

**473 California History II (4)**

Develops a historical perspective on major political, economic and social issues from the early 20th century "invention of California" through depression, war, and prosperity to the challenges of continuing growth and declining resources at century's end.

**477 American Social History (4)**

Selected review of the social history of the American peoples. Topics may include social mobility, class structure, social movements, gender roles, race and ethnicity, generational differences, the "American Dream," and individualism.

**481 Religious Ideas in the Ancient Near East and India (4)**

Beginning with a study of the symbolism of Upper Paleolithic humans, this course explores the epic and mythological traditions of Egypt, Mesopotamia, India, Iran, ancient Israel, and Canaan through classical Greece. Focus is on development, transmission, and transmutation of religious expression among the cultures studied.

**482 Judaism and Christianity in the Hellenistic and Roman World (4)**

The course focuses on the history of Palestine, Judaism and Christianity in the period from the conquest by Alexander in 332 BCE to the Edict of Milan in 313 CE. This is the critical formative period for the evolution of Judaism and Christianity. The course devotes particular attention to two sets of documents that have been discovered in this century and which have led to a reevaluation of the development of both Judaism and Christianity, the Dead Sea Scrolls of the community at Qumran, and the Gnostic materials found at Nag Hammadi in Egypt.

**485 Materials and Technologies of the Ancient World (4)**

This course is a detailed study of selected materials and technologies in the Eastern Hemisphere before approximately 500 CE and in the Western Hemisphere before effective European contact. The course is structured as a seminar, and the exact materials and technologies studied depend somewhat upon the interests of the students. However, some attention is devoted to each of the following: the treatment and shaping of stone, both for use as tools and for use as a building material; technologies of subsistence, including gathering, hunting, agriculture and the domestication of animals; pyrotechnologies, including ceramics, metals, plaster, and glass; and technologies of writing, transportation and cosmetics.

**486 The Archaeology of Complex Societies (4)**

This course will focus on an archaeological perspective on the development of complex societies, societies in which the population is differentiated by status, occupation, and other criteria and in which most people submit to the authority of a small, elite group with a monopoly over force. The course will use data from the development of these societies in the Near East and in Mesoamerica to test theories pertaining to these societies and to illustrate the archaeological methodologies that are useful in identifying and understanding them.

**487 Introduction to Egyptian Language and Culture (4)**

This course is an introduction to the Egyptian language and its hieroglyphic and hieratic writing system. Students learn to read a story written in Middle Egyptian, the classical language of ancient Egypt. This is the version of the language that was the literary and administrative language from about 2250 to about 1350 BCE. The study of the language and writing systems is used to introduce students to related aspects of Egyptian culture and history. May be repeated for credit once.

**495 Special Studies (1-4) / Fall, Spring**

Individualized studies in historical topics, themes, periods and/or areas beyond the scope of the established curriculum. Open from 1 to 4 units as determined by the department faculty sponsor. Not to be used as a substitute for HIST 498 Senior Seminar. For additional information, please consult the comments on special studies, in the Regulations and Policies section of this catalog.

**496 History Journal (2) / Fall, Spring**

This class will cover all aspects of scholarly journal publication, including management, editing, setting up and implementing an anonymous review system, selection of manuscripts, layout, budgeting, production, sales, and distribution. Students will publish the department student history journal as the final result. May be repeated for credit. Cr/NC only.

**497 Internship in History (1-6) / Fall, Spring**

Field experience in city, county, state, and federal agencies and with private business and community organizations. May be repeated three times for credit. Prerequisite: prior arrangement with instructor.

**498 Senior Seminar (4) / Fall, Spring**

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

**499 History Honors Seminar (4) / Fall, Spring**

Individualized studies for advanced undergraduates with at least a 3.50 GPA who want graduate-level academic experience and the honors designation at graduation. Students develop a critical research project in cooperation with a faculty advisor, present their findings, and write a critique of another research paper. Prerequisites: 3.50 GPA, completion of specific major courses, proficiency in a second language, and permission of instructor and advisor. This course is not part of major requirements.

**Graduate Courses****500 Historical Methods (3)**

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.

**501 Seminar in Culture, Society and Policy Analysis (3)**

An analysis of recent work in family, urban, social, and economic history, with particular emphasis on that research conducted within a cultural resource management and policy analysis context. Emphasis will be placed on the concepts and methodologies employed, particularly in the National Register of Historical Places. Prerequisite: HIST 391 or 472.

**510 Graduate Proseminar (2-4)**

Readings and projects on topics within a common frame of reference, as arranged by instructor and participating students.

**578 Project Continuation (1-3) / Fall, Spring**

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

**593 Graduate Internship (2-4)**

Experience in professional history, typically in museums, historical societies, and other public history settings, as well as junior college internship programs. Students will produce a professional product, such as a curated exhibit, a research report, a course syllabus, or finding aid. Grade only.

**595 Special Studies (1-4) / Fall, Spring**

Individualized studies in historical topics, themes, periods and/or areas beyond the scope of the established curriculum. Prerequisites: graduate status and prior arrangement with faculty sponsor and graduate advisor.

**596 Research and Teaching Assistance (1-2) / Fall, Spring**

Directed participation and experience in developing teaching methods, course organization, and research techniques. Prerequisite: advanced graduate status and consent of instructor and graduate coordinator.

**597 Graduate Seminar: Historical Themes and Issues (3) / Fall, Spring**

Advanced studies and/or research projects relating to students' theses or field exam topics. Emphasis upon professional historical writing. Prerequisite: completion of 15 graduate course units and admission to candidacy. Non-majors only with permission of instructor.

**598 Field Examination Reading and Research (1) / Fall, Spring**

Directed reading and research activities. Open only to graduate students with classified standing in history who have selected the field examination option for the M.A. degree. Preferably taken for credit during the semester in which the field examinations are scheduled. Prerequisite: classified graduate standing in the history field examination option for the M.A.

**599 Master's Degree Thesis Research (6) / Fall, Spring**

Extensive individual research and writing project under the direction of the student's thesis committee chair. Preferably taken for credit during the semester in which the M.A. thesis is scheduled for submission in final form. Prerequisite: classified graduate standing in the history thesis option for the M.A. and an authorized Advancement to Candidacy form.

# Human Development

## Human Development Coordinator

Sue Taylor Parker / Anthropology  
707 664-3165  
E-mail: [Parker@sonoma.edu](mailto:Parker@sonoma.edu)  
[www.sonoma.edu/humandevelopment](http://www.sonoma.edu/humandevelopment)

## Program Assistant

Yvonne Thompson

Students interested in earning a major in Human Development should consult an advisor.

## Human Development Advisors

Patricia Nourat / Early Childhood Education 707 664-2628  
\*Sue Taylor Parker / Anthropology 707 664-3165  
\*Tom Rosin / Anthropology 707 664-2424  
Richard J. Senghas / Linguistics and Anthropology 707 664-2307  
\*Faculty Early Retirement Program

## Bachelor of Arts in Human Development

Human Development (HD) is an interdisciplinary liberal arts program that focuses on human growth and development across the life span, the underlying processes and structures that support that development, and the relationship between the individual and the complex familial, social, and cultural environments in which development is situated.

The Human Development major is designed to provide students with a comprehensive grounding in complementary theoretical approaches to human development across the life span in comparative cross-species, cross-cultural, and multicultural, as well as class and gender, perspectives. All students are required to take the core, plus electives, one methodology course, and to complete a senior project. A B.A. in Human Development will help prepare students for professional, managerial, service, and educational careers in human development and human services serving infants, children, adolescents, families, and elders. A B.A. in Human Development will complement students' preparation for graduate studies in traditional fields such as psychology, sociology, anthropology, or human development.

## Prerequisites to the Major

- 2.5 GPA.
- Completion of the following required GE categories with a B or better:
  - A2 (ENGL 101)
  - A3 (Critical Thinking)
- Completion of or enrollment in the following elective GE categories:
  - B2 (BIOL 115) or B3 (ANTH 201 prerequisite to ANTH 318)
  - B4 (MATH 165; required for the major)
  - D1 (ANTH 203 or SOCI 201 prerequisites to ANTH 342 and SOCI 316)
  - D5 (LING 200)

## Total units required for the B.A. in Human Development

Degree Requirements	units
General education .....	51
Major requirements* .....	*40
includes: 19 units minimum of core requirements; 18 units minimum of major electives; 2 units minimum of methodology; 1 unit senior project	
Electives .....	29
<b>Total units .....</b>	<b>120</b>

\* This is the minimum number of units; more units may be required for certain course choices.

## Major Core Requirements (19-20 units)

ANTH/HD 318 Human Development: Sex and the Life Cycle (GE-E) .....	3
ANTH 342 Organization of Societies .....	4
PSY 410 Child Development .....	3-4
GERN/SOCI 319 Aging and Society .....	3-4
or	
GERN/PSY 421 Psychology of Aging .....	4
HD 391 Seminar in Human Development .....	2
(must be taken in the junior year)	
SOCI 316/PSY 406 Social Psychology .....	3-4
(SOCI 316=GE D1) .....	

## Major Electives

Choose 18-20 units from among the following groups of courses, taking no more than two courses from each category:

### Comparative Perspectives:

AMCS 435 Ethnicity and the Life Cycle .....	3-4
ANTH 340 Living in a Pluralistic World (GE-E) .....	3
ANTH 346 Schooling in Cultural Context .....	3
ANTH 362 Transnational California .....	3
ANTH 365 Ethnographies of Regional Culture(s) .....	3
ANTH 380 Language, Culture and Society .....	3
EDMS 415 Foundations for Multicultural Education .....	4
LING 430 Language Acquisition and Communicative Development .....	3

### Sociological Perspectives:

GERN/SOCI 332 Death and American Culture .....	4
SOCI 312 Sociology of Gender .....	4
SOCI 315 Socialization .....	4
WGS 350 Gender, Sexuality and Family .....	3
WGS 375 Race, Sex and Class (GE-D1) .....	3-4
or	
AMCS 420 Sexism and Racism in the United States .....	3-4

### Psychological Perspectives:

ANTH 355 Children Across Cultures .....	3
EDMS 420 Child Development in Family, School and Community (GE-E) .....	3
PSY 302 Psychology of the Person (GE-E) .....	3
PSY 411 Seminar: Behavioral and Emotional Problems of Children .....	3-4
PSY 412 Adolescent Psychology .....	3-4
PSY 418 The Psychology of the Family .....	3-4
GERN/PSY 422 Seminar in Living and Dying .....	3-4
PSY 447 Psychology of Learning .....	3-4
PSY 448 Cognitive Development .....	4

### Methodology:

Choose one of the following:

ANTH 441 Laboratory in Ethnographic Field Methods .....	3-4
ANTH 480 Methods in Ethnographic Study of Language Use .....	2
PSY 380 Introduction to Psychological Research Methods .....	4
SOCI 300 Sociological Analysis .....	4

### Portfolio Project:

HD 490 Senior Project .....	1
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### Internship Courses (1-2 units)

(Strongly Recommended)

Note: classes in foreign languages spoken in California are strongly recommended.

The Human Development Program does not offer a minor.

## Human Development Courses (HD)

### 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, category E (The Integrated Person). Cross-listed as ANTH 318. Prerequisite: for ANTH majors: ANTH 201; for non-majors: ANTH 201 or BIOL 115 or consent of instructor.

### 391 Seminar in Human Development (2)

This seminar introduces majors to the interdisciplinary study of human development. It covers life-span development in comparative cross-species, cross-cultural and multicultural, and class and gender perspectives. Open to human development majors only. Prerequisite: Junior standing. Grade only.

### 490 Senior Project (1)

A course devoted to senior projects required of human development students.

### 496 Agency Internships (1-2)

Agency Internship – to allow students in Human Development to do supervised internships in a variety of educational and social service settings.

Course descriptions of the other courses required for the major are listed under their departmental listing.

# Humanities Courses

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## **HUMS 200 Written and Oral Analysis (3)**

Students practice the techniques of critical reading and thinking, of expository writing, and of oral expression. They examine the principles of thinking, speaking, and writing, with a view to the multitude of purposes for which these activities are crucial. Satisfies GE, category A1 (Written and Oral Analysis). Prerequisites: completion of GE categories A2 and A3.

## **HUMS 495 Special Studies (1-3)**

Independent study designed in consultation with an instructor. Students must complete the standard SSU form. Prerequisite: instructor consent.

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# Hutchins School of Liberal Studies

## **Programs offered**

### **Interdisciplinary Lower-Division General Education**

#### **Bachelor of Arts in Liberal Studies**

- Track I: Interdisciplinary Studies Major
- Track II: Subject Matter Preparation Major  
{Multiple Subject Waiver Program}
- Track III: Blended Program (4 Year)  
{B.A. plus Multiple Subject Credential}

#### **Minor in Integrative Studies Degree Completion Program Interdisciplinary M. A. Program**

#### **School Office**

Carson Hall 44  
707 664-2491  
[www.sonoma.edu/hutchins](http://www.sonoma.edu/hutchins)

#### **Provost**

Debra Hammond

#### **Subject Matter Preparation Coordinator**

Eric McGuckin

#### **Administrative Coordinator**

Sue Foley

#### **Blended Program Advisor**

Thomas Cooper

#### **Faculty**

Les K. Adler, \*Susan Barnes, Richard Gale, Debra Hammond, Nelson Kellogg, Heidi LaMoreaux, Eric McGuckin, Anthony Mountain, Wendy Ostraff, David Reichard, Francisco H. Vázquez, Richard Zimmer

\*Faculty Early Retirement Program

A nationally recognized leader in the movement for reform in higher education, the Hutchins School has maintained its commitment to innovative pedagogy and interdisciplinary inquiry into vital issues of modern concern since its inception in 1969. The program is designed to encourage students to take themselves seriously as readers, writers and thinkers capable of continuing their own educational process throughout their lives.

The Hutchins School is an interdisciplinary school within Sonoma State University offering lower-division students an alternative General Education program that integrates material from the humanities, the social sciences and the natural sciences; and upper division students a similarly integrated major in Liberal Studies leading to a B.A. degree. A minor in integrative studies is also offered.

The Hutchins School has several distinctive features:

- An emphasis on active participation in one's own education, on self-motivation and on "learning to learn."
- Small, seminar-type classes.
- Close cooperation and a feeling of community among students and professors.
- A diverse faculty, each member trained in more than one field of study, to help students learn how to approach a problem from several points of view.
- Courses organized around themes or questions, rather than according to the traditional division of subject matter into disciplines. (Please see course descriptions below).
- Encouragement to engage in independent study projects.
- Internship/field study to bridge academic studies with career placements and community service.
- An opportunity for student-instructed courses.

Whatever their particular interests, all Hutchins students are challenged to read perceptively, to think both critically and imaginatively, to express their thoughts and feelings in writing, speech and other media,

and to make productive use of dialogue and discussion. 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 communication are the prime requisites.

Hutchins is also committed to offering students opportunities for contributing to and learning from local communities. Some seminars include a service learning component which enhances the reading, writing and discussion of shared materials through applied service projects. These seminars provide hands-on experience for students while also creating valuable partnerships with local community organizations. Through service, Hutchins students can draw connections between what they discuss in seminar with how they live their lives, enabling them to integrate critical thinking, active participation, and careful reflection.

Hutchins School graduates do especially well in teaching, counseling, social services, law, media, journalism and many types of businesses. They have entered graduate programs in fields as diverse as American studies, anthropology, counseling, English, history, law, library science, management, medieval studies, physics, religion, sociology and theatre arts.

Students seeking a teaching credential in elementary or early childhood education can enroll in the Track II: Subject Matter Preparation for the Multiple Subject Teaching Credential. Students capable of carrying a substantially heavier load can enroll in the Track III: Blended Program, which allows them to complete their B.A. degree and complete all requirements for the Multiple Subject Teaching Credential in four years. Students may transfer to another program at the end of any semester without loss of credit successfully completed in the Hutchins program.

Students in other majors may complete a Hutchins School integrative studies minor to help place their disciplines in a wider intellectual context. If space is available, Hutchins School courses are open to all SSU students, regardless of their major. Hutchins majors, likewise, are encouraged to take courses or pursue a minor in an area of special interest or in which they expect to be employed.

### Admission

In general, the Hutchins School accepts students at the freshman or junior level for fall admission only, although exceptions are made depending on space availability. At this point the Track III Blended Program is only open to freshman. When applying to the University, all students seeking admission to the Hutchins School should list "Hutchins School" as their major and should select the appropriate code number indicated below:

- If you are applying for the Hutchins' program for the **general liberal studies degree**, use code number **49015**.
- If you are applying for the Hutchins' program in order to prepare for the **elementary teaching credential**, use code number **49012**.
- If you are applying for the **4 year Blended Program**, use code number **49019**.

**Note:** In order to be accepted into the Blended Program, students must pass both the ELM and the EPT, complete three years of foreign language (or American Sign Language) and submit an essay describing their qualifications for the program along with two letters of recommendation.

Students already at Sonoma State seeking admission into the Hutchins program must file a separate Hutchins application form by February 15 for the fall semester and by October 1 for the spring semester. Application forms are available in the Hutchins School office.

## Interdisciplinary General Education Program

### Lower Division

The lower-division program of the Hutchins School fulfills, with the exception of mathematics, all of the Sonoma State University lower-division general education requirements. Upon completion of the lower division General Education program in Hutchins, students may elect to continue in the program as a Liberal Studies major, or they may transfer into another major at any point in the program. The program consists of four interdisciplinary seminars of 12 units each, taken successively as follows:

	Fall Semester Seminar	Spring Semester Seminar
Freshman	LIBS 101: The Human Enigma	LIBS 102: In Search of Self
Sophomore	LIBS 201: Exploring the Unknown	LIBS 202: Challenge and Response in the Modern World

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. A variety of experiential exercises, independent projects (both scholarly and creative), and extracurricular social gatherings enrich the seminar. 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 life-long learning. At the end of every semester the student receives an official grade of Credit or No Credit. The student also is given a copy of a detailed evaluation of his or her work, which is placed in the student's Hutchins file but not entered on the official university record or used to compute a grade point average. This evaluation assesses the student's cognitive skills, seminar participation, understanding of the course content, writing skills, independent project and special course assignments. A written commentary indicates the way in which the student should improve in order to become an effective, life-long learner. Thus, the evaluation conveys a great deal more information than does a single letter grade. Unofficial grades can, at the student's request, be made available to other schools, agencies or prospective employers who need a quantitative measure of performance.

A student who does not work well within the Hutchins program may receive "credit" with a probationary or terminal qualification, or a terminal "no credit." If the student's enrollment remains probationary for two semesters, or is terminated, he or she must transfer out of the Hutchins program. Application for readmission may be made after the student has successfully completed at least one semester in the traditional general education program.

## Hutchins Courses (LIBS)

### Integrated General Education Program

Classes are offered in the semesters indicated. Please see the *Schedule of Classes* for the most current information and faculty teaching assignments. Laboratory science requirement fulfilled by completing four semesters in lower-division program.

#### 101 The Human Enigma (12) / Fall

Drawing on materials about small-scale societies, ancient Greek culture and contemporary civilizations, this course concentrates, within a comparative framework, on the development of cultural values, the concept of human nature, the growth of self-awareness, and the emergence of scientific and abstract thought. Prerequisite: A passing score on the EPT.

#### 102 In Search of Self (12) / Spring

This course focuses on the individual, exploring how personal history, unconscious processes, and political and historical environments shape the concept of the self. This course develops a fuller understanding of these influences through scientific investigation, historical exploration and creative expression, and employing materials drawn from biology, psychology, sociology, literature, history, politics, and the arts.

#### 201 Exploring the Unknown (12) / Fall

An investigation of the meaning and limits of knowledge with respect to the nature of the mind and physical reality. These issues are pursued through several different but interrelated fields of study, including literature, art, philosophy, comparative religions and science. The course considers Newtonian and quantum mechanical theories of physical reality, the religions of various cultures, and the functions of myth and religious language. The term includes a section focusing on the nature of human creativity.

#### 202 Challenge and Response in the Modern World (12) / Spring

An examination of modern accomplishments and problems that have derived from several sources: the 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. Also included is a major project addressing environmental issues.

### Lower Division (ED/LIBS Blended Program Courses)

The following courses have been developed specifically for the new Blended Program in order to help the students make connections between their academic and professional training. They are team taught by faculty from the Hutchins School and the School of Education. All three courses involve observation and volunteer work in the classroom.

#### 100 Explorations in Teaching (2) / Fall

This seminar is designed as a reflection space for students who would like to consider the teaching profession. They will observe and interact with children and teachers in elementary schools, read about forces that shape teachers and issues they confront in our educational system. They will analyze what it means to be a teacher today in our elementary schools, facing the challenges of diversity, equity and quality of education.

#### 200 Being a Student in Today's Schools (2) / Spring

This seminar continues the process of exploration, building on ED/LIBS 100, in which students discussed what it means to be a teacher in our schools today. Here the focus is on the student in elementary education. ED/LIBS 200 also builds on LIBS 102, *In Search of Self*, where the focus is on the construction of identity. From an educational perspective, students will consider what it means to be a student; what forces and circumstances shape their identity and their journey as students in elementary education. Students will elaborate on their teaching philosophy throughout the semester, interweaving information from their own lives as students, from the readings and from their field observations.

#### 300 Philosophical Perspectives on Education (2) / Fall

In connection with the curriculum in LIBS 201, this course will explore issues in education from a broader philosophical perspective. LIBS 201 addresses the ways in which individuals in different cultures and historical eras have found meaning in their lives, from a variety of spiritual traditions to the contemporary emphasis on science. ED/LIBS 300 will examine how the educational system contributed to the formation of the child's experience of meaning in his or her life. In addition, students will consider the relationship between culture and the socialization process of

schooling from both multicultural and historical perspectives. Issues to consider in connection with observation in schools include analysis of age-related factors in the formation of meaning, analysis of what kinds of world views tend to be reinforced in the learning environment of the public school, and exploration of the nature of education in other cultures and other time periods.

## Bachelor of Arts in Liberal Studies

### Upper Division

Options for the bachelor's degree include: **Track I**, the General Liberal Studies Major plan (code #49015); **Track II**, the Subject Matter Preparation (pre-credential) plan (code #49012); and **Track III**, the Blended Program/B.A. plus Multiple Subject Credential (code #49019)

The general pattern for the major in all three tracks is outlined in the table below. During their first semester in the upper division, all transfer students are required to take LIBS 302. In this course, students work on the skills required in the major, develop their own learning plans and begin the portfolio, a document the student expands throughout the upper division and brings to a close in LIBS 402 Senior Synthesis. LIBS 302 is a prerequisite for all upper-division Hutchins courses. Students continuing from Hutchins lower division, however, are exempt from LIBS 302.

Also, in each of their first two semesters, students will take a key course designed to involve them in a discussion and critique of some of our most fundamental beliefs and values, viewed in a worldwide context. (Please see LIBS 304 and 308.)

Building on the foundations laid in the key courses, the student chooses at least one course 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 courses are a key element of the curriculum in the Hutchins Major. Core Areas are designed to ensure that the intensive learning experience provided in the small seminar format is spread across the disciplinary spectrum, although all core courses offer an interdisciplinary perspective on a particular theme. (Please see general description of core areas below, as well as descriptions of individual offerings in course listings that follow the general discussion of programs offered.)

### Core area A: Society and Self

Courses in this area address the following issues and themes:

- problems and possibilities before us at the start of a new century as we move toward a genuinely "global culture."
- the relationship between the individual and all kinds of human

## Requirements for the Major

First Semester:	Subsequent Semesters:	Final Semester:
LIBS 302 Introduction to Liberal Studies ..... 3	LIBS 304 or 308 (to complete sequence)	Complete course work from previous column.
and	One course from each of 4 core areas:	
LIBS 304 We Hold These Truths ..... 3	A. Society and Self ..... 3	LIBS 402 Senior Synthesis .... 2
or	B. Individual and the Material World ..... 3	
LIBS 308 The Practice of Culture ..... 3	C. The Arts and Human Experience ..... 3	
	D. Consciousness and Reality ..... 3	
	Additional units described below ..... 17	<b>Total units Hutchins Major ... 40</b>

groups, the context of human interaction in which the individual finds many of the dimensions of the self.

- ideas, attitudes, and beliefs that flow between society and the individual and which result in the political and economic arrangements that make life-in-common possible.
- historical and economic developments, geographical facts, analytical models, and moral questions necessary to understand the dynamics of individuals and their communities.
  - moral and ethical underpinnings of our patterns of social interaction and how these affect issues such as race, gender, and class.
- questions concerning whether the goals of human dignity, political justice, economic opportunity, and cultural expression are being enhanced or destroyed by specific historical developments, cultural practices, economic arrangements, or political institutions. For example: How, in the face of that compelling force, do we shape the kind of society that values and protects the individual? How do we become the kinds of individuals who understand and help foster the just society?

### Core Area B: The Individual and the Material World

Courses in this area address the following issues and themes:

- science and technology and their relationships to the individual and society.
- the methods of science and important information that has been discovered through their applications.
- some of the crucial issues posed by our culture's applications of science and technology and, adversely, the cultural consequences of a materialist world view.
- how science and technology impact all areas of our lives.
- how, for better and for worse, as inheritors of the Scientific and Industrial Revolutions, we intervene in our material world technologically.
- scientific aspects of particular social issues, or an issue of personal concern, the sense of science as a social endeavor.
- the values implicit in a particular technology.

### Core Area C: The Arts and Human Experience

Courses in this area address the following issues and themes:

- why humans create literature, epics, poetry, drama, and other literary forms, the visual arts, languages, architecture, music, dance, the writings of philosophers, and the thought and literature of the world's religions.
- 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.
- deep and significant aspects of ourselves which may otherwise remain obscure and therefore troubling.
- important questions – and occasional answers – about life and death, about feelings, and about the ways we see things.
- the metaphors that help us recognize and become aware of the interrelations of all the areas of inquiry humanity has developed.
- images from which we may learn about our reality or realities of other times.
- creative and intuitive thinking processes that lead to an understanding of the aesthetic experience.
- how the arts can be an end in themselves, as well as a means to an end.

### Core Area D: Structures of Consciousness

Courses in this area address the following issues and themes:

- "Reality" as a result of many factors, some of them psychological, some biological, some philosophical, some social and the many aspects of "being" or existence as reaching from the physical to the metaphysical.

- consciousness as, somehow, the result of our gender, our ethnicity, our health, the ways in which we were reared, the social stratum in which we find ourselves, the beliefs that were engendered in us, and other factors.
- consciousness as occurring across a spectrum of potentials (conscious/unconscious, rational/irrational, egocentric/transpersonal, masculine/feminine) that influence our personal and collective realities.
- human needs at various levels of emotional, religious or spiritual, intellectual, and transpersonal or universal disciplines, practices, and experiences.
- one of the major concerns of people in all places at all times has been: what are the components of "being human?"
- the range of answers which are sometimes perplexingly inconsistent with one another, and yet their very divergence itself suggests something about the powerful complexity of the human individual.
- the study of biology as it relates to psychology, and consciousness as it affects and is affected by perceptions of reality.
- meaning-making as a necessary human achievement, and identity formation as it is understood in the light of developmental psychology and the nature-nurture controversy.

### Track I: Interdisciplinary Studies

Those students wishing a broad interdisciplinary major as a foundation for their career choice (e.g. the arts, the law, public service, etc.), or who are motivated by intellectual curiosity and wish to pursue an individualized study plan, often choose the Interdisciplinary Studies Track I major within the Hutchins School of Liberal Studies. In addition to the core areas listed above, students majoring in Interdisciplinary Studies will complete the 17 additional units by choosing from a wide variety of courses which include elective seminars, workshops, independent and directed studies, internships, and study away opportunities.

LIBS	305	The Hutchins Forum
LIBS	310/315/410/415	Directed Study
LIBS	396	Field Study
LIBS	397	Study Away
LIBS	499	Internship

Track I students regularly participate in LIBS 305, The Hutchins Forum, which serves as an intellectual arena for the generation of ideas. Students in Track I may organize an Area of Emphasis within the 40 units required for the major which reflects their career plans and/or intellectual interests. Track I students might engage in artistic and creative activities, research and scholarly investigations, Hutchins community projects, social and community action opportunities, or gather together a variety of experiences that they find intellectually satisfying. Many Track I students have found valuable the Internship or Study Away program (one of which is required for the major).

The Study Away/Internship requirement, often preceded by a semester of independent study related to the placement, allows students to include, as part of their major, experiences as diverse as (1) a period of domestic or international study and travel, (2) an independent project in a nearby community, (3) an internship with a local arts organization, business, school, or social service agency, (4) substantial involvement in a program with another department on this or some other campus, (5) or other options and activities created by the student in consultation with an advisor. Whether close at hand or far away, the Study Away/Internship experience can help students to relate their education to specific career choices, greater intellectual understanding, and their place in an ever-larger world.

Note: A student entering the Hutchins upper-division Track I program with a grade point average below 2.50 will be placed on probation for

one semester. Any student earning a grade lower than a "C" in LIBS 302 will not be allowed to continue in Hutchins.

### Track II Multiple Subject

The Hutchins School offers a state-approved subject matter preparation program for students intending to earn a California Elementary Teaching Credential or an Early Childhood Emphasis Credential. The B.A. pre-credential option ensures interdisciplinary subject matter proficiency as well as possession of the high-level analytic, synthetic, creative and expressive academic skills required of future educators. The 17 additional units are structured to fulfill state-mandated requirements for admission to a credential program:

BIOL 312, 314 or 332 (3 units)
LIBS 327, ENG 379, or LING 441 (3 units)
MATH 300 (3 units)
LIBS Electives (8 units)

Completion of the pre-credential liberal studies option waives the need to take the Multiple Subject Assessment for Teachers (MSAT) examination and is excellent preparation for entering a graduate-level credential program, either in the SSU School of Education or elsewhere, for the professional training required for a California teaching credential. Waiver students are required to take the C-Best Exam, an academic subject area diagnostic test. Information concerning the schedule and fee can be obtained in the Hutchins School office in Carson Hall 44.

Questions about admissions requirements for the credential program should be directed to the SSU School of Education Teacher Recruitment and Information Center.

Note: Students entering the Hutchins upper-division Track II program must have a grade point average of at least 2.6. Any student earning a grade lower than a "C" in LIBS 302 will not be allowed to continue in Hutchins.

### Track III Blended Program

The Blended Program incorporates the lower division Hutchins General Education program and the basic coursework for Track II with courses from the School of Education beginning in the junior year, allowing students to complete a B.A. in Liberal Studies and a Multiple Subject Teaching Credential as follows:

#### First Year - 34 units

<b>Fall (17)</b>	<b>Spring (17)</b>
ED/LIBS 100 (2)	ED/LIBS 200 (2)
LIBS 101 (12)	BIOL 115 (3)
MATH 150 (3)	LIBS 102 (12)

#### First Year Summer

CBEST Examination

#### Second Year - 35 units

<b>Fall (17 units)</b>	<b>Spring (18 units)</b>
ED/LIBS 300 (2)	LIBS 202 (12)
LIBS 201 (12)	LIBS 312 (3)
LIBS 330 (3)	LIBS 320 (3)
Education Program Application [Nov.]	

#### Third Year - 36 units

<b>Fall (18)</b>	<b>Spring (18)</b>
ED 460 (3)	BIOL 312 (3)
ED 461H (3)	ED 462 (4) [RICA exam]
ED 472H (2)	ED 473 (2)
LIBS 304 (3)	LIBS 308 (3)
LIBS 320 (3)	LIBS 320 (3)
MATH 300 (4)	LIBS 327 (3)

### Fourth Year - 31 units

<b>Fall (16 units)</b>	<b>Spring (15 units)</b>
ED 410H (3)	ED 482 (12)
ED 476 (3)	ED 480 (3)
KIN 400 (3)	
LIBS 320 (3)	
LIBS 337/9 (2)	
LIBS 402 (2)	

### Total Units: 136

Some courses may be taken during the summer.

In order to continue in the program after the first year, students must have the recommendation of their professors in LIBS 101, LIBS 102, ED/LIBS 100 and ED/LIBS 200.

### 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:

<b>LIBS 302 Introduction to Liberal Studies</b> .....	<b>3</b>
<b>LIBS Seminars</b> .....	<b>12</b>
In consultation with an advisor, the student selects 12 units of interdisciplinary core courses drawn from LIBS 304 and 308 and the four core areas. These courses need not be chosen because of their specific relationship to the student's major. Rather, it is intended that through these courses the student acquire a breadth of exposure to the ideas of a number of disciplines.	
<b>LIBS Electives</b> .....	<b>2</b>
Two elective units from liberal studies elective courses or workshops.	
<b>LIBS 403 Senior Project</b> .....	<b>3</b>
A final independent study project that specifically relates the student's major field of study to other disciplines.	
<b>Total units in the minor</b> .....	<b>20</b>

### Degree Completion Program

The Liberal Studies Degree Completion Program is for those who have completed junior transfer requirements. It offers an alternative route to a Bachelor of Arts degree for working adults whose schedules do not permit them to attend regular campus classes. Instruction is organized around one on-campus meeting for a full Saturday each month combined with weekly on-line seminars and on-going reading and writing assignments. For individual pre-admissions counseling, call Beth Warner, Administrative Coordinator, at 707 664-3977, e-mail [beth.warner@sonoma.edu](mailto:beth.warner@sonoma.edu).

### M.A. Program in Interdisciplinary Studies (Action for a Viable Future)

As people become aware of the magnitude of dilemmas and issues in the world they inhabit, they often express the desire and need to go beyond studying these problems; they want to know what they can do about them. This program is a response to that question.

We emphasize the interrelationship among three themes: the psychological and moral dimensions of change, economic, and social justice issues, and ecological issues. These three are inextricably linked: economic practices and concerns about social justice must involve considerations of environmental sustainability, and changes in the

environmental and economic spheres necessarily imply personal change. And all must be understood on a global scale.

The 6-unit introductory seminar course helps students uncover the roots of contemporary problems and to understand the processes of change. A strong library research component gives them the skills to pursue their individual studies. Later, case studies demonstrate practical models of the dynamics of change.

Students then pursue their own individual study plan for 15 units in courses taken across the University. Internships are encouraged in order to provide hands-on learning to help move students from theory to practice. Instead of a thesis, students will choose an issue that inspires them to create and execute an action plan to make an impact on the community, either by raising awareness or by directly fostering change.

For further information, contact Beth Warner, Administrative Coordinator, at 707 664-3977, e-mail [beth.warner@sonoma.edu](mailto:beth.warner@sonoma.edu).

#### Requirements for Admission:

1. Bachelor's degree from an accredited institution;
2. Grade point average of 2.5 or above for the last 60 units of coursework;
3. A personal narrative describing your goals and three letters of recommendation;
4. Completion of a graduate studies application to the University;
5. Satisfactory participation in a seminar interview; and
6. Favorable recommendation by the departmental graduate studies coordinator.

#### Requirements for the M.A.:

1. Advancement to candidacy form signed and submitted to Graduate Studies office.
2. With the approval of the student's committee chair and the graduate advisor, a maximum of 9 units of transfer credit may be included as part of the student's specific pattern of study. All courses are to be taken for a letter grade. Students must maintain a GPA of 3.0 or above in all courses to be counted towards the degree.
3. All requirements for the M.A. degree in Interdisciplinary Studies stipulated at the time of admission to candidacy must be satisfactorily completed within 7 years from the time the first course is completed. A completion of requirements form must be signed and submitted to the Graduate Studies office.
4. Completion of required courses and individual study plan coursework as outlined below:

ITDS	510A Critical Inquiry: A Preparation for Action and Change .....	6
ITDS	510B Case Studies .....	3
ITDS	599A Project Planning .....	3
ITDS	599B Project Implementation .....	3
	Approved Individual Study Plan (300, 400, or 500 level courses) .....	15

Total units required for the M.A. ....30

## Hutchins Courses (LIBS)

### Upper Division

Please see the *Schedule of Classes* for most current information and faculty teaching assignments.

### Required Courses

#### 302 Introduction to Liberal Studies (3)

An interdisciplinary 'gateway course' examining the meaning of a liberal education, emphasizing seminar skills, oral and written communication, and introducing the portfolio. It is taken with LIBS 304 or 308 in the first semester of upper-division study. (These are the prerequisites for all upper-division Hutchins courses.) Successful completion of LIBS 302 is required to continue in the Hutchins program. Students must earn a grade of C or higher to continue in Hutchins.

#### 304 We Hold These Truths (3)

The first course in a two-semester sequence, designed to examine fundamental beliefs, assumptions, and "self-evident" truths that serve as the foundation for American culture, and then to consider those truths in light of challenges provided by multicultural perspectives.

#### 308 The Practice of Culture (3)

The second course in a two-semester sequence, designed to familiarize students with non-European cultures, to develop a language and framework for understanding cross-cultural and multicultural realities, and to raise critical questions regarding political, economic and environmental issues in a global context.

#### 402 Senior Synthesis (2)

A capstone course required for the Hutchins major. Drawing on the papers collected for his or her portfolio, the student prepares a major paper synthesizing aspects of that individual's own intellectual development. Students with similar interests work in small groups and in tutorials. Each student makes an oral presentation of his or her synthesis at the end of the semester. Must be taken in the student's final semester in the major.

### Core Area Courses

Students are required to complete one course in each core area. (Please see descriptions above.) At least three of the four courses must be small seminars, which are listed as 320/420 A, B, C, or D. Larger courses are listed as 321 A, B, C or D. Titles in each area vary from semester to semester. A representative listing of courses offered in each area follows. For a complete list of the courses offered in the current semester, please see the *Schedule of Classes* and list of course descriptions on line: [www.sonoma.edu/Hutchins](http://www.sonoma.edu/Hutchins).

#### 320/420A: Elective Seminars in Core A, Society and Self (3)

Courses under this core area take as their focus the relationship between the individual and all kinds of human groups. The moral and ethical underpinnings of our patterns of social interaction are investigated with special attention paid to how these do and should affect issues such as race, gender, and class. Of particular importance to social scientists are questions concerning whether the goals of human dignity, political justice, economic opportunity, and cultural expression are being enhanced or destroyed by specific historical developments, cultural practices, economic arrangements, or political institutions.

### Contemporary Political Analysis

An interdisciplinary view of current political issues. Sociological, psychological, economic, and ideological perspectives will be employed in our analysis of contemporary political developments.

### Making the American West

The American West has long been considered a landscape ruled by myth, metaphor and manipulated meanings. In this course, we examine how the region west of the Missouri and east of the Sierras has been described and dominated, examined and explained, mapped and manipulated, reclaimed and reconceived from the 18th into the 21st centuries through historical accounts, political declarations, geographical images, fiction, film, and more. The focus is on the West as it is actively constructed through imagination and dreams.

### Postmodernism

This course consists of the study of cultural relations from the perspective of what people do, as well as from the perspective of the explanations of what people do. The emphasis is on the study of the explanations themselves as cultural constructions that involve definitions of the self, culture and cross-cultural relations.

### Quest for Citizenship

In this course students will learn about U.S. Cubans, Mexicans and Puerto Ricans, peoples that became involuntary, territorial and cultural American citizens, and their historical quest for inclusive citizenship. The readings for this class will lead, at the practical level, to discussions about the nature of citizenship, colonialism, self determination, natural rights, subjectification of citizens according to class, gender and culture. At the theoretical level they also include discussion of Marxist, liberal and discursive analyses of power relations and their impact on human bodies.

#### 320/420B Elective Seminars in Core B, The Individual and the Material World (3)

Included in this core area are courses that deal with science and technology and their relationship to the individual and society. In today's world, any well-educated person should understand, at least at a general level, both the methods of science and important information which has been discovered through their applications. Here students build upon their understanding of the sciences and come to grips with some of the crucial issues posed by our culture's applications of science and technology. Students write on topics which address the idea of the material world: scientific aspects of social issues, the contribution science has made to your understanding of an issue of personal concern, your sense of science as a social endeavor.

### Health and Healing

This seminar examines economic, environmental, scientific, and psychological dimensions of health and healing. A major component of the course involves students in group research projects examining the contrasts between the dominant scientific model of Western medicine and alternative approaches to health, particularly in terms of the relationship between mind and body.

### Experiencing Nature

This course is an exploration of different ways of experiencing nature and how these experiences are affected by gender, emotional/spiritual, social, cultural, physical, and intellectual perspectives. Course readings will explore such contrasts in perspectives as male/female, native/newcomer, Eastern/Western, child/adult, scientist/naturalist, and environmentalist/developer. Students will explore nature through artistic media, scientific inquiry, and experiential exercises at a site of their choice. A journal of nature experiences, a record of scientific and artistic explorations, a time line, a map collection, and a class presentation are required projects in the course.

### Machine as Metaphor

This seminar explores the meaning of the artificial device, from the level of the tinkerer's creation to the concept of technology as a system of production influencing all aspects of modern life. Readings include literature of the 19th and 20th centuries, and represent a spectrum of voices, from "techno-phobic" to "techno-lyrical."

### Science and Society

This course will convey to students the connection between scientific discovery and their own lives; the nature of the continuum between pure science and technological application; the concept of scientific knowledge as the tested consensus of scientists; and selected studies of contemporary issues.

#### 320/420C Elective Seminars in Core C The Arts and Human Experience (3)

Through the arts and humanities we explore what and why humans create. These fields include the broad range of experiences in literature, epics, poetry, drama and other literary forms, the visual arts, languages, architecture, music, dance, the writings of philosophers and the thought and literature of the world's religions. Study in the arts and humanities explores the inner world of creativity and individual values as well as the questions about how we arrive at a sense of meaning and purpose, ethical behavior, and a sense of beauty and order in the world.

### Expressionism and the Arts

Communicative and visual arts are explored to determine how they shape and are a product of the process of human symbolic interaction. A consideration of the expression of human values reflected in architecture and urban design and the roles literature, philosophy, drama and art have had historically are included. Consideration is also given to current expressions in the arts.

### The Performance Project

This is a course about making theatre — writing, producing, and performing theatre. Together we take a specific play (*Prometheus*, *Antigone*, *Medea*, *Don Juan*, *Faust*, etc.) as our focus, and re-construct it for our own time, our own performance - creating a new version, inventing a new way of telling the tale, and presenting a new image of what the play means and says today.

### The Body in Question

Our era has been called the Culture of the Body. What does this mean for our society and our sense of self? This seminar explores images, themes and ideas about the body in the arts, media and popular culture. After exploring the history of the nude in the visual arts, we concentrate on concepts of the body from the 19th century to the present with readings of art criticism, psychology, postmodern critical analysis, sociology, and the history of biology. Museum visits are an important component of the course, as is a visual project created by the student.

### The Moral Imagination

Using material ranging from the ancient to the modern world, this seminar will consider some of the ways by which literature raises and examines a variety of moral issues. Particularly we will be interested in the question: What does it mean (and how is it possible) to lead a moral life? We will also consider such issues as the uses of authority, moral tradition and innovation, and the conflict or agreement between individual (or private) and social (or shared) moral conviction.

### Themes in the Literary Humanities

This seminar investigates the way in which literary works both define the cultures they come from and express deep changes occurring in those cultures. Specific themes for the seminar are chosen each semester the seminar is offered.

### 320/420D Elective Seminars in Core D Consciousness and Reality (3)

What one endorses as really "real" is a result of many factors, some of them psychological, some biological, some philosophical, some social, and so forth. Courses in this core area will deal with such issues as the study of biology as it relates to psychology, consciousness as it affects and is affected by perceptions of reality, meaning-making as a necessary human achievement, and identity formation as it is understood in the light of developmental psychology and the nature-nurture controversy. You will have the opportunity to formulate your own thoughts about the status of human consciousness and reality and include that formulation in this section.

### Structures of Consciousness

A survey of the structures of consciousness and the processes of reality construction, which are fundamental to human experience and inquiry in any field. The course may cover the concepts of consciousness and the unconscious found in such fields as phenomenology, psychobiology, sociology, psychoanalysis, transpersonal psychology, Eastern philosophy and intellectual history.

### Androgyny

Cultures are described as matriarchal or patriarchal, people as male and female, qualities as feminine and masculine. How rigid are these distinctions? What happens when a culture or person becomes extremely one-sided? Is the state or attitude of androgyny possible, and if so, how does it manifest itself?

### Encountering the Transcendent

A critical look at all sorts of religions, aesthetic, extreme, and transcending experiences. This course will offer students the opportunity to analyze and evaluate religious, aesthetic, sexual, and chemically triggered experiences from a variety of cultures and religious traditions. Drawing upon seminal texts in philosophy, psychology, anthropology and sociology, we will examine testimony of transcendent experiences found in sacred texts, autobiographies, poetry, popular music, art and literature.

### Discovery of the Unconscious

The concept of an "unconscious" is a relatively new discovery in Western thought. This course will focus on individual and cultural manifestations of the unconscious in art, literature, religion and psychological awareness throughout human history. This course will combine theoretical and personal approaches to the unconscious.

### Death, Dying and Beyond

Confronting death brings us fully to life. This course will examine death, the process of dying, and the spiritual possibilities of passing beyond through art, film, medicine, psychology, guided meditations, and humor. Written and experiential assignments will engage our analytic, creative, and spiritual minds. Be advised that the course can be emotionally challenging.

### 321A Elective Course in Core A (3)

Courses in this area do not satisfy seminar requirement.

### 321B Elective Course in Core B (3)

Courses in this area do not satisfy seminar requirement.

### 321C Elective Course in Core C (3)

Courses in this area do not satisfy seminar requirements.

### 321D Elective Course in Core D (3)

Courses in this area do not satisfy seminar requirements.

## Additional Course Offerings

### 305 The Hutchins Forum (1)

There are two main objectives of the Hutchins Forum. One is to serve as a learning community among Track I students (majoring in Liberal Studies, not pre-credential). Every other week the Forum functions as a sort of "headquarters" for advising or "laboratory of ideas" to assist students on elaborating the meaning of a Liberal Studies education. And, if they are so inclined, to facilitate their focus on a project or to define their own career interests or academic concentrations. Secondly, in the intervening weeks, the Hutchins Forum also serves as a learning community for the entire Hutchins School. This is accomplished by inviting faculty, alumni, and students to share their insights or research with the Hutchins community.

### 307 Lecture Series (2)

Lecture series. Topics vary.

### 310 Independent Study (1-4)

Independent Study for juniors is an individualized program of study taken for a letter grade with a Hutchins faculty sponsor who is willing to supervise it. A student consults with a faculty member on a topic, develops a plan of study, including number of units, project outcomes, number of meetings with the faculty, and deadline for completion. A Project Form is submitted to Admissions after the beginning of the semester and before the last day to add classes. May be repeated for credit. Prerequisites: LIBS 302 and consent of instructor.

### 312 Schools in American Society (3)

Students will explore basic issues inside the American educational system while fulfilling the state-mandated classroom experience requirement for admission to the credential program.

### 315 Directed Study (1-4)

Directed Study for juniors is an individualized program of study that is taken for credit/no credit. It may be an exploratory study or project where a student is learning material or skills for the first time. It may be a program of study devised by a faculty member in which the student plays a part. A student consults with a faculty member on a topic, develops a plan of study, including number of units, the project outcomes, number of meetings with the faculty sponsor and deadline for completion. A Project Form is submitted to Admissions after the beginning of the semester and before the last day to add classes. Cr/NC only. May be repeated for credit. Prerequisites: LIBS 302 and consent of instructor.

### 327 The English Language (3)

Intended primarily for Teaching Credential students, this course addresses the nature and structure of the English language. The course includes the study of grammar and draws upon modern linguistic theory. Whenever possible it also includes consideration of the history and literary genres of English.

### 330 Children Should Be Seen and Heard (3)

A close inspection of child development through the windows of Western culture, emphasizing relevant social and cultural factors as well as major theoretical views of physical, emotional and personality growth. Subjective views of childhood experience will be contrasted with objective observations. Readings from Erikson, Freud, Hall, Goodall, and others.

### 334 Special Topic Workshop (1-4)

Topics will vary from semester to semester. May be repeated for credit.

### 336 Special Topic Workshops (1-2)

Topics will vary from semester to semester. May be repeated for credit. Cr/NC only.

### 337 Special Literary Project (2)

Faculty proposed special projects. For students working on faculty-initiated research projects. May be repeated for credit.

### 338 Special Art Project (2)

Faculty proposed special projects. For students working on faculty-initiated research projects. May be repeated for credit.

### 339 Special Drama Project (2)

Faculty proposed special projects. For students working on faculty-initiated research projects. May be repeated for credit.

### 340 Special Science Project (2)

Faculty proposed special projects. For students working on faculty-initiated research projects. May be repeated for credit.

### 370 Seminar: Creative Process (2)

A series of exercises designed to give students fuller access to their capacities and to provide practice in putting those capacities to productive use — in the arts, in problem solving, and in daily life.

### 371 Seminar: Self-Awareness (2)

Methods of exploring and expanding self-awareness vary from semester to semester, and may include such techniques as autobiography, intensive journal-keeping, Gestalt exercises, dream analysis, and meditation.

### 395 Community Involvement Program (1-4)

Students volunteer for unpaid placements within the community approved by the coordinator of the Hutchins Internship/Field Experience Plan. These placements include work in social service, education and the media. Students participate in four meetings per semester focusing on work-related issues; they also prepare a short paper about their placement and keep a time log. Students may take up to 6 units in CIP, a maximum of 4 in any one semester. One unit is equivalent to 30 hours of volunteer work per semester. Units count as electives for graduation. They may not be applied to the Hutchins major requirement. The University's CIP regulations are in the Student Services and Support section in this catalog. Cr/NC only.

### 396 Field Study (1-4)

Field Study for juniors and seniors is a project conducted outside of the university classroom setting that is taken for credit/no credit. It may include work that is literally outside in the field, or other hands-on experience (e.g., a research study). Field Study projects are 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 Form is submitted to Admissions after the beginning of the semester and before the last day to add classes. Consent of instructor. Cr/NC only.

### 397 Study Away (1-4)

Study Away for both juniors and seniors is an educational experience that occurs away from SSU that is taken for credit/no credit. This might include study in the U.S. or abroad in an exchange program or an independently designed project. (*See note below.*) Information for exchange programs is available in the SSU International Studies office. Study Away projects are co-designed by a student and a sponsoring faculty member or committee, with the terms of study and the expected outcomes written in contract form. A written report is required for Study Away projects upon completion. It is suggested that you begin the planning process early in the semester before you will undertake Study Away. The student must also follow University policies for leaving campus for Study Away. Required forms and procedures are available in the International Studies office. These forms must accompany the Project Contract and the Project Form to be signed by the sponsoring faculty and the Hutchins Provost. Prerequisite: completion of LIBS 302. (Note: LIBS 397 Study Away does not apply to the State University Study Abroad Program. Students enrolled in a SSU Study Abroad Program received transfer credit to the Liberal Studies major for 12 units of specifically approved courses taken abroad. Please consult with the advisor in the International Studies office and then with the Hutchins School Provost for information about this opportunity.)

### 399 Student-Instructed Course (1-2)

The Hutchins faculty welcome proposals from students in the final stages of the major who, in consultation with a faculty advisor, would like to design and offer an interdisciplinary seminar on a topic of special interest to them. Guidelines for student-instructed courses are available in the Hutchins office. Students may count two student-instructed courses (Cr/NC only) as elective units in the Hutchins major. Cr/NC only. May be repeated once for credit.

### 403 Senior Synthesis - Study Away (2)

A capstone course required for the Hutchins major. Drawing on the papers collected for his or her portfolio, the student prepares a major paper synthesizing aspects of that individual's own intellectual development. This is done in a study away situation. Also available for students choosing a minor in Hutchins.

### 410 Independent Study (1-4)

Independent Study for seniors is an individualized program of study taken for a letter grade with a Hutchins faculty sponsor who is willing to supervise it. A student consults with a faculty member on a topic, develops a plan of study, including number of units, project outcomes, number of meetings with the faculty and deadline for completion. A Project Form is submitted to Admissions after the beginning of the semester and before the last day to add classes. May be repeated for credit. Prerequisites: LIBS 302 and consent of instructor.

### 411A Service Learning: Youth Issues (3)

SSU students taking this course will go to local elementary and secondary schools and conduct seminar discussions that create a learning community.



#### 415 Directed Study (1-4)

Directed Study for seniors is an individualized program of study taken for credit/no credit. It may be an exploratory study or project where a student is learning material or skills for the first time. It may be a program of study devised by a faculty member in which the student plays a part. A student consults with a faculty member on a topic, develops a plan of study, including number of units, the project outcomes, number of meetings with the faculty sponsor and deadline for completion. A Project Form is submitted to Admissions after the beginning of the semester and before the last day to add classes. Cr/NC only. May be repeated for credit. Prerequisites: LIBS 302 and consent of instructor.

#### 499 Internship (1-5)

All students develop an internship working outside the classroom. Students also prepare a portfolio project based upon a larger topic implicit in their internship. They participate with other interns in an internship class once a week to discuss their internship experience and issues related to the larger society. Grade only.

# Interdisciplinary Studies

## 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**

## Department Office

Physical Education 25  
707 664-3918  
ellen.carlton@sonoma.edu

## Coordinator

Ellen Carlton

Students interested in designing an interdisciplinary program can pursue a bachelor's degree in the special major and a master's degree in interdisciplinary studies. The undergraduate special major and the graduate major in interdisciplinary studies are designed for students whose particular interests, backgrounds, or professional objectives are not served by a traditional degree program. The purpose of these majors is to provide a carefully controlled opportunity for qualified students to design, with faculty approval, a flexible interdisciplinary course of study that leads to a bachelor's or master's degree. Admission is limited to those whose individualized programs can be organized around a special topic or a cross-disciplinary inquiry that is original and involves work in more than one department. Interested students should contact the coordinator of interdisciplinary studies (ITDS), who initiates the application and screening process.

The special and interdisciplinary studies majors are not intended to bypass normal graduation requirements and may not be used to duplicate formally structured programs at Sonoma State University or other service-area institutions. The reason for this restriction is that these programs should be reserved for students whose special interests cross disciplinary lines and who find appropriate faculty expertise here.

### Application requirements for all programs

1. All students must apply for admission to the special major or the major in interdisciplinary studies. Before developing a program proposal, the student must consult with the interdisciplinary studies coordinator, who will initiate the application and screening process and will help identify faculty advisors to serve as an academic advisory committee.
2. There must be at least two faculty members for the special major and three faculty members for the major in interdisciplinary studies who agree to constitute the advisory committee and act as advisors for each student's program of study. It is the student's responsibility to contact these advisors to plan with them a coherent, original, and feasible course of study. One committee member must agree to be the committee's chair and to be the student's principal advisor on matters related to the major course of study and all other graduation requirements.
3. In consultation with the ITDS coordinator and the academic advisory committee, each student must complete a program proposal and submit it in duplicate to the ITDS coordinator by an application deadline. There are three proposal deadlines each semester.

4. Filing a proposal application with the ITDS coordinator does not ensure acceptance in the special major or interdisciplinary studies program. Each proposal must be evaluated by the ITDS committee. The committee may recommend approval or conditional approval of the application, may request that the application be reworked and resubmitted, or may reject the application. Approved programs must then be approved by the associate vice president of academic programs. If the application is approved at both levels of review, the student may register as a special major or as a major in interdisciplinary studies.

## Bachelor of Arts or Science in the Special Major

Degree Requirements	units
General education .....	51
Major requirements (Core and Supporting) .....	45
General electives .....	24
<b>Total units needed for graduation .....</b>	<b>120</b>

### Requirements for the Special Major

A 3.00 grade point average is a prerequisite to application. The special major is a unique major that suits individual goals and is personally valuable, but may pose professional obstacles. Career goals and prerequisites for higher degrees should be reviewed before proceeding with this major.

The special major consists of 45 units of coursework in two or more disciplines; 24-26 upper-division units constitute the core courses, while the remaining units may include lower-division courses.

To be considered for the special major, the student must have more than one full year (31 units or more) of course work in the major still to be completed after approval by the ITDS committee and the filing of the Change of Major form. Work in progress during the semester of the proposal's approval will count toward the 31 units.

Contact the ITDS coordinator for the detailed guidelines and the application form for the special major. At the time you apply for a special major, you should have completed at least half of your GE requirements and should be in your junior year.

## Special Minor in Interdisciplinary Studies

The special minor has the following features and requirements:

1. The minor consists of 21-24 units of course work from two or more departments.
2. Two-thirds of these units must be in upper-division course work.
3. Two-thirds of the minor must remain to be completed at the time the minor is approved. Work in progress during the semester of the minor's approval counts toward the two-thirds requirement.
4. The student must have a minimum GPA of 3.00 in order to apply.
5. A student will not be considered for a special minor before the student's junior year.
6. A special minor must have the same coherence and academic integrity as are demanded of a special major and is subject to the same application process.

Contact the ITDS coordinator for the detailed guidelines and the application form for the special minor.

## Master of Arts or Science in Interdisciplinary Studies

Degree Requirements	units
Major requirements .....	30-32
Total units needed for graduation .....	30-32

### Requirements for the M.A. or M.S. in Interdisciplinary Studies

#### I. Prerequisites to Application

- Admission to the university in conditionally classified graduate status.
- A grade point average of at least 3.00 for the last 60 units of college work attempted.

#### II. Prerequisite to Acceptance

- Passage of the Written English Proficiency Test (WEPT). Graduate Record Examination (GRE) Aptitude Test scores are not required, but may be submitted in support of the application.

The candidate for this degree must comply with the normal regulations governing graduate study at Sonoma State as described in this catalog.

#### III. Course Requirements

General course and unit requirements:

- The major in interdisciplinary studies consists of a minimum of 30 units to a maximum of 32 units in two or more disciplines.
- At least 20 units must be graded (A-F); the remainder (up to one-third of the total number of units of the major) may be taken in a nontraditional grading mode. (In order to receive a Credit (Cr) grade in a graduate level class, the student must earn the equivalent of B- or better.)
- The student must have at least 15 units of the major still to be completed after approval of the proposal by the Vice President of Academic Programs. Units completed during the semester of the proposal's approval count toward these 15 units.
- At least 21 semester units shall be completed in residence.

- At least 15 of the 21 in-residence units shall be in graduate (500-level) courses. The remaining units may be in 300- or 400-level courses.

Contact the ITDS coordinator for the detailed guidelines and the application form for the master's degree in interdisciplinary studies.

### Interdisciplinary Studies Courses (ITDS)

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

#### 200 California Cultural Analysis (3)

Within the context of readings related to California history and culture and their role in shaping contemporary California life, students practice the techniques of expository writing, oral expression, and reading and thinking critically. Satisfies GE Category A1. Prerequisites: completion of GE Categories A2 and A3.

#### 280 Introduction to California Culture Studies (3)

Fall

Introduction to California culture studies and its multi-ethnic, interdisciplinary and multi-disciplinary perspectives, tasks, and methods. Course includes the study of a variety of California regionalisms and a range of topics from California geology to California philosophy and art. Students do fieldwork and take field trips to sites of historical and cultural interest (Jack London Park, Angel Island, Fort Ross, San Francisco Mission District, State Capitol, Steinbeck County). Fulfills GE requirement in C4.

#### 297 Selected Topics (1-4)

Exploration of basic human problems. Resource persons from various disciplines will participate. Please see the *Schedule of Classes* for areas to be emphasized. May be repeated for credit.

#### 300 California Cultural Studies Faculty Forum (1-3)

Fall

California cultural studies faculty, students, and guests present topics for discussion on on-going research and study. Cr/NC may be repeated for credit up to 3 units. Prerequisite: major or minor in California cultural studies program, upper-division standing in programs affiliated with California cultural studies, or permission of the California cultural studies director.

#### 301 Lecture Series (1-3) / Spring

A public lecture series on topics of general interest. Two units requires regular attendance and a final paper. Students who take three units additionally meet once a week in discussion groups and do further reading of selected texts.

#### 302 Topics and Themes in California Cultural Studies (3)

Course includes California Regionalism, San Francisco, Representing Los Angeles, California and the Environmental Imagination.

#### 345 Directed Reading and Writing Tutorials (1-4)

Directed studies of California themes and topics within the context of small group tutorials. Students develop individual reading projects and complete a capstone project or thesis. Prerequisites: major or minor status, participation in California cultural studies' integrated GE program, or consent of California cultural studies coordinator. Note: ITDS 345 may be taken for 1-2 units as part of the integrated GE program.

#### 395 Community Involvement Program (1-3)

Fall, Spring

An experience involving the application of methods and theories to community service work. Requirements: approval of a relevant project, a minimum of thirty (30) hours per unit of credit in the actual working situation, regular consultation with a faculty sponsor, and a paper. Prerequisite major or minor standing and permission of program director.

#### 397 Selected Topics (1-4)

Exploration of basic human problems. Resource persons from various disciplines will participate. Please see the *Schedule of Classes* for areas to be emphasized. May be repeated for credit.

#### 444 Theory and Research Methods (4)

Spring, alternate years

Introduction to theory, method, and research strategies associated with regional cultural studies across a range of disciplines. Students engage in fieldwork and institutional projects (preservation, restoration, cultural resource development, collection, analysis and description of cultural artifacts, and historical preservation).

#### 486 Internship in California Cultural Studies (1-4)

Students apply California cultural studies theory and practice as interns with public and private agencies, corporations, and institutions. Internships require the approval of California cultural studies faculty sponsor and director; a minimum of 45 hours of work per unit per semester. Includes regular consultation and evaluation by the faculty sponsor. Cr/NC only. May be repeated for credit.

#### 495 Special Studies (1-4)

Prerequisite: approved status as a special major or major in interdisciplinary studies.

#### 496 Senior Project in California Cultural Studies (1-3)

Fall, Spring

Directed studies in seminar and tutorial settings on topics selected by individual students. Combines secondary reading and original research leading to the completion of a capstone research thesis or project. Project is graded by supervising CCS faculty and is presented at the Faculty Forum.

#### 497 Selected Topics (1-4)

Exploration of basic human issues. Resource persons from various disciplines will participate. Please see the *Schedule of Classes* for areas to be emphasized. May be repeated for credit.

#### 498 Internship (1-4)

An internship is a supervised program of work and study in a governmental, community service, technical, business, or educational setting. ITDS 498 (or 598) is designed for students in the Special Major/Interdisciplinary Studies program or in one of the faculty initiated special majors. Forty-five hours of on-the-job work are required for each unit of credit. For grade or Cr/NC, as determined by the student's program.

#### 499 Senior Paper or Project (3)

A senior paper or project to be prepared under the supervision of the student's faculty committee. The senior paper or project should present the synthesis of the student's interdisciplinary program of study. The paper or project will be graded by the student's faculty committee and will be presented orally to the ITDS Committee at the completion of the student's senior year.

## Graduate Courses

#### 578 Project Continuation (1-3) / Fall, Spring

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

#### 595 Special Studies (1-4)

Prerequisite: approved status as a classified major in interdisciplinary studies.

#### 598 Internship (1-4)

An internship is a supervised program of work and study in a governmental, community service, technical, business, or educational setting. ITDS 598 (or 498) is designed for students in the Special Major/Interdisciplinary Studies program or in one of the faculty initiated special majors. Forty-five hours of on-the-job work are required for each unit of credit. For grade or Cr/NC, as determined by the student's program.

#### 599A Final Project and Interdisciplinary Research (2-4)

#### 599B Final Project and Interdisciplinary Research (2-4)

599A/B must be taken sequentially and for a total of 6 units. Prerequisite: approval of Advancement to Candidacy form.

# International Studies

## Programs offered

Minor in International Studies

Minor in Teaching English as a Second Language

## International Studies Advisors

Students interested in obtaining a minor in International Studies should contact Professors \*Philip Beard in Modern Languages, Francisco H. Vazquez in the Hutchins School of Liberal Studies, or Robert Girling in Business Administration.

\*Faculty Early Retirement Program

The paramount intent in all of these courses and programs is to move students smoothly and rapidly toward genuine fluency in speaking, writing, and understanding the modern language. The large number of Sonoma State University students who go on to apply their language skills to work or study abroad testifies to the program's success in this endeavor.

## International Studies Programs

Students who wish to pursue a course of study with a strong international emphasis can choose among campus-based major programs in foreign-area studies, minors in international studies and Teaching English as a Second Language (TESL), and modern language courses designed to meet specific academic and career objectives. Study abroad opportunities can be integrated into all of these curricular options.

## Minor in International Studies

The minor in international studies is an interdisciplinary program recommended for students preparing for professional, managerial, and service careers in international affairs, business, or education, and complements majors in the social sciences, humanities, and natural sciences. Recognizing the increasing interdependence of the world, the minor is designed to increase the awareness and understanding of other cultures as well as develop a broader perspective on global issues and international relations. It provides an opportunity to explore and compare the social structures, cultures, political institutions and economic systems of other countries, as well as to study relations between them.

The minor consists of 20 semester units, which include at least one course from two different categories in Group A and at least one course from two different categories in Group B. Courses used for general education may not be counted toward the minor, and not more than 8 units from the student's major may be used toward the minor.

### Group A

Select courses from at least two of the following three categories:

#### I. Societies and Environment

- ANTH 340 Living in a Pluralistic World (3)
- ANTH 345 Human Ecology (3)
- ANTH 389 Language and Communication (3)
- ENSP 301 The Human Environment (4)
- GEOG 302 World Regional Geography (4)
- SOCI 497 Interdisciplinary Seminar: Comparative Society (1-4)

#### II. Alternative Political and Economic Models

- ANTH 360 Special Topics in Development Anthropology (3)
- ECON 403 Seminar in International Development (4)
- ECON 426 Seminar in History of Economic Thought (3)
- ENSP 304 World Food/Population Crisis (3)
- GEOG 320 Political Geography (3-4)
- GEOG 338 Social Geography (3-4)
- GEOG 343 Economic Geography (3-4)
- HIST 380 20th Century World (3)

- POLS 315 Democracy, Capitalism and Socialism (4)
- POLS 350 European Parliamentary Democracies (4)
- POLS 351 Russia and the CIS (4)
- POLS 352 Politics of Eastern Europe (4)
- POLS 452 Third World Political Systems (4)

#### III. International Relations

- ECON 303 International Economics (4)
- POLS 342 International Politics and Foreign Policy (4)
- POLS 345 Model United Nations (2-4)
- HIST 434 The United States and Latin America (4)
- POLS 444 United States Foreign Policy (4)
- BUS 393 Introduction to International Business (3)

### Group B

Select courses from at least two of the following three categories:

#### IV. International Cultural Perspectives

Specified courses offering a cross-cultural study in the departments of art, English, history, Hutchins, India studies, music, philosophy, and theatre arts.

#### V. Regional Emphasis

Courses on regions or cultures other than the United States in the departments of anthropology, art, modern languages, geography, history, India studies, music, philosophy, political science, or sociology.

#### VI. Modern Languages

Modern language courses in the department of modern languages and literatures. (All modern language skill courses numbered 201 or higher are applicable toward completion of the international studies minor.)

Total units in the minor ..... 20

## Modern Language Studies

For students seriously interested in imparting an international emphasis to their baccalaureate work, the study of at least one modern language is essential. Without the broadened cultural-linguistic flexibility and heightened self-understanding that result from learning a modern language, one can see the world only through the filter of one's own language and culture. The way to move beyond one's own innate nationalism to a truly international perspective is to learn the language, and therewith the habits and thought patterns, of another people.

The University offers modern language programs in French, German, and Spanish, and courses in India studies. The major programs (French and Spanish) offer various interdisciplinary study options, allowing students maximum flexibility in choosing a program that fits their specific needs. Please see Modern Languages and Literatures section in this catalog for a detailed description of each program.

# Kinesiology

## Programs offered

**Bachelor of Science in Kinesiology**  
**Master of Arts in Kinesiology**  
**Minor in Kinesiology**  
**Single Subject Teaching Credential Preparation**

## Department Office

PE 14  
 707 664-2357  
[www.sonoma.edu/kinesiology](http://www.sonoma.edu/kinesiology)

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 life style. The curriculum addresses human movement across the life span from biological/physical, behavioral, socio-cultural, and humanistic perspectives, with attention given to the unique and common needs of all people in a wide variety of contexts and conditions.

In conjunction with the broader educational mission of the University, the kinesiology major program prepares students to lead and participate in a modern complex society and to assume multiple roles throughout their lifetimes. Graduates have acquired knowledge and experiences that prepare them to pursue lifelong learning, advanced study, and/or careers in such areas as teaching, coaching, adapted physical education, allied health fields, health and fitness industries, sport industries, athletic training, 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 programs lead to the B.S. or M.A. degrees. In both programs a core of courses is required. Beyond this core, the kinesiology student chooses a concentration of courses with a specific focus. The undergraduate may select physical education, adapted physical education, exercise science, athletic training, or interdisciplinary studies in kinesiology. Theoretical and practical learning experiences are an important part of all concentrations. Students are required to participate in a variety of field experiences, working as coaching assistants, teacher's aides, exercise/recreation leaders, student athletic trainers, and instructors for disabled students.

Prior to beginning upper-division studies in Kinesiology, students should have acquired the certain knowledge and skills necessary for success. Courses with specific application to the kinesiology degree are included as support courses for the major. All students entering the upper-division kinesiology degree should:

- be able to utilize computing technology in support of inquiry.
- demonstrate knowledge of a broad range of concepts, issues, facts and theories derived from the biological, physical, behavioral, and social sciences, and from the humanities.

**Department Chair**  
 Tom Ormond

**Department Coordinator**  
 Nancy Crosat

## Faculty

Wanda Boda, Ellen Carlton, Brett Christie,  
 C. Douglas Earl, James Gale, Elaine McHugh,  
 Tom Ormond, Lea Ann "Beez" Schell, Steven Winter

- demonstrate critical thinking, writing, reading, oral communication, quantitative and qualitative analysis, and information management skills.
- 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 socio-cultural and humanistic bases of movement with diverse cultures, historical periods, and social settings.
- understand how motor skills are acquired and fitness achieved and maintained across the life span and within diverse populations.
- understand the relationship among movement, conditioning, and training, well-being and skill across the life span and under a variety of environmental and personally unique conditions.
- know how to apply kinesiological knowledge to enhance motor skill and fitness in a variety of populations and conditions.
- apply critical thinking, writing, reading, oral communication, quantitative and qualitative analysis, and information management skills to movement-related questions.
- demonstrate knowledge of the conditions of safe practice in movement-related contexts across the life span and within diverse populations, and respond appropriately to common injuries occurring during physical activity.
- be able to use and apply kinesiological data collection techniques and measurement theory to assess, analyze and evaluate human performance.
- understand the scientific method and other systematic ways of knowing relative to research and scholarship in human movement.
- demonstrate ability to integrate multidisciplinary knowledge bases of kinesiology in an applied, problem solving context.
- be familiar with standards, ethics, and expectations of professional communities related to human movement.
- be prepared to engage in professionally related community activities.
- be prepared to engage in informed dialogue with diverse professional and lay communities regarding kinesiological principles and practices.
- demonstrate additional in-depth knowledge and skills associated with study in any one of the concentrations, specializations, or emphases that are associated with kinesiology degrees.

## Bachelor of Science in Kinesiology

All majors in the Department of Kinesiology must complete the support courses and the major core courses. Each major selects a concentration in which to complete the major.

Degree Requirements	units
General education .....	51
Major requirements .....	50-52
Support courses (maximum outside GE) .....	18
General electives .....	3-5

**Total units needed for graduation ..... 124**

All courses fulfilling either major or minor requirements in kinesiology must be graded A-F, except for courses not available in the A-F mode or courses that are challenged.

## Support Courses for the Bachelor of Science

These courses may be taken at a community college, and some may be used to fulfill general education requirements. Some of these courses are prerequisites to courses in the major. The SSU equivalent is listed in parentheses.

Introduction to Biology (BIOL 115)* .....	3
Human Anatomy (BIOL 220)* .....	4
Human Physiology (BIOL 224)* .....	4
Nutrition .....	3
Introduction to Computing (CS 101)*+ .....	3

**Total supporting units ..... 17**

\* GE courses

+ Students in physical education concentration take KIN 307 instead.

## Major Core Requirements (all concentrations)

KIN 301	Philosophy/History of Human Movement .....	4
KIN 305	Psychological Bases of Human Movement .....	4
KIN 315	Sociology of Sport .....	3
KIN 330A	Measurement and Evaluation .....	1
	or MATH 165 (4)	
KIN 350	Biomechanics .....	4
KIN 360	Physiology of Exercise .....	4
KIN 460	Conditioning for Health and Performance .....	3
KIN 410	Lifespan Motor Development .....	3

**Total units in the major core ..... 26-29**

## Sample Four-Year Program for Bachelor of Science in Kinesiology

### Exercise Science Concentration

### Lower-Division Preparation

#### Freshman Year: 32 units

<b>Fall Semester (17 units)</b>	<b>Spring Semester (15 units)</b>
GE (A2)	CHEM 115B/116B or 105B
GE (B2)	GE (A3)
GE (C1)	GE (B4) (161/165)
CS 101	GE (D2)
CHEM 115A/116A or 105A (B1)	

#### Sophomore Year: 29 units

<b>Fall Semester (14 units)</b>	<b>Spring Semester (15 units)</b>
GE (A1)	GE (D5)
PHYS 209	BIOL 224
BIOL 220 (B3)	GE (C4)
GE (D4)	GE (D3)

## Upper-Division Specialization

### Junior Year

<b>Fall Semester</b>	<b>Spring Semester</b>
KIN 340/341	KIN 360
KIN 301	KIN 315
GE (C2)	GE UD (C3)
GE UD (D1)	KIN 410

### Senior Year

<b>Fall Semester</b>	<b>Spring Semester</b>
KIN 305	GE UD (E)
KIN 350	KIN 460
Elective	Nutrition
Elective	

### Summer Session Option

KIN 410

In addition to the upper-division specialization, choose one of the following options:

## Adult Fitness

### Junior Year

<b>Fall Semester (17 units)</b>	<b>Spring Semester (16 units)</b>
KIN 330A	BUS 219/230
Elective	

### Senior Year

<b>Fall Semester (16 units)</b>	<b>Spring Semester (14 units)</b>
KIN 430/495	BIOL/GERN Elective

## Pre-Physical Therapy

### Junior Year

<b>Fall Semester (17 units)</b>	<b>Spring Semester (16 units)</b>
PSY 425	Elective

### Senior Year

<b>Fall Semester (16 units)</b>	<b>Spring Semester (14 units)</b>
KIN 430D	Elective

## Biodynamics-Biomechanics

### Junior Year

<b>Fall Semester (16 units)</b>	<b>Spring Semester (16 units)</b>
KIN 330A	Elective
KIN 300 (2)	

### Senior Year

<b>Fall Semester (16 units)</b>	<b>Spring Semester (15 units)</b>
KIN 430/495	Elective (4)

## Biodynamics-Exercise Physiology

### Junior Year

<b>Fall Semester (17 units)</b>	<b>Spring Semester (16 units)</b>
KIN 330A	Elective
CHEM 340	

### Senior Year

<b>Fall Semester (16 units)</b>	<b>Spring Semester (14 units)</b>
KIN 430/495	BIOL/GERN Elective

## Sample Four-Year Program for Bachelor of Science in Kinesiology

### Physical Education, Adapted Physical Education, Athletic Training Concentrations

#### Lower-Division Preparation

##### Freshman Year: 32 units

<b>Fall Semester (17 units)</b>	<b>Spring Semester (15 units)</b>
GE (A2)	Elective
GE (B2)	GE (A3)
GE (B4)	GE (C4)
CS 101	GE (D2)
GE (B1)	GE (C2)

##### Sophomore Year: 31-32 units

<b>Fall Semester (16 units)</b>	<b>Spring Semester (14-16 units)</b>
GE (A1)	GE (D5)
GE (D3)	BIOL 224
BIOL 220 (B3)	GE (C1)
GE (D4)	Elective
Elective	PE: KIN 300 Aquatics (15 units)
Combative	or APE: KIN 325 (16 units)
	or AT: KIN 341 (16 units)

#### Upper-Division Specialization

##### Junior Year

<b>Fall Semester</b>	<b>Spring Semester</b>
KIN 330A	KIN 360
KIN 301	KIN 410
KIN 315	
GE UD (D1)	

##### Senior Year

<b>Fall Semester</b>	<b>Spring Semester</b>
KIN 305	GE UD (E)
KIN 350	KIN 460
GE UD (C3)	Nutrition

In addition to the upper-division specialization, choose one of the following options:

#### Physical Education

##### Junior Year

<b>Fall Semester (17 units)</b>	<b>Spring Semester (16 units)</b>
KIN 400	KIN 325
KIN 300 (2)	KIN 300 (1)
KIN 307	KIN 340/341
	KIN 320

##### Senior Year

<b>Fall Semester (15 units)</b>	<b>Spring Semester (14 units)</b>
KIN 300 (2)	KIN 300 (1)
KIN 404	KIN 430 (1)

##### Summer Session Options

KIN 307  
KIN 400  
KIN 410

#### Adapted Physical Education

##### Junior Year

<b>Fall Semester (15 units)</b>	<b>Spring Semester (16 units)</b>
KIN 426	KIN 430
KIN 430C (1)	KIN 340/341
	Elective

##### Senior Year

<b>Fall Semester (17 units)</b>	<b>Spring Semester (16 units)</b>
EDSP 430	KIN 430C (1)
KIN 425	Elective
KIN 430C (1)	Elective

#### Athletic Training

##### Junior Year

<b>Fall Semester (14 units)</b>	<b>Spring Semester (16 units)</b>
KIN 340	KIN 441
	KIN 444
	KIN 445
	KIN 430E (3)

##### Senior Year

<b>Fall Semester (17 units)</b>	<b>Spring Semester (16 units)</b>
NURS 473	KIN 430E (3)
Elective	KIN 443

##### Summer Session Options

KIN 410

#### Major Concentrations

Choose one of the required concentrations below to complete the major:

- I. Adapted Physical Education Concentration (26)
- II. Physical Education Concentration (26)
- III. Exercise Science Concentration (24-26)
- IV. Athletic Training Concentration (25)
- V. Interdisciplinary Concentration (24)

**Total units in a concentration ..... 24-26**

**Total units in the major ..... 50-52**

Specific content of concentrations is detailed below.

#### Specific Content of Concentrations

Several options are available to a student advancing toward a specific goal in the degree program. A student may select a pattern of courses in any one of the following concentrations.

#### I. Adapted Physical Education Concentration

After completing the bachelor's degree, students may pursue career opportunities in private or public agencies. In combination with the physical education concentration (Single Subject Credential), a student may meet the requirements for the specialist credential in adapted physical education.

EDSP 430	Special Education for Teachers	4
KIN 340/341	Athletic Injuries/Emergency Response	3
KIN 300	Aquatics	1
KIN 325	Adapted PE-I: Basic Concepts and Special Populations	3
KIN 400	Elementary School Physical Education	3
KIN 425	Seminar in Adapted PE	3
KIN 426	Adapted PE-II: Assessment and Programming	3
KIN 430C	Field Experience in Adapted PE	(min.) 3

Additional approved elective ..... 3

**Total units in the concentration ..... 26**

**Total units in the B.S. .... 52**

#### II. Physical Education Concentration

The Kinesiology Department offers a Subject Matter Program in Physical Education. Students who are interested in teaching physical education and coaching in the schools may select this option. Completion of the program certifies the subject matter competence required for entry into a teaching credential program in physical education and exempts the student from taking the Praxis II Subject Assessment Examination. Kinesiology majors interested in seeking a general elementary credential may demonstrate subject matter competence by passing the Praxis II Multiple Subject Assessment for Teachers. For further information, contact the department office.

KIN 300	Analysis of Motor Performance:	
	Aquatics	1
	Skills and Fitness Performance	1
	Dance and Rhythms	1
	Educational Gymnastics	1
	Racquet Sports	1
	Team Sports	1
	Contemporary Activities	1
	Combatives KIN 101	1
KIN 307	Computer Applications in Physical Education	3
KIN 320	Curriculum, Pedagogy and Assessment	3
KIN 325	Adapted Physical Education I:	
	Basic Concepts and Special Populations	3
KIN 341	Athletic Injuries: Basic Studies	3
KIN 400	Elementary School Physical Education	3
KIN 404	Theory of Coaching	2
KIN 430	Field Experience	1

**Total units in the concentration ..... 26**

**Total units in the major ..... 52**

For information on credentials and professional education requirements, please see the Education section in this catalog, which describe programs in education, and also the University's special bulletin on *Programs in Teacher Education*.

#### Integrated Degree and Credential Program

Students in their freshmen year who are interested in becoming public school physical education teachers can enroll in a program of study that integrates a B.S. in Kinesiology with a concentration in Physical Education, with the requirements necessary to obtain a teaching credential. This plan of study merges the degree and credential courses, subsequently exposing students to public school teaching experiences from their freshmen through senior years. In addition, if students follow the designed advising plan, they have the potential of completing their course of study in less time than if the degree and credential programs were taken back to back. This program may necessitate students taking one or two summer school sessions.

##### Freshman Year

<b>Fall Semester (16 units)</b>	<b>Spring Semester (16 units)</b>
CHEM 105 (B1) (4)	POLS 200 (D4) (3)
ENGL 101 (A2) (3)	GE (D2) (3)
Foreign Language (C4) (3)	PHIL 101 or 102 (A3) (3)
(if needed)	BIOL 115 w/out lab (B2) (3)
MATH 165 (B2) (4)	KIN 101 (1)
KIN 120 (2)	GE (C3) (3)

#### Sophomore Year

<b>Fall Semester (17 units)</b>	<b>Spring Semester (15 units)</b>
BIOL 220 (B3) (4)	KIN 300 (2)
KIN 300 (1)	KIN 315 (3)
KIN 320 (3)	KIN 341 (3)
GE (A1, C2, D3) (9)	BIOL 224 (B3) (4)
Have taken CBEST	GE (C3, D5) (3)
Apply to Single-Subject Credential Program	

#### Summer Session 9 units

EDUC 417 (3)  
Foreign Language (if needed) (3)  
KIN 307 (3)

##### Junior Year

<b>Fall Semester (18 units)</b>	<b>Spring Semester (16 units)</b>
KIN 301 (4)	KIN 300 (2)
KIN 300 (1)	KIN 325 (3)
KIN 350 (4)	KIN 360 (4)
KIN 410 (3)	Nutrition (3)
GE (C1, E) (6)	EDSS 442 (4)

#### Summer Session 6 units

KIN 400 (3)  
EDSS 418 (3)

##### Senior Year

<b>Fall Semester (18 units)</b>	<b>Spring Semester (17 units)</b>
KIN 300 (1)	EDSS 458 (12)
KIN 305 (4)	EDSS 459 (3)
KIN 460 (3)	KIN 404 (2)
EDSS 443A (1)	
EDSS 443B (2)	
EDSS 444 (3)	
EDSS 446 (4)	

#### III. Exercise Science Concentration

Students who have an interest in adult fitness, biomechanics, exercise physiology, and pre-physical therapy may select this concentration. It contains lower-division and upper-division courses beyond the core required of all majors and a set of courses specific to the subspecialty within the concentration.

#### Lower-Division Exercise Science Core

CHEM 105AB Elementary General/Organic Chemistry\* or  
CHEM 115AB/116AB General Chemistry\* ..... 8\*\*  
PHYS 209/210 General Physics\* ..... 4\*\*

#### Upper-Division Exercise Science Core

KIN 340/341 Athletic Injuries or Emergency Response ..... 3  
KIN 430/495 Field Experience/Special Studies ..... 3

**Total in the exercise science core ..... 18**

\* GE courses.

\*\* Students planning to enter a master's degree program in physical therapy may need to take additional units or courses to satisfy admission requirements to the programs. Check with the academic schools to which you plan to apply for specific requirements.

### Areas of Emphasis in Exercise Science

Choose one of the following areas of emphasis to complete the exercise science concentration:

#### Adult Fitness Management

##### Biodynamics

##### Pre-Physical Therapy

Specific content of areas of emphasis is detailed below.

#### Adult Fitness Management Emphasis

BUS 219	Introduction to Computer Applications in Management or	
BUS 230A	Principles of Accounting	3
BIOL 318	Biology of Aging*	
<b>Total units in the concentration</b>		<b>24</b>
<b>Total units in the major</b>		<b>50</b>

#### Pre-Physical Therapy Option

PSY 425	Abnormal Behavior	4
BIOL	elective related to physical therapy	4
<b>Total units in the concentration</b>		<b>26</b>
<b>Total units in the major</b>		<b>52</b>

#### Biodynamics Emphasis (choose one sequence below)

##### Biomechanics Sequence:

MATH 161	Calculus	4*
KIN 300	Analysis of Motor Performance	2

##### Exercise Physiology Sequence:

CHEM 340	Biochemistry	3
BIOL/GERN		3

**Total units in the concentration** ..... 24

**Total units in the major** ..... 52

\* GE courses

### IV. Athletic Training Concentration

Designed to prepare a student for the prevention, management and rehabilitation of injuries/illnesses to athletes at all levels of competition. This program meets all the National Athletic Trainer's Association Internship Route academic course work requirements and 350 hours of the 1,500 hours of field work necessary to become a certified athletic trainer.

NURS 473	Health Education and Drug Abuse	3
KIN 340	Emergency Response	3
KIN 341	Athletic Injuries: Basic Studies	3
KIN 430E	Field Experience in Athletic Training	6
(Min. 350 hours; <b>note:</b> 1,500 hours required for NATA certification.)		
KIN 441	Athletic Injuries: Advanced Studies	3
KIN 443	Therapeutic Modalities and Rehabilitation Techniques	3
KIN 444	Prevention, Evaluation, Disposition of Athletic Injuries	2
KIN 445	Organization and Administration of an Athletic Training Program	2

**Total units in the concentration** ..... 25

**Total units in the major** ..... 50

### V. Interdisciplinary Concentration

In consultation with their advisors, students design a concentrated course of study or special emphasis track in preparation for a career goal. Areas of emphasis may include sport psychology, sports communication, sport art, sports management, community recreation and others.

Students, in consultation with their advisors, shall select a minimum of 24 units to complete the program requirements. Courses in kinesiology and those offered by other departments are appropriate and may be applied to this track. A minimum of 3 units, and not more than 6 units, in Field Experience (KIN 430) and/or Special Studies (KIN 495) must be taken. The proposed study list must be signed by the student and advisor and submitted to the department chair for approval. A copy of the signed, approved study list is placed in the student's advising folder.

**Total units in the concentration** ..... 24

**Total units in the major** ..... 50

### Minor in Kinesiology

Students majoring in other disciplines may complete a minor in kinesiology to further their career goals. The minor requires a minimum of 22 units and includes a core of 12 to 13 units (required of all students) and a minimum of 9 to 10 units of electives. The minor in kinesiology may be desirable for credential candidates pursuing a second teaching area or a career in coaching, for management students entering sport/fitness businesses, for environmentalists involved in outdoor recreation programs, for students in performing arts desiring a physical education/dance background. Students pursuing a kinesiology minor must consult with a departmental advisor for program requirements.

#### Minor Core Requirements

KIN 330A	Measurement and Evaluation	1
Choose one course from the following:		
KIN 301	History and Philosophy of Human Movement (4) or	
KIN 315	Sociology of Sport (3) or	
KIN 410	Lifespan Motor Development	3

Choose two courses from the following:

KIN 305	Psychological Bases of Human Movement (4)	
KIN 350	Biomechanics (4)	
KIN 360	Physiology of Exercise (4)	8

**Total units in the minor core** ..... 12-13

#### Minor Options

These courses are to be determined with and approved by a departmental advisor. They must be in kinesiology and may include a maximum of 3 units of field work and/or special studies.

**Total units in the minor option** ..... 9-10

**Total units in the minor** ..... 22

### Master of Arts in Kinesiology

The goal of the Master of Arts degree program is to provide increased understanding of the body of knowledge in kinesiology that is based on the biological, sociological, biomechanical, and psychological influences on human performance. For additional information, please see the department's web site.

#### M.A. Core Requirements

KIN 500	Introduction to Research	3
KIN 505	Sem: Psychological Bases of Human Movement	3
KIN 550	Seminar in Biomechanics	3
KIN 560	Advanced Physiology of Exercise	3
KIN 590	Graduate Seminar	3
KIN 599	Thesis/Project	3

**Total units in the M.A. core** ..... 18

#### M.A. Electives

In consultation with an advisor, select an additional 12-unit study plan. As an example of a study plan, a student who wishes to pursue the adult fitness program will select electives from the following list:

BIOL 380	Nutrition (4)	
SOCI 319	Gerontology (4)	
BUS 342	Training and Development (3)	
GERN 408	Transitions in Adult Development (4)	
KIN 410	Life Span Motor Development (3)	
KIN 595	Special Studies (3)	

Other plans may be established in consultation with the department graduate coordinator and the thesis advisor.

**Total units in M.A. electives** ..... 12

**Total units in the M.A. degree** ..... 30

The Department of Kinesiology offers the M.A. in kinesiology via the thesis or project option, requiring an original investigative thesis or an equivalent project.

#### Admission Procedures

Students must apply to the University through the Office of Admissions and Records, and must complete a separate application to the Kinesiology Department. Students may be admitted as conditionally classified or classified graduate students. The procedures for each are as follows:

#### Conditionally Classified Graduate

Application for students interested in pursuing a master's degree in kinesiology will be forwarded to the department for consideration. The student must submit, along with the application to the Office of Admissions, transcripts of all college work. These should show a bachelor's degree or its equivalent and a grade point average of at least 3.00 for the last 60 units of work attempted. Students who have degrees in other areas of study must make up deficiencies in undergraduate areas: descriptive statistics, biomechanics, psychological basis of human movement, physiology of exercise. Only one (up to 4 units) of these courses may be counted toward the M.A. degree. Completion of WEPT required.

#### Classified Graduate

Classified graduate students are those who have completed all admission requirements and undergraduate course work and have been admitted to the University and the master's degree program in the Department of Kinesiology.

Application to the department must include two letters of recommendation from individuals familiar with the applicant's academic work and a detailed personal statement indicating the applicant's academic and professional interests and goals.

Please see the Degree Requirements section in this catalog for post-baccalaureate degree requirements.

The graduate coordinator serves as advisor to all conditionally classified graduate students until the students select a major advisor and advance to classified graduate status.

#### Advancement to Candidacy for the M.A. Degree

The Advancement to Candidacy form (GS01) describes the culminating project and verifies that the student has met the Writing Proficiency Requirement. This form must be approved by all members of the student's project committee and the department graduate coordinator before being forwarded to the Associate Vice President for Academic Programs. At completion of all coursework and the culminating project, the GS02 form is approved by the department and forwarded to the Associate Vice President for final review and approval prior to granting of the M.A. degree.

### Kinesiology Courses (KIN)

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

#### 101 Physical Education Activities (1)

Fall, Spring

**Activities classes.** Classes are conducted in the following activities: aquatics (swimming, physical conditioning swimming, water polo and scuba). Individual sports (adapted activities, martial arts, tennis). Fitness (aerobics, conditioning, pilates, jogging/running and weight training). Dance (recreational, yoga). Outdoor activities. Team sports (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 once for credit. Cr/NC only.

#### 120 Motor Skill Development in Public Schools (2)

Fall

Prepares students to teach motor skills to school-aged children. Topics including motor development, motor learning and instructional design as related to motor skill acquisition are introduced. Students task analyze a variety of motor activities, plan developmentally appropriate lessons, and teach peer and public school-aged children in local schools.

**230 Introduction to Field Experience (1-2)**  
Fall, Spring

Provides lower-division students an opportunity to sample work experiences in a variety of settings in physical education, adapted physical education, 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.

**300 Analysis of Motor Performance (1)**

Fall: Team Sports, Racquet Sports, Educational Gymnastics, Skills and Fitness for Motor Performance  
Spring: Aquatics, Dance and Rhythms, Contemporary Activities

Lecture, activity laboratory. A series of 1-unit courses. Each course is designed to provide students with an understanding of the mechanics of the neuromuscular skills and functional application of the activities presented within the course. In addition, students will be involved in task analyzing and teaching skills/activities contained within each course.

**301 History and Philosophy of Human Movement (4) / Fall, Spring**

An introduction to significant historical and philosophical considerations in the development of human movement. Contemporary philosophical issues as well as active physical participation with an experiential emphasis will be studied. Prerequisite: ENGL 101, upper-division standing and consent of instructor for nonkinesiology majors.

**305 Psychological Bases of Human Movement (4)**  
Fall, Spring

Introduction to psychological factors influencing learning and performing motor skills and the psycho-social influences of sport, exercise and physical activity on the developing individual. Emphasis will be on the application of current motor learning, sport and exercise psychology theories on such topics as learning, motivation, goal setting, stress, anxiety, group dynamics, leadership, moral development, and exercise adherence.

**307 Computer Applications in Physical Education (3) / Fall, Spring**

Provides students with information on, training in, and experiences with various information technology methods and applications related to Physical Education. Two hours of lecture and two hours of laboratory activity per week. Prerequisites: Consent of instructor.

**311 Selected Topics (1-4)**

Selected upper-division courses that are taught on a one-time basis.

**315 Sociology of Sport (3) / Fall, Spring**

Examines and utilizes basic sociological concepts and demonstrates their manifestations in the teaching of physical education and sports. Prerequisite: ENGL 101. Priority given to Kinesiology majors.

**320 Curriculum, Pedagogy and Assessment (3)**  
Fall, Spring

This course is designed to explore different styles of teaching, management strategies, and assessment techniques used in physical education. Effective teaching characteristics will be discussed and opportunities given for students to put these into practice. Prerequisite: KIN 300 (3 courses) or consent of instructor.

**325 Adapted Physical Education I: Basic Concepts and Special Populations (3) / Fall, Spring**

An introduction to adapted physical education—common definitions, scope and basic concepts; a study of selected disabilities, with a primary focus on identification, etiology and implications for physical education. Course includes 18 hours of practical experience in the field.

**330A Measurement and Evaluation (1)**  
Fall, Spring

A survey of descriptive statistics. Includes measures of central tendency, variability, scale scores, correlation and graphing with applications in kinesiology. Meets first half of the semester. Required for all kinesiology majors. Prerequisite: GE math.

**340 Emergency Response (3) / Fall**

Study of the principles and practical applications of advanced first aid techniques required to provide the initial emergency care necessary to sustain life and to maintain life support until the victims of accidents or sudden illness are cared for by qualified medical personnel.

**341 Athletic Injuries: Basic Studies (3) / Fall, Spring**

Lecture, laboratory. Designed to show students the proper methods of recognition, evaluation, and treatment of athletic injuries to the upper and lower extremities. Comprehension of anatomy, mechanism-of-injury, and pathology are stressed. Fee of \$10 required for this course. Prerequisite: BIOL 220.

**350 Biomechanics (4) / Fall, Spring**

Lecture, laboratory. Presents the quantitative and qualitative analysis of human movement and the anatomic concepts needed for understanding human movement in relation to mechanical effects such as application of force in relation to center of mass, displacement, velocity, acceleration of bodies, and buoyancy. Emphasis is on understanding and application of principles to any movement pattern. Prerequisites: BIOL 220 and GE math.

**360 Physiology of Exercise (4) / Fall, Spring**

Lecture, laboratory. Study of the acute and chronic effects of human activity and exercise. Laboratory and field experiences in selected areas, including exercise metabolism, skeletal muscle and cardiopulmonary physiology, body composition estimation, and nutrition as they pertain to clinical, fitness, and sports settings. Prerequisites: GE math; BIOL 115 and BIOL 224.

**371-377 Varsity Intercollegiate Sports for Men (2)**  
Fall, Spring

Activities include: soccer, tennis, basketball, and baseball. May be repeated for credit.

**381-387 Varsity Intercollegiate Sports for Women (2)**  
Fall, Spring

Activities include: cross country, track and field, soccer, volleyball, tennis, basketball, and softball. May be repeated for credit.

**400 Elementary School Physical Education (3)**  
Fall, Spring, Summer

An introduction to and practice in applying the concepts and principles of developmentally appropriate physical education for children. Prerequisite: upper-division majors in kinesiology or multiple-subject credential candidates or consent of instructor.

**404 Theory of Coaching (2) / Fall, Spring**

A survey of issues encountered by coaches in all sports. Topics will include, but not be limited to communication with players, colleagues and administration, ethical issues and responsibilities, coaching philosophies, relations with media and community, time management, coach and athlete motivation, mental training skills, and equipment and facilities management. Upper-division standing.

**410 Lifespan Motor Development (3)**  
Fall, Spring, Summer

Survey of the development of perceptual-motor function from birth through aging, with emphasis on gross motor performance.

**425 Seminar in Adapted Physical Education (3)**  
Fall, Odd years

Exploration and discussion of current research and professional issues in the field of adapted physical activity. Prerequisite: KIN 325 or equivalent. Corequisite: 1 unit KIN 430C.

**426 Adapted Physical Education II: Assessment and Programming (3) / Fall, even years**

Selection, administration, and interpretation of motor assessment instruments. Planning and developing appropriate activities and programs to meet individual needs in basic skills, movement exploration, dance, games, sports, aquatics, physical and motor fitness, and relaxation. Prerequisites: KIN 325, 330AB and 410 or consent of instructor. Corequisite: 1 unit KIN 430C.

**430A Field Experience in Physical Education (1-3)**  
Fall, Spring

Provides upper-division kinesiology majors experiences in coaching or teaching in public or private organizations. Course requirements include a work journal, development of a personal portfolio, and verification of completion by immediate supervisor. Prerequisites: completion of 10 units in physical education concentration related to specific field experience; C average in major and support courses.

**430C Field Experience in Adapted Physical Education (1-3) / Fall, Spring**

Provides upper-division kinesiology majors specializing in adapted physical education an opportunity to work with individuals with disabilities in school or other settings. Course requirements include a daily journal, development of a personal portfolio, and verification of completion by immediate supervisor. KIN 425 and 426 each require 1 unit of KIN 430C as a corequisite. Prerequisites: KIN 325; C average in major and support courses.

**430D Field Experience in Exercise Science (1-3)**

Provides qualified upper-division students an opportunity to gain experience in either applied exercise physiology, biomechanics, or physical therapy. Course requirements include the development of a personal portfolio, a log of completed hours, a daily journal describing experiences, 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.

**430E Field Experience in Athletic Training (1-4)**  
Fall, Spring

Provides qualified upper-division students an opportunity to gain experience with intercollegiate athletic programs in the practice of athletic training skills. Course requirements include: development of a personal portfolio, completion of internship hours with athletic programs, and completion of a list of delineated athletic training motor-skill competencies. Corequisites: KIN 341; C average in major and support courses.

**441 Athletic Injuries: Advanced Studies (3)**  
Spring, even years

Designed to show students the proper methods of recognition, evaluation and treatment of injuries of the head, trunk, and spine. Comprehension of anatomy, mechanism-of-injury, and pathology are stressed. Prerequisites: KIN 340 and 341.

**443 Therapeutic Modalities and Rehabilitation Techniques (3)**  
Spring, odd years

Lecture, laboratory. A study of the theoretical basis of therapeutic rehabilitation design and different techniques of therapeutic exercise, care, and manual treatment. The physics/mechanics and utilization of therapeutic modalities are also studied. Prerequisite: KIN 341.

**444 Prevention, Evaluation and Disposition of Athletic Injuries (2) / Spring, even years**

Lecture, laboratory. Students learn the HIPS technique of evaluating athletic injuries; the prevention of athletic injuries; the disposition of athletic injuries; medical record-keeping with regard to athletic injuries. Prerequisite: KIN 441.

**445 Organization and Administration of Athletic Training Programs (2)**  
Spring, even years

Designed to introduce and practice techniques and skills related to the organization and administration of an athletic training program. This course is also designed to allow students to understand professional responsibilities, and avenues of professional development of an entry-level certified athletic trainer.

**460 Conditioning for Performance and Health (3)**  
Fall, Spring

A review of methods for the conditioning of a broad range of people from exercising adults through competitive athletes. Emphasis during the first half of the semester will be on topics related to adult fitness, including cardiorespiratory fitness, resistive training, flexibility, weight management, and exercise for special populations. During the second half of the semester topics related to athletes will include endurance training, training for strength and power, nutritional considerations for athletes, and the use of various putative ergogenic aids. Prerequisite: KIN 360.

**495 Special Studies in Physical Education (1-4)**  
Fall, Spring

Includes completion of a project designed to meet a specialized advanced study need. The student should have prerequisite skills. The project should be planned and described in writing, in consultation with and with the consent of the faculty advisor. There are four areas of study: 495A Special Studies in Physical Education; 495C Special Studies in Adapted PE; 495D Special Studies in Exercise Science; and 495E Special Studies in Athletic Training.

### 497 Selected Topics in Kinesiology (1-4)

A single topic or set of related topics not ordinarily covered by the kinesiology major curriculum. May be repeated for credit with a different topic.

### Graduate Courses

#### 500 Introduction to Research (3) / Fall

Study of research methodology appropriate in kinesiology and related fields. Designing, conducting, and interpreting analytical, descriptive, experimental and qualitative research is included. The student is introduced to statistical analysis and interpretation of data and to computer applications in personal research. Prerequisites: KIN 330A or a course in descriptive statistics; an introductory course in computer science; and graduate standing.

#### 505 Seminar in Psychological Bases of Human Movement (3) / Fall, odd years

A critical review of current literature regarding the psychological factors involved in the learning and performing of motor skills, as well as the influence of sport, exercise and physical activity on the developing individual over the lifespan. Prerequisite: KIN 305 or equivalent.

#### 550 Seminar in Biomechanics (3) / Spring, odd years

This course covers application of biomechanical analysis techniques to current problems in biomechanics such as gait analysis, sports techniques, and properties of materials and equipment. Emphasis is on computerized video-analysis technique. Each student completes a selected biomechanical video analysis project. Prerequisite: KIN 350 or equivalent.

#### 560 Advanced Physiology of Exercise (3) / Fall, even years

Review of topics related to the physiological responses to exercise. Topics include exercise metabolism, muscle and cardiovascular responses, as well as the role of exercise in the prevention and treatment of coronary artery disease, and estimation of body composition. Additional topics selected from the following: ergogenic aids, exercise responses at environmental extremes, nutrition designed to improve performance, graded exercise testing, and immune response to exercise. Prerequisite: KIN 360 or equivalent.

#### 578 Project Continuation (1-3) / Fall, Spring

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

#### 590 Graduate Seminar (3) / Spring

Individual research topics in kinesiology will be explored. The first part of the semester will be devoted to developing scientific writing techniques and refining the purpose and scope of proposed research. Development of the thesis proposal, section by section, will follow. Emphasis will be placed on peer review and attainment of a high degree of writing proficiency. Students are expected to complete their thesis research proposals during this semester. Prerequisites: KIN 500 and two of the following: KIN 505, 550, 560.

#### 595 Special Studies (1-4) / Fall, Spring

Includes completion of a project to meet a highly specialized advanced study need. Project to be selected in conference with the faculty advisor and approved by the departmental Graduate Studies Committee. Prerequisites: consent of instructor and approval of departmental Graduate Studies Committee before the study is initiated.

### 599 Thesis Project (3) / Fall, Spring

The master's thesis is based on laboratory and library research, with focus on a project central to the student's concentration area. Prerequisites: KIN 590 and an authorized Advancement to Candidacy form.

# Latin American Studies

## Program offered Minor in Latin American Studies

**Advisors**  
Robert McNamara / Political Science Department, 707 664-2676  
Elizabeth Martinez / Foreign Languages, 707 664-3161

### Latin American Studies Minor

The minor in Latin American Studies offers a cross-disciplinary concentration on an important region of the world for students preparing for careers in or focusing on Latin America. Through a combination of courses in different disciplines, it provides a general background in Latin American culture, history, politics, economics, literature, social structures, and foreign relations. Although a foreign language is not required, the study of Spanish, Portuguese, or indigenous languages is highly recommended.

The minor consists of 20 semester units, which include courses in at least two different disciplines: at least one from category A, and not more than three courses from any one discipline. Classes used for general education may not be applied towards the minor. Students interested in the minor should contact Robert McNamara, Department of Political Science or Elizabeth Martinez, Department of Modern Languages and Literatures.

#### A. Regional Courses

GEOG 392 Latin America: Culture and Environment (3-4)  
HIST 339 Ancient and Colonial Latin America (4)

HIST 342 Modern Latin America (4)  
POLS 453 Politics of Latin American (4)  
SPAN 307 Introduction to Latin America (3)

#### B. Specialized Courses

ANTH 363 Communities in Mexico (3)  
ECON 403 Seminar in International Development (4)  
GEOG 318 Field Experience, Baja California (3)  
HIST 341 Central America (4)  
HIST 431 History of Cuba (3-4)  
HIST 433 History of Mexico (4)  
HIST 434 United States and Latin America (4)  
SPAN 497 Seminar in Latin American Literature (3)

#### C. Supporting Electives

Any courses focusing on Latin America in art, literature, philosophy, music, economics, Mexican American studies, Native American studies or liberal studies approved by the advisor for the minor in Latin American Studies.

**Total units for minor ..... 20**



# Liberal Studies

## Ukiah Resident Program

### Program offered

**Bachelor of Arts in Liberal Studies (Ukiah)**

#### School of Social Sciences

Stevenson Hall 2078  
707 664-2029

[www.sonoma.edu/socsci/ukiah.html](http://www.sonoma.edu/socsci/ukiah.html)

#### Program Coordinator

Sandra Harrison Feldman  
Stevenson Hall 2081  
707 664-2437

### Ukiah Resident Program

Sonoma State University offers an upper-division program in Ukiah leading to a Bachelor of Arts in Liberal Studies, with an emphasis on American studies. The program is under review for the purpose of adding an international studies emphasis. The Ukiah liberal studies program offers a wide variety of courses from the social sciences, humanities, and natural sciences, while providing a flexible major through which students may also take courses in other areas of interest.

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

Like more traditional liberal arts majors, the Ukiah liberal studies major is excellent preparation for students interested in a career in teaching, the legal profession, or business, as well as graduate work in the social sciences and the humanities.

The program has been rewritten and submitted to the California commission for teacher credential certification as a multiple subject teacher preparation program.

## Bachelor of Arts in Liberal Studies

### Requirements for the Major (all upper division)

Humanities (American multicultural studies, anthropology, English, history, philosophy) .....	16
Behavioral sciences (economics, geography, political science, psychology, sociology, women's and gender studies) .....	16
Natural sciences (astronomy, biology, chemistry, environmental studies, geology, physics) .....	6
Electives (drawn from above disciplines or in consultation with advisor) .....	12
<b>Total units in the major .....</b>	<b>50*</b>

\* Includes 9-unit upper-division GE requirement.

### Liberal Studies – Ukiah Admission Criteria

Courses are offered in Ukiah for resident credit to students who meet the following criteria:

1. Students must be residents of Mendocino County or Lake County.
2. Students must have completed 56 or more transferable units. (Sonoma State University accepts up to 70 transferable community college semester units of course credit.)

3. Students must have completed all 9 units required in General Education, Category A – Communication and Critical Thinking.
4. Students must have completed both the science laboratory requirement and the mathematics requirement in General Education, Category B – Natural Sciences and Mathematics.
5. Students must have been admitted to Sonoma State University and declared majors in liberal studies.

### Application to the Program

Students should follow the application procedures described in the application section of this catalog, being sure to list the major as liberal studies – Ukiah, and the major code as 49016. More information about the program may be obtained by calling the liberal studies – Ukiah program office, 707 664-2029.

### Sample Four-Semester Plan for Liberal Studies (Ukiah) Majors

This plan assumes the student:

1. has completed 66 transferable units, including all lower-division GE courses; and
2. is attending full time. Since fields, rather than courses, are required for the major, the plan shows how that student would complete course work in each of the required fields, as well as the elective units within the major.

#### Junior Year: 30 units

##### Fall Semester (15 units)

Natural Science (3)  
Humanities (3)  
Behavioral Science (3)  
Humanities (3)  
Behavioral Science (3)

##### Spring Semester (15 units)

Natural Science (3)  
Humanities (3)  
Behavioral Science (3)  
Humanities (3)  
Behavioral Science (3)

#### Senior Year: 24 units

##### Fall Semester (15 units)

Behavioral Science (3)  
Humanities (3)  
Behavioral Science (3)  
Humanities (3)  
Major Elective (3)

##### Spring Semester (9 units)

Major Elective (3)  
Major Elective (3)  
Major Elective (3)

**Total semester units      120**

# Linguistics

## Programs offered

### Minor in Linguistics

### Certificate in Teaching English as a Second Language

#### Program Office

Stevenson 2054  
707 664-2419

#### Linguistics Program Coordinator and Advisor

Richard J. Senghas, Anthropology/Linguistics Department

#### TESL Certificate Program Coordinator

Richard J. Senghas

#### Administrative Coordinator

Yvonne Thompson

#### Faculty

Richard J. Senghas

The fundamental concern of linguistics is with description and explanation of the interrelatedness of thinking and speaking. This concern takes many forms: among others, inquiry into the nature of language as speech, as knowledge, and as communication; inquiry into the history of languages and how languages change; inquiry into how language is acquired, and into the nature of language learning and teaching.

The linguistics minor offers grounding in general linguistic principles, together with the widest possible selection of elective courses. Through this study plan, students are able to develop interests in particular areas of linguistics as strong complements to majors in related disciplines.

In addition to a 20-unit linguistics minor, the linguistics program offers a 24-unit certificate program in Teaching English as a Second Language (TESL). The TESL certificate program provides training and study in applied linguistics with a specific purpose: the application of psycho-sociolinguistic principles and methods to the teaching of American English as a second/foreign language. For details concerning this course of study, see below, or the fact sheet available from the Linguistics program office and the Office of Admissions and Records. For details concerning admission to the program and application for certification, consult the TESL program coordinator.

The TESL course of study meets 24 of the 30 units required for alternatives in the fifth-year program in education (please see the Education section in this catalog) and combined with the LING 200 prerequisite, also fulfills the requirements for a linguistics minor. Interested persons should contact the TESL program coordinator and the coordinator of fifth year programs in education.

It is possible to develop an interdisciplinary major with a strong emphasis in linguistics (please see the Interdisciplinary section in this catalog). Interested persons should contact both the interdisciplinary studies program coordinator and the linguistics program coordinator.

Also, through the special emphasis in the anthropology major (please see the Anthropology section in this catalog), a student may create a course of study in linguistic anthropology that incorporates a number of the linguistics program courses.

## Minor in Linguistics

For a minor in linguistics, students must complete 20 units as follows:

### Minor Core Requirements

LING 200	Introduction to Linguistic Studies .....	3
LING 401	Phonological Analysis .....	3
LING 402	Grammatical Analysis .....	3

**Total units in the minor core .....** 9

### Minor Electives

Choose 11 units from other linguistics courses and/or linguistically oriented courses offered in other programs or departments. For an approved list of such courses, see the linguistics program coordinator.

**Total units in minor electives .....** 11

**Total units in the minor .....** 20

## Certificate in Teaching English as a Second Language

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

### Course Patterns in Teaching English as a Second Language Certificate Program

#### Fall Semester

LING 401	Phonological Analysis .....	3
LING 410	English Grammar and ESL .....	3
LING 441	Linguistics and Second Language Teaching .....	3
LING 460A	Curriculum Development in ESL/EFL .....	2
LING 499*	Internship in Applied Linguistics .....	1

**Total units in the fall semester .....** 12

#### Spring Semester

LING 402	Grammatical Analysis .....	3
LING 432	Language in Sociopolitical Context .....	3
LING 442	Teaching English as a Second Language .....	3
LING 460B	Curriculum Development in ESL/EFL .....	3
LING 499*	Internship in Applied Linguistics .....	1

**Total units in the spring semester .....** 13

\* Internship in applied linguistics to be taken one time only — either in fall or spring semester. Prerequisite: completion of, or concurrent enrollment in, LING 441 or 442.

## Linguistics Courses (LING)

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

**200 Introduction to Linguistic Studies (3)** / Fall, Spring  
The nature and structure of natural language; language and the mind; child language acquisition; role and function of language in the context of personal and group interactions and identities; language and other communication systems in culture and society; how language changes; using the skills and insights afforded by the scientific study of language. Satisfies GE, category D5 (Contemporary International Perspectives). Is prerequisite to the TESL program course of study.

**401 Phonological Analysis (3)** / Fall  
Introduction to articulatory phonetics; methods and practice in the analysis of sound systems, with attention given to American English. Prerequisite: LING 200 or consent of instructor.

**402 Grammatical Analysis (3)** / Spring  
Methods and practice in the analysis of word and sentence structure, with emphasis on non-Western European languages. Prerequisite: LING 401 or consent of instructor.

**403 Meaning, Context and Reference (3)**  
Spring, odd years  
Introduction to the linguistic approach to the study of meaning, including the ways in which meaning is determined by language use. Includes issues of semantics and pragmatics. Prerequisite: LING 200 or consent of instructor.

**410 English Grammar and ESL (3)** / Fall  
Exploration of, and suggestions for classroom teaching of, aspects of English structure that ESL/EFL students find particularly difficult. Emphasis is on such features of English as tense-aspect; modals; articles; measure words, collective nouns and quantifiers; phrasal verbs; non-referential IT/THERE; focus constructions; complementation; logical connectors. Prerequisite: LING 200 or consent of instructor.

**430 Language Acquisition and Communicative Development (3)** / Spring, even years  
Investigation of the processes underlying the acquisition of language in childhood and beyond including both first and second languages. Examination of various perceptual, cognitive, and social skills that interact with communicative development. Consideration of key questions concerning the nature of "stages" in development, the role of innate linguistic knowledge, and the role of experience in language acquisition. Prerequisite: LING 200.

**432 Language in Sociopolitical Context (3)** / Spring  
Focus on such topics as language attitudes, political power and linguistic equality, language and sociopolitical institutions, and language planning. Practical introduction to the insights offered by discourse analysis to the study of language varieties reflected in particular geographical regions, and by members of particular social classes/groups. Prerequisite: LING 200 or consent of instructor. Cross-listed as ANTH 383.

**441 Linguistics and Second Language Teaching (3)**  
Fall  
Application of linguistic, psychological, sociocultural, and sociopolitical aspects of second language acquisition to a range of contexts relating to second language teaching. Particular emphasis is on issues in communicative approaches to language teaching, and the implications of language diversity in the classroom. Prerequisite: LING 200.

**442 Teaching English as a Second Language (3)**  
Spring  
Application of (psycho-/socio) linguistic principles/methodology to teaching standard American English as a second language. Introduction to ESL teaching approaches/methods/techniques. Practice in preparation/evaluation of teaching materials. Observation of ESL classes at SSU and in the University's service area. Prerequisite: LING 441.

**460A Curriculum Development in ESL/EFL (2)** / Fall  
[formerly LING 405 and LING 490]  
This modular course (along with LING 460B, spring semester) covers curricular issues important to teaching English as a second or foreign language (ESL/EFL). The first five weeks of the course focus on relations between language and content in language classrooms (LING 441 recommended). The second five weeks of the course will cover the phonology of North American English and ways to teach pronunciation (Prerequisites: LING 200 and LING 441 or consent of the instructor). Students participating in both modules will earn 2 units of credit for LING 460A. Students who wish to enroll in only one module should consult with the program coordinator. LING 460A is not a prerequisite for LING 460B.

**460B Curriculum Development in ESL/EFL (3)** / Spring  
[formerly LING 411, LING 433, and LING 491]  
This modular course (along with LING 460A, fall semester) covers curricular issues important to teaching English as a second or foreign language (ESL/EFL). The first five weeks of the course focus on strategies for teaching reading and writing in order to help ESL/EFL students interact with text (prerequisite: LING 441 recommended). The second five weeks of the term focuses on classroom assessment and evaluation of the language proficiency and progress of ESL/EFL students (prerequisite: LING 441 or consent of instructor). During the final five weeks of the semester, emphasis is on developing awareness of cultural differences in communicative strategies and learning styles (LING 432 recommended). Students participating in all three modules earn three units for LING 460B. Students who wish to enroll in only one or two modules should consult with the program coordinator. LING 460A is not a prerequisite for LING 460B.

**495 Special Studies (1-4)** / Fall, Spring  
Students interested in Special Studies in linguistics must fill out a special studies application by the end of the first week of the semester. Prerequisite: LING 200 or an appropriate upper-division course in linguistics or another discipline; consent of supervising faculty member and approval of program coordinator.

**499 Internship in Applied Linguistics (1)** / Fall, Spring  
Practical experience entailing 50-60 hours for the semester in teaching English as a second language or in the development of ESL materials. Prerequisite or corequisite: LING 441 or 442. To be taken one time only.

**595 Special Studies (1-3)**  
Students interested in Special Studies in linguistics must complete a special studies application by the end of the first week of the semester. Prerequisite: graduate standing and consent of instructor.

## Supplementary English Language Courses (SELD)

Courses in Supplementary English Language are designed to enable Sonoma State University students for whom English is a second language to improve their proficiency in the English language, especially in the reading and writing skills required for success at the university. Admission to these courses is determined by ESL Placement Test scores. Courses in SELD prepare students for entrance into ENGL 101. Students will also be required to take the Written English Proficiency Test.

**100A Supplementary English Language Development (3)** / Fall, Spring  
Designed for international students and other nonnative speakers of English, this course emphasizes communication for academic purposes, and concentrates on expository writing, lecture comprehension, and analytical reading. Limited enrollment. Admission by ESL Placement Test only. Students taking this course may not register for more than 14 units of academic course work.

**100B Supplementary English Language (3)**  
Fall, Spring  
Designed for international students and other nonnative speakers of English, this course focuses on the development of academic discourse skills, with stress on strengthening proficiency in a range of oral and written American English styles. Limited enrollment. Admission by ESL Placement Test only.

# Mathematics

## Programs offered

**Bachelor of Arts in Mathematics**  
**Bachelor of Science in Mathematics**  
**Cooperative Master of Arts in Mathematics**  
 (with San Francisco State University)  
**Minor in Mathematics**  
**Preparation For Teaching**

## Department Office

Darwin Hall 128  
 phone: 707 664-2368  
 fax: 707 664-3535  
[www.sonoma.edu/math](http://www.sonoma.edu/math)

Mathematics is a rapidly growing discipline whose concepts and applications play an ever-increasing part in modern life. Mathematics has always been an essential tool in the physical sciences, and has more recently been applied extensively in such diverse areas as medical and biological research, environmental studies, management science, behavioral and social sciences, and, of course, computer science.

Our basic curriculum is designed to prepare students for employment as professional mathematicians in business, industry, government, and teaching, as well as to provide a sound background for continuation of study toward advanced degrees in mathematics, computer science, and related fields.

The B.A. program provides preparation for teaching, general application of mathematics, and graduate study in mathematics.

The B.S. degree program offers concentrations in applied mathematics, computer science and statistics. These programs prepare students for graduate study in mathematics and in a variety of other fields: computer science; statistical work in government and industry; biostatistics; actuarial work; and consultative problem solving in modern industry.

Degree Requirements	units
General education	51
Major	45-55
Electives	14-24
<b>Total units needed for graduation</b>	<b>120</b>

## Core Curriculum

MATH 161	Calculus I (3 units in GE)	4
MATH 211	Calculus II	4
MATH 220	Higher Mathematics: An Introduction	3
MATH 241	Calculus III: Differential Equations with Linear Algebra	4
MATH 261	Calculus IV: Multivariable Calculus	4
MATH 340	Real Analysis I	4
<b>Total units in core curriculum</b>		<b>23</b>

## Department Chair

Brian Jersky

## Administrative Coordinator

Marybeth Hull

## Faculty

William Barnier, Sam Brannen, Sharon Cabaniss, Jean Bee Chan, Norman Feldman, Benjamin Ford, Susan Herring, Brian Jersky, Rick Luttmann, Rick Marks, Elaine McDonald, Edith Mendez, Thomas Nelson, Sunil Tiwari

## B.A. Program (Pure Mathematics)

Core curriculum	23	
MATH 306	Number Theory or	
MATH 308	Geometry	3
MATH 320	Modern Algebra I	4
MATH 322	Linear Algebra	3
MATH 360	Complex Variables	3
MATH 418	Topology or	
MATH 420	Modern Algebra II or	
MATH 440	Real Analysis II	3

## Supporting Courses

MATH 180	Computing for Math/Science or	
CS 150	Intro to Programming (3 units in GE)	2-4
PHYS 114	Intro to Physics (3 units in GE)	4

**Total units in B.A. program 45-47**

## B.A. Program (Secondary Teaching)

This B.A. program satisfies state requirements for subject matter preparations in mathematics for the Single Subject Teaching Credential.

Core curriculum	23	
MATH 250	Probability and Statistics	3
MATH 306	Number Theory	3
MATH 308	College Geometry	3
MATH 310	History of Mathematics	3
MATH 316	or	
MATH 416	Graph Theory and Combinatorics	3
MATH 320	Modern Algebra I	4
MATH 345	Probability Theory or	
MATH 470	Mathematical Modeling	3
MATH 395	Community Involvement Program	2

## Supporting Courses

MATH 180	Computing for Math/Science	2
PHYS 114	Intro to Physics (3 units in GE)	4

**Total units in secondary teaching program 53**

**Note:** Students considering graduate school in mathematics are advised to choose MATH 322 as an additional course.

## B.S. Program (Applied Mathematics)

This B.S. concentration prepares students for employment in industry and graduate schools in scientific fields.

Core curriculum	23	
MATH 316	or	
MATH 416	Graph Theory and Combinatorics	3
MATH 322	Linear Algebra	3
MATH 331	Differential Equations II	3
MATH 345	Probability Theory	3
MATH 352	Numerical Analysis	3
MATH 360	Complex Variables or	
MATH 431	Partial Differential Equations	3
MATH 441	Operations Research	3
MATH 470	Mathematical Modeling	3

## Supporting Courses

MATH 180	Computing for Math/Science	2
PHYS 114	Intro to Physics (3 units in GE)	4

**Total units in applied mathematics program 53**

## B.S. Program (Computer Science Option)

This B.S. concentration prepares students for computer industry employment and graduate schools in computer-science-related fields. Students who are interested in the mathematical foundations of computer science generally opt for this major.

Core curriculum	23	
MATH 316	or	
MATH 416	Graph Theory and Combinatorics	3
MATH 322	Linear Algebra	3
MATH 345	Probability Theory	3
MATH 352	Numerical Analysis	3
CS 110	Unix	1
CS 115	Programming I	4
CS 215	Programming II	3
CS 315	Data Structures	3
CS 415	Algorithm Analysis (3) or	
CS 355	Database Management Systems Design (3)* or	
CS 375	Computer Graphics (3)* or	
CS 454	Theory of Computation*	3

\* Course may be substituted by arrangement with the math advisor.

## Supporting Course

PHYS 114	Intro to Physics	4
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**Total units in computer science option 53**

## B.S. Program (Statistics)

This B.S. concentration prepares students for employment in statistical or actuarial fields and for graduate study in statistics.

Core curriculum	23	
MATH 322	Linear Algebra	3
MATH 345	Probability Theory	3
MATH 365	Statistical Inference I	4
MATH 367	Statistical Consulting (2 units, twice)	4
MATH 441	Operations Research	3
MATH 465	Statistical Inference II	4
MATH 470	Mathematical Modeling	3

## Supporting Courses

MATH 181	Computing for Statistics	2
PHYS 114	Intro to Physics	4

**Total units in statistics 53**

## Sample Four-Year Program for Bachelor of Arts in Mathematics

### Freshman Year: 29 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (14 units)</b>
MATH 161 (GE) (4)	MATH 211 (4)
GE (3)	PHYS 114 (GE) (4)
ENGL 101 (3)	MATH 180 (2)
GE (3)	GE (3)
Freshman Seminar (2)	MATH 175 (elective) (1)

### Sophomore Year: 29 units

<b>Fall Semester (13 units)</b>	<b>Spring Semester (16 units)</b>
MATH 241 (4)	MATH 261 (4)
MATH 220 (3)	MATH 322 (3)
GE (3)	GE (3)
GE (3)	GE (3)
	GE (3)

### Junior Year: 32 units

<b>Fall Semester (16 units)</b>	<b>Spring Semester (16 units)</b>
MATH 308 or Elective (3)	MATH 340 (4)
MATH 320 (4)	Elective or MATH 306 (3)
GE (3)	GE (3)
GE (3)	UD GE (3)
UD GE (3)	GE (3)

### Senior Year: 30 units

<b>Fall Semester (16 units)</b>	<b>Spring Semester (14 units)</b>
MATH 418 or 440 or	MATH 360 (3)
Elective (3)	MATH 420 or Elective (3)
UD GE (3)	Elective (4)
Elective (3)	Elective (4)
Elective (3)	
Elective (4)	

**Total semester units: 120**

## Cooperative Master of Arts in Mathematics

The Department of Mathematics participates in a cooperative Master of Arts in Mathematics with San Francisco State University. Through this program, students who have been accepted into the master's degree program at San Francisco State may complete up to 12 units of course work in residence at Sonoma State University. Students interested in this cooperative program should contact the chair of the Mathematics Department for further information.

## Minor in Mathematics

Twenty units of mathematics are required. These must include MATH 161 (or its equivalent) and at least 6 units of upper-division mathematics courses, not including MATH 300, MATH 395, or MATH 399. Approval of the Mathematics Department should be obtained by the junior year in order to plan the minor properly.

## Actuarial Science Career Preparation

Students interested in a career in Actuarial Science can prepare to take the first two actuarial examinations by taking the following courses:

1. For Actuarial Exam 1: MATH 161, MATH 211, MATH 222, or MATH 241, MATH 261, MATH 345, and MATH 365.
2. For Actuarial Exam 2: ECON 201A, ECON 201B, ECON 304, MATH 303, ECON 305, and BUS 470.

## Preparation for Teaching Secondary

The B.A. program for secondary teaching is designed for students planning to teach mathematics in middle, junior high, and high schools. This program is fully accredited by the California Commission on Teacher Credentialing and satisfies the subject matter competence requirement for a Single Subject Teaching Credential. (An alternative route for demonstrating subject matter competence is passage of 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.

An Integrated Program for mathematics and a teaching credential is now available to freshmen. Students in this program take coursework in education along with mathematics and General Education throughout their undergraduate years, eventually graduating with both a B.A. and a teaching credential simultaneously. The Integrated Program requires formal application to SSU's Single Subject Program prior to the junior year.

A student interested in any of the secondary teaching options should consult the Mathematics Department's education advisor.

## Elementary

The Mathematics Department also offers course work for students planning to teach in elementary schools or preschools. The minimal college-level mathematics preparation recommended for elementary teachers is two courses: MATH 150 and MATH 300. Particular subject matter preparation programs for elementary teachers may have additional requirements or may offer the option of a mathematics concentration; consult advisors in these programs for further details.

## Supplementary

Students planning to earn either the Multiple Subject (elementary), Single Subject (secondary), or Special Education credential may further emphasize mathematics in their teaching preparation by completing course work leading to a supplementary authorization in mathematics. This addition to the credential qualifies the holder to teach in mathematics-only classes up through ninth-grade-level math. The supplementary authorization can also be combined with a mathematics minor. Interested students should consult the Mathematics Department's education advisor.

## Entry-Level Mathematics (ELM) Requirement

Unless exempted, the Entry-Level Mathematics Examination must be taken within the past two years before enrollment in any general education course or developmental mathematics course (MATH 35 or 45). The ELM results will place the student in the appropriate level of mathematics course. Note that if placement in the developmental mathematics sequence is necessary, satisfactory completion of MATH 45 is required for placement in MATH 103, 104, 105, 107, 111, 131,

141, 150, and 165. Please consult the *Schedule of Classes* or phone the Office of Testing Services for times and places of examination. The examination will be given in conjunction with the English Placement Test. For additional information, please see the Admissions section of this catalog.

## Grading Policy in the Mathematics Department

### Nonmajors

All mathematics courses except MATH 35, 45, 103, 104, 105, 107, 111, 131, 141, 150, 161, and 165 are available in the Cr/NC grading mode to non-mathematics majors.

### All Students

MATH 175, 295, 330, 395, and 499 are available only as Cr/NC.

### Mathematics Majors

A mathematics major must take all mathematics courses in the traditional grading mode, with the exceptions of courses offered only in the Cr/NC modes: MATH 107W, 161W, 175, 211W, 295, 330, 395, and 499, and any course taken as credit by challenge examination (please see more information on this in the Admissions section of this catalog). However, a maximum of 6 units total credit in MATH 330, 375, 395, and 499 may be applied toward any mathematics degree. Majors are advised to take PHIL 102 for the GE category A3 (Critical Thinking).

## Mathematics Courses (MATH)

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

### 35 Elementary Algebra (4) / Fall, Spring

Real numbers, linear equations and inequalities, quadratic equations, polynomial operations, radical and exponential expressions. Prerequisite: placement based on ELM examination taken within the past two years. Course credit is not applicable toward graduation.

### 45 Intermediate Algebra (4) / Fall, Spring

Linear, quadratic, radical, rational, exponential, and logarithmic functions and their graphs. 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.

### 103 Ethnomathematics (3) / Fall

This course examines the mathematics of many indigenous cultures, especially those of North and South America, Africa, and Oceania. It will examine the use of mathematics in commerce, land measure and surveying, games, kinship, measurement of time, navigation, data storage, and other topics. The mathematics involved includes number bases, probability, geometry, number theory, lattice theory, and many other topics of interest in modern mathematics. This class is recommended for liberal arts students who are interested in studying other cultures. Satisfies GE requirement for mathematics, category B4. Prerequisite: satisfaction of ELM requirement.

### 104 Introduction to Modern Mathematics (3) / Fall, Spring

A class designed to explore the beauty and relevance of mathematics. Topics may include puzzles, paradoxes and logic; axiomatic systems; biographies; infinity of the counting numbers and higher infinities; historical crises and breakthroughs in mathematics; and uncertainty. This class is recommended for liberal arts students. Satisfies GE requirement for mathematics, category B4. Prerequisite: satisfaction of ELM requirement.

### 105 Mathematics and Politics (3) / Spring

This course will explore mathematical achievements in the theory of politics. Topics may include: escalation, conflict, yes/no voting, political power, and social choice. This course has an enormous cultural content, while at the same time dealing with important mathematical ideas. This class is especially suitable for social science students. Satisfies GE requirement for mathematics, category B4. Prerequisite: satisfaction of ELM requirement.

### 107 Precalculus Mathematics (4) / Fall, Spring

Covers a brief review of college algebra; functional notation, composition and decomposition of functions, inverse functions; behavior of families of functions such as polynomial, rational, exponential, and logarithmic; trigonometric functions, equations, and identities; some mathematical modeling. Emphasis on problem solving. Satisfies the GE requirement for mathematics, category B4. Prerequisite: satisfaction of ELM requirement. CAN MATH 16.

### 107W Precalculus Workshop (2) / Fall, Spring

A workshop designed to be taken with MATH 107. Exploration of precalculus concepts through problem solving in a group setting. Cr/NC only. Corequisite: MATH 107.

### 111 Symmetry in the Sciences and Arts (3)

Exploration of the mathematical theory of symmetry in the plane and in space. The theory uses the idea that the set of rigid motions comprises an algebraic structure called a group, and that composing rigid motions correspond to performing an algebraic operation. The course emphasizes how the mathematical theory aids in understanding the causes and consequences of symmetry in natural and man-made objects. A central theme is the contribution of mathematics to other fields, such as architecture and decorative art; engineering of mechanical devices; music and dance; evolution and anatomy; crystallography; chemical bonding and atomic structure; philosophy; and mathematical proofs. Satisfies GE requirement for mathematics, category B4. Prerequisite: satisfaction of ELM requirement.

### 131 Introduction to Finite Mathematics (3) / Fall, Spring

A GE course designed to give students an understanding of finite mathematics applied in the modern world to social sciences, economic analysis, statistical analysis, and decision making. Topics include linear models, linear programming, financial mathematics, sets, combinatorics, probability, and statistics. Recommended for students with interests in the social sciences and management. Satisfies GE requirement for mathematics, category B4. Prerequisite: satisfaction of ELM requirement.

### 141 Studies in . . . (3) / Fall, Spring

Topics and approaches may vary. Please consult the current *Schedule of Classes* for details. Satisfies the GE requirement for mathematics, category B4. Prerequisite: satisfaction of ELM requirement.

### 142 Discrete Structures I (3) / Fall, Spring

A study of discrete structures that have applications in computer science. Topics will include logic, proofs, mathematical induction, set theory, relations, functions, directed graphs, and Boolean algebra. Throughout the course, applications to computer science, such as grammars and finite state machines, languages, and Karnaugh maps will be discussed. Prerequisites: MATH 107 or equivalent, or consent of instructor.

### 150 Geometry (3) / Fall, Spring

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 requirement for mathematics, category B4. Prerequisite: satisfaction of ELM requirement.

### 161 Calculus I (4) / Fall, Spring

Calculus I includes limits, continuity, derivatives including trigonometric functions, chain rule, curve sketching, extremum problems, implicit differentiation, related rates, Mean Value Theorem, introduction to integration, fundamental theorem of calculus, substitution, and applications. Satisfies the GE requirement for mathematics, category B4. Prerequisite: MATH 107 or consent of instructor. CAN MATH 18.

### 161W Calculus I Workshop (2) / Fall, Spring

A workshop designed to be taken with MATH 161. Exploration of first-semester calculus concepts through problem solving in a group setting. Cr/NC only. Corequisite: MATH 161.

### 165 Elementary Statistics (4) / Fall, Spring

This course is a computer-intensive introduction to elementary statistics. Topics include: elementary descriptive and inferential statistics and their application to the behavioral, natural, and social sciences, discrete probability theory, sampling, random variables, special distributions, central limit theorem, estimation, tests of hypothesis, analysis of variance, linear regression and correlation, and some nonparametric tests. Satisfies the GE requirement for mathematics, category B4. Prerequisite: satisfaction of ELM requirement. CAN STAT 2.

### 175 M\*A\*T\*H Colloquium (1) / Fall, Spring

A student taking this course will be required to attend presentations in the M\*A\*T\*H Colloquium series during the semester and, in addition, keep a journal. May be taken three times for credit. Cr/NC only. Prerequisite: consent of instructor.

### 180 Computing for Mathematics and Science (2) / Fall

This course utilizes a software system, such as Mathematica, to implement numerical, symbolic, and graphical computations useful in mathematics and science. It also introduces students to procedural programming in that system. Prerequisite: MATH 161 or consent of instructor.

### 181 Computing for Statistics (2) / Spring

Students will learn how to use high-level statistical software packages such as SAS or SPSS to perform statistical analysis, understand computer output, interpret statistical results and write their own programs. Prerequisite: MATH 265 or MATH 365, or concurrent enrollment; or consent of instructor.

### 185 Selected Topics in Mathematics (1-5) / Fall, Spring

Subject matter to be determined by instructor and may differ from semester to semester. This course may be repeated with different subject matter for up to 12 units. The course title will appear on the student's transcript. Prerequisite: consent of instructor.

### 200 Discrete Mathematics (3) / Spring

Designed for elementary and middle school teachers, this course is a study of discrete mathematics with emphasis on its use in other areas of mathematics and in real world problems. Topics include selections from logic, proof, coding and cryptography, set theory sequences, mathematical induction, combinatorics, graphs, and others as selected by the instructor.

**211 Calculus II (4) / Fall, Spring**

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'Hôpital's rules, improper integrals, series, and introduction to partial derivatives. Prerequisite: MATH 161 or consent of instructor. CAN MATH 20.

**211S Calculus II-S (2) / Fall, Spring**

First half of MATH 211. Prerequisites: MATH 161 or consent of instructor. Open only to students enrolled in programs that require MATH 211S.

**211W Calculus II Workshop (1) / Fall, Spring**

A workshop designed to be taken with MATH 211. Exploration of second semester calculus concepts through problem solving in a group setting. Cr/NC only. Corequisite: MATH 211.

**220 Higher Mathematics: An Introduction (3)**

Fall, Spring

This is a transitional course supplying background for students going from calculus to the more abstract upper-division mathematics courses. The principal aim of this course is to develop proficiency in reading and creating proofs. The following topics are included: elementary logic, methods of proof, set theory, relations and functions. Topics that may be covered include: algebras, homomorphisms, cardinality, Boolean algebra, the integers, limits and the real numbers. Transfer students are encouraged to take MATH 220 during their first semester here. Prerequisite: MATH 211 or equivalent, or consent of instructor.

**222 Elementary Applied Linear Algebra (3) / Fall**

A course in vector and matrix algebra applied to science and computing. Topics include systems of linear equations, determinants, Euclidean and general vector spaces, eigenvalues and eigenvectors, linear transformations. Prerequisite: MATH 107 or consent of instructor. CAN MATH 26.

**241 Calculus III: Differential Equations with Linear Algebra (3) / Fall, Spring**

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: MATH 211 or equivalent, or consent of instructor.

**250 Probability and Statistics (3) / Fall**

A study of elementary probability and statistics and their uses in real-world contexts. Topics include the binomial distribution, conditional probability, expected value, data collection and sampling, measures of location and variability, correlation and regression, estimation, and simple hypothesis testing. This course is designed for teachers and may not be substituted for MATH 165. Prerequisite: Any GE-level math course or consent of instructor.

**261 Calculus IV: Multivariable Calculus (4)**

Fall, Spring

Calculus IV includes partial derivatives, multiple integrals, alternative coordinate systems, vector functions and their derivatives, line integrals, Green's Theorem, Stoke's Theorem, Divergence Theorem. Prerequisite: MATH 241 or equivalent, or both PHYS 114 and MATH 211 or consent of instructor. CAN MATH 22.

**265 Intermediate Statistics (3) / Spring**

An in-depth examination of the application of statistical techniques to the real world. The course extends the concepts learned in MATH 165, and introduces new topics; it is suitable for students with an interest in applying statistics to their field of interest. Topics selected from: theory of estimation, ANOVA, multiple regression, principles of experimental design, sampling theory, time series analysis, and multivariate analysis. Prerequisite: MATH 165 or MATH 250 or instructor consent.

**295 Community Involvement Program (1-4)**

Fall, Spring

CIP involves students in basic community problems, performing such tasks as tutoring, coaching, and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. No more than 3 units of credit in CIP may be applied toward any mathematics degree. May be repeated for credit up to 6 units total. Cr/NC only.

**300 Elementary Number Systems and Applications (4) / Fall, Spring**

Designed for elementary and middle school teachers. Topics include problem-solving strategies, sets, numeration, structure of the real number system, arithmetic operations, number sense and estimation, discrete probability, and descriptive statistics. Emphasis is on reasoning, solving problems, communicating ideas, and interpreting mathematics in meaningful ways for adults and children. Prerequisite: MATH 100 or other GE math course or consent of instructor.

**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: MATH 161 or equivalent or consent of instructor.

**306 Number Theory (3) / Spring**

Mathematical induction, Euclidean algorithm, congruencies, fundamental theorem of arithmetic, perfect numbers, number theoretic functions, prime number theorem. Prerequisite: MATH 142 or MATH 200 or MATH 220 or consent of instructor.

**308 College Geometry (3) / Fall**

The Hilbert postulates, isometries in the Euclidean plane, non-Euclidean geometries, construction of geometries from fields. Prerequisites: MATH 220 and either MATH 222 or MATH 241 or consent of instructor. Any student who has not taken high school geometry is advised to take MATH 100 before MATH 308.

**310 History of Mathematics (3) / Spring**

Mathematics from ancient times to the present. The student learns how to solve problems of the past using only the tools of the past. Prerequisite: MATH 161 or consent of instructor.

**316 Graph Theory and Combinatorics (3) / Spring**

Set theory, counting techniques such as permutations, combinations, generating functions, partitions and recurrence relations, Polya's theorem, Hamiltonian and Eulerian properties of graphs, matchings, trees, coloring problems and planarity. Applications in many disciplines. Students may not earn credit for both MATH 316 and MATH 416. Prerequisite: MATH 142 or MATH 200 or MATH 220 or consent of instructor.

**320 Modern Algebra I (4) / Fall**

An introduction to the theory of groups, rings, and fields. Topics covered include permutation and cyclic groups, factor groups, ideals and factor rings, and isomorphism and homomorphism theory of groups and rings.

**322 Linear Algebra (3) / Spring**

Topics include linear programming and other applications using linear models, vector spaces, linear transformations, matrices, linear equations, determinants, and the Cayley-Hamilton theorem. Prerequisites: MATH 220 and either MATH 222 or MATH 241 or consent of instructor.

**330 Techniques of Problem Solving (2)**

Cultivates by experience and example the mental disciplines for generating creative solutions to challenging problems. The problems to be considered will be taken largely from recent examinations in the William Lowell Putnam Mathematical Competition, sponsored by the Mathematical Association of America. No more than 4 units of credit in this course may be applied toward any mathematics degree. May be taken four times for credit. Cr/NC only. Prerequisite: MATH 161 or consent of instructor.

**331 Differential Equations II (3) / Spring**

Picard's method and a discussion of the existence and uniqueness of solutions. General properties of solutions, including the Sturm separation theorem for second-order linear equations. Power series solutions for a regular singular point. Laplace transform. Linear systems of differential equations. Nonlinear differential equations and stability. Prerequisite: MATH 241 or consent of instructor.

**340 Real Analysis I (4) / Spring**

Topics include construction of the real numbers, topology of real numbers, metric spaces, continuity, the derivative, the Riemann integral, sequences and series, and sequences and series of functions. Prerequisites: MATH 220 and MATH 261, or consent of instructor.

**342 Discrete Structures II (3) / Fall, Spring**

A study of discrete structures that have applications in computer science. Topics will include combinatorics and counting, probability and statistics, matrices, recurrence relations, generating functions, and graph theory. Throughout the course, applications to computer science will be discussed. Prerequisite: consent of instructor, or MATH 211 and one of the following: MATH 142, MATH 200, or MATH 220.

**345 Probability Theory (3) / Fall**

Topics include probability spaces, discrete and continuous random variables, probability mass functions, probability density functions, cumulative distribution functions, Markov chains, queuing theory, moment generating functions, law of large numbers, and central limit theorem. Prerequisites: MATH 261 (may be taken concurrently) and MATH 220, or consent of instructor.

**352 Numerical Analysis (3) / Fall**

Selected numerical and iterative processes for solving equations. Topics include computer methods, finite differences, Lagrange interpolations. Introduction to the finite element method and the theory of spline functions. Prerequisites: MATH 241 (may take concurrently) and MATH 180 or CS 150 or competence in a high-level programming language, or consent of instructor.

**360 Introduction to Complex Variables (3)**

Spring 2003; Fall 2004

Topics will include the complex field, functions, limits, continuity, complex differentiation and the Cauchy-Riemann equations, complex integration, residues, conformal mappings. Prerequisite: MATH 220, or concurrent enrollment in MATH 261, or consent of instructor. MATH 241 and MATH 340 are recommended.

**365 Statistical Inference I (4) / Spring**

A course in mathematical statistics, concerned with developing the concepts of statistics by the use of calculus. Topics include: theory of sampling, problem of estimation, tests of significance, confidence limits, the t, F, and chi-square distributions. Prerequisite: MATH 345 or consent of instructor.

**367 Statistical Consulting (2) / Fall, Spring**

This course is a blend of theoretical and practical aspects of statistical consulting. Students learn how to consult with professionals in various fields, find creative statistical solutions to real-world problems and present results in oral and written form. Students also learn about library research and statistical software packages. This course may be repeated for a total of 4 units. Prerequisite: MATH 165 or MATH 250 or MATH 365 or consent of instructor.

**375 M\*A\*T'H Colloquium (1) / Fall, Spring**

Students will be required to attend presentations, keep a journal, and write a significant paper on one of the presentations. May be taken three times for credit. No more than 3 units may be applied to the upper-division major requirement. May not be taken concurrently with MATH 175. Prerequisites: consent of instructor and upper-division standing.

**395 Community Involvement Program (1-4)**

Fall, Spring

CIP involves students in the community performing such tasks as tutoring, coaching, and reading for the blind. Students receive 1 to 4 units, depending on the specific tasks performed. No more than 3 units of credit in CIP may be applied toward any mathematics degree. May be repeated for a total of 6 units. Cr/NC only.

**399 Practicum in Mathematics (1-4) / Fall, Spring**

Supervised unpaid instructional work experience in mathematics. May include tutoring, assisting with classroom activities, and leading supplementary course workshops. Thirty hours of contact time is required for each unit. Does not count for credit in the major or the minor, except for one unit in the Integrated Program. May be repeated for up to 4 units of credit. Prerequisite: requires previous or concurrent enrollment in an upper-division mathematics course and consent of instructor. Cr/NC only.

**416 Graph Theory and Combinatorics (3) / Spring**

Set theory, counting techniques such as permutations, combinations, generating functions, partitions and recurrence relations, Polya's theorem, Hamiltonian and Eulerian properties of graphs, matchings, trees, coloring problems and planarity. Applications in many disciplines. MATH 416 covers the same topics as MATH 316. Students taking MATH 416 will work advanced problems from these topics and do a special research project which requires a significant paper and an oral presentation. Students may not earn credit for both MATH 316 and MATH 416. Prerequisite: MATH 142 or MATH 200 or MATH 220 or consent of instructor.

**418 General Topology (3) / Fall, even years**

Topics include definition of a topology, closed sets, relativizations, base and subbases of a topology, compact topological spaces, separation axioms, normal spaces, regular spaces, metric spaces, continuous mappings, product spaces, function spaces. Prerequisite: MATH 340 or consent of instructor

**420 Modern Algebra II (3) / Spring, even years**

A continuation of MATH 320. Advanced topics in the theory of groups, rings, and fields. Coverage may include topics such as the direct product of groups, finite abelian groups, Sylow Theorems, unique factorization domains, field extensions, and Galois Theory.

**430 Linear Systems Theory (3) / Fall**

Correlation, convolution, Fourier, Laplace and z-transform, difference equations, fast Fourier transforms and state variable theory. Prerequisite: one semester of differential equations (such as MATH 241) or consent of instructor.

**431 Partial Differential Equations (3)**

Spring 2004; Fall 2005

A course in partial differential equations (PDEs). Topics include mathematical models in physics, theory and solution of quasi-linear first-order PDEs, second-order linear and nonlinear PDEs including applications. Fourier series, boundary-value problems, Fourier and Laplace transforms. Numerical methods and solutions. Prerequisite: MATH 241 or consent of instructor.

**440 Real Analysis II (3) / Fall, odd years**

A continuation of MATH 340. Topics include sequences and series of functions, Taylor series, Weierstrass approximation theorem, Fourier series and the Lebesgue integral. Prerequisite: MATH 340 or consent of instructor.

**441 Operations Research (3)**

Fall 2003; Spring 2005

A course in operations research and industrial problem solving. Topics include optimization, simplex algorithm for linear programming, queuing theory, game theory, PERT least time path analysis, mathematical modeling of industrial problems. Prerequisites: MATH 345 and either MATH 241 or MATH 222, or consent of instructor.

**465 Statistical Inference II (4) / Fall**

Topics will include: general linear hypothesis, linear and nonlinear regression, analysis of variance, design of experiments, multivariate analysis. Computer use will illustrate real world applications of the theory. Prerequisite: MATH 181 and MATH 365, or consent of instructor.

**470 Mathematical Models (3) / Fall**

The process of expressing scientific principles, experiments, and conjectures in mathematical terms. Topics include: gathering reliable data, exposing underlying assumptions, variables, and relationships. Choice of modeling levels. Testing and refining of models. Deterministic vs. stochastic models. Applications to biology, physics, chemistry, geology, social science, and environmental sciences. Prerequisite: MATH 211 or consent of instructor.

**485 Selected Topics in... (1-3)**

Subject matter and number of units to be determined by the instructor and may differ from semester to semester. Some of the possible areas of study are multivariable analysis, calculus of variations, convex geometry, differentiable manifolds, graph theory, Galois theory, algebraic topology, integral equations. This course may be repeated for up to 6 units. The course title will appear on the student's transcript. Prerequisite: consent of instructor.

**495 Special Studies (1-4) / Fall, Spring**

Prerequisites: a lower-division math course and consent of instructor.

**496 Proseminar in Mathematics (1-3)**

A mutual exploration of selected current issues in mathematics by members of the mathematics faculty and mathematics majors. Non-majors may enroll by permission of the instructors. Prerequisite: upper-division standing.

**499 Internship in Mathematics (1-3)**

Field experience in mathematics, computer science, or statistics. May be repeated for credit up to 3 units total. Cr/NC only. Prerequisite: prior arrangement with instructor.

**Graduate Courses****595 Special Studies in Mathematics (1-4)**

Subject matter and number of units to be determined by instructor and may differ from semester to semester. This course may be repeated with different subject matter for up to 12 units. The course title will appear on the student's transcript. Prerequisite: consent of instructor.

# Modern Languages and Literatures

**Programs offered**

**Bachelor of Arts in French**

**Bachelor of Arts in Spanish**

**Minor in French**

**Minor in German**

**Minor in Spanish**

**Courses in Foreign Literatures in English**

**Beginning and intermediate (and occasional advanced level) courses in German and occasional beginning level courses in Portuguese and Japanese**

**International Programs**

**Department Office**

Stevenson Hall 3016

707 664-2351

**Department Chair**

Elizabeth C. Martinez

**Administrative Coordinator**

Dolores Bainter

**Faculty**

\*Philip Beard / German,  
Global Studies

\*Francisco Gaona / Spanish,  
Historical Linguistics, Literature/Culture of Spain

Elizabeth Coonrod Martinez / Spanish,  
Latin American Literature/Culture/Research

Jorge Porras / Spanish,  
Theoretical Linguistics

Jeffrey Reeder / Spanish,  
Applied Linguistics, Portuguese

Christine Renaudin / French,  
18th and 20th Century French Literature/Culture/  
Francophone Studies

Suzanne Toczyski / French,  
17th and 18th Century French Literature/Culture/  
Francophone Studies

\*Faculty Early Retirement Program

The programs and courses of the Department of Modern Languages and Literatures make accessible to students the languages, literatures, and cultures of France, Germany and Central Europe, and Spain and Spanish America. We recognize the students' need for linguistic competency and cultural sensitivity in the multilingual, multicultural world in which they will live and work. Thus, language is taught as an integral part of its cultural context. Programs and courses are designed to complement academic work in many other fields.

The Department of Modern Languages and Literatures offers major and minor programs in French and Spanish, and a minor program in German. (Students interested in German should also consider the special major B.A. in global studies, Central Europe concentration.) Modern language courses are taught in the target language; functional control of all language skills (reading, writing, listening comprehension, and speaking) is a primary goal.

Through careful academic planning, study of modern languages can open a wide range of career options in such fields as international business, government service, domestic and international human services, travel, librarianship, translating and interpreting, journalism, and teaching. Modern languages major programs successfully prepare students for graduate study. The importance of early consultation with departmental advisors cannot be overstressed. It is the key to meaningful access to academic and career opportunities.

It is highly advisable that students combine a major or minor in 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 modern languages major programs facilitates planning of double ma-

jors and minors. In addition to majors and minors offered by other departments, interdisciplinary and career minor programs of special interest to modern languages students include the international studies minor and the minor in linguistics: teaching English as a second language.

**Secondary Teaching Credential Preparation**

The department's Spanish B.A. program is certified as a subject matter preparation program for a California teaching credential. Aspirants to a multiple subjects (elementary) credential or a single subject (secondary) credential may also demonstrate competence by passing the appropriate portions of the PRAXIS II: Subject Assessment Tests. For further information, please contact the credentials office, School of Education, 707 664-2581.

**International Programs**

Through the International Programs of the California State University, Sonoma State University students may spend an academic year in residence at a foreign university. Courses taken abroad through the International Programs count as residence units in all university programs, and can be integrated into an overall academic plan. For further information, contact the International Services Office, 707 664-2582.

**The Modern Languages Laboratories**

Sonoma State University students have weekday access to versatile audio equipment and an extensive collection of tapes and records of literature, poetry, and music in many languages. The laboratory provides students with opportunities for listening, responding, recording and playback, and for viewing videotapes made on any of the systems in

use throughout the world. A new 20-station computer laboratory offers students the chance to supplement their classroom work using the latest multimedia interactive language learning technology.

Work in the laboratories complements and enriches work in language classes. Students may also work independently, using self-teaching materials available in many of the less-taught languages.

### Placement in Modern Language Courses

Every effort is made to place students in courses at a level where they can continue to learn most satisfactorily. Thus, entering freshmen who have studied a modern language in high school will usually enroll in an appropriate course in the 100-299 sequence, and students transferring from colleges and other universities may maintain continuity of their studies. All students who have successfully completed advanced language study may enroll in upper-division courses (300-499).

The faculty of the Department of Modern Languages and Literatures will assist students in selecting the appropriate course level. The following schedule is recommended:

Students with this many years in high school language courses	Should enroll in courses in this level
Less than two years	101
Two years	102
Three years	201 or any other 200 course except 202
Four years	202 or any other 200 course except 201

Transfer students with college credit in a 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:

- The courses involved are lower division.
- The original study was accomplished three or more years prior to enrollment in the equivalent course at Sonoma State University.

Native speakers of French or Spanish are encouraged to consult department advisors concerning advanced placement in these programs.

### Course Challenges

Students may challenge courses, as provided in University procedures (please see 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.

### Foreign Language Courses (FL)

The Department of Modern Languages and Literatures regularly offers courses in foreign literatures, for which there is no modern language prerequisite. Classes are offered in the semesters indicated. Please see the *Schedule of Classes* for most current information and faculty teaching assignments.

### 195 Elementary Special Studies (1-4)

Directed, individual lower-division study in a modern language.

### 214 Introduction to World Literature (3)

Introduction to selected works of world literature from Asia, Africa, Europe, North America, Latin America and Mexico, and from the classic literatures of Greece and Rome. Background lectures on literature, literary genres, and the different cultural histories will be given. Basic techniques of reading, analysis, and composition will be emphasized. Satisfies GE, category C2 (World Literature). Prerequisite: ENGL 101.

### 314 Francophone Literature in English Translation (3)

Studies in French-speaking Caribbean, African, Near Eastern, Asian, and North American literatures in English translation. Topics may include non-western cultural and religious values, colonialism vs. emerging nationalisms, and the quest for identity, personal, cultural and national. Satisfies GE, category C2 (World Literature). Prerequisite: completion of GE category A.

### 495 Special Studies (1-4)

Directed and individual study on subject(s) of special interest. Students must prepare a proposal which is subject to the approval of the department chair.

## Bachelor of Arts in French

The purpose of the French major is to enable students to attain an advanced level of competency in speaking, listening, reading, and writing, and to provide them with a comprehensive knowledge of the historic and contemporary culture and institutions of France and the francophone world. The French language is studied not as an end in itself, but as a vehicle for students' broader and more informed participation in their chosen fields.

Degree Requirements	units
General education	51
Major requirements	30
General electives	39

**Total units needed for graduation** ..... 120

**Note:** Students should note the prerequisites for upper-division courses.

### Requirements for the Major

Complete the following 29 units:

FREN 202	Oral French	4
FREN 301	Advanced Comprehension and Expression	4
FREN 302	Advanced Comprehension and Expression	4
FREN 320	France Yesterday	3
FREN 321	France Today	3
FREN 410	French Literature	3
FREN 411	French Literature	3
FREN 415	Special Topics in French Culture	3
FREN 475	Senior Seminar	3

**Total units in the major** ..... 30

## 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 34 units and could easily accommodate a second major (depending on the selected double major, which might require one or two additional courses). Careful planning and early identification of a second major make this feasible. A variation would be to complete the junior or senior year in the CSU International Program, meeting all upper-division French requirements in a single year, and completing the second major in the other upper-division year at SSU.

### Freshman Year: 30 units

Fall Semester (14 units)	Spring Semester (16 units)
FREN 101 (4)	FREN 102 (4)
FREN 101L (1)	FREN 102L (1)
GE A2 (3)	GE C1 (3)
GE A3 (3)	GE B1 <sup>1</sup> (3)
GE B4 (3)	GE A1 (3)
	Elective or Minor (2)

### Sophomore Year: 30 units

Fall Semester (14 units)	Spring Semester (16 units)
FREN 201 <sup>2</sup> (4)	FREN 202 (4)
FREN 201L (1)	GE D3 <sup>5</sup> (3)
GE B3 <sup>3</sup> (3)	GE D4 <sup>5</sup> (3)
GE D2 <sup>3</sup> (3)	GE B2 (3)
GE C2 (3)	GE D5 <sup>4</sup> (3)

### Junior Year: 30 units

Fall Semester (16 units)	Spring Semester (14 units)
FREN 301 (4)	FREN 302 (4)
FREN 321 (3)	FREN 411 (3)
FREN 415 (3)	GE E1 (UD) (3)
GE D1 (UD) (3)	Elective or Minor (4)
Elective or Minor (3)	

### Senior Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
FREN 320 (C3) (UD) (3)	FREN 410 (3)
FREN 475 (3)	Elective or Minor (3)
Elective or Minor (3)	Elective or Minor (3)
Elective or Minor (3)	Elective or Minor (3)
Elective or Minor (3)	Elective or Minor (3)

**Total semester units:** 120

<sup>1</sup> One of B1 or B3 must have lab.

<sup>2</sup> Counts as C4.

<sup>3</sup> Important to take World History before upper-division French.

<sup>4</sup> 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.

<sup>5</sup> Advantage of taking D3 and D4 together: understanding the U.S. Constitution in connection with U.S. history.

## Minor in French

### Requirements for the Minor

The French minor presupposes 15 units or the equivalent of FREN 101, 102, 201, and lab courses 101L, 102L, and 201L. All or part of these may have been completed elsewhere. Also, the student who wishes to minor in French is required to take:

FREN 202	Oral French	4
FREN 301	Advanced Comprehension and Expression	4
FREN 302	Advanced Comprehension and Expression	4
and one of the following pair of courses:		6
FREN 320	France Yesterday (3) and	
FREN 410	French Literature (3); or	
FREN 320	France Yesterday (3) and	
FREN 321	France Today (3); or	
FREN 321	France Today (3) and	
FREN 411	French Literature (3)	
<b>Total units in the minor</b>		<b>18</b>

## French Courses (FREN)

Classes are offered in the semesters indicated. Please see the *Schedule of Classes* for most current information and faculty teaching assignments. **Note:** Unless stated otherwise, courses are conducted in French.

### 101 First Semester French (4) / Fall

Assumes no prior experience in French. Moves from simple, everyday greetings to basic vocabulary and phrases describing people, places, clothing, food, travel, studies, sports, and professions. Competency-based testing of listening, speaking, reading, writing, and cultural skills. Requires concurrent enrollment in FREN 101L.

### 101L Language Laboratory (1) / Fall

A minimum of two academic hours (100 minutes) weekly of practice sessions in the language laboratory. Cr/NC only. Must be taken concurrently with FREN 101.

### 102 Second Semester French (4) / Spring

Students progress through increasingly complex sentence structures. Listening and speaking competence tested at intermediate-low levels; reading and writing at intermediate-mid levels. (Testing includes cultural knowledge.) Requires concurrent enrollment in FREN 102L. Prerequisite: FREN 101 or by examination.

### 102L Language Laboratory (1) / Spring

A minimum of two academic hours (100 minutes) weekly of practice sessions in the language laboratory. Cr/NC only. Must be taken concurrently with FREN 102.

### 201 Third Semester French (4) / Fall

Completes the lower-division cycle, followed by a variety of reading materials and an introduction to cultural materials intended to enable the student to pursue his or her interests independently. Testing (includes cultural knowledge) of speaking and listening skills at the intermediate-mid levels, reading and writing at the intermediate-high levels. Requires concurrent enrollment in lab, FREN 201L. Prerequisite: FREN 102 or by examination.

### 201L Language Laboratory (1) / Fall

A minimum of two academic hours (100 minutes) weekly in practice sessions in the language laboratory. Cr/NC only. Must be taken concurrently with FREN 201.

**202 Oral French (4) / Spring**

Required of majors. Extensive use of oral group activities, use of periodicals and listening comprehension through video, film, tapes. Practical work in phonetics and intonation. Speaking and listening competence at advanced-low level. Prerequisite: FREN 201 or by examination.

**301 Advanced Comprehension and Expression (4) / Fall**

Study of advanced aspects of French grammar and stylistics, with a focus on introducing students to literary analysis of short stories and poetry. Oral and written presentations. Prerequisites: FREN 201 or equivalent, and FREN 202.

**302 Advanced Comprehension and Expression (4) / Spring**

More advanced aspects of French grammar and stylistics, with a focus on introducing students to literary analysis of theatre and the novel. Oral and written presentations. Prerequisites: FREN 301.

**320 France Yesterday (3) / Fall, alternate years**

French civilization: history, social and political institutions, and the arts, as revealed in written documents and visual media (architecture, painting, graphics, etc.), from the medieval period to the Revolution. Readings, discussion, and oral and written reports in French. Prerequisite: FREN 301 or 302, or equivalent (may be taken concurrently).

**321 France Today (3) / Fall, alternate years**

French civilization: history, social and political institutions, and the arts, as revealed in written documents and visual media, Revolution to present. Readings, discussion, and oral and written reports. Prerequisite: French 301 or 302 (may be taken concurrently).

**410 French Literature (3) / Spring, alternate years**

Readings in theatre, prose and poetry representing major writers and movements from the Middle Ages, the Renaissance, Classical and the pre-Romantic periods. May be organized around themes or genres or by aesthetic movements. Readings, discussion, and oral and written reports in French. Prerequisite: FREN 320.

**411 French Literature (3) / Spring, alternate years**

Readings in theatre, prose, and poetry from major writers and movements from the 19th through 20th century. May be organized around themes or genres or by aesthetic movements. Readings, discussion, and oral and written reports in French. May be repeated for credit when content is different. Prerequisite: FREN 321.

**415 Special Topics in French Culture (3) / Fall, alternate years**

Topics vary according to current interests and issues, e.g., the Francophone world, the French film, French feminism and French theatre and society. Readings, discussions, and oral and written reports. May be repeated for credit when topics change. Prerequisite: FREN 320 or 321 (may be taken concurrently).

**475 Senior Seminar (3) / Fall, alternate years**

An advanced writing course, culminating in a research paper on a literary or cultural topic. Prerequisite: FREN 321 or 411 (may be taken concurrently).

**495 Special Studies (1-4)**

Directed individual study. Prerequisite: consent of instructor.

**499 Internships (1-4)**

Students in the intern program apply skills and methods mastered in their course work in French in a variety of situations in public and private agencies. Credit is awarded for completion of 3 hours of work (weekly average) per unit, participation in a seminar or conferences, and a final report. Placement must be arranged in advance with department coordinator.

**Minor in German**

The German minor program consists of a minimum 20 units of course work in German, of which 8 units must be in advisor-approved upper-division courses. Additionally, German minor students must attain the "Zertifikat Deutsch," the internationally recognized basic proficiency certificate offered annually under the auspices of the Goethe Institute. Normally, students who have successfully completed SSU's introductory two-year course sequence (through GER 202) may be confident of passing the certification examination, offered at Sonoma State University at the end of every Spring semester.

Students are strongly advised to complete courses numbered higher than 302 at a German university, under the auspices of the CSU International Program.

**German Courses (GER)**

Classes are offered in the semesters indicated. Please see the *Schedule of Classes* for most current information and faculty teaching assignments. **Note:** Unless stated otherwise, courses are conducted in German.

**101 Elementary German — First Semester (4)**

Includes the best of the old and the new in language learning techniques. Intensive drill in German is designed to advance students to early fluency. Actual use of an internationally applicable, idiomatic German will proceed in increasing degrees from the very first day. Must be taken concurrently with GER 101L.

**101L Language Laboratory (1)**

A minimum of two academic hours (100 minutes) weekly of practice sessions in the language laboratory. Cr/NC only. Prerequisite: concurrent enrollment in GER 101.

**102 Elementary German — Second Semester (4)**

Continuation of 101. Successful completion of 101 and 102 guarantees a thorough initial exposure to all basic grammatical and syntactical aspects of the German language, plus a high degree of confidence in ordinary conversational situations. Must be taken concurrently with GER 102L. Prerequisite: GER 101.

**102L Language Laboratory (1)**

A minimum of two academic hours (100 minutes) weekly of practice sessions in the language laboratory. Cr/NC only. Must be taken concurrently with GER 102.

**195 Elementary Special Studies (1-4)**

Directed and individual study.

**201 Intermediate German (4) / Fall**

Review and elaboration of GER101-102, supplemented by selected readings in such areas as philosophy, literature, art, music, history, science and popular culture. Must be taken concurrently with GER 201L.

**201L Language Laboratory (1) / Fall**

A minimum of two academic hours (100 minutes) weekly of practice sessions in the language laboratory. Cr/NC only. Must be taken concurrently with GER 201.

**202 Intermediate German (4) / Spring**

Continuation of the review, reading and discussion program begun in GER 201, supplemented by a regular schedule of written work. By the end of GER 202, students' mastery of German should enable them to earn the "Zertifikat Deutsch." Must be taken concurrently with GER 202L.

**202L Language Laboratory (1) / Spring**

A minimum of two academic hours (100 minutes) weekly of practice sessions in the language laboratory. Cr/NC only. Must be taken concurrently with GER 202.

**301 Advanced Composition and Conversation (3-4)**

Extensive practice and discussion in German of grammatical principles, idioms, vocabulary and style. Normally, one written composition will be assigned per week. Prerequisite: GER 202.

**302 Advanced Composition and Conversation (3-4)**

Extensive practice and discussion in German of grammatical principles, idioms, vocabulary and style. Normally, one written composition will be assigned per week. Prerequisite: GER 202.

**495 Special Studies (1-4)**

Directed individual study; discussions and reports on selected topics. Prerequisite: GER 202 and consent of instructor.

**Portuguese Courses (PORT)**

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

**101 Beginning Portuguese (4) / Summer**

Introductory course in Portuguese. This course develops skills in speaking, listening, reading, and writing, as well as a knowledge of significant cultural topics in Portuguese-speaking areas of the world. Emphasis is on Brazilian Portuguese, but attention is also given to varieties spoken in Europe and Africa.

**110 Portuguese for Spanish Speakers (3) / Summer**

This course provides Spanish-speaking students with an accelerated introduction to spoken and written Portuguese. Prerequisite: SPAN 202 or consent of the instructor.

**Bachelor of Arts in Spanish**

The culture and literary traditions of Spain, the growing interest in the politics, culture, and commerce of Latin America, the proximity of Mexico, and the presence of a large Spanish-speaking population in California and the University's service area all contribute to shape the curriculum of the Spanish program and provide excellent reasons for the study of Spanish. The Spanish program offers a full range of courses in language, literature, and culture, as well as interdisciplinary concentrations. Courses taken abroad in the CSU International Program may be counted toward the major or minor.

**Degree Requirements**

	<b>units</b>
General education .....	51
Major requirements .....	55-59
General electives .....	14-18
<b>Total units needed for graduation .....</b>	<b>124</b>

**Spanish Placement Test**

It is the responsibility of all students with high school Spanish recorded on their transcript to take the Spanish Placement Test prior to registering for Spanish classes. Students who have taken SSU (or equivalent) Spanish courses are exempt from taking the test.

**Lower-Division Spanish Courses**

These requirements may be substituted partially or completely by two or more years of high school Spanish, a high school advanced placement certificate, or college transfer credits. Native speakers of Spanish with a high school degree from their home country will be exempt.

SPAN 101	Basic Spanish, 1st Semester .....	4
SPAN 101L	Language Laboratory .....	1
SPAN 102	Basic Spanish, 2nd Semester .....	4
SPAN 102L	Language Laboratory .....	1
SPAN 201	Intermediate Spanish, 1st Semester .....	4
SPAN 201L	Language Laboratory .....	1
SPAN 202	Intermediate Spanish, 2nd Semester .....	4
SPAN 202L	Language Laboratory .....	1

**Total units .....** 20-24

**Electives**

SPAN 150	Elementary Conversation .....	2
SPAN 250	Intermediate Conversation .....	2

**Spanish Minor**

For a minor, students must take the following courses:

SPAN 300	Advanced Composition .....	3
SPAN 301	Advanced Composition .....	3
SPAN 303	Phonetics .....	3
SPAN 305	Advanced Reading .....	3
SPAN 306	Introduction to Spain .....	3
SPAN 307	Introduction to Latin American Culture and Civilization .....	3
SPAN 350	Advanced Conversation .....	2

**Total minor units .....** 20

**Spanish Major Area I:**

All Spanish majors must take the following courses:

SPAN 300	Advanced Composition .....	3
SPAN 301	Advanced Composition .....	3
SPAN 303	Phonetics .....	3
SPAN 305	Advanced Reading .....	3
SPAN 306	Introduction to Spain .....	3
SPAN 307	Introduction to Latin American Culture and Civilization .....	3
SPAN 350	Advanced Conversation .....	2

**Area II:**

In addition to all Area I courses, majors must take five Spanish courses, numbered 300 or higher, of which three must be 400-level or higher. One upper-division, supporting course in a related field may be substituted for a course in Area II, with prior written consent.



## Sample Four-Year Program for Bachelor of Arts in Spanish

### Freshman Year: 31 units

<b>Fall Semester (14 units)</b>	<b>Spring Semester (17 units)</b>
SPAN 101 (4)	SPAN 102 (4)
SPAN 101L (1)	SPAN 102L (1)
GE Electives (A2,A3,B4) (9)	GE Electives (C1,B1,A1) (9)
	Elective/Minor (3)

### Sophomore Year: 32 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (17 units)</b>
SPAN 201 (counts as C4) (4)	SPAN 202 (counts as C4) (4)
SPAN 201L (1)	SPAN 202L (1)
GE Electives (B3,D2,C2,D5) (10)	GE Electives (D3,D4,B2) (9)
	Elective/Minor (3)

### Junior Year: 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
SPAN 300 (3)	SPAN 301 (3)
SPAN 302 (2)	SPAN 304 (3)
SPAN 303 (3)	SPAN 307 (3)
SPAN 305 (3)	GE UD (C3,D1) (6)
SPAN 306 (3)	
GE UD (E1) (3)	

### Senior Year: 27 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (12 units)</b>
SPAN 400 (3)	SPAN 497 (3)
SPAN 496 (3)	Electives/Minor (9)
Electives/Minor (9)	

**Total semester units: 120**

## Spanish Courses (SPAN)

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

**Note: unless otherwise stated, classes are conducted in Spanish.**

### 101 Basic Spanish, First Semester (4)

Spanish for beginners. Elementary oral expression and fundamentals of grammar; cultural readings, and beginning practice in composition. Must be taken concurrently with SPAN 101L.

### 101L Language Laboratory (1)

A minimum of two academic hours (100 minutes) of weekly practice in the language laboratory. CR/NC only. Must be taken concurrently with SPAN 101.

### 102 Basic Spanish, Second Semester (4)

Spanish for beginners, second level. Elementary oral expression and fundamentals of grammar; cultural readings and practice in composition. Must be taken concurrently with SPAN 102L. Prerequisite: SPAN 101 or equivalent.

### 102L Language Laboratory (1)

A minimum of two academic hours (100 minutes) of weekly practice in the language laboratory. CR/NC only. Must be taken concurrently with SPAN 102.

### 150 Elementary Conversation (2)

Directed conversation in Spanish for elementary-level students. Includes individual and class assignments in laboratory. May be repeated for credit. Admission by consent of instructor.

### 201 Intermediate Spanish, First Semester (4)

Review of fundamentals and a study of complex structural patterns. Reading of authentic cultural materials used in Spain and Latin America. Weekly compositions. Must be taken concurrently with SPAN 201L. Prerequisite: SPAN 102 or equivalent.

### 201L Language Laboratory (1)

A minimum of two academic hours (100 minutes) of weekly practice in the language laboratory. CR/NC only. Must be taken concurrently with SPAN 201.

### 202 Intermediate Spanish, Second Semester (4)

Communicative grammar patterns in Spanish. Reading of current authentic cultural materials and weekly practice in composition. Must be taken concurrently with SPAN 202L. Prerequisite: SPAN 201 or equivalent.

### 202L Language Laboratory (1)

A minimum of two academic hours (100 minutes) of weekly practice in the language laboratory. CR/NC only. Must be taken concurrently with SPAN 202.

### 250 Intermediate Conversation (2)

Practice in essential communicative fluency in Spanish. Prerequisite: SPAN 102 or equivalent.

### 300 Advanced Grammar and Composition (3)

Practice of advanced Spanish through literary and nonliterary texts, videos and/or classroom activities, to encourage the student's ability to capture and comprehend ideas in Spanish, and use of speaking, writing and reading skills. Prerequisite: SPAN 202 or equivalent.

### 301 Advanced Composition (3)

Compositions to achieve a mastery of the written language. Introduction to the preparation of critical essays and studies. Weekly compositions. Prerequisite: SPAN 300.

### 302 Research and Analysis (3) / Fall

This research and analysis class will teach research methods, as well as bibliography and citation requirements. Students will learn to refine searches on the Internet; evaluate Web pages according to criteria of currency, accuracy, authority, coverage, and design; learn about database journals; prepare an annotated bibliography; draft a paper; and receive/do a peer critique before completing a final paper. Prerequisite: SPAN 202.

### 303 Phonetics (3) / Fall

The sound system and pronunciation of standard Spanish in contrast to the sound system and pronunciation of American English. Content includes theory and practice. Prerequisite: SPAN 202.

### 304 Linguistics (3) / Spring

Topics in Spanish linguistics: historical, applied, structural, and dialectal. Prerequisites: SPAN 202 and SPAN 303.

### 305 Advanced Reading (3)

An intensive course in reading and systematic vocabulary-building to prepare students for upper-division courses in literature and culture. Prerequisite: SPAN 202.

### 306 Introduction to Spain (3) / Fall

The culture of Spain in its history, literature, and art. Lectures, readings and discussion. Prerequisite: SPAN 305.

### 307 Introduction to Latin America (3) / Spring

The culture of Latin America in its history, literature, and art. Lectures, readings, and discussion. Prerequisite: SPAN 305.

### 310 On-Line/Advanced Spanish Grammar and Composition (3)

Grammar review at advanced level. Intensive writing practice. Similar to Spanish 300, but taught on-line with specific disciplinary projects. Prerequisite: SPAN 202.

### 350 Advanced Conversation (2)

Subject matter for conversation drawn from topics of general cultural interest (politics, film, theater, folklore, etc.). May be repeated for credit. Prerequisite: SPAN 250 or equivalent.

### 395 Community Involvement Program (CIP) (1-4)

CIP involves students in basic community problems, performing such tasks as tutoring, coaching, and reading for the blind. Students receive 1-4 units, depending on the specific tasks performed. A total of 6 units of CIP credit may be applied toward a degree.

### 400 Special Topics (3)

A study in detail of a period, a theme, or an art form in Spanish or Hispanic literature, history, or culture. Prerequisite: SPAN 306 and 307 or equivalent.

### 410 Spanish Translation: Theory and Practice (3)

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. Prerequisite: 12 upper-division Spanish units or instructor consent.

### 426 Seminar in Modern Varieties of Spanish (3)

The phonological and morphosyntactic character of contemporary regional spoken Spanish (Caribbean, Andean, Gauchesque, Andalusian, etc.) A practical introductory sociolinguistic analysis of regional languages in Spain and Latin America (Galician, Basque, Catalan and Indo-American languages). Prerequisites: SPAN 303 and 304.

### 427 Spanish Teaching Methodologies (3) / Spring

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.

### 495 Special Studies (1-4)

Directed, individual study on subjects of special interest. Students must prepare a proposal that is subject to the approval of the Spanish program.

### 496 Seminar in Spanish Literature (3) / Fall

A detailed study of a representative Spanish author. Requires discussion in class and a term paper. Prerequisites: SPAN 306 and 307 or equivalent.

### 497 Seminar in Latin American Literature (3) / Spring

A detailed study of a representative Hispanic author or region. Requires discussion in class and a term paper. Prerequisites: SPAN 306 and 307 or equivalent.

### 499 Internship (1-4)

An internship in Spanish must combine: 1) service in a school or an agency in which Spanish is the operational language; 2) the selection of a 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.

# Multimedia Studies

## An interdisciplinary program of study for majors in:

### Art

Art Building 128  
707 664-2364

### Communication Studies

Nichols Hall 330  
707 664-2149  
[www.sonoma.edu/communications/](http://www.sonoma.edu/communications/)

### Computer Science

Darwin Hall 125  
707 664-2667  
[www.cs.sonoma.edu](http://www.cs.sonoma.edu)

### Music

Ives Hall 206  
707 664-2324  
[www.sonoma.edu/music](http://www.sonoma.edu/music)

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The above departments, working in conjunction with the School of Extended Education, offer a core of conceptual and hands-on production classes giving students the theoretical and hands-on skills applicable in the digital arts, journalism, publishing, computer, and media-related industries. Students who are interested in multimedia studies should contact the chairperson in the department of their primary field of interest: art, communication studies, computer science, or music.

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# Music

## Programs offered

### Bachelor of Arts in Music

Applied Music Concentration  
Jazz Studies Concentration  
Music Education Concentration  
Liberal Arts Music Concentration

### Minor in Music

### Teaching Credential Preparation in Music

### Department Office

Ives Hall 206  
707 664-2324  
[www.sonoma.edu/music](http://www.sonoma.edu/music)

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A commitment to active involvement stands at the heart of the music curriculum. Students are involved in many ways—as listeners, performers, composers, critics, or historians. Intelligent and lively participation informs every facet of the department's various degree programs.

The core curriculum for music majors provides a thorough foundation in such essential skills as keyboard facility, theoretical understanding, aural perception, and analysis of a wide range of music literature. All majors gain experience with both the intuitive and the intellectual processes of the art. The curriculum is designed to place the specialized study of music in the setting of a liberal arts education and to serve as a firm basis for careers in a wide variety of professions both in music and related to music.

Four concentrations exist within the major. The Liberal Arts Music Concentration provides a broad basis from which a student may pursue graduate studies or a variety of careers. The Jazz Studies Concentration trains the student in the techniques and practices of contemporary jazz styles. The Music Education Concentration prepares students to enter the teaching credential program in the School of Education. The Applied Music Concentration is intended for those having a special interest and promise in the following areas:

#### Vocal/Choral Performance

#### Instrumental Performance

#### Opera/Music Theatre

#### Composition/Recording and Music Technology

#### World Music Studies

All students are expected to consult with a music advisor prior to registering each semester; students in the Applied Music concentration should consult an advisor to plan appropriate electives for the specific area of study selected.

Any student planning to do graduate work in music should consult a music advisor in time to plan a program that will support the intended graduate specialty. Students planning careers in business or in media should consider minors in recording arts, communications studies or business administration.

The Music Department is a fully accredited member of the National Association of Schools of Music.

### Department Chair

Jeff Langley

### Administrative Coordinator

Mary Rogers

### Faculty

Sarah Baker, Warren Dennis-Kahn, Myles Ellis, Peter Estabrook, Kendrick Freeman, Julian Gerstin, Linda Ghidossi-DeLuca, Mel Graves, William Johnson, Jeff Langley, Tom Leisek, George Marsh, Kathleen Marshall, Carol Menke, Lynne Morrow, Rachelle Rogers-Ard, E. Gardner Rust, Jenni Samuelson, Laxmi G. Tewari, Marilyn Thompson, Brian Wilson, Robert Worth, Roy Zajac

### Studio Instructors

Albert Bent, Myles Ellis, Pete Estabrook, Linda Ghidossi-DeLuca, David Gordon, Judiyaba, Tom Leisek, George Marsh, Lynne Morrow, Jeff Pittson, Kathleen Reynolds, Jenni Samuelson, Marilyn Thompson, Randy Vincent, Harvey Wainapel, Ruth Wilson, Susan Witt, Roy Zajac

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## Proficiency Expectations for Entering and Transfer Students

Basic keyboard skills and the ability to read standard musical notation are prerequisites to the music major curriculum. All entering and transfer students will be given placement examinations in piano, music theory, and aural skills (sight-singing and dictation) during their first week of instruction. Students with inadequate preparation in keyboard will be expected to take MUS 109 Intensive Keyboard Lab I. Students without background in any of these areas will also be expected to take MUS 105 Fundamentals.

Applied Music and Jazz Studies majors, whether continuing or transfer students, must complete or successfully challenge MUS 320 Ear Training IV. Music education majors may elect to pass or successfully challenge two semesters of MUS 321 Aural Skills Practicum in place of MUS 320. Students in all concentrations except Jazz Studies must also pass MUS 309 Keyboard Proficiency Lab. Jazz Studies students must pass or successfully challenge MUS 392 Jazz Piano II.

Basic keyboard proficiency is a prerequisite to enrollment in MUS 110 Foundations of Theory. MUS 320 and 309 (or 392) are prerequisite to enrollment in certain upper-division music courses.

## Lower-Division Program

The core of the lower-division program for music majors is a sequence of courses in musicianship, theory, and music literature. This sequence is a comprehensive approach to ear training in its broadest sense. It includes sight-singing, dictation, counterpoint, harmony, and historic and stylistic considerations as they relate to the development of aural and written skills. Materials and solfège techniques from a variety of musical styles are used.

## Upper-Division Program

The upper-division program is designed to integrate studies of theory, musicianship, keyboard and aural skills, music history and analysis. Students who wish to specialize in jazz, music education or applied music will be required to take classes that develop skills specific to these areas.

Liberal Arts Music majors and students in the Jazz Studies and Music Education concentrations are required to complete a senior project. The senior project, MUS 490, may take the form of directed research leading to a lecture-demonstration, a recital, a music education portfolio, an extended composition, the preparation of a performing edition, or another project of substantial effort. Student performers enrolled in the Applied Music Concentration must present a senior recital, MUS 491.

### Performance Ensemble Requirement

Music Department ensembles include: SSU Chorus, Sonoma County Bach Choir, Chamber Singers, Music Theatre Production, Music Theatre Scenes Workshop, Vocal Jazz Workshop, Indian Singing Ensemble, Gospel Choir, Chamber Music, Wind Ensemble (Concert Band), Chamber Orchestra, Classical Guitar Ensemble, American Gamelan, Percussion Ensemble, Concert Jazz Ensemble, Contemporary Jazz Ensemble, Latin Jazz Ensemble, and Jazz Big Band.

All music majors must participate in departmental ensembles during eight semesters of their undergraduate study. At least two semesters must be completed at SSU. At least two of the resident semesters must be fulfilled in a vocal ensemble (323, 324, 325, 353, 396, 330, 340); also, two semesters must be fulfilled in a large, conducted ensemble—which may be a vocal ensemble (324, 325, 327, 328, 330, 390). Students enrolled in the Music Education concentration must include classical, jazz, vocal, instrumental, and world music ensembles in this requirement.

Students enrolled in private instruction must agree to perform in ensembles designated as appropriate by the music faculty, unless excused by their private instructor.

### Music Use Fee and Instrument Checkout

A nonrefundable fee of \$25 per semester is charged for use of Music Department facilities and equipment. In addition, a \$20 deposit is charged for checking out a departmental instrument.

### Private Instruction

The department funds 30 minute lessons for qualified students; additional lesson time must be paid for by the student. Private lessons are competitive. Free lessons are available to students who qualify by audition.

## Bachelor of Arts in Music Applied Music Concentration

Degree Requirements	units
General education .....	51
Major requirements .....	51
Electives .....	18
<b>Total units needed for graduation .....</b>	<b>120</b>

### Requirements for the Major

The Applied Music concentration is intended for students who show special aptitude for careers as performers. It is expected that a student graduating in Applied Music will have reached a level of at least semi-professional competence.

Lower-division students are admitted to the Applied Music concentration on the basis of faculty recommendation. Admission to the upper division is by a juried audition for performers and a portfolio review for composers. These take place at the end of the sophomore year (or, for transfer students, prior to entering the junior year).

Students interested in World Music Composition and/or Recording studies should consult a music advisor for information on an advisory plan.

Complete all the following:

#### Preparatory

(credit not applicable toward major; students may challenge by exam)

MUS 105	Fundamentals (3)
MUS 109	Intensive Keyboard Lab I (2)
MUS 209	Intensive Keyboard Lab II (2)

#### Theory/Musicianship (23 units)

MUS 110	Foundations of Theory (3)
MUS 111	Counterpoint (3)
MUS 120	Ear Training I (2)
MUS 121	Ear Training II (2)
MUS 210	Chromaticism (3)
MUS 220	Ear Training III (2)
MUS 311	20th Century Techniques (3)
MUS 320	Ear Training IV (2)
MUS 321	Aural Skills Practicum (3 semesters) (1,1,1)

#### History/Literature (12 units)

MUS 150	Survey of U.S. Music (3)
MUS 250	Survey of European Music (3)
MUS 300	Seminar (various topics) (3)
MUS 350	Survey of World Music (3)

#### Applied Skills (5 units)

MUS 309	Keyboard Proficiency Lab (2)
MUS 491	Senior Recital (3)

#### Private Instruction (6 units)

(6 semesters required, 8 semesters recommended)

Transfer students must take lessons for every semester in residence.

#### Music Electives (minimum of 5 units)

Courses will vary according to area(s) of interest – see department advisor.

#### Ensembles (8 semesters required)

(see section on Performance Ensemble Requirement.

*Credit applicable toward graduation, but not the major.):*

Vocal Ensembles (323, 324, 325, 353, 396, 330, 340)—(2-8)

Large Conducted Ensembles (324, 325, 327, 328, 330, 390)—(2-8)

#### Repertory Class

(credit applicable toward graduation, but not the major)

Students enrolled in private instruction in voice, jazz voice, classical piano, or percussion must enroll concurrently in MUS 151 – Repertory Class for that area of specialty.

**Total units in the major .....51**

## Sample Four-Year Program for Bachelor of Arts in Music Applied Music Concentration

### Freshman Year: 30 units

Fall Semester (16 units)	Spring Semester (14 units)
ENGL 101 (GE area A2) (3)	PHIL 101 (GE area A3) (3)
GE Mathematics (GE area B4) (3)	MUS 111 (3)
MUS 110 (3)	MUS 121 (2)
MUS 120 (2)	Music Ensemble (2)
MUS 309 (2)	Studio Lessons (1)
Music Ensemble (2)	Music Elective (3)
Studio Lessons (1)	

### Sophomore Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
HUMS 200 (GE area A1) (3)	GE (area D2) (3)
GE (area D3) (3)	MUS 311 (3), MUS 320 (2)
MUS 210 (3), MUS 220 (2)	MUS 150 (GE C1) (3)
MUS 309 (2)	Music Ensemble (2)
Music Ensemble (2)	Studio Lessons (1)
Studio Lessons (1)	Elective (1)

### Junior Year: 29 units

Fall Semester (15 units)	Spring Semester (14 units)
GE (area E) (3)	GE (area D1) (3)
GE (area D4) (3)	GE (area B1) (3)
MUS 250 (GE area C1) (3)	MUS 300 (3)
Music Ensemble (2)	Music Ensemble (2)
Studio Lessons (1)	Studio Lessons (1)
Music Elective (2)	MUS 321 (1)
MUS 321 (1)	Elective (1)

### Senior Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
GE (area B2) (3)	GE (area B3) (3)
GE (area D5) (3)	GE (area C2) (3)
GE (area C3) (3)	MUS 491 (3)
Music Ensemble (2)	Music Ensemble (2)
Studio Lessons (1)	Studio Lessons (1)
MUS 350 (area C4) (3)	Elective (2)
	MUS 321 (1)

**Total semester units: 120**

### Jazz Studies Concentration

Degree Requirements	units
General education .....	51
Major requirements .....	46
Electives .....	23
<b>Total units needed for graduation .....</b>	<b>120</b>

### Requirements for the Major

The Jazz Studies concentration is designed to furnish the training and background needed for students seeking to work as jazz performers, arrangers, composers or teachers.

Students planning to pursue careers as jazz performers should take private instruction in their major instrument or in voice as a part of their program. These students normally enroll each semester in at least one Music Department ensemble appropriate to their area of interest. They should also seek opportunities for performance off campus in a wide variety of performing environments.

Complete all the following:

#### Preparatory

(credit not applicable toward major; students may challenge by exam)

MUS 105	Fundamentals (3)
MUS 109	Intensive Keyboard Lab I (2)
MUS 120	Ear Training I (2)
MUS 189/199	Jazz Improvisation I (1)
MUS 209	Intensive Keyboard Lab II (2)

#### Theory/Musicianship (18 units)

MUS 111	Counterpoint (3)
MUS 112	Jazz Theory I (3)
MUS 212	Jazz Theory II (3)
MUS 121	Ear Training II (2)
MUS 220	Ear Training III (2)
MUS 320	Ear Training IV (2)
MUS 321	Aural Skills Practicum (3 semesters) (1,1,1)

#### History/Literature (12 units)

MUS 300	Seminar (various topics) (3)
MUS 342	History of Jazz (3)

and two of the following three courses:

MUS 150	Survey of U.S. Music (3)
MUS 250	Survey of European Music (3)
MUS 350	Survey of World Music (3)

#### Applied Skills (16 units)

MUS 292	Jazz Piano I (1)
MUS 317	Small Jazz Band Arranging (3)
MUS 389	Jazz Improvisation II (3)
MUS 392	Jazz Piano II (1)
MUS 489	Jazz Improvisation III (3)
MUS 490	Senior Project (2)

and one of the following two courses:

MUS 412	Jazz Composition (3)
MUS 417	Big Band Arranging (3)

#### Private Instruction (8 semesters strongly recommended)

(credit applicable toward graduation, but not the major)

#### Music Electives - optional

Courses will vary according to area(s) of interest—see department advisor.

#### Ensembles (8 semesters required)

(See section on Performance Ensemble Requirement.

*Credit applicable toward graduation, but not the major.):*

Vocal Ensembles (323, 324, 325, 353, 396, 330, 340)—(2-8)

Large Conducted Ensembles (324, 325, 327, 328, 330, 390)—(2-8)

#### Repertory Class

(credit applicable toward graduation, but not the major)

Students enrolled in private instruction in jazz voice or percussion must enroll concurrently in MUS 151—Repertory Class for that area of specialty.

**Total units in the major ..... 46**

## Sample Four-Year Program for Bachelor of Arts in Music

### Jazz Studies Concentration

#### Freshman Year: 29 units

Fall Semester (13 units)	Spring Semester (16 units)
ENGL 101 (GE area A2) (3)	PHIL 101 (GE area A3) (3)
GE Math (GE area B4) (3)	MUS 111 (3)
MUS 112 (3)	MUS 121 (2)
Ensemble (2)	MUS 212 (3)
Elective (2)	Ensemble (2)
	MUS 250 (GE area C1) (3)

#### Sophomore Year: 30 units

Fall Semester (16 units)	Spring Semester (14 units)
GE (area D2) (3)	GE (area D3) (3)
HUMS 200 (GE area A1) (3)	MUS 320 (2)
MUS 220 (2)	MUS 392 (1)
MUS 292 (1)	MUS 489 (3)
MUS 389 (3)	Music Ensemble (2)
Music Ensemble (2)	Studio Lessons (1)
Studio Lessons (1)	MUS 321 (1)
Elective (1)	Elective (1)

#### Junior Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
GE (area E) (3)	GE (area D1) (3)
GE (area D4) (3)	GE (area B1) (3)
MUS 350 (GE area C4) (3)	MUS 300 (3)
MUS 317 (3)	MUS 412 or 417 (3)
Music Ensemble (2)	Music Ensemble (2)
Studio Lessons (1)	Studio Lessons (1)

#### Senior Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
GE (area B2) (3)	GE (area B3) (3)
GE (area D5) (3)	GE (area C2) (3)
MUS 342 (3)	GE (area C3) (3)
Music Ensemble (2)	MUS 490 (2)
Studio Lessons (1)	Music Ensemble (2)
MUS 321 (1)	Studio Lessons (1)
Elective (3)	MUS 321 (1)

**Total semester units: 120**

### Music Education Concentration

Degree Requirements	units
General education (including 6 units in Music) .....	51
Major requirements (75 units minus 6 units) .....	69

**Total units needed for graduation ..... 120**

#### Requirements for the Major

The Music Education concentration is a B.A. program that provides the skills necessary for teaching music in public or private schools in California. It is recommended for anyone planning a teaching career in music.

The program consists of a core of basic music major requirements, plus specialized courses for prospective teachers of vocal, instrumental, and general music in elementary, junior high, and senior high schools.

#### Preparatory

(credit not applicable toward major; students may challenge by exam)

MUS 105	Fundamentals (3)
MUS 109	Intensive Keyboard Lab I (2)
MUS 209	Intensive Keyboard Lab II (2)

#### Theory/Musicianship (17 units)

MUS 111	Counterpoint (3)
MUS 112	Jazz Theory I (3)
MUS 120	Ear Training I (2)
MUS 121	Ear Training II (2)
MUS 210/212	Chromaticism or Jazz theory II (3)
MUS 220	Ear Training III (2)

and two units of the following:

MUS 320	Ear Training IV (2)
MUS 321	Aural Skills Practicum (2 semesters) (1,1)

#### History/Literature/Sociology (15 units)

MUS 150	(GE-C1) Survey of U.S. Music (3)
MUS 250	(GE-C1) Survey of European Music (3)
MUS 270	(GE-C4) Music in Society (3)
MUS 350	(GE-C4) Survey of World Music (3)

and one of the following:

MUS 300	Seminar (various topics) (3)
MUS 311	20th Century Techniques (3)
MUS 342	History of Jazz (3)
MUS 344	Studies in Specific Composers (3)
MUS 347	Studies in World Music (3)

#### Applied Skills (20 units)

MUS 259	Making MIDI-based Music (2)
MUS 295 or 395	CIP: Elementary School (1)
MUS 295 or 395	CIP: Secondary School (1)
MUS 309	Keyboard Proficiency Lab (2)
MUS 292 or 392	Jazz Piano I/Jazz Piano II (1)
MUS 314	Instrumentation and Choral Arranging (3)
MUS 400	Music for the Classroom (3)
MUS 402	Choral Conducting (2)
MUS 403	Instrumental Conducting (2)
MUS 490	Senior Project (1)

and one of the following two courses:

COMS 201	Introduction to Media Arts (3)
MUS 261	Audio and Video Recording (2)

#### Methods Courses (7 units)

MUS 415	Class Instruction in Voice (1)
MUS 418	Class Instruction in Guitar (1)
MUS 422	Class Instruction in Strings (1)
MUS 423	Class Instruction in Woodwinds (1)
MUS 424	Class Instruction in Brass (1)
MUS 429	Class Instruction in Percussion (1)
MUS 440	Vocal Instrumental Proficiency Jury (1)

#### Private Instruction (8 units)

8 semesters of lessons on one instrument or in voice.

#### Ensembles (8 units)

8 semesters required (see section on Performance Ensemble Requirement):  
Vocal Ensembles (323, 324, 325, 353, 396, 330, 340) – (2-8)  
Large Conducted Ensembles (324, 325, 327, 328, 330, 390) – (2-8)

#### Repertory Class

(Credit applicable toward graduation, but not the major)

Students enrolled in private instruction in voice, jazz voice, percussion or classical piano must enroll concurrently in MUS 151 – Repertory Class for that area of specialty.

**Total units in the major (6 included in GE) ..... 75**

## Sample Four-Year Program for Bachelor of Arts in Music

### Music Education Concentration

#### Freshman Year: 30 units

Fall Semester (16 units)	Spring Semester (14 units)
ENGL 101 (GE area A2) (3)	PHIL 101 (GE area A3) (3)
GE Mathematics (GE area B4) (3)	GE (area D2) (3)
MUS 150 (GE area C1) (3)	MUS 418 (1)
MUS 112 (3), MUS 120 (2)	MUS 111 (3), MUS 121 (2)
Private Lessons (1)	Private Lessons (1)
Music Ensemble (1)	Music Ensemble (1)

#### Sophomore Year: 31 units

Fall Semester (15 units)	Spring Semester (16 units)
MUS 250 (3), MUS 210 (3)	GE (area D3) (3)
MUS 220 (2), MUS 292 (1)	HUMS 200 (GE area A1) (3)
MUS 259 (2), MUS 415 (1)	MUS 320 (2), MUS 309 (2)
Private Lessons (1)	MUS 270 (3), MUS 423 (1)
Music Ensemble (1)	Private Lessons (1)
MUS 295 (1)	Music Ensemble (1)

#### Junior Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
GE (area E) (3), GE (area D4) (3)	EDUC 417 (GE area D1) (3)
MUS 350 (GE area C4) (3)	GE (area B1) (3)
MUS 400 (3), MUS 422 (1)	MUS 300, 311, 342, 344 or 347 (3)
Private Lessons (1)	MUS 314 (3), MUS 429 (1)
Music Ensemble (1)	Private Lessons (1)
MUS 395 (1)	Music Ensemble (1)

#### Senior Year: 28 units

Fall Semester (15 units)	Spring Semester (13 units)
GE (area B2) (3), GE (area D5) (3)	GE (area B3) (3), GE (area C2) (3)
GE (area C3) (3)	MUS 403 (2), MUS 490 (1)
MUS 402 (2), MUS 424 (1)	Private Lessons (1)
Private Lessons (1)	Music Ensemble (1)
Music Ensemble (1)	MUS 201 (2)
MUS 440 (1)	

**Total semester units: 120**

### Teaching Credential Preparation in Music

The music education curriculum stated above is identical to the subject matter competency portion of the teaching credential.

In order to acquire the music teaching credential, the student must complete this concentration, a B.A. and a two-semester program in the School of Education. The music education advisor will guide the student through the program.

The Integrated Program is now available to freshmen. This program prepares students to teach music in the elementary schools, middle schools, junior high schools and high schools in California. Students in this program take coursework in education along with music and general education throughout their undergraduate years eventually graduating with both a B.A. and a teaching credential simultaneously. The Integrated Program requires formal application to SSU's Single Subject Program prior to the junior year.

### Liberal Arts Music Concentration

Degree Requirements	units
General education .....	51
Major requirements .....	43
Remaining requirements .....	26
<b>Total units needed for graduation .....</b>	<b>120</b>

#### Requirements for the Major

The courses listed below constitute the Liberal Arts Concentration in Music. A student satisfactorily completing these courses, along with other University requirements, will earn a B.A. with a major in music. All students are encouraged to consult an advisor about arranging individually tailored programs of study. Private study on an instrument and/or in voice or composition is strongly encouraged.

Complete all the following:

#### Preparatory

(credit not applicable toward major; students may challenge by exam)

MUS 105	Fundamentals (3)
MUS 109	Intensive Keyboard Lab I (2)
MUS 209	Intensive Keyboard Lab II (2)

#### Theory/Musicianship (15 units)

MUS 110	Foundations of Theory (3)
MUS 111	Counterpoint (3)
MUS 120	Ear Training I (2)
MUS 121	Ear Training II (2)
MUS 210	Chromaticism (3)
MUS 220	Ear Training III (2)

#### History/Literature (12 units)

MUS 150	Survey of U.S. Music (3)
MUS 250	Survey of European Music (3)
MUS 300	Seminar (various topics) (3)
MUS 350	Survey of World Music (3)

#### Applied Skills (4 units)

MUS 309	Keyboard Proficiency Lab (2)
MUS 490	Senior Project (2)

#### Music Electives (minimum of 12 units)

Courses will vary according to area(s) of interest—see department advisor.

#### Ensembles (8 semesters required)

(See section on Performance Ensemble Requirement.)

(Credit applicable toward graduation, but not the major.):

Vocal Ensembles (323, 324, 325, 353, 396, 330, 340) – (2-8)
Large Conducted Ensembles (324, 325, 327, 328, 330, 390) – (2-8)

**Total units in the major: 43**

## Sample Four-Year Program for Bachelor of Arts in Music Liberal Arts Music Concentration

### Freshman Year: 31 units

Fall Semester (15 units)		Spring Semester (16 units)	
ENGL 101 (GE area A2) (3)		PHIL 101 (GE area A3) (3)	
GE MATH (GE area B4) (3)		HUMS 200 (GE area A1) (3)	
MUS 110 (3)		MUS 111 (3)	
MUS 120 (2)		MUS 121 (2)	
Music Ensemble (2)		Music Ensemble (2)	
Music Elective (2)		Music Elective (3)	

### Sophomore Year: 29 units

Fall Semester (15 units)		Spring Semester (14 units)	
GE (area D2) (3)		GE (area D3) (3)	
MUS 150 (GE area C1) (3)		MUS 311 (3)	
MUS 210 (3)		MUS 320 (2)	
MUS 220 (2)		MUS 250 (GE area C1) (3)	
MUS 309 (2)		Music Ensemble (2)	
Music Ensemble (2)		Elective (1)	

### Junior Year: 29 units

Fall Semester (14 units)		Spring Semester (15 units)	
GE (area E) (3)		GE (area D1) (3)	
GE (area D4) (3)		GE (area B1) (3)	
MUS 350 (GE area C4) (3)		MUS 300 (3)	
Music Ensemble (2)		Elective (3)	
MUS 321 (1)		Music Ensemble (2)	
Music Elective (2)		MUS 321 (1)	

### Senior Year: 31 units

Fall Semester (15 units)		Spring Semester (16 units)	
GE (area B2) (3)		GE (area B3) (3)	
GE (area D5) (3)		GE (area C2) (3)	
GE (area C3) (3)		MUS 300 (3)	
Music Ensemble (2)		MUS 490 (2)	
MUS 321 (1)		Music Ensemble (2)	
Music Elective (3)		MUS 321 (1)	
		Music Elective (2)	

Total semester units: 120

## Minors in Music

The Music Department offers three minors — the Liberal Arts Music minor, the Jazz Studies Music minor, and the Recording Arts minor. Students contemplating a minor in music should consult the Music Department for advising early in their academic careers. At least 6 units of the minor must be completed at Sonoma State University.

### Liberal Arts Concentration

Complete all the following:	
MUS 105 Fundamentals	3
MUS 110 Foundations of Theory	3
MUS 120 Ear Training I	2
Ensemble courses	4
Elective in music	2
Upper-division lecture course	3

and one of the following courses:	3
MUS 150 Survey of U.S. Music (3) or	
MUS 250 Survey of European Music (3)	
Total units in the minor	20

### Jazz Studies Concentration

Complete all the following:	
MUS 110 Foundations of Theory	3
MUS 120 Ear Training I	2
MUS 112 Jazz Theory I	3
MUS 212 Jazz Theory II	3
MUS 292 Jazz Piano I	1
MUS 300 Seminar (on a jazz topic)	3
MUS 389 Jazz Improvisation II	3
Performing Ensemble	2
Total units in the minor	20

### Recording Arts Concentration

Complete all the following courses:	
MUS 150 Survey of U.S. Music	3
MUS 262 Recording I	2
MUS 362 Recording II	2
MUS 462 Recording III	2
MUS 360 Studio Musicianship and Production	2
and one of the following two courses:	2-4
MUS 364 Music Business II (2)	
BUS 200 Introduction to Business (4)	
MUS 499 Internship (may be combined with MUS 490)	4
MUS 490 Senior Project (on-campus recording projects)	2-3

If MUS 490 and 499 are combined, then an appropriate 2-unit upper-division elective is required to bring the minor to a minimum of 20 units.

Total units in the minor 20-21

## Music Courses (MUS)

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

### 101 Introduction to Music (3) / Fall

What does music mean? Why does music matter? These questions will shape the development of listening tools and cultural perspectives appropriate to the diverse and changing roles music plays in different times and places. No prior background in music is required.

### 105 Fundamentals (3) / Fall, Spring

An intensive course in beginning music theory. The course covers basic staff reading, intervals, scales, simple triads and their connections in major keys, and rhythmic drill through triplet subdivision of the pulse. Materials are comprehended conceptually, aurally and at the piano. Satisfies GE, category C1 (Applied Arts Combining Studio and Theory). Corequisite for prospective Music majors only: MUS 109.

### 109 Intensive Keyboard Lab I (2) / Fall

A course designed for prospective music majors who fail to meet the keyboard competencies required for entry into the program. Those students who also lack knowledge of theory fundamentals should take MUS 105 with this course. Prerequisite: prospective major status and recommendation of a music advisor.

### 110 Foundations of Theory (3) / Fall

The course covers basic material of music theory in a variety of styles: melodic design, rhythm, texture, formal concepts and the construction and progression of chords. Prerequisites: MUS 105, placement test, and concurrent enrollment in MUS 120.

### 111 Counterpoint (3) / Spring

A study of traditional counterpoint and the principles of counterpoint applicable to other styles. Prerequisites: MUS 110 or 112, placement test, and concurrent enrollment in MUS 121.

### 112 Jazz Theory I (3) / Fall

Harmonic materials and aural skills appropriate to jazz composition, arranging, and performance. Prerequisite: Mus 105 or the equivalent, or consent of instructor.

### 115 Class Instruction in Voice (1) / Fall

Group work in the fundamental techniques of singing. Problems of tone production, breath control, diction, repertory, and interpretation. Offered for upper-division credit as MUS 415 with additional course requirements. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

### 118 Class Instruction in Guitar (1) / Spring, odd years

Basic performing techniques on guitar. Offered for upper-division credit as MUS 418 with additional course requirements. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

### 120 Ear Training I (2) / Fall

Development of sight-singing, keyboard harmony, and dictation skills using diatonic materials drawn from traditional and contemporary sources. Classroom drills may be supplemented by computer software. Prerequisite: MUS 105 and placement test.

### 121 Ear Training II (2) / Spring

Continuation of Ear Training I. Prerequisites: MUS 112 or 120 and placement test.

### 122 Class Instruction in Strings (1) / Fall, even years

Basic performing techniques on one orchestral string instrument. Offered for upper-division credit as MUS 422 with additional course requirements. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

### 123 Class Instruction in Woodwinds (1)

Spring, even years  
Basic performing techniques on one band or orchestral woodwind instrument. Offered for upper-division credit as MUS 423 with additional course requirements. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

### 124 Class Instruction in Brass (1) / Fall, odd years

Basic performing techniques on one band or orchestral brass instrument. Offered for upper-division credit as MUS 424 with additional course requirements. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

### 129 Class Instruction in Percussion (1)

Spring, odd years  
Basic performing techniques on one or more standard percussion instruments. Offered for upper-division credit as MUS 429 with additional course requirements. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

### 133 Private Instruction—Strings (1) / Fall, Spring

Private instruction on one instrument. May be repeated for credit. Prerequisite: audition.

### 134 Private Instruction—Woodwinds (1) / Fall, Spring

Private instruction on one instrument. May be repeated for credit. Prerequisite: audition.

### 137 Private Instruction—Brass (1) / Fall, Spring

Private instruction on one instrument. May be repeated for credit. Prerequisite: audition.

### 138 Private Instruction—Percussion (1) / Fall, Spring

Private instruction on percussion instruments. May be repeated for credit. Prerequisite: audition.

### 139 Private Instruction—Keyboard (1) / Fall, Spring

Private instruction on one keyboard instrument. May be repeated for credit. Prerequisite: audition.

### 141 Private Instruction—Voice (1) / Fall, Spring

Private voice instruction. May be repeated for credit. Prerequisite: audition.

### 143 Private Instruction—Guitar (1) / Fall, Spring

Private guitar instruction. May be repeated for credit. Prerequisite: audition.

### 148 Accompanying Workshop (1-2) / Fall, Spring

A course to develop sight reading for pianists. Students are paired with vocal or instrumental students to prepare music for performance.

### 150 Survey of U.S. Music (3) / Fall, Spring

An introductory course with lectures and demonstrations dealing with the broad range of music in the United States from the Colonial period to the present. Satisfies GE, category C1 (History of the Fine Arts).

### 151 Repertory Class—Private Instruction (1)

Fall, Spring  
This class provides an opportunity for students to perform their repertory in a group setting. Private instruction faculty coach students in technique, interpretation, and presentation. Classes are normally offered for voice, piano, and percussion. Also offered for upper-division credit as MUS 451. May be repeated for credit. Prerequisite: concurrent enrollment in appropriate private instruction course.

### 189 Jazz Improvisation I (1) / Fall, Spring

Exploration of the techniques of melodic composition and improvisation based on the scales and chords used in jazz. May be repeated for credit. Prerequisite: consent of instructor.

### 199 Student-Instructed Course (1-3)

Topic will differ each semester. Cr/NC only.

### 201 Music in Action (3)

A team-taught introductory class with lectures and demonstrations based on upcoming Music Department performances. Covers various styles, such as classical, jazz and world music in their cultural and social contexts. Required attendance at several free admission performances.

**209 Intensive Keyboard Lab II (2)** / Spring  
A continuation of work begun in MUS 109. Prerequisite: MUS 109.

**210 Chromaticism(3)** / Fall  
A continuation of the theoretical studies begun in MUS 110 or 112 and 111, with special emphasis on chromatic harmony and the treatment of texture and style. Prerequisites: MUS 110 or 112 and 111, 121, placement test, and concurrent enrollment in MUS 220.

**212 Jazz Theory II (3)** / Spring  
A continuation of MUS 112. Advanced harmonic concepts are studied. Includes ear training, culminating in transcription of a jazz solo. Prerequisite: MUS 112 or consent of instructor.

**220 Ear Training III (2)** / Fall  
Continuation of Ear Training II. Development of sight-singing, keyboard harmony, and dictation skills using chromatic melodic and harmonic materials drawn from traditional and contemporary sources. Prerequisites: MUS 121, 209, and placement test.

**250 Survey of European Music (3)** / Fall, Spring  
An introductory course with lectures and demonstrations dealing with classical European music from the Middle Ages to contemporary music. Satisfies GE, category C1 (History of the Fine Arts).

**255 Music of California (3)**  
An introductory course with lectures and demonstrations dealing with the vast panorama of music in California. Includes indigenous and ethnic, jazz, rock, popular, experimental, and film music to be studied in the context of California history and culture.

**259 Making MIDI-based Music (2)** / Fall  
A hands-on course emphasizing MIDI sequencing as a basis for student projects. Other topics include demonstration of analog and digital techniques of sound generation, manipulation and control; lectures and listening exploring the historical and technical evolution of electronic music; and discussion of evolving relationships between technology and musical style.

**261 Audio and Video Recording (2)** / Spring, odd years  
This course will give hands-on instruction in the use of audio and video recording equipment by educators in classrooms and concert situations. These technical skills will help educators assess and document student performance, and create supplemental teaching materials.

**262 Recording I (2)** / Fall  
Fundamentals of recording in a studio environment. Discussion and demonstrations of major types of equipment used in the recording chain. Students will develop skills in all phases of studio operation and will complete a number of individual projects. Cross-listed as COMS 262.

**264 Music Business I (2)** / Every third semester  
The course begins with an overview of the music industry, general business practices, professionalism, and presentation skills. Proceeds into the specific topics of songwriting, publishing, copyrights, songwriter contracts, and licensing. Independent project, exams and class participation assignments are required. Cross-listed as COMS 264.

**270 Music and Society (3)** / Fall  
A study of the relationship between the operation of societies, the activities of musicians, and the nature of music produced in various social contexts. Satisfies GE, category C4 (Comparative Perspectives).

**280 Live Performance Techniques (2)**  
Every third semester  
A study of live performance techniques and their impact and effectiveness on musical performance. To perfect attitudes of professionalism, cultivate confidence, and prepare music students for classical, jazz, or popular performance careers. Prerequisite: consent of instructor.

**292 Jazz Piano I (1)** / Fall  
An introduction to jazz improvisation at the keyboard. Emphasis is placed on developing skill in reading lead sheets, in chord substitution and voicing at the keyboard, and in creating an improvised "piano trio" texture. Prerequisite: MUS 209 or consent of instructor.

**295 Community Involvement Program (1-4)**  
CIP involves students in basic community problems, performing such tasks as tutoring, coaching, and performing for hospitals and schools. Students taking CIP through the Music Department must arrange for supervision by a Music Department advisor. Students in the music education concentration must see their advisor about special requirements. Cr/NC only.

**300 Seminar: (subtitle) (3)** / Fall, Spring  
An intensive study, for music majors, of the history, theory or research methodology of a specific topic in music. May be repeated for credit under different subtitles. Prerequisites: 9 units of theory and concurrent enrollment in MUS 320, or consent of instructor.

**301 Music and Technology: Then and Now (3)** / Spring  
How does technology affect music, its composition, performance and distribution? An exploration of the effects of musical notation, music printing, the development of acoustic music instruments, self-playing musical instruments, recording, electronic instruments and digital resources on the making and the using of music past and present. No prior background in music is required.

**309 Keyboard Proficiency Lab (2)** / Fall  
The study of functional keyboard; figured bass, harmonization, transposition and sightreading. Prerequisite: Placement test. Students who lack sufficient keyboard fluency may take pre-major Intensive Keyboard Labs (MUS 109 and 209) to meet the required competency.

**311 20th Century Techniques (3)** / Spring  
A study of melodic, rhythmic, harmonic and formal organization of 20th century music. Prerequisites: MUS 210, 220, 150 and 250 or consent of instructor.

**314 Instrumentation and Choral Arranging (3)**  
Spring, odd years  
Techniques of instrumentation and choral arranging. Prerequisites: MUS 323, 324 or 325, and 210 or 212 or 317; performance experience on strings, woodwind, brass, and percussion instruments (recommended); and consent of instructor.

**315 Diction - English/Italian (2)** / Fall  
This hands-on course complements vocal instruction and theatre arts classes through diction training. Students will learn to use the "International Phonetic Alphabet" to help them analyze and transliterate English for the stage, Italian and Latin songs and arias.

**316 Diction - French and German (2)** / Spring  
A continuation of MUS 315. Students will learn to use the "International Phonetic Alphabet" to help them analyze and transliterate foreign texts in French and German.

**317 Small Jazz Band Arranging (3)** / Fall, odd years  
Arranging for two, three, and four parts in a jazz style is explored. Instrumental and vocal orchestration is studied. Prerequisites: MUS 112 and 212.

**320 Ear Training IV (2)** / Spring  
Continuation of Ear Training III. Emphasis on music of the 20th century, with focus on post-tonal idioms. Materials vary from semester to semester. May be repeated for credit with permission of instructor. Prerequisites: MUS 220 and placement test.

**321 Aural Skills Practicum (1)** / Fall, Spring  
Focus varies each semester. Will stress the development of such practical skills as sight-singing, dictation, transcription, repertory building, score-reading, rhythm training, and sight-reading of various periods, cultures, and styles. May be repeated for credit. See each Concentration for number of semesters required.

**322 Percussion Ensemble (1-2)**  
A performing ensemble for the intermediate to advanced musician which focuses on developing proper techniques for traditional percussion instruments. Prerequisite: consent of instructor.

**323 Chamber Singers (2)** / Fall, Spring  
Small vocal ensemble. Repertoire may include madrigals, motets, masses, and partsongs from the Medieval, Renaissance, Baroque, and 20th century periods. Emphasis is placed on the development of comprehensive musicianship, interpretive skills, and ensemble sensitivity. Frequent public performances. Admission by audition. May be repeated for credit.

**324 Sonoma County Bach Choir (1-2)** / Fall, Spring  
Medium-sized vocal ensemble specializing in rehearsal and performance of music from the Renaissance, Baroque, Classical and 20th-century periods. Repertoire features major choral/orchestral works by Schütz, Bach, Mozart, and others, performed with historical instrumentation and performance practices. Frequent public performances. Admission by audition.

**325 SSU Chorus (1-2)** / Fall, Spring  
Large chorus featuring a wide range of accompanied and a cappella literature. Emphasis placed on development of vocal technique and musicianship skills, and on preparation of repertoire. Includes public performances. No previous choral experience required; singers will be given a simple screening after enrolling. May be repeated for credit.

**326 Classical Guitar Ensemble (1-2)** / Fall, Spring  
The course focuses on all aspects of the literature for multiple guitars—performance, listening, sightreading, and technique. A wide variety of repertory is covered and a public performance is required. Project proposals from class members are welcomed. Prerequisite: consent of instructor.

**327 Wind Ensemble (Concert Band) (1-2)** / Fall, Spring  
The study and presentation of band and wind ensemble music from all periods of music literature. May be repeated for credit. Prerequisite: consent of instructor.

**328 Chamber Orchestra (1-2)** / Fall, Spring  
A study and presentation of chamber orchestra music from all periods of music literature. Admission to the orchestra is by audition. May be repeated for credit.

**329 Chamber Music Ensembles (1-2)** / Fall, Spring  
Enrolled students will be assigned to various ensembles according to instrumentation and expertise. During each semester outstanding musicians from the San Francisco Symphony and the San Francisco Opera Orchestra will coach each ensemble on a periodic basis. Course culminates in a series of public performances. Admission by audition. May be repeated for credit.

**330 Music Theatre Production (1-3)** / Fall, Spring  
A course devoted to the study and performance of operatic and musical theatre literature. Designed for singers, coaches, and others interested in musical theatre. May be repeated for credit. Prerequisite: consent of instructor.

**331 Songwriting (2)** / Every third semester  
This class provides information concerning all aspects of songwriting both as a commercial craft and as a musical art form. Music theory, form, lyrics, demo production, and the music business will be discussed in detail. Participants will have numerous opportunities to have material evaluated and critiqued.

**340 Music Theatre Scenes Workshop (2)** / Spring  
A performance course designed primarily for singers, actors, and stage directors intended to broaden student's familiarity with the opera and musical theatre repertoire. May be repeated for credit. Prerequisite: consent of instructor.

**341 Studies in Counterpoint (1-3)**  
Study of a particular contrapuntal style. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

**342 History of Jazz (3)** / Fall, even years  
The study of jazz from its origins to the present. Listening to music is the core of the class; emphasis is on developing skill in recognizing and describing what happens in classic performances. The changing styles of jazz are related to the social and cultural context of the music in each style period.

**343 Studies in Musical Genres (1-3)**  
An in-depth study of a particular type of music. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

**344 Studies in Specific Composers (1-3)**  
Study of life and works of a specific composer. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

**346 Studies in Music Theory (1-3)**  
The detailed study of a particular theoretical system in music. May be repeated for credit with consent of the instructor.

**347 Studies in World Music (1-3)**  
The detailed study of the music of a particular country or area outside the Western European musical tradition. May be repeated for credit.

**350 Survey of World Music (3)** / Fall, Spring  
A survey of traditional music in the context of cultural life from around the world. Satisfies GE, category C4. (Comparative Perspectives).

**351 The Sacred Traditions of South Asia (3) / Fall**

An exploration of the sacred traditions, philosophies, and music of South Asia from the earliest times to the present, with a focus on India. A study of ritualistic practices of Hinduism, Buddhism, Sikhism and Islam in South Asia is emphasized. Special emphasis is placed on the role of chanting and music in each religion. Original texts (in translation), films, and lectures by visiting scholars are included in the class format. Satisfies GE, category C4 (Comparative Perspectives).

**352 The History, Music and Secular Traditions of South Asia (3) / Spring**

An exploration of cultures, musical expressions and traditions of South Asia from the earliest times to the present, with a focus on India. Literature (in translation), the arts and music form the basis of this class. Historical and sociopolitical background for the secular traditions of India will be introduced through readings and lectures. Films (documentary and feature-length) and lectures by visiting scholars, writers, musicians and artists will be included in the class format. Satisfies GE, category C4 (Comparative Perspectives).

**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.

**360 Studio Musicianship and Production (2)**

Every third semester

The class will focus on the development of listening skills, with a study of established production styles and the perfection of individual musicianship in performance. It will include microphone technique, studio terminology, use of special effects in performance, and artistic creation through multitrack production.

**362 Recording II (2) / Spring**

A continuation of MUS 262. Prerequisite: MUS 262 or consent of instructor. Crosslisted as COMS 362.

**364 Music Business II (2)**

This course continues with an intensive study of record companies, artists contracts, record production, promotion, distribution, retailing, music merchandising, studios and engineers, concert promotion, music and theatre, radio, television, advertising, and film. Independent project, exams and class participation assignments are required. Prerequisite: MUS/COMS 264 or consent of instructor. Cross-listed as COMS 364.

**370 Music and Dance in the World's Religions (3)**

Fall

A survey of music and dance in the world's major religions as well as in the traditional religions of Africa, Asia and the Native Americans. Satisfies GE, category C4 (Comparative Perspectives).

**379 Contemporary Jazz Ensemble (1-2) / Fall, Spring**

Rehearsal and performance of literature from post-bebop through fusion, with different ethnic music, classical music, rock, and free improvisation. May be repeated for credit. A Latin music ensemble is also offered some semesters. Prerequisite: consent of instructor.

**380 Gospel Choir (1-2)**

A study and performance of music and styles drawn from the Afro-American religious traditions. May be repeated for credit.

**389 Jazz Improvisation II (3) / Fall, Spring**

This class explores tunes that are based on the diatonic modes and blues progressions in all 12 keys. Various improvisation techniques are discussed. Prerequisite: consent of instructor.

**390 Jazz Big Band (1-2) / Fall, Spring**

The Big Band performs the best literature for the medium from the traditional swing era to modern big band arrangers. May be repeated for credit.

**391 Concert Jazz Ensemble (1-2) / Fall, Spring**

Rehearsal and performance of literature in traditional and contemporary jazz idioms. Repertory includes original arrangements especially designed for the ensemble by music faculty and students. May be repeated for credit. Prerequisite: consent of instructor.

**392 Jazz Piano II (1) / Spring**

Continuation of MUS 292. Prerequisite: MUS 292 or consent of instructor.

**395 Community Involvement Program (1-4)**

CIP involves students in basic community problems, performing such tasks as tutoring, coaching, and performing for hospitals and schools. Students taking CIP through the Music Department must arrange for supervision by a Music Department advisor. Students in the music education concentration must see their advisor about special requirements. Cr/NC only.

**396 Vocal Jazz Ensemble (1-2) / Fall, Spring**

Rehearsal and performance of vocal jazz literature. Intended for experienced jazz singers. May be repeated for credit. Prerequisite: audition.

**399 Student-Instructed Course (1-3)**

Topic differs each semester. Cr/NC only.

**400 Music for the Classroom (3)**

Every third semester

Philosophy, concepts, and materials for music teaching in the classroom. The structure, nature, and function of music in children's lives. Prerequisite: MUS 105 or equivalent or consent of instructor.

**402 Choral Conducting (2) / Fall**

Basic conducting techniques, and techniques of choral rehearsal and performance. Prerequisite: MUS 309, 320 or consent of instructor.

**403 Instrumental Conducting (2) / Spring**

Conducting techniques through the study of selected instrumental works. The course will include score-reading at the piano. Prerequisites: MUS 309, 314 and 402, or consent of instructor.

**412 Jazz Composition (3) / Alternate years**

The goal of this class is to compose five original jazz compositions. Various melodic, harmonic and rhythmic concepts will be discussed. Prerequisites: MUS 112 and 212.

**415 Class Instruction in Voice (1) / Fall**

Group work and teaching techniques in the fundamentals of singing. Problems of tone production, breath control, diction, repertory, and interpretation. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

**417 Big Band Arranging (3) / Spring, even years**

The goal of this class is to write a complete arrangement for a 16-piece big band. Arrangers like Thad Jones, Bob Brookmeyer and Sammy Nestico will be studied. Prerequisites: MUS 112, 212 and 317.

**418 Class Instruction in Guitar (1) / Spring, odd years**

Basic performing and teaching techniques on guitar. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

**422 Class Instruction in Strings (1) / Fall, even years**

Basic performing and teaching techniques on orchestral string instruments. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

**423 Class Instruction in Woodwinds (1)**

Spring, even years

Basic performing and teaching techniques on band and orchestral woodwind instruments. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

**424 Class Instruction in Brass (1) / Fall, odd years**

Basic performing and teaching techniques on standard brass instruments. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

**425 Composition (1-3) / Fall, Spring**

Individual projects in creative work. May be repeated for credit. Prerequisite: consent of instructor.

**429 Class Instruction in Percussion (1)**

Spring, odd years

Basic performing and teaching techniques on standard percussion instruments. May be repeated for credit with consent of instructor. Prerequisite: consent of instructor.

**433 Private Instruction—Strings (1) / Fall, Spring**

Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 133 and audition.

**434 Private Instruction—Woodwinds (1)**

Fall, Spring

Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 134 and audition.

**437 Private Instruction—Brass (1) / Fall, Spring**

Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 137 and audition.

**438 Private Instruction—Percussion (1) / Fall, Spring**

Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 138 and audition.

**439 Private Instruction—Keyboard (1) / Fall, Spring**

Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 139 and audition.

**440 Vocal/Instrumental Proficiency Jury (1)**

Fall, Spring

A performance illustrating proficiency as well as knowledge of the technique and tone production in voice, on guitar, and on string, woodwind, brass and percussion instruments. For students in the music education concentration or the California Music Subject Matter Competency Program. Cr/NC only. Prerequisites: MUS 415, 418, 422, 423, 424 and 429.

**441 Private Instruction — Voice (1) / Fall, Spring**

Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 141 and audition.

**443 Private Instruction — Guitar (1) / Fall, Spring**

Private instruction for advanced students. May be repeated for credit. Prerequisites: MUS 143 and audition.

**445 Private Instruction — Composition (1-2)**

Fall, Spring

Private instruction in composition for advanced students. May be repeated for credit. Prerequisite: MUS 425 or consent of instructor.

**446 Private Instruction — Conducting (1-2)**

Fall, Spring

Private instruction in conducting for advanced students. May be repeated for credit. Prerequisite: audition.

**448 Accompanying Workshop (1-2) / Fall, Spring**

A course to develop sight-reading ability for pianists. Students are paired with vocal or instrumental students to prepare music for performance.

**451 Repertory Class — Private Instruction (1)**

Fall, Spring

This class provides an opportunity for students to perform their repertory in a group setting. Private instruction faculty coach students in technique, interpretation, and presentation. Classes are normally offered for voice, piano, and percussion. May be repeated for credit. Prerequisite: concurrent enrollment in the appropriate private instruction course.

**459 Music for Media (2) / Spring**

Composition based course which will focus on music and sound composition as it applies to media. Student based projects will include the creation of both copy (script) and sound for television, film, video, advertising, jingle identities, and theater. Prerequisite: MUS 262. Preferred prerequisite: MUS 259, 331 and 362. Cross-listed as COMS 459.

**460 Teaching Assistantship in Music (1-4)**

Open only to advanced music majors or music majors with special skills. Intended to give students experience in assisting the instructor in a music course or, under the supervision of a faculty member, experience in tutoring other students. Cr/NC only.

**462 Recording III (2) / Fall**

Continuation of Recording II (MUS 362). Exploration of different microphone and instrument configurations required to obtain specific types of recorded sound. Extensive individual work in the studio on specific projects designed to develop student capacity to plan and engineer a demonstration tape. Cross-listed as COMS 462. Prerequisite: MUS 362 or consent of instructor.

**464 Music Business III (2-3)**

Every third semester

This course continues with the study of topics including unions and guilds, agents, managers, and attorneys. It then completes with a focus on setting your own career goals and developing and implementing a plan to achieve them. Independent project, exams and class participation assignments are required. Prerequisite: MUS/COMS 364 or consent of instructor. Cross-listed as COMS 464.

**472 Recording IV (2) / Spring**

A continuing study in the area of audio recording. The class will include lectures, demonstrations, field trips, student projects, new technology in using computers for recording, editing and mastering functions. Students will be required to participate in the maintenance of the recording facility. Cross-listed as COMS 472.

**480 Special Topics (1-4)**

Topic will vary from semester to semester. Consult *Schedule of Classes* for current offering.

**481 Special Topics Workshop (1-3)**

Activity will vary from semester to semester. Consult *Schedule of Classes* for current offering.

**489 Jazz Improvisation III (3) / Spring**

A continuation of MUS 389. May be repeated for credit. Prerequisite: MUS 389 or consent of instructor.

**490 Senior Project (1-3) / Fall, Spring**

A course in which the work of the music major reaches culmination. Group or individual projects in research, analysis, theory, or performance that bring together all the skills and proficiencies developed by the student. For the music education concentration the project is a summative portfolio. Prerequisites: completion of all music major requirements or consent of instructor.

**491 Senior Recital (3) / Fall, Spring**

The preparation and presentation of a senior recital is the culminating activity for music majors in the applied music concentration. Prerequisites: completion of all concentration requirements or consent of instructor.

**495 Special Studies (1-4)**

Individualized studies in topics beyond the scope of the regular curriculum. Contract with an instructor, specifying work to be completed. A regular schedule of contract hours is necessary. Prerequisite: consent of instructor.

**499 Internship (1-4)**

Work experience in organizations and projects related to music. Prerequisites: appropriate preparation for successful completion of internships and consent of instructor.

**500 Introduction to Graduate Study (3)**

A course in the methods and materials for research in music. Proficiency in an imaginative use of the resources for accessing musical data will be developed through projects in bibliography. Required of first-semester graduate students.

**595 Special Studies (1-4)**

Individualized studies in topics beyond the scope of the regular curriculum. Contract with an instructor, specifying work to be completed. A regular schedule of contract hours is necessary. Prerequisite: consent of instructor.

# Native American Studies

**Program offered****Minor in Native American Studies****Program Office**

Nichols Hall 214  
707 664-2458

**Coordinator**

Edward D. Castillo

**Administrative Coordinator**

Perce Smith

**Faculty**

Edward D. Castillo, David W. Peri, Duane BigEagle

The Native American Studies program is designed to provide a minor with a multidisciplinary approach to Native Americans through ethnography, history, sociology, and the humanities. By approaching the multiplicity of Indian cultures from a variety of academic perspectives, a deeper understanding of native societies past and present, will emerge. The program is designed to present a variety of American Indian experiences and issues within the wider context of human history and evolution. The program is especially interested in providing teachers, community service personnel, tribal administrators, and other interested persons with useful skills in dealing with this unique community. Special emphasis will be placed on assisting educators with practical and theoretical approaches to Indian education. Students in Native American studies are encouraged to apply toward the NAMS minor selected courses from history, anthropology, art, CALS, AMCS, and Education.

Students may develop a special major in Native American studies; those interested should review the guidelines for special majors and consult the program coordinator.

**Minor in Native American Studies**

The suggested pattern for completing the minor is:

**Minor Core Requirements**

NAMS 200	Introduction to Native Americans (3) or	
NAMS 205	Introduction to Native American Arts (3)	3
NAMS 305	North American Indian History	4
NAMS 346	Philosophic Systems and Sacred Movements in Native North Americans	3
<b>Total units in minor core</b>		<b>10</b>

**Minor Electives**

Select 10 units from the following courses:

NAMS 300	Experimental (1-5)
NAMS 354	Native American Literature (3)
NAMS 338	Native Americans and the Cinema (3)
NAMS 400	Special Topics in Native American Studies (1-4)
NAMS 410	Seminar in an Individual Native American Culture (4)
NAMS 412	Native California History and Culture (4)
NAMS 414	Native American Cultures of the Southwest (4)
NAMS 418	Regional Historical Studies (4)
NAMS 420	Fundamentals of Native American Education (1-4)
NAMS 430	Advanced Native American Workshop (4)
NAMS 442	Contemporary Affairs of Native Americans of California (4)
NAMS 495	Special Studies (1-4)

Total units in minor electives ..... 10

Total units in the minor ..... 20

**Native American Studies Courses (NAMS)**

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

**200 Introduction to Native Americans (3) / Fall**

A survey of the various geographical environments of tribes living in North America. The emphasis is upon precontact cultures, but includes cultural and historical changes to tribes during the settling of this country by Europeans. Satisfies GE category D1 (Individual and Society), and the ethnic studies requirement.

**205 Introduction to Native American Arts (3)**

Fall, alternate years

A general introduction of the traditional American Indian arts in the United States. The course will include information on the culture that produced the art forms. Craft projects or research paper by the student will be a part of the class requirements. Satisfies GE, category C1 (Fine Arts), and the ethnic studies requirement.

**300 Experimental courses (1-5)**

Content varies from semester to semester. The majority of these courses are designed as short-term field excursions into various areas of the country where American Indians lived or are living.

**305 North American Indian History (4)**

Spring, alternate years

A survey/lecture course. It will chronologically follow the economic, military, social, and legal relationships between North American Indians and Euro-American colonists. Special emphasis will be placed on the relations with the federal and state governments from the Colonial period to the 20th century.

**338 Native Americans and the Cinema (3)**

This course examines and critiques the depiction of Native Americans in American cinema, video, and documentary films. These media efforts are analyzed through an exploration of stereotypes, literature, and other popular influences found in American society. Documentary films by non-Indian and Native American film makers will be examined and analyzed. Satisfies GE, category C1 (Fine Arts), and the ethnic studies requirement.



**346 Philosophic Systems and Sacred Movements in Native North America (3)** / Fall, Spring

Only by common participation in religious cults and philosophic systems have the separate Indian tribes of North America ever united. This proposition will be critically examined by analysis of prehistoric and contemporary American Indian religious movements and philosophic systems. Precontact native religious systems will be surveyed. Archaeoastronomy and native art forms will be investigated as expressions of religious activities. Postcontact religious reorganization such as the ghost dance will be studied. Satisfies GE, category C3 (Philosophy and Values), and the ethnic studies requirement.

**354 Native American Literatures (3)** / Spring

A discussion of traditional myths and songs as well as contemporary literary works of Native Americans. Satisfies GE, category C2 (World Literature), and the ethnic studies requirement.

**399 Selected Topics (1-3)**

This student-instructed course is offered periodically on various Native American subjects. The course is offered when instructors are available with unique knowledge and skill not available through the regular faculty.

**400 Special Topics (1-4)**

Special topics courses in Native American studies are offered occasionally, depending on student interests and faculty availability. Typically, courses might be: Native American Law, Health Issues in the Native American Community, and Native American Tribal Government.

**410 Seminar in an Individual Native American Culture (4)**

An in-depth focus on the cultural experience of an individual Native American people.

**412 Native California History and Culture (4)**

Fall, alternate years  
A survey of the cultures and histories of Native California Indians. Special emphasis on local Indians.

**414 Native American Cultures of the American Southwest (4)**

An examination of the prehistory, ecology, settlement patterns, social organization, cosmological and ritual systems, material culture, mythology, language, and status of Southwestern Native Americans.

**418 Regional Historical Studies (4)**

Seminar. Provides students with an opportunity to pursue various regional studies of Indian groups from precontact times to the present. Prerequisite: NAMS 200 or consent of instructor.

**420 Fundamentals of Native American Education (1-4)**

This course is appropriate for those who will be teaching Native American students K-12 or those who wish to develop curriculum materials about American Indians. A survey of North American Indian educational history will be followed by practical projects stressing appropriate teaching strategies.

**430 Advanced Native American Art Workshop (3)**

Emphasizes the practical application of traditional and contemporary Native American art forms, designs, and techniques. This course attempts to advance the student's utilization of and appreciation for the various methods and skills of Native American arts while promoting individual creativity.

**440 The Contemporary Native American (4)**

A seminar on the status of Native Americans in modern American society, including economic, political, and legal aspects; the role of the federal government; and the emergence of pan-Indianism and political activism.

**442 Contemporary Affairs of Native Americans of California (4)**

An intensive study of the contemporary problems, issues, and developments involving American Indians in California.

**495 Special Studies (1-4)**

Prerequisites: An upper-division core course; approval of supervising faculty member and approval of program coordinator.

# Nursing

**Programs offered (fully accredited by the NLNAC)**

**Bachelor of Science in Nursing**

Prelicensure BSN  
RN-BSN  
LVN-BSN

**Master of Science in Nursing**

Family Nurse Practitioner  
Nursing Administration  
Nursing Case Management  
Nursing Education

**Post-Master's Certificates**

Family Nurse Practitioner

The purpose of nursing is to provide humanistic care to maintain and enhance the health of individuals and of society as a whole. To accomplish these goals, nurses assume several roles, including caregiver, communicator, client advocate, teacher, leader and consumer of research. In keeping with the SSU philosophy, the Department of Nursing has developed an overarching concept that sincere, compassionate, humane care is essential in the delivery of professional nursing.

The Department of Nursing is strongly committed to providing multiple opportunities for learning using a variety of technology mediated techniques. Courses at both the undergraduate and graduate levels may be taught using televideo conferencing technology for distance learning, interactive and real-time electronic communications via computer for 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 close relationship with the health care services community within its service area and beyond. Consequently, there are many clinical opportunities available. Students have a variety of community-based placements in hospitals and other health care agencies. Graduates of both the baccalaureate and master programs are well prepared for careers in a variety of health care settings in the community.

Sonoma State University's nursing programs are approved by the California State Board of Registered Nursing and accredited by the National League for Nursing Accreditation Commission, from which information about tuition, fees and length of program may be obtained, either in writing or by telephone at National League for Nursing, 350 Hudson Street, New York, NY, 10014, 212 989-9393.

## Bachelor of Science in Nursing (BSN)

The undergraduate nursing program provides three options to obtain a baccalaureate degree in nursing:

1. A prelicensure program option that prepares students to become licensed registered nurses.
2. An RN to BSN two-year program option for licensed RNs with Associate degrees or the equivalent.
3. An LVN to BSN program option for licensed LVNs.

All graduates of the baccalaureate program are prepared to plan and

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**Administrative Coordinator**

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**Faculty**

Liz Close, Gregory Crow, Sandra DeBella Bodley,  
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Thomas Nolan, Wendy Smith

provide patient care, to teach patients, families and staff, and to provide leadership in the delivery of health care services. The Bachelor of Science in Nursing program offers students an opportunity to become liberally educated professionals, qualified for certification as public health nurses, and completely prepared for graduate education in nursing. The prelicensure and LVN-BSN options also prepare the graduate for the RN licensure examination.

Eligible applicants should contact the nursing department for further information.

## Prelicensure Option

The pre-licensure option consists of two components: the pre-nursing curriculum, in which the student takes the prerequisite courses for the nursing program; and the pre-licensure curriculum, in which the student is admitted on a competitive basis to take the courses required for RN licensure and complete the Bachelor of Science in Nursing degree. The pre-nursing courses may be taken at either Sonoma State University or another university or junior college. Students who complete their prerequisites at Sonoma State University will be considered first for admission to the nursing major, but are not guaranteed entrance. For admission to the pre-licensure component of the program, a supplemental application must be submitted to the Nursing Department between November 1 and February 28. Applications are available on the department's web site at [www.sonoma.edu](http://www.sonoma.edu) or by contacting the Nursing Department.

## Admission Criteria

### Admission to Pre-Nursing Status (for prelicensure option)

Students applying directly from high school must meet the following criteria:

1. Standard SSU admission criteria.
2. High school chemistry/biology with a GPA of 3.00 (B) or better.

Community college transfer students must meet the following criteria:

1. Standard SSU transfer criteria.
2. B average in nursing prerequisite science courses.

**Admission to the Nursing Major  
(for prelicensure option)  
(final three years of degree program)**

Nursing is an impacted program and therefore requires supplemental application in addition to application to Sonoma State University. Students applying to the nursing program must submit:

1. GPA of 3.00 or better in prerequisite science courses: BIOL 220, 218, 224 and CHEM 105A/B or equivalent.
2. Health care experience (written verification of at least 50 hours).
3. Essay (criteria available in the Department of Nursing).
4. Recommendations (forms available in the Department of Nursing).

<b>Requirements for the Prelicensure BSN Option</b>	<b>units</b>
General education .....	*48
Major requirements .....	58
Support courses .....	14
General electives .....	4

**Total units needed for graduation ..... 124**

\*3 units of Area E will be satisfied upon completion of the nursing major to meet 51 unit GE requirement.

**Required Courses for the  
Prelicensure Option  
Bachelor of Science in Nursing**

**Pre-Nursing**

BIOL 115	Introduction to Biology (3) (can be challenged through AP or CLEP exam)
BIOL 218	General Microbiology (4)
BIOL 220	Human Anatomy (4)
BIOL 224	Human Physiology (4)
CHEM 105A	General and Inorganic Chemistry (4) (can be challenged through AP or CLEP exam)
CHEM 105B	Organic and Biochemistry (4)

**Year 1 Nursing**

**Nursing major acceptance required from this point forward.**

<b>Fall Semester</b>	<b>Spring Semester</b>
NURS 200 (3)	NURS 204 (3)
NURS 205 (3)	NURS 206 (3)
NURS 207 (2)	NURS 210B (4)
NURS 210A (4)	plus GE and other degree requirements

**Year 2 Nursing**

<b>Fall Semester</b>	<b>Spring Semester</b>
NURS 340 (3)	NURS 380 (3)
NURS 342 (3)	NURS 385 (3)
NURS 345 (4)	NURS 400 (3)
PSY 302 (3)	plus GE and other degree requirements
plus GE and other degree requirements	

**Year 3 Nursing**

<b>Fall Semester</b>	<b>Spring Semester</b>
NURS 360 (3)	NURS 425 (4)
NURS 405 (3)	NURS 440 (3)
NURS 415 (1)	Elective (3)
NURS 450 (3)	plus GE and other degree requirements
plus GE and other degree requirements	

**RN Option (RN-BSN)**

Sonoma State University's baccalaureate program also offers a two-year upper-division option designed to articulate with two-year community college nursing programs. The SSU program provides upper-division education for registered nurses and enables nurses to expand their practice and function with greater independence in a variety of settings.

RNs who have attended a hospital (diploma) program should contact a community college with an RN program to obtain equivalent credit for their diploma program (30 ungraded lower-division nursing units) and to complete the community college's general education requirements for an A.A. degree.

**Admission Criteria**

1. Current California licensure as a Registered Nurse (Recent A.D.N. graduates who have not received California RN licensure but who otherwise meet program prerequisites will be accepted on a conditional basis pending state board results. Failure to pass state boards would disqualify the student from the nursing major — but not from the University — until such time as a passing score is obtained.)

2. Sixty semester units of college-transferable credit: 30 units should meet California State University general education requirements (including Areas A1 and B4); 30 units must be credit for lower-division nursing coursework.

3. Minimum of 3 semester units of college-transferable credit in general chemistry with a grade C or better.

4. Human anatomy/physiology within the past 10 years or direct clinical nursing experience within the past two years.

<b>Requirements for the RN-BSN Option</b>	<b>units</b>
<b>General education</b> (40 units may be transferred from a community college or university) .....	*48
<b>Major Requirements</b>	
Lower division at community college or university .....	30
Upper division at SSU (includes 32 units undergraduate nursing) .....	40
General electives .....	6

**Total units needed for graduation ..... 124**

\*3 units of Area E will be satisfied upon completion of the nursing major to meet the 51 unit GE requirement.

**Required Nursing Major Courses and  
Sample Two-Year Program for  
RN-BSN Option  
Bachelor of Science in Nursing**

The sequence below is for full-time students. A part-time sequence that can be completed in six semesters is also available through the Nursing department.

<b>Year 1</b>	
<b>Fall Semester</b>	<b>Spring Semester</b>
NURS 305 (3)	NURS 360 (3)
NURS 312 (3)	NURS 400 (3)
NURS 315 (3)	NURS 405 (3)
PSY 302 (3)	plus GE and other degree requirements
plus GE and other degree requirements	

**Year 2**

<b>Fall Semester</b>	<b>Spring Semester</b>
NURS 450 (3)	NURS 425 (4)
NURS 415 (1)	NURS 440 (3)
plus GE and other degree requirements	plus GE and other degree requirements

**LVN Option (LVN-BSN)**

A program for licensed vocational nurses who wish to become registered nurses is provided on a space-available basis. There are two options:

1. The recommended option provides the graduate with preparation needed for taking the State Board of Registered Nursing exam, a Bachelor of Science in Nursing degree and eligibility for public health certification. To enter the first option, an individual must complete the same prerequisites as those students who enter the prelicensure BSN program.

2. The second option includes only those nursing courses required for RN licensure and qualifies LVNs to take the Registered Nurse licensing examination, but does not earn a BSN. To enter the second option, an LVN must have completed 4 units of physiology and 4 units of microbiology with a grade of B or better. Contact the department for further details. Courses required for this option are indicated by \* in the following sample program.

<b>Requirements for the LVN-BSN Option</b>	<b>units</b>
<b>General education</b> (40 units may be transferred from a community college or university) .....	*48
<b>Major requirements</b> (lower division at community college or university, including SSU) .....	22
Upper division at SSU (includes 36 units undergrad nursing) .....	42
General electives (may include additional community college or university units up to maximum allowed) .....	12
<b>Total units needed for graduation ..... 124</b>	

\*3 units of Area E will be satisfied upon completion of the nursing major.

**Required Nursing Major Courses and  
Sample Two-Year Program for  
LVN-BSN Option  
Bachelor of Science in Nursing**

The following sequence is for full-time students. A part-time sequence that can be completed in six semesters is also available.

<b>Year 1</b>	
<b>Fall Semester</b>	<b>Spring Semester</b>
NURS 305 (3)	NURS 380 (3)
NURS 312 (3)*	NURS 385 (3)*
NURS 315 (3)	NURS 400 (3)
PSY 302 (3)	NURS 206 Theory (3)*
plus GE and other degree requirements	NURS 495 Practicum (2)* plus GE and other degree requirements

**Year 2**

<b>Fall Semester</b>	<b>Spring Semester</b>
NURS 360 (3)	NURS 425 (4)*
NURS 405 (3)	NURS 440 (3)*
NURS 415 (1)*	plus GE and other degree requirements
NURS 450 (3)	
plus GE and other degree requirements	

\* Courses required in the LVN to RN curriculum.

**Undergraduate Nursing Progression and Retention** Should a student not attain a minimum grade of "C" (a "C-" is not acceptable) in a nursing major 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 BSN program.

**Master of Science in Nursing (MSN)**

The goal of the graduate curriculum is to provide an advanced professional education to nurses with a BSN. The graduate degree is designed to respond to society's needs for professional nurses who influence the structure of emerging patterns of health care practice and delivery. Specialization in an area of nursing practice or function enables graduates to contribute effectively to current and future societal health needs. Graduates assist in the development and refinement of nursing science by assuming advanced clinical roles and leadership roles within the profession and by participating in research and other scholarly activities.

The curriculum includes a core of instruction with an emphasis on theoretical and conceptual foundations of nursing practice, research, professional issues and leadership. One option offers specialization as a family nurse practitioner (FNP), with emphasis on advanced clinical primary care practice. A second option, nursing leadership and management, prepares nurses for executive leadership functions and responsibilities in current and emerging health care systems and includes speciality focus in nursing administration, case management, or education.

**Application Procedures**

The standard CSU application form is used (available from the SSU Office of Admissions and Records). In addition, applicants must:

1. Meet the minimum admissions requirements for the chosen option.
2. Submit a separate Nursing Department application form.
3. Submit three letters of recommendation (on departmental forms).
4. Complete an interview with the department.

Application packets are available from the Nursing Department. Applicants who have received their BSN from SSU also need to submit a standard CSU application and supplemental nursing application to apply for graduate standing.

## Culminating Experience

Degree requirements include completing a culminating experience during the final semester of study. The experience provides an opportunity for the student to synthesize the major learning outcomes of the graduate program and the nursing specialty option. The student can choose from one of the three options:

1. Preparing a publishable paper based on research or clinical practice;
2. Completing a directed project; or
3. Completing a comprehensive simulated exam.

## Pathways Option

### (for nurses with a Bachelor's Degree in a discipline other than Nursing)

Application to the Department of Nursing's Master of Science program requires the foundation and skills equivalent to a Bachelor of Science degree in nursing. For those registered nurses who hold a baccalaureate degree in a field other than nursing, the department offers a Pathways Option that provides the student an individualized plan of study in preparation for application to the master's program, taking into account the student's background and chosen master's option (family nurse practitioner or leadership and management).

**Pathways Program Admissions Procedure:** In addition to the standard California State University application, Pathways application materials include 1) application form with goals essay, 2) transcripts, 3) recommendations, 4) resume listing work and educational experiences, and 5) an interview with the department. For forms and directions, contact the Nursing Department.

**Admission Status:** Initial status will be "conditionally classified" while the student is fulfilling requirements for BSN equivalency and other graduate admissions criteria. Completion of the Pathways option permits the student to be considered in the applicant pool. It does not guarantee admission to the graduate nursing program.

## Family Nurse Practitioner Specialty Option

The purpose of the family nurse practitioner specialty option is to prepare registered nurses with a bachelor's degree in nursing for advanced clinical practice with an emphasis on promoting individual and family wellness. The FNP concentration focuses upon the theoretical and scientific bases for the diagnosis and management of common illness, as well as health teaching, counseling and preventive services. Emphasis is placed upon advanced clinical skills that include history-taking, physical examination, health screening, management of common illness, and techniques of prevention and risk reduction.

In addition, an understanding of the economic and ethical factors affecting health care delivery provides nurses with unique capabilities to respond to society's complex needs. The ability to critically evaluate and apply research to the clinical setting is included as an important dimension of advanced professional practice.

## Admissions Requirements

1. BSN degree (RNs with a bachelor's in an area other than nursing, please see section on Pathways program).
2. GPA of 3.00 in the last two years (60 units) of undergraduate or post-graduate study.
3. Current California licensure as a registered nurse.
4. The Graduate Record Examination.

5. Completion of courses in statistics and physiology/pathophysiology within the last seven years; completion of a physical assessment course within the last three years (students may challenge the physiology requirement by taking the NLN test).

6. Completion of course(s) in community health nursing.
7. Two years full-time experience as an RN preferred.

## Curriculum Features

Students have a three-semester clinical preceptorship with a primary care provider. Students and faculty share responsibility for finding an acceptable preceptor. Content includes health needs and risks of all family members, family theories, and legal and professional issues pertinent to nurse practitioners. Content taken concurrently with the clinical sequences includes health risk assessment of individuals and families, pathophysiological concepts in diagnosis and treatment of common illness, pharmacology, and practice issues pertinent to nurse practitioners.

Students take courses in health economics and ethics of health care. Students complete a culminating experience that serves as evidence of successful integration of the diverse content areas in the curriculum.

The SSU family nurse practitioner specialty option meets criteria specified in Section 1484, Title 16, of the California Administrative Code and is approved by the California State Board of Registered Nursing.

## Accelerated FNP Option

Registered Nurses with a B.S. in another field and who are nurse practitioners may progress more rapidly through the program using a series of challenge examinations. A maximum of 12 semester units from prior course work and challenge examinations may be counted toward the M.S. degree. A total of 28 units must be taken in residence at SSU. Students are evaluated individually to determine which courses have been met by prior course work and which courses may be challenged. By using this option, it is possible for eligible students to receive credit for some of the didactic courses and for most of the clinical experience required for FNP preparation.

## Post-Master's Certificate Option

The Certificate Option is a 31-unit course of study designed for registered nurses who hold a master's degree in nursing who wish to become family nurse practitioners. Application is through the Department of Nursing.

## Curriculum for full-time Progression for Master of Science in Nursing Family Nurse Practitioner

### Year 1

Fall Semester (13 units)	Spring Semester (12 units)
NURS 501 (3)	NURS 540B (4)
NURS 540 (2)	NURS 550B (5)
NURS 549 (3)	NURS 505 (3)
NURS 550A (2)	
NURS 552 (3)	

### Year 2

Fall Semester (9 units)	Spring Semester (6 units)
NURS 500A (3)	NURS 500B (3)
NURS 504A (2)	NURS 510 (3)
NURS 550C (4)	Culminating Experience
Total units required ..... 40	

## Leadership and Management: Administration, Case Management and Education (ACME)

The curriculum for the three specialties within Leadership and Management (Nursing Administration, Case Management, and Education) prepares registered nurses to function as advanced practice nurses in a variety of roles and settings. Graduates will be prepared to lead and evaluate health care delivery systems and to provide educational support for evolving clinical practice. The Nursing Administration specialty prepares nurses to lead and manage all segments of health care organizations and systems. The Nursing Case Management specialty prepares systems level case managers to develop, implement, maintain, and evaluate systems of case management that meet the complex health care needs of patients, families, populations and communities. The Nursing Education specialty prepares educators to play a pivotal role in developing, implementing and evaluating educational programs that support contemporary and scientifically based nursing practice.

The curriculum emphasizes the application of theories and concepts of organization, leadership, management, financial management, case management and education as well as the use and application of research. The course of study provides for the development and application of knowledge relevant to the structure and financing of the health care system and the analysis of the interrelationships and interdependence of its various elements. Students learn to apply specialized knowledge and skills in selected areas of administration and case management in health care services in a variety of settings.

## Admission Requirements Nursing Administration, Case Management, and Education Specialty Options

1. B.S. degree (RNs with a bachelor's degree in an area other than nursing, please see section on Pathways program).
2. GPA of 3.00 in the last two years (60 units) of undergraduate or post-graduate study.
3. Current California licensure as a registered nurse.
4. The Graduate Record Examination.
5. Completion of statistics within the last seven years.
6. Completion of course(s) in community health nursing.
7. Demonstrated computer literacy and the ability to use common word processing software and forecasting software such as Excel. Students must have access to a computer that is online with an Internet provider supporting both e-mail and World Wide Web functions.

## Curriculum

The Administration, Case Management, and Education specialties are managed in class cohorts. Students take an average of 8 units per semester. Courses are taught via the traditional classroom, teleconference and internet.

The first year focuses on the acquisition of a theoretical base in nursing theories, the health care delivery system, advanced practice issues and ethics. Students prepare a research proposal and conduct a research study.

The second year incorporates further knowledge in administration, case management, and education theories, financial management, quality management and human resources. Analysis and evaluation of organizational and management theories in relation to the provision of health care and nursing care delivery systems are undertaken. A two-semester residency program provides for applications of theoretical knowledge with a mentor in a health care agency selected by the student, in consultation with faculty. Students tailor their plan of study and select the focus for their residency based on their professional background and career goals.

## Two-Year Program for Master of Science in Nursing Nursing Leadership, Case Management, or Education

### Year 1

Fall Semester (8 units)	Spring Semester (9 units)
NURS 500A (3)	NURS 500B (3)
NURS 504A (2)	NURS 505 (3)
NURS 515A (3)	NURS 515B (3)

### Year 2

Fall Semester (6 units)	Spring Semester (8 units)
NURS 506 (4)	NURS 530A (4)* or
NURS 510 (2)	NURS 532A** (4) or 522A*** (4)
	NURS 535A (4)

### Year 3

Fall Semester (8 units)
NURS 530B (4)* or
NURS 532B (4)** or 522B*** (4)
NURS 535B (4)
Culminating Experience

- \*Administration students take these courses.  
\*\*Case Management students take these courses.  
\*\*\*Education students take these courses.

**Graduate Nursing Progression and Retention** Students must attain a "B" or higher in all nursing graduate courses. If the student's GPA falls below 3.0 in nursing major courses, the student must petition the faculty to progress in the major. A student may repeat a graduate nursing course only once.

## Nursing Courses (NURS)

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

### 200 Nursing in Health and Illness (3) / Fall

Philosophical and theoretical foundations of nursing practice as a caring discipline. Basic physiological and psychosocial concepts of health and illness are explored from individual, family, and community perspectives, with an emphasis on health promotion and maintenance. Corequisites: NURS 205 and 210A. Prerequisite: acceptance to basic BSN program.

**204 Nursing Care of the Adult (3) / Spring**

Pathophysiology and physical assessment skills are integrated with basic medical surgical nursing concepts as the foundation for caring for the adult patient. Health and disease processes are studied as they apply to the clinical care of the adult patient. 2 unit theory and 1 unit lab.

**205 Skills in Professional Nursing Practice (3) / Fall**

Skills Lab: 7 hours. Introduces therapeutic communication skills, nursing process and clinical decision making, with an emphasis on person-centered assessment, diagnostic processes, and selected nursing therapies. Prerequisites: acceptance into basic BSN program; concurrent enrollment in NURS 200 and 210A.

**206 Mental Health and Illness (3)**

Concepts of psychopathology and nursing therapeutic communication are presented as the foundation for caring for clients in all clinical settings. 2 units theory, 1 unit lab.

**207 Basic Pharmacology for Nurses (2) / Fall**

Introduction to principles of pharmacology and to the nurse's role in the safe administration of medications. Content includes basic pharmacological principles, physiological actions, therapeutic and adverse effects of major drug classifications and routes of administration, basics of drug calculations, and patient education. Emphasis is placed on nursing responsibilities with safe administration of medications. Prerequisite: admission to basic BSN program. Corequisites: NURS 200, 205 and 210A.

**210A Clinical Practicum I (4) / Fall**

Clinical Practicum. Applies theoretical principles of nursing care to individuals in ambulatory and nonacute health care settings. Clinical experience emphasizes health promotion and maintenance. Prerequisite: acceptance to basic BSN program. Corequisites: NURS 200, 205 and malpractice insurance.

**210B Clinical Practicum II (4) / Spring**

Applies theoretical principles of nursing care to individuals in acute care and psychiatric health care settings. Emphasis is on providing care to persons experiencing changes in health and illness. Prerequisites: NURS 200, 205, 210A. Corequisite: NURS 204, 206 and malpractice insurance.

**305 Assessment and Clinical Decision Making (3)**

Fall, Summer

Lecture/discussion, 3 hours; lab, 3 hours. Concepts and skills of human health assessment basic to clinical decision making within the caring process are expanded. Interview skills focus on eliciting an accurate and thorough history, taking into account multiple dimensions that characterize the person. Examination skills are further developed to provide a database for nursing diagnosis and planning nursing care. Laboratory fee payable at time of registration. Prerequisite: acceptance to RN-BSN program; concurrent enrollment in NURS 315.

**312 Introduction to Professional Nursing (3) / Fall**

Provides introduction to RN-BSN program. The relationship between personal and professional development is explored with emphasis on student self-assessment, including clinical background, critical thinking, computer literacy, communication and self-care. This course also explores the relationship between communication, health, and the responsibility of the nurse to create positive environments that promote health and healing. Prerequisites: acceptance into the RN-BSN program; concurrent enrollment in NURS 350.

**315 Advanced Pathophysiology (3) / Fall**

Lecture/discussion, 3 hours. Examines selected human responses to actual or potential health problems seen across many patient/client populations. Physiological and pathophysiological processes are emphasized and integrated within a discussion of the multiple dimensions of human responses. Research and theory on which to base clinical assessments and nursing diagnoses are presented. Prerequisite: acceptance to RN-BSN program; concurrent enrollment in NURS 305.

**340 Women's Health in the Expanding Family (3)**

Fall

Lecture. Principles and concepts of health and illness in childbearing and child-rearing families. Preventive and therapeutic aspects of nursing care for the pregnant and post-partum client. Use of community resources introduced. Prerequisites: all 200-level nursing major courses; concurrent enrollment in NURS 342 and 345.

**342 Child Health in the Expanding Family (3)**

Fall

Lecture. Principles and concepts of health and illness in childbearing and child-rearing families. Preventive and therapeutic aspects of nursing care of the infant, child, and adolescent are emphasized. Use of community resources introduced. Prerequisites: all 200-level nursing courses; concurrent enrollment in NURS 340 and 345.

**345 Clinical Practicum with Expanding Families (4)**

Fall

Applies the caring process to child-bearing and child-rearing families. Clinical experiences focus on principles and concepts of health promotion and maintenance to families in various phases of the health and illness continuum. Prerequisite: all 200-level nursing major courses. Corequisite: NURS 340 and 350. Malpractice insurance required.

**360 Community Health Nursing Theory (3)**

Fall, Spring

Lecture/discussion, 3 hours. Introduces concepts, theories and research related to community responses and aggregate health, and concepts of population-based community health nursing practice. Communication and leadership skills applicable to population-based practice are developed and applied. National and international responses to health care problems and issues are examined, with an emphasis on intersectoral partnerships. Prerequisite: NURS 350.

**380 Care of Individuals and Families with Complex Needs (3) / Spring**

Lecture, Discussion, 3 hours. Applies the caring process to individuals and families with complex health care needs, emphasizing care of older adults. Prerequisite: NURS 340, 342 and 345. Corequisite: NURS 385.

**385 Clinical Practicum in Care of Individuals and Families with Complex Needs (3) / Spring**

Clinical Practicum with individuals and families with complex health care needs, emphasizing care of older adults. Clinical experience originates in acute care settings and includes discharge planning. Prerequisites: concurrent enrollment in NURS 380.

**395 Community Involvement Program (1-4)**

CIP involves students in community problems related to the promotion of health and the prevention of illness. Credit may be given for such activities as volunteer work in health agencies and planning and participating in community health projects. A total of 6 units may be applied toward a degree. May be taken by petition only. Prerequisites: admission to the nursing major, consent of advisor and department chair.

**396 Selected Topics in Nursing (1-5)**

A single topic or set of related topics not ordinarily covered by the nursing major curriculum (e.g., sexuality, death and dying, health planning and policy). The course may be repeated for credit with different topics, to a maximum of 12 units. Prerequisite: consent of instructor.

**400 Research and Ways of Knowing in Nursing (3)**

Spring

Lecture/discussion, 3 hours. Examines the nature of inquiry, basic research concepts, language and processes. Approaches to research and ways of knowing in nursing and related sciences are explored. Qualitative and quantitative research methods are compared. Students critically appraise and interpret studies in order to enhance their understanding of the research process. Prerequisites: NURS 312 and 350, and completion of GE category A3. Corequisite: NURS 360.

**405 Community Health Nursing Practicum (3)**

Fall, Spring

Clinical practice, 9 hours. Utilizing concepts, theories, and research findings related to family and community health, students provide nursing care to individuals and families in community settings. Focus is on the application of the caring process to individuals and families. Professional development, leadership, and case management abilities are expanded through community nursing practice. Prerequisites: NURS 360 and 385.

**415 Theory in Nursing Practice (1) / Fall**

Theories and concepts from nursing and related sciences are applied to a selected client population in a clinical setting. A learning contract is developed by each student in a selected area of nursing practice that includes client care, research and theory, legal and ethical issues, standards of practice, and leadership and management in the clinical setting. All learning activities are designed within the context of caring to enhance critical thinking, client advocacy, therapeutic interventions, professional communication, and professional role development. Students must expect to complete NURS 425 Senior Clinical Study within the next two semesters.

**425 Senior Clinical Study (4) / Fall, Spring**

Clinical application of theories and concepts from nursing and related sciences in the nursing care of selected populations, research-based knowledge and pertinent theoretical frameworks are utilized to respond to complex and specific health care needs of these populations. Integration and synthesis of concepts, personal development and leadership/management abilities are expanded through professional nursing practice. Prerequisite: NURS 440 within past two semesters.

**440 Nursing Leadership and Management (3)**

Spring

Lecture/discussion, 3 hours. Formulates a theoretical foundation for the process of nursing leadership and management. Attitudes and behavioral principles of effective leadership are developed and applied. Problem-solving strategies are developed as management problems are analyzed. Effects of the management process on patterns of health care practice and delivery are critically evaluated. Prerequisite: completion of all 300-level course work.

**450 Nursing in a Sociopolitical Environment (3)**

Fall

Seminar, 3 hours. The purpose of this course is to explore historical and current sociopolitical issues in nursing and health care for their impact on the practice and profession of nursing. Issues are analyzed within a social, political, ethical, legal and cultural perspective. Professional accountability and effective sociopolitical advocacy are emphasized. Prerequisite: completion of all 300-level course work.

**473 Health Education and Drug Abuse (3)**

Fall, Spring

Lecture, 3 hour. Emphasizes the teacher's responsibility for health promotion. Focus is on health issues affecting the school child's growth and maturation, and curriculum development for translating health knowledge into desirable health behavior. Includes units on nutrition, drug use and abuse, and AIDS. Course fulfills health education and drug abuse requirements of the Ryan Act Credential; enrollment priority is given to students in the Ryan Credential program. Prerequisite: upper-division standing.

**480 Health, Sexuality and Society (3) / Fall, Spring**

Examines issues in human sexuality as they relate to the health and well-being of self and others. The range of human sexual response will be explored. The impact of illness, disability and social dysfunction on one's sexuality will be analyzed. Satisfies GE, category E. Open to non-nursing majors. Prerequisite: upper-division standing.

**495 Special Studies (1-4) / Fall, Spring**

Individual or group study, under guidance of an advisor, of special problems in nursing. Prerequisites: admission to the nursing major and/or consent of instructor and department chair. Specific guidelines available from the nursing department.

**500A Scholarly Inquiry (3) / Fall**

This course builds upon an undergraduate foundation in nursing and related theories and research. The linkage between theory, research, and advanced practice are further developed to provide the student with the necessary skills to critically analyze selected research projects. Application to advanced patient care, health care systems management and leadership, nursing case management and nursing education. The course relies heavily on the use of the Internet.

**500B Scholarly Inquiry (3) / Spring**

This course builds upon an undergraduate foundation in nursing and related theories and research. The linkage between theory, research and advanced practice are further developed to provide the student with the necessary skills to critically analyze selected research projects. Application to advanced patient care, health care systems management and leadership, nursing case management and nursing education. The course relies heavily on the use of the Internet.

**501 Assessment and Maintenance of the Well Family (3) / Fall**

Lecture/discussion, 3 hours. Expands the student's ability to identify and promote behaviors that enhance the health of self, individuals, and families. Principles from epidemiology, family health, psychology, sociology, change theory, and related therapies. Focuses on rapid identification of physical, mental, emotional, and spiritual health risks and modification of those risks as part of primary care. Prerequisites: acceptance to the family nurse practitioner program.

**504 Policy and Politics of Health Care (2) / Fall**

Lecture, 2 hours. Course reviews the principal ways health care is organized and financed, and identifies current issues in health care organization and financing. Analytic perspectives on health and health care economics are emphasized. Prerequisite: graduate nursing student or consent of instructor.

**505 Ethics in Healthcare (2-3)**

Bioethics in healthcare is critically discussed from both a theoretical and practical viewpoint. Separate modules address various aspects of healthcare delivery related to clinical and administrative topics.

**506 Systems Management in Healthcare (4)**

Systems Management will utilize the systems theory in understanding organization behavior and change. The content of the course will include selected issues in organization environment, structure, culture, human resources, politics, and system leadership. The process of the course will focus on effecting organization change.

**510 Professional Issues and Leadership (2-3)**

Seminar, 2 hours. Current nursing issues in advanced practice and professionalism are examined from a leadership perspective. Focuses on expanding nursing power and influence in professional situations. Cultural perspectives in health care, and nursing as a subculture, are examined. Faculty and students collaborate in the identification of pertinent issues.

**515A Financial Management in Health Care Organizations I (3)**

Provides the student with theory and experience with the elements of budget development. The course is divided into segments: 1) pre-budget, 2) budget preparation and 3) monitoring variance. Students select a clinical site and mentor to provide clinical experience with budget preparation and monitoring.

**515B Financial Management in Health Care Organizations II (3)**

This is a continuation of NURS 515A and provides hands-on experience with budget control and variance.

**522A Instructional Process in Higher Education I (4)**

Seminar, 3 hours. Examination of curriculum formation, revision and evaluation. Theoretical and practical aspects of the instructional role in higher education are examined. Major theories of learning are critiqued. Teaching strategies are analyzed in relation to learning objectives. Students engage in individual and group projects in curriculum development and teaching methods. Prerequisite: concurrent enrollment in NURS 535A.

**522B Instructional Process in Higher Education (4)**

This course is a continuation of NURS 522A with incorporation of online and teleconference teaching skills and concepts into a course design and plan for implementation. Students will evaluate their online and teleconference teaching plans with respect to clearly delineated clinical or administrative learning outcomes and appropriate teaching models. Students will build well balanced and appropriately sequenced assignments and determine whether the technology tools they have selected will meet the learning objectives of the course they are designing. Current nursing research, curriculum and assessment with particular emphasis on the online and teleconference paradigm will be included. Prerequisite: NURS 522A and 535A, concurrent enrollment in NURS 535B.

**530A Nursing Leadership Theory I (4) / Spring**

Seminar, 4 hours. A course in which theories of organizations and management are analyzed in relation to health care and nursing care delivery systems. Emphasis will be placed on analyzing and evaluating the relationship between clinical nursing practice and organizational management. Organizations will be analyzed according to structure, functions and organizational behaviors. Prerequisites: concurrent enrollment in NURS 535A.

**530B Nursing Leadership Theory II (4) / Fall**

Seminar, 3 hours. Focus is on continuation and further development of a knowledge base relating to health care delivery systems and nursing service administration. Emphasis will be placed on complex aspects of the leadership/management processes, including use of human and financial resources and health policy development. Prerequisites: NURS 530A and NURS 535A, concurrent in NURS 535B.

**532A Case Management Theory I (4) / Spring**

Seminar, 4 hours. A course in which the theory of case management in relation to coordinating and evaluating client care is explored. Emphasis is placed on analyzing and evaluating the relationship between the provision of quality client care and organizational effectiveness. The interdependent role of the case manager is analyzed. Prerequisites: acceptance to Leadership and Case Management program; concurrent enrollment in NURS 535A.

**532B Case Management Theory II (4) / Fall**

Seminar, 3 hours. Focus is on continuation and further development of a knowledge base relating to health care delivery systems and the role of the case manager. Emphasis will be placed on complex aspects of the case management process, including human and financial resources and organizational, local, state and federal health policy development. Prerequisites: NURS 532A and NURS 535A; concurrent enrollment in NURS 535B.

**535A Residency I (4) / Spring**

Field Work. Focuses on the application of theoretical knowledge in a nursing leadership/management setting. The student gains an understanding of the relationship of administrative theory to administrative practice through the initiation of the project proposal designed in NURS 530A or 532A or 522A. Prerequisites: concurrent enrollment in NURS 530A or NURS 532A or 522A.

**535B Residency II (4) / Fall**

Fieldwork. Continued application of theoretical and conceptual knowledge in a nursing leadership/management setting. An understanding of the relationship of administrative theory to administrative practice is gained through the implementation and completion of the project, which is designed to improve administrative skills. Prerequisites: NURS 535A and, 530A or 532A; or 522A, and concurrent enrollment in NURS 530B or 532B or 522B.

**540A Pathophysiological Concepts in Diagnosis and Treatment I (2) / Fall**

Lecture/discussion, 2 hours. Develops a pathophysiological conceptual foundation for the diagnosis and management of common acute and chronic illnesses in advanced primary care nursing practice. Research and theory from various disciplines are used to evaluate unique interaction patterns of person and environment as a basis for selecting strategies to promote health and minimize the effects of illness. Emphasizes interdisciplinary aspects of primary health care through partnerships with patients as a basis for collaboration, consultation and referral. Prerequisite: acceptance to family nurse practitioner program.

**540B Pathophysiological Concepts in Diagnosis and Treatment II (4) / Spring**

Lecture/discussion, 4 hours. Further develops a foundation for the diagnosis and management of common, yet more complex, acute and chronic illness in advanced primary care nursing practice. Research and theory from various disciplines are used to evaluate unique interaction patterns of person and environment as a basis for selecting strategies to promote health and minimize the effects of illness. Continues to emphasize the interdisciplinary aspect of primary health care through partnerships with patients as a basis for collaboration, consultation, and referral. Prerequisite: NURS 540A.

**549 Health Maintenance Practicum (3) / Fall, Spring**

Laboratory, 6 hours. This first clinical course for FNP students includes health history skills and physical assessment evaluation of well clients. Emphasis is on health promotion, health risk appraisal, and developing comprehensive assessment skills. Laboratory fee payable at time of registration. Prerequisites: acceptance into family nurse practitioner program; concurrent enrollment in NURS 550A and previous or concurrent enrollment in NURS 501 and 540A.

**550A FNP Preceptorship I (2) / Fall, Spring**

Clinical preceptorship, 6 hours. Beginning clinical practice in primary care settings is implemented. Specialized knowledge and skills are utilized to assess physical, emotional, social, cultural, and spiritual needs of patients. Concepts from various disciplines are integrated to provide a framework for developing and applying strategies for health promotion and illness management. Begins to develop advanced nursing role identity as FNP. Prerequisites: concurrent enrollment in NURS 549; previous or concurrent enrollment in NURS 501, 540A and 552.

**550B FNP Preceptorship II (5) / Fall, Spring**

Clinical preceptorship, 9-12 hours. Continued implementation of clinical practice in primary care settings. Further develops and expands FNP clinical judgment and practice skills in family primary care. Research findings and theory-based knowledge are applied to formulating diagnoses and management plans. Personal and professional parameters of the nurse practitioner role are examined. Prerequisite: NURS 550A.

**550C FNP Preceptorship III (4) / Fall, Spring**

Clinical preceptorship, 12 hours. Expands clinical practice in primary and extended care settings. Facilitates the integration of nursing and other theories and research in providing health care to individuals, families and groups. Conceptual perspectives are applied as a foundation for complex decision making in advanced nursing practice. Professional identity is expanded to integrate the multiple aspects of the nurse practitioner role. Prerequisites: NURS 540A/B, 549 and 550A/B.

**551AB FNP Preceptorship: Clinical Challenge (3, 3) / Fall, Spring**

Clinical preceptorship challenge. Faculty evaluation of clinical practice skills in areas of practice included in NURS 549, FNP Preceptorships I and II. Includes faculty site visits in prearranged settings that provide appropriate types of cases for adequate evaluation. The basis for evaluation includes observation of practice, case discussion and chart review. Prerequisites: acceptance to the family nurse practitioner program, prior nurse practitioner training and consent of instructor.

**552 Pharmacology for FNPs (3) / Fall**

Develops a foundation for safe and effective management of client's pharmacological needs in the care of common acute and chronic illnesses. Research findings and theory-based knowledge are applied in assessing the needs of the individual client for medications and patient education. Parameters of legal practice and community standards of care are addressed.

**578 Project Continuation (1-3) / Fall, Spring**

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

**595 Special Studies in Nursing (1-4) / Fall, Spring**

Individually arranged course for one or more students who wish to pursue academic interests beyond the scope of the regular curriculum. Prerequisites: acceptance into master's program in nursing, and consent of instructor and department chair.

**596 Selected Topics in Nursing (1-4)**

A single topic or set of related topics not ordinarily covered in the graduate curriculum (e.g., nursing administration and supervision, curriculum development and teaching methods). The course may be repeated for credit with a different topic, to a maximum of 12 units. Prerequisite: consent of instructor.

**599 Master's Thesis (2-6)**

Research on thesis developed by student in consultation with nursing department faculty, and approved by the department and the student's thesis committee. Prerequisites: NURS 503A and approval of thesis prospectus.

# Philosophy

## Programs offered

Bachelor of Arts in Philosophy  
Minor in Philosophy

### Department Office

Nichols Hall 362  
707 664-2163  
[www.sonoma.edu/philosophy/](http://www.sonoma.edu/philosophy/)

## The Philosophical Life

The value of a philosophy degree stems from the richness of the perennial themes that are addressed in philosophical texts and discussions. Majors in this department balance their studies of the great classical themes of philosophy with a focus on the particular philosophical issues that are of paramount importance to them. In designing the department major, care has been taken to emphasize both the historical and analytical dimensions of philosophy, as well as its theoretical and practical dimensions. In this regard, the Department of Philosophy believes that the Socratic dictum "Know thyself!" requires the exercise of both theoretical and practical reason. The design of the major expresses this fundamental belief.

In its historical dimensions, an education in philosophy gives the student a nuanced appreciation of the wide array of conceptual systems that human beings have employed to deal with questions concerning reality, justice, truth, morality, and the meaning of life. In its analytical and critical dimensions, philosophy trains one to detect and avoid errors in thinking. Such training involves special emphasis on the logical use of language, the analysis of concepts, and the ability to critique and construct extended arguments.

Philosophy's emphasis on both the imaginative and critical use of rationality helps prepare one for a wide variety of careers that require finely honed reasoning and communication skills. Such fields include law, medicine, social and political advocacy, counseling, teaching, print and electronic media, and research and writing in both academic and nonacademic fields.

## Faculty and Curriculum

At the heart of the philosophy program is the faculty: highly individual philosophers who represent key approaches to philosophy, and who are actively engaged in ongoing research and exploration. The curriculum is expressly designed not only to provide the major with needed methods and historical perspectives, but also to bring students into contact with a broad spectrum of approaches to philosophy.

## Advising

Advising begins with an initial advising interview with the department chair. During the following semester the student will choose a regular faculty advisor.

### Department Chair

Gillian Parker

### Administrative Coordinator

Brenda Cloney

### Faculty

Roger Bell, Andrew Batterell, Philip Clayton, Edward F. Mooney, Gillian Parker, Dianne Romain, Andy Wallace

## Bachelor of Arts in Philosophy

A major in philosophy involves a core of courses required of all majors, one senior seminar, and 18 elective units in philosophy chosen by the student. Core courses provide overviews of the major areas of philosophy, whereas elective courses may be more specialized or experimental in content and method.

Degree Requirements	units
General education .....	51
Major requirements:	
Core (24) .....	42
Electives (18) .....	27
General electives .....	27
<b>Total units needed for graduation .....</b>	<b>120</b>

### Major Core Requirements

PHIL 101	Critical Thinking .....	(3)
	(these GE C1 units do not count for the major)	
PHIL 102	Introduction to Logic .....	3
PHIL 120	Introduction to Philosophy .....	3
PHIL 202	Proseminar .....	3
PHIL 302	Ethics and Value Theory .....	(3)
	(these GE C3 units do not count for the major)	
PHIL 290	Great Thinkers of the West: Thales to Occam ....	3
PHIL 295	Great Thinkers of the West: Hobbes to Kant .....	3
PHIL 305	Epistemology .....	3
PHIL 310	Metaphysics .....	3
PHIL 400	Senior Seminar .....	3

**Total units in the major core .....** 24

Teaching of senior seminars rotates among full-time department members, and at least one is offered each semester. PHIL 400 may be repeated twice for credit when the subject matter and instructor are not repeated.

In exceptional cases, the Philosophy Department permits the design of an individual major. A proposal for an individual major must be approved by three members of the full-time faculty selected by the applicant. These three faculty members shall constitute the student's major committee.

The major requirement is thus 42 units: 24 core units and 18 units of electives. Students may petition for elective units to be transferred in from outside the department.

## Sample Four-Year Program for Bachelor of Arts in Philosophy

### Freshman Year: 30 units

<b>Fall Semester ( 15 units)</b>	<b>Spring Semester (15 units)</b>
PHIL 101 (A30 or	ENGL 101 (3)
ENGL 101 (A2) (3)	PHIL 102 or PHIL 101 (3)
PHIL 102 (A3) (3)	GE (6)
GE (6), Electives (3)	Electives (3)

### Sophomore Year: 30 units

<b>Fall Semester ( 15 units)</b>	<b>Spring Semester (15 units)</b>
PHIL 202 (3)	PHIL 295 (3)
PHIL 290 (3)	GE ( 6)
HUMS 200 (3)	Electives (6)
GE (3)	
Electives (3)	

### Junior Year: 33 units

<b>Fall Semester ( 15 units)</b>	<b>Spring Semester ( 18 units)</b>
PHIL 305 (3)	PHIL 310 (3)
PHIL 302 (C3) (3)	Philosophy Electives (6)
Philosophy Elective (3)	GE (6)
GE (6)	Electives (3)

### Senior Year: 27 units

<b>Fall Semester (16 units)</b>	<b>Spring Semester (15 units)</b>
PHIL 400 (3)	Philosophy Electives (6)
Philosophy Elective (3)	Electives (6)
GE (3)	
Electives (6)	

**Total semester units: 120**

### Additional GE and Course Information

- This schedule assumes that you come in as a freshman ready to take college-level English and math classes.
- One of the B1 and B3 courses you take must be a science lab.
- You must take an ethnic studies class. You may receive philosophy elective credit and ethnic studies credit for CALS 352 Chicano/Latino Philosophy or NAMS 346 Philosophic Systems.
- You must take 9 units of upper-division general education. If your catalog year is before Fall 1994, you may receive upper-division GE credit for CALS 352 or NAMS 346 and for PHIL 302, which are all in Area C. If your catalog year is Fall 1994 or later, you must spread your 9 upper-division GE units among three of the five GE areas. The department recommends POLS 315 Democracy, Capitalism and Socialism for GE Area D5. Philosophy students may find the new integrated upper-division GE "packages" of particular interest. The GE package "Knowledge and Values in Science" has a particularly strong philosophical orientation.
- Nine of your GE units must be taken in residence at Sonoma State.
- UNIV 301, War and Peace, counts as elective credit toward the B.A. degree in philosophy.
- SSCI 305, Perspectives on the Holocaust and Genocide, counts as elective credit toward the B.A. degree in philosophy.

## Minor in Philosophy

The minor in philosophy consists of 18 units chosen by the student in consultation with a department advisor. No more than 6 of these 18 units may be lower-division GE courses. The minor track in philosophy may be designed to emphasize pre-law, pre-med, pre-business, critical thinking, and other applied areas and/or pre-professional programs. Consult the department chair for further information.

## Philosophy Courses (PHIL)

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

Lower-division courses are designed to provide the student with fundamental background information and skills. Non-majors who wish to take upper-division electives are encouraged to take 6 units of lower-division course work in philosophy before taking upper-division courses.

### 101 Critical Thinking (3) / Fall, Spring

Critical thinking is the best defense against intellectual trickery and self-delusion. It provides specific techniques and tools whereby we can avoid basic fallacies in our own thinking and detect them in the thought of others. Reasoning is a highly complicated human activity and cannot be satisfactorily studied in an intellectual vacuum. Hence, in this course, critical and uncritical thought are contrasted in the context of the world of human interests and activities — social, political and scientific. All of the basic "tricks" for persuading people to accept false premises and conclusions as true are systematically laid out and their detection practiced. Satisfies GE, category A3 (Critical Thinking).

### 102 Introduction to Logic (3) / Fall, Spring

An introduction to the nature of contemporary systems of logic and their application. Students will learn how to abbreviate arguments in ordinary language, to deduce conclusions, and to locate fallacies. Recommended for students of the sciences, computer programming, or mathematics, and the general student interested in the structure of arguments. Satisfies GE, category A3 (Critical Thinking). CAN PHIL 6.

### 120 Introduction to Philosophy (3) / Fall, Spring

This course provides an introduction to some of the enduring questions of thinking: What is the nature of knowledge, of morality, of justice, of the self, of religion, of the search for wisdom, of reality? Topics and approaches may vary from section to section. Consult the department office for current information. Satisfies GE, category C3 (Philosophy and Values).

### 200 Philosophical Issues of Our Day (3)

Students practice the techniques of reading and thinking critically, of expository writing, and of oral expression as they reflect together on a contemporary issue or problem. As they read and discuss the semester's topic, students 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 in the world today. Prerequisites: completion of GE categories A2 and A3.

### 202 Proseminar (3) / Fall

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; the nature of beauty. Topics will vary from year to year depending on the interests of faculty. Prerequisites: current philosophy major or minor, or permission of instructor.

### 207 Religious Dimension (3)

A philosophical look at the meaning of religious orientations. Is there a basic form or pattern to the religious quest? Is religion an outmoded or irrational way of understanding—and transforming—a person's relationship to himself or herself, to others, to nature, to spiritual ideals? In addition to exploring the orientation of modern thinkers sympathetic to religion (e.g., Buber, Tillich, Kierkegaard), we will consider the critique of religion by anti-religious thinkers (e.g., Freud, Marx, Russell). The contrast between Western and non-Western religious perspectives will be considered.

### 290 Great Thinkers of the West: Thales to Occam (3) Fall

An introductory survey of the great thinkers of Greece, Rome and Medieval Europe, from Thales and Heraclitus, to Socrates, Plato and Aristotle, and on to Augustine, St. Francis, and Aquinas. We trace the emergence of philosophy in the Ancient World, its flowering in the "Golden Age" of Greece, and its decline in the Hellenistic period, followed by the quest for a new synthesis of Greek, Roman, and Biblical elements in Medieval thought and culture.

### 295 Great Thinkers of the West: Hobbes to Kant (3) / Spring

Study of modern philosophy, from the dualism of Descartes to the atomistic empiricism of Hume and Locke, and then to the great Kantian synthesis at the start of the contemporary era. This survey emphasizes the basic and political epistemological, metaphysical and ethical positions developed in this period, which lay the foundations for contemporary Western philosophy, culture, and common sense. A knowledge of modern philosophy is crucial for assessing the phenomenon of post-modernism.

### 302 Ethics and Value Theory (3) / Fall and Spring

An introduction to the philosophical analysis of ethics, morality and values, and a survey of the various systems of moral philosophy. The course covers such issues as: What is the good life? What considerations are relevant to making moral decisions? Are moral principles universal, or relative to a given society? How, if at all, can moral judgments be justified or moral disagreements resolved? Satisfies GE, category C3 (Philosophy and Values). Consult *Schedule of Classes* for topic to be studied. May be repeated (with a different focus) for credit.

### 303 Social and Political Philosophy (3)

A philosophical examination of the Western tradition of social and political thought. The course will discuss topics such as justice and the ideal society, the question of justified revolution, the role of private property, freedom, individual rights and social welfare, different forms of government and the role of values in political deliberation.

### 305 Epistemology (3) / Fall

In every academic discipline and in everyday experience, we make claims to knowing a variety of things. The course asks whether, and what, we really know and how we know it. In the process of answering the question we address: the definition(s) of knowledge; the nature of belief and justification; skepticism about knowing (whether we can know that we know); criteria for knowing; types of knowing; influences on knowing; and the uses (and abuses) of knowledge.

### 310 Metaphysics (3) / Spring

Classically, metaphysics included 'first philosophy,' or the question of the ultimate nature of reality. In the 20th century, the term has begun to focus on the implications of our uses of language. It thus includes such questions as: What is the view of what exists implied by ordinary language? What happens when formal languages, or alternative conceptual schemes, imply that different objects exist? Are there minds, or just mental activities? What does science teach us about reality? What role might religion play?

### 312 Science and Its Critics (3)

Science has a pervasive impact today: on how humans live, on how society is structured, and on what we take to be true of the world. At the same time, serious questions have been raised about science: Should it serve as our major authority on questions of knowledge, ethics, and reality? This class introduces students to the philosophy of science, and then examines and evaluates contemporary critiques of science from postmodern, post-structuralist, feminist, religious and non-Western perspectives.

### 314 Introduction to Contemporary Philosophy of Mind (3)

This course is an introduction to contemporary philosophy of mind. Its main emphasis will be on the conflict between computational and biological approaches to the mind. Possible topics of discussion are: Can a machine think? Is thinking mere symbol manipulation? How do our thoughts manage to be about things in the world? What is the nature of consciousness? Can the mind be reduced to the brain?

### 315 Existentialism (3)

An examination of existential accounts of the human condition. The course's focus can vary. Typically it will address themes such as authenticity, anxiety, and the absurd nature of life. The class is likely to cover classic European existentialists such as Dostoevsky, Kierkegaard, Nietzsche, Heidegger, Ortega, Camus, and Sartre, as well as contemporary variations of these themes by thinkers such as Thomas Nagel, Charles Taylor, and Henry Bugbee.

### 325 Philosophy of Nature (3)

Ideas from environmental ethics, environmental aesthetics, political philosophy, the philosophy of science, and the history of philosophy will be used to shed light on the diverse ways in which human beings have interacted and continue to interact with nature. In addition, the course will require students to develop an understanding of the personal significance of nature for them. Possible readings might include Thoreau's *Walden*, Emerson's *Nature*, Leopold's *Sand County Almanac*, and Bugbee's *Inward Morning*. The course will include becoming knowledgeable about and participating in local environment concerns.

### 330 Studies in 19th Century Philosophy (3)

A study of major figures and themes in European philosophy after Kant: Hegel, Kierkegaard, Marx, Mill, Schopenhauer, Nietzsche, the foundations of existentialism, utilitarianism and Marxism. Emphasis will vary from semester to semester.

### 336 Asian Philosophy (3)

A philosophical study of Asian philosophies from their classical roots in texts such as the Upanishads, the Dhammapada, the Bhagavad Gita, the Analects of Confucius, and the Tao Te Ching to their offshoots in the work of more recent thinkers, such as Gandhi, the Dalai Lama, and Mao Tse-tung. The course explores central questions, theories, concepts, and insights in Asian philosophy and focuses on questions of ethics and social and political philosophy, asking "What can we learn from Asian philosophies about how to live our lives and improve our societies?"

### 338 Philosophy of Emotion (3)

A philosophical study of emotion, raising definitional, epistemological, metaphysical, and value questions about emotion. The course includes the study of particular emotions, such as love, compassion, fear, and pride, and makes use of information about emotions from the sciences and social sciences.

### 350 Advanced Topics in Moral Philosophy (3)

The aim of this course is to examine recent research and scholarship dealing with a wide range of problems and issues of concern to philosophers who are working in the area of practical philosophy. Some possible topics include: the roles of reason and emotion in moral motivation and judgement; the objectivity of value; the nature of moral identity; social dimensions to moral experience; advanced work in the theory of justice; the scope and limits of morality; the relationship between morality and self-interest; the character of rational action. Philosophers who may be addressed include: Charles Taylor, Juergen Habermas, Alasdair MacIntyre, Simon Blackburn, Alan Gibbard, John Rawls, Michael Smith, John MacDowell. Topics and philosophers will vary depending on interests of faculty.

### 360 Philosophy of Art and Literature (3)

An inquiry into the nature of art and literature. This course includes consideration of such topics as: The Possibility of Defining "Art," Artistic Imagination, Creativity and Genius, the Purpose of Art, The Interpretation, and Critical Evaluation of Artworks and Works of Literature, Art and Literature in Everyday Life, and The Intriguing Relationship between Philosophy and Literature.

### 368 Philosophy and Film (3)

A turn to film and film studies in search of contemporary culture's handling of philosophical themes. The course will develop strategies to study the hidden philosophical significance found within selections from film genres. Such study is indebted to the work of Stanley Cavell and his project to find in film the voices of a repressed American philosophy. Work from throughout critical theory will be considered.

### 375 Philosophy of Law (3)

This course represents an advanced introduction to seminal problems and themes in the philosophy of law. Of central concern will be two themes: 1) the differences and relation between law, morality and politics; and 2) the nature of legal reasoning and modes of justification. The course will examine historical and cultural influences on legal institutions and introduce students to rival philosophical approaches, such as legal positivism, natural law and legal realism. Specific course emphases and themes may vary depending on faculty interest.

### 378 Philosophy and Feminism (3)

A critical study of feminist contributions to philosophy. Non-feminist approaches are included to the extent necessary for the students to engage in meaningful criticism of the feminist contributions. The area of philosophy addressed varies from semester to semester.

### 383 Philosophy of Language (3)

A study of classical and current theories about the nature and functions of language, and about truth and meaning. Analysis of the relevance of philosophy of language to other branches of philosophy, linguistics, psychology, and the social sciences. Analysis of philosophical issues in the language of fiction and poetry.

### 385 Post-Modernism (3)

Have the enlightenment values of reason and foundational evidence really faltered? How can anyone write of an end of modernism or, more importantly, the "end of philosophy?" What does the term "post-modernism" mean? Students examine some of the cultural breadth of post-modernism, seeking its reference in a "post-modern condition," before turning to its particular philosophical stakes, best exemplified in the work of Rorty, Cavell, Derrida, and Lyotard.

### 390 Advanced topics in Philosophy (1-6)

Topics courses are intended to cover some particular aspect of a philosophical problem, a particular philosopher, or some philosophical issue not normally explored in detail in any of the standard course offerings. Topics include: philosophy in literature, American philosophy, phenomenology, advanced logic, philosophy of science, eastern world views and 20th century philosophy. May be repeated (with a different focus) for credit.

### 395 Historical Figures (1-6)

Intensive study of the work of one or more major figures in the history of philosophy. May be repeated (with a different focus) for credit.

### 399 Student-Instructed Course (1-3)

An introductory or advanced course designed by a senior or graduate student and taught under the supervision of faculty sponsor(s).

## Advanced Courses

### 400 Senior Seminar (3)

A seminar for students in their senior year. Topics vary from semester to semester. May be repeated for credit.

### 450, 452 Senior Thesis (3, 3)

Writing of a paper deemed acceptable by a faculty director and reader. Superior papers nominated for distinction will be defended before the philosophy faculty. Students wishing to be candidates for graduation "with distinction" are urged to write a thesis. Prerequisite to PHIL 452: PHIL 450. Prerequisites: advanced standing and instructor consent.

### 462 Research Assistant in Philosophy (1-6)

Intended to give selected students experience in participating in the construction of a professor's research project. Prerequisites: advanced standing and a faculty invitation.

### 470 Teaching Assistant in Philosophy (1-6)

Intended to give students experience in assisting the instructor in a philosophy course by doing research and tutoring students in the class. Prerequisites: advanced standing and consent of the instructor.

### 495 Special Studies (1-3)

Advanced individualized instruction and research with one or more members of the philosophy faculty. The course is designed to provide advanced students with an opportunity to do specialized research and study under strict faculty supervision. Prerequisite: consent of the instructor.

**499 Internship (1-4)**

Supervised training and experience in applied philosophy for advanced students in community organizations. Internship contracts are required. Cr/NC only. Prerequisite: consent of the instructor.

**Graduate Courses**

The Philosophy Department does not offer a master's program. However, a number of students have received graduate credit for work in philosophy under the auspices of the interdisciplinary M.A. Interested students should consult the chair of the Philosophy Department and the special major advisor.

**595 Special Studies in Philosophy (1-6)**

Advanced research and writing. Students work under close supervision of faculty members. Subject matter variable. May be repeated for credit.

# Physical Sciences for Elementary School Teachers

**Program Advisors and Offices**

Douglas Martin / Chemistry Department  
Darwin Hall 126  
707 664-2334, doug.martin@sonoma.edu

Rolfe Erickson / Geology Department  
Darwin Hall 126  
707 664-2334

Joseph S. Tenn / Physics and Astronomy Department  
Darwin Hall 144  
707 664-2594, joe.tenn@sonoma.edu

**Program offered  
Minor in Physical Sciences**

The minor in physical sciences for elementary teachers provides an introduction to the physical sciences at a nontechnical (nonmathematical) level. The minor is intended for liberal studies majors who also plan to enter a general elementary school teaching credential program. The minor will provide the background and skills to teach some physical sciences in the elementary and middle schools. This minor is not appropriate for students planning to teach science in the secondary schools; they should study physical science at a more technical level, and may choose a minor in astronomy, chemistry, geology, or physics.

**Minor in Physical Sciences**

The minor consists of the following 22-23 units. Six of these will also be counted in general education. Students interested in the minor should consult an advisor.

**Minor Core Requirements**

Complete the following 16-17 units; of these, 6 may be applied to general education.

ASTR 100	Descriptive Astronomy .....	3
CHEM 102	Toxicology, Food and Chemistry .....	3
GEOL 102	Our Dynamic Earth .....	3
CS 101	Introduction to Computers and Computing .....	3
PHYS 100	Descriptive Physics .....	3
ASTR 231	Introductory Observational Astronomy (2) <b>or</b>	
PHYS 102	Descriptive Physics Laboratory (1) .....	1-2
<b>Total units in minor core .....</b>		<b>16-17</b>

**Minor Electives**

Complete 6 units from the following:

ASTR 305	Frontiers in Astronomy (3)
ASTR 350	Cosmology (3)
GEOG 310	Meteorology (3-4)
GEOL 306	Environmental Geology (3)
GEOL 323	Hydrology (3)
PHYS 342	Popular Optics (3)

<b>Total units in the minor electives .....</b>	<b>6</b>
<b>Total units in the minor, including 6 units in general education .....</b>	<b>22-23</b>



# Physics

## Programs offered

**Bachelor of Science in Physics**  
**Bachelor of Arts in Physics**  
**Minor in Physics**  
**Teaching Credential Preparation**

## Department Office

Darwin Hall 125  
707 664-2119  
[www.phys-astro.sonoma.edu](http://www.phys-astro.sonoma.edu)

## Department Chair

Joseph S. Tenn

## Administrative Coordinator

Gayle Walker

## Faculty

Lynn R. Cominsky, Enrique W. Izaguirre, \*John R. Dunning Jr.,  
Saeid Rahimi, Gordon G. Spear, Joseph S. Tenn, Brock L. Weiss

\*Faculty Early Retirement Program

Those engaged in the discipline of physics have as their goal the discovery, elucidation and application of the laws that govern the interactions of matter throughout the physical universe. In its most abstract form, physics is a search for the forces of nature and the source of the presently known fundamental forces of gravitation, electricity and magnetism, and the weak and strong nuclear interactions, and for the elementary particles from which all matter is formed. Physics provides a description of complicated phenomena in terms of a few basic principles and laws.

Physicists also use their knowledge of fundamental principles to solve more concrete problems. Problems in understanding and utilizing the properties of semiconductors, metals and ceramics; in the theory, design and applications of lasers; in applications of the interaction of electromagnetic radiation with matter; and in the theory and design of modern electronic instrumentation, among many others, are amenable to solution using the techniques of physics. Such topics, usually described as "applied physics," often overlap with engineering. Indeed, many of the department's graduates are currently employed in engineering positions.

The department offers a traditional, mathematically rigorous program leading to a B.S. in physics; a newly revised, rigorous, more applied curriculum leading to a B.S. in physics with a concentration in applied physics with areas of study in applied optics, applied nuclear physics and applied electronics and devices; and a very flexible B.A. program with two advisory plans. All programs stress fundamental concepts and techniques, and offer an unusually rich laboratory experience and intensive use of computers.

With the selection of appropriate courses, students can learn to use such instruments and techniques as optical time-domain reflectometry, solid state and tunable dye lasers, an argon laser with computerized Raman spectroscopy detector, fiber-optic instrumentation, neutron activation analysis with gamma radiation spectroscopy, x-ray diffraction and x-ray fluorescence, and charge-coupled device (CCD) imagery and analysis with observatory telescopes.

A substantial program in undergraduate astronomy includes many courses, listed in this catalog under "Astronomy," which may be included in the two degree programs.

## Bachelor of Science in Physics

The B.S. program is a thorough introduction to the principles of physics, providing a strong foundation for graduate study or industrial research. It is also intended for those students who wish to prepare for interdisciplinary studies on the graduate level in fields such as astronomy, atmospheric science, biophysics, environmental science, geophysics and physical oceanography.

Degree Requirements	units
General education .....	51
Major requirements (may include 5 units in GE) .....	46
Supporting courses (may include 4 units in GE) .....	26
Electives .....	1-10
<b>Total units needed for graduation .....</b>	<b>124</b>

## 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 313	Analog and Digital Electronics .....	3
PHYS 313L	Analog and Digital Electronics Laboratory .....	1
PHYS 314	Introduction to Physics III .....	4
PHYS 316	Introductory Quantum Laboratory .....	1
PHYS 320	Analytical Mechanics .....	3
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 .....** 38

## Major Electives (Advanced)

To complete the major, select 8 units from the list below. At least two of the courses chosen must be laboratory classes.

ASTR 380	Astrophysics: Stars (3)
ASTR 482	Advanced Observational Astronomy (2)
ASTR 495	Special Studies (1-4)

PHYS 333	Precision Machining for Experimental Physics (1)
PHYS 384	X-Ray Analysis (2)
PHYS 413	Advanced Electronics (3)
PHYS 413L	Advanced Electronics Laboratory (1)
PHYS 445	Photonics (3)
PHYS 447	Lasers and Holography Laboratory (1)
PHYS 449	Fiber Optics and Detectors Laboratory (1)
PHYS 475	Physics of Semiconductor Devices (3)
PHYS 481	Applied Nuclear Chemistry and Physics (2)
PHYS 482	Applied Nuclear Chemistry and Physics Laboratory (2)
PHYS 493	Senior Design Project (2)
PHYS 494	Physics Seminar (1)
PHYS 495	Special Studies (1-4)
PHYS 497	Undergraduate Research in Physics (3)

(No more than 4 units total in ASTR 495 and PHYS 494, 495 and 497 may be used to fulfill this requirement. Certain selected-topics courses, ASTR or PHYS 396, may be approved by the advisor.)

**Total units in the advanced electives ..... 8**

### Required Supporting Courses

MATH 161	Calculus I (3 units may be applied in GE) ..... 4
MATH 211	Calculus II ..... 4
MATH 241	Calculus III ..... 4
MATH 261	Calculus IV ..... 4
CHEM 115AB,116AB	General Chemistry ..... 10 (1 unit may be applied in GE)

**Total units in supporting courses ..... 26**

**Total units in the major ..... 72**

## Sample Four-Year Program for Bachelor of Science in Physics

The sequential nature of the physics curriculum necessitates an early start with major requirements and the distribution of general education courses over four years.

### Freshman Year: 31 units

#### Fall Semester (15 units)

CHEM 115A (4)
CHEM 116A (1)
MATH 161 (4)
ENGL 101 (3) (GE A2)
Elective (2)
PHYS 494 (1) (Recommended)

#### Spring Semester (16 units)

CHEM 115B (4)
CHEM 116B (1)
MATH 211 (4)
PHYS 114 (4)
PHYS 116 (1)
Elective (2)

### Sophomore Year: 32 units

#### Fall Semester (15 units)

MATH 261 (4)
PHYS 214 (4)
PHYS 216 (1)
GE (3)
GE (3)

#### Spring Semester (17 units)

MATH 241 (4)
PHYS 314 (4)
PHYS 316 (1)
PHYS 381 (2)
GE (3), GE (3)

### Junior Year: 31 units

#### Fall Semester (16 units)

PHYS 313, 313L (4)
PHYS 325 (3)
GE (3)
GE (3), GE (3)

#### Spring Semester (15 units)

PHYS 340 (3) or 430 (3)
PHYS 320 (3)
GE (3)
GE (3), Physics Elective (3)

### Senior Year: 30 units

#### Fall Semester (14 units)

PHYS 450 (2)
PHYS 460 (3)
Physics Elective (3)
GE (3)
GE (3)

#### Spring Semester (16 units)

PHYS 340 (3) or 430 (3)
Physics Elective (2)
GE (3)
GE (3)
Electives (5)

**Total semester units:**

**124**

See your advisor to discuss acceptable physics electives and when they will be offered. Nine of the 51 units of GE are met by required courses listed here (3 each in areas B1, B3 and B4).

## Applied Physics Concentration

Students may earn a B.S. with an applied physics concentration.

### Degree Requirements

General education ..... 51	<b>units</b>
Major requirements (may include 5 in G.E.) ..... 48	
Supporting courses (may include 4 in G.E.) ..... 17	
Electives ..... 8-17	

**Total units needed for graduation ..... 124**

### Major Core Requirements

PHYS 114	Introduction to Physics I (GE) ..... 4
PHYS 116	Introductory Laboratory Experience (GE) ..... 1
PHYS 214	Introduction to Physics II ..... 4
PHYS 216	Introductory Laboratory ..... 1
PHYS 313	Analog and Digital Electronics ..... 3
PHYS 313L	Analog and Digital Electronics Laboratory ..... 1
PHYS 314	Introduction to Physics III ..... 4
PHYS 316	Introductory Quantum Laboratory ..... 1
PHYS 325	Introduction to Mathematical Physics ..... 3
PHYS 340	Light and Optics ..... 3
PHYS 381	Computer Applications for Scientists ..... 2
PHYS 384	X-Ray Analysis ..... 2
PHYS 430	Electricity and Magnetism ..... 3
PHYS 450	Statistical Physics ..... 2
PHYS 460	Quantum Physics ..... 3
PHYS 475	Physics of Semiconductor Devices ..... 3
Choose 2 units from the following: ..... 2	
PHYS 411	Lab Practicum (1)
ASTR 411	Lab Practicum (1)
PHYS 493	Senior Design Project (2)
PHYS 497	Undergraduate Research in Physics (2)

**Total units in the major core ..... 42**

### Major Electives (Advanced)

Choose 6 units. No more than 1 unit in ASTR 495 and PHYS 494, 495 and 497 may be used to fulfill this requirement.

ASTR 411	Laboratory Instruction Practicum (1)
ASTR 482	Advanced Observational Astronomy (2)
ASTR 495	Special Studies (1-4)
PHYS 320	Analytical Mechanics (3)
PHYS 384	X-Ray Analysis (2)
PHYS 411	Laboratory Practicum (1)
PHYS 413	Advanced Electronics (3)
PHYS 413L	Advanced Electronics Laboratory (1)
PHYS 445	Photonics (3)
PHYS 447	Lasers and Holography Laboratory (1)
PHYS 449	Fiber Optics and Detectors Lab (1)
PHYS 481	Applied Nuclear Chemistry and Physics (2)

PHYS 482	Applied Nuclear Chemistry and Physics Laboratory (2)
PHYS 493	Senior Design Project (2)
PHYS 494	Physics Seminar (1)
PHYS 495	Special Studies (1-4)
PHYS 497	Undergraduate Research in Physics (2)

Total units in the major electives ..... 6

### Required Supporting Courses

MATH 161	Calculus I (3 units may be applied in GE)	4
MATH 211	Calculus II	4
MATH 261	Calculus III	4
CHEM 115A, 116A	General Chemistry (1 unit may be applied in GE)	5

Total units in supporting courses ..... 17

Total units in the major ..... 65

## Sample Four-Year Program for Bachelor of Science in Physics

### Applied Physics Concentration

The sequential nature of the physics curriculum necessitates an early start with major requirements and the distribution of general education courses over four years. Physics electives must include 5 or 6 units in one of the application specializations.

#### Freshman Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
CHEM 115A (4)	MATH 211 (4)
CHEM 116A (1)	PHYS 114 (4)
MATH 161 (4)	PHYS 116 (1)
ENGL 101 (3) (GE A2)	GE (3)
Elective (2)	GE (3)
PHYS 494 (1) (recommended)	

#### Sophomore Year: 31 units

Fall Semester (15 units)	Spring Semester (16 units)
MATH 261 (4)	PHYS 314 (4)
PHYS 214 (4)	PHYS 316 (1)
PHYS 216 (1)	PHYS 381 (2)
GE (3)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)

#### Junior Year: 31 units

Fall Semester (15 units)	Spring Semester (16 units)
PHYS 313, 313L (4)	PHYS 340 (3) or PHYS 430 (3)
PHYS 325 (3)	Physics Elective (3), GE (3)
PHYS 384 (2)	GE (3), Elective (4)
GE (3), Elective (3)	

#### Senior Year: 32 units

Fall Semester (16 units)	Spring Semester (16 units)
PHYS 450 (2)	PHYS 340 (3) or PHYS 430 (3)
PHYS 460 (3)	PHYS 475 (3)
Physics Elective (2)	PHYS 493 or 497 or 411(2)
GE (3)	GE (3)
Elective (3), Elective (3)	GE (3), Elective (2)

Total semester units: 124

See your advisor to discuss acceptable physics electives and when they will be offered. Nine of the 51 units of GE are met by required courses listed here, (3 each in areas B1, B3, and B4).

## Bachelor of Arts in Physics

The B.A. program allows considerable flexibility for the student who wishes to study physics as part of a liberal arts education. Two advisory plans are offered:

### Advisory Plan T

This plan uses algebra and trigonometry. Students may select from a wide range of upper-division courses, appropriate to careers as science or technical writers, scientific sales personnel, technicians, programmers or other technical specialists. There is opportunity to take courses that lead to careers in the health sciences or environmental fields. Advisory Plan T is often taken as part of a double major.

Degree Requirements	units
Major requirements (may include 6 in GE)	34-38
Required concentration	12
Supporting course (may include 3 in GE)	4
Remainder of general education	42
General electives	24-28
<b>Total units needed for the degree</b>	<b>120</b>

### Major Core Requirements

PHYS 209AB	General Physics Laboratory	2
PHYS 210AB	General Physics	6

Choose one of the following two courses in modern physics or astronomy:

ASTR 305	Frontiers in Astronomy (3)	3-4
PHYS 314	Introduction to Physics III (4)	

Choose one of the following two courses in optics:

PHYS 340	Light and Optics (3)	3
PHYS 342	Popular Optics (3)	

An approved course in computer applications: 2-4

The major must include a minimum of 24 upper-division units in physics and astronomy. In consultation with an advisor, choose 15-18 units in additional upper-division physics and astronomy courses to meet this requirement. 15-18

Total units in the major core ..... 32-36

### Required Area of Concentration

Courses in one other field chosen in consultation with an advisor.

Total units in area of concentration ..... 12

### Supporting Course

MATH 107	Pre-calculus Mathematics (3 units may be applied in GE)	4
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Total units in supporting course ..... 4

Total units in the major ..... 48-52

## Sample Four-Year Program for Bachelor of Arts in Physics

### Advisory Plan T (Algebra and Trigonometry)

The sequential nature of the physics curriculum necessitates an early start with major requirements and the distribution of general education courses over four years.

#### Freshman Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
MATH 107 (4)	GE (3)
ENGL 101 (3)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)
Elective (2)	Elective (3)

#### Sophomore Year: 29 units

Fall Semester (15 units)	Spring Semester (14 units)
PHYS 209A (1)	PHYS 209B (1)
PHYS 210A (3)	PHYS 210B (3)
GE (3)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)
Elective (2)	Elective (1)

#### Junior Year: 31 units

Fall Semester (15 units)	Spring Semester (16 units)
ASTR 305 (3)	PHYS 342 (3)
Physics Elective (UD) (3)	Physics Elective (UD) (3)
Area of Concentration* (3)	Area of Concentration* (3)
GE (3)	GE (3)
Elective (3)	GE (3)

#### Senior Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
Physics Elective (UD) (3)	Physics Elective (UD) (3)
Physics Elective (UD) (3)	Physics Elective (UD) (3)
Area of Concentration* (3)	Area of Concentration* (3)
Elective (3)	Electives (6)
Elective (3)	

Total semester units: 120

\*Area of concentration = 12 units in one other subject. Twelve of the 51 units of GE are met by required courses listed here (in areas A2, B1, B3 and B4).

### 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 teaching credential in science.

Degree Requirements	units
Major requirements (may include 5-6 in GE)	34-38
Required concentration	12
Supporting courses (may include 3 in GE)	12
Remainder of general education	42
General electives	16-20

Total units needed for graduation ..... 120

### Major Core Requirements

PHYS 114	Introduction to Physics I (GE)	4
PHYS 116	Introductory Laboratory Experience (GE)	1
PHYS 214	Introduction to Physics II	4
PHYS 216	Introductory Laboratory	1
PHYS 314	Introduction to Physics III	4
PHYS 340	Light and Optics	3

Choose one of the following two programming courses ..... 2-4

PHYS 381	Computer Applications for Scientists (2)
CS 150	Introduction to Programming I (4)

The major must include a minimum of 24 upper-division units in physics and astronomy, so, with an advisor, choose 15-17 units in additional upper-division physics and astronomy courses ..... 15-17

Total units in the major core ..... 34-38

### Required Area of Concentration

Courses in one other field, chosen in consultation with an advisor.

Total units in area of concentration ..... 12

### Supporting Courses

MATH 161	Calculus I (3 units may be applied in GE)	4
MATH 211	Calculus II	4
MATH 261	Calculus IV	4

Total units in supporting courses ..... 12

Total units in the major ..... 58-62

## Sample Four-Year Program for Bachelor of Arts in Physics

### Advisory Plan C (Calculus)

The sequential nature of the physics curriculum necessitates an early start with major requirements and the distribution of general education courses over four years.

#### Freshman Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
MATH 161 (4)	MATH 211 (4)
ENGL 101 (3)	PHYS 114 (4)
GE (3)	PHYS 116 (1)
GE (3)	GE (3)
GE (3)	GE (3)

#### Sophomore Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
MATH 261 (4)	PHYS 314 (4)
PHYS 214 (4)	PHYS 381 (2)
PHYS 216 (1)	GE (3)
GE (3)	GE (3)
GE (3)	Elective (3)

#### Junior Year: 30 units

Fall Semester (15 units)	Spring Semester (15 units)
Physics Elective (UD) (3)	PHYS 340 (3)
Physics Elective (UD) (3)	Physics Elective (UD) (3)
Area of Concentration* (3)	Area of Concentration* (3)
GE (3)	GE (3)
GE (3)	Elective (3)

## Senior Year: 29 units

### Fall Semester (16 units)

Physics Elective (UD) (3)  
Area of Concentration\* (3)  
GE (3), Electives (5)

### Spring Semester (15 units)

Physics Elective (UD) (3)  
Area of Concentration\* (3)  
GE (3), Electives (6)

Total semester units: 120

\*Area of Concentration = 12 units in one other subject. Eleven of the 51 units of GE are met by required courses listed here (in areas A2, B1, B3, and B4). (One more can be met with a physics elective.)

## Minor in Physics

Completion of a minimum of 20 units in physics courses, including not more than one first course or more than one second course, constitutes a minor in physics. (First courses are PHYS 100, 210A, and 114 and their equivalents taught elsewhere. Second courses are PHYS 210B, 214 and their equivalents.) Interested students should consult with the advisor in the Department of Physics and Astronomy.

## Teaching Credential Preparation

See the Teaching Credential Preparation in Science Courses section of this catalog, or for more information, please contact Joseph Tenn, Darwin Hall 144, 707 664-2594, joe.tenn@sonoma.edu or Douglas Martin, Darwin Hall 311D, 707 664-2833, doug.martin@sonoma.edu.

## Physics Courses (PHYS)

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

**Grading Policy:** All courses submitted toward major requirements in the Physics and Astronomy Department must be taken for a letter grade (A-F). This policy does not apply to courses challenged or offered only on a Cr/NC basis.

### 100 Descriptive Physics (3) / Fall, Spring

Lecture, 3 hours. A descriptive survey of the important principles of physics. Not recommended for B.S. students. Satisfies GE, category B1 or B3 (Physical Sciences). Prerequisite for chemistry, physics or mathematics majors: Physics and Astronomy Department approval.

### 102 Descriptive Physics Laboratory (1) / Spring

Laboratory, 3 hours. Experimental demonstrations, exercises, and field trips illustrating the methods by which physicists have learned what they claim to know about the world. Instruction is at the PHYS 100 level. Satisfies GE, category B1 or B3 (Physical Sciences) and GE laboratory requirements. Prerequisite: previous or concurrent enrollment in PHYS 100 or ASTR 100, or consent of instructor.

### 114 Introduction to Physics I (4) / Fall, Spring

Lecture, 4 hours. The first of three basic sequential courses in physics for science and mathematics majors. Introduction to vectors; classical mechanics, including particle dynamics and fluid mechanics; simple harmonic motion; thermodynamics and kinetics. Satisfies GE, category B1 or B3 (Physical Sciences). Prerequisite: MATH 161.

### 116 Introductory Laboratory Experience (1)

Fall, Spring

Laboratory, 3 hours. Demonstrations and participatory experiments are used to increase the student's familiarity with gravitational, electromagnetic and nuclear forces in nature. Applications include biological, geophysical, medical and environmental phenomena. Satisfies GE, category B1 or B3 (Physical Sciences) and GE laboratory requirements. Prerequisite: previous or concurrent enrollment in PHYS 114.

### 209AB General Physics Laboratory (1, 1)

A, Fall; B, Spring

Laboratory, 3 hours. Laboratory experiments to accompany PHYS 210AB and develop the student's ability to perform measurements of physical phenomena and to increase their appreciation of the sense of the physical universe gained through experimentation. 209A satisfies GE, category B1 or B3 (Physical Sciences) and GE laboratory requirements. Prerequisites: high school algebra and trigonometry and a high school physical science. For 209A: previous or concurrent enrollment in PHYS 210A. For 209B: 209A and previous or concurrent enrollment in 210B.

### 210AB General Physics (3, 3) / A, Fall; B, Spring

Lecture, 3 hours. A basic course in physics for students majoring in biology, geology or preprofessional programs. Fundamentals of Newtonian mechanics, thermodynamics, optics, electricity and magnetism, special relativity, and quantum physics. Registration by mathematics majors requires Physics and Astronomy Department approval. 210A satisfies GE, category B1 or B3 (Physical Sciences) requirement. Prerequisites: high school algebra and trigonometry.

### 214 Introduction to Physics II (4) / Fall, Spring

Lecture, 4 hours. The continuation of PHYS 114. Electrostatics, quasistatic fields and currents, magnetostatics; electromagnetic induction; waves; physical and geometric optics. Prerequisites: PHYS 114; previous or concurrent enrollment in MATH 211.

### 216 Introductory Laboratory (1) / Fall, Spring

Laboratory, 3 hours. Selected experiments to increase the student's working physical knowledge of the natural world. Prerequisites: PHYS 114 and 116. Concurrent enrollment in PHYS 214 is strongly recommended.

### 313 Analog and Digital Electronics (3) / Fall

Lecture, 3 hours. 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; applications of circuit simulation programs. Crosslisted as CHEM 313. Concurrent enrollment in PHYS 313L or CHEM 313L is mandatory. Prerequisites: MATH 107; PHYS 210B or 214; or consent of instructor.

### 313L Analog and Digital Electronics Laboratory (1)

Fall

Laboratory, 3 hours. Laboratory to accompany PHYS 313. Crosslisted with CHEM 313L. Concurrent enrollment in PHYS 313 or CHEM 313 is mandatory. Experiments in this lab are designed to address the major topics of PHYS 313 lecture course. Students will experiment with physical and simulated circuits. Prerequisites: MATH 107; PHYS 210B or 214; or consent of instructor.

### 314 Introduction to Physics III (4) / Spring

Lecture, 4 hours. The continuation of PHYS 214. Special relativity; elementary quantum mechanics; the Bohr atom and deBroglie waves; the Schrödinger wave equation with applications to simple one-dimensional problems and to atomic structure; elementary nuclear physics; introduction to equilibrium statistical mechanics; the partition function, Boltzmann statistics. Prerequisites: PHYS 214; previous or concurrent enrollment in MATH 261.

### 316 Introductory Quantum Laboratory (1) / Spring

Laboratory, 3 hours. Advanced experiments to increase the student's understanding of the experimental foundations of quantum physics. Prerequisites: PHYS 214 and 216. Concurrent enrollment in PHYS 314 strongly recommended.

### 320 Analytical Mechanics (3) / Spring

Lecture, 3 hours. Principles of Newtonian mechanics. Relativistic dynamics. Introduction to Hamiltonian mechanics. Applications to central force problems and small vibrations. Prerequisites: PHYS 114 and previous or concurrent enrollment in PHYS 325.

### 325 Introduction to Mathematical Physics (3) / Fall

Lecture, 3 hours. Coordinate systems and vectors; vector calculus; series expansions; differential equations; orthonormal functions; matrices and tensors; eigenvalues, eigenvectors, and eigenfunctions; solutions of systems of linear equations; complex numbers, complex plane, polar forms; Fourier series and Fourier integrals; use of mathematical symbolic processing software. Prerequisites: PHYS 214 and MATH 261 or consent of instructor.

### 333 Precision Machining for Experimental Physics (1) / Spring

Laboratory, 3 hours. Techniques of precision machining as employed in the fabrication of experimental scientific apparatus. Emphasis on the use of the lathe and milling machine, working properties of metals and plastics, conventions of design drawings. Prerequisite: advanced standing as a physics major or consent of instructor.

### 340 Light and Optics (3) / Spring

Lecture, 3 hours. The quantum theory of light, coherence, interference, diffraction and polarization, masers, lasers, geometrical optics, spectroscopy. Prerequisite: PHYS 314 or 325.

### 342 Popular Optics (3) / Spring

Lecture, 3 hours. A descriptive, nonmathematical, but analytical treatment of the physical properties of light, the camera, telescope, microscope and laser; holography, mirages, rainbows and the blue sky; colors in flowers, gems and pigments; human and animal vision and visual perception. Satisfies GE, category B3 (Specific Emphasis in Natural Sciences). Prerequisite: any physical science course or consent of instructor.

### 350 Descriptive Quantum Physics and Relativity (3)

A survey of the development, interpretation and implications of the concepts of quantum physics and relativity that form the basis for the current understanding of the laws of the physical universe. Experiments that require a quantum theory explanation, or that tested the application of quantum theory to real physical systems, will be discussed. Prerequisite: a one-semester course in physics or astronomy or consent of instructor.

### 381 Computer Applications for Scientists (2) / Spring

Lecture, 1 hour; laboratory, 3 hours. Applications in physics using a high-level programming language like FORTRAN or C. Numerical solutions to differential equations. Prerequisites: PHYS 114 and MATH 211.

### 384 X-Ray Analysis (2)

Lecture, 1 hour; laboratory, 3 hours. Industrial, environmental, and medical uses of x-ray powder diffraction for crystal structure studies and x-ray fluorescence for elemental composition determinations. Data obtained using our computer-coupled x-ray diffraction instrument is analyzed with the help of Jade+ software and the current powder diffraction file of crystal structures. Sample preparation and radiation safety. Prerequisites: CHEM 115A and either PHYS 209B or PHYS 216, or consent of instructor.

### 395 Community Involvement Program (1-2)

CIP involves students in basic community problems related to physics and astronomy—performing such tasks as tutoring, reading to the blind, service to local, county and state agencies, and service as teacher aides to elementary schools. Students receive 1-2 units, depending on the specific task performed. Not more than 4 CIP units will be applicable to the physics major requirements. May be taken by petition only.

### 396 Selected Topics in Physics (1-3)

A course of lectures on a single topic or set of related topics not ordinarily covered in the physics curriculum. The course may be repeated for credit with a different topic. Prerequisite: consent of instructor.

### 400 History of Physical Science (3)

Lecture, 3 hours. A survey of the historical development of the physical sciences. Prerequisite: major in the physical sciences or consent of the instructor.

### 411 Laboratory Instruction Practicum (1)

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

### 413 Advanced Electronics (3) / Spring

Lecture, 3 hours. Flip-flops and sequential logic circuits; timing diagrams families of logic devices; MSI and LSI devices; D/A and A/D converters; measurements and signal processing; introduction to microprocessors and microcomputers; microprocessor-controlled circuits; application of circuit simulation programs. Concurrent enrollment in PHYS 413L is mandatory. Prerequisites: PHYS 313 and 313L or CHEM 313 and 313L, or consent of instructor.

### 413L Advanced Electronics Laboratory (1) / Spring

Laboratory, 3 hours. Laboratory to accompany PHYS 413. Experiments in this lab are designed to address the major topics of the PHYS 413 lecture course. Students will experiment with physical and simulated circuits. Concurrent enrollment in PHYS 413 is mandatory. Prerequisites: PHYS 313 and 313L or CHEM 313 and 313L, or consent of instructor.

### 430 Electricity and Magnetism (3) / Spring

Lecture, 3 hours. Electrostatics, magnetostatics, electric currents, electromagnetic induction, electric and magnetic fields in matter, Maxwell's equations, retarded potentials, radiation reaction, light emission, simple scattering and antenna theory, properties of waveguides, relativistic formulation of electrodynamics, Fourier decomposition of fields. Prerequisites: PHYS 214 and previous or concurrent enrollment in PHYS 325.

### 445 Photonics (3) / Spring

Lecture, 3 hours. Gaussian beams; guided-wave optics; fiber optics; optical resonators; resonant cavities; laser oscillation and amplification; laser excitation; optical pumping; solid state, gas, dye, chemical, excimer and free electron lasers; semiconductor lasers; laser spectroscopy; fiber optic communication; photomultiplier and semiconductor radiation detectors including photoconductors, junction photodiodes; p-i-n diodes, avalanche photodiodes; detector noise. Prerequisite: PHYS 314 or consent of instructor.

### 447 Lasers and Holography Laboratory (1) / Spring

Laboratory, 3 hours. Gas lasers: external mirror laser alignment; scanning Fabry-Perot interferometer; longitudinal and transverse mode structure and coherence; laser beam modulation; laser spectroscopy; making holograms; diode lasers: pulsed and CW measurements of threshold current density; tuning and beam profiling; spectrum analysis of diode lasers, LEDs, and diode-pumped solid state lasers. Prerequisite: previous or concurrent enrollment in PHYS 445, or consent of instructor.

### 449 Fiber Optics, and Detectors Laboratory (1) / Fall

Laboratory, 3 hours. Numerical aperture measurements; wide-band fiber loss measurements including 850, 1310, and 1550 nm; fiber optic return loss and break-point detection; optoelectronic modulation in optical fibers; multiplexing in optical fibers; beam quality in optical fibers; radiation detection with photomultipliers; characterization of photodiodes; avalanche and p-i-n diodes; photodetector applications; photoconductor applications. Prerequisites: PHYS 316 and previous or concurrent enrollment in PHYS 445, or consent of instructor.

### 450 Statistical Physics (2) / Fall

Lecture, 2 hours. The laws of thermodynamics: Boltzmann, Bose and Fermi statistics; applications. Prerequisite: PHYS 314.

### 460 Quantum Physics (3) / Fall

Lecture, 3 hours. The Schrödinger's equation; coordinate and momentum representation; harmonic oscillator; angular momentum and spin; Hilbert space; eigenvalues and eigenvectors; completeness relations; central potentials; hydrogen atom; scattering; perturbation theory; Dirac notation. Extensive use of a symbolic processing program. Prerequisites: PHYS 314 and 325.

### 475 Physics of Semiconductor Devices (3) / Spring

Lecture, 3 hours. Semiconductor materials, crystal structure and growth; energy bands and charge carriers, conductivity and mobility; metal-semiconductor and p-n junctions; p-n junction diodes, bipolar junction transistors, field-effect transistors, CCD's, photonic devices and integrated circuits. Projects in photolithography; conductivity and contact resistance measurements; I-V and C-V characteristics of diodes; characterization of transistors may be assigned. Prerequisite: PHYS 314 or consent of instructor.

### 481 Applied Nuclear Chemistry and Physics (2) / Fall

Lecture, 2 hours. This course offers a working knowledge of nuclear radiations, radioactive sources, and nuclear reactors. Interaction of ionizing radiation with matter; physical, chemical, and biological effects. Radiochemical dating. Nuclear models. Nuclear reactor theory and neutron activation. Radioactive tracer methods. Cross-listed as CHEM 481. Prerequisites: PHYS 214, CHEM 115A, CHEM 116A and one upper-division course in the natural sciences.

### 482 Applied Nuclear Chemistry and Physics Laboratory (2) / Fall

Laboratory lecture, 1 hour; laboratory, 3 hours. The use and production of radioactive sources. Nuclear reactor problems using a neutron howitzer. Applications to detection of trace elements, nuclear chemical phenomena, radiological safety. State-of-the-art instrumentation and laboratory practices. Crosslisted as CHEM 482. Prerequisites: PHYS 216 and previous or concurrent enrollment in PHYS 481.

### 493 Senior Design Project (2) / Fall, Spring

A directed project to develop either a working prototype or a detailed conceptual design for an operational laboratory device. A report on the design characteristics considered and selected for the device will be required. Prerequisites: PHYS 313 and 313L.

### 494 Physics Seminar (1) / Fall, Spring

A series of lectures on topics of interest in physics, astronomy, and related fields. May be repeated for credit up to 3 units maximum. Prerequisite: consent of instructor.

### 495 Special Studies (1-4) / Fall, Spring

The Physics and Astronomy Department encourages independent study and considers it to be an educational undertaking. Students wishing to enroll for special studies are required to submit proposals to their supervising faculty members that outline their projects and exhibit concrete plans for their successful completion.

### 497 Undergraduate Research in Physics (2)

Supervised research in an area of physics that is currently under investigation by one or more members of the Physics and Astronomy Department's faculty. This course may be repeated for up to 6 units of credit. Prerequisites: junior standing and consent of instructor.

# Political Science

## Programs offered

Bachelor of Arts in Political Science

Master's in Public Administration

Minor in Political Science

Teaching Credential Preparation

Certificate Program in the Administration of Nonprofit Agencies

## Department Office

Stevenson Hall 2070

707 664-2179

[www.sonoma.edu/polisci](http://www.sonoma.edu/polisci)

## Department Chair

Andy Merrifield

## Administrative Coordinator

Julie Wood

## Faculty

Anthony Apolloni, Ruben Armiñana,

Donald Dixon, John Kramer,

Robert McNamara, Andy Merrifield,

Catherine Nelson, Diane Parness,

\*Robert Smith, David Ziblatt

\*Faculty Early Retirement Program

The political science program at Sonoma State University offers excellent opportunities for the study of government and politics. More than 40 courses cover all the major aspects of the discipline. Students develop an understanding of human behavior as it relates to politics. They learn to discuss and analyze critically the many current public policy issues facing the United States and the world. They are taught how to analyze and understand world affairs and comparative politics. They are trained in appropriate research techniques for the study of political processes.

The political science major is a relatively open major, allowing students to choose from a wide range of courses and subjects within a general framework. A common core of courses studies the relationship between values, ideology and politics (POLS 201), fundamental issues in American politics (POLS 202), the logic of research in political science (POLS 302), comparative approaches and politics (POLS 303), and a senior research seminar (POLS 498). Beyond this common core, as part of the additional 20 units required for the major, each student must complete at least one upper-division course in each of the four major fields of political science: political theory, international relations, comparative government, and American government and politics. Since politics and economics are so closely tied together, the department recommends each student complete a basic course in economics. In addition, the department encourages international study for political science students and will arrange for appropriate credits for courses of study at international universities.

A 20-unit minor in political science also is available. Although the minor most often is used in conjunction with such majors as communications, history, economics and sociology, it can be paired with almost any major offered at the university.

## Features

The political science faculty is an interesting and diverse group of scholars. Several are involved actively in their own research projects and regularly offer the opportunity for students to participate in these projects, often in paid positions. Most of the faculty have also traveled extensively, both in this country and abroad.

Political science majors run an active student club that sponsors talks by leading political figures, candidate debates, and social events throughout the year. In addition, those students enrolling in Model United Nations (POLS 345) travel each spring to another university in the United States or Canada or to the United Nations in New York City for a simulation of the United Nations General Assembly.

## Internships

The department offers several programs through which students may gain practical experience while earning academic credit. A political science internship involves working in the office of a public official or, when possible, in an election campaign. Prior interns have served in responsible positions with state assembly members, state senators and members of Congress and in a number of campaigns for local, state and national office. The comparable program in public administration places students in positions, often paid, with local government offices and agencies where they may be involved with city planning and zoning issues, public relations efforts, special research topics or budget preparation, to mention several possibilities. In addition, the department regularly sends selected students to the state Capitol to participate in the Sacramento Semester Program under which they work with members of the legislature, officers of the executive branch, or lobbyists to gain a fuller understanding of the political process first hand. Finally, special arrangements also may be made for some students to serve as staff to members of Congress in Washington, D.C., for a semester.

## Academic Advising

The department expects students routinely to seek faculty advice when planning their programs. They may ask any faculty member to assist them initially. As they develop specific interests within the discipline, they are encouraged to select a faculty advisor who shares these interests.

## Preparation

Students are encouraged to take English composition and social science courses, including civics, economics and history. Experience in journalism and debating activities also can be helpful. A foreign language is recommended but not required for the degree. Students who plan further study at the graduate level are strongly encouraged to take courses in an appropriate foreign language, since proficiency in two foreign languages is often required in doctoral programs.

Community college transfer students should contact their counseling office or the Sonoma State University political science office to identify appropriate lower-division major/minor preparatory courses. Typically, these would include a basic course in American political institutions, which would fulfill the state code requirements for U.S. Constitution and California state and local government. Other lower-division courses introducing students to the discipline of political science, the study of international relations, and the study of comparative politics also are highly recommended.

## Teaching Credential Preparation

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

## Law and Paralegal Careers

Many political science majors plan to study and practice law as a career. Although it is advisable for pre-law students to have as wide a background as possible, the department offers a number of specialized courses in the field of constitutional law and civil liberties. Generally, it would be advisable for the pre-law student to seek advice on appropriate courses from a faculty member.

## Public Administration Careers

Local, state and federal governments employ one of every six American workers. A major in political science with a public administration or public policy emphasis can prepare students for civil service careers at national, state and local levels. While many of these careers require specialized skills (e.g., budgeting and accounting), many require general skills and understanding, with on-the-job training providing the required specialized knowledge.

Political science is also an appropriate major for students seeking training for positions in the overseas agencies of the U.S. government or in international organizations.

## Journalism Careers

A political science major, combined with an ability to analyze and understand current political events, and the skills to put that analysis into lucid writing, can prepare the student for an attractive career in journalism. Practical experience offered by the university newspaper is highly recommended.

## Business Careers

A large number of political science graduates have found employment in the world of business. Preparation for this career involves a broad liberal arts background, combined with knowledge of governmental organization, public administration, finance, decision making, organizational behavior, and the process by which political decisions about economic policy are made. Many businesses that recruit liberal arts graduates expect to provide them with special training programs.

## Other Careers

Other enterprising individuals develop unique and interesting careers for themselves in politics by developing skills in campaign management, speech writing, polling, public relations, lobbying, voting analysis or fund raising. These opportunities result from the initiative of the individual combined with the practical experience gained largely through volunteer service with political campaigns.

## Bachelor of Arts in Political Science

<b>Degree Requirements</b>	<b>units</b>
General education .....	51
Major requirements .....	40
General electives .....	29

**Total units needed for graduation ..... 120**

### Major Core Requirements

POLS 201 Ideas and Institutions .....	4
POLS 202 Issues in Modern American Politics .....	4
POLS 302 Approaches to Political Analysis .....	4
POLS 303 Introduction to Comparative Government and Global Systems (4)	
POLS 498 Senior Seminar .....	4

### Political Theory

Choose one of the following five courses: .....	4
POLS 310 Classical Political Thought (4)	
POLS 311 Development of Modern Political Thought Since 1500 (4)	
POLS 312 American Political Thought (4)	
POLS 313 Critical Theory: Race and Gender (4)	
POLS 315 Democracy, Capitalism and Socialism (4)	
POLS 415 Explorations in Political Theory (4)	

### International Relations

Choose one of the following five courses: .....	4
POLS 342 International Politics and Foreign Policy (4)	
POLS 345 Model United Nations (MUN): (4)	
POLS 444 United States Foreign Policy (4)	
POLS 485 Arms Race, Control and Disarmament (4)	
POLS 486 Selected Issues in International Politics (4)	

### Comparative Politics

Choose one of the following five courses: .....	4
POLS 350 European Parliamentary Democracies (4)	
POLS 351 Politics of Russia (4)	
POLS 352 Politics of Eastern Europe (4)	
POLS 452 Third World Political Systems (4)	
POLS 453 Latin American Political Systems (4)	
POLS 450 Politics of Asia (4)	
POLS 453 Politics of Latin America (4)	

### American Government and Politics

Choose one of the following 14 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 Theories of American Politics (4)	
POLS 421 Federalism and Intergovernmental Relations (4)	
POLS 423 American Constitutional System (4)	
POLS 424 The Bill of Rights, Civil Liberties and the Constitution (4)	
POLS 425 The American Party System (4)	
POLS 426 The Legislative Process (4)	
POLS 427 The American Presidency (4)	
POLS 428 Seminar in California Politics and Government (4)	
POLS 429 Interest Groups (4)	
POLS 430 Introduction to Public Administration (4)	
POLS 461 Politics and the Media (4)	
POLS 466 Political Psychology (4)	
POLS 484 Elections and Voting Behavior .....	(4)

**Total units in the major core ..... 36**

### Major Electives

To complete the total major requirement of 40 units, choose additional units from other upper-division political science courses. No more than a total of 6 internship (POLS 439) and special studies (POLS 495) units may be counted toward the 40 units.

**Total units in major electives ..... 4**

**Total units in the major ..... 40**

### Recommended Course

ECON 201A or 201B is strongly recommended as a general elective to political science majors.

## Sample Four-Year Program for Bachelor of Arts in Political Science

### Freshman Year: 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
GE (15)	GE (15)

### Sophomore Year: 30 units

<b>Fall Semester (14 units)</b>	<b>Spring Semester (16 units)</b>
GE (6)	GE (6)
POLS 201 (4)	POLS 202 (4)
POLS 349 (4)	Electives (6)

### Junior Year: 29 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (14 units)</b>
GE (3)	GE (6)
POLS 302 (4)	International Relations (4)
American Government (4)	Comparative Politics (4)
Elective (4)	

### Senior Year: 31 units

<b>Fall Semester (16 units)</b>	<b>Spring Semester (15 units)</b>
Political Theory (4)	Senior Seminar (4)
Electives (12)	Electives (11)

**Total semester units: 120**

**Note:** Nine units of the GE requisite must be filled with upper-division courses; 40 units are required for the political science major; 120 units are required for graduation.

## Minor in Political Science

POLS 200 American Political System (3) or	
POLS 202 Issues in Modern American Politics (4) .....	3-4
POLS 201 Ideas and Institutions .....	4
Upper-division courses in political science .....	12-13
<b>Total units in the minor .....</b>	<b>20</b>

### 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 (M.P.A.)

Offered primarily as an evening program, the Master's Degree in Public Administration provides a rigorous 40 unit curriculum that emphasizes the education required to effectively analyze, formulate and implement public policy in local, state and national government, and to achieve similar programmatic goals in nonprofit agencies. The program recognizes a need for a strong combination of theoretical and practical learning. Students may choose from two concentrations, public management or nonprofit agency management.

Each student is required to complete a 20-unit analytic core, a 16-unit concentration, and 4 units of electives. Courses are based upon the professional curriculum established for public administration programs by the National Association of Schools of Public Affairs and Administration (NASPA). Core courses typically include organizational theory, fiscal and budget administration, research methods, program implementation, planning and evaluation, and nonprofit dynamics. The concentrations include specialized courses oriented toward the operation and management of public and nonprofit agencies. They typically include fiscal management, personnel administration, legal issues, public policy, labor relations, marketing and resource development for nonprofits, and grants and contract management. Electives cover a wide range of important topics, including Ethics, Organizational Computer Usage, and Internships.

Up to 9 units of graduate course work taken at other institutions may be transferred into this program.

If at any time it is determined that the candidate has an English deficiency, extra courses in English will be required in addition to the regular course of study.

### Admission Requirements

**A.** A bachelor's degree with a major from an accredited college or university with a grade point average of at least 3.00 for the last 60 units of college-level work attempted.

**B.** To ensure adequate background, a candidate for admission should have experience or course preparation in the following areas:

- State and local government.
- Federalism and intergovernmental relations.
- Influences on domestic policy making.
- Recommended: One year experience working in a nonprofit organization or course in introduction to nonprofit organizations (example through Sonoma County Volunteer Center)

Candidates without such experience or course preparation can be admitted to the program but must make up deficiencies during the first three semesters of study. Prerequisites do not count toward the 40-unit degree. Acceptability of experience or previous course work as prerequisites will be determined in consultation with the program's Graduate Coordinator.

C. Completion of university and departmental applications. Included in the department application are three letters of recommendation.

D. Recommendation of the program Graduate Coordinator.

### Graduation Requirements for the Master's Degree

A. A grade point average of at least 3.00.

B. Satisfactory completion of required course work, including elective units. No courses for which a grade less than B is earned will be acceptable in meeting the 40-unit MPA requirement. Students earning a B- or lower in a course will be required to repeat the course with a grade of B or better.

C. Completion of a master's thesis and oral defense, or two comprehensive written examinations.

D. Recommendation of 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) (prerequisite for POLS 550)
- POLS 539 Program Implementation (4)
- POLS 550 Planning and Evaluation (4)
- POLS 580 Nonprofit Dynamics: Politics and Community Environment (2)

#### Public Management Concentration Requirements - 16 units

- POLS 501 Administrative State (4) (consent of instructor required)
- POLS 503A Public Finance (2)
- POLS 504A Public Personal 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 NP's (2)
- POLS 504B Personnel NP's (2)
- POLS 581 NP Governance/Legal Issues (2)
- POLS 582 Planning and NP Agencies (2)
- POLS 583 Resource Development (4)
- POLS 585 Marketing/PR for NP's (2)
- POLS 587 Grants/Contract Management (2)

#### Electives - 4 units

can include:

- POLS 507 Ethics in Administration (4)
- POLS 551 Organizational Computer Usage (4)
- POLS 597 Internship (max 4 units) (4)
- POLS 599 Thesis (4) (only thesis is option for culminating experience)

### Culminating Experience

All students in the MPA Program are required to complete either a thesis or comprehensive examination prior to award of the degree. Those opting for a thesis as their culminating experience are required to complete 40 units of course work, exclusive of prerequisites, and can include 4 units of 599 (thesis prep) as their elective. Students electing to take the comprehensive exam must complete 40 units of total course work exclusive of prerequisites and Pols 596 (exam preparation).

### Certificate Program in the Administration of Nonprofit Agencies

The Political Science Department also offers a graduate certificate program in the administration of nonprofit agencies. Oriented to the needs of staff and administrators, this integrated series of courses is grounded in the study of contemporary trends in nonprofit agency administration, development, and fiscal management, and offers intensive exposure to the practical managerial techniques necessary for successful agency operation.

### Course Work

The certificate program requires 24 units of course work from the Nonprofit Concentration and Common Core, all of which may be later applied to the Master's Degree in Public Administration. Students in the certificate program are encouraged to pursue the Master's Degree, though there is no requirement to do so.

Students enroll in the 16 units in the Nonprofit Concentration, and 8 units of Electives chosen from Common Core courses in consultation with the MPA Program Graduate Coordinator.

### Political Science Courses (POLS)

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

#### 151 California Government (1)

The state code requirement in California state and local government may be satisfied by passing an examination in the Political Science Department.

#### 199 Media: Contemporary Issues (2)

#### 200 The American Political System (3) / Fall, Spring

An examination of American politics and governmental institutions. Introduces students to the political system and how to participate in it, should the need arise. Satisfies the code requirements in American Constitution and California state and local government. Satisfies GE, category D4 (U.S. Constitution and State and Local Government). CAN GOVT 2.

#### 201 Ideas and Institutions (3-4) / Fall, Spring

An analysis of the basic political values and their impact on society. Students will be introduced to the relationship among values, ideology and the political process. Political science majors are expected to take this course, which stresses written expression, during their first year in the department. Satisfies GE, category D5 (Contemporary International Perspectives).

#### 202 Issues in Modern American Politics (3-4) / Fall, Spring

Leaders and issues in American political life considered in relation to major policies and movements, e.g., progressivism, isolationism, the New Deal, containment. Open to majors and minors in political science. Meets code requirements in American Constitution and California state and local government. Satisfies GE, category D4 (U.S. Constitution and State and Local Government).

#### 292 Social Science Library Research (1) / Spring

A basic introduction to social science library research sources, with special emphasis on political science. Course includes learning library research skills and practice with print resources and electronic sources.

#### 302 Social Science Research Methods (4)

Social science research and statistical methods, which includes as a significant component computer-based data analysis using the SPSS (Statistical Package for the Social Sciences) programs. It may include building data files and data analysis using multivariate tables, correlations, and regression techniques in a directed research project. The course includes a two-hour laboratory.

#### 303 Introduction to Comparative Government and Global Systems (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.

#### 310 Classical Political Thought (4)

A comprehensive look at the foundations of Western political thought, with particular attention to the theories of Plato, Aristotle and Thomas Aquinas.

#### 311 Development of Modern Political Thought Since 1500 (4)

Examination of the major writings from Machiavelli to the present. Emphasis on original sources and development of student opinions on ideas discussed.

#### 312 American Political Thought (4)

An examination of the development of American political ideas as reflected in the works and careers of representative writers and political leaders.

#### 313 Critical Theory: Race and Gender (4)

Using race and gender as analytical tools, we investigate how major authors in the field such as "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 in reevaluating our political values as we face an increasingly diverse and interdependent world.

#### 315 Democracy, Capitalism and Socialism (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, category D5 (Contemporary International Perspectives).

#### 320 State, City, and County Government (4)

An introductory study of the political structure and process at the state, county and municipal levels, with emphasis on urban and regional problems. The changing relationships between the state and federal governments will be explored. Political decision making at all three levels will be discussed in depth. Satisfies, by petition, the state code requirement in California state and local government. Can be used to fulfill prerequisite courses for M.P.A. program for structure of state and local government agencies, as well as the political science requirement for the California cultural studies major.

#### 330 Race, Ethnicity, and Politics (4)

A survey of the unique impact of race and ethnicity on American politics, including analysis of constitutional, legal, and historical factors affecting the status of persons of color. Attention to the role race and ethnicity play in the media, elections, political participation and representation, public opinion, public policy and popular culture.

#### 342 International Politics and Foreign Policy (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.

#### 345 Model United Nations (MUN): (4) / Spring

Introduction to the political structure and functions of the United Nations, with emphasis on team participation at the Western MUN or National MUN in New York. Students play decision-maker roles that they research for preparation of position papers on agenda items

#### 350 European Parliamentary Democracies (4)

The theory and practice of democratic government in Britain, France and Germany. Using the United States as a basis for comparison, the course will consider the many important variations in the ways parties, parliaments, bureaucracies and executives have developed and perform in the European political arena.

#### 351 Politics of Russia (4)

An overview of the political history of the Soviet Union since WWI, with particular attention to domestic political dynamics and policies. The latter half of the course assesses the prospects for democratic transition in Russia and selected members of the Confederation, with emphasis on particular problems of political development in the region.

#### 352 Politics of Eastern Europe (4)

The political development of the East European nations from the interwar period to the present. Special attention is paid to the problems and prospects for democratic transition in the region, with particular concentration on Hungary, the Czech Republic, Poland and the former Republics of Yugoslavia.

#### 354 Comparative Political Parties (4)

A comparative approach to the structure and dynamics of political parties, party systems, and electoral law. The course will consider parties and their impact on the political process in the United States, Europe, and selected cases in other global areas.

#### 390 Special Topics (1-4)

A seminar lecture series on a specific theme or topic presented by members of the department, other SSU faculty, and guest speakers. May be audited or taken for credit.

**391 Gender and Politics (4)**

This course explores how gender is used to interpret American politics. Major works in the field are used to investigate the explanatory power of gender as an analytic category. Specific topics include the Constitution, elections, the media, social movements, race, sexuality, and comparative issues. How these aspects of American politics affect, and are affected by, men and women, will be addressed.

**406 Interdisciplinary Seminar (1-4)****415 Explorations in Political Theory (3-4)**

A seminar dealing with selected topics in political theory, including contemporary theories of the political system, the political novel, revolutionary theorists, and socialist theory. A different area of emphasis will be offered each year. Consult *Schedule of Classes* for current offering. May be repeated for credit.

**420 Theories of American Politics (4)**

Compares the most influential interpretations of American political life since the 1950s. Writers such as Hartz, Huntington, Lowi, Burnham, Moore and Dornhoff will be covered. The nature of empirical political theory will be considered.

**421 Federalism and Intergovernmental Relations (3-4)**

This course examines how the different levels of government interact in the creation and implementation of public policies at the federal, state, and local levels. The class provides students with an understanding of the theory and reality of federalism in the American political system. Can be used to fulfill prerequisite course for M.P.A. program for intergovernmental relations.

**423 American Constitutional System (4)**

Judicial interpretation of the Constitution, with particular emphasis upon separation of powers, presidential powers, relationship between state and national government, control of interstate commerce, and jurisdiction of the courts.

**424 The Bill of Rights, Civil Liberties and the Constitution (4)**

Judicial interpretation of the Constitution in the areas of civil liberties, freedom of speech, freedom of religion, rights of persons accused of crimes, citizenship, and the government's responsibility to protect persons from discrimination.

**425 The American Party System (4)**

An examination of political parties in the American system. Comparison with party systems in other democratic countries, independent voters, third parties, proposed reforms and the nature of the electorate.

**426 The Legislative Process (4)**

An examination of the organization and operation of the American Congress. For comparative purposes, legislatures in selected American states and Western European democracies will be briefly considered. Satisfies, by petition, the state code requirement in U.S. Constitution and California state and local government.

**427 The American Presidency (4)**

An examination of the place of the Presidency in the American governmental system. Emphasis will be placed upon the interplay between the president and other elements of the system, particularly the Congress, the bureaucracy, and the media. Satisfies, by petition, the state code requirements in U.S. Constitution and California state and local government.

**428 Seminar in California Politics and Government (4)**

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, by petition, the state code requirement in California state and local government. Can be used to fulfill prerequisite courses for M.P.A. program for structure of state and local government agencies, as well as the political science requirement for the California cultural studies major.

**429 Interest Groups (4)**

The role of interest groups in the American policy-making process. Group formation, the influence of money and P.A.C.s on election outcomes and lobbying reform.

**430 Introduction to Public Administration (4)**

An introduction to the field of public administration, with emphasis upon bureaucratic life, leadership, and decision making.

**431 Politics and the Media (4)**

The role of the mass media in American political life. Emphasis on television, news magazines, major newspapers and political columnists, and their interrelationship with American political institutions.

**439 Political Science Internship (2-5)**

Field experience in city, county, state and federal agencies. May be repeated three times for credit. Note that no more than a total of 6 internship and special studies units may be counted in the 40-unit major. Prerequisite: prior arrangement with a faculty member.

**444 United States Foreign Policy (4)**

An analysis of the forces, governmental and nongovernmental, that influence the formulation of U.S. foreign policy. An examination of the organizational structure charged with the formulation and execution of that policy, as well as the content of policy since World War II.

**450 Politics of Asia (4)**

A comparative analysis of the diverse political systems of Asia. Following a study of the comparative theories which provide a framework for understanding the political systems of Asia, focus is on selected case studies.

**452 Third World Political Systems (4)**

A comparative analysis of politics and political development of Third World countries. International and domestic obstacles to modernization will be studied. The general analysis will be supplemented by an intensive scrutiny of selected countries and regions.

**453 Politics of Latin America (4)**

A comparative analysis of the political development of Latin America. After a review of the major theories related to economic development, revolution, and democratic transition, this course will compare the political systems of selected countries in the region.

**454 Politics of Revolution (4)**

An analysis of various approaches used in determining the causes of violent revolution as a means of promoting political change. The course will consist of both theoretical analysis and the study of actual cases.

**458 Comparative Social Policy (4)**

Comparative analysis of social policies in advanced industrial democracies. The course will look at relationships between politics, political culture, and public policy.

**466 Political Psychology (4)**

An examination of the psychological sources of political leadership and decision making. A study of the roots of political belief and extremism, as well as the acquisition of civic outlook in childhood and adolescence.

**475 Urban Politics and Policy (4)**

Examination of the structure and process of urban and regional governments within the context of state sovereignty. Such aspects of local government, in both large and small urban areas, as planning, bureaucratic administration, social services, economic issues, the political policy making process, and civil rights will be discussed in depth.

**481 Politics of Regulation and Land Use (3-4)**

An examination of regulatory policies as they affect business and land use decisions in the United States. Structural, legal, and procedural aspects of the regulatory process are explored along with reform and deregulation. Explores the economic, environmental, and political consequences of land use control.

**483 Politics of Wealth and Poverty (4)**

Course focuses upon conditions and causes of poverty, wealth and income inequality in the U.S. and the variety of economic, social, governmental, and political responses that have occurred in recent decades. Of particular concern are the role of the government's income redistribution and social programs, and the function of values, political interest groups and social science findings in shaping these policies.

**484 Elections and Voter Behavior (4)**

Course examines the impact of the new styles and techniques of political campaigning on both the public decision-making process and control over public policy. Modern techniques of analysis and voter manipulation are discussed, along with the characteristics and behavior of the electorate and their historical patterns of political participation.

**485 Political Power and Social Isolation (4)**

The course explores a wide variety of personal, social and political meanings of community; including the decline of social and civic participation, political powerlessness, and theories of social fragmentation and political change. Recent theories link both economic development and community improvement to an ability to increase levels of "social capital." Given its focus, this course will be of particular interest to those concerned with these policy areas, or with a general discussion of the societal milieu of politics and government.

**486 Selected Issues in International Politics (4)**

An examination of current topics and developments in global politics, such as regional conflicts, North-South issues, economic interdependence and environmental issues. Title varies to reflect specific content each semester.

**494 Selected Topics in Political Science (1-4)****495 Special Studies in Politics (1-4)**

A student may be invited by a faculty member to participate in a continuing research project under the faculty member's direction. The research may extend for more than a single semester. Seniors who participate in this course may have their work considered for graduation with honors. This course may be repeated for credit. Note that no more than a total of 6 special studies and internship units may be counted toward the 40-unit major.

**498 Senior Seminar (4) / Spring**

An opportunity for senior majors and graduate students to integrate their basic understanding of political science by exploring the interrelationship between the substantive subfields, basic concepts and the major modes of analysis current in political science today.

**Graduate Courses**

Upper-division students may enroll in graduate courses with the permission of the instructor.

**501 The Administrative State (4)**

This core course examines a variety of public administration literature, including aspects of organizational structure, group behavior, policy studies, and social psychology. Special attention will focus upon specific topics within the field: organizational behavior, power, leadership, personnel, control, and administrative responsibility. Prerequisite: POLS 430 or consent of instructor.

**502 Organizational Theory and Analysis (4)**

Presents basic analytic tools that can be used in diagnosing political and organizational situations. The nature and use of influence, strategic thinking and bargaining in organizations.

**503 Budget and Fiscal Administration (2)**

An examination of the budgeting process with emphasis upon theories and politics of budgeting, and budgeting process reform. Required for all MPA students.

**503A Public Finance (2)**

An examination of applied issues in public budgeting and fiscal management. Public policy formation and evaluation of results as revealed in the budget will be explored. Required for public management track students.

**503B Fiscal Management of Non-Profit Agencies (2)**

An examination of applied issues in non-profit budgeting and fiscal management. Fund accounting, cash flow analysis, expenditure control, long-range financial planning, audits, grants and contracts in non-profit agencies are studied. Required for non-profit track students.

**504A Public Personnel Administration (2)**

The evolving character of public personnel administration in the United States will be considered. Topics include civil service, personnel management, work life in organizations, employee participation, diversity, labor-management relations, and the relationship of public personnel to democracy.



**504B Personnel Administration for Nonprofit Organizations (2)**

Examination of current issues in the management of employees and volunteers in non-profit organizations. Topics include board-staff relations, staff recruitment, selection, training and management, staff development, performance evaluation of paid and unpaid staff, labor-management relations, diversity, and compliance with state/federal regulations.

**505 Research Methods (4)**

Lecture and laboratory. An examination of quantitative research techniques required by agency and program managers. Course includes work in data analysis, introduction to computer usage, techniques of needs assessment and program evaluation, and use of simple analytic models.

**506 Public Policy Process (4)**

The course will look at the public policy making process with emphasis on the role of ideas and analysis. Agenda setting, implementation, policy and design will be discussed.

**507 Ethics in Administration (4)**

A seminar designed to help public administrators cultivate an awareness of ethical dilemmas, develop ways of conceptualizing them, and practice ways of thinking about their resolution.

**508 Comparative Public Policy (4)**

A comparison of selected social policies in North America and western Europe, with emphasis on explaining the national differences in policy content in such areas as education, environment, and aging policy.

**509 Politics of Health Care and Aging (4)**

The course will be an examination of health care and aging policy in the United States. Comparisons with policy in several other democracies will be included. Also included will be a look at policies such as Medicare and the Older Americans Act, as well as the politics of these and others. Cross-listed as GERN 561.

**511 Labor Relations (2)**

A course that looks at the historical and current development 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.

**512 Organizational Development (4)**

An exploration of values, methodologies, strategies, and theories of organization development.

**513 Leadership and Supervision (4)**

Examines the role of leader and of leadership in administrative agencies, together with an examination of techniques of supervision and administrative control.

**537 Bargaining, Politics and Administration (4)**

An examination of the politics of administration, with an emphasis on the dynamics of budgeting and interagency conflict. Of special interest in this course will be the focus on new theories of decremental budgeting — budgeting and political coalition building in an era of decreasing resources.

**538 Administrative Law (2-4)**

Introduction to the legal process within the framework of administrative agencies and procedures. The function of administrative law, including the role of legal agencies, delegation of powers, administrative procedures and statutes, and development of the current body of case law.

**539 Program Implementation (4)**

Focuses upon the critical movement from statute or authorization to an actual functioning program. The course will concentrate primarily on a series of case studies involving human services, environmental, economic development, and criminal justice programs at the federal, state, and local levels.

**550 Planning and Evaluation (4)**

Techniques of administrative analysis and program evaluation. Included are examinations of techniques for assessment of policy impact and effectiveness, analysis of program objectives, evaluation methodologies, and the administration of evaluation systems.

**551 Organizational Computer Usage (4)**

An investigation of contemporary developments in the area of information systems, this course views computer usage from the organizational rather than data processing perspective. Central areas of concern are organizational planning and change, and the development of information systems that meet the planning challenge.

**560 Special Issues in Public Policy (4)**

An examination of selected issues in public policy/public affairs. Specific topics will be offered on the basis of student interest and current issue development.

**564 Aging Services Administration (4)**

For individuals interested in careers in the administration of health care; residential and social services for the elderly. An introduction to the field of long-term care administration through the use of lectures and structured case studies. Specifically addresses management decision making in the operation of skilled nursing facilities, congregate care facilities, day care, home health care and retirement communities. Open to undergraduates. No prerequisites.

**578 Project Continuation (1-3) / Fall, Spring**

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

**580 Non-Profit Dynamics: Politics and Community Environment (2)**

Introduction to nonprofits and the environment in which they operate. Analysis of nonprofits role and effectiveness in meeting public and private sector community needs. Topics include organizational models, needs assessment and asset mapping, and trends in intra-sector and cross sector partnerships.

**581 Non-Profit 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.

**582 Planning and Nonprofit Agencies (2)**

This course addresses techniques of strategic and operational planning appropriate to nonprofit agency operation. Topics include needs and service assessment, marketing analysis, program evaluation, organization development and strategic management techniques.

**583 Resource Development for Nonprofit Agencies (4)**

Course focus is on the techniques and importance of developing and implementing a comprehensive organizational resource development plan for funding, volunteers and donations, as well as ensuring a diversified agency revenue base. In addition, the course covers fundraising, major donor development, as well as the legal restrictions for nonprofit agencies and the funding criteria used by corporate, community and private foundation funding sources.

**585 Marketing and Public Relations for Nonprofit Agencies (2)**

An examination of the role of marketing and public relations for nonprofit agencies, together with techniques for designing and implementing realistic marketing and public relations programs. Course will stress adaptation of marketing techniques to not-for-profit organizations, and will explore the types of access to press, electronic and other media available to nonprofits.

**586 Human Resource Management in Nonprofit Agencies (2)**

An examination of current issues in the management of employees and volunteers in nonprofit organizations. Recruitment, staff development, performance evaluations, labor-management issues and affirmative action are reviewed.

**587 Grant Writing and Administration (2)**

Focus upon full process of prospect research, proposal development, application, and contract management and administration of foundation, government, and corporate grants.

**588 Issues in Nonprofit Administration (4)**

An investigation of current issues and developments in the operation of nonprofit agencies.

**595 Special Studies in Political Science (1-4)**

A student may be invited by a faculty member to participate in a continuing research project under the faculty member's direction. The research may extend for more than a single semester. May be repeated for credit.

**596 Graduate Tutorial (4)**

An intensive review of the literature in specific areas of concentration, including budgeting, the American presidency, legislatures, and such public policy areas as health and aging, and regulation. Prerequisite: completion of all master's degree requirements.

**597 Graduate Internship (3-5)**

Intensive field experience in a public or private agency. The student must define a current political problem and a strategy for dealing with the problem, and work toward implementing the strategy.

**599 Master's Thesis (2-4)**

Prerequisite: submission of an authorized Advancement to Candidacy form.

# Pre-Law and Pre-Health Professions Programs

## Pre-Law

The School of Arts and Humanities and the School of Social Sciences have developed within various majors a number of pre-law programs that are directed toward the needs of students who wish to attend law school. Although there are no courses specifically required for admission by the American Association of Law Schools, and thus no prescribed pre-law curriculum or list of recommended majors, certain skills and academic experiences are essential for students who wish to enter law school and succeed. Among these skills are: effective use of written and spoken language, an understanding of human institutions and values, and competency in the critical analysis and communication of ideas. Pre-law programs are designed to develop these required skills and to offer relevant academic experiences. Special pre-law programs can be developed within the following departments:

American Multicultural Studies  
Criminal Justice Administration  
Economics  
English  
Environmental Studies  
History  
Hutchins School of Liberal Studies  
Philosophy  
Political Science

Students wishing to pursue a pre-law program should consult the pre-law advisor in the appropriate department. Departmental advisors and SSU's Advising Center staff can help students plan a program with the balance and rigor that provide sound preparation for the field of law. The Career Resource Center contains law school catalogs and the Testing Center can provide information about the LSAT.

Sonoma State University alumni who are practicing attorneys have undergraduate degrees as diverse as their present fields of specialization: anthropology, criminal justice administration, English, French, history, Hutchins School of Liberal Studies, business administration, mathematics, Mexican American studies, philosophy, physics, and sociology.

## Pre-Health Professions

Sonoma State University provides preparation for continuing study in the professional fields of medicine, osteopathic medicine, dentistry, veterinary medicine, podiatry, optometry, pharmacy, physical therapy, physician assistant, and chiropractic medicine.

Students interested in entering the health professions will select an appropriate major for undergraduate study. Since a majority of the courses required for admission to health-related programs are in the sciences, most students earn degrees in biology or chemistry before going on to professional schools, although many 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 would generally meet or exceed the requirements for other schools. However, it is important to examine closely the requirements for any program and school and take courses to fulfill those requirements. Requirements for entrance into the UC Davis Veterinary Medicine program are different from those for other health professions schools. Pre-vet students should consult an advisor in the Biology Department.

### Courses Required for Admission to Health Professions Schools

The following courses are most generally required for admission to health professions schools:

<b>Biology</b>	<b>units</b>
General biology or zoology (through cellular and molecular biology) .....	8-12
<b>Chemistry</b>	
Inorganic or general chemistry .....	10
Organic chemistry .....	8-10
Some schools also recommend biochemistry.	
<b>English</b>	
Composition and Literature .....	6
<b>Physics</b>	
A one-year course with lab .....	8
<b>Mathematics</b>	
Some schools require a year of college mathematics and/or a calculus course or statistics .....	4-8
<b>Foreign Language</b>	
A few schools recommend a modern foreign language course .....	0-8
<b>Psychology</b>	
An introductory psychology course is recommended by some schools .....	3
<b>Courses for Health Professions</b>	
The following courses at Sonoma State University will generally fulfill the required or recommended courses suggested above:	
BIOL 121* Diversity, Structure and Function .....	4
BIOL 122* Genetics, Evolution and Ecology .....	4
BIOL 123* Cellular and Molecular Biology .....	4

BIOL 320 Molecular Genetics .....	4
BIOL 325 Cell Biology .....	4
BIOL 370 Vertebrate Evolutionary Morphology .....	4
BIOL 372 Developmental Biology .....	4
CHEM 115AB* and 116AB* General Chemistry and Lab .....	10
CHEM 335AB* and 336 Organic Chemistry and Lab .....	8-10
(336 lab often not required)	
CHEM 445 and 446 Biochemistry .....	3-3
PHYS 210AB* and 209AB* General Physics and Lab .....	8
ENGL 101 and 214 Expository Writing and Literature .....	6
MATH 107 Precalculus Mathematics .....	4
MATH 161 Calculus .....	4
MATH 165 Elementary Statistics .....	4
PSY 250 Introduction to Psychology .....	3

\* Required courses for all California medical schools.

Applicants with a grade point average below 3.00 are almost never considered by medical admissions committees, and few students with a grade point average below 3.40 are accepted.

In addition to the required courses, most health professions students are required to take an examination such as the Medical College Admissions Test, Dental Admissions Test or the Graduate Record Examination at, or before, the time of application.

The School of Natural Sciences health professions advisory committee has been established to offer assistance to students interested in careers in the health professions. The main functions of the committee are to:

1. Advise students on how best to prepare for admission to health professions schools. Since the Sonoma State University campus is small, the health professions advisory committee has the opportunity to communicate with students on a personal basis. Individual departments may also have pre-health professions advisors.

2. Maintain career information related to health professions, including catalogs from various schools and registration materials for examinations and centralized application services required for admission to certain programs such as medicine, osteopathic medicine, veterinary medicine, podiatry, and dentistry.

3. Evaluate candidates and write letters supporting their admission to health professions schools.

4. Provide a practice admissions interview for candidates applying to health professions schools.

5. The chair of the health professions advisory committee is the advisor to the Pre-Health Professions Club.

Students interested in a career in the health professions are strongly encouraged to meet with a health professions advisor immediately upon enrolling at Sonoma State University. Appointments can be made through the health professions advisory committee office in Darwin Hall 126, 707 664-2334/2171.

# Psychology

## Programs offered

**Bachelor of Arts in Psychology**  
**Minor in Psychology**  
**Minor in Gerontology**  
**Certificate in Gerontology**  
**Master of Arts in Psychology through Special Sessions**

Art Therapy  
Depth Psychology  
Humanistic/Existential  
Organization Development

## Department Office

Stevenson Hall 3092  
707 664-2411  
Fax 707 664-3113  
Special Sessions, Stevenson Hall 3092, 707 664-2682  
[www.sonoma.edu/psychology/](http://www.sonoma.edu/psychology/)

## What is Psychology?

Traditionally, psychology is defined as *the study of human and animal behavior (normal and abnormal) and the psychological, social and biological processes related to that behavior*. According to the American Psychological Association, "Psychology has three faces: It is a *discipline*, a major subject of study in colleges and universities. It is also a *science*, a method of conducting research and of understanding behavioral data. And psychology is a *profession*, a calling that requires one to apply special knowledge, abilities and skills in order to solve human problems." Psychology is an extremely diverse field that attracts people with a wide variety of backgrounds, interests, and skills.

## Opportunities in Psychology

A career in psychology means hard work, but it can also mean opportunity—opportunity to break new ground in science, opportunity to better understand yourself and others, opportunity to help people live richer, more productive lives, and the opportunity for ongoing personal and intellectual growth in school and throughout your career.

Some psychologists find it rewarding to work directly with people—for example, helping them overcome depression, deal with the problems of aging or stop smoking. Others are excited by research questions on topics such as animal behavior, eating disorders, how the brain functions and child development. Still others find statistics and quantitative studies to be the most fascinating areas.

Traditionally, psychologists have been employed in universities, schools, and clinics. Today, more than ever before, they can be found working in businesses, hospitals, private practice, courtrooms, sports competitions, police departments, government agencies, private laboratories and the military, among other settings.

Psychologists fill many different roles. For example, they work as *teachers*, teaching the discipline of psychology in universities, four-year and two-year colleges, and high schools. Psychologists work as *researchers*, employed by universities, government, the military, and business to do basic and applied studies of human behavior. Psycholo-

## Department Chair

David Van Nuys

## Administrative Coordinator

Connie Lewsadder

## Faculty

Eleanor Criswell, Victor Daniels, Saul Eisen, Mary Gomes, Susan Hillier, Judith Hunt, Laurel McCabe, Charles Merrill, Geri Olson, Robert Slagle, Heather Smith, Susan Stewart, David Van Nuys, Elisa Velasquez-Andrade, Arthur Warmoth

gists also work as *psychotherapists*, helping people to individuate and resolve conflicts. Psychologists work as *counselors* in school settings, working with students and their families to provide support for the students' social, cognitive, and emotional development. In addition, psychologists work as *administrators*, functioning as managers in hospitals, mental health clinics, nonprofit organizations, government agencies, schools, universities and business. Psychologists also work as *consultants*, hired for their special expertise by organizations to advise on the subject or problem in which the consultant is an expert, including such tasks as designing a marketing survey or organizing outpatient mental health services for adolescents.

## Career Options with a Bachelor's Degree in Psychology

Many of the career options described above assume that you have gone on to complete graduate study in psychology, counseling, education, or social work. Although a bachelor's degree in psychology, by itself, does not qualify you as a professional psychologist, it is the prerequisite for gaining entry into graduate training programs. A 1998 survey of SSU alumni who had graduated as psychology majors found that nearly two-thirds of the respondents had gone on to do some sort of graduate work.

Many undergraduate psychology majors do not go on to do graduate study. Nevertheless, a bachelor's degree in psychology will mean that you graduate with a strong liberal arts education and adequate preparation for entry-level employment in one of many career paths, including:

- administration and management
- business and industry
- social service casework
- child care
- employment interviewing
- aging human services
- health services
- marketing & public relations
- personnel
- probation and parole
- psychiatric assisting
- sales
- teaching
- technical writing

## About the Psychology Department at SSU

The Psychology Department at Sonoma State University is distinguished by its focus on the quality of human experience. The key words here are: *distinguished, quality, human and experience*. For us, each of these words holds special significance.

**Distinguished:** This expresses both that the department is unique and that it has achieved recognition for this uniqueness over the years. This department offered the first graduate program in humanistic psychology and also helped to pioneer that field, with four of our members having served as president of the Association for Humanistic Psychology, an international organization. The department also has been distinctive for its pioneering work in such areas as: somatics, expressive arts, biofeedback, organization development, wilderness psychology, Jungian/archetypal psychology, transpersonal psychology, interdisciplinary learning, student-directed learning, experiential learning and learning-community approaches. This distinctiveness has led to widespread recognition. The department has stood out as a beacon for many students seeking an alternative to traditional psychology.

**Quality:** This word carries a number of important messages. First of all, we are interested in quality, as in excellence. At the same time, we are struck that the word *quality* is in ascendance, in business and elsewhere, even as we see ourselves surrounded by the deteriorating quality of our physical, social and economic environments. We seek to develop a psychology that not only studies but also enhances the quality of life. The word *quality* also communicates that we value qualitative, as well as quantitative, research methods.

**Human:** While affirming our interdependence with all creatures, this word communicates our emphasis on studying uniquely human, rather than animal, phenomena.

**Experience:** We take seriously the subjective realm, rather than focusing exclusively on the objective. Our approach to investigation is often phenomenological, and our approach to teaching emphasizes experiential approaches to learning, when possible, both inside and outside the classroom.

While the department was originally closely associated with humanistic and existential psychology, today we offer a broader spectrum of approaches. Our teaching-learning model is person-centered. That is, we try to foster the unique intellectual, spiritual and emotional growth of each student as an individual. Our approach to self-knowledge leads inevitably from a concern for a private and inner self to a wider concern for one's relationship to one's community and culture.

## Specific learning goals and objectives for the psychology major:

The Sonoma State Psychology Department is one of a handful of humanistically-oriented psychology undergraduate departments in the country. We are especially strong in several areas that are not the focus of most psychology departments but are the focus of our graduate and certificate programs: organizational development, depth psychology, art therapy, gerontology, somatics and biofeedback. Our diverse curriculum offers a stimulating and timely liberal arts education that responds to current student needs and supports faculty development and renewal. The department's goals and objectives are designed to support a rich and diverse list of course offerings without compromising students' abilities to learn the skills they will need. We also believe that successful teaching and learning extends beyond the classroom to individual advising.

**Goal 1.** Students should have a knowledge of the theory and content of the four "forces" of psychology: psychoanalytic, behavioral, humanistic, and transpersonal.

### Objectives:

- 1a. Students should be able to identify and use the key concepts of psychoanalytic theory.
- 1b. Students should be able to identify and use the key concepts of behavioral theory.
- 1c. Students should be able to identify and use the key concepts of humanistic-existential theory.
- 1d. Students should be able to identify and use the key concepts of transpersonal theory.
- 1e. Students should be able to discuss the major theorists and concepts of the four areas in thoughtful essays.
- 1f. Students should be able to apply psychological theories and concepts to problems and questions they find personally important.

**Goal 2.** Students should have the psychological knowledge and skills relevant to personal directions and career objectives.

### Objectives:

- 2a. Define life paths and career goals.
- 2b. Develop skills relevant to pursuing them.

**Goal 3.** Students should have interpersonal, social, and cultural awareness and skills.

### Objectives:

- 3a. Students should be able to demonstrate knowledge of differences and similarities in the way people are treated due to gender, race, ethnicity, culture, class, disabilities, and sexual orientation.
- 3b. Demonstrate the capacity to reflect on one's cultural identity (and an awareness of how implicit cultural assumptions color our behavior).
- 3c. Demonstrate communication skills: perspective taking, empathic interaction, and assertive combination.
- 3d. Demonstrate knowledge of developmental stages, group and family dynamics and/or personality processes.

**Goal 4.** Students should understand the development of the self and others as a continuing learning process.

### Objectives:

- 4a. Students should be able to show an ability to move from one theoretical perspective to another perspective.
- 4b. Students should be able to identify their personal values.
- 4c. Students should be able to collaborate as a team or community member.
- 4d. Students should be able to demonstrate an ability for reflective thinking.

## Bachelor of Arts in Psychology

Degree Requirements	units
General education .....	51
Major prerequisite: Introduction to Psychology .....	3
Major requirements (including 12 Supporting Units) .....	44
General electives .....	22
<b>Total units needed for graduation .....</b>	<b>120</b>

Students who wish to apply to transfer into the psychology major must have completed the following courses or the equivalents:

ENGL 101	Expository Writing and Analytical Reading
PHIL 101	Critical Thinking
PSY 250	Introduction to Psychology

The requirements for the major are designed to ensure basic competencies in the field. Majors must have completed PSY 250 Introduction to Psychology (or the equivalent at another college) within 10 years of beginning their major at Sonoma State University. Majors must complete at least 32 units in upper-division psychology courses and 12 units in supporting courses, with a minimum grade of C or Cr in each course, and an introductory psychology course. University regulations allow the Cr/NC grading mode for courses in the major only if those courses are not offered for a traditional grade (A-F). **Majors also need to complete a course in statistics to graduate in the major.** This could be MATH 165 or the equivalent. MATH 165 fulfills the math GE requirement and may also be counted toward the supporting units in the psychology major.

### Major requirements

#### • PSY 250 (or equivalent course at another college)

This is a prerequisite to the major, rather than part of the major, and must be taken within 10 years of beginning your work at SSU. Students who believe they possess the requisite knowledge may substitute a passing score on the CLEP test in introductory psychology, administered by the University Advising Center. In addition, because Psychology is such a high-demand major, other prerequisites may be used to control enrollment. Students thinking of transferring into the major should contact the department for current information.

• **32 upper-division units in psychology** including Psy 306 and PSY 307. This may include PSY 302 and/or PSY 303 only if these courses are not used for general education credit.

#### • 12 supporting units in psychology or related areas

These will be chosen with the approval of the student's advisor. They should include no more than 7 units from a community college. MATH 165 or an equivalent statistics course may be included in this area.

**Total units for major (not including prerequisite PSY 250) ..... 44**

**Note:** Students are asked to select personal academic advisors during their first semester. The department has four advisory plans. Each student may choose one of these in consultation with his or her advisor.

## Psychology Advisory Plans

No later than the first semester of the junior year, every major is encouraged to consult an advisor to develop a course of study in the major. This is best done between the fourth and eleventh week of the semester, after the new semester is substantially underway but before the advising period for the following semester.

After taking the core courses (PSY 306 and 307), students go on to complete the requirement of taking 32 upper-division psychology units by selecting 24 elective units from upper-division psychology courses. The Psychology Department has developed four advisory plans, in relation to these elective units, that we believe meet the educational goals and interests of the majority of our students. These plans build upon the basic requirements of the major by suggesting lists of specific courses that we believe will prepare our students for work or graduate study after graduation.

The advisory plans are generalized advice for students planning to work in a particular area. They are not meant to be followed in a detailed, slavish fashion. Rather, we encourage each student to develop an individualized plan that focuses on what he or she plans to do after graduation. Faculty advisors can assist in this effort.

**The Humanistic/Transpersonal Psychology Advisory Plan** is a contract-based plan designed for students who wish to concentrate on the rich selection of courses the department offers. The humanistic/transpersonal approach to education places great value upon students assuming responsibility for their own education. For this reason, study under this advisory plan is largely self-directed. Consequently, it will appeal to students who wish to chart their own plan of study. It is especially suitable for students who wish to complete a double major.

**The Developmental Psychology Plan** is designed to prepare students for work and study around developmental concerns in areas such as health care, child care, community development, family policy advocacy, a range of human services dealing with the elderly, and basic and applied research. It takes an interdisciplinary approach to the study of the lifespan from birth to death. Courses address three areas: **1) key processes of development** across the lifespan, including biological, social, cognitive, and emotional development, **2) life contexts**, such as family, work, school, neighborhood, community, culture, and the political system, and **3) tools** for applying this knowledge in work and everyday life. Students work with an advisor to create a plan tailored to their specific goals, with internships as a strongly recommended component. Since the plan is interdisciplinary, appropriate courses from other departments may be included in the major.

**The Human Services Advisory Plan** is designed for students who plan to go directly into work in applied settings, as well as those who are already performing psychological work who need additional information, concepts, and skills. It is especially recommended for students preparing for master's and doctoral level work in graduate clinical, counseling, social work, and educational psychology programs. It is also recommended for those preparing to complete the requirements for a certificate in gerontology.

**The Psychology in the Workplace Advisory Plan** is designed to prepare students to enter the world of work, whether it be in business, government or non-profit settings. Today's employers are looking for people who are fast, flexible, adaptive learners. High level jobs these days require that applicants be able to juggle multiple responsibilities and have strong skills in information access and analysis; in working collaboratively; in written and oral communication; in group leadership; and in research and data analysis, to name only a few. A background in psychology and related fields can help to lay such a foundation. This advisory plan is intended to steer students toward a pattern of courses in psychology and allied departments, such as business and public administration, that are aimed at developing the sorts of skills needed in the work world. This advisory plan is also recommended for students who plan to do graduate work in programs such as organization development, public administration and business.

As described in the SSU Psychology Department Advising Handbook (October 1997), professional advancement in the field of psychology often requires more training, either at the Master's (M.A., M.S., M.S.W.) or Doctoral (Ph.D., Ed.D., Psy.D.) level. Graduate programs with a research orientation, or clinical or counseling Ph.D. programs at mainstream state and private universities customarily want students to have a background in investigative methods, statistics, and non-clinical areas of psychology as a foundation for the particular human services training they provide. Students interested in pursuing individual research projects should take Introduction to Statistics and Introduction to Research Methods as early in the major as possible. Some graduate schools require a background in perception, physiology and motivation; PSY 451, Neural Science covers these areas. Graduate clinical and counseling programs at professional schools and alternative universities tend to emphasize one-on-one internship experience. Students should investigate career options early by consulting with their advisors and planning accordingly.

Moreover, many graduate programs will not accept students with only an academic background. They also want to see some practical experience. Students applying to such programs are advised to include PSY 499, Undergraduate Internship, in their program. Students interested in graduate work in psychology might also consider teaching assistantships and research internships.

### Supporting Courses

The Psychology Department requires that students complete at least 12 units of supporting work, chosen with the approval of the student's Psychology Department advisor. Supporting units refer to courses in psychology or other departments which are in line with the student's interests in the field of psychology and/or the student's career goals. These 12 units must be completed with a minimum grade of C or Cr. A minor or second major will be accepted to meet this requirement. MATH 165, Statistics, which is required for graduation as a psychology major, may be used as supporting units.

### Academic Advising

Students are required to meet with their faculty advisor once a semester to review their academic progress and plans. Students are encouraged to come in for advising before the scheduled mid-semester advising period, when faculty are likely to have more availability. During the first upper-division semester as an SSU student, you may choose to sign up for one of the four advisory plans (please see the previous section).

## Sample Four-Year Program for Bachelor of Arts in Psychology

### Freshman Year: 30-31 units

Fall Semester (15 units)	Spring Semester (15-16 units)
UNIV 102 (optional) (2)	HUM 200 (3)
ENGL 101 (3)	MATH 165 <sup>8</sup> (4)
PHIL 101 (3)	GE (3)
BIOL 115 (3)	GE (3)
BIOL 115L <sup>1</sup> (1)	Elective (2-3)
PSY 250 <sup>2</sup> (3)	

### Sophomore Year: 29 units

Fall Semester (13 units)	Spring Semester (16 units)
PSY 320 <sup>4</sup> (4) or PSY 380 <sup>9</sup> (4)	PSY 306 <sup>5,6</sup> (4)
GE (3)	GE (3)
GE (3)	GE (3)
GE (3)	GE (3)

### Junior Year: 28 units

Fall Semester (14 units)	Spring Semester (14-15 units)
GE Upper Division <sup>7</sup> (3)	GE upper division <sup>7</sup> (3)
GE Upper Division <sup>7</sup> (3)	PSY Upper Division (4)
PSY 307 <sup>5</sup> (4)	Supporting or Elective <sup>8</sup> (4)
PSY Upper Division (4)	PSY Upper Division (3-4)

### Senior Year: 30 units

Fall Semester (15-16 units)	Spring Semester (15-16 units)
PSY Upper Division (4)	PSY Upper Division (3-4)
PSY Upper Division (3-4)	Internship <sup>8</sup> (optional) (3-4)
Supporting (3-4)	PSY Upper Division (3-4)
Internship <sup>8</sup> (3-4)	Supporting (3-4)
Elective (1-3)	Elective (1-4)

**Total semester units: 120**

<sup>1</sup> A lab in another general education science course may be substituted for BIOL 115L.

<sup>2</sup> May be taken either semester of the freshman year.

<sup>3</sup> Supporting units are typically courses in another discipline that supports the student's interests, lower-division psychology courses, or upper-division units in psychology. PSY 302 and 303 may be double-counted as GE units and supporting units for the major, but not double-counted as GE units and the required 32 upper-division psychology units.

<sup>4</sup> Recommended for all students who do not already have well-developed computer skills.

<sup>5</sup> Required core course.

<sup>6</sup> Prerequisite or recommended for most other upper-division courses in the major.

<sup>7</sup> Upper-division general education courses may be taken during the second semester of the sophomore year if 60 or more units will be completed by the end of that semester.

<sup>8</sup> Internships are strongly recommended for students going on to clinical counseling, educational, or human services work.

<sup>9</sup> Recommended for students interested in research oriented master's or doctoral work.

## Minor in Psychology

Students seeking a minor in psychology are encouraged to consult with a psychology faculty advisor to assist them in planning a series of courses tailored to their own personal and career goals. The requirements of the minor are:

1. Completion of PSY 250 Introduction to Psychology (or an equivalent course), with a grade of C or better.
2. Completion of at least 20 units of upper-division psychology courses, with a minimum grade of C. Courses must be taken for a letter grade unless Credit/No Credit is the only way the course is offered.

## Minor in Gerontology

The minor in gerontology provides students with a focused multi-disciplinary program to study the aging process. The minor gives students a solid academic foundation in the field and offers practical applications through the internship. Students receive a strong theoretical orientation based in the liberal arts tradition and practical information about aging. The requirements include 17 units incorporating biology, psychology, and social aspects of aging, and 6 elective units. Specific courses are listed under gerontology in the catalog.

## Field Work and Special Studies

**Special Study:** Students who wish to carry out independent study and research are encouraged to contact an individual faculty member of their choice.

**The Community Involvement Program (CIP):** Academic CIP units may count as supporting units for the major. A maximum of 4 units of PSY 295 (CIP) can be taken in any semester and a total of 6 units can be counted toward the bachelor of arts degree. Cr/NC only.

**Field Placements and Internships:** Each semester a number of advanced undergraduate and graduate students participate in field placements and internship work experiences in organizations and agencies throughout the University's six-county service area. These internships involve on-the-job training by the agency and academic work under the direction of a faculty member. This forms an important base for academic credit and helps the student obtain a range of learning experiences not otherwise found in the department. Applications for internship should be made near the end of the semester preceding the internship semester. A maximum of 8 units of PSY 499 Internship can be applied toward the degree. For students who take both PSY 295 (CIP) and PSY 499 Internship, only 10 units in all can be applied toward the major, with any remaining units being applied toward B.A. electives. Students planning on graduate work in clinical or counseling psychology are encouraged to gain internship experience well before applying to graduate school.

## Master of Arts in Psychology

The Psychology Department, working in conjunction with the School of Extended Education, offers four areas of study within the Master of Arts program: Art Therapy, Depth Psychology, Humanistic/Transpersonal Psychology, and Organization Development. Each program offers its own goals and curricula, and applicants apply to the program of their choice. Prerequisites vary according to program.

The Psychology Department's Master of Arts programs are administered through Special Sessions in Extended Education. They are self-support programs funded entirely through student fees.

University policy requires students in master's programs to maintain continuous enrollment until completion of the M.A. program or pay a continuing enrollment fee of \$250.00 per semester.

University policy also requires students who take four semesters to complete their thesis/project to re-enroll in PSY 599, Master's Thesis Project (Organization Development students re-enroll in PSY 596, Graduate Tutorial) and Directed Reading.

For application materials to the Special Sessions programs, contact the Graduate Administrative Coordinator in Psychology, 707-664-2682. You may also write to:

**Graduate Admissions  
Psychology Department  
Sonoma State University  
Rohnert Park, CA 94928-3609**

Please check our Graduate Psychology web page:  
[www.sonoma.edu/psychology/catalog/specialma.html](http://www.sonoma.edu/psychology/catalog/specialma.html)

## Art Therapy Program

Art as "making special" is at least 250,000 years old (Dissanayake, 1992). Today, training in art therapy honors this universal human behavior. Art therapists combine knowledge in artistic skillfulness with contemporary forms of psychological understanding in service to individual and group/community needs; a professionally trained Art therapist has gained expertise adaptable to the full range of human needs and services.

This master's program offers advising and evaluation for an art therapy training program that meets both the educational standards of the national American Art Therapy Association (AATA) and continues the

humanistic/transpersonal tradition of education in the Psychology Department. A graduate becomes a professional art therapist upon completion of studies; 2,000 post masters supervised hours of work (paid or voluntary) are required to become professionally registered as an A.T.R. with the Art Therapy Credential Board (ATCB).

While considering the full range of therapeutic interventions, this program emphasizes an imaginal psychology approach, which blends current psychological knowledge with indigenous wisdom. Art-making evokes *direct experiences in the imaginal realm*: the images evoked reflect the deeper story and truths which we "live out," with awareness or not, in our daily lives. Through the revealing act of art-making over time, we can recover our connection with healing images and gain greater choice and wisdom in fulfilling our life's journey.

The development of skillfulness in supporting others in the use of creativity and imagination for healing entails an initiatory training: students learn by doing—by their own direct experiences first—followed by theoretical and practical understandings. Students are expected to be self-motivated, emotionally mature, responsible, and committed to a lifelong learning process which engages their creativity and imagination in service to others.

## Program of Study

Students are admitted in the fall every other year (2003, 2005). They work both individually with the program advisor as well as together as a learning community for six (6) semesters (three years). Within a 34-unit program, students complete and document (through a portfolio process) approximately 900 hours of classroom learning, plus a supervised art therapy internship of 700 hours. Learning experiences cover art therapy: principles; studio/imaginal practices; applications; internship; investigative/research project. Please note: all learning experiences are provided off campus.

## Evaluation

Within the first 18 units of study, each student selects an M.A. committee in consultation with the advisor. The committee includes the advisor, a second faculty member (from psychology or another department), an art therapist field supervisor, and a peer. This committee evaluates student's work with the student during the mid-program and final program meetings.

## Prerequisites for Admission

The art therapy program has the following admissions prerequisites:

1. B.A. or B.S. in psychology or equivalent from an accredited institution or B.F.A. preferred.
2. Minimum G.P.A. of 3.0 in the last 60 units of coursework.
3. Applicants must demonstrate an acceptable level of competence in oral and written communication, which will be demonstrated by: a written statement about the student's background, relevant experience, and specific goals to be achieved in the program. Individual and/or group interviews are part of the admissions process.
4. Related human services work experiences (paid or volunteer).
5. Completion of 16 units of studio art experiences (within one year of admission).
6. Completion of 16 units of psychology (human development, personality, abnormal psychology, introduction to counseling and/or myths, dreams, symbols) – within one year of admission.
7. A history of psychology course (Psy 306 at SSU or equivalent).
8. An Introduction to Art Therapy course (Psy 431 at SSU or equivalent)

## Strongly recommended:

Previous experience in an art therapy process or therapy group.

## Fees

SSU fees for 2001-02 cover advising, administration, and portfolio/project supervision and evaluation (34 units x \$235 = \$7990). In addition, the student is responsible for art therapy learning experiences (approximately \$8,910). The current training program total is \$19,150. Fees may change due to increased program costs. Art materials, individual supervision and/or personal therapy is additional.

## Depth Psychology Program

The master's program in Depth Psychology is an embodied curriculum which integrates intensive personal process work in Jungian and archetypal psychology with conceptual learning and practical skills development. A supportive small-group environment enables students to develop skills in individual process work, arts expression, dream work, earth-based healing practices, personal growth facilitation, group facilitation, and cross-cultural awareness. The program is unique in its emphasis on experiential learning and in its cross-cultural orientation.

The first year lays the foundation of theory, methods, applications, and cross-cultural awareness. Students learn Jungian theory, symbolic work, myth process, and explore earth-based rites of passage and the council process. The second year prepares students for work on their master's project. This may be a research-oriented thesis or investigative project, a curriculum project which contributes to the field of teaching, or a creative project which is an original contribution to the arts. Students work closely with their advisor and with their peers on their year-long projects. Some current student interest areas are depth psychology and movement, drama and story-telling, indigenous wisdom, rites of passage, women's and men's groups, and spirit and soul-making.

A monthly Visiting Scholars program brings experts in their field to a half-day lecture and lunch in the depth community. Recent scholars have presented on the Native American trickster archetype; the sacred feminine in India; the Kabbalah; and the experience of the ancestors.

The program in depth psychology is designed to move students to the next step in their personal and professional development. Graduates go on to teach, to work in personal growth facilitation and program design, as well as to pursue clinical training in master's and doctoral programs, and to research and write in the field of depth psychology.

Course prerequisites are required for admission and are designed to give students a foundation in adult development and artistic expression.

## Program of Study

In the first year, all students take foundational courses: theory, methods and applications, and cross-cultural symbolism and mythology. In the second year, students take required and elective courses through seminars, internships, and work on the master's thesis. Electives include small-group learning tutorials, field experience, and independent study projects. Students are encouraged to participate in internships in their second year in order to gain work experience in fields of their own choosing. Some students may choose to design a curriculum and, under supervision, teach an undergraduate course in the Psychology Department. Students also have the option, at additional expense, of enrolling in University courses which meet their specific learning needs.

Students are encouraged in their first year to articulate a guiding question about human experience that becomes the seed of their master's work in their second year.

The program includes the following courses:

PSY 511	Theories of Depth Psychology (6)
PSY 515	Psychological Writing Seminar (2)
PSY 530	Seminar in Interpersonal Process (2)
PSY 542	Methods and Applications of Depth Psychology (6)
PSY 543	Cross-Cultural Mythology and Symbolism (6)
PSY 570	Directed Field Experience (1-3)
PSY 575	Research Seminar (3)
PSY 595	Special Studies for Graduate Students (1-3)
PSY 596	Graduate Tutorial (1-2)
PSY 599	Master's Thesis: Project and Directed Reading (6)

## Prerequisites for Admission

The Depth Psychology program has the following prerequisites:

1. B.A. or B.S. from an accredited institution.
2. Minimum G.P.A. of 3.0 in the last 60 units of coursework.
3. An acceptable level of competence in oral and written communication, as demonstrated by: a written statement about the student's background, relevant experience, and specific goals to be achieved in the program; a writing sample from the applicant's recent academic or professional work; and individual and group interviews during the admissions process.
4. Emotional maturity, as demonstrated in the applicant's personal written statement, life experiences, and admissions interview.
5. Five course prerequisites (a maximum of 9 units may be lower-division courses completed at a community college): child development, adult development, personality, abnormal psychology, and research methods in psychology.
6. A minimum semester-long experience in symbolic forms (art, dream work, writing, poetry) and reflection on that expression for personal growth.

## Fees

Fees are set by the School of Extended Education. Fees were \$350 per unit for the 2001-2002 academic year and are expected to change yearly due to increased program costs.

## Humanistic Psychology (Portfolio-Based Program)

This program offers two years of in depth and intense exploration in an area of interest. Students who have been accepted in the past have been those particularly concerned with personal meaning and growth, mature in their sense of self-direction, and capable of developing and communicating their goals. The overall program goal is learning that has relevance to basic human experience in a rapidly changing social and economic environment.

The program is designed for self-directed individuals who may already be in the professional workplace and who have not been able to further their educational and career goals through a more traditional graduate program. It provides the opportunity to develop a 34-unit individualized curriculum, working closely with an advisor from the Sonoma State University psychology faculty. The program requires 2 units of a graduate level seminar in psychology each semester. Topics of the seminar may vary each semester, but include a personal process component and workshops on professional writing.

The program requires a high level of individual initiative and knowledge of resources in the field. It is therefore most appropriate for those with background and work experience in psychology and knowledge of their professional and personal goals.

The special sessions M.A. is equivalent to one earned in a traditional graduate program in psychology with comparable academic standards. Students must be willing to commute to the SSU campus to attend the core seminar and regular weekly or biweekly meetings with their faculty advisors.

### Admissions Prerequisites

The following must be met before a student can officially begin the M.A. program, although it is possible to apply while working to fulfill these prerequisites:

1. B.A. degree from an accredited college or university.
2. A 3.00 GPA for the last 60 units of academic work.
3. An undergraduate major in psychology or an approved equivalent.
4. Applicants must demonstrate an acceptable level of competence in oral and written communication, which will be demonstrated by: a written statement about the student's background, relevant experience, and specific goals to be achieved in the program; a writing sample from the applicant's recent academic or professional work; and individual and group interviews during the admissions process.

5. Applicants with minimal preparation in psychology must complete 20 units in psychology from the following list, depending on the focus of the applicant's proposed program:

PSY 250	Introduction to Psychology
PSY 302	Development of the Person
PSY 303	The Person in Society or PSY 406 Social Psychology
PSY 306	History of Modern Psychology (required by all students)
PSY 307	Humanistic, Existential, and Transpersonal Psychology
PSY 410	Child Development
PSY 425	Abnormal Psychology
PSY 461	Personality
PSY 462	Seminar in Humanistic and Existential Psychology

### Fees

Fees are paid on a per-unit basis. Students must enroll in a minimum of 8 units per semester while in the 34-unit program. These fees cover advising, administration, portfolio evaluation and thesis/project supervision. It is understood that the student will be responsible for fees for any additional learning experiences such as workshops or short courses. Fees are set by the Office of Extended Education and for the 2001-2002 academic year were \$235 per unit but may change due to increased program costs.

### Evaluation

Each student selects an M.A. committee, in consultation with a faculty advisor. The committee typically includes the advisor, an SSU Psychology Department faculty member, and an M.A.-level professional from the community (ordinarily a field supervisor). The committee is responsible for evaluating the student's M.A. work. There are two phases to the evaluation. A portfolio review occurs after 16 units of study and involves advancement to candidacy; the second review is at the end of the student's program and includes the presentation of the portfolio of completed work and a defense of the thesis project.

## Organization Development Program

This special-focus M.A. in psychology provides professional preparation for mid-career individuals interested in learning how to develop more effective and humane organizations. In four semesters participants gain the practical skills, conceptual knowledge, and field-tested experience to successfully lead organization improvement efforts. The academic experience involves seminar discussions, skill-building activities, and extensive field projects under the guidance and supervision of experienced faculty.

Students are admitted each fall and work together as one cohort group through the 34-unit program. Interaction processes among students and instructors are an important source of learning. Both the course work and field supervision emphasize the acquisition of personal awareness, interpersonal competence, and conceptual understanding required for effective practice in organization development.

Classes are scheduled in the evenings to meet the needs of currently employed students. Some courses schedule all-day sessions on Saturdays. For employed students, work schedule flexibility is highly desirable.

### Program of Study

Each cohort group participates together in an integrated sequence of courses over the four semester program. These courses address the theory and practice of group facilitation, design and presentation of training experiences, arranging and carrying out organizational client engagements and leading whole-system change projects. Case reports and conceptual frameworks provide a solid foundation to guide professional practice.

Students take courses together as a cohort group. The course list is as follows:

PSY 510	Professional Practice in Organization Development
PSY 513	Facilitation and Training
PSY 514	Organization and Team Development
PSY 518	Large Group Interventions
PSY 533	Group Dynamics in Organization Development
PSY 544	Qualitative Research Methods
PSY 554	Organization Systems Inquiry
PSY 556	Seminar in Socio-Technic Systems Redesign
PSY 557	Human Systems Redesign
PSY 572	Internship in Organization Development
PSY 596	Graduate Tutorial

The culminating experience requirement consists of two parts:

- An analytical case study demonstrating competence in the design and implementation of an organization development project with an actual organization.
- A publishable article on a topic relevant to professional practice in organizations. Both reports are planned with and approved by the student's faculty advisor.

### Prerequisites for Admission

The Organization Development Program has the following admissions prerequisites:

1. B.A. degree from an accredited college or university.
2. A 3.00 GPA for the last 60 units of academic work.
3. Applicants should have a foundational understanding of issues and concepts encountered in organizations, as well as those pertaining to human behavior and experience. This may be acquired through at least two years of relevant work experience, as a manager or supervisor, consultant, psychologist or staff specialist.

Generally, this may mean that applicants with a B.A. in psychology may need courses in business administration, while those with a degree in business may need courses in psychology. Prerequisite course work in one or more of the following may be used to satisfy these requirements:

- Organization behavior, management, or systems theory
- Psychological foundations, personality or development

It is advisable to consult with the organization development program coordinator before taking prerequisite courses.

4. In addition, applicants must demonstrate an acceptable level of competence in oral and written communication, which will be demonstrated by: a written statement about the student's background, relevant work experience, and specific goals to be achieved in the program; a writing sample from the applicant's recent academic or professional work; and individual and group interviews during the admissions process.

### Fees

Fees are set by the School of Extended Education and for the 2002-2003 academic year will be \$275 per unit, but may change due to increased program costs in year 2004.

## Psychology Courses (PSY)

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

### 201 Human Potential (3)

Concepts and skills useful for increasing self-understanding and interpersonal effectiveness. Topics include self-esteem, social influence, and cognitive mediation of emotion and behavior.

### 215-218 Integrative Seminar I, II, III, IV (2-4)

A forum for questioning, discussion and integration of ideas and methods studied in other classes and in students' independent inquiries. Students have an opportunity to formulate questions important to them, and to respond to the questions of others. No more than 8 units of lower division Integrative Seminar may be applied to the supporting units of the psychology major.

### 237 Careers in Psychology (2)

Offers students an opportunity to explore and discover their values, skills, interests, lifestyle preferences, and the undertaking of the personal strategies necessary to formulate career paths and alternatives.

### 250 Introduction to Psychology (3) / Fall, Spring

The purpose of this course is to introduce the theories, research, and applications that constitute psychology. An important goal is to help students become informed consumers of psychological knowledge. Prerequisite to upper-division courses in the major for students who enter Sonoma State University as first-time freshmen and students who transfer into psychology from other majors at Sonoma State. Satisfies GE, category D1 (Individual and Society). CAN PSY 2.

### 295 Community Involvement Project (1-4)

CIP gives students an opportunity to "reality test" career possibilities while rendering much-needed community service. Students may earn credit for volunteer service in a variety of human service settings that may serve as future employment possibilities for psychology majors. Requirements are 30 hours of community service per unit, attendance at three seminars and a final paper. Up to 6 units of CIP may be counted toward graduation. Cr/NC only. Students who have taken both PSY 295/395 and PSY 499 can apply no more than 10 units from these courses, combined, toward the psychology major.

### 299 Student-Instructed Course (1-4)

Each student-instructed course is designed by an advanced student under the guidance of a faculty sponsor. Each course proposal is carefully reviewed by the department executive committee before approval is granted. Consult the *Schedule of Classes* for the topic studied. Only two SICs may be credited as supporting courses toward the psychology major.

### 302 Development of the Person (3) / Fall, Spring

A multidisciplinary examination of the social, cultural, personal, and psychophysiological development of the human being. Examines how humans differ socially and psychologically from other species, and how the person develops. Shows how research and theories relate to and assist individuals in their own self-development. Satisfies upper-division GE, category E (The Integrated Person). Upper-division psychology general education courses (currently 302 and 303) may be double-counted as upper-division GE units and as "supporting units for the psychology major." If they are not counted as GE units, however, they can be used in the "32 upper-division units in psychology" category.

### 303 The Person in Society (3) / Fall, Spring

How humans behave, think and feel in interpersonal relationships, families, workplaces, communities, and natural environments. How each of these social contexts affects the way people behave in the others. Interrelationships with larger political and economic variables are explored, drawing from other disciplines that offer relevant insights and knowledge. Satisfies GE, category D1 (Individual and Society). Upper-division psychology general education courses (currently 302 and 303) may be double-counted as upper-division GE units and as "supporting units for the psychology major." If they are not counted as GE units, however, they can be used in the "32 upper-division units in psychology" category.

### 304 Sibling Relationships (4)

An exploration of the role of siblings in personal and family development, with a focus on sibling relationships in adulthood and later life. An emphasis will be placed on the psycho-social context of the sibling relationship in addition to theories of the psychology of the individual. Cross-listed as GERN 304.

### 306 History of Modern Psychology (3-4) / Fall, Spring

Part I of a year-long course that presents perspectives on the field of psychology. Includes past and present understandings of human experience, integrating issues and controversies. The first semester includes epistemology, traditional scientific and clinical methodologies, and behavioral, psychoanalytic, and Gestalt psychologies. Prerequisites: PSY 250, ENGL 101, PHIL 101, and admission to the psychology major or consent of instructor.

### 307 Humanistic, Existential, and Transpersonal Psychology (3-4) / Fall, Spring

Part II of this series continues with theories, methods, and research in humanistic, existential, and transpersonal psychology. Prerequisite: PSY 307 or 319 or 428 or consent of instructor.

### 311 Psychology Dialogue Series (1-2)

A lecture series that explores careers and topics of interest to psychologists. Practitioners in diverse fields of psychology are invited to speak on the nature of their work, current social and political trends in psychological practice, and their view of the future of psychology. Cr/NC only.

**312 Adult Development Lecture Series (2) / Fall**

Lectures and presentations on thematic issues in the field of adult development and aging. Speakers are drawn from local community programs, Bay Area research organizations, and academic disciplines. May be repeated for credit. Cross-listed as GERN 312.

**315-318 Integrative Seminar I, II, III and IV (2-4)**

A forum for questioning, discussion and integration of ideas and methods studied in other classes and in students' independent inquiries. Students have an opportunity to formulate questions important to them, and to respond to the questions and concerns of others. No more than 8 units of Integrative Seminar may be applied to the psychology major. Prerequisites: junior standing and concurrent enrollment in at least one other upper-division psychology course.

**320 Computer Applications in Social Science (4)**

An introduction to the applied use of microcomputers in human service settings. Lecture, demonstration and hands-on experience with an emphasis on psychological applications are used to build practical computing skills for students in the human services area.

**322 Myth, Dream and Symbol (3-4) / Fall, Spring**

Exploration of the creative unconscious in individual growth. Myths, dreams and symbols are explored from the standpoint of theory, symbolic work, art process, guided meditation, and group process. Approaches vary by instructor and may draw from texts by Jung, Campbell, Johnson, Hillman, Edinger, Singer and others. Prerequisite: junior standing.

**324 Learning Moments (1)**

A series of presentations from individuals from all areas of the University, focused on their own personal moments of significant learning. May be repeated once for credit. Cr/NC only.

**326 Social Psychology (3-4)**

The formation and change of attitude and belief systems; interpersonal perception and dynamics; behavior in small groups; and contemporary problems of intergroup relationship. Cultural influences on these processes may be considered. Cross-listed as SOCI 316.

**329 Group Process (3-4)**

The use of the small group as a basis for understanding the individual, the individual's relationship to others, and the individual in group behavior. This class is normally conducted as an encounter group, with supplementary readings and written work. Prerequisite: junior standing. Cr/NC only.

**335 Narrative Psychology (4)**

Storytelling and the storied nature of human experience, in research, counseling, therapy, and history. Uses methodology from psychology, literature, and other branches of the social sciences and humanities. Includes biography and autobiography, interview, and students' own oral and written narratives.

**342 The Psychology of Meditation (3-4)**

An exploration of meditative practice as a means of developing awareness, self-growth and psychological insight. Basic instruction in various meditation techniques, actual meditation practice, readings and discussions of the psychodynamics of meditation. Cr/NC only.

**350 Integral Parenting (3-4)**

Course in integral parenting based on research evidence, case studies, and the clinical experience of professionals in the field of parent-child relationships. Integral parenting combines the following methods into an effective pedagogical whole: spiritual psychology, democratic parenting, the Family Council, and enhanced developmental awareness. There will be an experiential, role-enacting aspect to this class wherein we will emulate various family scenarios and family council solutions with skits and role enactments.

**352 Psychology of Yoga (3-4)**

Unification of mind and body through the practice of Yoga. An introduction to the literature and practice of Yoga. The course normally includes separate lecture and practice sessions. May be repeated once for credit.

**358 Seminar in the Psychology of the Body (3-4)**

A consideration of the works of such people as Reich, Lowen, Feldenkrais, Selver and others concerned with mind-body integration. In a given semester, the course may be an integrative one or may deal with particular topics. In the latter case, the *Schedule of Classes* will list the particular topic in parentheses.

**380 Introduction to Psychological Research Methods (4) / Fall**

This course is a broad introduction to the variety of ways psychologists collect research evidence. An important part of this course is learning by doing. Students will be asked to try different research methods—conduct a telephone interview, observe behavior, write an attitude scale and design an experiment. Students will be encouraged to become sophisticated consumers of research. Prerequisites: PSY 250 and MATH 165 or permission of instructor.

**399 Student-Instructed Course (1-3)**

Each student-instructed course is designed by an advanced student under the guidance of a faculty sponsor. Each course proposal is carefully reviewed by the department executive committee before approval is granted. Consult the *Schedule of Classes* for the topic studied. Only two SICs may be credited as supporting courses toward the psychology major.

**404 Psychology of Women (3-4)**

Examines women's development and women's place in the world from a psychological perspective. Material is drawn from contemporary research and thinking, longitudinal studies, case studies, personal narratives, and story. Prerequisite: junior standing.

**408 Transitions in Adult Development (4) / Spring**

Transitions are key events in adulthood because they require change. Course explores how individuals shape and experience the changes that come with change. Inquiry includes normative life cycle transitions as well as unexpected, unusual or "off-time" transitions in adulthood, and develops understandings of how these transitions shape the development of an individual throughout adulthood and later life. Cross-listed as GERN 408. Prerequisite: junior standing.

**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 standing, or consent of instructor.

**411 Seminar: Behavioral and Emotional Problems of Children (3-4)**

Study and observation of children with problems, and examination of the environments in which those problems occur. Major diagnostic categories for behavioral and emotional problems of childhood are covered. Prerequisite: junior standing.

**412 Adolescent Psychology (3-4) / Fall**

An examination of the social, cognitive and biological theories in adolescent development. Material is drawn from research and personal interaction with adolescents. Prerequisite: junior standing.

**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. Prerequisite: junior standing.

**421 Psychology of Aging (4) / Fall**

Analysis of psychological development as a life-long process. Examination of patterns of adult learning and ways to facilitate it. Exploration of the role of memory for learning and psychological functioning. Study of issues in mental health in adulthood and later life. Cross-listed as GERN 421. Prerequisite: junior standing.

**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, and immortality will be addressed. Cross-listed as GERN 422.

**423 Community Psychology (3-4) / Spring**

Community structure and processes in relation to human needs. Organizing community action, and the role of the individual in social change. Theories and strategies of organizing, building alliances, and affecting legislation and policy.

**424 Human Systems Leadership (3-4)**

Designed to develop insight and skills related to the functioning of human, task-oriented organizations, this course uses social-psychological theory, phenomenologically-based data, and a holistic, systems perspective. In field projects with community organizations, psychology majors gain practical experience and leadership skills for assisting human organizations to function more effectively and humanely.

**425 Abnormal Psychology (3-4) / Fall, Spring**

Troubled patterns of behavior and methods of coping with the world, and examination of variables that produce them. Review of current major DSM categories. Prerequisites: PSY 306 and junior standing.

**428 Introduction to Counseling (4) / Fall, Spring**

An examination of the counseling process. Various approaches are considered and methods for the development of component skills presented. Prerequisites: PSY 306 and junior standing.

**429 Gestalt Process (4)**

An experiential-didactic approach to the Gestalt process as developed by Fritz Perls and his associates. May be repeated once for credit. Prerequisite: PSY 307 or 319 or 428 or consent of instructor.

**431 Introduction to Art Therapy (3-4) / Spring**

An overview of the field of art therapy, its varied schools of thought, and different possibilities of application—from public school settings to mental hospitals. Information on graduate and professional training in the field. Prerequisite: junior standing.

**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. Cross-listed as GERN 438.

**441 Qualitative Research (4)**

The principles and techniques of qualitative research will be introduced by designing and carrying out a collaborative research project. Includes phenomenological approaches designed to systematically explore human experience. In the tradition of action research, topics will be selected that have immediate social significance. Prerequisite: PSY 380 or permission of instructor.

**445 Advanced Research Design and Analysis (4) / Spring**

The principles of research design and analysis are taught by lecture, library exercises, computer simulation, and direct experience. Working in small groups, students design and carry out an original research project, analyze the results, and report them in APA format. Prerequisite: PSY 380 or consent of instructor.

**445L Advanced Research Laboratory (2) / Spring**

Students will use the laboratory facilities to carry out research projects designed for PSY 445. Prerequisite: PSY 380 or consent of instructor.

**446 Behavior and Cognitive Change Processes (3-4)**

Classical and instrumental conditioning, desensitization, stimulus control and reinforcement, social learning, and cognitive mediation of emotion and behavior. Prerequisite: PSY 250.

**447 Psychology of Learning (3-4)**

A study of the learning process, including a survey of major theories of learning and their application to an understanding of problem-solving behavior and developmental processes.

**448 Cognitive Development (4)**

This course covers research on cognition as it develops over the lifespan from infancy through childhood, adolescence, and adulthood. Major theories of cognitive development will be examined, e.g. Piaget, Fischer, Case and Bruner, as well as information-processing perspectives. Special topics of concept formation, problem-solving, individual differences, language, creativity, and expertise will be addressed. Prerequisite: PSY 302 or 410.

**451 Neural Science and Biopsychology (4-8) / Fall**

A study of the human and mammalian brain, covering nerve cells and how they work, synapses, neurotransmitters, pharmacology, sexuality, neuroanatomy, neurophysiology, evolution, neuropathology, sleep, language, left brain and right brain, higher consciousness, and much more. (Number of units may vary depending upon semester/instructor).

**451L Neural Science and Biopsychology Laboratory (4) / Fall**

Demonstrations and exercises that exemplify the methods and subject matter of neuroscience and biopsychology psychology. Corequisite: PSY 451.

**454 Biofeedback and Somatic Psychology (4)**

Fall, Spring

Understanding and developing the self as a holistic organism by working with the various modalities of physiological response. Development of familiarity with the burgeoning research and technology related to human consciousness.

**461 Personality (4) / Fall and Spring**

Varied viewpoints are brought to bear in an attempt to conceptualize and understand the process and functioning of human personality. Prerequisite: junior standing.

**462 Seminar in Humanistic and Existential Psychology (4) / Fall**

Studies the person-centered unfolding and discovery of both values and facts in an existential yet critical context. The focus is on the whole individual, the balanced growth and change of the entire personality, and the integration of experiential and intellectual learning. Maslow, Rogers, Bugental, Jourard and May are among those studied. Prerequisite: PSY 306 or consent of instructor.

**466 Jungian Psychology (4)**

Once a year

Examination of Jung and contemporary Jungian thinkers. Examines developmental aspects of Jungian theory such as individuation, typology, masculine and feminine development, and the transcendent function. Prerequisite: junior standing.

**472 Transpersonal Psychology (3-4)**

Surveys and takes part in the current search for psychological language—logos—that does justice to spiritual, transcendent and “extra-ordinary” experiences. Studies dualism and relationship, symbols of transformation, and “bridges and doorways” into the sacred from a psychological perspective.

**481 Research Internship (1-4)**

Students learn applied research methods and practical research skills under the supervision of a faculty mentor. Prerequisite: consent of instructor. A maximum of 12 units of special study and internship credit may be applied to the psychology major as supporting units.

**482 Teaching Internship (1-4)**

Students learn the skills of organization and communication of psychological theory and research under the supervision of a faculty mentor. Prerequisites: PSY 306 and 307, and consent of instructor. A maximum of 12 units of special study and internship credit may be applied to the psychology major as supporting units.

**485 Ecopsychology (4)**

This course focuses on psychological aspects of our relationship to the earth. Issues to be addressed include the psychological impact of living in a time of ecological crisis, and the role of psychology in promoting a transition to an ecologically sustainable society. Field trips to be arranged.

**488 Biofeedback Experience (1)**

Students who are clients of biofeedback trainers can earn a unit of credit during this experience.

**489 Ecopsychology and Ritual (4)**

In this class we will employ ritual to explore and deepen our relationship to the earth. This class will involve both the academic study of various earth-based ritual traditions, and experimental work with ritual, meditation, and dreamwork.

**490 Psychology Seminar (1-4)**

Each semester one or more psychological topics will be selected for study in depth. Consult *Schedule of Classes* for topics to be studied and current unit offering. May be repeated for credit.

**494 Counseling Experience (1) Spring**

Participation in personal counseling conducted by a graduate student in the counseling M.A. program under the direct supervision of a Counseling Department faculty member. Students generate a written evaluation of the counseling experience. Students compile a weekly journal and write a summary essay. May be repeated once.

**495 Special Study (1-4)**

The Psychology Department encourages independent study as preparation and practice for lifelong self-directed learning. Students should formulate plans for a project and present them to a faculty member for sponsorship. Special forms for this purpose are available in the department office. These should be completed and filed during the add/drop period. Twelve units of special study may be credited toward graduation. Prerequisite: upper-division psychology major or consent of instructor. Cr/NC only.

**496 Psychology Tutorial (1-4)**

Directed study of a selected psychological topic under the supervision of a faculty member. A plan of study must be developed in consultation with the faculty member prior to registration. Prerequisites: upper-division psychology major and consent of instructor.

**497 Group Work with Older Adults (1-4)**

Exploration of basic human problems as reflected in the arts, humanities, social sciences, or natural sciences. Resource persons from other disciplines will participate. Consult *Schedule of Classes* for areas to be emphasized. May be repeated for credit.

**499 Internship (1-8)**

Supervised training and experience for advanced students in community agencies throughout the University service area. Special contracts are required and are obtainable either in the department office or the Center for Field Experience. Internship assignments may be paid. Priority is given to students who apply during the last month of the preceding semester. Students register for PSY 499 during the add/drop period. Prerequisite: consent of instructor. Cr/NC only. Students who have taken both PSY 295/395 and PSY 499 can apply no more than 10 units from these courses, combined, toward the psychology major.

**Graduate Courses****500 Social and Psychological Issues in Aging (3-4)**

Selected issues provide exploration of relationships between psychological and social development in later life. Developmental historical, cultural, psychological, and policy perspectives may be offered. Consult *Schedule of Classes* for specific topic. Cross-listed as GERN 500. Prerequisite: graduate standing or permission of instructor.

**510 Professional Practice in Organization Development (2-4)**

Advanced theory and practice of organization and human system development. Limited to students in the second year of the Organization Development program.

**511AB Theories of Depth Psychology (2-4)**

A two-semester sequence that examines Jungian, depth, and archetypal psychology. Readings include Jung, Edinger, Hillman, and post-Jungians. Limited to students in the Depth Psychology program.

**512 Didactic Instruction (1-4)**

Didactic/lecture/lecture-discussion instruction in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

**513 Facilitation and Training (3-4)**

Theories of adult development, learning styles, and experience-based training. In-class practice in assessing needs, defining objectives, designing and planning training experiences, presentation methods and skills, and evaluating outcomes. Students apply emerging methods for managing meetings and facilitating groups for effective planning, problem-solving, and communication. Limited to students in the Organization Development program.

**514 Organization and Team Development (3-4)**

Contributions of systems theory and organization development practice for guiding constructive change and self-renewal in groups, organizations, and communities. Students integrate theory and practice of process-oriented leadership and consultation, in the context of a supervised field experience with an actual organization. Prerequisite: PSY 513.

**515 Psychological Writing Seminar: Advanced (2-4)**

Advanced instruction in the analysis, organization, style, and content of psychological writing, including personal explorations, and presentation(s) and critique of thesis. Prerequisite: PSY 599 or concurrent enrollment in PSY 599. Cr/NC only.

**518 Large Group Interventions (2-4)**

Concepts and methods for working with whole systems and for using large group interventions to facilitate desired change toward shared goals. Topics may include future search conferencing, dialogue, open space methods, and participative redesign. Open only to students in the Organization Development Program.

**521 Seminar (1-4)**

Seminar instruction in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

**530AB Seminar in Interpersonal Process (1-4)**

A two-semester sequence in which students apply their knowledge of depth psychology to group process. Students read selected theorists and practitioners, as well as participate in group process interactions within the class. Limited to students in the Depth Psychology program.

**533AB Group Dynamics in Organization Development (2-3)**

Experiential and conceptual study of group and interpersonal interaction processes, with an emphasis on the unfolding dynamics within the class group itself. Interpersonal feedback in the service of personal and professional development. Developmental models of group behavior. Intervention and facilitation methods and skills. Limited to students in the Organization Development Program. (Two semesters.)

**541 Professional Training (1-4)**

Supervised professional training in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

**542AB Methods and Applications of Depth Psychology (3-4)**

A two-semester sequence that surveys the methods and applications used in depth psychological work. Students learn how the symbol contains, mediates, and expresses personal experience. Intensive work with different art forms, dreams, myth, meditation, active imagination, and the body. Students learn conceptual approaches for interpreting symbolic experience. Theory and practice are integrated throughout the course. Limited to students in the Depth Psychology program.

**543AB Cross-Cultural Mythology and Symbolism (1-4)**

A two-semester sequence that surveys selected mythological, religious, artistic and cultural symbolic motifs and examines their expression in cultures throughout the world. Earth-based healing traditions and the council process are included. Readings are drawn from depth psychology, mythology, folklore, anthropology, eco-psychology, religion, and art history. Limited to students in the Depth Psychology program.

**544 Qualitative Research in Organizations (2-4)**

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.

**546 Professional Workshop (1-4)**

Professional workshop in the area indicated on the transcript evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

**551 Directed Reading (1-4)**

Directed reading in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

**554 Organizational Systems Inquiry (2-4)**

Study of human systems and organizations based on core and emerging theories and research. Emphasis on application of systemic perspectives for understanding the functioning and dynamics of organizations, including structure, culture, technology, leadership, environment, and change. Limited to students in the Organization Development program.



### 555 Integrated Study (1-4)

Integrated study incorporating a variety of modalities in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

### 556 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.

### 557 Human Systems Redesign (2-4)

The social construction of meaning in the context of interrelated human systems, including individuals, relationships, teams, families, organizations, communities, and the global society. This course considers analytical perspectives as well as their application to the practice of change facilitation and leadership. Open only to students in the Organization Development program.

### 558 Human Systems and Social Change (4)

The "human systems" perspective in the context of an information and communications society, as developed by general systems theory, organization development and humanistic-transpersonal psychology. Organizational and societal leadership are explored from perspectives of values, organizational dynamics, and cultural/economic/ecological systems.

### 560 Professional Workshop (1-4)

Each semester a particular problem or methodology will be selected for study in depth, such as Gestalt Therapy or Wilderness Leadership, with the aim of developing professional capacity in the area studied. Consult *Schedule of Classes* for current topic. May be repeated for credit.

### 561 Research Methods (1-4)

Apprenticeship in qualitative and/or quantitative research methods, as indicated, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

### 566 Biofeedback Practicum (2-4)

Develops proficiency in the use of biofeedback equipment through simulated training sessions and supervised actual biofeedback training sessions. Case presentation format is used for discussion of issues that emerge in the student's clinical experience. Prerequisite: PSY 454.

### 570 Directed Field Experience (1-6)

Internship arranged at an approved college, school, hospital, clinic, or community group. Regularly scheduled individual and group meetings with Psychology Department faculty for consultation regarding field experiences. Prerequisite: consent of instructor.

### 571 Practicum (1-4)

Training and applied skill development in area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

### 572 Internship in Organization Development (2-4)

Supervised practical experience applying organization development concepts and methods in profit or nonprofit settings. Limited to students in the Organization Development program only.

### 573 Internship in Biofeedback (1-4)

Internship is practical experience using biofeedback equipment during supervised biofeedback training sessions. Available for letter grade only. Prerequisites: PSY 454 and PSY 566.

### 575 Research Seminar (1-4)

Exploration of depth and qualitative research approaches to understanding personal experience. Students learn techniques in depth processes, interviewing, and organic inquiry. Emphasis is on stimulation of students' individual research interests, and the design, conduct, and completion of an individual research study.

### 578 Project Continuation (1-3) / Fall, Spring

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

### 580 Seminar in Teaching Psychology (1-4)

Discussion of theory, methods, and materials of teaching psychology. Customary emphasis is on undergraduate college instruction, but may vary according to the needs and interests of participants. Prerequisite: consent of instructor.

### 581 Internship (1-6)

Field experience in the area indicated on the transcript, evaluated for credit through portfolio documentation and evaluation examination. Course may be repeated for credit.

### 582 Practicum: Teaching College Psychology (1-4)

Practical experience of supervised teaching in a college psychology classroom. Prerequisite: consent of instructor.

### 583 Graduate Research Assistant (1-4)

Students learn advanced research methods and practical research skills under the supervision of a faculty mentor. Prerequisite: consent of instructor. A maximum of 15 units of thesis, special study and internship credit may be applied to the M.A. in Psychology.

### 595 Special Studies for Graduate Students (1-4)

Students should formulate plans for a project and present them to a faculty member for sponsorship. Special forms for this purpose are available in the department office. Prerequisite: graduate standing and consent of instructor. Cr/NC only.

### 596 Graduate Tutorial (1-4)

Seminar in selected topics. Consult semester class schedule for current offerings.

### 599 Master's Thesis: Project (1-3)

An investigative project or research study is developed by the student, supervised by a Psychology Department faculty member and approved by the student's graduate committee. Prerequisite: consent from instructor is necessary for enrollment.

# Religious Studies

For more information, please contact the Program in Interdisciplinary Studies

Physical Education 25  
707 664-3918

The University offers a wide selection of courses on religious topics. The departments of Anthropology, Art, History, CALS, India Studies, Hutchins School of Liberal Studies, Music, Native American Studies, Philosophy, Psychology, and Sociology offer courses either entirely

devoted to religious subject matter or with significant religious content. Students interested in a major or minor in religious studies should consult the interdisciplinary studies coordinator for the procedures involved in developing a suitable program of study.

# Science Course

For more information, please contact the Health Professional Advising Office

Darwin Hall 126  
707 664-2334 or 2331

## Science Course (SCI)

### 150 Introduction to Careers in the Health Professions (1)

Lecture, 1 hour. An introduction to careers and current issues in the health professions. The professions examined generally require a bachelor's degree before being accepted into a graduate-level health

professions program such as 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.

# Social Science Courses

For more information, please contact the School of Social Sciences

Stevenson Hall 2078  
707 664-2112

## Social Science Course (SSCI)

### 300 Introduction to Portfolio Development and Special Project (1)

Introduces the student to both the Liberal Studies Program and to the subject matter preparation program through a broad based, interdisciplinary approach that facilitates the student's need to understand the underlying relationship among all the courses in the program of study.

### 400 Portfolio Evaluation (3)

Contents of each portfolio will reflect the courses students have taken to complete the program, and will include organized examples of their achievement in each of the core courses in history, political science, economics and geography, and in the courses they have chosen in the breadth/perspectives part of the program.

# Social Science Subject Matter Preparation Program

## Principal Advisor

Miriam Hutchins and faculty from the School of Social Science  
707 664-2409

## Program Coordinator

Call the History Department, 707 664-2045

The History/Social Science Subject Matter Preparation Program is a series of courses designed for prospective teaching credential candidates to take while earning their bachelor's degrees in one of the traditional social sciences. Completion of the program will exempt students from taking the PRAXIS Examinations in the Social Sciences.

## Program Core Requirements

The program core requirements consist of the following 47 units:

### I. World History

HIST 201	Foundations of World Civilization	3
HIST 202	Development of the Modern World	3
HIST 380	Twentieth Century World	3

### II. United States History, including California

HIST 251	The United States to 1877	3
HIST 252	The United States since 1865	3
HIST 472	California History Part I	4

### III. Geography

GEOG 302	World Regional Geography	3
GEOG 330	Historical Geography of North America (4) or	
GEOG 391	Geography of North America	4
GEOG 390	Geography of California	2

### IV. Political Science

POLS 200	American Political System	3
POLS 423	American Constitutional System	4

### V. Economics

ECON 201A	Introduction to Macroeconomics	4
ECON 201B	Introduction to Microeconomics	4

### VI. Behavioral Sciences

One course from the following:

ANTH 318	Human Development: Sex and the Life Cycle	3
PSY 303	Person in Society	3
SOCI 431	Sociology of Religion	4

### VI. Portfolio Evaluation

SSCI 400	Portfolio Evaluation	1
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Total units in the core ..... 46-47

## Breadth and Perspectives

In addition to the core requirements, students must also complete the following 15-18 units in breadth and perspectives:

### I. Individual and Society

One course from the following:

AMCS 210	Ethnic Groups in America	3
AMCS 339	Ethnic Minorities and American Social Policy	3
ANTH 203	Introduction to Cultural Anthropology	3
PSYC 303	Person in Society	3
SOCI 201	Introduction to Sociology	3
WOMS 375	Race, Sex and Class	3

### II. Contemporary International Perspectives

One course from the following:

ECON 426	Seminar in the History of Economic Thought	3
POLS 315	Democracy, Capitalism and Socialism	3

### III. The Integrated Person

One course from the following:

ANTH 340	Living in a Pluralistic World	3
GEOG 338	Social Geography	3
PSY 302	Development of the Person	3
WOMS 350	Gender, Sexuality and Family	3

### IV. Ethical Perspectives, Philosophy and Values

One course from the following:

ANTH 341	Emergence of Civilization	3
AMCS 350	Ethics, Values and Multiculturalism	3
CALS 352	Chicano/Latino Philosophy	3
NAMS 346	Philosophic Systems and Sacred Movements in Native North Americans	3
PHIL 120	Introduction to Philosophy	3
PHIL 302	Ethics and Value Theory	3

### V. Ethnic and Gender Studies

One course from the following:

AMCS 210	Ethnic Groups in America	3
AMCS 255	Ethnicity in the Humanities	3
AMCS 339	Ethnic Minorities and American Social Policy	3
AMCS 350	Ethics, Values and Multiculturalism	3
AMCS 355	Language and Ethnicity	3
AMCS 370	Asian Americans	4
AMCS 400	Pan-African Cultures	4
AMCS 420	Sexism and Racism in the United States	3-4
AMCS 455	Civil Rights and Human Rights Law	4

HIST 446	Women in American History	4
HIST 447	Women of the Modern World	4
HIST 468	Blacks in American History	4
CALS 219	Mexican American Identity and Society	3
CALS 352	Chicano/Latino Philosophy	3
CALS 445	Chicano/Latino History	4
CALS 451	Chicano Humanities	4
NAMS 200	Introduction to Native Americans	3
NAMS 305	North American Indian History	4
NAMS 346	Philosophic Systems and Sacred Movements in Native North Americans	3
POLS 330	Politics of Race, Ethnicity and Sex	3
WGS 350	Gender, Sexuality and Family	3-4
WGS 375	Race, Sex and Class	3

Total units in breadth and perspectives ..... 15-18

Total units in the preparation program ..... 61-65

## Advising Plan

For history majors completing the Subject Matter Program in History-Social Science for the Single-Subject Credential in Social Science. Other social science majors *must* consult with their department advisor and SSSMPP advisor.

### Freshman Year: 31 units

Fall Semester (15 units)		Spring Semester (16 units)	
PHIL 101 (A3) (3)		HIST 201 (D2) (3)	
ENGL 101 (A2) (3)		UNIV 200 (A1) (3)	
GEOL 102 (B1) (3)		BIOL 115 (B2) (3)	
ART 210 (C1) (3)		MATH 165 (B4) (4)	
ANTH 203* (D1) (3)		HIST 251 (D3) (3)	

### Sophomore Year: 30 units

Fall Semester (17 units)		Spring Semester (13 units)	
HIST 202* (3)		POLS 200* (D4) (3)	
HIST 252* (3)		ECON 201B* (4)	
FL 214 (C2) (3)		AMCS 350* (C3) (3)	
ECON 201A* (D5) (4)		WOMS 350* (E) (3)	
GEOG 204 (B3) (4)			

### Junior Year: 30 units

Fall Semester (16 units)		Spring Semester (14 units)	
HIST 472* (4)		Elective (4)	
HIST 391 (4)		Elective (4)	
GEOG 390* (2)		PHIL 302* (C4) (3)	
POLS 423* (4)		CALS 451* (C5) (3)	
Elective (2)			

### Senior Year: 30 units

Fall Semester (15 units)		Spring Semester (15-16 units)	
Elective (4)		SSCI 400* (1)	
HIST 380* (3)		HIST 498 (4)	
Elective (4)		GEOG 330* (4)	
GEOG 302* (4)		Elective (2-3)	
		Elective (4)	

Total semester units 120

\* History-social science subject-matter program course.

For further information about Sonoma State University's requirements for admission to the teaching credential program, contact the credentials office, 707 664-2581.

# Sociology

## Programs offered

**Bachelor of Arts in Sociology**  
**Minor in Sociology**  
**Teaching Credential Preparation**

### Department Office

Stevenson Hall 2084  
 707 664-2561  
[www.sonoma.edu/sociology](http://www.sonoma.edu/sociology)

### Department Chair

Noel Byrne

### Administrative Coordinator

Beverly Krystosek

### Faculty

Noel Byrne, Kathleen Charmaz, Susan Garfin, Daniel Haytin, Elaine Leeder, Peter Phillips, Robert Tellander, David Walls

Society shapes attitudes, goals, hopes and aspirations, and preferences in friends, cars, candidates, and movies. Society affects individuals, groups, and entire nations. Yet at the same time that society is shaping the individual, the individual is shaping society. To understand oneself and others, to understand the world, to understand the future, one has to understand society. Sociology is the discipline that studies groups and societies — what they are, how they got that way, and what impact they have.

Sociology is a field with diverse areas of study. These range from the behavior of the individual as a social actor to the structure of entire societies. Key topics include social psychology, socialization, deviant behavior, group behavior, organizations and institutions, power, inequality and social change. Major social institutions, including the family, education, religion, social welfare, medicine, work, politics, leisure and the media, are also explored in detail. To develop skills for studying society, students are introduced to valuable techniques such as survey research, sampling, observational methods, content analysis, experimentation, interviewing, and computer techniques.

Because sociology is a core subject for any liberal arts education, the department offers a variety of courses of interest to non-majors. These concern such current social issues as the problems of the aged, drugs and society, gender roles, education, and the information revolution.

The major has been designed to allow each student, in consultation with an advisor, to develop an individualized program of study. The required courses ensure a solid grounding in sociological concepts, theories, and research approaches.

By the time students graduate, they will:

- create clear, succinct analysis in writing and speaking.
- understand the structure and logic of the full range of the discipline.
- formulate critical and analytic questions about society and be able to investigate them through original research.
- demonstrate competence in handling databases and in using appropriate technical tools.
- apply theory and methods in sustained independent inquiry.

There are human services emphases for those interested in supervision, program planning, and counseling in agencies such as halfway houses, alcohol rehabilitation homes, battered women's shelters, recreation departments, and special schools. Other study plans provide direction for business, government jobs, self-employment, and teaching.

The major provides background for those who wish to go on to graduate training in such fields as sociology, social work, counseling, public health administration, gerontology, business administration, urban planning, and law.

Regardless of career interest, the department encourages students to gain practical, on-the-job training through internships with major employers and social agencies in the area.

The department has a chapter of the national sociology honor society, Alpha Kappa Delta, and gives a C. Wright Mills Award for Sociological Imagination.

## Bachelor of Arts in Sociology

Degree Requirements	units
General education .....	51
Sociology courses .....	40
General electives .....	29
<b>Total units needed for graduation .....</b>	<b>120</b>

### Major Requirements

SOCI 201	Introduction to Sociology .....	3
SOCI 300	Sociological Analysis .....	4
SOCI 375	Survey of Sociological Theory .....	4
SOCI 498	Senior Seminar .....	4
<b>Total units .....</b>	<b>15</b>	

### Additional Major Requirements

Methods seminar .....	4
Substantive areas requirements .....	8-12
Upper-division sociology electives .....	8-12
(chosen in consultation with a department advisor)	
<b>Total units in the major .....</b>	<b>40</b>

**Note:** Students must earn a grade of C or better in each of the required core courses. Students who earn below that must repeat the course and earn a C or better before enrolling in the next required class.

**Methods Seminar** — The Methods Seminar furthers students' methodological skills in a wide choice of substantive areas. Students must take one of the following seminars:

SOCI 418	Social Development of Self
SOCI 425	Urban Sociology
SOCI 436	Methods Seminar: Investigative Sociology
SOCI 441	Methods Seminar: Computers and Sociology
SOCI 451	Sociology of Education
SOCI 452	Health Care and Illness
SOCI 463	Bureaucracies and Institutions
SOCI 480	Sociology of Work

## Substantive Areas of Sociology

A minimum of one course must be selected from three of the five following substantive areas. The Methods Seminar may simultaneously count for one substantive area.

### Microsociology

This area assumes human agency and social action as fundamental to social life and takes into account both thinking and feeling in defining situations and in constructing actions. Microsociology focuses on reciprocal relationships between self and society with emphasis on:

- the social shaping of self, identity, and role.
- the interaction between self and others.
- the development, maintenance, and change of subjective and social meanings. Applying microsociological approaches to status variables such as gender and age reveals how they are constructed, given meaning, and played out in individual lives.

SOCI 312	Sociology of Gender
SOCI 314	Deviant Behavior
SOCI 315	Socialization
SOCI 317	Emotions and Adult Life
SOCI 319	Aging and Society
SOCI 326	Social Psychology
SOCI 417	Sociology of Mental Illness
SOCI 418	Social Development of the Self
SOCI 432	Group Work with Older Adults

### Organizations

This area addresses both organizational dynamics and their relation to broader societal processes. These include organizational cultures, structures, processes and outcomes. Knowledge of these matters is relevant to students interested in human services, business, nonprofit agencies, education and criminal justice administration.

SOCI 306	Career Planning
SOCI 365	Human Services Administration
SOCI 366	Administration of Juvenile Justice (cross-listed with CJA)
SOCI 377	Group Dynamics
SOCI 450	Punishments and Corrections (cross-listed with CJA)
SOCI 461	Social Work and Social Welfare
SOCI 463	Bureaucracies and Institutions

### Macrosociology

Courses within in this area investigate large social structures, institutions, networks, and processes that define and shape individual and organizational behavior, and contribute to social and public policy. This area provides a conceptual overview of diverse social institutions. Macrosociology gives the student new insight into American society and its problems and possibilities from both the personal and professional perspectives.

SOCI 335	American Society
SOCI 340	Drugs and Society
SOCI 341	Computers and Society
SOCI 345	Family Systems
SOCI 347	American Class Structure
SOCI 363	Diversity and Ethnicity
SOCI 420	Seminar in Criminology
SOCI 425	Urban Sociology
SOCI 441	Methods Seminar: Computers and Sociology
SOCI 449	Sociology of Power
SOCI 451	Sociology of Education
SOCI 452	Health Care and Illness

### Culture

Courses in the sociology of culture introduce students to central social forms that generate, transmit, and/or critique values, ideas, ideologies, lifestyles, and popular culture. Topics include the ways in which culture can act as a socializing agent reaffirming the existing social order or providing impetus to change, helping integrate societies or contributing to dissension. Students considering careers in the media, education, human services, and recreation are among those who will find these classes of special value.

SOCI 330	Sociology of Media
SOCI 331	Mass Communications Theory and Research
SOCI 332	Death and American Culture
SOCI 334	Cinema and Society
SOCI 430	Sociology of Leisure
SOCI 431	Sociology of Religion
SOCI 435	Media Censorship
SOCI 436	Methods Seminar: Investigative Sociology

### Transnational Sociology

Transnational sociology provides a comparative perspective on societies throughout the world. Economic, political and social institutions and dynamics are examined and compared. Among specific topics are comparative ideologies, roles, world elites and local communities. Courses in transnational sociology explore these consequences and their long-term implications. Students interested in a historical and comparative examination of international issues would be well served to take courses in this area.

SOCI 305	Perspectives on the Holocaust and Genocide
SOCI 380	Political Sociology
SOCI 381	Population and Society
SOCI 382	Social Movements
SOCI 383	Technology and Social Change
SOCI 480	Sociology of Work
SOCI 482	Sociology of the Environment

## Sample Four-Year Program for Bachelor of Arts in Sociology

### Freshman Year: 31 units

Fall Semester (16 units)	Spring Semester (15 units)
ENGL 101 (3)	PHIL 101 (3)
GE Mathematics (3)	GE Physical Science (3)
GE BIOL 115 (6)	GE World History (3)
BIOL 115L (1)	SOCI 201 (3)
Electives (3)	CIS 101 (3)

## Sophomore Year: 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
HUM 200 (3)	GE Soc Emphasis (6)
GE History/Pol. Sci. (6)	History of the Arts
GE Comp. Persp. (3)	GE World Lit (3)
and Foreign Language	Electives (6)
Electives (3)	

## Junior Year: 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
SOCI 300 (4)	SOCI 375 (4)
Soc. Organization Area (4)	Soc. Microsociology Area (4)
Sociology UD Electives (4)	UD GE Integrated Person (3)
UD GE Phil. & Values (3)	Electives (4)

## Senior Year: 29 units

<b>Fall Semester (16 units)</b>	<b>Spring Semester (13 units)</b>
Soci. Methods Seminar (4)	SOCI 498 (4)
Soci. Trans-national Area (4)	SOCI 499 (4)
UD GE Contemp. Int'l. (3)	Electives (5)
Perspectives	
Electives (5)	

**Total semester units: 120**

## Minor in Sociology

SOCI 201 Introduction to Sociology .....	3
Upper-division courses in sociology chosen in consultation with an advisor .....	17

**Total units in the minor ..... 20**

## Teaching Credential Preparation

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

## Sociology Courses (SOCI)

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

### 201 Introduction to Sociology (3) / Fall, Spring

A general overview of the concepts, theories, research methods and findings of sociology. The purpose is to train students to view the world through a sociological perspective. Satisfies GE, category D1 (Individual and Society). CAN SOC 2.

### 242 Computer Applications in Social Science (4)

The computer as a tool in human services and other psychological functions. The course is organized around a series of projects. Hands-on experience in preparation of reports, information storage and retrieval, design and monitoring of psychological research projects, data presentation via graphs and graphics, etc. Students will learn any basics they do not already know. Crosslisted as PSY 320.

### 292 Library and Information Research: Social Science (2)

An introduction to the use of the library, with emphasis on its social sciences and its resources, including the library's reference collection, microform collection, government documents and periodicals. Students will learn to construct search strategies using indexes, abstracts, statistical sources and computer databases. Cross-listed as POLS 292.

### 300 Sociological Analysis (4) Fall, Spring

Consideration of the ways in which sociological questions are formulated and answered. Examination of and practice in conceptualization, theory construction, deductive and inductive reasoning, and other elements of sociological analysis, with an emphasis upon sociological research methods. Required for majors. Cr/NC only.

### 305 Perspectives on the Holocaust and Genocide (3) / Spring

A weekly lecture series on the Holocaust, genocide and human rights. Guest lecturers and SSU faculty provide a variety of sociological and interdisciplinary perspectives on the topics. The course explores the intellectual, emotional, and ethical aspect of the Holocaust and seeks to deepen students' understanding of organized society, political leadership, democratic participation and human nature. Students also attend a weekly discussion group to explore and synthesize information presented in the weekly lectures. Requirements include written position, midterm and final papers. Prerequisite: upper-division standing. Satisfies upper-division GE, category D5.

### 306 The Sociology of Career Planning (3-4)

How to identify and locate liberal arts jobs in government, business, private institutions, or self-employment. Choosing a career, job-hunting skills and techniques, and keeping a job. Study of such work-related issues as dual-career families, equal opportunity and professionalism.

### 310 Craving Ecstasy Lecture Series (1)

A weekly lecture series that introduces students to how alcohol and other drugs affect contemporary United States. The personal and societal impact of addiction, recovery, and abuse are presented. Prevention strategies and techniques are also included. The course is valuable for students who are planning to go into a career in counseling, social service, nursing, public health or public policy. Cr/NC given on the basis of attendance and weekly response papers. May be taken twice for credit.

### 312 Sociology of Gender (4)

Critique of biological and psychological explanations for sex differences. Examination of gender stratification in all social institutions: the family, work, politics and religion. The consequences of gender labeling on such activities as crime, illness and leisure.

### 314 Deviant Behavior (4)

The social causes and consequences of insanity, delinquency, criminality, addiction, social unconventionality, and other "deviant" behavior. Examines the conversion and commitment to deviant world views, and the social processes involved in the transformation to a deviant identity.

### 315 Socialization (4)

Analysis of the social processes through which human beings are inducted into social groups, in both childhood and adulthood. Particular attention is given to the socializing effects of schools, work, family, and friends.

### 317 Emotions and Adult Life (3) / Fall

Emphasizes the social context and social development of emotional responses throughout adulthood. Analyzes the reciprocal relations between social definitions and subjective feelings in connection with life events. Addresses both basic emotions such as fear, anger, pleasure and excitement, and the more complex emotions such as love, jealousy, grief, sympathy, pride, shame, and despair. Cross-listed as GERN 317. Satisfies GE, category E (Integrated Person).

### 319 Aging and Society (4) Spring

Examination of aging throughout adulthood. Analysis of theories of aging, their foundations in social science theory, and their policy implications. Exploration of the meanings and consequences of increasing longevity for society and the individual, with emphasis on the social psychological implications for women, minorities, and those who are poor. Cross-listed as GERN 319. Satisfies GE, category D1 (Individual and Society).

### 326 Social Psychology (3-4) / Spring

Introduces relationships between self and society, including the formation and change of attitudes and values, interaction and interpersonal dynamics, and the cultural influences on them. Topics include symbolic interactionism, personal and social identities, motivation, prejudice and the consequences of ethnicity, class, and gender. Cross-listed as PSY 326. Satisfies GE D1 (Individual and Society).

### 330 Sociology of Media (4) / Fall

This course will conduct an analysis of structural censorship in the United States and the importance of a free press for the maintenance of democratic institutions in society. Students will become familiar with independent/alternative news sources and prepare summaries of news stories for public release. This is a Project Censored related class.

### 331 Communication Theory and Research (3) Spring

A critical analysis of the nature and functions of mass communications in contemporary society. Overview of the history, structure, function and influence of the mass media. Development of critical and analytic skills necessary to determine when and how "truth" is manipulated to serve special parochial or cultural interests. Cross-listed as COMS 301.

### 332 Death and American Culture (4)

Examination of the relation of cultural values to practices, attitudes and views about death. Application of sociological and social psychological theories to topics on death and dying, such as death conceptions, terminal care, suicide, war, and grief. Emphasis on the social psychology of dying, caregiving, grieving, and being suicidal. Cross-listed as GERN 332.

### 335 American (U.S.) Society (4)

Study of the major values, institutions, and social organizations in the United States. The social sources of change and stability in U.S. society.

### 340 Drugs and Society (4)

Examination of the sociopsychological, political, economic, ethnic, and legal factors relating to drug use and abuse. Theories of causation and methods of rehabilitation will be critiqued. Crosslisted as CJA 340.

### 341 Computers and Society (4)

The impact of computers on government and business, school and family, work and leisure, equality and inequality, crime and security, power and freedom, work roles and sex roles. An overview of computer applications in social research and social services (including education, criminal justice administration, and the helping professions).

### 345 Family Systems (4)

Explores family forms in other cultures, as well as variations in U.S. society by race, class and ethnicity. Analyzes the three primary familial systems: marital, parental and kin. Critiques popular solutions to the problems families face.

### 347 American Class Structure (4)

An overview of stratification in the United States. Analysis of the effects of this system on those who participate in it, through the study of theoretical, ethnographic and community studies. Analysis of how class affects power, prestige, opportunity, culture and consciousness, as well as the interaction of ethnicity, gender, and class.

### 363 Diversity and Ethnicity (3-4)

The history and prevalence of racial and ethnic groups in the United States. Structure of multiracial and multi-ethnic societies. Race relations and race contacts. The sociology and social psychology of racial prejudice and discrimination as it relates to social change.

### 365 Human Services Administration (4)

Preparation for sociological practice in human service agencies, both public and private nonprofit. Includes training in such skills as organization planning, grant writing, volunteer management, report writing, communication consulting and group dynamics. Discusses the ethics and professional responsibility of sociologists.

### 366 Administration of Juvenile Justice (4)

An exploration of the nature and extent of juvenile delinquency, with emphasis on serious or violent crime. The major theories of delinquency causation will be reviewed. The course will be devoted to the juvenile justice system and how it processes youths accused of crime. The nature and function of all major segments of the juvenile justice system will be discussed, including law enforcement, juvenile court and corrections. The legal rights of juveniles will also be reviewed. Finally, the current policy issues in juvenile justice will be explored. Cross-listed as CJA 497.

### 375 Survey of Sociological Theory (4) / Fall, Spring

A critical examination of the writings of major sociological theorists, including Marx, Weber, and Durkheim. This course will involve students in critical analysis of central sociological theories and offer them tools for understanding the development of sociological theory and its unique role in sociology. Satisfies upper-division GE, category D1 (Individual and Society).

### 377 Group Dynamics (4)

The role of communication, leadership style, size, goals, power, conflict resolution and other factors in determining group effectiveness. Application of small-group research to team building and discussion groups.

**380 Political Sociology (4)**

An analysis of the relation between political processes and ideologies and the larger society. Emphasis on the social consequences of power arrangements, political economy, and political structures. Comparisons between societies will be made.

**381 Population and Society (4)**

Variables such as gender, race, ethnicity, age, social development, politics and environment are explored in relation to population change. The uses of population studies for consumer marketing, political campaigns, jury selection, and social planning are addressed, with an emphasis on California and Sonoma County concerns.

**382 Social Movements and Collective Behavior (4)**

Social movements are a significant source of social change in modern societies. This course analyzes the structure and dynamics of social movements, with attention to the roles of organizations, resources, leadership, recruitment, commitment, values, ideology, political culture and countermovements. Case studies will emphasize the civil rights, women's rights, and environmental movements in the United States.

**383 Social Change (4)**

Theories and methods for analyzing social change, past, present and future, such as: the relationship of the plow, steam engine and computer to the rise of the agricultural, industrial, and information ages; the development, dissemination and impact of such major technologies as the printing press, the automobile, VCRs, and computers.

**417 Sociology of Mental Illness (4)**

Identifies the social sources of behavior defined as mental illness. Compares and contrasts psychological, biochemical and sociological theories of insanity. Analyzes psychiatry and other forms of therapy, mental hospitals, the role of the mental patient, and mental health policy.

**418 Methods Seminar: Social Development of the Self (4)**

Examination of the social sources of self-concept, personal identity and individual world views. Special attention will be given to the theories of Mead, Cooley, James, and Schutz, as well as to research techniques for the study of social identity, its development and change.

**425 Methods Seminar: Urban Sociology (4)**

Examines the social consequences of the transition from rural to urban forms of social organization. Special attention directed to the social structural, cultural, and social psychological characteristics of urban life.

**430 Sociology of Leisure (4)**

An examination of leisure in the United States. Topics include the uses of uncommitted time by various groups, an examination of leisure subcultures, the relation of leisure patterns to other societal values and institutions, and social issues related to the increased leisure of our society.

**431 Sociology of Religion (3-4) / Fall**

Study of world religions (Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism), tribal beliefs, American sects and denominations. Theories of religious development, values, change, and effects on society. Satisfies GE, category C3 (Philosophy and Values).

**432 Group Work with Older Adults (4) / Spring**

This interdisciplinary seminar introduces students to the fundamentals of group work with older adults. The class provides an overview of the phases of group development and basic skills and techniques for facilitating effective groups. Theoretical perspectives from sociology and psychology are used to examine how groups function and the value they have for older adults. In addition to class meetings, students work directly with older adults by co-facilitating intergenerational dialogue groups. Cross-listed with Gerontology 432.

**434 Cinema and Society (4) / Spring**

An examination of film as a window to the social world and of sociology as a tool to understand it. The course uses films as data that can be analyzed to learn about such sociological topics as gender, crime, collective behavior, organizations and the family. In addition, sociology is used to examine the structure and functions of film in contemporary society.

**435 Seminar: Media Censorship (4) / Spring**

Seminar provides an opportunity to gain new insights into social problems through an intensive analysis of the role and impact of mass media in contemporary society. Students will analyze the levels of coverage of important news stories in the United States and write publishable synopses of the stories with the least coverage. This is a Project Censored related class.

**436 Methods Seminar: Investigative Sociology (4) / Spring**

This course is for the development of Sociology research methods for popular press publication. Students will learn interviewing techniques, review sources of public information, and use of the freedom of information laws. Students will write and investigate social justice news stories using sociological research methods, and prepare a report for popular press publication.

**441 Methods Seminar: Computers and Sociology (4)**

Applications of microcomputers for work in human service agencies, organizational consulting, survey or market research, and other social science careers.

**449 Seminar: Sociology of Power (4)**

An analysis of the origin, development, dynamics, and application of power in human interaction, social organizations and institutions. Problems of ensuring a balance of power and fairness in the exchange of needed services, benefits, and rewards will be emphasized.

**450 Punishments and Corrections (4)**

A consideration of the problems created by pressures to punish and control criminals, the politics of control strategies. The use and misuse of probation and parole, the concept of correction, and alternatives to incarceration. Cross-listed as CJA 450.

**451 Methods Seminar: Sociology of Education (4)**

A survey of issues concerning the structure of education in contemporary society, such as the social organization of the classroom; grading practices; political influences on schools; the contribution of education to the maintenance of capitalist society; teacher unionization; and student rights.

**452 Methods Seminar: Health Care and Illness (4)**

A dual focus on the social organization of health care and the social psychology of illness. Analyses of the structure of care, patient-practitioner relationships and treatment ideologies. Emphasis on the patient's experience of illness, intimate relationships, and self-images. Cross-listed as GERN 452.

**461 Social Work and Social Welfare (4)**

The history of social welfare and social services in modern society. Comparison of government social services with nonprofit or private social services. Overview of major social service issues such as mental health, senior services, and aid to families. Recommended for anyone considering social work, counseling, or human service administration.

**463 Methods Seminar: Bureaucracies and Institutions (4)**

Political, economic, social, and psychological analyses of administrative structures. The role of formal and informal organization, ideology in bureaucracy, decision making, morale, and conflict.

**480 Methods Seminar: Sociology of Work (4)**

A theoretical and empirical analysis of work in American society, examining the types of jobs open to women and men today, the rewards and dissatisfactions of these jobs, and how work has changed historically or may evolve in the future.

**482 Sociology of Environment (4)**

The relations among major social institutions and the environment, and between national and global social inequalities and environmental degradation are examined. Differences in class, race, and gender mean that some people are disproportionately burdened by consequences of environmental degradation. Socio-environmental perspectives and practical alternatives to our acknowledged ecological crises are explored, including environmental social justice movements, critical social analysis, and alternative socio-economic approaches to consumption and employment that foster ecologically sustainable societies.

**495 Special Studies (1-4)**

A supervised study of a particular problem or area of interest selected by the student in consultation with a sponsoring faculty member. Regular meetings will be arranged for discussions and progress evaluations and a term paper will be submitted.

**497 Interdisciplinary Seminar (1-4)**

Exploration of basic social problems. Resource persons from other disciplines may participate. Themes and topics will vary. May be repeated for credit.

**498 Senior Seminar (4) / Fall, Spring**

Each semester different topics are offered to allow advanced sociological analysis. Past examples include women and aging, the Holocaust, and the male role. Check department for current offerings. Required for all majors. May be repeated for credit. Prerequisite: Open only to sociology majors who have completed at least 20 upper-division units in sociology, including SOCI 300 and 375.

**499 Internships (1-4)**

Prerequisite: consent of instructor.

# Teaching Credential Preparation in Science Courses

Students who wish to work toward a secondary teaching credential should contact Professor Douglas Martin, Darwin Hall 311D, 707 664-2811.

Students seeking a California Science Teaching Credential must demonstrate competence in the natural sciences by passing the subject matter examination required by the California Commission on Teacher Credentialing.

One part of the examination will test breadth of knowledge in biology, chemistry, physics, astronomy, and geology. Another part of the examination will test depth of knowledge in one or more of those particular areas, depending on the specialization of each individual student. A baccalaureate degree in either biology, chemistry, geology, or physics is recommended to prepare for the part of the examination that tests depth of knowledge in that one particular area. The following courses are recommended to prepare for the part of the examination that tests breadth of scientific knowledge:

ASTR	100	Descriptive Astronomy .....	3
BIOL	121	Diversity, Structure and Function .....	4
BIOL	122	Genetics, Evolution and Ecology .....	4
BIOL	123	Cellular and Molecular Biology .....	4
CHEM	105AB	Elements of General, Organic and Biochemistry (including lab) (4, 4) or	
CHEM	115AB	General Chemistry (including lab) (5,5) .....	8-10
GEOL	102	General Geology (including lab) .....	3
GEOL	105	The Age of Dinosaurs .....	3
GEOL	303	Advanced Principles of Geology (including lab) .....	4
PHYS	114, 214	Introduction to Physics (4, 4) and	
PHYS	116, 216	Introduction to Physics Lab (1, 1)	
		or	
PHYS	210AB	General Physics (3, 3) and	
PHYS	209AB	General Physics Lab (1, 1) .....	8-10

# Theatre Arts

## Acting / Dance / Technical Theatre

### Degrees offered

#### Bachelor of Arts in Theatre Arts with a

- Concentration in Acting
- Concentration in Dance
- Concentration in Technical Theatre

#### General Theatre Degree

#### Minor in Theatre Arts (with acting, dance, drama emphases)

### Department Office

Ives Hall 206  
707 664-2474  
www.sonoma.edu/theatre

### Department Chair

Jeff Langley

### Administrative Coordinator

Shelley Martin

### Faculty

Dance: Nancy Lyons, Mahaiath Alsworth, Anne Bluethenthal, Stephen Pelton, Miriam Phillips  
Drama and Acting: Paul Draper, Judy Navas, Danielle Cain, Stephanie Hunt, Kent Nicholson, Tori Truss  
Technical Theatre: Anthony Bish, Pamela Johnson, Patrick Toebe

In the Theatre Arts Department we are committed to creating, teaching, and learning about theatre that enlightens as well as entertains, that explores the values and ideas of many cultures and times, and that contributes to the artistic and personal growth of both participants and audience. We work to create a teaching/learning environment that is a model for the collaborative work of theatre and life, in which student and teacher are equally important and respected.

Theatre artists—dancers, actors, directors, playwrights, choreographers, designers, and technicians—are all engaged in various ways of exploring, shaping, and communicating experience. We believe that theatre can be a place in which values and beliefs, both personal and societal, are tested. As we enter into the world of a theatrical production, temporarily assuming the reality of the experiences, personalities, and beliefs of the characters and situations we are bringing to life, we are presented with unique opportunities to grow in empathy and understanding. Making theatre helps us discover who we are and what we truly believe about theatre, and also about life.

We cultivate the newest and most innovative approaches to dance, drama, and theatre technology, while respecting and learning from the past. We offer numerous performance opportunities, and actively encourage and support the development of new work by both students and faculty.

Our Theatre Arts program is closely associated with SSU's Music Department, especially in the area of voice and music theatre. The Theatre and Music Departments form the jointly chaired Departments of Performing Arts, and through its Center for Performing Arts offers over 200 student performances of theatre, dance, and music each year.

### Bachelor of Arts in Theatre Arts with a Concentration in Acting

The Acting Concentration offers intensive training in acting, with supporting courses in voice, theatre production, theatre history, dramatic literature, directing, technical theatre, and special topics. We also offer numerous performance opportunities.

### Degree Requirements

General education .....	51
Theatre arts requirements .....	48
General electives .....	21
<b>Total units needed for graduation .....</b>	<b>120</b>

### Phase I, Required for Acting Concentration (freshman and sophomore years)

Students must complete Phase I before Phase II.

THAR 102	Intro to the History of Drama and Dance: Origins to 1800 .....	3
THAR 103	Intro to the History of Drama and Dance: 1800 to present .....	3
	(strongly recommended)	
THAR 120	Acting: Fundamentals .....	2
THAR 220A	Acting: Text and Scene Study .....	2
	Any two of the following three technical theatre classes: .....	4
	* prerequisite or concurrent enrollment in THAR 143A.	
THAR 143B*	Costumes (2)	
THAR 144A*	Lighting (2)	
THAR 144B*	Scenery (2)	
THAR 145A	Voice for the Actor (1)	
	(strongly recommended)	
THAR 145B	Speech for the Actor (1)	
	(strongly recommended)	
<b>Total units required in Phase I .....</b>	<b>11</b>	

### Phase II, Required for Acting Concentration (junior and senior years)

THAR 300	Theatre in Action .....	3
THAR 320A	Intermediate Acting Block A .....	5
THAR 320B	Intermediate Acting Block B .....	5
ENGL 339	Introduction to Shakespeare .....	3
	(strongly recommended)	
THAR 350	Directing Workshop .....	2
THAR 370A	Early Plays: Evolution and Innovation .....	3
THAR 370B	Modern Plays: Evolution and Innovation .....	3

THAR 400 Theatre of Today .....	1
THAR 420A Advanced Acting Block A .....	5
THAR 420B Advanced Acting Block B .....	5
Theatre Arts electives .....	5
<b>Total units required in Phase II.....</b>	<b>37</b>
<b>Total units in Phase I .....</b>	<b>11</b>
<b>Total units in Phase II .....</b>	<b>37</b>
<b>Total units in the acting concentration .....</b>	<b>48</b>

### Sample Four-Year Program for Bachelor of Arts in Theatre Arts Acting Concentration

#### Freshman Year: 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
THAR 102 (3) GE (C1)	THAR 103 (3) GE (C1)
THAR 143A (2)	THAR 120 (2)
THAR 145A (1) elective	THAR 144B (2)
GE (9)	THAR 145B (1) elective
	GE (7)

#### Alternative Freshman Year: 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
THAR 120 (2)	THAR 102 (3) GE (C1)
THAR 143A (2)	THAR 144A (2) or
THAR 145A (1) elective	THAR 144B (2)
THAR 302 (3) elective	THAR 145B (1) elective
GE (7)	GE (9)

#### Sophomore Years: 31 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (16 units)</b>
THAR 220A (2)	THAR 220B (2) repeat as elective
THAR 110 (1)	THAR 302 (3) elective
THAR 325 (2)	GE (9)
GE (10)	Electives (2)

#### Alternative Sophomore Years: 31 units

<b>Fall Semester (16 units)</b>	<b>Spring Semester (15 units)</b>
THAR 103 (3) GE (C1)	THAR 220B (2)
THAR 143B (2)	THAR 302 (3) elective
THAR 220A (2)	GE (10)
GE (9)	

#### Junior Year: 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
THAR 320A (5)	THAR 320B (5)
THAR 350 (2)	THAR 300 (3) GE UD (C1)
THAR 370A (3)	THAR 370B (3)
GE UD (3)	THAR 400 (1)
Electives (2)	GE (3)

#### Senior Year: 29 units

<b>Fall Semester (14 units)</b>	<b>Spring Semester (15 units)</b>
THAR 420A (5)	THAR 420B (5)
Theatre Electives (2)	THAR 374 (3) elective
GE UD (3)	GE (4)
Electives (4)	Electives (3)
<b>Total semester units:</b>	<b>120</b>

### Bachelor of Arts in Theatre Arts with a 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.

<b>Degree Requirements</b>	<b>units</b>
General education .....	51
Theatre Arts requirements .....	48
General electives .....	21
<b>Total units needed for graduation .....</b>	<b>120</b>

Students must complete Phase I before Phase II.

#### Phase I, Required (freshman and sophomore years)

THAR 102 Intro to the History of Drama and Dance: Origins to 1800 .....	3
THAR 210A Dance Level I .....	2
THAR 210B Dance Level II .....	2
THAR 240 Choreography I .....	2
Choose two from the following technical theatre courses: .....	4
* prerequisite or concurrent enrollment in THAR 143A.	
THAR 143B*Costumes (2)	
THAR 144A* Scenery (2)	
THAR 144B* Lighting (2)	

**Total units required in Phase I .....** 13

#### Phase II, Required (junior and senior years)

THAR 300 Theatre in Action .....	3
THAR 310A Intermediate Dance Block A .....	5
THAR 310B Intermediate Dance Block B .....	5
THAR 340 Choreography II .....	2
THAR 345 Choreography III .....	2
THAR 371A History of Dance A .....	3
THAR 371B History of Dance B .....	3
THAR 400 Theatre of Today .....	1
THAR 410A Advanced Dance Block A .....	5
THAR 410B Advanced Dance Block B .....	5
Electives - Dance .....	1

**Total units required in Phase II.....** 35

**Total units in Phase I .....** 13

**Total units in Phase II.....** 35

**Total units in the dance concentration.....** 48

### Sample Four-Year Program for Bachelor of Arts in Theatre Arts Dance Concentration

#### Freshman Year: 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
THAR 110 (1)	THAR 110 (1)
THAR 143A (2)	THAR 144A (2) or
THAR 143B (2)	THAR 144B (2)
GE (10)	THAR 102 (3) (GE-C1)
	GE (9)

#### Sophomore Year: 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
THAR 210A (2)	THAR 210B (2)
THAR 240 (2)	THAR 340 (2)
GE (8)	GE (7)
Electives (3)	Electives (4)

#### Junior Year: 31 units

<b>Fall Semester (16 units)</b>	<b>Spring Semester (15 units)</b>
THAR 310A (5)	THAR 310B (5)
THAR 345 (2)	THAR 300 (3) GE UD (C1)
THAR 371A (3)	THAR 400 (1)
GE UD (3)	GE (UD) (3)
Electives (3)	Electives (3)

#### Senior Year: 29 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (14 units)</b>
THAR 410A (5)	THAR 410B (5)
GE (5)	THAR 371B (3)
Electives (5)	Electives (3)
	GE (3)

**Total semester units: 120**

### Bachelor of Arts in Theatre Arts with a 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.

<b>Degree Requirements</b>	<b>units</b>
General education .....	51
Theatre Arts requirements .....	48
Electives .....	21
<b>Total units needed for graduation .....</b>	<b>120</b>

Students must complete Phase I before Phase II.

#### Phase I, Required (freshman and sophomore years)

THAR 102 Intro to the History of Drama and Dance: Origins to 1800 .....	3
or	
THAR 103 Intro to the History of Drama and Dance: 1800 to Present .....	3
(strongly recommended)	

\* prerequisite or concurrent enrollment in THAR 143A.

THAR 143B* Costumes .....	2
THAR 144A* Scenery .....	2
THAR 144B* Lighting .....	2
ART 101 Art Fundamentals (3) (strongly recommended)	
ART 102 Art Fundamentals (3) (strongly recommended)	

Choose 3 units from the following dance/drama courses: .....

THAR 120 Acting: Fundamentals (2)	2
THAR 110 Beginning Dance (1)	1
THAR 210A Dance Level I (2)	2
THAR 116 Comedy and Improvisation (1)	1
THAR 230 Stage Management .....	3
<b>Total units required in Phase I .....</b>	<b>15</b>

#### Phase II, Required (junior and senior years)

THAR 300 Theatre in Action .....	3
THAR 344A Design for the Stage .....	3
THAR 344B Design for the Stage .....	3
THAR 321A Intermediate Technical Block .....	2
THAR 321B Intermediate Technical Block .....	2
THAR 350 Directing Workshop .....	2
THAR 370A Early Plays: Evolution and Innovation .....	3
THAR 370B Modern Plays: Evolution and Innovation .....	3

THAR 400 Theatre of Today .....	1
THAR 421A Advanced Technical Block .....	2
THAR 421B Advanced Technical Block .....	2
THAR 444 History of Ornament .....	2
Electives - Theatre .....	5
<b>Total units required in Phase II.....</b>	<b>33</b>
<b>Total units in Phase I .....</b>	<b>15</b>
<b>Total units in Phase II.....</b>	<b>33</b>
<b>Total units in the technical theatre concentration .....</b>	<b>48</b>

### Sample Four-Year Program for Bachelor of Arts in Theatre Arts Technical Theatre Concentration

#### Freshman Year: 30 units

<b>Fall Semester (16 units)</b>	<b>Spring Semester (14 units)</b>
THAR 143A (2)	THAR 144A (2)
THAR 143B (2)	THAR 144B (2)
GE (12)	GE (10)

#### Sophomore Years: 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
THAR 102 GE (C1) (3)	THAR 120 or 210A (2)
GE (9)	THAR 330 (2)
THAR 110 or 116 (1)	GE (9)
Electives (2)	Electives (2)

#### Junior Year: 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
THAR 321A (2)	THAR 321B (2)
THAR 344A (3)	THAR 344B (3)
THAR 350 (2)	THAR 300 (3)
THAR 370A (3)	THAR 400 (1)
GE UD (3)	GE UD (3)
Electives (2)	Electives (3)

#### Senior Year: 30 units

<b>Fall Semester (15 units)</b>	<b>Spring Semester (15 units)</b>
THAR 421A (2)	THAR 421B (2)
THAR 444 (2)	THAR 370B (3)
GE (3)	Theatre Electives (3)
Theatre Electives (2)	Electives (7)
Electives (6)	

**Total semester units: 120**

### Bachelor of Arts in Theatre Arts (General Theatre Degree)

The general theatre degree takes a liberal arts approach to studies in theatre and provides students with a broad-based theoretical background in the history, theory, and practice of theatre. It is for students aiming for careers in education, directing, research, script writing, arts management, film production, and other careers that may not have performance or theatre technology at their centers.

<b>Degree Requirements</b>	<b>units</b>
General education .....	51
Theatre arts requirements .....	48
General electives .....	21
<b>Total units needed for graduation .....</b>	<b>120</b>

### Phase I, Required (freshman and sophomore years)

Students must complete Phase I before Phase II.

THAR 102	Intro to the History of Drama and Dance: Origins to 1800	3
THAR 103	Intro to the History of Drama and Dance: 1800 to the Present	3
THAR 120	Acting: Fundamentals	2
THAR 143A	Stagecraft	2
Any one of the following three technical theatre classes: 2		
* prerequisite or concurrent enrollment in THAR 143A		
THAR 143B*	Costumes (2)	
THAR 144A*	Lighting (2)	
THAR 144B*	Scenery (2)	
THAR 200	Seeing Theatre Today or	3
THAR 230	Stage Management (strongly recommended)	
THAR 220A	Acting: Text and Scene Study (may substitute 2 units of Dance)	2
<b>Total units required in Phase I</b>		<b>17</b>

### Phase II, Required (junior and senior years)

THAR 300	Theatre in Action	3
Any one of the following three workshop classes: 3		
THAR 301	Dance Ensemble (3) or	
THAR 302	Drama Ensemble Workshop (3) or	
THAR 303	Technical Theatre Workshop (3)	
ENGL 339+	Introduction to Shakespeare	3
THAR 350	Directing Workshop	2
THAR 370A	Early Plays: Evolution and Innovation	3
THAR 371A	History of Dance A	3
Any one of the following two classes: 3		
THAR 370B	Modern Plays: Evolution and Innovation (3) or	
THAR 371B	History of Dance B (3)	
One of the following two classes: 3		
THAR 374	World Theatre (3) or	
THAR 373	Dances of the World (3)	
THAR 375	Contemporary Plays and Playwrights	3
THAR 400	Theatre of Today	1
One of the following two teaching classes: 2		
THAR 460	Drama for Children (2) or	
THAR 470	Dance for Children (2)	
Theatre Arts electives		2
<b>Total units required in Phase II</b>		<b>31</b>

**Total units in Phase I** ..... 17

**Total units in Phase II** ..... 31

**Total units in the general drama concentration** ..... 48

+ student may substitute 3 units from the following courses with consent of Theatre Arts advisor.

#### In English:

ENGL 439	Studies in Shakespeare (3)
ENGL 329	Screen/Script Writing (Film-TV-Stage) (3)
ENGL 373	Introduction to Drama (3)
ENGL 474	Studies in Drama (3)
ENGL 377	Film and Literature (3)

#### In Chicano and Latino Studies:

Chicano/Latino Theatre (1-2)

#### In Modern Languages and Literatures:

One of the above may be substituted for an upper-division dramatic literature course offered in the Modern Languages and Literatures Department (as available, and if student's language skills allow).

## Sample Four-Year Program for Bachelor of Arts in Theatre Arts General Theatre Degree

### Freshman Year: 30 units

Fall Semester (14 units)		Spring Semester (16 units)	
THAR 102 (3) GE (C1)		THAR 103 (3) GE (C1)	
THAR 143A (2)		THAR 144B (2)	
THAR 120 (2)		GE (11)	
GE (7)			

### Sophomore Years: 31 units

Fall Semester (15 units)		Spring Semester (16 units)	
THAR 220A (2)		THAR 200 (3) GE (C4)	
THAR 110 (1)		THAR 115 (1)	
THAR 230 (3)		THAR 302 (3) elective	
GE (9)		GE (9)	

### Junior Year: 30 units

Fall Semester (15 units)		Spring Semester (15 units)	
THAR 350 (2)		THAR 300 (3) UD GE (C1)	
THAR 370A (3)		THAR 375 (3)	
ENGL 339 (3)		THAR 400 (1)	
GE UD (3)		GE UD (3)	
Electives (4)		Electives (5)	

### Senior Year: 29 units

Fall Semester (15 units)		Spring Semester (14 units)	
THAR 371A (3)		THAR 370B (3)	
ENGL 373 (3)		THAR 374 (3)	
GE (3)		THAR 460 or 470 (2)	
Theatre Electives (3)		Theatre Electives (3)	
Electives (3)		Electives (3)	

**Total semester units: 120**

## Minor in Theatre Arts

The minor in theatre arts consists of 24 units of theatre arts courses. Students may choose a minor concentration in acting, dance, technical theatre, or drama. Six of the elective units must be upper division. Students contemplating a minor in theatre arts should consult the Theatre Arts Department full-time faculty at the earliest possible date for approval and advising.

### Minor Core Requirements

THAR 103	Intro to the History of Drama and Dance: 1800 to present	3
THAR 300	Theatre in Action	3
THAR 301	Dance Ensemble or	
THAR 302	Drama Ensemble Workshop or	
THAR 303	Technical Theatre Workshop	3

**Total units in the minor core** ..... 9

### Minor Electives

Electives must include at least 6 upper-division units and should be chosen in consultation with an advisor (Choreography I is a core requirement for a dance emphasis).

**Total units in the minor electives** ..... 15

**Total units in the minor** ..... 24

## Theatre Arts Courses (THAR)

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

### 101 Making Theatre (3)

This course is an overview of the art and practice of making theatre. Designed for non-majors, the class examines the various elements involved in creating, developing, performing, and presenting a theatrical event. Through lecture, hands-on projects, video, and demonstrations, students gain an appreciation of the artistry of live theatre performance. Satisfies GE, category C1.

### 102 Intro to the History of Drama and Dance: Origins to 1800 (3)

First of a two-part course, this course examines Western theatre traditions of ritual, drama, and dance at their origins, while dramatic tragedy and comedy are traced from the Golden age of Greece through the Age of Enlightenment, roughly 1800. Added emphasis is placed on traditional Asian theatre forms. The course relates the theatre's past to how theatre is practiced today. Satisfies GE, category C1.

### 103 Intro to the History of Drama and Dance: 1800 to the Present (3)

Part two examines theatre, drama, and dance from 19<sup>th</sup> century to the present, including the rise of Realism and other theatre and dance forms in the 20<sup>th</sup> century. Also considered are the American musical, recent trends in diversity and multiculturalism, and the theatre's relationship to electronic media. Satisfies GE, category C1.

### 110 Dance Fundamentals (1)

An introduction to the fundamentals of modern dance designed to develop body awareness, movement skills and aesthetic sensibilities. Includes improvisation, rhythm, motion and space exploration, and fundamentals of alignment. May be taken five times for credit.

### 115 Dance Styles (1)

Class may focus on a particular dance style (e.g., contact improvisation, jazz, hip hop, or tap), or on dances of a particular era (e.g., social dance from 1935 to 1960). The emphasis will be on American dance styles. Some styles of dancing require more generalized dance background than others. May be taken five times for credit. Prerequisite: consent of instructor.

### 116 Comedy and Improv (1)

An acting course in comedy with an emphasis on improvisation. May be taken four times for credit.

### 120 Acting: Fundamentals (2)

This exploration of acting includes group and individual improvisation, physical and vocal exercises, and scene work, leading toward relaxation, physical action, and believability. Class work is designed to stimulate the imagination, build self-confidence and trust, and reach the emotional reservoir of the actor. May be taken three times for credit.

### 143A Stagecraft (2)

Work in both theory and practice covers scenery construction techniques and drawings for the theatre. Use of tools and materials for scenery, costumes, props, and lighting will be fundamental to the course.

### 143B Costumes (2)

An introduction to the fundamentals of costume design and construction. Basic makeup for the stage will be examined and practiced. Prerequisite or concurrent enrollment in THAR 143A.

### 144A Scenery (2)

Design principles are applied to scenery and properties for the stage. Includes advanced drafting and rendering techniques used to realize and execute designs for production. Prerequisite: THAR 143A.

### 144B Lighting (2)

Basic lighting design, including the drawing of lighting plots, rigging techniques, and the operation of light boards and systems. Work in class affords direct experience in lighting of departmental productions. Prerequisite: THAR 143A.

### 145A Voice for the Actor (1)

Fundamentals of voice to free the natural voice and build 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; and develop greater vocal range. May be repeated once for credit.

### 145B Speech for the Actor (1)

Articulate speech and textual clarity are primary skills for the actor. This course will concentrate on the fundamentals of speech, anatomy of good sound production, standard pronunciation techniques through the International Phonetic Alphabet (IPA), and methods for clear speech, articulation, vocal muscularity, and phrasing. Prerequisite: THAR 145A. May be repeated once for credit.

### 161 Ballet I (1-2)

This course is designed to give the modern dancer a foundation for movement in classical tradition. The vocabulary of classical ballet is presented, with emphasis on alignment and placement, and relevance to more contemporary dance forms. Exercises will be given to strengthen and stretch the body. Special attention will be given to turns and fast footwork, again to support work in modern dance.

### 199 Student-Instructed Course (1-3)

### 200 Seeing Theatre Today

Experience great performances created by modern and contemporary theatre artists. Students are engaged as audiences through videotaped productions of renowned and important performers, directors, and choreographers, and Theater Department productions. Post-viewing small-group discussions and on-line chats ask students to further engage by reflecting upon their shared experience. Students may opt to pay an activity fee, due at registration, to see a major production in the San Francisco Bay Area. Satisfies GE, category C4.

### 210A Dance Level I (2)

Introduces specific contemporary techniques, with the emphasis on expanding movement range and facility. Alignment, strength, flexibility, and expressiveness are concerns of this course, which is intended for students with some experience in movement fundamentals. May be repeated twice for credit.

### 210B Dance Level II (2)

Continuation of THAR 210A. Prerequisite: THAR 210A.

### 220A Acting: Text and Scene Study (2) / Fall

Text analysis and scoring, rehearsals, and in-class presentation of scenes drawn from realistic dramatic literature. Work with emotional memory and characterization. Core course for acting concentration majors. May be taken two times for credit. Prerequisite: THAR 120 and consent of instructor.



**220B Acting: Characterization (2) / Spring**

The focus of this course is on aiding the actor in developing a process for creating believable dramatic characters, and bringing them truthfully to life in theatrical context. Study of life models support presentations of rehearsed scenes, which are then critiqued and worked on in class. Scenes are normally drawn from realistic dramatic literature. This course is the third in the acting concentration sequence, and is a core course for acting majors. May be taken two times for credit. Prerequisites: THAR 120, 145A, 220A and consent of instructor.

**230 Stage Management (3)**

The functions of the stage manager from audition to final performance are examined. Students are trained to organize rehearsals, record actors' movements, create prompt books, and to manage a performance. Students serve as stage managers for Performing Arts productions. Prerequisites: THAR 144A and B.

**240 Choreography I (2) / Fall**

Fundamentals of choreography through a problem-solving approach. Studies deal with aspects of time, space, dynamics and movement, with an emphasis on perceptions of meaning, that is, on "seeing" dancing as well as "making" dancing. May be taken two times for credit. Prerequisite: THAR 210 or consent of instructor.

**244 Scene Painting (2)**

Study and practice of the basics of layout and painting of scenery, from rendering to full scale. Students assist in painting scenery used in Performing Arts productions. Includes instruction on handling toxic materials safely and on protecting the environment. Prerequisites: THAR 143A and B, 144A and B.

**261 Ballet II (1-2)**

Continuation of study of classical ballet. Traditional barre with allegro and adagio center work. Western classical dance skills emphasizing strength, alignment, flexibility and musicality as a support for contemporary dance styles. May be taken four times for credit. Prerequisite: THAR 161 or consent of instructor.

**295 Community Involvement Program (1-4)****300 Theatre in Action (3)**

Experience seven to eight Bay Area and Theatre Arts Department productions of drama and dance performances. Discussion and written critiques investigate technique, form and content of these performances to develop articulate understanding of contemporary performance and its relation to society and culture. Required of all theatre arts majors. Activities fee payable at time of registration. Satisfies upper-division GE, category C1. May be taken two times for credit.

**301 Dance Ensemble (1-3)**

A process-and-product class in which students receive credit for major participation in areas of dance or choreography for presentation in public performance. Dances may be choreographed and directed by faculty, guest artists, or students. May be repeated six times for credit. Prerequisite: THAR 240 or consent of instructor.

**302 Drama Ensemble Workshop (1-3)**

A production class in which students receive credit for major participation in areas of acting, design, dramaturgy, or assistant directing in plays directed by faculty members and guest artists. Play titles, performance venues, styles, and production approaches vary from semester to semester. May be repeated six times for credit. By audition or consent of instructor.

**303 Technical Theatre Workshop (1-3)**

A production class in which students receive credit for backstage and technical work in plays directed by faculty members and guest artists. May be repeated six times for credit. By audition or consent of instructor.

**310A Intermediate Dance Block (5) / Fall**

The Dance Block integrates the study of contemporary dance technique with the study of improvisation and anatomy for dancers. The safe and intelligent use of the body, the development of technical and improvisational skills, and artistry are emphasized. Prerequisites: THAR 210A and B, and consent of instructor.

**310B Intermediate Dance Block (5) / Spring**

Continuation of THAR 310A. Prerequisites: THAR 310A and consent of instructor.

**313 Lecture Series (1-3)****320A Intermediate Acting Block (5) / Fall**

First in a four-course sequence intended for acting concentration majors. In-depth actor training, integrating fundamental movement and vocal acting skills, text analysis, scene-study and character work. The four-semester sequence includes 1) physical theatre, 2) verse drama, 3) 20th century non-realistic drama, and 4) exploration of contemporary theatre. Prerequisite: THAR 120, 220A, 220B, 145A and 145B, and consent of instructor. Prerequisites: THAR 143A and B, THAR 144A and B, and THAR 244, and consent of instructor.

**320B Intermediate Drama Block (5) / Spring**

Continuation of THAR 320A. See description above. Prerequisite: THAR 320A ENGL 339 and consent of instructor.

**321A Intermediate Technical Block (2) / Fall**

Technical concentration students participate in foundations and script analysis portion of 320A acting block. Prerequisites: THAR 143A and B, THAR 144A and B, and THAR 244, and consent of instructor.

**321B Intermediate Technical Block (2) / Spring**

Technical concentration students participate in foundations and script analysis portion of 320B acting block. Prerequisites: THAR 143A and B, THAR 144A and B, and THAR 244, 321A, and consent of instructor.

**325 Audition for the Theatre (2) / Fall**

This course is designed to cover the practical aspects of auditioning for the theatre, including 1) selecting appropriate material, e.g., classic/modern, dramatic/comic, musical/revue, 2) preparing audition pieces, 3) giving a winning audition, 4) evaluating performance for future guidance and 5) resume and headshot needs. May be taken three times for credit.

**340 Choreography II (2) / Spring**

Further development of choreographic skills and artistry. Includes problems in group choreography and relationship to fundamentals of rhythm. May be taken three times for credit. Prerequisite: THAR 240.

**343 Scene Painting (2) / Spring**

The basics of layout techniques and painting of full-scale scenery will be realized by the class with hands-on painting of the SSU productions schedules for that semester. The course includes sections on being safe with toxic materials, and how to keep the environment green. Prerequisites: THAR 143, 144A and B.

**344A Design for the Stage (3) / Fall**

An advanced course examining design and rendering techniques for the stage. Students learn advanced drafting techniques. Class works as a team, with students assuming various design responsibilities for selected plays. Prerequisites: THAR 144A and B and consent of instructor.

**344B Design for the Stage (3) / Spring**

Continuation of THAR 344A. Prerequisites: THAR 144A and B, THAR 344A and consent of instructor.

**345 Choreography III (2) / Fall**

Further development of choreographic skills and artistry, including more extensive group choreography and relationship of movement to sound and music. May be taken three times for credit. Prerequisite: THAR 340.

**350 Directing Workshop (2) / Fall**

A workshop in directing scenes and compositions. Rehearsal and fundamental skills in composition, blocking, characterization, rhythm, style and script analysis are explored. Approaches of significant directors are examined. May be taken three times for credit. Prerequisites: all lower-division theatre major/minor requirements, or consent of instructor.

**355 Advanced Directing Workshop (2) / Spring**

An advanced workshop in composition, technique, and directed scenes or one-act plays that are rehearsed, presented, and critiqued as a means of reaching a final public performance. The course builds upon basic directing concepts and terms necessary for communication with actors and designers, while utilizing skills of research, text analysis and staging principles. Prerequisite: THAR 350 or consent of instructor.

**370A Early Plays: Evolution and Innovation (3) / Fall**

An examination of Western theatre from the Greeks to the Enlightenment. Plays are used as a basis for understanding how theatre reinvents itself to reflect social and historical currents. Emphasis on how dramatic literature and history can be interpreted and 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 102 or consent of instructor.

**370B Modern Plays: Evolution and Innovation (3) / Spring**

Continuation of THAR 370A. Seminar on dramatic literature from the late 19<sup>th</sup> Century to our own time. Continuation of THAR 370A. Prerequisites: THAR 103 or consent of instructor. May be taken out of sequence.

**371A History of Dance A (3) / Fall**

Survey of history of Western theatrical dance from ritual roots to 19th century Romantic and Classical ballet. Prerequisite: THAR 102 or consent of instructor.

**371B History of Dance B (3) / Spring**

Survey of history of theatrical dance in the 20th century, including global influences on most recent dance forms. Prerequisite: THAR 371A or consent of instructor.

**373 Dances of the World (3) / Fall**

An examination of dance as cultural expression primarily in non-Western, but not excluding, Western dance forms. This course will focus on ways in which dance flows across cultural boundaries, reflecting and creating culture. Satisfies upper-division GE, category C4.

**374 Theatre of the World (3) / Spring**

This course is an exploration of theatre traditions from around the world. Theatre is examined as the expression of specific cultures. Students learn how theatre practice transcends theatrical tradition, and influences theatre making in both Western and Eastern cultures. Required for general theatre degree majors. Satisfies UD C4 general elective requirement. Prerequisite: junior or senior standing.

**375 Contemporary Plays and Playwrights**

This class is an exciting and dynamic way to explore contemporary American playwrighting and its impact 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.

**380 Research (3)**

Development of research skills. May be used in practical application to a variety of projects for Theatre Arts productions. Students are encouraged to investigate topics of personal interest. The final research project may consist of an exploration of a particular era or phenomenon, or may be groundwork for a major creative project. May be taken three times for credit. Prerequisites: THAR 102 or 103, THAR 300 and THAR 370 and by contract with an instructor, specifying course expectations, work to be completed, regular schedule of contract hours, and assessment criteria.

**395 Community Involvement Program (1-4)****400 Theatre of Today (1)**

Survey of contemporary theatre, dance, and interdisciplinary performing arts. Includes subjects vital to the emerging artist such as career preparation guidance, resume writing, graduate school application, professional internships, and community theatre options. Prerequisites: THAR 300 or consent of instructor.

**401 Senior Project Ensemble Workshop (3) / Fall**

An upper division Theatre Arts student may petition the Theatre Arts faculty to do a Senior Project. Such a project is the culmination of the student's work, and may be an original work, a performance project, a research paper, a teaching project, or take some other form which represents and reflects the student's interests and accomplishments. The privilege of doing a Senior Project is awarded only to a student deemed exceptional by the department faculty. Students who participate in another student's Senior Project may enroll in THAR 480 to receive credit. Prerequisites: senior standing and recommendation by department faculty.

**410A Advanced Dance Block (5) / Fall**

A continuation of the work begun in 320A and B, with the focus on increasing technical and improvisational skill, and more refined perception of the structure and meaning of movement. Prerequisites: THAR 310A and 310B and consent of instructor.

**410B Advanced Dance Block (5) / Spring**

A continuation of 410A. Prerequisites: THAR 410A and consent of instructor.

# University Courses

## 420A Advanced Acting Block (5) / Fall

Continuation of THAR 320A and B. See description above. Further development and integration of acting skills, including a wider scope of theatrical styles and scripts from the world's dramatic literature. Emphasis is placed on strengthening connections between performer and ensemble and between performer and director. **Note:** Acting concentration students enroll for 5 units. Technical Theatre concentration students enroll for 2 units. Prerequisites: THAR 300, THAR 320A and B, and by consent of instructor. THAR 320 and THAR 420 are taught concurrently.

## 420B Advanced Acting Block (5) / Spring

Continuation of THAR 420A. See descriptions above: THAR 320A and THAR 420A. Prerequisites: THAR 420A, ENGL 339, and consent of instructor.

## 421A Advanced Technical Block (2) / Fall

Technical concentration students participate in foundations and script analysis portion of 420A acting block. Prerequisites: THAR 143A and B, THAR 144A and B, and THAR 244, 321A, 321B, and consent of instructor.

## 421B Advanced Technical Block (2) / Spring

Technical concentration students participate in foundations and script analysis portion of 420B acting block. Prerequisites: THAR 143A and B, THAR 144A and B, and THAR 244, 321A, 321B, 421A, and consent of instructor.

## 430 Special Topics (1-3)

Each semester a special topic in theatre arts is selected to introduce students to recent theory, research, and practice in the discipline. Consult *Schedule of Classes* for current topic and unit offering. May be taken two times for credit.

## 444 History of Ornament (2)

Form and function of props, furniture, and architectural structures produced by humankind through the ages. Examination of ways in which decorations, style, and uses of these objects has 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.

## 460 Drama for Children (2) / Spring

Developing skills and resources for working with children, including creative dramatics, mime, storytelling, and scripted drama. Practical experience in working with children will be gained through master teacher observation and student teaching. May be taken three times for credit.

## 463 Theatre Management (3) / Fall

The study of scheduling, promotion, ticketing, house and stage management, booking, budgeting, and marketing theatrical productions. Practical application is gained by participation in the evening performances of the Center for Performing Arts.

## 470. Dance for Children (2) / Spring

Developing resources and skills for working with children in creative movement. Class includes participation in rhythmic activities and movement exploration, with observation and student teaching of children's dance classes. May be taken three times for credit.

## 480 Coordinated Projects (1-3)

Involvement in on- and off-campus dance or drama projects with student directors, actors, designers and/or technicians, and under faculty supervision. May be repeated six times for Cr/NC only. Prerequisite: consent of faculty supervisor.

## 490 Theatre Practicum (1-3)

The use and development of a theatre skill such as acting, dancing, design, light, set or costume construction, in a commercial environment where the evaluation of the work is under professional rather than faculty supervision. May be taken four times for Cr/NC only. Prerequisite: consent of faculty advisor.

## 495 Special Studies (1-4)

Individualized studies in topics beyond the scope of the regular curriculum. Contract with an instructor, specifying course expectations, work to be completed, regular schedule of contact hours, and assessment criteria. Prerequisite: consent of faculty advisor.

## 499 Internship: Theatre Management (1-4)

The student will gain practical experience in various management areas of theatre. Individual internships may include public relations, publicity, programming, scheduling, box office management, funding, sales, budgeting. The unit value will be determined by each internship. May be taken three times for Cr/NC only.

University courses address several student needs. Usually cross-listed through other departments on campus, the courses develop essential skills for study and work. Many courses listed below help students make intelligent choices, to relate career goals to academic goals, and to develop analytical skills for academic and career interests.

## UNIV 100 3-1-3 Seminar (2)

This course uses lecture and active learning strategies to orient students to the University. Through it, students can ease their transition to college and become familiar with campus resources and information systems. Students will explore their values, skills, interests, and the undertaking of the personal strategies necessary to formulate career paths. Prerequisite: permission of instructor. Cr/NC only.

## UNIV 102 Freshman Seminar (2)

This course uses lecture and active learning strategies to orient students to the University. Students can ease their transition to college, develop computer competencies, become familiar with campus information systems, explore possible majors and career direction, gain education on issues such as sexism and sexual harassment, and become familiar with campus resources. This course is strongly recommended for first-semester freshmen.

## UNIV 103 Learning Strategies (3)

An academic success course that introduces the student to a variety of study skills and learning strategies to help maximize learning potential and academic performance.

## UNIV 103A Learning Strategies: Mathematical Thinking (1)

An academic success course that explores mathematical thinking, problem solving, and personal and cultural approaches to mathematics. Suitable for all students who have not yet passed a GE math course. Cr/NC only.

## UNIV 103B Learning Strategies: Study Skills (1)

An academic success course that provides in-depth study skills information and practice, including effective time management, test taking, textbook reading, stress management and memory techniques. Cr/NC only.

## UNIV 103C Learning Strategies: Writing (1)

An academic success course that reviews strategies, skills, and habits that lead to improved academic writing. Cr/NC only.

## UNIV 103D Learning Strategies: Academic Reading (1)

An academic success course that introduces strategies to aid comprehension and retention of academic reading skills required across the university disciplines.

## 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. Corequisite: enrollment in designated GE course.

## UNIV 237 Career Life Planning (1-2)

Offers students an opportunity to explore and discover their values, skills, interests, lifestyle preferences, and the undertaking of the personal strategies necessary to formulate career paths and alternatives.

## UNIV 238A Foundations of Leadership Skills (2)

This course examines the basic concept of leadership and the elements that comprise its practice in today's society. Through theory, discussion and experiential learning, the course provides the foundational knowledge required for actual leadership opportunities on campus and future employment in the work world. Topics include historical and modern views on leadership; the relationship between service, followership and leadership; motivation; environmental effects on leadership; and ethics and power. Concurrent enrollment in UNIV 238B is required.

## UNIV 238B Leadership Skills Lab (2)

This lab is composed of a series of in-depth workshops on topics related to the practice of leadership. Emphasis is given to experiential learning, specialized knowledge and the development of practical skills requisite to the good practice of leadership. This lab allows students to individualize their leadership skills development according to their interests. Workshop areas include conflict resolution; diversity; facilitating groups; multimedia literacy; responding to sexual assault; peer helping skills; event planning and programming; and many others. Concurrent enrollment in UNIV 238A strongly recommended. Cr/NC only.

## UNIV 292 Library and Information Research (1-3)

Designed to teach information research skills: how to assess the need for information, how to construct effective search strategies, how to retrieve information, and how to evaluate sources critically. Includes online research practice. Separate sections may focus on specific disciplines: social sciences, humanities, sciences and business, and may be cross-listed when appropriate.

## UNIV 301 War and Peace Lecture Series (3)

Students attend the public War and Peace Lecture Series and meet in discussion groups weekly to address a broad range of issues relating to the problem of war and prospects for peace. Lecturers represent diverse disciplines — e.g., economics, physics, peace studies, political science, sociology — and institutions. Discussion sessions synthesize material presented in lectures and outside readings and elicit students' personal responses to the issues raised. Reading and writing assignments required. Satisfies GE, category C3 (Ethics and Values).

### UNIV 310 Portfolio Workshop (3)

A mentoring seminar for students re-entering higher education. This orientation course has as its primary goal the connecting of past experiences with present academic opportunities through an academic plan for graduation. Course activities include discussion of learning theory, completion of learning styles inventories, introduction to educational uses of information resources and technology, and the compiling of a portfolio, including an expanded resumé, an intellectual autobiography, two learning essays and an individual academic plan. On instructor recommendation, portfolios may be evaluated for degree credit for prior learning through the Faculty Evaluated Prior Learning Program. Prerequisites: completion of GE areas A2 and A3.

### UNIV 375 Study Abroad (12)

Academic programs in institutions outside the country. Enrollment is by permission of the Office of International Programs. Cr/NC only.

# Women's and Gender Studies

## Programs offered

**Major in Women's and Gender Studies**  
**Minor in Women's and Gender Studies**  
**Career Minor in Women's Health**

## Department Office

Rachel Carson Hall 18  
707 664-2840  
[www.sonoma.edu/womenstudies](http://www.sonoma.edu/womenstudies)

## Department Chair

Cindy Stearns

## Administrative Coordinator

Sally Tomlinson

## Faculty

Myrna Goodman, Velma Guillory Taylor, Barbara Lesch McCaffry, Cindy Stearns, \*E. Kay Trimberger, Charlene Tung, \*David Walls

\*Faculty Early Retirement Program

Women's and Gender Studies is an interdisciplinary major that examines the experiences and opportunities of women and men in relation to race, ethnicity, class, and sexuality. WGS places gender in specific cultural and historical contexts in relation to families, communities, and nations. In addition, feminist scholarship in recent years has inspired a vast array of work on those who identify as gay, lesbian, bisexual or transgendered. Uniting inquiry in Women's and Gender Studies is the effort to understand and explain the inequalities between and among men and women and to envision change.

The Women's and Gender Studies Department allows students to engage in both classroom and community work. In addition to building skills through coursework in social science research methods, feminist theory, and a substantial original research project, students are also required to complete at least four units of internship in a community organization. These combined experiences provide Women's and Gender Studies students with an opportunity to apply the theories and methods discussed in the classroom, and importantly, develop diverse skills for the job market.

Women's and Gender Studies graduates hold tools – knowledge of gender issues, critical thinking skills and breadth of perspective – that public service organizations, private industry, government, and graduate schools want and need. The Women's and Gender Studies major or minor provides excellent preparation for students going into teaching, counseling, social work, public relations, public policy and management, advocacy work, and other fields. WGS graduates also pursue advanced degrees in education, law, public policy, history, psychology, sociology, and other areas.

The Women's and Gender Studies department participates in conferences and offers courses and internships on gender issues in education. We also participate in a teacher preparation program that certifies the subject matter competence in social studies required for entry into a teaching credential program and exempts the student from taking the Praxis II Subject Assessment Examination in the social sciences.

## Major in Women's and Gender Studies

The major is an interdisciplinary curriculum which explores the nature and function of gender socialization, gender roles, and gender stratification. This includes contemporary, historical and cross-cultural examinations of the impact of gender on the division of labor, the social construction of intimacy, sexuality and family, mechanisms of governmental and social control, the content and conduct of academic research and teaching and the interacting systems of racial, ethnic, and class stratification. Women's and Gender Studies also focuses on how ideological conceptions of masculinity and femininity shape human development.

The Women's and Gender Studies major is constructed to encourage students to double-major or to minor in another discipline. The major has three components:

1. An interdisciplinary core of 20 units that exposes students to feminist theory and research about women and gender.
2. A disciplinary concentration of 16 units that exposes students to how gender analysis has developed within, and influenced, a specific discipline.
3. Skills application in education or human services through a total of 8 units of course work and internships in organizations or in teaching.

## Bachelor of Arts in Women's and Gender Studies

Degree Requirements	units
General education .....	51
Major core requirements .....	44
Electives .....	25
<b>Total units needed for graduation .....</b>	<b>120</b>

## I. Core Requirements

WGS 280	Women's Bodies: Health and Image or	
WGS 285	Men's Health, Men's Lives or	
WGS 350	Gender, Sexuality and Family	3
WGS 375	Gender, Race and Class (cross-listed as AMCS 420)	3
WGS 425	Feminist Research Methods	4
WGS 475	Contemporary Feminist Thought	3
WGS 485	Senior Seminar	3
Electives		4
Any combination of courses from women's and gender studies and/or other departments that focus on gender issues. These courses must be in addition to those taken to fulfill II and III below.		
<b>Total core units</b>		<b>20</b>

## II. Disciplinary Concentration

Students must specialize in one discipline (defined as any recognized major or minor in the University) by completing 16 units of course work in that area as follows:

1. A course on women, men, or gender (3-4 units). Examples: Sociology of Gender, Women Writers, Gender and Archaeology, or Women in U.S. History;
2. An introductory (3-4 units) course in the discipline (may be lower or upper division); and
3. Additional upper-division courses (8-10 units) in the discipline, chosen in consultation with a women's and gender studies advisor.

**Total disciplinary units** ..... 16

## III. Skills Application in Education or Human Services

WGS 490	Gender, Work and Organization	4
WGS 395/499	CIP/Internships	4

Internships must be completed in an appropriate community organization or an organization concerned with gender change. Examples: Commission on the Status of Women, Women's Resource Center, National Women's History Project, Men Evolving Non-Violently.

**Total skills application units** ..... 8

**Total units necessary for major** ..... 44

## Minor in Women's and Gender Studies

The minor in Women's and Gender Studies is an interdisciplinary curriculum that applies feminist perspectives to the study of women and men. It draws upon both courses offered through the women's and gender studies department (e.g., WGS 350) and courses on women offered through various departments on a regular and occasional "Special Topics" basis. The minor is composed of 9 units of core courses and at least 7 units of supporting courses, for a minimum total of 16 units. At least 13 of these units must be upper division.

### Minor Core Requirements

The core courses provide an organized framework for understanding women's and men's lives and experience individually, within cultural groups and from a societal perspective. It is recommended that students enroll in the core courses in the following order:

WGS 280	Women's Bodies: Health and Image or	
WGS 285	Men's Health, Men's Lives or	
WGS 350	Gender, Sexuality and Family	3

WGS 375/AMCS 420	Race, Sex, and Class	3
WGS 475	Contemporary Feminist Thought	3

### Minor Supporting Courses (7 units)

Minors in women's and gender studies must complete at least two courses from at least two of the following categories for a total of 7 units.

**Note:** Courses on women and gender offered in other departments can fulfill these requirements.

- I. Women and Gender in American Society
- II. Women and Gender in the Humanities
- III. Biological and Psychological Perspective on Women or Gender
- IV. Women or Gender in International and Cross-Cultural Perspective
- V. Special Topics on Women or Gender

Please come to the Women's and Gender Studies Department office (664-2840), Rachel Carson 18 for further information and for current offerings or call Charlene Tung 664-2086 or Cindy Stearns 664-2708.

**Total units in supporting courses** ..... 7

**Total units in the minor** ..... 16

## Career Minor in Women's Health

Women's health is a large and growing area of research and policy interest in the United States. The curriculum is organized toward enhancing students' opportunities for employment in health care and other settings. It is a highly suitable program for those interested in pursuing careers as nurses, physicians, counselors, therapists, public health workers, research analysts and policy makers, and in a variety of other fields.

The career minor in women's health provides students with interdisciplinary course work, training, and work experience in the politics, practice, and experience of women's health. Career needs of both health care providers and liberal arts and sciences majors are addressed.

### Program Advisor

Cindy Stearns, Women's and Gender Studies  
Rachel Carson Hall 32, 707 664-2708/2840

### Minor Core Requirements (6 units)

WGS 280	Women's Bodies: Health and Image	3
NURS 480	Health, Sexuality and Society or	
WGS 350	Gender, Sexuality and Family	3

### Practical Application (3-4 units)

WGS 499	Internship in Women's Health Setting (4) or	
NURS 425	Senior Clinical Study (3)	3-4

### Electives (10-11 units)

All electives must be health (including mental health) related. When the health course does not explicitly deal with women's health, students are expected to do their term papers and projects on women's health issues and to be prepared to share these course materials with the program coordinator.

### Suggested Electives

AMCS 432	Health and Culture	3
GEOG 396	Medical Geography	3
GERN 300	Basic Gerontology	3
NURS 340	Health and Illness in the Expanding Family	4
NURS 360	Community Health Nursing	3
PSY 404	Psychology of Women	4
PSY 408	Transitions in Adult Development	4
PSY 454	Biofeedback and Somatic Psychology	4
SOCI 452	Health Care and Illness (crosslisted as GERN 452)	4
WGS 301	Women's Health Lecture Series	1-2
WGS/NURS 495	Special Study Research on Women's Health	1-4

**Total units required in the minor** ..... 20

For more information call Cindy Stearns (707) 664-2708 or come to the Women's and Gender Studies Department office in Rachel Carson 18.

## Sample Four-Year Plan for Women's and Gender Studies Major

Plan to complete the major (44 units) and graduate (120 units) in eight semesters starting in the freshman year. This major is organized to facilitate a double major or minor in another discipline. Hence 20 units of the major can be counted toward the double major. (e.g., all the disciplinary concentration and 4 additional units can be counted for both majors).

### Freshman Year: 30 units

<b>Fall Semester (15 units)</b>		<b>Spring Semester (15 units)</b>	
GE (3), GE (3)		GE (3), GE (3)	
GE (3), GE (3), GE (3)		GE (3), GE (3), GE (3)	

### Sophomore Year: 30 units

<b>Fall Semester (16 units)</b>		<b>Spring Semester (14 units)</b>	
WGS 280 (GE) (3) or		WGS elective (3)	
WGS 285 (3)		Disciplinary course (4)	
Lower-division course in		GE (3)	
disciplinary concentration (4)		Electives (4)	
GE (3)			
Electives (6)			

### Junior Year: 30 units

<b>Fall Semester (17 units)</b>		<b>Spring Semester (13 units)</b>	
WGS 375 (3)		WGS 490 (4) and WGS 499 (2)	
Gender course in disciplinary		Disciplinary course needed for	
concentration (4)		20-unit minor (4)	
WGS 350 (3)		Upper-division GE (3)	
Disciplinary course needed to			
complete a minor (4)			
Upper-division GE (3)			

### Senior Year: 30 units

<b>Fall Semester (17 units)</b>		<b>Spring Semester (13 units)</b>	
WGS 425 (4)		WGS 485 (3)	
WGS 475 (3)		WGS 499 (2)	
Electives (10)		Electives (8)	

**Total semester units: 120**

## Sample Four-Semester Plan for Women's and Gender Studies Major

Plan for transfer students and those who declare a major in women's and gender studies at the start of their junior year. (This plan assumes the student has completed 62 units toward graduation and all lower-division GE.) This plan is organized to facilitate a minor in another discipline.

### Junior Year: 29 units

<b>Fall Semester (14 units)</b>		<b>Spring Semester (15 units)</b>	
WGS 350 (3)		WGS 375 (3)	
WGS Elective (3)		WGS 490 (4) and WGS 499 (2)	
Gender course in disciplinary		Disciplinary course (4)	
concentration (4)		Upper-division GE (3)	
Course in disciplinary			
concentration (4)			

### Senior Year: 30-32 units

<b>Fall Semester (15 units)</b>		<b>Spring Semester (14 units)</b>	
WGS 425 (4)		WGS 485 (3)	
WGS 475 (3)		WGS 499 (2)	
Disciplinary course (4)		WGS elective (3)	
Course to complete the		Upper-division GE (3)	
minor in a discipline (4)		Electives (3)	

**Total semester units: 120**

## Women's and Gender Studies Courses (WGS)

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

### 280 Women's Bodies: Health and Image (3)

Fall, Spring

This course examines research and theory about the health and body image concerns of women throughout the life cycle. This includes the gender politics of medical research, mental health, body image, reproductive health and chronic illness. Students will be exposed to current theoretical work and writing about the body in society, including weight and appearance issues for women across race and social class. Students will develop the skills necessary to become better consumers of health information, including training in how to evaluate the quality of medical and health information available on the World Wide Web. Satisfies GE, category E.

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

Fall, Spring

The purpose of this course is to examine men's mental and physical health within the larger context of men's lives. A multidisciplinary perspective will be used to explore how various populations of men experience health, disease and disability, the social sources of health and illness, and men's body image concerns. In addition, this course will develop an understanding of various theories of manhood or masculinity, and explore how men's participation in various activities – including relationships, family, fatherhood, sports, crime, and violence – influence their health and well-being. Satisfies GE, category E.

**301 Feminist Lecture Series (1-2) / Fall, Spring**

A weekly lecture series (or occasional workshops) offering presentations and discussions of current issues from feminist perspectives. There is usually a semester-long focus on a particular topic, such as women's health. The lectures are open to the community. May be repeated for credit.

**311 Special Issues in Women and Gender Studies (1-4)**

A variable-topics seminar focusing upon intensive study of specific topics in WGS. Examples of topics include peer education, global feminism, queer lives, and service learning. May be repeated for credit.

**330 Psychology of Women (3-4)**

An exploration of the psychology of women, with attention to issues of power and conflict, intimacy and dependence, special concerns in therapy for women, and the impact of race, class, ethnicity and sexual preference on women's psychological development. Cross-listed as PSY 404.

**350 Gender, Sexuality and Family (3) / Fall, Spring**

An exploration of changing ideals and practices of gender, sexuality, and family life in the United States, drawing especially on recent feminist scholarship. Topics for reading and discussion will focus on both women and men. Fulfills upper-division GE, category E (The Integrated Person). Prerequisites: ENGL 101 or PHIL 101; and one course in sociology, psychology, American history or women's studies; or consent of the instructor.

**365 Women's History and Women's Activism (3)**

This course will take an activist-historical perspective on the history of American women. The course will review historical figures and trends and the history of feminist activism, especially concerning writing women into history and the struggles for equality beginning with the Seneca Falls Convention in 1848.

**375 Gender, Race and Class (3) / Fall, Spring**

An overview of the interaction of race, gender, and class oppression and resistance in the historical and contemporary experience of Native American, Asian American, African American and Latino/Chicano women and men. The course seeks to enhance understanding of how racism, sexism, and classism function in the political, social and economic systems of the United States. Students will have an opportunity to acquire knowledge of how race, gender and class function and intersect with other issues. Crosslisted as AMCS 420. Satisfies GE, category D1 (Individual and Society).

**380 Gender and Social Movements (3)**

Social movements organized around gender issues and identities are significant sources of social change in modern societies. This course analyzes the structure and dynamics of social movements based on gender, with attention to the roles or organizations, resources, leadership, recruitment, commitment, values, ideology, political culture and countermovements. Case studies will emphasize the women's suffrage movement, the women's peace movement, the feminist movement that began in the 1960s as well as its offshoots and countermovements, the gay and lesbian rights movement, and recent men's movements. Cross-listed as SOCI 497.

**395 Community Involvement Program (1-4)**

The purpose of CIP is to encourage student involvement in the community. Projects sponsored by women's and gender studies focus upon women's needs and organizations. Cr/NC only.

**399 Student-Instructed Course (1-4)**

An introductory or advanced course designed by a senior or graduate student and taught under the supervision of faculty sponsor(s). Consult the women's and gender studies flyer for the current semester for descriptions of course offerings. Cr/NC only.

**425 Feminist Research Methods (4) / Fall**

A feminist critique of traditional methods of constructing knowledge and research practices and a discussion of gender-inclusive research strategies. Students will be given instruction in library and electronic information retrieval and in grant writing for research funding. Students will design, execute, and report on a research project.

**475 Contemporary Feminist Thought (3) / Fall**

An overview of the development of feminist thought since World War II in relation to the historical and social conditions of women and men, and to the development of the women's movement, men's movement, and gay and lesbian movements. An exploration of the current controversies about how we conceptualize gender difference. The aim of the intellectual work in this course is not only to increase our knowledge, but to enhance our ability to reason theoretically and to link theory with our practice to end gender inequality. Prerequisite: WGS 280, WGS 285, WGS 350, or WGS 375 or consent of the instructor.

**485 Senior Seminar (3) / Spring**

This course provides an opportunity for advanced study on a special issue each time it is offered, including such topics as health, family, and work. The special topic will be explored in seminar format. Students will write research papers or design organizational or advocacy programming. This course should be taken during the student's senior year. Prerequisites: WGS 280, WGS 285, WGS 350, WGS 375, or consent of the instructor.

**490 Gender, Work and Organization (4)  
Spring**

A review and critical evaluation of research on gender, work, and organization. Topics include gender differences in earnings, advancement and career selection, bureaucratic and alternative forms of work organization, balancing work and family demands, and practical and policy solutions for gendered problems men and women face in the workplace.

**492 Syllabus Design (1) / Fall, Spring**

Students work on an individual basis with a faculty member to develop reading materials, lecture and discussion topics, and assignments appropriate to the teaching of a specific student-taught course in women's and gender studies. Student-taught courses must be approved by the chair, and students must follow established procedural guidelines for teaching in the women's and gender studies program. Most student teachers are required to take WGS 492 before teaching, and WGS 493 while teaching.

**493 Teaching Supervision (1) / Fall, Spring**

In order to continue professional skill development in the teaching of adults, students enroll in WGS 499 in order to instruct a student-taught class in Women's and Gender Studies. Students acting as teaching assistants in the University or teaching adults in a community context may also enroll in this course. Prerequisite: WGS 492; corequisite: WGS 499, or consent of instructor.

**495 Special Studies (1-4)**

Upper-division students may elect to do an independent research or action project under the direction of a women's and gender studies faculty member.

**499 Internship (1-4)**

Supervised training and experience for advanced students in community agencies concerned with women's and men's issues and gender change. Student teaching of a student-taught university course is another form of internship. At present we offer credit (and not a grade) for student teaching and off-campus projects. Special contracts are required and are obtainable either in the department office or the Center for Field Experience. Internships may be paid.

**Graduate Courses****500 Seminar in Feminist Theory and Research in the Social Sciences (3) / Spring**

A survey of feminist critiques of social science theory and research in various disciplines (depending on student interest) — anthropology, history, political science, psychology, and sociology. A survey of feminist attempts to reformulate and transform social science theory and methods, including debates and disagreements among feminist scholars. Requirements will include an individual research project and analysis. Prerequisite: at least one course in a social science and at least one course that focuses on women or gender (course may be at graduate or undergraduate level).

# Academic Centers, Institutes and Projects

## Anthropological Studies Center

Anthropology Building  
707 664-2381  
Fax: 707 664-4155  
[www.sonoma.edu/projects/asc](http://www.sonoma.edu/projects/asc)  
e-mail: [asc@sonoma.edu](mailto:asc@sonoma.edu)

**Director**  
Adrian Praetzelis

The Anthropological Studies Center undertakes activities that benefit the students of Sonoma State University, scholarship in the field of historic preservation, and the community at large.

The center fulfills its mission in education, research and public service by creating the opportunity for SSU students to learn real-world skills in historic preservation through the center's professional apprenticeship program; maintaining an Archaeological Collections Facility in which hundreds of thousands of artifacts are available for students and scholars to study; providing technical analyses to scholars and students alike through the Obsidian Hydration Laboratory; and by operating an Office of Interpretive and Outreach Services that provides the public with information about archaeology and historic preservation.

Since 1977, non-governmental organizations and state and federal agencies have awarded ASC more than \$35 million in grants and contracts. The center, which maintains more than 5,000 square feet of laboratory and administrative office space, has a staff of 30 salaried professional and employees and many part-time student employees. In 1999, ASC was awarded the Governor's Award for Historic Preservation by Governor Davis.

## California Foreign Language Project of the Redwood Area

Rachel Carson Hall 10A  
707 664-2409  
Fax: 707 664-2505

**Directors**  
Miriam Hutchins and Alice Bartholomew  
e-mail: [miriam.hutchins@sonoma.edu](mailto:miriam.hutchins@sonoma.edu)

The California Foreign Language Project of the Redwood Area is a grant-funded, state-wide subject-matter project providing curricular resources in foreign language to the University and K-12 educational community. The project offers workshops, seminars, lectures and summer institutes that promote the development of teachers' linguistic competence and awareness of cultural norms in the target language. The resource center and project programs are also open to student teachers.

## California Institute on Human Services

Foundation Center, Building 200  
707 664-2416  
[www.sonoma.edu/cihs/](http://www.sonoma.edu/cihs/)  
e-mail: [cihsweb@sonoma.edu](mailto:cihsweb@sonoma.edu)

**Director**  
Tony Apolloni

The California Institute on Human Services develops and administers a variety of human services programs funded by grants and contracts with governmental agencies and foundations. CIHS was founded at the University in 1979 to act as a catalyst for applying research knowledge toward solving "real world" problems. Over the years, its work in the areas of early child care and education, special education, family violence and child abuse prevention, reforming America's high schools, vocational education, and curriculum development has earned it a national reputation for excellence and innovation.

The education, child development, and social science professionals and staff that work

at CIHS possess special expertise and experience in the delivery of professional development training and technical assistance programs, in-service learning, the design and preparation of research-based written and video program materials, assessment systems, and the latest developments in computerized distance learning. CIHS is committed to work that reduces barriers to learning and opportunity, and promotes a healthier and better quality of life for all individuals throughout the United States.

## California Reading and Literature Project

Rachel Carson Hall 19  
707 664-2257  
Fax 707 664-4330

**Co-Directors**  
Kathy Harris and Julie Hermosillo  
e-mail: [kathy.harris@sonoma.edu](mailto:kathy.harris@sonoma.edu)

The California Reading and Literature Project (CRLP) is one of the several subject matter projects administered by the University of California in concurrence with the superintendent of public instruction and the chancellor of the California State University. The mission of the CRLP is to help ensure that every California student achieves the highest standards of performance in reading and language arts through support for teacher leadership and by providing continuing professional development opportunities for teachers of reading and literature, including expository texts, in K-12 and university classrooms.

The site office at Sonoma State University administers programs for educators from Marin County to the Oregon border. Teachers working in grades K-university are invited to participate in the many professional development opportunities offered by the California Reading and Literature Project, including the Governor's Reading Professional Development Institutes, university based courses and institutes, and site based staff development. The chief focus of the project is the improvement of student achievement against state standards, with

a special focus on underperforming schools. In all CRLP programs teachers participate in the examination of best classroom practice in the teaching of reading and literature, as well as recognition of the multifaceted roles in which teachers are engaged themselves as readers, facilitators of learning, researchers, and professionals.

## Center for Management and Business Research

Stevenson Hall 2042  
707 664-2377

The Center for Management and Business Research serves as a bridge between the institution and the external community, and provides the business community with an opportunity to upgrade existing skills, to gain new knowledge, and to increase productivity. The center also serves as a repository of a comprehensive economic database useful to decision makers in the North Bay.

## Center for Economic Education

**Director**  
Stephen D. Lewis  
Stevenson Hall 2026-O  
707 664-2377

The Center for Economic Education provides school teachers and the general public in the service area with a variety of educational materials. The center also conducts workshops for high school economics teachers as required by Senate Bill 1213.

## Institute for Small Business Development

**Director**  
Armand Gilinsky  
707 664-2709  
e-mail: [armand.gilinsky@sonoma.edu](mailto:armand.gilinsky@sonoma.edu)

The institute works with small businesses that meet specific requirements for field work for small business students.

## Center for Regional Economic Analysis

Stevenson Hall 2042  
707 664-4256

**Director**  
Robert Eyler  
[eyler@sonoma.edu](mailto:eyler@sonoma.edu)

The Center of Regional Economic Analysis (CREA) at SSU provides first-rate research, data, and analysis for local industry and governments. Its mission is to produce and dis-

seminate new information in the general area of economic research, and in the specific areas of business economics, economic development, regional economics, and fiscal policy. The CREA serves the business community, federal, state and local governments, individuals and SSU. A special emphasis is placed on businesses in technological and agricultural fields as well as governments in the SSU service area.

## Center for Teaching and Professional Development

Nichols Hall 134  
707 664-2448  
[www.sonoma.edu/ctpd/](http://www.sonoma.edu/ctpd/)

**Director**  
Thomas F. Nolan  
707 664-2830  
e-mail: [thomas.nolan@sonoma.edu](mailto:thomas.nolan@sonoma.edu)

The Center for Teaching and Professional Development is funded from the budget for academic programs and is developed by university faculty to support professional development, especially excellence in teaching. It is operated by two half-time faculty and a staff person and provides a variety of services.

Workshops and programs are designed to support faculty in the use of instructional technology, innovative curriculum development, classroom management and professional development. Workshops have highlighted collaborative learning, computer-mediated instruction, teaching traditional-age students, recognizing gender bias, developing and maintaining scholarly and professional writing skills, and situational leadership for department chairs. Center staff consult with faculty one-on-one and in groups to develop effective tools and strategies for the enhancement of teaching. Professional staff are also available for making classroom visits to provide feedback on teaching. The center directs the orientation process for new faculty during their first years at the university and is a clearinghouse for dissemination of professional literature and information to faculty.

## Center for the Study of the Holocaust

Stevenson Hall 2084-K  
707 664-4076  
e-mail: [centerh@sonoma.edu](mailto:centerh@sonoma.edu)

**Director**  
Myrna Goodman

The Center for the Study of the Holocaust expands student and community awareness of the Jewish Holocaust of World War II and its continuing importance. Through its annual spring semester lecture series — now in its 17th year and the focus of a GE course option, SSU 305 Perspectives on the Holocaust and Genocide — teacher training seminars, support of commemorative events, collection and cataloging of books, videos and other descriptive materials, and presentation of artistic and historical exhibits, the center offers access to Holocaust topics across a broad range of thematic and disciplinary approaches.

In collaboration with the School of Education, a model program is being designed to provide secondary school credential candidates in social studies with the best possible training to teach school children about the Holocaust, as mandated by the California state legislature.

From its inception, the center has worked closely with the Santa Rosa-based Alliance for the Study of the Holocaust. Members of this group help design each year's lecture series and raise funds for honoraria, exhibits, and logistical support for the center.

## Community Counseling Project

Stevenson Hall 1001  
707 664-2648

**Director**  
Mark Doolittle  
e-mail: [mark.doolittle@sonoma.edu](mailto:mark.doolittle@sonoma.edu)

Under sponsorship of the Counseling Department and the California Institute of Human Services, the Project's goals are:

- 1) To create links between the University and the community that provide direct, practical services for the less fortunate and less advantaged members of our community.
- 2) Through the on-campus Community Counseling Clinic and Outreach Programs, to provide high quality, low-cost services to the children, families, and communities in the service area of SSU.

3) To support and develop collaborative programs with businesses, agencies, schools, and foundations that create innovative solutions for the social, family, and personal problems facing individuals and families in our community.

4) To sponsor and support the development of on-campus collaborations between SSU departments and centers which serve the goals of community service, increased training options and expanded research opportunities which enhance the educational and career opportunities of Sonoma State University students.

### Entrepreneurship Center

Stevenson 2019  
707 664-2709

#### Director

Armand Gilinsky  
e-mail: armand.gilinsky@sonoma.edu

The Entrepreneurship Center is a new initiative undertaken to address the educational needs of existing and aspiring entrepreneurs in our six-county service area. The center leverages support of the SSU School of Business and Economics and seed money provided by the Codding Foundation and other local sponsors. The center is in the process of forming an Advisory Board. The center hosts monthly breakfast briefings by successful local entrepreneurs for small and family-owned businesses and non-profits at a nominal cost.

### Fairfield Osborn Preserve

6543 Lichau Road  
Penngrove, CA 94951  
707 795-5069  
[www.sonoma.edu/org/preserve](http://www.sonoma.edu/org/preserve)  
e-mail: fairfield.osborn@sonoma.edu

#### Site Manger and Education Coordinator

Julia E. Clothier

#### Faculty Preserve Director

Nathan E. Rank

Named in honor of the pioneer ecologist Fairfield Osborn, the Preserve was donated to The Nature Conservancy by the Roth family in 1972. Owned and managed by SSU since 1998, Fairfield Osborn Preserve is dedicated to protecting and restoring natural communities and fostering ecological understanding through education and research. The preserve offers SSU students the opportunity to deepen their educational ex-

perience to include field research and community-based environmental service learning.

Located on the western slope of the interior Coast Range mountains, the preserve harbors a great diversity of natural communities on its 221 acres — oak woodland, freshwater marsh, upland vernal pool, riparian woodland, chaparral, evergreen forest, native grassland, and pond. This combination of aquatic and terrestrial habitats makes the preserve an important refuge for wildlife, including raptors and neo-tropical migratory birds, rare and endangered amphibians, and uncommon reptiles and mammals. To protect the biological integrity of the preserve, the safety of visitors, and on-going research projects, the preserve is open for guided hikes only.

The preserve's environmental education program, offered to regional elementary school classes, is among the largest and longest running in Northern California. Thousands of elementary school children learn about nature each year by participating in this program. The preserve offers public tours and a series of field workshops led by local experts on the biology and geology of the region.

### Geographic Information Center

Stevenson Hall 3060  
707 664-2194  
Fax: 707 664-3920  
[www.sonoma.edu/gic/](http://www.sonoma.edu/gic/)

#### Director

Ross Meentemeyer  
e-mail: ross.meentemeyer@sonoma.edu

The center promotes and fosters the use of geographic information systems (GIS) technology in education and research at SSU and the surrounding region. The center seeks to stimulate interdisciplinary collaboration among faculty, students, and other groups who can benefit from using geographical information and spatial analysis. The center accomplishes this mission by providing shared hardware and software resources; data archives and access; consulting services; community outreach; and courses for GIS education. Housed in the Department of Geography, several courses provide a solid foundation in geographic information science, as well as hands-on experience using GIS analytical tools. The center is dedicated to fostering student participation in funded research projects and community service. Student research assistants and interns are an integral component of the center's productivity.

Projects at the center have recently focused on efforts such as developing geographical models to predict the spread of Sudden Oak Death; using high-resolution aircraft imagery for natural resource assessment of regional state parks; modeling spatial patterns in the abundance of invasive weeds; mapping habitat suitability for the endangered Point Arena mountain beaver; and mapping road and property parcels using aircraft imagery.

The center has a resident systems administrator and well-equipped instructional and research computer labs for GIS analysis, image processing, and digital cartography. The center also operates a base station for the global positioning system (GPS) and maintains ten GPS mobile receiver units. Complementing this technology, the center also houses extensive collections of maps, aerial photographs and remotely sensed imagery, and one of the most complete historical weather libraries in California. A real-time weather station provides students and the community with current weather data to complement historical resources.

### Hutchins Center for Interdisciplinary Learning

Rachel Carson Hall 51  
707 664-3185

#### Director

Francisco H. Vázquez  
e-mail: francisco.vazquez@sonoma.edu

The Hutchins Center for Interdisciplinary Learning is primarily directed toward the off-campus community. It grew out of the thirty years of work by the Hutchins School faculty to develop a variety of innovative techniques and practices for learning and teaching, culminating in the creation of learning communities and fostering a desire for life-long learning.

In keeping with this philosophy, the Hutchins Center sponsors the following programs:

- A Liberal Studies Degree Completion program featuring Saturday seminars and weekly on-line discussions. Students remain in the same cohort for four semester in the interests of creating a vibrant learning community.
- Action for A Viable Future, a Master's program that emphasizes ecological issues, economic and social justice issues, and the moral and psychological dimensions of change;

- The Student Congress, a high school-based project that promotes socratic seminars among under served high school students;

- The California Learning Consortium, a statewide effort to enhance understanding and use of interdisciplinary teaching techniques in California community colleges;

- the California Learning Community Consortium; and

- The Association of Hutchins Alumni (AHA), a network of individuals interested in life-long learning, featuring occasional seminar reunions and the Alumni Book Club.

The Hutchins Center is also engaged in writing proposals to fund activities that are in keeping with its mission. Current efforts focus on migrant education; collaboration between K-12 and post secondary institutions; and civic engagement of youth in our community.

### Institute for Community Planning Assistance

Rachel Carson Hall 20-A  
707 664-4105/3145  
Fax: 707 664-4202

#### Director

Thomas Jacobson  
e-mail: tom.jacobson@sonoma.edu

The Institute for Community Planning Assistance is a nonprofit research and community service center sponsored by the Department of Environmental Studies and Planning at Sonoma State University. ICPA was established in 1984 to meet the expressed needs of public agencies in the university service area, which sought affordable, often labor-intensive, studies, surveys and other projects. ICPA utilizes SSU faculty and students to staff these community projects. Among ICPA's ongoing activities is the Environmental Mediation Program, which offers neutral, third-party facilitation and mediation services on land use and environmental matters. Emphasis is on dispute avoidance and resolution, and on consensus-building. ICPA also offers training programs to local governments on a variety of planning and planning law topics.

ICPA's primary purposes are to:

- engage in community service by making services available to local agencies;
- provide a mechanism for faculty and student research in the areas of community and environmental planning;

- further the education and professional development of Environmental Studies and Planning students by complementing their classroom and internship experiences; and

- provide financial assistance in the form of wages to student assistants, who are hired on an as-needed basis to fill various research and support roles.

### Migrant Education Advisor Program (MEAP)

Nichols 241  
707 664-2748

#### Director

Colleen Olmstead  
e-mail: colleen.olmstead@sonoma.edu

An urgent need exists for role models with knowledge of challenges encountered by migrant students; advocates sensitive to their social and academic needs. Research highlights three critical areas of need:

1. Lack of sufficient school counseling services, particularly ethnically diverse counselors.
2. High state and national high school dropout rates among migrant students.
3. Low disproportionate numbers of migrant students enrolling in college.

MEAP is a California State University collaborative project responding to these needs.

#### MEAP Goals:

Promote bilingual (bicultural) college undergraduates and Counseling M.A. program graduate students as role models and future school counselors and educators, offering paid work experience and training as paraprofessional school advisors.

Provide academic advising for migrant and at-risk students to ensure graduation and skills for lifelong success and pursuit of post-secondary education.

Provide career guidance so that migrant and at-risk students develop career and educational goals.

Support social, emotional, and academic growth of students served through fostering of self-esteem, cultural pride, and leadership development.

### North Bay International Studies Project

Rachel Carson Hall 10A  
707 664-2409  
Fax: 707 664-2505

#### Directors

Miriam Hutchins and Alice Bartholomew  
e-mail: miriam.hutchins@sonoma.edu

The North Bay International Studies Project is one of the grant-funded, statewide subject-matter projects that provides curricular resources in international studies to the University and K-12 educational community. The project offers workshops, seminars, lectures, and summer institutes in international studies content, teaching methodologies, and leadership development. The resource center and project programs are also open to student teachers.

### Project Censored

Stevenson 3043  
707 664-2500  
Fax: 707 664-3920

[www.sonoma.edu/projectcensored.org](http://www.sonoma.edu/projectcensored.org)

#### Director

Peter Phillips

Founded by Carl Jensen in 1976, Project Censored is a nonprofit program within the SSU Foundation, a 501(c)3 organization. Its principle objective is the advocacy for, and protection of, First Amendment free press rights in the United States.

Through a partnership of faculty, students and the community, Project Censored serves as a national media ombudsman by identifying important national news stories that are under-reported, ignored, misrepresented or censored by media corporations anywhere in the United States. The project also encourages and supports journalists, faculty and student investigations into First Amendment issues through its annual censorship year-book, quarterly newsletter Censored Alert and nationwide free press advocacy.

Each year, Project Censored publishes a list of the top 25 most censored/misunderstood nationally important news stories. The book, *Censored: The News Stories That Didn't Make the News*, is released each year in March. Project Censored is administered through the SSU Sociology Department.

## Sonoma Film Institute

Ives Hall 63  
707 664-2606

### Director

Eleanor Nichols

The Sonoma Film Institute brings to the University a broad variety of films — from silent film to the avant garde, from contemporary American film to films from the Third World — designed to expand audience awareness of film. Sponsoring appearances of filmmakers and integrating screenings with Sonoma State University's various film studies courses, the Sonoma Film Institute is a vital and enriching program that provides its audiences with a unique viewing experience.

## Sonoma State American Language Institute

Village 511  
707 664-2742  
Fax: 707 664-2749

### Director

Helen Kallenbach  
e-mail: [SSALI@sonoma.edu](mailto:SSALI@sonoma.edu)

A program of Extended Education, Sonoma State American Language Institute (SSALI) provides intensive language instruction to students, professionals, and others who need to learn English quickly to meet academic, job-related, and social needs.

Since 1979, SSALI has been providing challenging classes taught in a supportive and family-like environment. In addition to serving the needs of foreign students on F-1 visas, the SSALI program is ideal for international employees, trainees and/or their spouses or adult children on B1, J1, H1B, or H4 visas, as well as residents. Most students can study up to 20 hours per week in grammar, composition, reading, and oral communication as well as elective courses such as TOEFL preparation, Computer/Internet, Research, American Culture, Business, Pronunciation, and Vocabulary. SSALI students enjoy a variety of extracurricular activities, including holiday celebrations, sporting competitions and excursions to nearby places of cultural and social interest.

Short term contracts are also available by special arrangement.

For complete details on the SSALI program, contact the institute or access its web page at [www.sonoma.edu/exed/ssali/](http://www.sonoma.edu/exed/ssali/).

## Sonoma State University Wine Business Program

Stevenson 3026  
707 664-2260  
Fax: 707 664-4009  
[www.sonoma.edu/programs/winebiz](http://www.sonoma.edu/programs/winebiz)

### Director

David Hehman  
e-mail: [becky.montrose@sonoma.edu](mailto:becky.montrose@sonoma.edu)

Created through a partnership between the University and the wine industry, Sonoma State's Wine Business Program is the first university program of any kind to focus exclusively on the business dynamic within the wine industry. While other universities have programs that emphasize grape growing and wine making, SSU's program offers a specialized curriculum concerned with the business challenges currently facing the wine industry. For the wine industry professional, the University offers its Professional Development Courses. These classes are designed specifically to improve the range of skills for those already employed within the wine industry.

## Community Based Learning Programs

### COOL SCHOOL

Foundation Center, Building 200

### Director

Julie McClure  
707 664-4232  
e-mail: [julie.mcclure@sonoma.edu](mailto:julie.mcclure@sonoma.edu)

COOL SCHOOL is a free after school program available to address the needs of at risk children by providing a safe and fun environment that facilitates academic and social advancement through homework assistance, recreation and arts, math activities, and one-on-one tutoring in reading.

### Project SCHOLARS

Foundation Center, Building 200

### Director

Julie McClure  
707 664-4232  
e-mail: [julie.mcclure@sonoma.edu](mailto:julie.mcclure@sonoma.edu)

Project SCHOLARS links the resources of Sonoma State University's Schools of Sciences and Education with local school districts of Sonoma County and places

Sonoma State University students interested in careers in teaching at risk, low performing school children. Through the project, trained tutors engage more than 700 children in more than 50,000 hours of reading tutoring annually.

## Office of Community Based Learning

148 Nichols Hall

### Coordinator

Amy J. Stafford  
(707) 664-3202  
e-mail: [amy.stafford@sonoma.edu](mailto:amy.stafford@sonoma.edu)

The Office of Community-Based Learning (OCBL) advances community-based programs on the SSU campus. The OCBL supports faculty to develop innovative, community-based teaching that engages local agencies and schools in partnerships to address real-world problems. Ultimately, this encourages students to be active citizens and learn through service.

The OCBL serves as a central point of contact for faculty, community agencies and students who want information and support for community-based programs at SSU. We offer a range of support services, including: faculty development grants; faculty mentoring and training opportunities; student leadership programs; campus contacts and information for community agencies; and ongoing support for service learning promotion and recognition.

# University Library

## Jean and Charles Schulz Information Center

### Dean

Barbara Butler

### Library Administration

707 664-2397

### Library Hours

707 664-2595

<http://libweb.sonoma.edu>

## Librarian Faculty

Karen Brodsky, Paula Hammett,  
Sandy Heft, Phil Huang, Timothy Huston,  
Raye Lynn Thomas, Sandra Walton

Throughout history, libraries have been at the center of cultural and intellectual life, providing a place to explore recorded knowledge and stretch the capacity of one's mind. The University Library in the Jean and Charles Schulz Information Center continues this tradition as a gateway to information discovery for the entire Sonoma State community. Through innovation and technology, the Library keeps pace with the University's research needs and helps prepare students to excel in the information-driven world of the 21st century.

Completed in August 2000, the Schulz Information Center is the newest library in the California State University system. The many unique features of the three-story, 215,000 square foot building include wireless technology, video conferencing, a 24-hour computer lab, art gallery space, a cafe, open terraces, and natural and ambient lighting, including skylights. The Information Center also houses an Automated Retrieval System (ARS), which provides quick access to 750,000 items housed in a computer-man-

aged shelving system. Additionally, the Jean and Charles Schulz Information Center has entrances with easy access, multiple stations to "check out" materials, over 2 million feet of cable, including more than 100,000 feet of fiber optic cabling, nearly 5,000 network and phone jacks, a top-of-the-line integrated security system and fire alarm systems, and state-of-the-art seismic features.

## Collections and Services

The University Library has a collection of more than 650,000 bound volumes, with approximately 8,000 new titles added each year. Current periodical subscriptions number over 16,000 in both print and electronic formats. The North Bay Regional Information Center and University Library Special Collections/Archives contain many historical materials and local documents including the Carl Bernatovech collection of Jack London materials as well as a growing collection of wine-related materials. The microform collection has more than 1.3 million items. Some 65,000 items are contained in the government documents collection.

The Information Commons on the first floor is a multi-functional location which provides students a unique gathering space to research, study, write, and pursue other academic tasks. The Information Commons provides extensive access to the types of technology needed by today's student including wired and wireless Internet access and productivity software.

The Reference and Instruction Department is located on the second floor. Reference services range from quick answers to simple questions to advanced research consultations. Instruction services include workshops and training in library research and resources,

specialized sessions for specific classes at the request of instructors, and a variety of courses offered through Extended Education. Inter-library Loan services provide speedy access to the materials held by hundreds of other institutions.

The Multimedia Center, also on the second floor, houses non-print media, such as sound recordings, videocassettes and an interactive multimedia lab. The curriculum collection for teacher education and juvenile books are also located on the second floor.

The third floor houses the Library's circulating collection, North Bay Regional Information Center, and the Special Collections/Archives. Within the special collections area is the Waring Jones Reading Room, which houses the Bernatovech Collection of Jack London materials among other unique, one-of-a-kind materials.

The Information Center was made possible through a generous gift from Jean and Charles Schulz, the Rancho-Cotati Unified School District, private donations, and support by California tax payers. This generosity enabled Sonoma State University to build the state-of-the-art Jean and Charles Schulz Information Center, arguably the most spectacular university library in Northern California.



# Information Technology

Jean and Charles Schulz  
Information Center 1000  
707 664-2346

Senior Director  
Chief Information Officer  
Sam Scalise

Information Technology (IT) supports students, faculty, and staff in their use of computers, the network, telecommunications and instructional technology for teaching, research and the operation of the institution. IT offers electronic mail, web pages, multimedia equipment, video and photographic production, instructional technology software, and administrates the campus network, phone system and videoconferencing facilities.

IT operates a fully staffed help desk providing all members of the Sonoma State University community with assistance in the use of information technology. Help desk consultants are available by phone, 707 664-HELP; e-mail ([service.center@sonoma.edu](mailto:service.center@sonoma.edu)); or in person (1063 Schulz).

IT provides workstation support services in the field to faculty and staff for their office-based computers. IT provides assistance to faculty in developing on-line multimedia content.

IT manages eight university computer labs on campus. The labs are for use by all current students, faculty, and staff. Each lab offers a wide range of software. Consultants are available to assist lab users and may be reached by telephone at 664-LABS. The 24-Hour Lab is open 24 hours per day, 7 days a week during the semester. Other labs may be scheduled for classes. Lab schedules are posted outside each lab, and on the web at [www.sonoma.edu/it/labs](http://www.sonoma.edu/it/labs). Lab locations, configurations, and software can also be found there.

IT maintains high-tech classrooms on campus, two videoconference facilities, and high tech media services preview rooms.

IT operates an extensive high-speed campus and residential network with 14,000+ nodes providing access to a wide variety of resources from the campus and across the Internet. IT also operates a modern phone system for the campus and residential community.

IT is responsible for the technical operation of administrative information systems for Human Resources, Finance, and Student Information systems.

Sonoma State University is a member institution of 4Cnet. As such, users of SSU's telecommunication network facilities must follow 4Cnet's Acceptable Use Policy ([www.4c.net](http://www.4c.net)).

For more information see [www.sonoma.edu/it](http://www.sonoma.edu/it).

# Student Services and Support

Once you have decided to attend Sonoma State University, how do you make sure that you take full advantage of your university experience?

At Sonoma State University, we are committed to enhancing the quality of life for all students. The University offers a wide range of student services and co-curricular programs and activities to support our goals of student satisfaction, retention and graduation. We encourage you to become familiar with these services and programs that enrich your college experience. They are provided by the professional staff in Enrollment and Student Academic Services and Student Affairs.

Enrollment and Student Academic Services include the Office of Admissions and Records, Office of Financial Aid and Scholarships, Residential Life, Academic Advising, Educational Opportunity Programs, Testing, Tutorial Program, Learning Skills Services, International Services, Career Development, Experiential Learning, New Student Orientation, Disability Resources, Alcohol and Drug Education Program and the Educational Mentoring Teams.

The goal of Enrollment and Student Academic Services is to provide all students with the necessary academic support to ensure that the time spent pursuing your educational objectives is both productive and satisfying. Enrollment and Student Academic Services aims to provide timely, accurate, and consistent information that will help students in achieving educational, career, and life goals, both while attending Sonoma State and after graduation.

The division of Student Affairs includes the Office of Campus Life, Women's Resource Center, Student Union, Inter-Cultural Center, Recreational Sports, Fitness Center, Intercollegiate Athletics, Student Health Center, Children's School and Pre-College Programs. The division also works closely with the programs of the Associated Students.

A unifying goal for the programs in Student Affairs is improved retention and graduation of our students. By promoting a positive campus climate and encouraging educational equity, the division contributes to the sense of community for our diverse student population. Student Affairs programs are designed to enhance the emotional, so-

cial and physical development and well-being of our students. The desired outcomes are increased self-understanding, self-esteem and self-motivation, as well as the development of leadership skills, cultural awareness, responsible behavior, and respect for others.

Through collaboration with the faculty, the professional staff of Enrollment and Student Academic Services and Student Affairs continually assesses and responds to the needs of students in order to provide you with a rich and rewarding experience at Sonoma State University.

Students admitted to and attending Sonoma State University benefit from the many available academic support programs offered through Enrollment and Student Academic Services as they find these services and programs essential to their transition into, through, and out of the University.

# Enrollment and Student Academic Services

## Student Academic Services Administration

Salazar Hall  
707 664-4237

[www.sonoma.edu/sas/admin/sasadm.html](http://www.sonoma.edu/sas/admin/sasadm.html)

## Vice Provost

Katharyn W. Crabbe

Enrollment and Student Academic Services provides comprehensive and integrated student services programs for all students and directly supports the recruitment, retention, graduation and satisfaction of Sonoma State University students. These services include the Office of Admissions and Records, the Scholarship Office, Residential Life, Academic Advising, the Educational Opportunity Program, Testing, Tutorial Program, Learning Skills Services, International Services, Career Development, Experiential Education, New Student Orientation, Disability Resources, Alcohol and Drug Education Program and the Educational Mentoring Teams.

## Mission Statement

The mission of Enrollment and Student Academic Services at Sonoma State University is to provide comprehensive recruitment, advising and support services to assist students in clarifying their educational, career and life goals, and in the development of educational plans that will aid them in their preparation for these goals. Our goal is to provide students with the necessary academic support to ensure that time spent pursuing their educational objectives is both productive and satisfying. By providing timely, accurate and consistent information and services to students that relate to their developmental needs, the services contribute to the success of students in their pursuit of their educational, career and life goals, both while attending Sonoma and after graduation.

Enrollment and Student Academic Services staff members collaborate with instructional faculty in meaningful ways that result in students overcoming specific educational, financial, personal or cultural barriers as they transition to Sonoma and as they navigate the curriculum during their time at Sonoma. Educational equity is an important aspect of the SSU experience and Enrollment and Student Academic Services contributes to students'

appreciation of student diversity through various programs across the campus.

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

Several programs within Enrollment and Student Academic Services provide services to all students and utilize all Enrollment and Student Academic Services staff. With the concern for the quality of life of students, their satisfaction with the SSU experience, and the need to provide the environment for students' many transitions, programs such as the Educational Mentoring Teams and Orientation programs welcome students to the University and provide the framework for such important transitions. Student Leadership opportunities as well as drug and alcohol education programs involve all aspects of student development.

## Educational Mentoring Teams

The Educational Mentoring Team (EMT) program is an advising and college orientation program for all incoming first-time freshmen. An EMT consists of a faculty member, a student services professional and a peer advisor. As students make the transition to Sonoma State, one of the most important roles the EMT plays is providing accurate advising to incoming students so they begin their educational career with appropriate coursework and educational and career planning.

All incoming students are assigned to an EMT to ensure all students are advised during their transition to the University. Each team provides the instruction for a two-unit Freshman Seminar course and the academic advising for assigned freshmen. While the course is not required for graduation, most freshmen will benefit from understanding how to access the various resources on campus, such as the computer network and the Jean and Charles Schulz Information Center, as well as other topics such as:

- the meaning, value and expectations of a liberal arts college education.

- problem solving and decision making: selection of a college major and a future career choice.

- navigating the university curriculum — how to graduate in four years.

- learning how to learn — study skills and success in college.

- interpersonal relations and related student lifestyle responsibilities regarding wellness, alcohol and drug use, sexual harassment, and many other important topics.

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

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

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

## Orientation

New students at Sonoma State University are urged to participate in a variety of orientation activities that introduce them to the many facets of campus and community life. Summer Orientation is a two-day residential experience offered during June and July during which incoming students (and interested parents) learn about Sonoma's programs, services and environs, assisted by trained student leaders, faculty and staff. The orientation program offers advising and early registration for fall classes for first-time freshmen. The summer program is augmented with Welcome Week activities at the beginning of the fall semester.

## Student Leadership Development

707 664-4033

Enrollment and Student Academic Services recruits and trains student leaders to fill a number of important student leadership positions including the Peer Mentors for the Educational Mentoring Teams, Orientation Leaders for the Orientation Programs, Summer Bridge Leaders, and the Community Service Advisors for the Residential Life Community. All student leaders participate in extensive training, beginning with enrollment in UNIV 238 Group Leadership Skills and through participation in intensive training for the programs in which they become leaders.

## Residential Life

Zinfandel Hall

707 664-4033

[www.sonoma.edu/sas/reslife/about.htm](http://www.sonoma.edu/sas/reslife/about.htm)

The campus Residential Community provides comfortable, convenient, personalized living accommodations for almost 2000 single students. The residential life program is designed to be an important part of the student's overall educational experience by providing recreational, social and educational opportunities. The professional Residential Life staff are trained as educational mentors and academic advisors.

The professional and student staff within the Residential Community provide personal support for the individual student in transitioning to the university environment. There is a diverse program of activities to create a sense of belonging in the Residential Community and the university through providing and supporting social, recreational, athletic and cultural programming. These may include a trip to see *Phantom of the Opera* or *Mama Mia*, hear Maya Angelou speak, whale watch at the ocean, play on an intramural team, or barbecue with neighbors.

The Residential Student Association, the student government for residents, is an outstanding opportunity to develop leadership skills. RSA is responsible for representing resident concerns to the University administration as well as planning major program events within the residential community. DREAM (Daring to Reach Equality Among Many) is a resident organization devoted to promoting multicultural understanding. Our Residential Life student groups are involved in regional and national organizations, enabling students to expand their skills and abilities.

Special living options enhance the student's university experience. Freshman Interest Groups (FIGS), Women in Math and Science

House, International House, Upper-Division and Substance-Free Living Environments are among the current options.

## Advising Center

Salazar Hall

707 664-2427

[www.sonoma.edu/sas/advising/](http://www.sonoma.edu/sas/advising/)

The Advising Center provides the following services that help students stay on track towards graduation:

- Academic advising for undeclared students
- Career advising for all university students
- Transitional advising for Educational Opportunity Program (EOP) students

## Academic Advising for Undeclared Students

All SSU continuing students are assigned an academic advisor. Students with declared majors are assigned an advisor within their academic departments. Undeclared students are assigned an advisor from the Advising Center.

The advisors use an integrated advising and career development approach. Undeclared students are assisted in identifying appropriate general education and other course work that will meet their academic goals toward graduation. Undeclared students are encouraged to begin career development planning to identify areas of interests in order to declare a major by the end of their sophomore year.

Advisors participate on Educational Mentoring Teams (EMT) and teach Freshman Seminar courses to assist and advise first time freshmen in their transition to Sonoma. The Advising Center is also responsible for providing information and training for EMT advisors, faculty advisors, and for helping students with particularly difficult advising problems who are referred by their faculty advisors.

Career advising for all university students is available on a drop in basis. Students are encouraged to use our Career Services including the various electronic programs as tools to begin their self-initiated exploration into possible career interest areas. See **Career Services**.

## Educational Opportunity Program

The Educational Opportunity Program (EOP) is charged with improving access and retention of historically low-income and educationally disadvantaged students who have the potential to perform and succeed in the California State University. The EOP provides

admission, academic, and financial assistance to eligible undergraduate students. Students who wish to apply to the EOP can receive an application from their current school or check the EOP response on the CSU admission application. The SSU Admissions and Records Office will send EOP applications to interested students.

Sonoma State University's EOP is within the division of Enrollment and Student Academic Services. Sonoma's EOP provides a comprehensive array of services to support student success at our University with graduation as the goal for all EOP students. From the point of admission to the university, advisors provide academic, career, and transitional advising to EOP students. Advisors assist students with concerns regarding housing, financial aid, and balancing college with personal life demands while meeting graduation requirements.

The students, faculty and staff work together to create a supportive community that reflects and respects diverse backgrounds and cultures and recognizes the innate value of all people and their natural ability and desire to learn.

## EOP Academy

The Educational Opportunity Program (EOP) Academy is designed to provide academic and social support for our incoming EOP First-time Freshmen (FTF), through the creation of a learning community. Incoming students will enroll in a block of classes with approximately 20 other EOP FTF. This block consists of an English class, Freshman Seminar (University 102), and a general education class. Students will choose the remainder of their first semester courses with the help of an advisor. It has been demonstrated that students taking part in this type of learning community tend to adapt quicker to the challenges of college, and in turn, become more successful students during their first year than students taking classes on an individual basis. They form a connection to the university, develop a peer support group, and receive assistance from their faculty quicker and more effectively than do other students. During their second semester at Sonoma, the EOP Academy students will continue to take a group of classes organized for them, which will include either an English class or a course in Critical Thinking, a GE class, and an elective course from a number of class offerings.

## Summer Bridge Program

The Summer Bridge Program at Sonoma is a residential program designed to facilitate the successful transition of historically low-in-

come and first generation college students to the university setting. This transition process is developmental in nature and includes personal, social, and educational areas. The program is designed to address the whole student in their new context of the university and in an integral part of EOP services. All incoming EOP first-time freshmen (FTF) attend a one-week Summer Bridge.

## The Learning Center

Salazar Hall  
707 664-2853/2429

The Learning Center at Sonoma provides comprehensive learning assistance programs through the staff of the Learning Skills Services program and the student/peer tutors of the Tutorial Program.

## Learning Skills Services

707 664-2853

Learning Skills Services is a Student Support Services Project funded by the U.S. Department of Education that is designed to assist low-income, first-generation college, and physically or learning-disabled students and to enhance their knowledge of learning strategies that promote retention and academic success in university courses.

An interdisciplinary staff provides instructional services in coordination with other campus units. These services include educational assessment; individual and small-group instruction; workshops; supplemental instruction for selected GE courses; Learning Strategies courses (UNTV 103, 103A, 103B and 103C); a writing lab; self-paced and computer-assisted instruction; and other special academic support activities.

Students are supported in developing skills such as time management, math anxiety management, overcoming writing apprehension, promoting more effective and efficient reading and study habits, and test-taking strategies. Learning Skills Specialists work closely with faculty and advisors to provide students a network of support that encourages high achievement and a successful university experience.

## Tutorial Program

707 664-2429

The Tutorial Program provides free tutoring to enrolled Sonoma State University students for a large variety of courses. Services are available during daytime and evening hours. The primary goal of the program is to encourage and assist students in the development of their potential as independent learners. To ensure needs are met, students are

encouraged to submit requests for tutoring in subjects for which tutoring is not currently offered, for additional tutoring times, or for individual tutoring.

The Tutorial Program provides the following services for students:

- **Individual and small-group tutoring.** Appointments for up to two hours per week for each subject are available during daytime hours at the Learning Center. Appointments may be reserved for the semester.
- **Foreign language conversation groups in Chinese, French, German, Italian and Spanish.** Students who are enrolled in SSU foreign language classes or those who simply wish to practice speaking may attend weekly conversation groups.
- **Study groups.** Study groups facilitated by a tutor meet weekly for biochemistry, human physiology, organic chemistry, environmental studies and other subjects.
- **Standardized test preparation.** Assistance in preparing for standardized tests such as GRE, CBEST, WEPT, etc., is available during daytime hours.
- **Writing assistance.** English and writing tutors provide writing assistance for any course, with applications for graduate school and/or scholarships, and preparation for writing exams.

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

## SSU Writing Center

Jean and Charles Schulz  
Information Center 2024  
707 664-4401

[www.sonoma.edu/programs/writingcenter](http://www.sonoma.edu/programs/writingcenter)

The SSU Writing Center offers assistance on writing-related issues to all members of the SSU community, with the primary goal of helping students improve as academic writers. Students can request tutoring help on any writing task and at any point in the writing process, from generating ideas to editing for correctness. In addition to one-on-one and group tutorials, the Center offers online services on our web site.

The center also offers in-class workshops for students on writing-related issues and consultations for instructors and academic units on improving writing across the curriculum.

Call or come to the Center to make tutoring appointments or to talk with the director, Scott Miller, about other services.

## Disabled Student Services

Salazar Hall  
707 664-2677 (voice)  
707 664-2958 (TDD/Text Telephone)  
[www.sonoma.edu/sas/drc/drc.html](http://www.sonoma.edu/sas/drc/drc.html)

Disabled Student Services (DSS) ensures people with disabilities equitable opportunities for higher education and promotes the civil rights of students with disabilities. Students are challenged and supported in developing self-determination and independence as people with disabilities. DSS assists in educating the campus community to the rights of people with disabilities, as well as the contributions they make to the university. At the University, students with disabilities are considered underrepresented, educational equity students. DSS works within the university community, ensuring that it upholds its responsibilities to recognize and develop these students' competencies.

Disabled Student Services offers a coordinated, wide-ranging program that reflects Sonoma State University's emphasis on the autonomy and responsibility of the individual. DSS recognizes the growth-catalyzing power of disability and differentness and works closely with students in their development of self advocacy skills.

Access will be different for each student, depending on the individual's needs. Disabled Student Services guides and encourages students to use university resources that will bring them success and independence.

## An Accessible Learning Environment

Physical accessibility is important to SSU. The campus site is flat, making it easier to travel from one location to another. Campus compliance to current structural access laws is an on-going consideration with Facilities Planning. Campus accessibility specifically includes curb cuts, ramps, elevators, water fountains, telephones, restrooms and power doors.

Disabled Student Services coordinates auxiliary services to ensure that the University's obligations to state and federal laws prohibiting disability discrimination are fulfilled.

## Services

The goal of Disabled Student Services is to foster student development and to promote independence and self-advocacy by offering a progressive, non-intrusive style of service delivery. Disability management advisors are available for personal and academic advising. After registering with the program, services are available to any student with a disability, including physical, psychological,

perceptual, learning, and temporary. Because students must come in to the office to provide medical verification and to register for services, the University does not provide the testing for disability verification.

Disabled Student Services maintains a team approach to providing services. Liaisons are established with key staff in other departments including the Library, Admissions and Records, Financial Aid Office, Residential Life, Learning Center, Academic Advising, Career Services, Educational Opportunity Program, Counseling, and other programs.

There is a student club on campus, Disabled Students and Friends, that meets as a support and advocacy organization on behalf of students with disabilities.

Registered students with verified disabilities may be eligible for services from DSS such as:

## Educational services

- admissions assistance
- registration assistance
- goals clarification
- consultation and advocacy

## Classroom-access services

- readers
- notetakers
- interpreters
- testing arrangements
- cart rides

## Adaptive services

- close-in parking
- adaptive equipment
- TDD
- campus orientation
- individual accessibility needs
- Assistive Technology Lab

## Support services

- liaison with the state Department of Rehabilitation
- disability management advising
- AsTech technical assistance and consultation
- liaison with other campus departments and programs

## Reentry Services

Sonoma State University encourages all potential students in the pursuit of educational goals and personal and professional development.

Mature learners who have been away from the academic environment for some time, and wish to return to school, should contact

Enrollment and Student Academic Services, 707 664-2322, for information about admissions criteria and support services.

## Career Services

Salazar Hall  
707 664-2196  
[www.sonoma.edu/sas/crc/](http://www.sonoma.edu/sas/crc/)

Entering the new millennium, Sonoma State University's Enrollment and Student Academic Services Career Services has become a pivotal link from the world of academia to the ever-changing environment of the work world. Career Services is a comprehensive center that provides internship and community service opportunities, student employment, electronic information/job bulletin boards, career, graduate school, testing, and international student and national student exchange resources. Career Services assists all students with their life and career planning by offering programs and services for every phase of the career decision-making process, encompassing career planning, experiential education and employment services. Career Services is committed to providing accurate and up-to-date career-related information to the students, faculty, alumni, and staff of this institution.

## Online Services

Employers are increasingly utilizing technology in their search for new employees, and students can access specific information directly from the center's web page in the office or in the privacy of their own rooms. Ninety percent of all services offered through the office of Career Services are online and accessible 24 hours per day. The goal is to provide students with the opportunity to explore careers, research employers and find meaningful employment appropriate to her/his abilities, aspirations and interests, through the use of the Internet. The web site is designed to help students with all aspects of the career planning and preparation process.

A partnership with an on-line recruiting service that uses the most advanced Internet technology helps students explore internship and career opportunities. This is especially useful for students enrolled at a liberal arts institution like Sonoma because this recruiting service is focused on skills rather than specific majors. This service significantly enhances Career Services' ability to provide immediate marketing of career opportunities to hundreds of Sonoma students and alumni — *at no cost to the student*. Students can link to other job search resources on the Internet locally, nationally, and abroad.

## Career Planning

A full range of tools is available to students to use independently that includes, but is not limited to, interactive, computer-assisted career planning programs such as CHOICES and EUREKA, online Self Directed Career Planning, career-life planning courses and short self-assessment workshops. By collecting information on career and employment trends, labor market statistics, employer profiles and other information pertinent to the interests of students and maintaining it in the Center, the center serves as a starting point for students' occupational research. Preliminary advising about selecting and applying to graduate/professional school is also provided. Directories and database information about employers, graduate degree programs and schools are located within Career Services.

## Experiential Education

Employers increasingly seek candidates with relevant work experience as well as pertinent degrees. The University supports the concept that real-life work experiences have tremendous educational value, particularly if they are properly coordinated with a student's course of study and career plans. Experiential education takes many forms: community service, internships, part-time work, volunteering, community involvement, practicum and cooperative education, among others. To promote experiential education, over 30 academic departments offer university credit under the rubric of the Community Involvement Program and Internships. Career Services lists current field experience placements for students to begin developing their track record of hands-on experience in support of their majors and career fields.

## Community Involvement Program

Informed and active citizenship is an important aspect of a strong liberal arts education. Sonoma promotes community service as a relevant component of students' academic studies. Student volunteers can develop awareness of community issues and increase their sense of social responsibility while accruing valuable work experience.

The Community Involvement Program is designed to facilitate experiential learning and service to the community by providing a means for students to earn academic credit for their volunteer experiences. Students volunteer in a variety of settings, including schools, hospitals, recreation programs, group homes, day care centers, senior centers, and various other social service and educational agencies.

Elective credit of 1 to 4 units may be granted on a Cr/NC basis upon the satisfactory completion of the terms of the volunteer agreement as required by the faculty sponsor. A minimum of 30 hours of work for each unit of credit is required. This is documented by each student on a time log, certified by the on-the-job supervisor, and submitted to the faculty sponsor at the end of the semester. Additional materials such as journals, case notes or papers may also be required. A total of 6 units of CIP may be applied toward an undergraduate degree. Each department that offers CIP designates a faculty sponsor who coordinates the seminars and other academic components of the program, evaluates each student's work, and awards credit at the end of the semester. More information about CIP can be obtained in departmental offices and Career Services.

### Internships

An internship is a paraprofessional or pre-professional experience designed in close consultation with a faculty advisor which gives the student an opportunity to apply knowledge from the classroom in an employment setting consistent with the student's chosen career field. Internships allow students to gain in-depth, practical work experience and academic credit simultaneously. Internships are popular among students because they recognize that internships are a powerful conduit to the best jobs. Recent surveys indicate that nearly three-quarters of all college students do an internship before they graduate, compared to one in thirty-six in 1980. Today, employers are looking for work-related experience – especially internship experience.

Usually, advanced undergraduate or graduate students work in paraprofessional or pre-professional positions in settings that relate to their career and academic goals. Additionally, there must exist a clear and specific relationship to an academic program (major, minor or certificate program). Internships are supervised programs of work and study in governmental, community service, technical, business, or educational settings. They usually involve 12 to 20 hours of work each week. Forty-five hours of on-the-job work are required along with the other academic requirements specified on the internship agreement for each unit of academic credit. Students must check with their individual academic departments for specific academic requirements pertaining to internships.

Internships, or other forms of practical experiential education, are required in some departments and are optional in others. In-

ternship opportunity listings are available in Career Services and on the web site. Faculty sponsors in each department handle internship supervision and evaluation. Internships sometimes involve regularly scheduled seminars that expand on the supervised work experience and may also involve a substantial paper in which students are expected to demonstrate the relationship between the practical internship experience and the theoretical foundations of their discipline.

Internships may be either paid or unpaid, for credit or not for credit, and they may extend one semester, a summer or a whole year. Many students begin as volunteers in a particular setting and then subsequently develop a more structured placement as an intern. This continuum of experience often provides the skills and background necessary to gain meaningful employment upon graduation.

### Employment Services

Career Services works with students and employers to maximize students' success in locating employment related to their fields of interest and to satisfy employer demand for employees with up-to-date skills. Helping students conduct an effective job search is supported through workshops such as Labor Market Information, Job Search Strategies, Resume Writing and Interview Techniques. Services are available that respond to students' complete range of employment needs, including part-time and seasonal jobs as well as full-time, career-related employment.

Part-time and seasonal job listings are continually developed, and thousands of opportunities are posted for self-referral to help students earn money to support themselves during their college years and to make valuable career connections. In addition to developing off-campus opportunities, Career Services serves as the posting location for all on-campus student employment positions, including both student assistant and federal college work-study jobs.

The center receives more than 30,000 full-time job listings for use by students and alumni. On-Campus Interviewing also assists students in their transition to the world of full-time work. Career Fairs bring employers to campus that are seeking to hire entry-level professionals.

### Testing Services

Salazar Hall  
707 664-2947  
[www.sonoma.edu/sas/career/testing](http://www.sonoma.edu/sas/career/testing)

Testing Services provides a variety of services to the campus community designed to assist students in their admission, placement and graduation requirements. Tests are offered on a regularly scheduled basis. An annual test calendar is included in the *Schedule of Classes* and in the Career Services Office. Students must pre-register for all tests.

Disabled students who require special arrangements should contact Disability Resources at 707 664-2677 or (TDD) 707 664-2958 at least one month prior to the test date.

The following are regularly offered through Testing Services:

**Undergraduate candidates for admission**

- ACT-Residual (SSU only)

#### Placement tests

- CSU English Placement Test (EPT)
- CSU Entry-Level Math Test (ELM)

#### Graduate school candidates

- Graduate Record Exam (GRE), Subject Tests only
- Medical College Admissions Test (MCAT)

#### Teacher credential candidates

- PRAXIS Tests

Credential candidates should contact either the Credentials' Office, at 707 664-2581, or the Teacher Recruitment Information Center, at 707 664-2131, for test requirements.

Students interested in graduate work at Sonoma State University must check with their department about specific testing requirements.

# Student Affairs

### Division Office

Stevenson Hall 1054  
707 664-2838  
[www.sonoma.edu/stuaffairs](http://www.sonoma.edu/stuaffairs)

### Vice President for Student Affairs

Rand Link

The Vice President for Student Affairs provides overall supervision and direction for various student programs and services at the University. The Student Affairs Division includes the Associated Students, Children's School, Counseling and Psychological Services, Intercollegiate Athletics, the Office of Campus Life, Pre-College Programs, Student Health Center, the Student Union (including Campus Recreation, Fitness Center and Inter Cultural Center), and the Women's Resource Center.

### Mission Statement

The mission of the Student Affairs Division at Sonoma State University is to enhance students' educational experience through programs and services that contribute to their intellectual, emotional, social and physical development. The Division provides a continuum of services and programs that begin before matriculation and continue beyond graduation.

Student Affairs staff members are educators who work in collaboration with the campus community to create programs and services that are learner-centered and based on the knowledge of human development. The outcomes we seek for students are increased self-understanding, self-esteem, and self-motivation, as well as the development of leadership skills, appreciation of human diversity, responsible and healthy behavior, and respect for others.

A unifying goal for the Student Affairs Division is increased student retention, graduation, and satisfaction. The promotion of a positive campus climate and a sense of community for a diverse student population is a guiding principle for our programs. In summary, the Student Affairs Division serves a crucial integrative function between the needs and aspirations of our students and the goals of the University.

### Associated Students, Inc.

Student Union Building  
707 664-2815  
[www.sonoma.edu/as](http://www.sonoma.edu/as)

The Associated Students, Inc. (ASI) is a non-profit corporation that serves to enrich the lives and education of Sonoma State University students. This mission is realized through two distinct roles. First, ASI promotes student interests through advocacy and representation. Second, as a corporation owned and governed by students for students, ASI supports and sponsors a variety of programs, services, clubs and organizations. ASI encourages opportunities to enhance the development of students through leadership participation, community service, social interaction and the development of individual attitudes and values.

ASI offers students the chance to represent fellow students and advocate for student interests at Sonoma State and statewide as ASI Executive Officers, as members of the ASI Board of Directors, and as Committee Representatives. All SSU students (excluding fee waiver students) are eligible to serve in these positions and students are elected or appointed to office for a one-year term. Student government allows students to develop leadership, decision-making, budget management, and policy-making skills. More than 200 students participate in our campus democracy.

AS programs include the Children's School, Associated Students Productions and JUMP (Community Service Program). AS services include: Transitional Housing, the short-term and emergency loan programs, supplemental health insurance, sports club insurance, and accounting services for clubs.

The Associated Students, Inc. services for students include: Transitional Housing, the Short Term Loan program, supplemental health insurance, sports club insurance, and "banking services" for clubs. In addition, the Associated Students, Inc. sponsors the following programs for students:

### The Children's School

The Children's School provides early childhood education and child care services to the children, ages 1 to 5 years, of students, staff, and faculty. Credentialed teachers, student employees, volunteers, and interns staff the school. Parents have the opportunity to

be involved with the school through parent participation, either working in the classroom, fundraising, projects, or advocacy. Our school also functions as a child development laboratory for many different academic departments and is respected as a model training environment for the optimal development of young children.

### Lobby Corps

Lobby Corps provides students the opportunity to articulate the student voice on local, state, and national issues. Students gain valuable skills and experience while lobbying for change.

### Associated Student Productions (ASP)

ASP is Sonoma State's student programming board. They produce on and off-campus co-curricular activities, including top-name concerts, lectures, noontime concerts, special events, and dance parties.

### JUMP

#### (Community Service Program)

JUMP offers community service opportunities for students in a variety of settings. JUMP operates five distinct programs: SOUP, our hunger and homelessness awareness program; Adopt-A-Grandparent, our elderly program; Cougar Club, our after-school tutoring program; Events Committee, our one-time special events committee; and the Volunteer Referral Service, our community placement service.

### Student Union

Student Union  
707 664-2382  
[www.sonoma.edu/union](http://www.sonoma.edu/union)

The Student Union serves as the campus center for cultural, social and educational activities at Sonoma State University. As the "community or family room" of the campus, the Student Union provides, in addition to the building itself, many of the programs and services members of the campus community need in their daily life on campus. The Union also houses the Office of Campus Life, the Women's Resource Center, the Associated Students, and Associated Students Productions, which handles on-campus entertainment. The Student Union meeting rooms accommodate many of the activities that contribute to the exciting environment at Sonoma State University. Many student-oriented ser-

vices are housed in the Student Union, including the Pub, which provides day and evening food service, lounge areas, low-cost copy services and a student art gallery. Students are encouraged to participate in all phases of the planning and development of the union through the Student Union Board of Directors and its committees. The Student Union sponsors:

### The InterCultural Center

The mission of the InterCultural Center (ICC) is to support the recruitment, retention, and graduation of a culturally diverse student body. The ICC provides a central location for the diversity oriented clubs and organizations on campus to meet and plan activities that educate and enhance the overall campus community. The ICC Coordinator supports the planning and implementation of these student-initiated and student-related educational, cultural and social events of interest to the multicultural organizations. The office serves as a center of support and community building for SSU's ethnically and culturally diverse student body.

### Campus Recreation (Recreational Sports and Open Recreation)

The Recreational Sports Program offers a wide variety of activities through intramural sports, outdoor pursuits, aerobics, special events, dance/movement classes, bike maintenance, and sports clubs. Opportunities include team sports, camping and adventure outings, one-day events, activity classes and more. The Open Recreation program promotes fitness and recreational pursuits during scheduled hours in the Fitness Center, swimming pool, main gym and field house. Activities include weight lifting, cardio workouts, swimming, basketball, volleyball, indoor soccer and others. Additionally, Open Recreation offers Wellness Programs including personal training, nutrition assessment and body composition assessment. Watch for the new student recreation center scheduled to open in 2003-2004!

### Campus Life

Office of Campus Life  
First Floor, Student Union  
707 664-2391

[www.sonoma.edu/campuslife/](http://www.sonoma.edu/campuslife/)

The Office of Campus Life (OCL) is committed to the development of the whole student. Its staff creates and promotes co-curricular educational and leadership opportunities for students.

Major programs coordinated by OCL include:

### Student Organizations

Provides support, advice and oversight to chartered student clubs. Ongoing support and advising to chartered student organizations is provided on event planning, fundraising, membership recruitment, and other club related topics.

### Greek Life

Provides advising, support and educational programs to campus sororities and fraternities, Panhellenic, Inter Fraternity Council, Order of Omega, and provides educational programming for the Greek Community.

### Leadership Development

Conducts workshops, classes and retreats in leadership skill development to maximize students' effectiveness as campus and community leaders. Coordinates UNIV 238 course offerings.

### Peer Education

Student Advocates for Education (SAFE) peer educators are trained to facilitate interactive workshops that encourage positive behaviors in the areas of health, lifestyle and personal safety.

### Sexual Assault Prevention Education

Provides year-round prevention education to the campus and the community, including the annual display of The Clothesline Project and the Take Back the Night March. The Sexual Assault Prevention Educator also provides information, support and referral to survivors of sexual violence.

### Student Elections

Oversees annual elections for officer positions in student government (Associated Students) and special elections on issues of importance to the student body.

### Women's Resource Center

First Floor, Student Union  
707 664-2845

[www.sonoma.edu/campuslife/wrc/](http://www.sonoma.edu/campuslife/wrc/)

The Women's Resource Center promotes understanding of gender issues on campus and in society at large and works to empower women to develop their full potential. The Center brings attention to and challenges barriers to the inclusion, equality and advancement of women in all areas of society.

A campus and community resource, the WRC coordinates such programs as Women's History Month each March and Sexual Assault Awareness Month in April, plus year-round

lectures, workshops, films, conferences and events by, for or about women. Many of these events are co-sponsored with student clubs, faculty members or community groups.

The WRC is staffed weekdays by student assistants, volunteers and interns. The office houses a lending library of more than 800 books, publications and videotapes on gender issues.

The WRC also provides information about and referral to on- and off-campus events, resources, social services and organizations. *Crossroads*, the WRC newsletter, is published each semester and covers local events, activities and issues concerning women.

### Early Childhood Education and Care

The Children's School  
Children's School Building  
707 664-2230

[www.sonoma.edu/org/cs/](http://www.sonoma.edu/org/cs/)

The Children's School, a program of Sonoma State University's Associated Students, provides early childhood education services to faculty, staff and student families attending SSU for children ages 1-5. Our developmental program provides a nurturing learning environment for children, and supports the parents through active participation with their child's education.

The Children's School also provides child development laboratory experiences and internships for many different academic departments on campus.

The population of students, parents, staff and faculty represents diverse cultural and ethnic backgrounds. Our goal is to utilize the richness of the campus community while providing optimum services to our families. For enrollment information call the Children's School.

### Pre-College Programs

South Field House  
707 664-2428

[www.sonoma.edu/precollege](http://www.sonoma.edu/precollege)

The overall goal of Sonoma State University Pre-College Programs is to ensure that students are academically prepared and possess the confidence to compete successfully in a competitive college environment. The programs assist students in achieving and maintaining academic excellence. First-generation college means that neither parent with whom the student resides has graduated from a four-year college/university. Students wishing to participate may contact the Pre-College Programs Office or call 707 664-2428 for more information. There is no cost for services.

### Academic Talent Search

The Academic Talent Search Program is designed for students in the sixth, seventh, eighth, ninth, 10th, 11th and 12th-grade attending school in Sonoma County. It provides its 700 participants with information about college placement and financial aid, workshops on self-concept development, career education, preparation for college entrance examinations, after school tutorial services, and various summer academic skills development sessions. Participants are students with academic potential who are low-income and/or potential first-generation college.

### Upward Bound Program

The Upward Bound Program is designed for ninth, 10th, 11th and 12th-grade students attending schools in Sonoma County. All Upward Bound students attend an academic year program and a summer program that emphasizes both academic and motivational skills development. The academic year program consists of interdisciplinary classes in mathematics, communications and science. Students also participate in career development, college placement and elective classes. The elective class is either visual arts or computer science. The summer program takes place for six weeks at Sonoma State University. Classes meet Mondays through Thursdays and include mathematics, communications, symbolic logic, visual arts, drama, biology, chemistry, physics, social studies, computer science, self-awareness and preparation for college entrance examinations.

### Upward Bound Math and Science Program

The Upward Bound Math and Science Program provides 50 students with an intensive six-week course of study in math, science, English and computer science. The program takes an interdisciplinary approach to teaching science and has a science theme. In addition, all Upward Bound Math and Science students attend an academic year program with an interdisciplinary curriculum.

All students have a faculty mentor and are exposed to university research projects. Students are involved in social and cultural activities, including weekly field trips to science- and math-oriented institutions, and have residential experience at Sonoma State University.

### The 3-1-3 Program

The 3-1-3 Program is a joint venture between the Cotati-Rohnert Park School District and Sonoma State University. The program identifies pre-ninth graders who are low-income and/or first-generation college. In this exciting program, students complete three years of high school courses and one year of transitional college courses. Students then have the opportunity to complete a baccalaureate degree at Sonoma State University in three years. During their high school experience, students participate in bimonthly Saturday classes during the school year and a six-week summer session at Sonoma State University.

## International Services

The SSU Office of International Services provides the SSU campus community with a variety of programs, services, and activities related to international education and exchange, including:

- support services for matriculated and Sonoma State American Language Institute international students;

- visa and travel documentation services for non-immigrant students, faculty, and research scholars;

- support, advice, assistance and management services for faculty-initiated international programs, and cooperative and exchange efforts with institutions of higher education abroad;

- assistance with curriculum development related to intercultural and international affairs subject matter;

- develops, plans, and operates study abroad programming for SSU, including the CSU International Programs; and

- operates the National Student Exchange.

See the Admissions section of this catalog for application and general information for international students.

### Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

The GEAR UP Program serves the entire class of 2006 at Lawrence Cook Middle School and will follow the students at Elsie Allen High School. The program offers these 432 current eighth graders intensive individual and group services, including educational and career assessment, academic instruction, family-centered empowerment training, and professional teacher development.

### Academic Volunteer and Mentor Service Program (AVMSP)

This program provides students in the Cotati-Rohnert Park Unified School District in grades K through 5 mentoring in reading. Students work with mentors on a one-on-one basis one and half-hours per week. A reading specialist provides on-site supervision and training at each of the four school sites.

### PreCollegiate Academic Development Program (PAD)

The PAD Program provides English and Math tutoring to students in the local schools (kindergarten through 12<sup>th</sup> grade). The program is designed to assist students who are working at or just below grade level and are intending on enrolling in a four-year college/university. In addition to providing assistance to students, the program introduces current Sonoma State University students to the rewards of teaching.

### Study Abroad Opportunities and the National Student Exchange

International Services  
Village 200  
707 664-2582  
Fax: 707 664-3130  
e-mail: [international@sonoma.edu](mailto:international@sonoma.edu)  
[www.sonoma.edu](http://www.sonoma.edu)

If you want to get the most from your Sonoma educational experience, just go away! There are lots of people in the world who just follow the ruts of life. But Sonoma students want to explore, to "push the envelope," to excel, and to extract from their educational experience every last bit of opportunity. It is for these exceptional people that study abroad and domestic exchange programs were created.

## Study Abroad: The CSU International Programs

Through the CSU International Programs, Sonoma students earn resident academic credit toward a Sonoma State degree while attending a distinguished host university or special study center in one of 16 countries for a full academic year. With study opportunities available, which range from agriculture to zoology, there is an academic offering somewhere in the world for just about everyone. You say you don't know a foreign language? With a wide selection of study plans, there are programs for the multilingual and programs for those who only wish they were, from the partly fluent to the absolute beginner.

And the cost is reasonable. The State of California supports a substantial part of the instructional and administrative cost of the program. Participants support their own individual costs, of course, including transportation, room and board, living expenses and program fees. Costs overseas vary by country and by length of the particular program selected.

Do you depend on financial aid to afford your studies? Well, you can take your Sonoma State University aid package overseas. Because you remain enrolled at Sonoma while you are abroad with the SCU International Programs, you remain eligible for all benefits available to you on campus, including financial aid. And when you return, the transition back to campus is easy. Many students even graduate at the end of their overseas studies!

Concerned that you may not qualify? The CSU International Programs is competitive, but students who meet or exceed the minimum standards for admission have an excellent chance of being selected. The International Services Office at Sonoma State will review your interests and your preparation with you, and will help you find the right path to study abroad. It's easier than you might think. Upper-division status (or sophomore status for some programs) and a minimum grade point average of 2.75 (or 3.00 for some programs) are the basic minimum standards for selection.

Where can I study, you ask? The list of study centers and host universities is extensive:

### Australia

University of Queensland, Queensland University of Technology, Griffith University, The University of Western Sydney, Macquarie University, Sydney, and Victoria University.

### Canada

Universities of the Province of Quebec, including: Université de Montréal; Concordia University; Université Laval; McGill University; Université du Québec system; Bishop's University, i.a.

### Chile

Pontificia Universidad Católica de Chile

### China

Peking University, Beijing

### Denmark

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

### France

Institut des Etudes Françaises pour Étudiants Étrangers, Université de Droit, d'Economie et des Sciences d'Aix-Marseille (Aix-en-Provence); Mission interuniversitaire de coordination des échanges franco-américains, Universités de Paris III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII, the Institute of Oriental Languages and Civilizations

### Germany

Universität Tübingen and eleven institutions of higher education in the Federal state of Baden-Württemberg

### Israel

The Hebrew University of Jerusalem, The University of Tel Aviv and The University of Haifa

### Italy

CSU Study Center (Florence)  
Università degli Studi di Firenze  
La Accademia di Belle Arti Firenze

### Japan

Waseda University (Tokyo)

### Korea

Yonsei University (Seoul)

### Mexico

Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Querétaro

### New Zealand

Lincoln University (Christchurch)  
Massey University (Palmerston North)

### Spain

Universidad Complutense de Madrid  
Universidad de Granada

### Sweden

Uppsala Universitet

### Taiwan

National Taiwan University (Taipei)  
National Tsing Hua University

### United Kingdom

University of Bradford, University of Bristol; Kingston University; University of Sheffield; and the University of Wales, Swansea

### Zimbabwe

University of Zimbabwe (Harare)

## Other Study Abroad Options

Sonoma State University also offers opportunities for students in selected fields of study to participate in special exchange arrangements. These opportunities are announced through the respective sponsoring departments. Currently a semester and year exchange program is offered in Mexico (business studies).

Other CSU campuses make selected semester and year programs available to SSU students; a list of available programs will be provided on request.

## CSU International Programs

CSU International Programs  
401 Golden Shore, Sixth Floor  
Long Beach, CA 90802-4275  
[www.gateway.calstate.edu/csuienet/](http://www.gateway.calstate.edu/csuienet/)

## The National Student Exchange (NSE)

Through the National Student Exchange, students from 170 cooperating institutions in 50 U.S. states and territories can explore the great variety of academic settings, study fields, geography, historical tradition, climate and cultural opportunities that make up the great and diverse entity of American higher education.

Semester and academic year exchanges are available for sophomores, juniors and seniors who have and maintain a minimum 2.50 grade point average. Academic courses completed as a National Student Exchange participant are considered to be taken in residence at Sonoma State and participants do not have to pay out-of-state or other non-resident fees at the host university.

# Athletics

## Intercollegiate Athletics

PE Building 14  
707 664-2521  
[www.sonoma.edu/athletics](http://www.sonoma.edu/athletics)

### Director

Bill Fusco

Sonoma State University is a member of the NCAA in Division II and sponsors 11 intercollegiate programs, four sports for men—soccer, basketball, baseball, and tennis—and seven for women—soccer, cross country, volleyball, basketball, softball, tennis and track and field. The philosophy of the institution and, specifically, of the athletic program, is to provide the maximum opportunity for student participation in intercollegiate athletics that staff and resources will

### Baseball

John Goelz, head coach

### Basketball, men's

Pat Fuscaldo, head coach

### Basketball, women's

Mark Rigby, head coach

allow. SSU teams have been successful at all levels, capturing one national championship and 22 conference championships during the 1990s.

Sonoma State University competes in the California Collegiate Athletic Association (CCAA), one of the most honored conferences in all of Division II with a combined 139 NCAA national championships. Sonoma State has enjoyed tremendous success over the three years it has competed in the CCAA. The baseball team has captured two out of the last three CCAA championships in 1999 and 2001. Men's and women's soccer have posted CCAA North Division Championships. Women's Cross Country recently finished ninth in the NCAA National Championships. Men's and women's tennis have par-

### Cross Country, Track and Field

Jim Hiserman, head coach

### Softball

Chris Elze, head coach

### Soccer, men's

Marcus Zeimer, head coach

### Soccer, women's

Luke Oberkirch, head coach

ticipated in the NCAA regionals on a regular basis. CCAA member institutions include UC Davis, San Francisco State University, Cal State Chico, Cal State Stanislaus, Cal State Bakersfield, Cal State Los Angeles, Cal State Dominguez Hills, Cal State San Bernardino, Cal Poly Pomona, UC San Diego and Grand Canyon University.

The athletic facilities and programs at Sonoma State University are expanding to provide students with many more opportunities to become physically active through individual and organized sports programs. The California State University is committed to providing equal opportunities to men and women students in all campus programs, including intercollegiate athletics.

### Tennis, men's

Steve Cunninghame, head coach

### Tennis, women's

Tracey Prince, head coach

### Volleyball

Jon Stevenson, head coach

# Health and Wellness

## Student Health Center

Student Health Center Building  
707 664-2921  
[www.sonoma.edu/shc/](http://www.sonoma.edu/shc/)

Sonoma State University maintains a fully accredited, on-campus Student Health Center that provides outpatient primary health care for regularly enrolled students. The Student Health Center is located off West Redwood Circle, just north of the Schultz Information Center. Hours are 8 am to 4:30 pm M-F, excluding campus closures and holidays. An extended-hours clinic is held one day/week when academic year classes are in session. After hours, students may call the SHC phone number for access to a Nurse

Advice line, which provides guidance for urgent medical circumstances that cannot wait until the SHC is open.

The Student Health Center's professional staff includes doctors, nurses, nurse practitioners, pharmacists, and laboratory and X-ray technologists. They provide quality outpatient care for acute illnesses and injuries, limited interim or transitional care for ongoing or preexisting conditions, and related pharmacy, lab, x-ray, and preventative medical services such as immunizations, Pap smears, contraception, and health education. Health Center staffing and services provided during break periods may be limited in comparison to regular school year services.

Most medical visits are available at no additional charge to students, although there are nominal fees for medications, specialized diagnostic tests, pre-employment and pre-participation physicals, summer services, and certain other supplemental items. Referrals to off-campus physicians or medical facilities are provided when specialty consultation, long-term care, after hours care, special diagnostic procedures, surgery, or hospitalization is needed. Since students are financially responsible for medical services obtained outside the SHC, supplemental health insurance is advised to help cover the cost of services that are beyond the scope or hours of operation of the SHC. A private insurance carrier that contracts directly with

registered CSU students offers a moderately priced supplemental health insurance policy designed to complement SHC services; contact the SSU Associated Students Office (707 664-2815) for information.

SHC medical records and related information are confidential and are held in a manner consistent with external accreditation standards as well as with state and federal law. Parents, family members, non-health provider university personnel, or others not directly involved in the patient's medical care **do not** have access to SHC medical information without the patient's written consent.

Opportunities for student involvement are available through the **Student Health Advisory Committee** (SHAC) and health promotion projects. Those interested in serving on SHAC should contact the Student Health Center. Those interested in health promotion projects should contact the SHC health educator.

**Meningococcal Disease** is a rare but potentially fatal infection that occurs more frequently in the college population, especially undergraduates living in Residence Halls or other close living situations. Those who wish to reduce their risk of acquiring this infection should make healthy lifestyle choices and consider immunization with meningococcal vaccine. This vaccine significantly reduces but does not completely eliminate the risk of meningococcal meningitis and other manifestations of this infection for a period of 4-5 years. For information, contact your physician, the Student Health Center, or the Student Health Center Immunization web site: [www.sonoma.edu/SHC/immuniz.html](http://www.sonoma.edu/SHC/immuniz.html).

**Pre-enrollment immunization requirements:** The California State University system requires that all entering students born after 1956 provide proof of **measles and rubella immunization** (usually given as **MMR**). Full immunization consists of a series of two appropriately timed measles/rubella immunizations. At a minimum, records must show that at least one dose of MMR was received after age 4 and after 1979. The State of California also requires that all students who are under age 19 at the time of first enrollment show proof of completion of the **full series of three Hepatitis B immunizations**. Entering students must submit photocopies of official medical documentation of all required immunizations to the Office of Admissions and Records as far in advance of enrollment as possible. MMR

and Hepatitis B immunizations are available at reduced cost at the SHC to immediately entering conditionally registered SSU students who have been unable to complete the full series of required immunizations. Students should not delay in meeting these pre-enrollment immunization requirements, as those who do not comply in a timely fashion will be prohibited from registering for subsequent classes.

### Fitness Center

PE 6  
707 664-4224  
**Coordinator**  
Vicki Vescio

The Open Recreation Program offers a variety of health and fitness activities through its wide range of programs and services. Sponsored by the Sonoma Student Union, the program is available to all currently enrolled SSU students. Facilities include the Fitness Center, swimming pool, main gym and Field House. The Open Recreation Program also sponsors several wellness programs for a minimal fee.

Opened in January 1996, the Fitness Center offers both cardiovascular and weight lifting equipment for fitness activities. Included are treadmills, stationary bicycles, stair climbers, elliptical trainers, a rowing machine, and Cybex, Nautilus and Body Master weight-lifting equipment. Orientations to the facility are offered on a regular basis.

The swimming pool, main gym, and Field House are also available for recreational pursuits through the Open Recreation Program. Activities include lap swimming, basketball, volleyball and indoor soccer. Schedules for each area vary from semester to semester, so be sure to check for posted hours.

The Open Recreation Program sponsors a variety of wellness opportunities through its Body Works Program. Included are body composition assessments, nutrition assessments, fitness testing and personal trainers. These programs carry minimal fees.

### Counseling and Psychological Services

Richard A. Rodriguez, Director  
707 664-2153

Brief counseling is provided to enrolled students who are experiencing personal difficulties that interfere with their ability to take full advantage of the University experience. Professional counselors and graduate interns provide individual, couples, family, and group counseling. Our goal is to

facilitate the following: personal growth and self-esteem; development of satisfying relationships and effective communication and decision-making skills; and the establishment of personal values. Counselors assist clients to express and clarify their concerns, and to identify specific changes which might be helpful to them. Interventions are aimed at increasing self-awareness, utilizing existing coping strategies more effectively, and developing additional skills to deal more successfully with their problems.

The counseling staff offers groups and workshops on a variety of themes, such as conflict resolution, assertiveness training, diversity and cross-cultural issues, eating issues, body image, test anxiety, procrastination, and men's and women's issues. Drop-in/Crisis hours are available daily at noon and at 3 p.m. Monday-Thursday and at noon only on Friday. Referrals are made to community agencies and private practitioners for students requiring long-term services. For information and appointments, call 707 664-2153.

### Alcohol and Drug Education Program

Health Center 101  
707 664-2850

The Alcohol and Drug Education Program promotes a healthy university environment in which the use of alcohol and other drugs does not interfere with learning or performance. The goal of the program is to reduce alcohol and other drug problems for students at SSU.

### Services

- Presentations in UNIV 102 Freshman Seminar classes
- Lending library of books and videos
- Resources for alcohol and other drug-related workshops and speakers
- Support for non-using choices and activities
- Information about resources available for intervening in drinking and drug use problems
- Referrals for treatment options

# The Arts at Sonoma State University

## Center for Performing Arts

Ives Hall 205  
707 664-2235

**Executive Director**  
Floyd Ross

**University Box Office**  
Evert B. Person Theatre  
707 664-2353

The Center for Performing Arts coordinates the performance activities of the music and theatre arts departments, providing technical support in scenery, costumes, makeup, lighting and sound, as well as development, marketing and promotions, facility management and ticketing services.

The center manages a variety of distinct performance venues:

- Evert B. Person Theatre, opened in 1990, a beautiful, state-of-the-art, fully equipped and accessible 475-seat proscenium theatre with excellent sight lines, a complete fly system, moveable thrust with orchestra lift, large stage, computerized lighting board system, well-equipped scene and costume shops, and actor-friendly dressing rooms and makeup facilities. It is used for most large-scale theatre, dance, and music theatre productions, as well as for concerts, lectures, and special events.
- Warren Auditorium, a 182-seat proscenium auditorium, the main venue for jazz concerts and other music and theatre events.
- A 125-seat flexible recital hall, used for solo recitals, chamber, choral, and student concerts and occasionally for drama productions.
- A 50-seat black box studio theatre suited to small scale, intimate productions.
- A 100-seat dance studio/theatre, the primary venue for the presentation of student dance work.

• Alumni Amphitheater, a small outdoor space surrounded by trees, used for a variety of performances. The center sponsors both on- and off-campus performances by University performing arts groups as well as a guest artist series.

The Center for Performing Arts is home to a variety of performing ensembles—comprised of both students and community members—including Drama Ensemble, Dance Ensemble, University Chorus, Sonoma County Bach Choir, Chamber Singers, Music Theatre Production, Music Theatre Scenes Workshop, Vocal Jazz Ensemble, Indian Singing Ensemble, Gospel Choir, Chamber Music Ensembles, Wind Ensemble (Concert Band), Chamber Orchestra, Classical Guitar Ensemble, American Gamelan, Percussion Ensemble, Concert Jazz Ensemble, Contemporary Jazz Ensemble, Latin Jazz Ensemble, Jazz Big Band, and Jazz Piano Group. In addition, a number of student-initiated projects in music, dance, and drama are presented each semester, including noon-hour recitals each week.

There are more than 140 performances presented each academic year, with an annual attendance of more than 16,000 people. In addition, the center sponsors special benefit performances and the annual Performing Arts Talent Award Ceremony, the annual High School Jazz Combo Intensive Workshop, and each summer, Summer Arts for Youth, and Young Artists Chamber Ensembles, and other programs under the umbrella of Greenfarm, the arts education component of the Donald and Maureen Green Music Center.

Since its inception the center has provided venues and support for a variety of campus activities, including convocations, lectures,

conferences, and events sponsored by Associated Students Productions. In addition, many off-campus groups rent the center's facilities for meetings, conferences, ballet, theatre, and music performances.

The center's box office is located in the Evert B. Person Theatre. Reserved-seat tickets are available for many performances. Discount rates on all tickets for SSU students, senior citizens and groups are in effect for all performances. Student rush tickets are available for SSU students.

### Green Music Center

The new Donald and Maureen Green Music Center, modeled after Tanglewood's Seiji Ozawa Hall, will bring to Northern California a world-class concert venue, establishing SSU as a major western destination for the study of music. Designed by the best architects and acousticians in the field, the Green Music Center will include a 1,400-seat concert hall, 300-seat recital hall, large lobby, extensive amenities for patrons, performers and students and the ability to accommodate 3,000-10,000 additional patrons on the lawns surrounding the facility. The Green Music Center will provide the ideal performance setting for vocal, choral, chamber, and symphonic music of every style and tradition, as well as for the spoken word and the exchange of ideas, and will be known for its superb acoustics and spectacular setting among the hills and vineyards of Sonoma County. The Green Music Center will be the performance home of the Santa Rosa Symphony.

# University Art Gallery

Art 101  
707 664-2295

**Director**  
Michael Schwager

Opened in 1978 as part of SSU's new art department complex, the University Art Gallery is one of the largest and best-equipped contemporary art facilities in the North Bay. With almost 2,500 square feet of exhibition space in two adjoining galleries, the Art Gallery serves the campus and surrounding communities through ongoing presentation of exhibitions, publications, lectures, and symposia featuring work by some of the most talented and respected local, national, and international contemporary artists.

During each academic year, the Art Gallery presents five exhibitions, including work by graduating BFA (Bachelor of Fine Arts) students and the annual Juried Student Show, which is open to all SSU students and is selected by two art professionals from the off-

campus art world. Work by the SSU Art Department faculty is also shown in the gallery every other year. In addition, the Art Gallery hosts a variety of programs and events, chief among them the Art from the Heart Valentine Auction, which each year features affordable works of art by more than 100 local and nationally recognized artists, the proceeds from which directly benefit the gallery's programs.

Throughout its existence, the Art Gallery has organized and displayed museum-quality exhibitions, ranging in focus from experimental installations and multimedia works to art that celebrates traditional styles and techniques. A brief list of artists featured at the Art Gallery includes Enrique Chagoya, Lowell Darling, Mineko Grimmer, Mildred Howard, Robert Hudson, Mike Kelley, Maya Lin, Hung Liu, Judith Linhares, Manuel Ocampo, Lari Pittman, Judy Pfaff, Raymond Saunders, Katherine Sherwood, Masami Teraoka, Bill Viola, Peter Voukos,

William Wegman, and William T. Wiley, among many others.

In addition to its public programs, the Art Gallery serves as a teaching facility, providing both art history and art studio students hands-on experience in the fields of museum and gallery work and arts administration. The Art Gallery also works with local schools and community groups, offering outreach programs, such as slide packets and study guides, that supplement the exhibitions and help make contemporary art more accessible to a wide range of people.

The Art Gallery is open 11 a.m. to 4 p.m., Tuesdays through Fridays, and noon to 4 p.m. on Saturdays and Sundays. Admission is free.

# University Library Arts and Lectures Program

Jean and Charles Schulz  
Information Center  
707-664-4240

<http://libweb.sonoma.edu/about/gallery/eventscal.html>

**Director**  
Karen Bradsky

The Arts and Lectures program in the University Library strives to enrich the intellectual, educational, and cultural life of the Sonoma State community. The program provides a venue for people to come together to share ideas through art, lectures, and discussions. Using a variety of locations within the Information Center, the program supports the liberal arts mission of the University. Activities are designed to explore a diversity of ideas, values, and intellectual and artistic expressions. Emphasis is placed on exposure to library collections, research interests of SSU faculty, staff, and students, and regional issues including the support of local cultural initiatives.

The University Library Art Gallery presents exhibitions by students, professional artists, selections from the Library's unique collections, and material from traveling exhibitions. Some past exhibits include the work of local photographer John LeBaron, an annual showing of work by the Edward C. Boyle Scholarship recipient, and participation in the Sonoma County wide celebration of work by the world-renowned Christo.

The University Library Art Gallery is located on the second floor of the Information Center and includes approximately 1,250 square feet of exhibition space. Exhibits are scheduled throughout the year. The gallery is open 10 a.m. to 5 p.m., Mondays through Saturdays, excluding holidays.

Lectures and readings organized each semester by the University Library Arts & Lectures Committee, often in collaboration with campus departments and community groups,

include presentations of faculty research, author readings, and other events of interest. The public reading room (Schulz 3001) is reserved to provide a gathering place for people to come together to listen, learn, and discuss.

# Regulations and Policies

## Academic Regulations

### Registration and Enrollment

The University offers several opportunities for registration. At least two registration periods are held prior to the start of classes. Students are encouraged to participate in them if at all possible. Late registration, which requires payment of an additional fee, is available during the Change of Program period.

New students must confirm their intention to enroll at Sonoma by paying a reservation deposit. Information will be sent at the time of admission about the deposit. All eligible continuing students and all admitted applicants who have paid the deposit will be mailed registration eligibility notifications approximately two weeks prior to the first registration period. This registration eligibility notification will include information about mandatory advising, registration appointment times, and procedures for registering. Applicants admitted too late to participate in the first registration period will also receive registration information by mail, but must register during subsequent registration periods or during late registration.

The best sources for registration information are the *Schedule of Classes* and the World Wide Web. The *Schedule of Classes* is published each semester and can be purchased in the campus bookstore. It provides a detailed description of registration procedures, course offerings, fees, and other basic information. Registration information can also be located on the Office of Admissions and Records World Wide Web pages at [www.sonoma.edu/ar](http://www.sonoma.edu/ar).

### Telephone Registration

Currently, the only way you can register is by telephone. Students will find telephone registration quick and easy. Carefully read all of the registration information that follows to make the registration process even simpler.

Students who fail to pay their fees by the registration fee deadline will be disenrolled from their classes. Credit will not be granted in any course unless all registration procedures are completed and fees are paid.

In the near future, all registration will be done via the Web. Check [www.sonoma.edu/ar](http://www.sonoma.edu/ar) or the appropriate *Schedule of Classes* for more information.

### Advising

All students must be advised prior to registering. Continuing students with a declared major should have met with their academic advisors during the early advising period (see your major department for dates). Students who have not been advised should contact their academic departments or the Academic Advising Center. Continuing undergraduates who have not declared a major will be advised at the Academic Advising Center, Salazar Hall, 707 664-2442. Undergraduate students who have not declared a major after 65 semester units must be advised each semester. New students should contact their declared major department, or if undeclared, the Academic Advising Center, to make an advising appointment. Students who have not been advised may have holds placed on their records that will prevent them from registering by phone during the initial registration period.

### Holds

Be sure to clear any holds before registration. Depending on the nature of the hold, access to registration may be blocked, and the student may miss his or her registration appointment. For additional information about a financial hold, contact the Customer Services Center. For nonfinancial holds, contact the office that placed the hold.

### Password

Access to telephone registration requires the entry of a 9-digit SSU ID number (Social Security number) and a six-digit password PIN. Password PINs are provided on the registration eligibility notification, or in "Online Services" at [www.sonoma.edu/ar](http://www.sonoma.edu/ar). For example, in response to the prompt to enter ID and password, if the SSU ID is 999-88-7777 and the PIN is 040174, enter 999887777040174.

For web registration passwords, check [www.sonoma.edu/ar](http://www.sonoma.edu/ar) or the appropriate *Schedule of Classes*.

### Categories of Enrollment

With the exception of first-time freshmen, appointments are assigned by class level in descending order of units passed. The order is:

Status	Units Completed
First-time Freshman	0
Classified Graduate and Credential	n/a
Senior	90+
Junior	60-89
Sophomore	30-59
Freshman	0-29

### Academic Load

A minimum of two hours preparation for each hour of regular class work should be expected; in upper-division and graduate-level courses, additional time may be required.

In order to graduate in four years, the minimum average number of units an undergraduate entering as a freshman must complete is 15.5 units per semester. Undergraduate students may register for up to 19 units without special approval.

Students having a 3.00 overall college grade point average may petition to enroll in more than 19 units. Students must submit a petition to the Office of Admissions and Records and receive approval before they may enroll in additional courses. A listing of the additional courses must be submitted with the petition statement.

The maximum academic load recommended for graduate students is 12 units, but a student may register for up to 19 units. Students who wish to take more than 19 units must consult with their department chair or graduate coordinator and secure the approval of the associate vice president for academic programs and graduate studies.

Students who need to be registered full-time should note that 12 units is the minimum load to qualify for undergraduate status. Some additional allowance is made for graduate students officially accepted into



master's degree programs who are taking classes that are part of their approved plan of study.

### Continuing Student Status

Once you enroll, pay fees, and attend classes at Sonoma State University, you will be in "continuing student status" for the current and subsequent semester. Reapplication to SSU is required if you take a leave of more than two semesters; 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 the end of the fourth week of classes.

### 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.

### Auditors

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. No official records are maintained of these informal audits.

### Concurrent Enrollment with Other Institutions

Sonoma State University students may register concurrently at SSU and other campuses of the California State University with no further application fee. Applications are available from the Office of Admissions and Records, Stevenson Hall 1088. Such concurrent enrollment is valid for one term only.

### Concurrent Enrollment with SSU Extension

Matriculated students are not permitted to enroll concurrently in regular SSU courses and SSU Extension Open University

courses, nor may students who have previously attended SSU and whose current status is disqualification for either academic or administrative reasons. Neither are students who have applied and been admitted to the university, but who do not pay fees or enroll in regular university courses, eligible to enroll through the Open University program. There will be no exceptions to this regulation, and no refund of fees.

Extension students admitted in resident classes (through Open University) shall receive the same credit as they would receive in a matriculated class (see page 41). Concurrent enrollment of extension students in regular classes does not constitute admission to the University; neither does it entitle them to student services available to regular students with the exception of library privileges. Additional information is available at the Office of Extended Education.

### Temporary Enrollment at Another CSU Institution

Students wishing to apply as intrasystem visitors must be in continuing student status with Sonoma. Temporary leave from Sonoma to enroll in another California State University for one term may be arranged with the SSU Office of Admissions and Records within the application deadlines outlined by the campus at which the student wishes to enroll. The return to SSU will be arranged by the Office of Admissions and Records without further application by the student. Contact the Office of Admissions and Records, Stevenson Hall 1088, for details concerning regulations and procedures.

### Cross Enrollment

Concurrent enrollment at Sonoma and a non-CSU institution without formal admission at the non-CSU institution is permitted through the Cross-Enrollment program. Students cross-enrolling should be aware of the policies governing acceptance of transfer credits as described elsewhere in the catalog. To cross enroll, you must be a full-time undergraduate California resident enrolled at Sonoma and meet the cross-enrollment requirements, and there must be space available in the course you wish to enroll in. For more information and a cross-enrollment application, contact the Office of Admissions and Records, Stevenson Hall 1088.

### Cross Registration

Sonoma offers cross-registration with the University of California, Berkeley, and with the College of Saint Mary's. For more information, contact the Office of Admissions and Records, Stevenson Hall 1088.

### Declaring or Changing a Major

Enrolled SSU undergraduate students in good standing may, with prior departmental approval, change their major. A Change of Major form must be submitted to the Office of Admissions and Records with the appropriate departmental approvals. Students should contact their intended department for major change requirements and change of major periods.

### Change of Program

Students are permitted to change their initial enrollment by following the University's change of program procedure. Ordinarily, a student may add, drop, or change the basis of grading of a class utilizing the University's telephone registration procedures. Students should consult the *Schedule of Classes* or the Admissions and Records web pages ([www.sonoma.edu/ar](http://www.sonoma.edu/ar)) for the procedures, approvals, timelines, and fees associated with the change of program process.

### Adding classes

Students may add courses to their schedules up to the maximum enrollment limit during the change of program period. Consult the *Schedule of Classes* or the Office of Admissions and Records web pages ([www.sonoma.edu/ar](http://www.sonoma.edu/ar)) for appropriate dates and approvals.

### Dropping and Withdrawing from Classes

Students are responsible for attending all courses in which they have registered. Failure to do so will result in the grade of F, U, or NC. Students may exit classes by either dropping or withdrawing from them. Dropping a class removes any record of the class from your student record; withdrawing results in the grade of W, which has no penalty attached. Students may freely drop classes during the Change of Program/Late Registration period, using Telephone Registration.

Students may withdraw from class from the end of the Change of Program period until the end of the eighth week of instruction. The instructor's signature is needed.

After the eighth week of instruction, students may withdraw without academic penalty only by securing the approval of the instructor and the chair of the department in which the course is taught, and permission of the university standards committee. Regulations for withdrawal are described in the *Schedule of Classes*. (See Refund of Fees, pg 23.)

Withdrawing from individual classes is not permitted during the final three weeks of instruction or thereafter except in cases such as accident or serious illness where the cause of the withdrawal is clearly beyond the student's control and the assignment of an incomplete is not practicable. Students wishing to withdraw under these circumstances must obtain the approval of the appropriate instructor of the course and the department chair, and permission of the university standards committee.

### Complete Withdrawal from the University

Students wishing to withdraw completely from the University at any time during the semester are required to submit the "Total Withdrawal From the University" form available from Admissions and Records. At the time of complete withdrawal, students must return their ID card to Admissions and Records. Those students who are eligible for a refund must file a separate refund request form with the Customer Services Center. Students who completely withdraw will be considered continuing students for the next semester only if they have paid their fees and attended classes, even if the fees are refunded. Complete withdrawal procedures are included in the *Schedule of Classes*.

Under no circumstances does non-attendance constitute an official withdrawal from the University.

Information concerning the refund of fees due to complete withdrawal from the University may be obtained from the Customer Services Center or by consulting the current *Schedule of Classes*.

### Planned Educational Leave

The Planned Educational Leave program has been modified to allow for leaves of one or two semesters. Continuing students should file a Planned Educational Leave form with the Office of Admissions and Records indicating the duration of the leave (1 or 2 semesters only). This form requires the signature of the student's advisor. Students who are enrolled in the University as of the end of the fourth week of instruction will automatically receive registration material for the next term. Continuing students who withdraw from the University prior to the week of instruction must file a Planned Educational Leave form to be eligible for enrollment in the subsequent semester. New students may not request a Planned Educational Leave for the first semester of enrollment at the University.

### 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.

### Provisional Unclassified Graduate Status for Senior Students

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

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

## Grades

Symbol	Explanation	Grade Points
A	Outstanding	4.0 per unit value of course
A-		3.7 per unit value of course
B+		3.3 per unit value of course
B	Commendable	3.0 per unit value of course
B-		2.7 per unit value of course
C+		2.3 per unit value of course
C	Satisfactory	2.0 per unit value of course
C-		1.7 per unit value of course
D+		1.3 per unit value of course
D	Minimum Performance	1 per unit value of course
D-		0.7 per unit value of course
F	Failure	0 per unit value of course
Cr	Credit	Not applicable
NC	No Credit	Not applicable
I	Incomplete	Not applicable
IC	Incomplete Charged	0 per unit value of course
RP	Report in Progress	Not applicable
W	Withdrawal	Not applicable
WU	Withdrawal Unauthorized	0 per unit value of course
AU	Audit	Not applicable
RD	Report Delayed	Not applicable

## 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 the Telephone Registration system by the end of the Drop/Add period (For web registration, see [www.sonoma.edu/ar](http://www.sonoma.edu/ar) or the appropriate *Schedule of Classes* for instructions.). During the week after the Drop/Add period, students may continue to change their grade mode by using the Change of Program form.

Undergraduate students may complete a maximum of 24 units of Cr (credit) grades.

For students applying for degrees under catalog years beginning in Fall 1988, only courses graded A-F may be applied toward major and minor requirements, except for courses not available in the A-F mode. Thus, a course taken Cr/NC when the alternative is available can only be counted as an elective or toward the general education requirements. This provision is enforced only when the student applies for graduation rather than upon each class enrollment. Students taking more than the maximum number of Cr units will be required to complete more than the minimum number of units required for the degree.

All nontraditionally graded units earned at other institutions that have been accepted for transfer will be accepted toward the bachelor's degree. If fewer than 24 such units are transferred, they will count toward the 24-unit limit. If 24 or more such units have been accepted, no additional Cr/NC course may be taken unless it is offered Cr/NC only and is required for the major.

All lower-division general education units earned in the Hutchins School will be acceptable for graduation, irrespective of their number, up to the 48 units that constitute the Hutchins School general education program. A student who completes at least 24 Cr/NC units in the Hutchins School general education program may not take other Cr/NC courses unless the units are earned in a course that is available only on a Cr/NC grading basis and that 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 on page 379 indicates grade symbols and their numerical equivalents for evaluating course work. In addition, more complete definitions of administrative grades are provided.

### Incomplete (I)

The symbol 'I' indicates that a portion of required course work has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is the responsibility of the student to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements that must be satisfied to remove the Incomplete. A final grade is assigned when the work agreed upon has been completed and evaluated.

An 'I' must normally be made up within one calendar year immediately following the end of the term during which it was assigned.

### 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.

### Report in Progress (RP)

The 'RP' symbol is used in connection with courses that extend beyond one academic year. It indicates that work is in progress but that assignment of a final grade must await completion of additional work. Work is to be completed within one year except for graduate degree theses.

Enrollment for more units of credit than the total number of units that can be applied to the fulfillment of the student's educational objective is prohibited. Work is to be completed within a stipulated time. This may not exceed one year, except for graduate degree theses, for which the time may be up to two years, but may not exceed the overall time limit for completion of all master's degree requirements. Any extension of time limit must receive prior authorization by the associate vice president for academic programs and graduate studies.

### Withdrawal (W)

'W' indicates that the student was permitted to withdraw from the course with the approval of the instructor. It carries no connotation of quality of student performance and is not used in calculating grade point average (See Change of Program, page 378).

### Withdrawal Unauthorized (WU)

The symbol 'WU' indicates that an enrolled student did not withdraw from the course and also 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.'

### Audit (AU)

'AU' is the recorded grade if a student was enrolled in a class but did not receive credit (Please see Auditors, page 378). Beginning with the 1997-98 academic year, this grading symbol is no longer in use at Sonoma.

### Credit (Cr)

'Cr' grades are not included in the calculation of grade point average.

### No Credit (NC)

'NC' grades are not included in the calculation of grade point average.

### Transcripts of SSU Courses

Students may obtain transcripts of their Sonoma State University records from the Office of Admissions and Records only upon written request. Include your name, date of birth, social security number, the dates you attended SSU, where you wish the transcripts mailed, and any special instructions (e.g., hold for degree or a grade change, or whether the transcripts should be mailed in individual, sealed envelopes). All transcript requests must include a signature. The University reserves the right to withhold issuing the transcript of any student not in good financial standing with the University.

Transcripts may also be ordered by mail, or by fax, at 707 664-2060. There is no charge for SSU transcripts.

### Grade Reporting

Approximately two weeks following the end of finals, grades will be available. Any discrepancies should be reported to the Office of Admissions and Records so that they may be promptly investigated. In some cases it may be necessary to contact individual instructors to resolve grade reporting errors. No changes to the permanent record will be made after a degree has been awarded.

### Dean's List

Undergraduate students who earn at least a 3.50 GPA in a minimum of 12 units of letter-graded work will be awarded Dean's List recognition. Courses taken from Extended Education or credit by examination will not be included in this calculation. Only the grades for one semester will be used in the computation of the GPA for purposes of granting this recognition.

### Academic Records

Student academic records are maintained by the Office of Admissions and Records. These records are considered confidential and, while available to faculty members for advising purposes, the information contained is subject to very strict control. Parents of minor students have authorized access to the academic records of their children. All other persons requesting access to academic records, including governmental investigators and parents of students 18 years old or older, must have the student's written permission.

A student's permanent academic record cannot be changed except where an error in recording has occurred or by approval of the proper University authority. One year is allowed for errors to be identified by a student and corrected by the Office of Admissions and Records or for a petition to be submitted.

Individuals may have access to their official records by appointment with the Office of Admissions and Records. Records of work done at other institutions cannot be copied; students' files will be kept for no more than five years after the semester last attended.

### Diplomas

When students apply for graduation, they will be asked how they wish their names to appear on the diploma. The names must be legally and verifiably their own as they appear on an appropriate form of identification, such as a driver's license or social se-

curity card. Family names and nicknames cannot be used. The policy applies for reissued diplomas and certificates as well.

Diplomas are mailed approximately six weeks after the graduation date. Replacement copies for lost diplomas may be purchased for \$10 for each copy.

### 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 and U. Cr and NC are not used in this calculation.

### Good Standing

Any student who is eligible to enroll in the University is considered to be in good standing. This means that undergraduate students who have maintained satisfactory scholarship with at least a 2.00 cumulative grade point average, as well as those who are on probation, are in good standing. Students who are disqualified are not routinely eligible to enroll and are therefore not considered in good standing.

### Probation and Disqualification

There are two probationary and disqualification statuses to which students may be subject: academic or administrative.

### Academic Probation

If a student's cumulative grade point average in all university work attempted or if his or her cumulative grade point average at Sonoma State University falls below the minimum GPA shown below, the student will be subject to academic probation.

Undergraduate 2.00  
Postbaccalaureate 2.50  
Graduate Student 3.00

### Academic Disqualification

Students are subject to academic disqualification should they fall below a 2.00 (C) average by the number of grade points indicated either for all units attempted or for all units attempted at Sonoma State University.

**Freshman and Sophomore:** 0-59 semester units completed; falls below a grade point average of 1.75 in all units attempted or in all units attempted at the campus where enrolled.

**Juniors:** 60-89 semester units completed; falls below a grade point average of 1.85 in all units attempted or in all units attempted at the campus where enrolled.

**Seniors:** 90 or more semester units completed; falls below a grade point average of 1.95 in all units attempted or in all units attempted at the campus where enrolled.

A graduate student on academic probation who fails to earn sufficient grade points for removal from probationary status is subject to academic disqualification.

### Administrative-Academic Probation

A student may be placed on administrative-academic probation for withdrawal from a substantial portion of a program in two successive terms, for repeated failure to progress toward a degree, or for failure to comply with an academic requirement or regulation that is routine for all students or for a defined group of students.

### Administrative-Academic Disqualification

Students may be placed in administrative-academic disqualified status for continued failure to remedy the condition resulting in their being on administrative academic probation. Additionally, the president may designate a campus official to act for him or her in the disqualification of students not on probation when: 1) a student has, at the end of any term, fewer cumulative grade points than cumulative units attempted; and 2) the cumulative grade point deficiency is so great that, in view of the student's overall educational program, it seems unlikely that the deficiency will be corrected within a reasonable period of time. A student disqualified from the University may be reinstated only by special action.

### Reinstatement after Disqualification

No student is disqualified from the University on the basis of a single semester of unsatisfactory work. However, a student who has been at the University for more than one semester and whose SSU grade point average results in disqualification will not be allowed to apply for readmission to the University until he/she has been away from the University for a period of time and has demonstrated academic success (or an equivalent experience) in another environment.

Disqualified students may be considered for reinstatement by petitioning to the Office of Admissions and Records. Petitions must be accompanied by evidence (such as satisfactory academic work elsewhere) that would justify reinstatement and a letter of support from the student's major department. 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.

### Noncalculation of a Previous Grade after Repeating the Course

With prior consent of the appropriate department, a student may repeat a Sonoma State University course in order to improve any grade. In recalculating the GPA, only the higher grade will be counted; however, if a No Credit (NC) grade is awarded for the second attempt, the first attempt will count. Grades from subsequent attempts will be included in calculating the GPA. Unit credit will be granted one time only except for courses permitted by the University and identified in the catalog. In order for this policy to be enacted and the GPA recalculated, students must notify the Office of Admissions and Records after the course has been repeated. If the course is to be repeated by taking anything other than the exact class, prior approval of the department is required in order for the repeat policy to apply.

### Excessive Enrollment

If a student enrolls in the same course beyond catalog limitations, units earned will not be counted toward a baccalaureate. The units attempted and any grade points earned, however, will be averaged with the student's other grades.

### Academic Renewal

The trustees of the California State University have established a program of academic renewal whereby students who are having difficulty meeting graduation requirements due to a grade point deficiency may petition to have up to two semesters or three quarters of previous college work discounted from all considerations associated with meeting requirements for the baccalaureate. Academic renewal is intended only to facilitate graduation from SSU and is not applicable for individuals who already possess a baccalaureate or who meet graduation requirements without the approval of a petition for academic renewal.

Conditions: To qualify for academic renewal, all of the following conditions established by the trustees must be met:

1. The student must present evidence in the petition that the course work to be disregarded was substandard and not representative of the student's present scholastic ability and level of performance, because of extenuating circumstances.

2. The student must present evidence that if the petition is denied, it would be necessary for the student to enroll in additional course work involving one or more additional terms in order to qualify for graduation. The student should include the specific course work or requirements involved. Normally students should have completed 90 units prior to filing the petition.

3. Five years must have elapsed since the term or terms to be disregarded were completed. Terms taken at any institution may be disregarded.

4. Subsequent to the completion of the term(s) to be disregarded, the student must have completed the following coursework at Sonoma State University: 15 semester units with at least a 3.00 GPA; or 30 semester units with at least a 2.50 GPA; or 45 semester units with at least a 2.00 GPA.

If and when the petition is granted, the student's permanent academic record will be annotated so that it is readily evident to all users of the record that no work taken during the disregarded term(s), even if satisfactory, will apply toward baccalaureate graduation requirements. However, all work will remain legible on the record to ensure a true and complete academic history.

A final decision on the petition will be made by the university standards committee. The committee will review petitions only if all of the basic requirements (indicated above) are met. Normally, students will be notified of the decision within 30 days after the completed petition is submitted.

### Class Attendance

Students should not miss classes except for valid reasons, such as illness, accidents, or participation in officially approved University activities. When students are absent from classes, it is their responsibility to inform the instructor of the reason for absence and to arrange to make up missed assignments and class work. Students should be cautioned that even though absences may be for valid reasons, such absences can impair performance and result in a lower grade.

### Graduate and Postbaccalaureate Regulations

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

2. A classified student must continue to demonstrate, throughout enrollment in the graduate program, the level of competence required to be successful in the completion of the requirements. This evaluation of competence is primarily the responsibility of faculty actively teaching in the program.

3. The master's program contract advances the student to candidacy and must be filed

no later than the time the student files for graduation.

4. At least 21 semester units shall be completed in residence.

5. At least 18 semester units shall be completed in the major.

6. No more than 6 semester units shall be allowed for a thesis.

7. No more than 9 units of Extension or transfer credit (or combination of the two) may be allowed, subject to the approval of the department concerned.

8. No credit toward a master's degree will be given for student teaching in a credential program.

9. The candidate must complete a thesis, project, or comprehensive exam as required by the department. Culminating projects that are published by the library require review by the Graduate Studies Office, as well as the student's faculty committee. A public defense of the thesis or project is required.

10. Graduate students at Sonoma State University may, at the discretion of the department, take up to one-third of the total units applied to the master's degree in a nontraditional 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 Provost for Academic Programs and Graduate Studies, the appropriate campus authority, or re-enrollment in units.

### Change in Graduate Standing

Many students are admitted to the University in conditionally classified standing with contingencies to remove prior to becoming a classified student. This admission does not guarantee a space in the graduate program. Such a guarantee is obtained by a change in graduate standing to classified status verified by the program in question. Each department has its own procedures for granting the student a place in its program. At the time this status is confirmed, a Change in Graduate Status form is filed with the Admission and Records Office and the Graduate Studies Office confirming the department's approval of this change in status. Students who were graduated with a bachelor's degree from a foreign institution and change from working toward a second bachelor's to a graduate program must submit a TOEFL score of at least 550.

## Student Policies

### Privacy Rights/ Student Records

The full text of the Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment), as amended, follows. The campus is authorized under the act to release directory information concerning students unless the campus has received a prior written objection from the student specifying information not to be released. Notification to withhold such information must be made at each registration for that semester. The federal Family Educational Rights and Privacy Act of 1974 (20 USC 1232g) and regulations adopted thereunder (34 CFR 99) and California Education Code Section 67100 et seq. set out requirements designed to protect the privacy of students concerning their records maintained by the campus. Specifically, the statute and regulations govern access to student records maintained by the campus and the release of such records. In brief, the law provides that the campus must provide students access to records directly related to the student and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading, or otherwise inappropriate. The right to a hearing under the law does not include any right to challenge the appropriateness of a grade as determined by the instructor. The law generally requires that written consent of the student be received before releasing personally identifiable data about the student from records to other than a specified list of exceptions. The institution has adopted a set of policies and procedures concerning implementation of the statutes and the regulations on the campus. Copies of these policies and procedures may be obtained at the Office of Admissions and Records. Among the types of information included in the campus statement of policies and procedures are: 1) the types of student records and the information contained therein; 2) the official responsible for the maintenance of each type of record; 3) the location of access lists that indicate persons requesting or receiving information from the record; 4) policies for reviewing and expunging records; 5) the access rights of students; 6) the procedures for challenging the content of student records; 7) the cost that will be charged for reproducing copies of records; and 8) the right of the student to file a complaint with the U.S. Department of Education. An office and review board have been established by the department to investigate and adjudicate violations and complaints. The office designated for this purpose is:

The Family Educational Rights and Privacy Act Office (FERPA)  
U.S. Department of Education  
330 C Street, Room 4511  
Washington, DC 20202

The campus is authorized under the act to release "directory information" concerning students. "Directory information" includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student. The above-designated information is subject to release by the campus at any time unless the campus has received prior written objection from the student specifying information that the student requests not to be released. Written objections should be sent to the Office of Admissions and Records.

The campus is authorized to provide access to student records to campus officials and employees who have legitimate educational interests in such access. These persons are those who have responsibilities in connection with campus academic, administrative or service functions, and who have reason for using student records connected with their campus or other related academic responsibilities. Disclosure may also be made to other persons or organizations under certain conditions (e.g., as part of accreditation or program evaluation; in response to a court order or subpoena; in connection with financial aid; to other institutions to which the student is transferring).

Sonoma State University's disclosure policy is considerably stricter than the FERPA regulations require. When students indicate they wish only "directory information" be released, we release only: whether or not they are in current attendance, whether they are graduates or undergraduates, and whether they have received a degree. Permission to release "locator information" results in the release of the student's name, address, telephone listing, date of birth, major field of study, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

### Immigration Requirements For Licensure

On August 27, 1996, Governor Pete Wilson issued Executive Order W-135-96 which requested that the CSU and other state agencies implement "as expeditiously as reasonably practicable" the provision of The Personal Responsibility and Work Opportunity Reconciliation Act (PRAWORA) of 1996

(P.L. 104-193). The act, also known as the Welfare Reform Act, included provisions to eliminate eligibility for federal and state public benefits for certain categories of lawful immigrants as well as benefits for all illegal immigrants.

Students who will require a professional or commercial license provided by a local, state, or federal government agency in order to engage in an occupation for which the CSU may be training them must meet the immigration requirements of the new Personal Responsibility and Work Opportunity Reconciliation Act to achieve licensure. Information concerning the regulation is available from (name of officer, campus address, and phone number).

### Student Conduct and Student Discipline

Office of Coordinator of University Student Discipline  
Stevenson Hall, 1054  
707 664-2838

### Principles of Student Conduct

Students are expected to conduct themselves so as to reflect credit to themselves and to the University. One of the fundamental objectives of the University is to foster the development of students as active and responsible citizens in our society; and students are, therefore, expected to make steady growth in maturity, self-reliance and self-discipline as they progress toward a degree or credential. To help students achieve this end, the University relies not only upon its instructional program, but also upon student programs and activities and student-faculty collaboration in many aspects of university community life. For the vast majority of students, these constructive means of defining and teaching good standards of conduct and integrity are effective.

### Student Disciplinary Procedures

Inappropriate conduct by students or by applicants for admission is subject to disciplinary action by the University. SSU student disciplinary procedures are determined by Executive Order 628, "Student Disciplinary Procedures for the California State University," established pursuant to section 41304 of Title 5 of the California Administrative Code (see below).

The purpose of Executive Order 628 is to provide procedures that are fair and just, both to the student charged and to the institution, by which it can be determined whether violations of conduct have occurred. The president of the University has author-

ity in disciplinary actions. The president has delegated responsibility for the administration of disciplinary procedures to the coordinator of university student discipline. All determinations and findings made at the institution level by anyone other than the president are in the nature of recommendations to the president.

A complaint against a student for an alleged violation of conduct (as defined in Sections 41301 through 41304 of Title 5) may be filed by a student, faculty member, staff member or a university police officer. The complaint should be filed with the coordinator of university student discipline, who will investigate the alleged violation. The coordinator will hold a conference with the student to obtain his or her response to the alleged misconduct and to determine if the complaint may be disposed of informally by mutual consent through a student discipline settlement agreement.

If the allegations of misconduct have not been resolved informally by conference, the coordinator will recommend to the president whether the matter should proceed and whether a hearing should be held. The coordinator will mail a notice that will contain a statement of the charges and will notify the student of the time and place of a hearing. At any point in the process, the student may waive a hearing and accept a sanction without admitting that he or she engaged in the conduct charged.

The hearing will be conducted by a hearing officer, who will be an administrative officer of the university appointed by the president. The hearing officer will submit a report and recommendations to the president, who will decide the matter, notify the student and take action as appropriate. Discipline that may be imposed includes expulsion, suspension and probation.

## **Title 5, California Code of Regulations 41301. Expulsion, Suspension and Probation of Students**

Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, placed on probation or given a lesser sanction for one or more of the following causes, which must be campus related:

A. Cheating or plagiarism in connection with an academic program at a campus.  
B. Forgery, alteration or misuse of campus documents, records or identification, or

knowingly furnishing false information to a campus.

C. Misrepresentation of oneself or of an organization to be an agent of a campus.

D. Obstruction or disruption, on or off campus property, of the campus educational or administrative process, or any campus function.

E. Physical abuse on or off campus property of the person or property of any member of the campus community or of members of his or her family or the threat of such physical abuse.

F. Theft of, or non-accidental damage to, campus property or property in the possession of, or owned by, a member of the campus community.

G. Unauthorized entry into, unauthorized use of, or misuse of campus property.

H. On campus property, the sale or knowing possession of dangerous drugs, restricted dangerous drugs or narcotics as those terms are used in California statutes, except when lawfully prescribed pursuant to medical or dental care, or when lawfully permitted for the purpose of research, instruction or analysis.

I. Knowing possession or use of explosives, dangerous chemicals or deadly weapons on campus property or at a campus function without prior authorization of the campus president.

J. Engaging in lewd, indecent or obscene behavior on campus property or at a campus function.

K. Abusive behavior directed toward, or hazing of, a member of the campus.

L. Violation of any order of a campus president, notice of which had been given prior to such violation and during the academic term in which the violation occurs, either by publication in the campus newspaper or by posting on an official bulletin board designated for this purpose, and which order is not inconsistent with any of the other provisions of this section.

M. Soliciting or assisting another to do any act that would subject a student to expulsion, suspension or probation pursuant to this section.

N. For purposes of this Article, the following terms are defined:

1. The term "member of the campus community" is defined as meaning California State University trustees, academic, nonacademic and administrative personnel, students and other persons while such other persons are on campus property or at a campus function.

2. The term "campus property" includes:  
a. real or personal property in the possession of, or under the control of, the Board of Trustees of the California State University, and

b. all campus feeding, retail or residence facilities whether operated by a campus or by a campus auxiliary organization.

3. The term "deadly weapons" includes any instrument or weapon of the kind commonly known as a blackjack, slingshot, billy, sandclub, sandbag, metal knuckles, any dirk, dagger, switch-blade knife, pistol, revolver or any other firearm, any knife having a blade longer than five inches, any razor with an unguarded blade, and any metal pipe or bar used or intended to be used as a club.

4. The term "behavior" includes conduct and expression.

5. The term "hazing" means any method of initiation into a student organization or any pastime or amusement engaged in with regard to such an organization that causes, or is likely to cause, bodily danger, or physical or emotional harm, to any member of the campus community; but the term "hazing" does not include customary athletic events or other similar contests or competitions.

O. This section is not adopted pursuant to Education Code Section 89031.

P. Notwithstanding any amendment or repeal pursuant to the resolution by which any provision of this Article is amended, all acts and omissions occurring prior to that effective date shall be subject to the provisions of this Article as in effect immediately prior to such effective date.

## **41302. Disposition of Fees; Campus Emergency; Interim Suspension**

The president of the campus may place on probation, suspend or expel a student for one or more of the causes enumerated in Section 41301. No fees or tuition paid by or for such student for the semester, quarter or summer session in which he or she is suspended or expelled shall be refunded. If the student is readmitted before the close of the semester, quarter or summer session in which he or she is suspended, no additional tuition or fees shall be required of the student.

During periods of campus emergency, as determined by the president of the individual campus, the president may, after consultation with the chancellor, place into immediate effect any emergency regulations, procedures and other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

The president may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to ensure 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 is grounds for expulsion.

## **41303. Conduct by Applicants for Admission**

Notwithstanding any provision in this Chapter 1 to the contrary, admission or readmission may be qualified or denied to any person who, while not enrolled as a student, commits acts that, were he enrolled as a student, would be the basis for disciplinary proceedings pursuant to Section 41301 or 41302. Admission or readmission may be qualified or denied to any person who, while a student, commits acts that are subject to disciplinary action pursuant to Section 41301 or Section 41302. Qualified admission or denial of admission in such cases shall be determined under procedures adopted pursuant to Section 41304.

## **41304. Student Disciplinary Procedures for the CSU**

The chancellor shall prescribe, and may from time to time revise, a code of student disciplinary procedures for the California State University. Subject to other applicable law, this code shall provide for determinations of fact and sanctions to be applied for conduct that is a ground of discipline under Section 41301 or 41302, and for qualified admission or denial of admission under Section 41303; the authority of the campus president in such matters; conduct-related determinations on financial aid eligibility and termination; alternative kinds of proceedings, including proceedings conducted by a hearing officer; time limitations; notice; conduct of hearings, including provisions governing evidence, a record and review; and such other related matters as may be appropriate. The chancellor shall report to the board actions taken under this section.

## **Pre-Enrollment Immunization Requirements Measles and Rubella (MMR)**

The CSU System requires students born after 1956 to show official medical proof of immunization against measles and rubella prior to the start of their first semester of university classes. Two doses of appropriately timed measles and rubella vaccine (usually given as MMR) with the second shot after

1979 constitute appropriate immunization. Individuals who were immunized before 1979 or who have received only one dose of measles vaccine during their lifetime should receive an additional MMR immunization prior to enrollment. If the student is unable to locate proof of the first MMR, and he or she received K-12 schooling in California, the University will accept proof of one MMR on or after 4 years of age and after 1979, and presume this represents the second dose.

## **Hepatitis B**

The State of California also requires all students who are under age 19 at the time of first enrollment at a public university, to show proof of a series of **three Hepatitis B immunizations** or immunity to Hepatitis B prior to the start of their first semester of classes. Appropriate Hepatitis B immunization consists of a series of **3 shots** over a minimum four to six month period, so prospective students should initiate and complete this series as soon as possible.

Entering students should locate documentation of previous immunizations and seek needed immunizations from their regular health care provider or local public health clinic ASAP.

**Photocopies of official medical documentation** of all required immunizations (or lab tests confirming immunity, or documentation of a need for medical or religious waiver) must be submitted as far in advance of enrollment as possible to:

Sonoma State University  
Office of Admissions and Records  
ATTN: Immunization Requirements  
1801 E. Cotati Ave.  
Rohnert Park, CA, 94928

MMR and Hepatitis B shots are available at reduced cost at the Student Health Center to immediately entering, conditionally registered SSU students who have been unable to complete immunizations elsewhere. Students should not delay in meeting these pre-enrollment immunization requirements, as those who do not comply in a timely fashion will be prohibited from registering for subsequent classes or making course adjustments until the requirements have been met.

## **Student Grievance Policy Student Grievance Coordinator Administration and Finance Center #2 707 664-2153**

### **Grievance Procedures**

A grievance may arise out of a decision or action reached or taken in the course of official duty by a member of the SSU faculty, staff or administration. A grievable action is an action that: a) is in violation of written

campus policies or procedures; or b) constitutes arbitrary, capricious, or unequal application of written campus policies or procedures.

## **Grade Appeal**

A student may appeal a grade by an individual instructor if the student alleges that there was action by the instructor that was arbitrary, unreasonable, prejudiced, capricious or not supported by the evidence. There is a time limit and an informal process that should be followed.

## **Financial Aid Appeal Policy**

Students have the right to appeal their financial aid award or any other financial aid decision that they feel affects them adversely and that falls outside of the jurisdiction of federal, state, or chancellor's office regulations. This right includes answers to questions, explanations of financial aid policies and procedures, and a request for reconsideration. The initial appeal is made to the student's financial aid representative. After subsequent review by the director of financial aid, the student's case may ultimately be presented to the Financial Aid Advisory Committee.

## Other Campus Policies

### Campus Smoking Policy

Sonoma State University has a responsibility to its employees and students to provide a safe and healthful environment. Research findings show that smoking and the breathing of secondhand smoke constitute a significant health hazard. In addition to direct health hazards, smoking contributes to institutional costs in other ways, including cleaning and maintenance costs and costs associated with employee absenteeism, health care and medical insurance.

It is, therefore, the policy of Sonoma State University to prohibit smoking in campus buildings and in areas of the campus where nonsmokers cannot avoid exposure to smoke. Specifically, smoking is prohibited in all campus buildings, including classrooms, lecture halls, laboratories, offices, work areas, study areas, reception areas, meeting rooms, lobbies, hallways, stairwells, elevators, eating areas, lounges and restrooms. Smoking is prohibited in all partially enclosed areas, such as the covered walkways in Rachel Carson Hall, the breezeways and walkways between sections of buildings, and bus-stop shelters; areas immediately adjacent to building entrances; and exterior stairways and landings. Smoking is also prohibited in all state vehicles.

Smoking is permitted generally in outside grounds areas. It is also permitted generally on courtyards, decks and patios (including, for example, the Commons patios and the deck of the Pub). However, smoking is not permitted in such areas if it unavoidably exposes people entering and leaving adjacent buildings to smoke, or when it is explicitly prohibited during a particular event or activity scheduled in the area.

The sale of tobacco products on campus is prohibited.

In addition to the above regulations, the University on an ongoing basis makes available to employees and students information about the effects of smoking and secondhand smoke and about smoking-cessation programs — primarily through the Personnel Office, the Student Health Center, and the Alcohol and Drug Education Program.

Implementation of the smoking policy depends on the courtesy, sensitivity and cooperation of all members of the campus. Complaints or disputes should be brought to the attention of the University employee who has immediate responsibility for the workplace, event or activity, or to his or her supervisor. If satisfactory resolution is not

reached, the Director of Environmental Health and Safety should be consulted.

The smoking policy applies to all campus buildings and grounds, including the Residential Community, Student Union building, commons and physical education/athletics facilities. All members of the campus community — students, faculty and staff — as well as campus visitors are expected to comply with the provisions of the policy. The policy is made known to members of the campus community and visitors through the University catalog, posted signs and notices in campus publications.

### Affirmative Action and Non-Discrimination Policy Human Services

Administration and Finance Center #1  
707 664-2664

Sonoma State University and its auxiliary organizations are guided by the precept that in no aspect of its programs or employment shall there be a difference in the treatment of persons because of age, race, sex, creed, color, religion, sexual orientation, covered veteran's status, or disabling condition. In addition, the University and its auxiliary organizations are committed to maintaining a working and learning environment that is free from discrimination and sexual harassment/sexual assault. Some forms of discrimination interfere with a student's or an employee's work or educational performance and create an atmosphere of intimidation, low morale, and hostility that the University and its auxiliary organizations will not tolerate.

Equal employment and educational opportunity are observed in the administration, housing, and education of students; in policies governing programs and extracurricular activities; and in the employment of faculty, staff, and students. The University and its auxiliary organizations are committed to increasing the diversity of its faculty, staff, administrators, and students to mirror the diversity of the State of California.

### Non-Discrimination Policy

The University and its auxiliary organizations (the Academic Foundation, the Associated Students, the Enterprise Corporation and the Student Union) do not discriminate on the basis of age, race, sex, creed, color, religion, sexual orientation, covered veteran's status or disabling condition in admissions, access and/or employment in its programs and activities. No person shall, on the basis of age, race, sex, creed, color, reli-

gion, sexual orientation, covered veteran's status or disabling condition, be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination in any of the University's programs or activities.

The Director of Employee Diversity and University Compliance is authorized to receive informal and formal complaints related to discrimination and sexual harassment/sexual assault and is the campus officer assigned responsibility for ensuring compliance with federal, state and California State University systemwide regulations prohibiting discrimination on the basis of age, race, sex, creed, color, religion, sexual orientation, covered veteran's status and disabling condition. The Director of Employee Diversity and University Compliance is also authorized to receive informal and formal complaints related to discrimination and sexual harassment/sexual assault. For more information, contact Human Services, AFC #1, 707 664-2664. The full text of the University's Affirmative Action and Non-Discrimination Policy and Discrimination Complaint Procedures is available at [www.sonoma.edu/hs/aa.html](http://www.sonoma.edu/hs/aa.html). That site also has additional information about University resources for concerns and complaints.

### Age

Sonoma State University and its auxiliary organizations do not discriminate on the basis of age in terms of employment or the educational programs or activities that it conducts in accordance with the Age Discrimination in Employment Act of 1967, as Amended, with Executive Order 11141, the California Fair Employment and Housing Act, and California State University Executive Order 340.

### Disability

Sonoma State University and its auxiliary organizations do not discriminate on the basis of disability in terms of employment or the educational programs or activities that it conducts in accordance with Sections 503 and 504 of the Rehabilitation Act of 1973, as amended, the Americans with Disabilities Act of 1990 (ADA), the California Fair Employment and Housing Act, with California State University Executive Order 340.

Discrimination based on disability can also include both overt or subtle treatment based on a disabling condition that may include one or more of the following: failure to accommodate a disabled student or employee; disparaging comments about people with

disabilities as a group; the use of humor or demeaning comments about those with disabilities; calling on students with disabilities less frequently or being more critical of their comments; giving employees with disabilities more difficult assignments and being more critical of their work; or making statements that communicate to students or employees limiting preconceptions about appropriate and expected behaviors, abilities, career directions, and personal goals that are based on a disabling condition rather than individual interest or ability.

### Race, Color, National Origin, Religion

Sonoma State University and its auxiliary organizations do not discriminate on the basis of race, color, national origin or religion in terms of employment or the educational programs or activities that it conducts in accordance with Titles VI and VII of the Civil Rights Act of 1964, as amended, the California Fair Employment and Housing Act, and with California State University Executive Order 340. The university is committed to maintaining a working and learning environment that is free from racial and religious harassment.

Racial or religious discrimination can also include both overt or subtle treatment based on race, color, national origin or religion, that may include one or more of the following: disparaging comments about members of a religious group; the use of racist humor or demeaning racist comments; calling on ethnic minority students less frequently or being more critical of their comments; giving ethnic minority employees more difficult assignments and being more critical of their work; or making statements that communicate to students or employees limiting preconceptions about appropriate and expected behaviors, abilities, career directions, and personal goals that are based on race, color, national origin or religion, rather than individual interest or ability.

### Sex (including Sexual Harassment and Sexual Assault)

Sonoma State University and its auxiliary organizations do not discriminate on the basis of sex or marital status in terms of employment or the educational programs or activities that they conduct in accordance with Title VII of the Civil Rights Act of 1964, as amended, with Title IX of the Educational Amendments of 1972, as amended, the California Fair Employment and Housing Act, and California State University Executive Orders 340 and 345.

In addition, the University and its auxiliary organizations are committed to maintaining a working and learning environment that is free from sexual harassment. Sexual harassment may range from sexual innuendoes made at inappropriate times, perhaps in the guise of humor, to coerced sexual relations.

One form of harassment occurs when a person in a position to control, influence, or affect another person's job, salary, career, or grades uses his or her authority and power to coerce the other person into sexual relations or to act in a punitive manner should the sexual advance be rejected. Another form of sexual harassment occurs when a person or group is treated adversely or subjected to offensive behavior on the basis of sex that, because it is sufficiently severe or pervasive, creates a hostile environment. Sexual harassment may include one or more of the following (but is not limited to the following examples):

- Verbal harassment or abuse.
- Subtle pressures for sexual activity.
- Persistent remarks about another person's clothing, body, or sexual activities.
- Unnecessary touching, patting, pinching, or brushing against another person's body.
- Demanding sexual favors accompanied by implied or overt threats concerning one's job, grades, or letters of recommendation.
- Disparaging comments about women as a group.
- The use of sexist humor or demeaning sexual allusions.
- Calling on women students less frequently or being more critical of their comments.
- Giving women employees more difficult assignments and being more critical of their work; and/or making statements that communicate to students or employees limiting preconceptions about appropriate and expected behaviors, abilities, career directions, and personal goals that are based on sex rather than individual interest or ability.

Sonoma State University and its auxiliary organizations will not tolerate sexual assault in any form. Sonoma State University has adopted the State of California definition of sexual assault to mean any involuntary sexual act in which a person is threatened, coerced, or forced to comply against her/his will and includes rape, acquaintance rape, date rape, acquaintance gang rape, and sexual battery. Included in this definition are all forms of rape and sexual battery. Sexual assault, which is a form of sexual harassment, is included in the definition of sex discrimination that is prohibited in Title VII of the Civil Rights Act of 1964, as amended, and Title IX of the Educational Amendments of 1972, as amended. It is also governed by the California Penal Code Sections 261 and

243.4, and Assembly Concurrent Resolution No. 46 (Resolution Chapter 105, passed into law on September 14, 1987).

### Sexual Orientation

Sonoma State University and its auxiliary organizations do not discriminate on the basis of sexual orientation in terms of employment or the educational programs or activities they conduct in accordance with California Government Code 1102.1, the California Fair Employment and Housing Act and with California State University Executive Order 340.

### Covered Veteran's Status

Sonoma State University and its auxiliary organizations do not discriminate on the basis of covered veteran's status in terms of employment or the educational programs or activities they conduct in accordance with the Vietnam Era Veteran's Readjustment Assistance Act of 1974, the Uniformed Services Employment and Re-employment Rights Act of 1994, and with California State University Executive Order 340.

### Discrimination Complaint Procedures

Students, staff, faculty, and administrators are regularly informed of the University's policies and procedures regarding discrimination and sexual harassment/sexual assault policies and complaint procedures. In addition, all supervisors are regularly informed of their responsibility regarding complaints made against those whom they supervise. All employees and students, female or male, who believe they have been subjected to discrimination, including sexual harassment and sexual assault, have several ways to make their concerns known. Regardless of the means selected for resolving allegations of discrimination (including sexual harassment and sexual assault), the initiation of a complaint will not cause any reflection on the reporting party nor will it affect such person's future business dealings with the University, his or her employment, compensation or work assignments or, in the case of students, grades, class selection, or other matters pertaining to his or her status as a student at the University. Every effort should be made to resolve any incident as soon as possible while the facts and potential testimony of witnesses, if any, are current.

Any complaint alleging discrimination, including sexual harassment or sexual assault, will be investigated according to the SSU affirmative action and non-discrimination policy and discrimination complaint procedures. This investigation will result in find-

ings being made and if necessary, recommendations for sanctions, and will serve as the investigation normally carried out prior to deciding to initiate discipline. Facts gathered and any findings made during an informal or formal resolution process may be sufficient to obligate the University to take disciplinary action against a faculty member, staff member or student or for the University to initiate a criminal investigation. If the University pursues disciplinary action against an alleged violator, a hearing may be required. In cases alleging sexual harassment/sexual assault, if both housing discipline and student discipline are initiated and require a hearing, the housing and student discipline hearings will be combined into one hearing. Due process guarantees exist under the student discipline process and the appropriate employee disciplinary procedures.

Complaints of discrimination and/or sexual harassment/sexual assault will be investigated promptly and thoroughly. The University recognizes that under certain circumstances, it has an independent duty to ascertain where discrimination or sexual harassment/sexual assault exists irrespective of whether a complaint is actually filed (for example, concerns of sexual harassment involving physical contact, recurrent or systematic patterns of discrimination, and/or sexual assault involving a University employee or student).

Sonoma State University's sexual assault guidelines, which are included in the discrimination complaint procedures, describe the support available to a victim, reporting procedures and University disciplinary procedures and sanctions for students. Sexual assault is a form of sexual harassment and is also a violation of the criminal code. If a sexual assault report is made to any campus officer, the Sexual Violence Prevention Educator and the Director of Employee Diver-

sity and University Compliance will be notified. If possible, the reporting party will be provided with the option of participating in an initial meeting to be held that includes the Sexual Violence Prevention Educator, the Director of Employee Diversity and University Compliance, and an officer from the University Police to advise the victim of various reporting options.

It is the policy of Sonoma State University that retaliation against reporting parties is prohibited. The University acts vigorously to prevent any retaliation being taken against those initiating inquiries or filing complaints; retaliation constitutes separate grounds for filing a complaint with these procedures and for potential disciplinary action against the alleged violator.

Where discrimination or sexual harassment/sexual assault has been found to occur, the University and its auxiliary organizations will impose sanctions on the individual determined to have engaged in sexually harassing or discriminatory conduct or communication at a level appropriate to the scale and scope of the violation.

Those who are considering taking action are urged to meet with the Director of Employee Diversity and University Compliance prior to filing a complaint. Discussions at this stage can be confidential and are meant to assist in the process of determining which reporting options are most appropriate. Every effort will be made to resolve potential complaints at the lowest level possible and consistent with the desires of the person bringing forward the complaint. All current faculty, students, staff and administrators may use the discrimination complaint process for resolving sexual harassment, sexual assault and discrimination complaints and/or documenting that the individual has resolved a complaint. All students, faculty, or staff who believe that they may have been

discriminated against, sexually harassed or sexually assaulted should obtain a copy of the SSU discrimination complaint procedures by contacting Human Services, AFC #1, 707 664-2664, or through our web page at [www.sonoma.edu/hs/aa.html](http://www.sonoma.edu/hs/aa.html).

#### Course Requirements Policy

Faculty should provide students with a written statement containing the following information:

1. Office number, office hours and office telephone number.
2. Prerequisites.
3. Required texts and other required and/or recommended material.
4. Course description.
5. Syllabus.
6. Specific course requirements, such as exams, quizzes, papers, textbooks, field trips, labs.
7. Grading policy and standards (the relative weight of examinations, quizzes, papers, class participation and other factors).
8. Approximate due dates for assignments and exams (subjective, objective, etc.), and format of the course.

Furthermore, students should be advised of faculty expectations for them in the course no later than the end of the second class. Any changes in course requirements should be communicated to students in a timely manner. It is the responsibility of the student to read the course statement and to request any clarification of course policies. If the student adds the course after the first week of class, it is incumbent upon the student to seek course information in a timely manner.

# University Support Services

## Alumni Association

Stevenson Hall 1027  
707 664-2426

### Interim Director of Alumni Relations

Kate McClintock

The Sonoma State University Alumni Association strives to maintain a continuing relationship between the university and its alumni through special projects, programs and activities. Each year the association awards two scholarships: the Alumni Freshman Scholarship, for the sons or daughters of an SSU alum; and the Ambrose R. Nichols Scholarship, honoring SSU's first president. The association also sponsors the Distinguished Alumni Awards program, alumni networking events, reunions and the Student Ambassador Program.

Membership in the Alumni Association is open to any individual who has attended Sonoma State University. New graduates receive a complimentary one-year membership at graduation. The benefits of membership include *AlumNotes*, the alumni newsletter; SSU library privileges; Costco/Price Club membership; special rates for use of campus Fitness Center and swimming pool; discounts for performing arts and athletic events; access to an MBNA America Bank Mastercard; discounts at the Career Development Center; and invitations to special campus events. Annual, Family, Senior and Life Memberships are available, as are Associate Memberships, for friends of the university.

## Office of Development

Stevenson Hall 1024  
707 664-2712

### Vice President Stuart Jones

The Office of Development is responsible for coordinating private fundraising for Sonoma State University among its many constituents. Fund-raising efforts are carried out through comprehensive campaigns, an annual fund drive, a planned giving program and a memorial giving program. Contributions are sought for unrestricted purposes,

scholarships, student talent awards, faculty development, departmental funds and capital campaigns. Donors may designate their gifts to be used for immediate purposes or to establish or add to permanently endowed funds.

## Sonoma State Enterprises, Inc.

707 664-2769

### Chief Operating Officer

Alan Murray

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, including the University Bookstore, Zinfandel Marketplace, University Commons, the University Club, the Pub in the Student Union, Zinfandel Dining Services, Campus Vending, University Catering, Reprographics printing services, U.S. Post Office, and refrigerator rentals. Enterprises' net proceeds, after establishment of appropriate reserves, are provided to the university in support of the educational mission. The corporation is governed by a policy-making board of directors comprised of faculty, staff, students, administrators, and community members.

## Sonoma State University Academic Foundation

### Vice President and Chief Operating Officer Steve Wilson

The Sonoma State University Academic Foundation Inc. is a public service, not-for-profit corporation established in 1974 to promote the development programs of the university. The foundation's principal mission is to receive and administer gifts, endowments, scholarships, and planned giving that enhance and promotes Sonoma State University's educational mission. The activities of the foundation are directed by a board

of community, student, faculty and administrative representatives. The foundation is a CSU auxiliary organization, as defined in Title 5 of the California Code of Regulations.

## University Affairs

Stevenson Hall 1064  
707 664-2732

### Vice President

Lynn McIntyre

The University Affairs Office coordinates the public, media and government relations of the university. One of its primary functions is to communicate information about the university to students, faculty, staff, alumni and the community. The office's news bureau responds to media inquiries and actively works to place stories about the University in local, regional, and national publications and broadcasts.

University Affairs also has a publications unit that oversees the faculty and staff newsletter, *NewsBytes*; the alumni magazine, *Insights*; an Experts Guide; an SSU Facts brochure; a campus events calendar; the *Schedule of Classes*; the University catalog; and various special communications projects for academic and administrative areas.

Additional responsibilities include maintaining relations with government leaders and agencies, maintaining several active Internet sites for the campus, and working closely with the Development Office and the Alumni Association in support of University advancement and community outreach efforts.

# The California State University

## THE CALIFORNIA STATE UNIVERSITY

The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972 the system became the California State University and Colleges, and in 1982 the system became the California State University. Today the campuses of the CSU include comprehensive and polytechnic universities and, since July 1995, the California Maritime Academy, a specialized campus.

The oldest campus—San José State University—was founded in 1857 and became the first institution of public higher education in California. The most recently opened campus—California State University, Monterey Bay, began admitting students in the fall of 1995. The 23<sup>rd</sup> campus, CSU Channel Islands, will open in Fall 2002 with freshmen arriving in Fall 2003.

Responsibility for the California State University is vested in the Board of Trustees, whose members are appointed by the Governor. The Trustees appoint the Chancellor, who

is the chief executive officer of the system, and the presidents, who are the chief executive officers of the respective campuses.

The trustees, the chancellor, and the presidents develop systemwide policy, with actual implementation at the campus level taking place through broadly based consultative procedures. The Academic Senate of the California State University, made up of elected representatives of the faculty from each campus, recommends academic policy to the Board of Trustees through the chancellor.

Academic excellence has been achieved by the California State University through a distinguished faculty whose primary responsibility is superior teaching. While each campus in the system has its own unique geographic and curricular character, all campuses, as multipurpose institutions, offer undergraduate and graduate instruction for professional and occupational goals as well as broad liberal education. All the campuses require for graduation a basic program of

"General Education Requirements" regardless of the type of bachelor's degree or major field selected by the student.

The CSU offers more than 1,600 bachelor's and master's degree programs in some 240 subject areas. Many of these programs are offered so that students can complete all upper-division and graduate requirements by part-time, late afternoon and evening study. In addition, a variety of teaching and school service credential programs are available. A number of doctoral degrees are offered jointly with the University of California and with private institutions in California.

Enrollments in fall 2000 totaled 368,252 students, who were taught by more than 21,225 faculty. The system awards more than half of the bachelor's degrees and 30 percent of the master's degrees granted in California. Some 1.94 million persons have been graduated from CSU campuses since 1960.

## Trustees of The California State University

### Appointed trustees

Appointments are for a term of eight years, except student, alumni, and faculty trustees whose terms are for two years. Terms expire in the year in parentheses.

Robert Achtenberg (2007)  
William D. Campbell (2003)  
Daniel Cartwright (2002)  
Martha C. Fallgatter (2003)  
Debra Farar (2006)  
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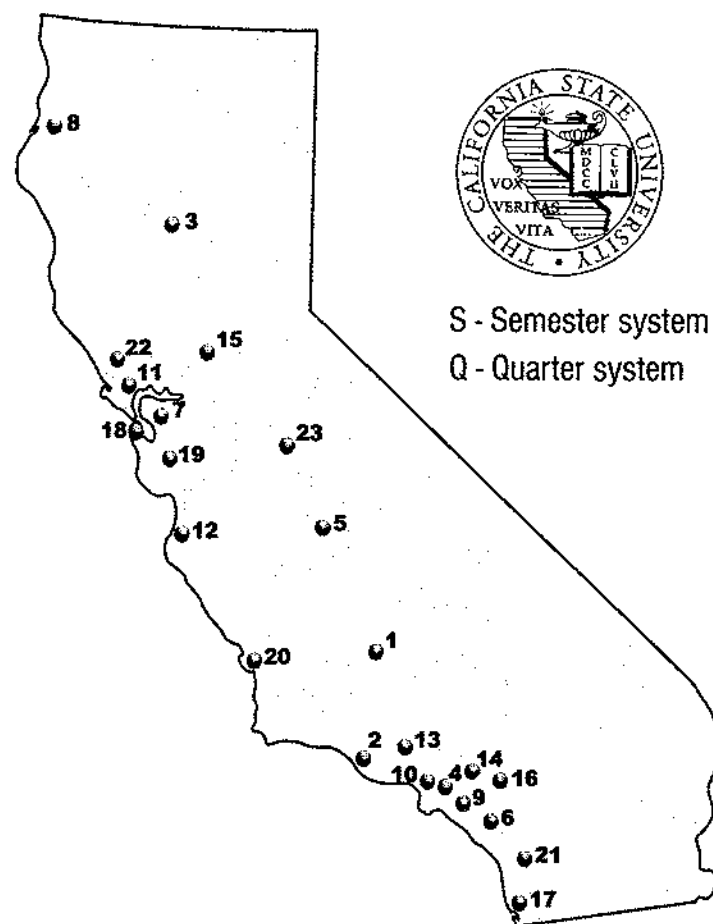
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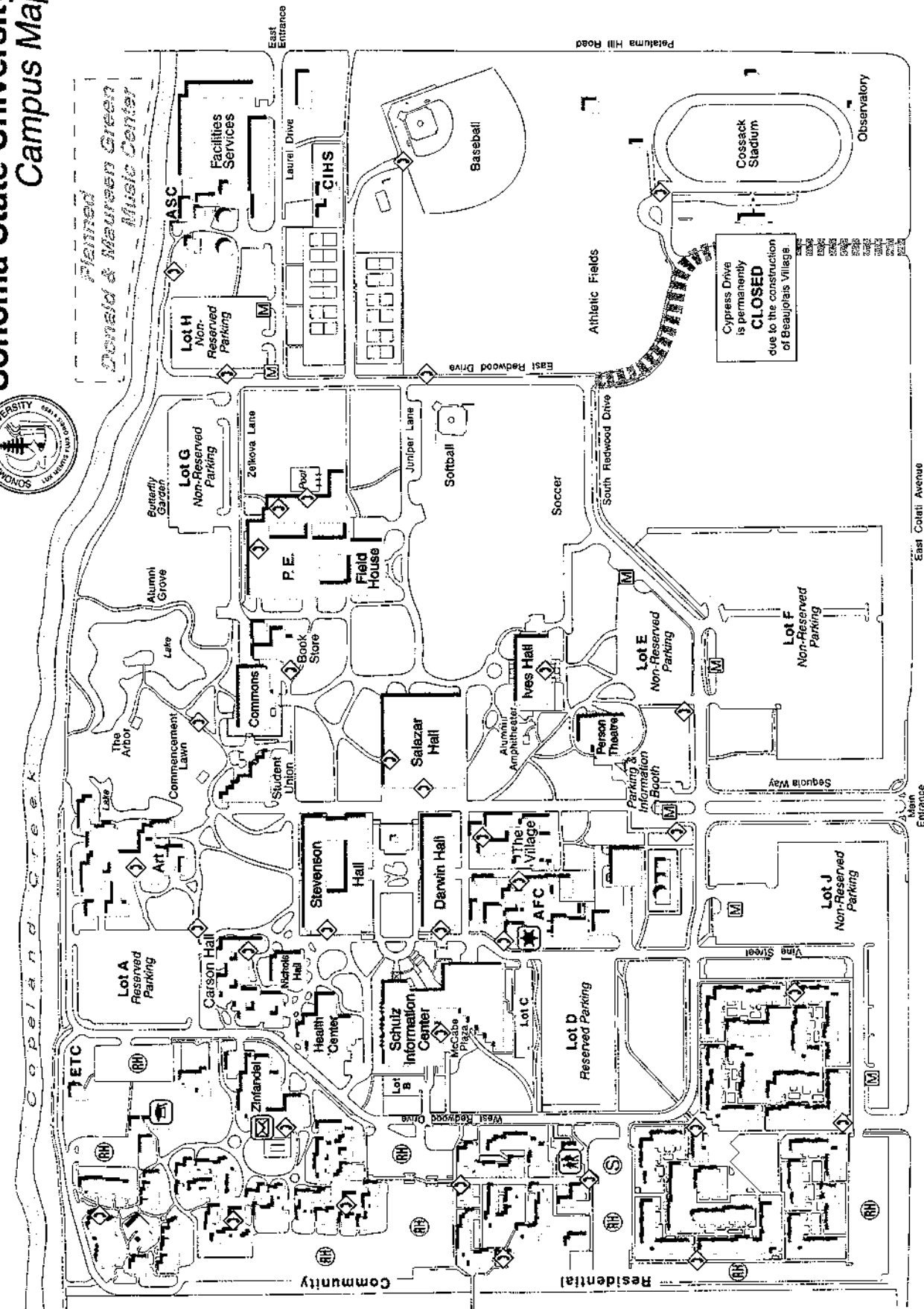
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Campus Map**



- University Police Services  
707-664-2143 / Bldg. 6
- Emergency Telephone
- ETC Environmental Technology Center
- Parking Permit Meter
- Residence Hall Parking (Reserved)
- Technology High School
- U.S. Post Office
- AFC Administration & Finance Center
- ASC Anthropological Studies Center
- CHS California Institute on Human Services
- Cotati-Rohnert Park Unified School District Office
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## The University Catalog

Copies of the 2002-2004 SSU catalog may be purchased at the University Bookstore, 707 664-2329.

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## Institutional Assistance

### Academic Programs

Information about SSU academic programs may be obtained from the Associate Vice Provost for Academic Programs, Stevenson Hall 1041, 707 664-2114, and may include:

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

### Career Placement

Career Services, Salazar Hall, 707 664-2196, may furnish information about the employment of students who graduate from programs or courses of study preparing students for a particular career field. Information includes data on the average starting salary and the percentage of previously enrolled students who obtained employment. The information may include data collected from either graduates of the campus or graduates of all campuses in the California State University. For more information, see page 367.

### Drug and Alcohol Abuse

Information concerning the prevention of drug and alcohol abuse may be obtained from the Alcohol and Drug Education Program, Health Center 101, 707 664-2850. For more information, please see page 374.

### Facilities for Disabled Students

Information regarding special facilities and services available to handicapped students may be obtained from Disabled Student Services, 707 664-2677. For more information, please see page 366.

### Financial Assistance

Information concerning student financial assistance may be obtained from the director of financial aid, Financial Aid Office, Salazar Hall, 707 664-2389. For more information, please see page 25.

### Refund of Tuition and Fees

Information concerning the refund policy of Sonoma State University for the return of unearned tuition and fees or other refundable portions of costs is available from the Customer Services Center, Salazar Hall; 707 664-2308, as is information policies regarding any refund due to the federal Title IV student assistance programs as required by the regulations. For more information, see page 23.

### University Police

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

### Student Consumer Information

Percentage of full-time freshmen entering in Fall 2000 who enrolled in Fall 2001: 76 %

### Accreditation

Sonoma State University is fully accredited by the Western Association of Schools and Colleges.

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

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